STATEMENT BEFORE THE ZONING COMMISSION

OF THE DISTRICT OF COLUMBIA

ON BEHALF OF THE

CONSORTIUM OF UNIVERSITIES OF THE WASHINGTON METROPOLITAN AREA

TESTIMONY IN SUPPORT OF GEORGETOWN UNIVERSITY, CASE NO. ZC-10-32, REQUEST FOR SPECIAL EXCEPTION APPROVAL OF A NEW CAMPUS PLAN FOR GEORGETOWN UNIVERSITY

JUNE 2, 2011

Chairman Hood, Commission Members and staff, good evening. My name is Sally Kram and I am the Director of Government and Public Affairs of the Consortium of Universities of the Washington Metropolitan Area, a regional organization representing the fourteen major four-year institutions of higher education in the greater Washington area. I am here this evening to speak on behalf of Georgetown University's Campus Plan (Case No. ZC-10-32: Request for Special Exception approval of a new campus plan for Georgetown University) and to recommend that the Commission consider approval for the university's last proffer where it offered to move 250 beds onto campus and to move 1,000 continuing education students off of the Georgetown Campus. I believe the Georgetown proposal meets the concerns of the community and permits the campus to develop and grow "in a manner that recognizes the role . . .[Georgetown] play[s] in contributing the District's character, culture, economy and is also consistent with and supports community improvement and neighborhood conservation objectives." See Comprehensive Plan, Policy LU-3.2.3.

Chairman Hood, as you may recall, I was last before this body in March of this year supporting the Square 55 project proposed by The George Washington University. My support for that project, a science center, was based on my strong belief that universities are a necessary and vital part of the District's economy and culture. Indeed, just this morning, I attended a briefing in the Wilson Building where an economic impact study commissioned by the Consortium was released showing the value to the District of Columbia and the region of its colleges and universities neared $3 billion and 200,000 jobs. (Please see Attachment 1, "The Impact of the Consortium of Universities of the Washington Metropolitan Area on the Economies of the Washington Metropolitan Area and District of Columbia" and Attachment 2, "Capital Assets." It should be noted that Georgetown University is the District's largest private employer.

Because universities are such an important part of the District's job base and economic vitality in addition to their role in promoting academic achievement and cultural activities, permitting their modulated growth is vital. As universities grow and develop, they achieve the dual goal of carefully growing the city while retaining the character of the neighborhoods and communities that have made the District one of the most magnetic cities for young professional adults in the country. It is not by accident that a university sits at the heart of some of the neighborhoods with the highest property values in the city.

I make these observations from what I think is a rather extensive background in zoning—particularly in campus planning. For four years I was a member of the Comprehensive Plan Vision Taskforce followed by another two years as a member of the Comprehensive Plan Implementation Task force. I monitored the consideration and approval of the Georgetown Plan in 1990 as a staff member to the City Council and Georgetown's 2000 plan as an employee of the Consortium of Universities.

As I stated in my March testimony regarding GW's Science Center, I have a bias—I am very interested in encouraging the District of Columbia to grow into a new area—a knowledge-based economy. Attachment 3 to my testimony is a chart showing the percentage increase in DC Residents with a Bachelor's Degree or higher between 1990 and 2009. (Please see Attachment 3. The same chart is also included in Attachment 2). You will note that by 2009, the college attainment rate in the District was 48.5%--a steep increase since the 27.5 percent in 1980 and the 33.3 percent in 1990. The Brookings institution has also tracked this phenomenon, issuing findings in its State of Metropolitan America report showing that DC was atop the list of most educated cities in the country as ranked by educational achievement—better than Bridgeport Connecticut and San Francisco California by nearly 4 percentage points. (Please see Attachment 4).

Why does this matter? Because as a vital municipality, District leaders and their planners must always be thinking about the future. That is why we are here tonight—to have a discussion about where this city, more specifically, Georgetown and its surrounding neighborhoods—will be in ten years. I believe the answer is—vital and growing. New data from the Census Bureau shows the trend. The District of Columbia was the only state with a declining median age compared to 2000. Nearly half of the District's population (48.6) is between 18 and 44. (See Attachment 5, U.S. Census News Release).

Yet the Office of Planning seems to view an increase in the number of young people as a detrimental change--particularly educated young people, or students. On page 5 of its report of May 5th (the OP report), it notes that "Using the projected maximum enrollment after Fall 2013, the growth of the students in the Georgetown University neighborhood will essentially be double the number of students (an increase is [sic] 98%) since the 1990 Campus Plan was approved." This statistic is particularly unenlightening when compared to the census data. Since the overall population between 18 and 44 in the District of Columbia as a whole has increased, it is unclear whether the Georgetown number is merely a reflection of the overall "youth trend" or an actual increase in students in the neighborhood.

Moreover, as used in the OP report, the term "student" is a broad term with any individual taking a single course being counted as a student (see OP report, page 6, footnote 7). Therefore the percentage increase cited may include "full time residential residents" who are merely seeking to improve their economic value in a tough economy. Given that students are one of the District's most assured conduits for new residents—a lifeline for any urban community—it seems particularly odd that the District's Office of Planning seems so committed to restricting student growth, particularly graduate and continuing education students.

It is because I believe in planning for a dynamic future that I recommend that the Commission adopt Georgetown University's most recent proposal regarding capping its undergraduate population, growing its graduate population, constructing 250 beds on campus and moving 1,000 students off campus. While it meets the neighbors' concerns about undergraduate student growth, it allows the graduate population to grow in a way "that is not likely to become objectionable to neighboring property because of noise, traffic, number of students, or other objectionable conditions" pursuant to DC zoning law. (Please see DCMR 11.)

I know this recommendation will not be popular with those citizens of Burleith and West Georgetown who oppose the university's plan. As a result, the challenge facing the Commission is not easy. Historically, campus plans have created among the most controversial cases this body, and the BZA, which previously had jurisdiction over Georgetown's campus plans, can face.. Indeed, the 2000 Georgetown campus plan was challenged by the Citizens Association of Georgetown (CAG) and the Hillandale Homeowners Association. The Court of Appeals upheld the 2000 Georgetown University Plan[1] in 2003. The Board of Zoning then approved a revised plan as directed by the Court.

The Zoning Commission's task therefore is to review all evidence submitted, weigh the various points of view put before it, and rule in a way that most consistently implements the zoning rules of the city. Critically, the zoning commission should avoid setting dangerous precedent in a way that would imperil the future development of the city. It is for this reason in particular that I am so concerned about some of the findings in the OP report. In particular I am concerned about OP's apparent finding, at least in Georgetown, that students individually and as a group pose an "adverse impact" wherever they live, whatever their age and whatever their "lifestyle"—part-time, taking a class here and there, pursuing a PhD.[2] Neighborhood groups advocating against campus plans in the future will point to your decision in this case, if the OP position is upheld, as further rationale for student restrictions and enrollment reductions.

Let me be clear how unusual a step this would be.

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1 "The Board [of Zoning Adjustment] has involved itself in matters outside its expertise and has intruded to an impermissible degree into the management prerogatives of the university." See *The Citizens Association of Georgetown vs. DC Board of Zoning Adjustment and Georgetown University, Intervener*, decided June 7, 2007, Case No. 05-AA-688.

2 See OP Report, pg. 5 "The number of students . . has created objectionable conditions to neighboring residential properties," pg. 6, "OP appreciates applicants acknowledgement that residency is likely to pose an objectionable impact," and pg. 7 "The number of students living within a community has an adverse impact due to the transient nature of students, their orientation to the university and university events, their involvement and socialization with other students and likelihood that they are not living year round within the community versus a full-time permanent resident who have chosen a community as their home."

The OP report would mandate that all undergraduate students be housed on campus by fall 2016 with incremental reductions until the 100% on-campus mandate is met. (Please see pg. 18, OP Report.) If the Zoning Commission supports this, the District of Columbia would become the only jurisdiction in the country to make such a regulatory demand on any higher education institution. OP's reference to Harvard, MIT and Princeton as campuses requiring 100% of their students to live on campus (Please See page 17 of the OP report) is factually incorrect. In phone calls to all three institutions in mid-May, Consortium staff was informed that none of these schools mandate 100% on campus housing. Indeed, at most, each school mandated on-campus housing for freshmen and sophomores only.[3] It is mystifying why OP would make a statement in its report that is unsubstantiated and misstates each school's policy and then use it as the basis for one of its main recommendations.

Even if Harvard, MIT and Princeton did mandate 100% on campus housing, it is very clear that the decision to provide such housing was made by the university not by the local or state government.[4] A government mandate on the number of students enrolled is very rare. The additional requirement of dictating where the students may (or may not) live is unheard of. Such a mandate is particularly alarming in the District where people are protected against disparate treatment based on their matriculation status by the DC Human Rights Act.[5] To my knowledge, therefore, this would be the first time a group identified as a protected class by the DC Human Rights Act has been subject to a restricted housing policy—specifically that they would be mandated to live in one and only one spot within the city—the Georgetown University main campus and Georgetown would be penalized for allowing them to live elsewhere.[6]

OP's rationale for requiring 100% on campus housing is based on a series of assumptions—that nontraditional students socialize with traditional students (Please see page 6, OP Report); that students by definition, even those who are married and living in "permanent housing" with a non-student spouse or living at home with their families create adverse impact (Please see page 6 again) and that students as a group diminish the residential character of the community. (Please see page 7, OP Report).

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3 It is true that upward of 95% of the undergraduate students at each school lives on campus. This is due to a variety of factors unique to the communities in which these schools are located. For example, Princeton, NJ has very little housing stock available for rental. There is a similar problem near MIT. Cambridge, where Harvard is located, is geographically isolated from the rest of the Boston metropolitan area, separated by a river and a major highway making off-campus living unattractive.

4 OP report at page 17 says "Through interviews with the Office of Planning, these universities [MIT, *Princeton, Harvard and Duke] reported that they do not make this requirement because of local regulation*, but rather to control student behavior." Given the misstatement of each school's policy, it is difficult to assess the veracity of this statement either, but communications with the private college associations of Massachusetts, New Jersey and North Carolina indicated that no jurisdiction within those three states mandate student enrollment caps, much less on-campus housing requirements.

5 "It is the intent of the Council of the District of Columbia in enacting this chapter, to secure an end in the District of Columbia to discrimination for any reason other than that of individual merit, including, but not limited to discrimination by reason of . . . matriculation." See D.C. Code Sec. 2-1401.01, Human Rights Act of 1997.

6 See pg. Campus Housing Conditions. See pg. 24, OP Report, Recommended Campus Housing Conditions 3-5.

All of these assumptions are made without underlying context or data.

For example, while it is true that the number of students at Georgetown has grown since 1990, census data just released this month shows that the largest demographic group in the District is young people between the ages of 20 and 40. They make up 40 percent of the overall population. (Please see Attachment 5.) It was this group that surged between 2000 and 2010 and this group that the District willingly embraced when it raised the District's population to above 600,000.

Without additional demographic information, however, it is unclear whether the Georgetown University growth has been greater than the growth of young people in the District in general and Georgetown in particular. Moreover, OP has not taken into account the growth of higher education in general. As noted earlier, the number of persons with a bachelor's degree in the District has grown substantially since 1990. And, the number of college students enrolled regionally at local colleges and universities has also grown. At George Mason University, for example, enrollment grew by 30.8% between 2001 and 2010.[7]

Moreover, the OP Report fails to delineate between older and younger students. According to Department of Education data, at least 22 percent of fulltime undergraduates in the District of Columbia are 25 years or older. Yet according to OP's 100% on campus recommendation, these adults would be required to move on campus and be barred from living in the same community as the many young working professionals that have moved to DC in the past several years. Should DC policy make an arbitrary distinction between a 25-year-old working adult and a 25-year-old adult seeking to improve his prospects for future employment?

Beyond context, OP has also based its recommendations on a series of data that cannot be independently verified. On page 3 of OP's report for example, OP describes Georgetown as a "fragile neighborhood" with "limited capacity to absorb adverse impacts." On page 4, OP says that Georgetown is at the "tipping point of diminished residential character." On Page 5, OP says that students have created objectionable conditions "by reducing available on-street parking in a neighborhood with severely limited off-street parking and intermittent alley systems, noise, litter and public disturbances that resulted in an increase in 911 calls to the MPD." None of these statements are supported by independently verified data.8

Let me address each of these statements in turn.

As to the fragility of Georgetown, the neighborhood and the university have existed

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7 GMU's enrollment was 24,897 in 2001 and 32,562 in 2010. The University of Maryland's most recently posted enrolment trends were from 1995 to 2005, making them too old to provide guidance. However, in his inaugural remarks, UM President Wallace Loh said he would pursue an increased enrollment of 4,000 students over the next year, a more than 10% increase over the 35,369 students listed as enrolled in 2005.

8 Indeed, as to parking the OP report is internally inconsistent. Either there are too many students in the neighborhood, creating a burden on its fragile nature (which is why OP recommends they be moved onto campus) or too many students not in the community are driving to campus and taking up parking spaces. The report never clarifies how both conditions can exist simultaneously.

"cheek to jowl" almost since the neighborhood's inception more than 200 years ago. Both have grown in relationship with the other. Students have lived in properties owned by Georgetown landlords, creating economic value. Georgetown neighbors have taken advantage of Georgetown educational, recreational and artistic offerings to further their own personal growth. And Georgetown businesses have established themselves serving university, student and community residents alike. Far from tearing the "fragile" fabric of Georgetown, the university has bolstered it. There is nothing in the OP report that independently testifies to the neighborhood's fragility.

Yet, OP suggests the neighborhood has reached a "tipping point" though it admits there is "no set definition of a tipping point" (Please see page 7 of the OP Report). Nonetheless, OP points to student penetration maps that it has developed, based on university supplied data, and then states that it can agree with the citizens of Burleith and West Georgetown that their community is "unbalanced." While the citizens' opinions are certainly valid, it is not determinative absent objective analysis of precisely what is meant by tipping point.

While the OP penetration maps are, arguably, objective, it is unclear whether they document a "tipping point" scenario. Since tipping point implies that some historic benchmark has been reached, data showing previous student penetration in the community would be useful. It would also be useful to know how many of the student houses listed in the OP report are filled with undergraduates verses graduate students. The OP map does neither.

Rather, OP points to a study conducted by Dr. Richard Tyler (Please see page 9 of OP report) that states that optimally, neighborhoods should have no more than 20% HMO's, or houses in multiple occupation where unrelated adults live together in private rentals. (Please see Attachment 6, Balanced Communities & Studentification: Problems and Solutions," the Tyler Report). Dr. Tyler, a retired history professor from the United Kingdom, describes "balanced community" as those akin to "normal experience" where owner-occupation dominates. (Please see page 5 of the Tyler Report.) He adds that 70% of British housing is owner occupied and that the preferred balance is not less than 60% families not more than 33% one person households and not more than 10% HMO's (Please see page 6 of the Tyler Report). Given the District's housing size of 2.11 persons per household and its owner occupied housing to rental housing percentage of 37% to 63%, Dr. Tyler's recommendation of 20% "balance" for rental properties could not be met by any DC neighborhood. (Please see Attachment 7, recent DC census data.) Dr. Tyler's research simply doesn't transfer to the District of Columbia because of the completely different set of demographics he is setting forth as "normal."

A final argument presented in the OP report is that students disrupt the community harmony and create parking problems. Let me discuss the 911 data first. As evidence, the report includes data describing 911 calls to the blocks proximate to campus. It should be noted that the 911 data has not been provided by the original source—the Metropolitan Police Department. Rather, it has been provided by the Citizen Association of Georgetown, based on information requested from the MPD. The data has not been subsequently validated by the MPD. In a conversation with MPD about the veracity of 911 data, Consortium staff was told that raw 911 data requires careful analysis by someone familiar with crime statistics. Absent evidence of such expertise on the CAG, the 911 data should be evaluated carefully and its evidentiary value weighed accordingly.

There is no additional data showing whether the parking congestion in Georgetown can be solely attributed to Georgetown University. While neighbors have testified before this body that anecdotally, they notice ease in parking in the neighborhood during student breaks, there is nothing in the OP report that validates this observation or demonstrates parking patterns in the community.

While OP's data is not independently verified in the OP Report, let me give you some data that can be verified. The report I mentioned earlier, Capital Assets, contains data collected by eminent local economist Stephen S. Fuller, Ph.D., Director of the Center for Regional Analysis at George Mason University. It documents how the District of Columbia in general and the Georgetown community specifically, has positively benefited from its "transient" student residents.

For example, attached to my testimony is a list of businesses begun by alumni of member institutions in the Washington region (Please see Attachment 8). You will note that at least three of these businesses (Alchemie Forever, Sweetgreen, and Town Hall were founded by Georgetown alumni in the Georgetown community. Most recently, Living Social, a business founded by Georgetown alum Tim O'Shaughnessy announced plans to open a new headquarter building in Penn Quarter with the goal of hiring more than 1,000 employees (Please See Attachment 9). While not specifically a Georgetown business, it will be an important part of the District's economic fabric and should be encouraged. It is hard to find encouragement in a city policy that deems students as an adverse impact.

Most worrisome of all the policies presented in the OP report is the proposed penalty for violation of the proposed OP conditions—enrollment reductions. I am informed that if Georgetown were required to comply with OP's report tomorrow, it would result in the rescission of more than 1,000 admissions to Georgetown for the upcoming fall semester. It strikes me that admissions decisions, more than any others, are inherently a management prerogative of the university and should not be set by a zoning body.

Who's to say whether a Mr. O'Shaunessy, with his admission to Georgetown rescinded due to zoning regulations, would go elsewhere and start his business there? Indeed, study after study has documented that students overwhelmingly buy homes and begin families in the communities where they finish their terminal degrees. Given the District's already attractive position as a magnet for 20 and 30 something's, does it want to turn the tide back to the '60's, '70's and '80's when it was bleeding population and economic value?

I understand that the Zoning Commission need not necessarily look beyond the communities immediately adjacent to Georgetown University when rendering its decision in its cases. However, it has historically been a body that evaluates all factors in making its decisions. I would urge it to consider the ill-advised precedential value of a case which defines students as objectionable due to their status and urge the Commission to consider the far more reasonable alternative proposed by the university in its final submission to OP.

Thank you Chairman Hood. I am prepared to answer any questions you may have.

Attachment 1

The Impact of the Consortium of Universities of the Washington Metropolitan Area on the Economies of the Washington Metropolitan Area and District of Columbia

Research Summary

Prepared for

The Consortium of Universities of the Washington Metropolitan Area

By

Stephen S. Fuller, Ph.D.
Dwight Schar Faculty Chair and University Professor
Director, Center for Regional Analysis
School of Public Policy
George Mason University

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The Impact of the Consortium of Universities* of the Washington Area on the Economies of the Washington Metropolitan Area and District of Columbia

Research Context

The Consortium of Universities* of the Metropolitan Washington area, with its fourteen member institutions, is a major source of economic activity within the Washington metropolitan area and the District of Columbia. While universities impact their host communities in many ways—cultural, educational, social and economic—their economic impacts are frequently undercounted or overlooked altogether. The analyses presented here identify the measurable direct outlays that flow from the Consortium's member universities and calculate their total economic impacts—the sum of the direct outlays and their subsequent employment and income effects as these monies are re-spent within the local economies.

While the annual payroll and non-payroll expenditures of these universities comprise the most visible sources of their direct annual outlays, student spending, spending in the local area by out-of-town visitors to the campuses and spending by retirees from the universities who have continued to reside locally represent additional sources of economic benefits that would not have been realized had these universities not existed.

Additionally, there are sources of economic impact that cannot be easily quantified on an annual basis that are excluded from these analyses that represent important sources of economic benefits for the local and area economies. These would include: the value of the education and skills transferred to the area's workforce as a consequence of the presence of these institutions of higher education within the region; the business attraction and interaction linked to the presence of these institutions and their faculties; the intellectual property generated on these universities' campuses that contribute to the region's business base and competitiveness; the in-kind and voluntary services provided by these universities and their staffs and students to the community's betterment; and there are many others. The operating outlays and capital spending by university foundations also have been excluded from this analysis.

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*American University, The Catholic University of America, The Corcoran College of Art and Design, Gallaudet University, Georgetown University, George Mason University, The George Washington University, Howard University, Marymount University, National Defense Intelligence College, National Defense University, Trinity Washington University, University of the District of Columbia, and the University of Maryland, College Park.

The true measures of these universities' economic impacts are their contributions to the regional and local economies that would not have taken place in their absence. Consequently, only those outlays that are generated by students who were not residents of the Washington area prior to their matriculation and only non-local visitors are considered here as sources of "new" spending in the Washington area economy. Similarly, employees who do not reside in the Washington metropolitan area and vendors not located within the metropolitan area are not included in the calculations of local economic impact.

Research Findings

The Consortium's member universities are a major source of economic activity within the Washington metropolitan area, as employers, generators of personal income and business transactions, and as sources of direct and indirect spending that span the breadth of the local and area economies. The total economic impact of these universities' direct and indirect outlays, that is, the total contribution of this spending to the Washington area's gross regional product (GRP), totaled $11.2 billion in 2010 and comprised 2.8 percent of its GRP, a percentage greater than the contribution to the Washington area economy of the region's hospitality industry or its more than 2,500 membership associations. The magnitude of the Consortium's member universities are presented in Appendix Table 1 and summarized below:

- The 14 member universities employed 68,117 full- and part-time workers in 2010 with 97 percent residing within the Washington metropolitan area, 23 percent in the District of Columbia, 45 percent in Maryland, 28 percent in Virginia and the remainder residing elsewhere beyond the metropolitan area.

- Payroll outlays by the member universities totaled $3.0 billion in 2010;

- Non-payroll outlays for the annual operations of the member universities totaled $2.2 billion in 2010;

- Capital outlays by these universities during 2010 totaled $575.2 million;

- Student enrollment during the 2009-2010 academic year averaged 154,884 with 64.3 percent of these students enrolled as undergraduates;

- Sixty-four percent (63.6%) of all students attending the Consortium's member universities were non-residents of the Washington metropolitan area prior to matriculation;

- These universities report that 70 percent of their 3,347 retirees continue to reside within the Washington metropolitan area;

- In 2010 it is estimated that 306,670 out-of-town visitors were attracted to the campuses of these fourteen universities.

The economic impacts of the direct annual outlays by the Consortium's member universities and spending by the their students, retirees and visitors can be calculated employing multipliers provided by the U.S. Bureau of Economic Analysis from its RIMS II Model for the Washington metropolitan area and for the District of Columbia. These multipliers determine the total contribution of the direct local outlays, as shown in Appendix Table 3, to the Washington metropolitan area's gross regional product (GRP). These multipliers also permit the calculation of the new personal earnings that this new spending will generate to the benefit of workers residing within the Washington area (or within the District of Columbia) and the number of jobs this direct spending will support.

In 2010, local and non-local spending by the Consortium's member universities, their students, retirees, and visitors totaled $7.12 billion with $5.64 billion or 79.2 percent representing "new" money within the Washington area economy (see Appendix Table 3). Of this $5.64 billion in total spending in the Washington metropolitan area, $1.42 billion or 25.2 percent was captured directly within the District of Columbia economy. These economic impacts are presented is detail in Appendix Tables 4 and 5 and are summarized below.

Summary of Economic Impacts of the Consortium of Universities of the Washington Area on the Washington Area and the District of Columbia, 2010
(in billions of dollars)

Area of Impact	Direct Outlays	Total Output(1)	Personal Earnings(2)	Jobs Supported(3)
Washington Area	$5.638	$11.234	$3.573	124,895
District of Columbia	$1.419	$1.978	$0.228	6,636

Source: GMU Center for Regional Analysis; Appendix Tables 4 and 5.
Notes: (1) the total value of goods and services generated directly and indirectly as a result of direct spending; (2) additional earnings generated as a result of the direct outlays being re-spent within the local economy; (3) jobs supported locally and elsewhere by the spending and re-spending of direct outlays within the economy.

Annual operating outlays (payroll, non-payroll and construction) by the Consortium's fourteen member universities in the Washington area economy totaled $4.7 billion in

2010 with $2.9 billion or 61.1 percent of this spending being composed of payroll disbursements (fringe benefits are not included as these consist of mainly deferred recipient spending). These direct local university outlays contributed $9.6 billion to the Washington area economy, reflecting an aggregate multiplier of 2.0225; that is, for each $1 of a university's direct outlays, the Washington metropolitan area economy (GRP) grew by a total of $2.02.

This spending generates personal earnings beyond the direct payroll paid by the universities to their employees as these payroll dollars are re-spent in the Washington area economy. In 2010, the direct and local university outlays generated an additional $3.1 billion in new personal earnings to workers residing within the Washington metropolitan area as these monies were re-spent and recycled within the local economy. These direct university outlays supported a total of 104,973 full-time equivalent year-round jobs locally and elsewhere in the national economy of which an estimated 69,289 or two-thirds were jobs held by workers residing in the Washington area.

Student spending (excluding outlays for housing) totaled $749.2 million in 2010. This spending included: meals, beverages and groceries, 36.9%; entertainment and recreation, 12.5%; health services, 8.5%; transportation, 12.3%; other retail goods, 26.7%; and services 3.1%. Housing outlays, while not included here, would have more than doubled the value of total student spending. However, this category of spending is difficult to tabulate accurately with many students living on campus and many others sharing housing expenses with non-students. The student spending included here focuses the majority of benefits on retail and consumer services, spending that supports a large number of jobs and has an important local income effect.

Spending by retirees residing in the Washington area totaled an estimated $105.4 million in 2010 and spending by non-local visitors totaled an estimated $36.8 million. This spending substantially benefited the retail and consumer services sectors as well as the food services and hotel sectors. This distribution of spending distributed these benefits across a broad cross section of the local economy generating additional payroll and subsequent spending in support of the local economy.

In total, the Consortium's member universities, their students (non-residents prior to matriculation), retirees still living within the Washington area, and non-local campus visitors spent $5.6 billion in the Washington area economy in 2010 adding $11.2 billion to its GRP reflecting a combined multiplier of 1.99. This spending also generated a total of $3.57 billion in new personal earnings within the Washington area in support of local jobs; that is, for each $1 in direct spending, $0.63 in additional personal earnings (wages and salaries) were generated for local workers but not working directly for the universities. This spending supported 124,895 full-time equivalent year-round jobs locally and nationally with an estimated 79,400 or 64 percent of these jobs being in the Washington metropolitan area.

The share of the Washington metropolitan area's economic impacts captured within the District of Columbia economy can also be calculated based on the incidence of the spending—place of residence (or place of spending) of universities employees, vendors, students, retirees and non-local visitors (see Appendix Table 2). Based on the distribution of spending estimated by the Consortium's member universities, the share of the various categories of direct outlays associated with the universities and their associated activities captured to the benefit of the District of Columbia economy totaled $1.4 billion in 2010, accounting at 25.2 percent of all direct spending by the Consortium members in the Washington metropolitan area.

The contribution of this spending to the District's gross city product (GCP) was calculated to total $1.98 billion, reflecting an overall multiplier of 1.394. The magnitude of this multiplier is a function of the small geographic size of the District and dependence on non-local workers and suppliers resulting in a smaller retention of indirect and induced benefits from the initial direct outlays than would be found at the regional scale. Still, this spending generated $228.5 million in new personal earnings to the benefit of workers residing in the City and supported a total of 6,636 jobs of which District residents held an estimated 5,078 or 76 percent. The $1.98 billion value of total output generated by DC spending by Consortium member universities represented 1.9 percent of the City's GCP in 2010.

Summary of Economic Impacts

The Consortium of Universities of the Washington Area have been shown to be a major source of jobs and income in the Washington metropolitan area and District of Columbia economies accounting for 2.8 percent of the metropolitan area's GRP and 1.9 percent of the District's GCP in 2010.

As employers and generators of jobs, the Consortium's member universities directly accounted for 68,117 full- and part-time jobs with a payroll of $2.9 billion and indirectly supported a total of 124,895 full-time equivalent year-round jobs of which an estimated 79,400 or 64 percent were held by residents of the Washington metropolitan area with personal earnings (wages and salaries) totaling $3.6 billion.

The Consortium's member universities also were shown to be a major source of direct business transactions purchasing goods and services from local and non-local vendors totaling $2.2 billion in 2010 with local vendors capturing $1.3 billion or 41.4 percent of these sales. Additionally, some of these universities contracted for new construction in 2010. These construction outlays totaled $575 million and added $1 billion to the Washington metropolitan area's GRP.

The Consortium's member institutions had an average enrollment totaling 154,884 students, of which 63.6 percent were not residents of the Washington metropolitan area prior to matriculation. These non-local students, over the course of the year (including summer school enrollments) spent $749.2 million for goods and services (excluding housing) within the region's economy. This student spending contributed

$1.4 billion to the Washington metropolitan area's GRP, generated $383 million in new personal earnings and supported a total of 16,778 full-time equivalent year-round jobs of which an estimated 10,080 jobs or 60 percent were local.

Universities are widely recognized as being important as centers of learning, research, medical and other social and intellectual services, culture and innovation, but their contribution to the economy as a source of jobs and income is frequently under valued by elected officials and the general population. The research reported herein provides further evidence of the importance of these economic benefits that accrue to the Washington metropolitan area from the Consortium of Universities of the Metropolitan Washington Area. These fourteen universities, with their 68,117 faculty and staff, their combined local outlays of $4.7 billion and associated local spending (students, retirees, and non-local visitors) totaling $891.4 million provided a stabilizing force within the Washington metropolitan and City economies that was particularly important during the recent recession. Additionally, the substantial economic impacts generated by these universities make them a major source of future economic vitality that will gain increasing importance as the Washington area's historic economic base—federal spending—becomes less important as a source of long-term expansion.

Key to the realization of the economic potentials inherent in the Washington area's universities will be increasing their capacity to accommodate: (1) the increasing demands for higher education by a population projected to grow by 1.7 million residents over the coming twenty years; (2) the increasing demands for advanced professional and continuing education by workers already in the labor force as the mix of occupations changes and workers shift jobs reflecting new technologies and accelerating economic change; and (3) the increasing research and outreach activities that contribute directly to the region's competitive position in the national and global economies. This increased capacity will also enable these universities to further enhance the Washington area's quality of life that is so important to attracting and retaining the knowledge workers and creative and innovative businesses essential for achieving the region's future economic potentials.

The economic impacts presented here show that the Consortium's member universities are already a major source of economic activity in the Washington area, accounting for almost 3 percent of GRP. As significant as these economic impacts are, they only account for the easily measured benefits flowing to the regional economy and significantly understate the full magnitude of these universities' ongoing and evolving contributions that are essential to securing the Washington metropolitan area's future in an increasingly competitive global economy.

Appendix Tables

Table 1

Profile of the Consortium of Universities of the Washington Metropolitan Area, 2010

Metrics	Number/Value
Number of Full and Part-Time Employees	68,117
Number of Full Time	41,551
Number of Staff	26,566
Number of Employees Residing in	
District of Columbia	15,970
Maryland	30,857
Virginia	19,141
Other	2,149
Total Payroll Outlays	$3,004,809,723
Total Non-Payroll Outlays	$2,172,346,858
Total Capital Outlays	$575,227,651
Total University Outlays	$5,752,384,232
Total Average Annual Enrollment	154,884
Percent Undergraduate	64.3
Percent Non-Residents Prior to Enrollment	63.6
Number of Retirees	3,347
Percent Residing in the Region	70.0
Non-Local Visitors To Campus	306,670

Sources: Survey of Consortium members, GMU Center for Regional Analysis

Table 2

Distribution of Consortium Member Spending
within the Washington Metropolitan Area, 2010
(percent)

Source	DC	Maryland	Virginia	Other
Payroll	20.1	47.2	29.3	3.4
Non-Payroll	22.2	22.3	14.1	41.4
Students*	53.7	23.7	22.6	0.0

Sources: Survey of Consortium members, GMU Center for Regional Analysis. *by location of university in which enrolled

Table 3

Total Outlays Associated with the Consortium of Universities
of the Washington Metropolitan Area, 2010
(dollars in millions)

Sources	Total Outlays	Local Outlays*	Percent Local*
Universities			
Payroll	$3,004.810	$2,898.190	96.4
Non-payroll	2,172.347	1,272,995	58.6
Construction	575.228	575.228	100.0
Total Universities	$5,752.385	$4,746.414	82.5
Other Sources			
Student Spending	$1,177.948	$749.175	63.6
Retiree Spending	150.615	105.435	70.0
Visitor Spending	41.686	36.810	88.3
Total Other	$1,370.249	$891.420	65.0
Total Spending	$7,122.634	$5,637.834	79.2

Sources: Survey of Consortium members, GMU Center for Regional Analysi:
*spending retained in or new to the Washington metropolitan area.

Table 4

Economic Impacts Generated by the Consortium Members' Direct and Associated Outlays in the Washington Metropolitan Area, 2010
(dollars in billions)

Spending Sources	Direct Outlays	Total Output(1)	Personal Earnings(2)	Jobs Supported(3)
Universities				
Payroll	$2.898	$5.930	$1.937	66,997
Non-Payroll	1.273	2.605	0.851	29,430
Construction	0.575	1.064	0.330	8,546
Sub-total	$4.746	$9.599	$3.118	104,973
Students	$0.749	$1.374	$0.383	16,778
Retirees	0.105	0.192	0.054	2,352
Visitors	0.037	0.069	0.018	792
Sub-total	$0.891	$1.635	$0.455	19,922
Totals	$5.638	$11.234	$3.573	124,895

Source: GMU Center for Regional Analysis.
Notes: (1) the total value of goods and services generated directly and indirectly as a result of direct spending; (2) the additional earnings generated within the Washington Area as a result of the direct outlays; (3) the additional new jobs supported nationwide by the spending and re-spending of direct outlays within the Washington area economy.
*columns may not sum to their total due to rounding.

Table 5

Economic Impacts Generated by the Consortium Members' Direct and Associated Outlays in the District of Columbia, 2010 (dollars in millions)

Spending Sources	Direct Outlays	Total Output(1)	Personal Earnings(2)	Jobs Supported(3)
Universities				
Payroll	$609.2	$862.8	$107.0	3,001
Non-Payroll	482.3	683.0	84.7	2,375
Construction	57.5	70.0	5.0	105
Sub-total	$1,149.0	$1,615.8	$196.7	5,481
Students	$247.2	$332.2	$29.0	1,045
Retirees	10.5	14.1	1.2	44
Visitors	12.2	16.2	1.6	66
Sub-total	$269.9	$362.5	$31.8	1,155
Totals	$1,418.9	$1,978.3	$228.5	6,636

Source: GMU Center for Regional Analysis.
Notes: (1) the total value of goods and services generated directly and indirectly as a result of direct spending; (2) the additional earnings generated within the District of Columbia as a result of the direct outlays; (3) the additional new jobs supported nationwide by the spending and re-spending of direct outlays within the District of Columbia economy.
*columns may not sum to their total due to rounding.

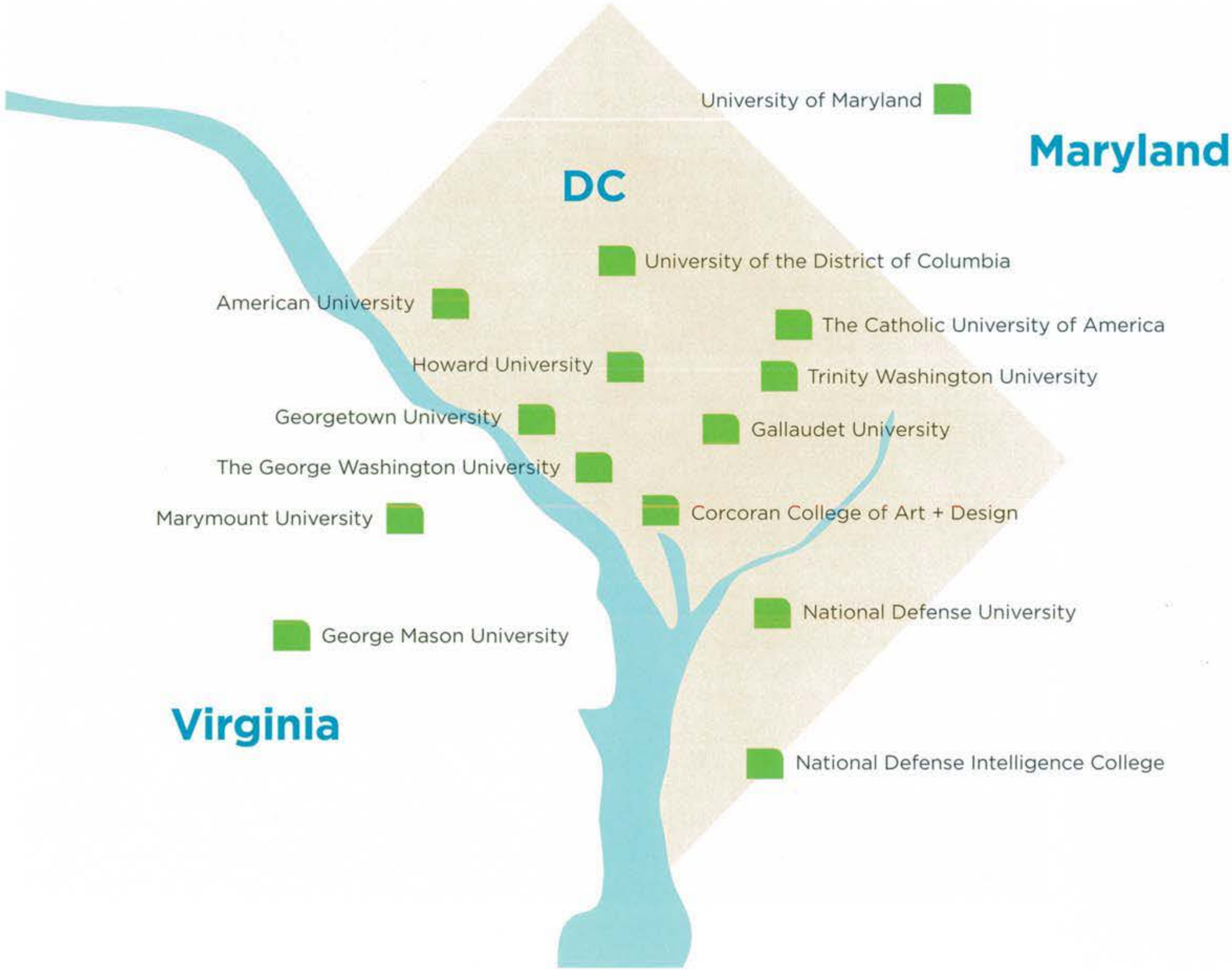
Attachment 2

CAPITAL ASSETS

ECONOMIC IMPACT AND BEYOND

Consortium of Universities of the Washington Metropolitan Area

CONSORTIUM SCHOOLS



ABOUT THE CONSORTIUM

The Consortium of Universities of the Washington Metropolitan Area represents the combined resources of the Capital region's best academic institutions. It seeks to promote the mission of its members—the improvement of the educational, scientific, cultural and literary knowledge and experiences of students through collaboration and cross-campus partnerships. As a result, the Consortium institutions separately and together serve as a dynamic academic force.

BEYOND THEIR EDUCATIONAL VALUE to the District of Columbia, the region, the nation and the world, the Consortium's member institutions provide an important added value—their economic impact. Consortium member activity represents almost 3% of the regional economy, an $11.3 billion impact. In the District of Columbia, Consortium member activity represents 2% of the Gross City Product (GCP) and universities are the city's largest private employers.

AS ENGINES FOR THE REGION'S JOB GROWTH, Consortium members are unmatched in their contributions to the region's employment. Even as job projections foretell stagnation in many job sectors, including government, the area's education and health sectors remain among the most robust. The future vitality of the region is intimately connected to the health and development of its universities.

BEYOND ECONOMICS, the colleges and universities of the Washington Metropolitan Area provide additional benefits. The region has one of the most educated populations in the country leading to job creation, attraction and retention. The District of Columbia is a magnet for young educated professionals seeking their first work experiences. Plus, many students who complete their education here stay after graduation. More than 100,000 alumni from Consortium member schools have stayed in the region to raise families and live their lives, many in service to their communities.

UNIVERSITIES BOLSTER the cultural environment as well. Local college campuses boast 10,000 seats in venues that host live theater performances. There are 11 art galleries on local college campuses providing cultural enrichment for thousands. On the scientific front, research and development is funded through $21 billion in federal research dollars invested in the region.

STUDENTS GIVE BACK TO THEIR COMMUNITIES. College students provide more than 600,000 hours of public service annually. According to an hourly rate estimate provided by the national nonprofit Independent Sector, the overall value of the students' service tops $18.9 million a year.

TOGETHER THESE FACTORS ADD UP TO THE REGION'S CAPITAL ASSETS. As regional leaders look toward the future, they can depend on the region's colleges and universities to serve as partners, economic engines and innovation leaders.

JOBS

IN THE REGION

Universities are a **major** regional employer.

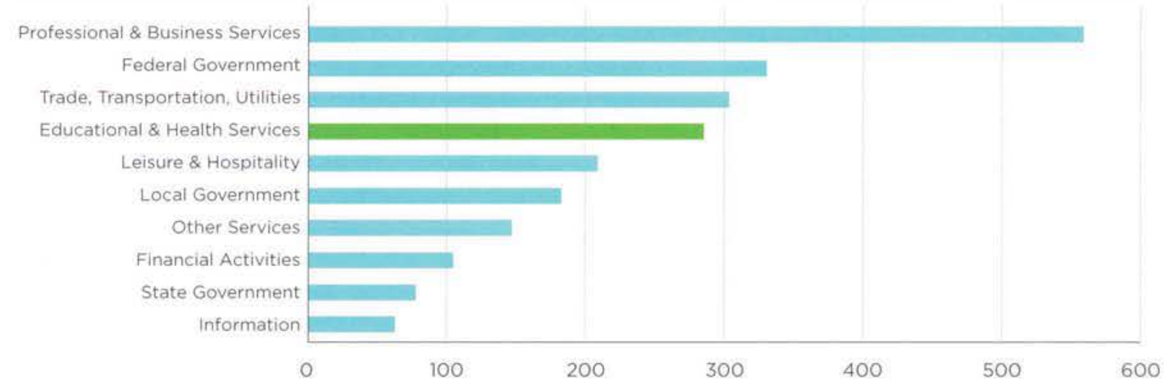
68,117
JOBS AT CONSORTIUM MEMBER SCHOOLS

$3 BILLION
TOTAL PAYROLL EXPENDITURES

124,895
ADDITIONAL JOBS SUPPORTED BY UNIVERSITY SPENDING

$3.6 BILLION
ADDITIONAL REGIONAL REVENUE FROM UNIVERSITY-GENERATED JOBS

Washington Metropolitan Division Employment by Industry (In Thousands)



Source: 2010 Bureau of Labor Statistics

Of the 124,895 additional jobs supported by university spending, 79,400, or nearly 64%, are located in the region. Therefore, for each dollar spent by a Washington region university, 63 additional cents were added to the region's overall payroll.

IN DC

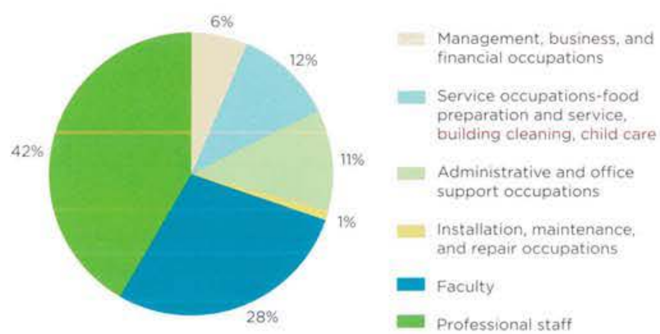
Universities are the District's **largest** private employers.

Top Private Employers in DC

1. Georgetown University
2. The George Washington University
3. Washington Hospital Center
4. Howard University
5. Georgetown University Hospital
6. American University
7. Fannie Mae
8. The Catholic University of America
9. Providence Hospital
10. Howard University Hospital
11. Sibley Memorial Hospital
12. The George Washington University Hospital

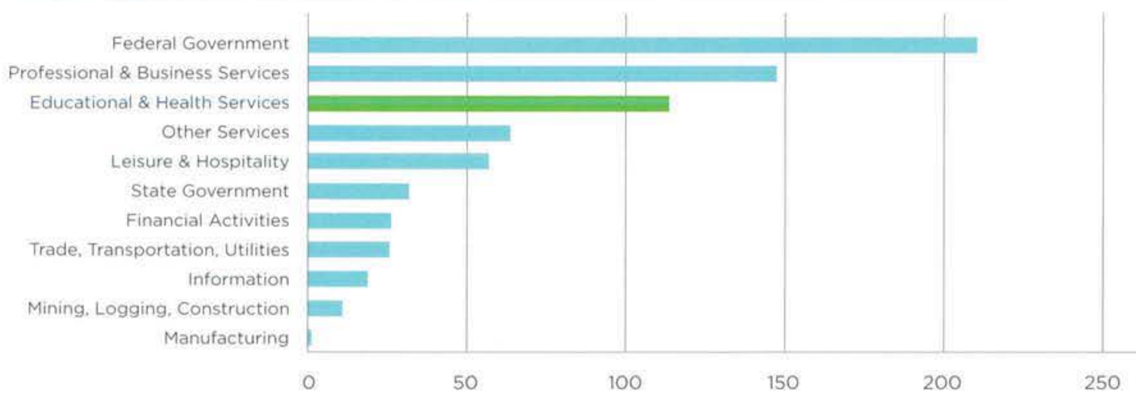
Source: DC Department of Employment Services, 2010

Types of Jobs at Consortium Universities



Source: DC Office of Planning and Stephen S. Fuller, Ph.D.

DC Employment by Industry (In Thousands)



Source: Bureau of Labor Statistics, 2010

15,970

JOBS FOR DC RESIDENTS DIRECTLY SUPPORTED BY CONSORTIUM MEMBER UNIVERSITIES

$609 MILLION

PAYROLL TO UNIVERSITY EMPLOYEES LIVING IN DC

4,856

ADDITIONAL JOBS SUPPORTED BY UNIVERSITY SPENDING

$228.5 MILLION

EARNING VALUE OF JOBS SUPPORTED BY UNIVERSITY SPENDING

VALUE

IN THE DC REGION

College degrees **add** personal and regional economic wealth.

$450 MILLION

AMOUNT ADDED TO INCOME EARNED IN WASHINGTON, DC FOR EACH PERCENTAGE INCREASE IN COLLEGE ATTAINMENT

76%

PERCENTAGE OF JOBS POSTED ONLINE IN DC REQUIRING A COLLEGE DEGREE OR HIGHER

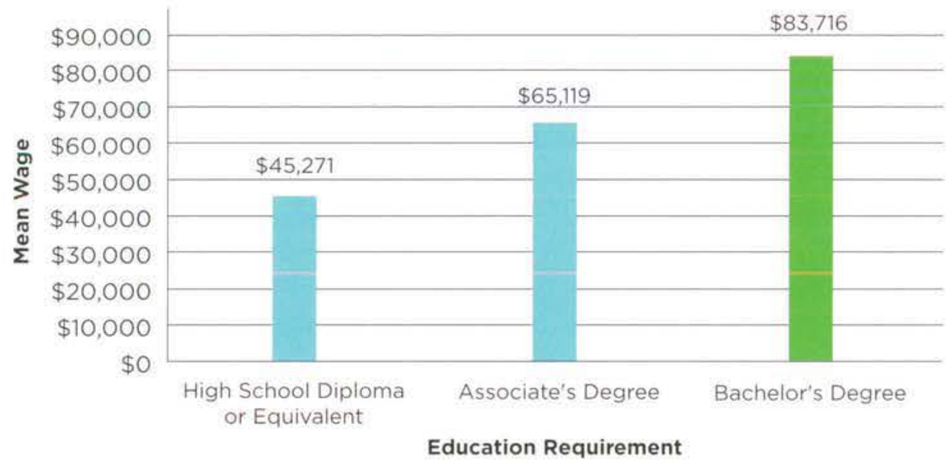
66%

HOW MUCH MORE COLLEGE GRADS EARN IN THEIR LIFETIMES COMPARED TO HIGH SCHOOL GRADS

$56,014

MEDIAN EARNINGS BY BACHELOR'S DEGREE HOLDERS IN DC (2009)

Mean Annual Wage for Online Job Postings in the Washington Metropolitan Area



Source: DC Networks Analyzer

A 2010 study from the DC Fiscal Policy Institute has found that residents lacking college degrees were hit hardest by the latest recession. The unemployment rate for high school graduates in DC is 19% compared to the unemployment rate for college graduates in DC of 4.2%.

PEOPLE

IN THE REGION

Consortium students **add** to regional and District diversity.

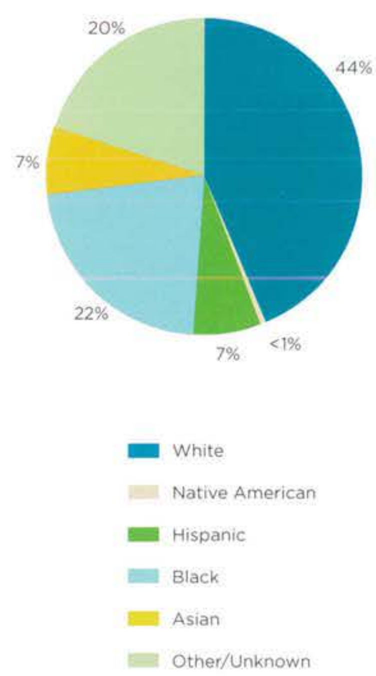
154,000
STUDENTS ENROLLED

306,670
OUT-OF-TOWN VISITORS ATTRACTED TO THE REGION'S CAMPUSES

63%
OF STUDENTS MOVED TO THE WASHINGTON REGION TO ATTEND COLLEGE

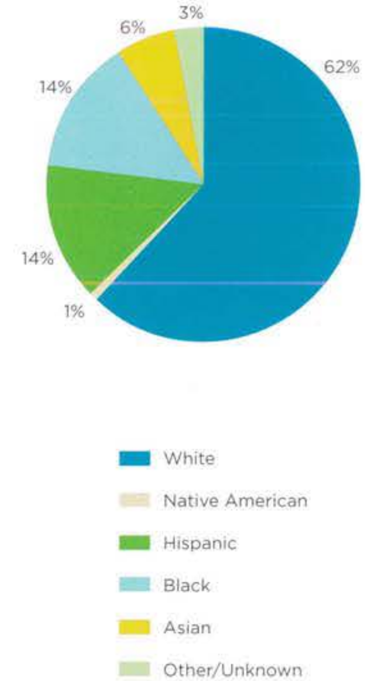
100,000+
CONSORTIUM ALUMNI WHO SETTLE IN THE REGION AFTER GRADUATION

Consortium Members' Enrollment Totals by Ethnicity



Source: IPEDS, 2009

National Enrollment Totals by Ethnicity



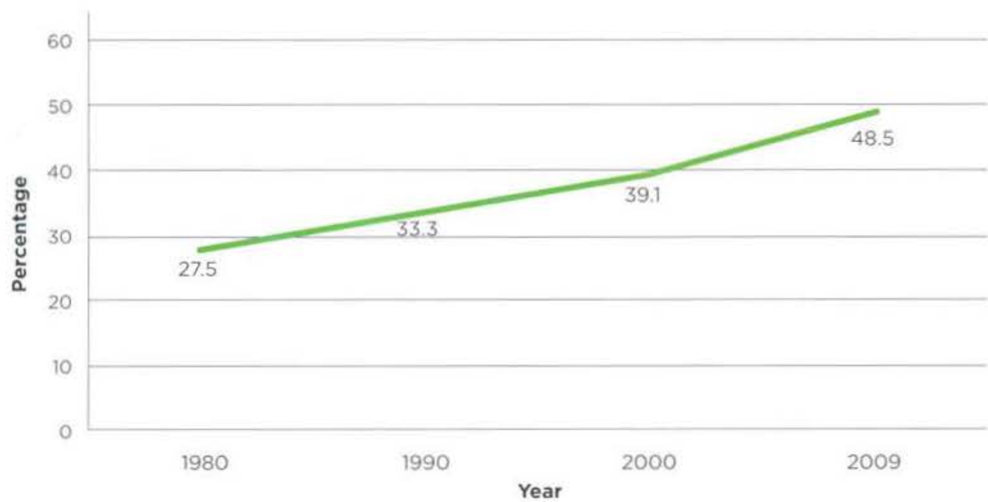
Source: IPEDS, 2009

Member campus communities are more diverse than the nation or surrounding neighborhoods. In addition, universities contribute to economic vitality by attracting new regional residents who spend three quarters of a billion dollars once they arrive.

IN DC

Once students arrive, they make **important** contributions. Many remain in the District and continue to contribute after graduating.

Percentage of DC Residents with a Bachelor's Degree or Higher, 1980 to 2009



Source: U.S. Census Bureau, 2009

48.5%

OF DC RESIDENTS HAVE A BACHELOR'S DEGREE OR HIGHER

85,202

STUDENTS ENROLLED IN DC CONSORTIUM MEMBER SCHOOLS

$4,656

DOLLARS COLLECTED FROM THE FEDERAL GOVERNMENT BY THE DISTRICT FOR EACH STUDENT COUNTED IN THE 2010 CENSUS

90%

OF STUDENTS MOVED TO DC TO ATTEND COLLEGE

SERVICE

IN THE DC REGION

College students, faculty and staff are **dedicated** to service.

600,000+
HOURS OF COMMUNITY SERVICE COMPLETED

100+
EDUCATIONAL ACTIVITIES

100+
COMMUNITY SERVICE PROJECTS

$18.9 MILLION
VALUE OF COMMUNITY SERVICE

Sample Projects	
American University	DC Reads
The Catholic University of America	Homeless Outreach
Gallaudet University	Tax Assistance for the Elderly
George Mason University	Alternative Spring Break
Georgetown University	After School Kids Program
The George Washington University	Jumpstart
Howard University	DC Area Writing Project
Marymount University	Special Olympics
Trinity Washington University	Byte Back - Tech Training
University of the District of Columbia	HIV/AIDS Legal Clinic
University of Maryland	Terps for Change

In addition to general community service, the six law schools in the DC region operate 61 clinics serving more than 1,000 low income and underrepresented clients. Additional students are working in other nonprofits to serve low income residents.


FRESHMAN DAY
2010
Domino
JIFFY

DOLLARS

IN THE REGION

The Multiplier Effect: For each $1 spent by Consortium members, the Washington Metropolitan area economy **grew** by a total of $2.02.

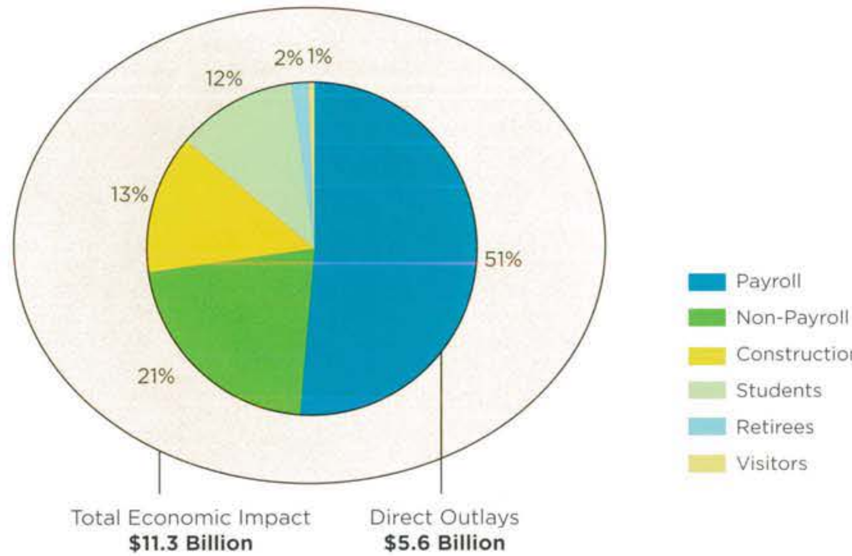
$11.3 BILLION
TOTAL CONTRIBUTION TO THE ECONOMY (GRP)

3%
GROSS REGIONAL PRODUCT (GRP)

$749 MILLION
STUDENT SPENDING (EXCLUDING HOUSING)

$575 MILLION
CAPITAL OUTLAYS

Consortium Members' Direct and Indirect Expenditures in the Washington Metropolitan Area



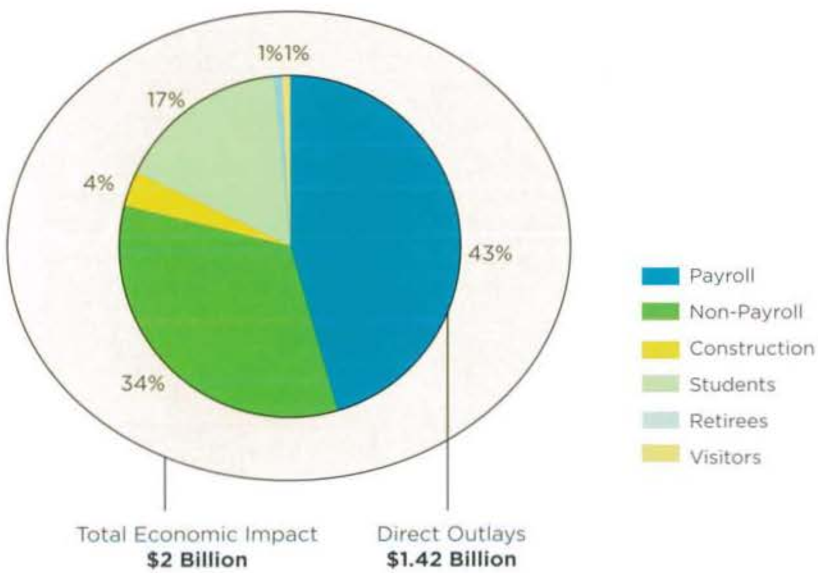
University Spending				Regional Growth
$5.6 Billion	x	2.02	=	$11.3 Billion Total Contribution

Source: Stephen S. Fuller, Ph.D.

IN DC

The Multiplier Effect: In the District of Columbia, $1 dollar spent by a DC university resulted in an **additional** $1.40 in the city's economy.

Consortium Members' Direct and Indirect Expenditures in the District of Columbia



University Spending				DC Growth
$1.42 Billion	x	1.4	=	$2 Billion Total Contribution

Source: Stephen S. Fuller, Ph.D.

$1.42 BILLION
CONTRIBUTION TO THE DISTRICT'S ECONOMY (GCP)

2%
GROSS CITY PRODUCT (GCP)

$270 MILLION
STUDENT, VISITOR AND RETIREE SPENDING

$57.5 MILLION
CAPITAL OUTLAYS

INSPIRATION

IN THE DC REGION

After college, many local alumni start businesses that are part of the fabric of the **community**. A few are listed below.

10,000
THEATER SEATS ON COLLEGE CAMPUSES

$21 BILLION
FEDERAL RESEARCH & DEVELOPMENT FUNDING IN THE REGION

11
GALLERIES ON LOCAL CAMPUSES

$14
AVERAGE TICKET PRICE FOR A CAMPUS PRODUCTION

DC Region Businesses Founded by Local Alumni

Business	Owner	University	Location
Ben's Chili Bowl	Ben Ali	Howard University	DC
Blackboard Inc.	Michael L. Chasen	American University	DC
Briscoe-Tonic Funeral Home	Kimberly Briscoe Tonic	University of the District of Columbia	Waldorf, MD
Deaf Pagers	Gray Schlub	Gallaudet University	DC
DigiGraph Media	Kevin Doe	Corcoran College of Art + Design	Silver Spring, MD
Georgetown Cupcake	Katherine Kallernos	Marymount University	DC
K. Neal International Trucks, Inc.	Stephen W. Neal	George Mason University	Hyattsville, MD
Leuko Sight, Inc.	David M. Mosser	University of Maryland	College Park, MD
Living Social	Timothy O'Shaughnessy	Georgetown University	DC
Manatt, Phelps & Philips	Charles T. Manatt	The George Washington University	DC
The Polling Co., Inc.	Kellyanne Fitzpatrick Conway	Trinity Washington University	DC
Women to Women, International	Zaiben Salbi	George Mason University	DC

Source: The Consortium of Universities

With tickets in many regional venues nearing the $100 mark, local productions on college campuses create an affordable option for entertainment. While some faculty are directing students in theatrical productions, others are pursuing cutting-edge technological breakthroughs, bringing additional resources to the region.

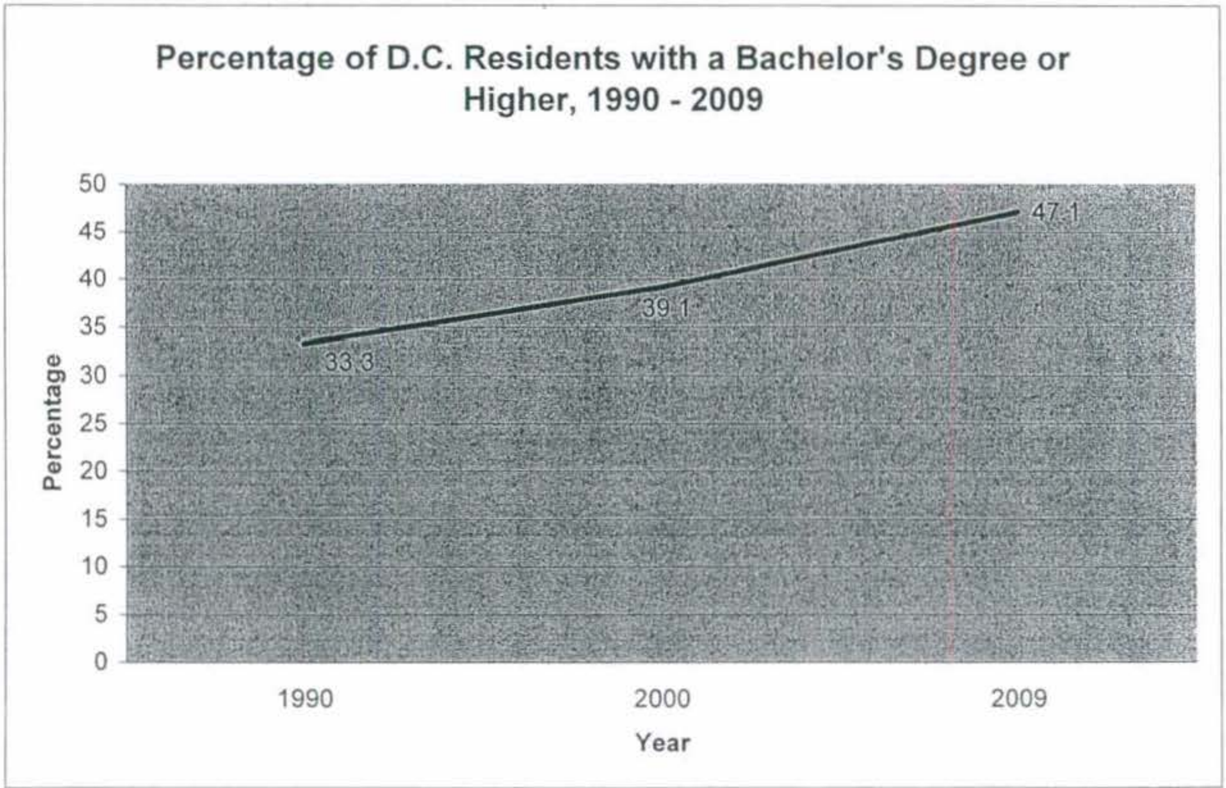
Consortium of Universities of the Washington Metropolitan Area
1025 Connecticut Avenue, NW Suite 705, Washington, DC 20036-5447

Phone: 202.331.8080 • **Fax:** 202.331.7925 • **TTY:** 800.643.3768
Email: cuwmainfo@consortium.org • **Website:** www.consortium.org

[redacted]

Attachment 3

Year	Percentage
1990	33.3
2000	39.1
2009	47.1



Source: U.S. Census Bureau, 2009

[redacted]

Attachment 4

Page 1 - Front Cover

Ranking
Top Ten Metropolitan Areas in Education Attainment

	% with at least a Bachelor's Degree	% with Graduate or Professional Degree
Washington, DC Region	**47.3**	**22.6**
Bridgeport, CT	43.6	18.9
San Francisco, CA	43.5	16.9
San Jose, CA	43.3	18.6
Raleigh, NC	42.2	13.4
Boston, MA	42.2	18.3
Madison, WI	41	15.4
Austin, TX	38.7	13.1
Denver, CO	37.6	13
Minneapolis, MN	37.6	12.4

Source -Brookings Institution, "State of Metropolitan America."

Attachment 5

Newsroom

You are here: Census.gov › Newsroom › Releases › 2010 Census › 2010 Census Shows Nation's Population is Aging

FOR IMMEDIATE RELEASE: THURSDAY, MAY 26, 2011

2010 Census Shows Nation's Population is Aging

Seven States Have Median Age Over 40

The U.S. Census Bureau released today a 2010 Census brief on our nation's changing age and sex composition that shows the nation grew older while the male population grew faster than the female population over the last decade.

According to Age and Sex Composition: 2010 [PDF], the median age of Americans is now 37.2, with seven states recording a median age of 40 or older. The brief also shows the male population grew 9.9 percent between 2000 and 2010, while the female population grew 9.5 percent. Of the total 2010 Census population, 157.0 million people were female (50.8 percent) and 151.8 million were male (49.2 percent).

Release Informa

CB11-CN.147

Contact: Public Inf Office
301-763-3030

Brief [PDF]
Press kit

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BY RSS: What's
2010 Census

Selected Age Categories

Between 2000 and 2010, the population 45 to 64 years old grew 31.5 percent to 81.5 million. This age group now makes up 26.4 percent of the total U.S. population. The large growth among 45- to 64-year-olds is primarily because of the aging of the baby boom population. The 65-and-older population also grew faster than most younger population groups at a rate of 15.1 percent to 40.3 million people, or 13.0 percent of the total population.

For those under 18 and between the ages of 18 and 44, growth rates were much slower. Between 2000 and 2010, the number of people under 18 grew 2.6 percent to 74.2 million people, comprising 24.0 percent of the total population. The 18 to 44 age group grew at an even slower rate of 0.6 percent to 112.8 million, comprising 36.5 percent of the population.

Median Age

In 2010, the median age increased to 37.2 from 35.3 in 2000, with the proportion of older Americans increasing. The 1.9-year increase between 2000 and 2010 was a more modest increase than the 2.4-year increase in median age that occurred between 1990 and 2000. The aging of the baby boom population, along with stabilizing birth rates and longer life expectancy, have contributed to the increase in median age.

Sex Ratios

In 2010, there were 96.7 males for every 100 females in the United States, representing an increase from 2000 when the male-to-female ratio was 96.3 males for every 100 females. The increase in the population of older males was notable over the last decade, with males between the ages of 60 and 74 increasing by 35.2 percent, while females in the same age group increased by just 29.2 percent. This increase in the male population relative to the female population for those 60 and over has led to a notable increase in the sex ratio among this age group - potentially because of the narrowing gap in mortality between older men and women.

Geographic Distribution

In the 2010 Census, seven states had a median age of 40 or older: Maine (42.7), Vermont (41.5), West Virginia (41.3), New Hampshire (41.1), Florida (40.7), Pennsylvania (40.1) and Connecticut (40.0). In both 1990 and 2000, West Virginia and Florida had the highest median age of all states. Maine overtook West Virginia and Florida as the state with the highest median age in 2010, while Utah remained the state with the lowest median age.

States with the lowest median age (excluding the District of Columbia) remained the same as they were in 2000: Utah (29.2), Texas (33.6), Alaska (33.8) and Idaho (34.6). Utah had the highest percentage of population under age 18 (31.5 percent) and remained the only state with a median age under 30.

All states experienced an increase in median age when compared with 2000 - a further indication of population aging. However, the District of Columbia experienced a decrease in median age, declining from 34.6 to 33.8. In the District of Columbia, almost half (48.6 percent) of the 2010 Census population was between the ages of 18 and 44.

Regionally, the Northeast recorded the oldest median age at 39.2, followed by the Midwest at 37.7, the South at 37.0 and the West at 35.6. In the West, 24.9 percent of people were under the age of 18 and 37.8 percent of people were between the ages of 18 and 44. The Northeast recorded the largest percentages of people in the age groups 45 to 64, and 65 and over (27.7 percent and 14.1 percent, respectively).

All four regions of the United States had a sex ratio of less than 100 in 2010, indicating more females than males nationwide. The Northeast had the lowest sex ratio (94.5 males per 100 females), followed by the South (96.1), the Midwest (96.8) and the West (99.3).

-X-

Editor's note: Fifty percent of the population are younger than the median age and 50 percent are older than the median age.

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Source: U.S. Census Bureau | Public Information Office | PIO@census.gov | Last Revised: May 26, 2011

Attachment 6

National HMO Lobby

Balanced Communities &

STUDENTIFICATION

Problems and Solutions

2008

Contents

Note HMOs are defined as in housing legislation throughout the UK (see the National HMO Lobby's Briefing Bulletin 'What is a HMO?')

Foreword

THE NATIONAL HMO LOBBY is a network of local community associations trying to redress the impact on their communities of concentrations of shared houses or houses in multiple occupation (HMOs). Begun in 2000, the Lobby now comprises some fifty groups in over thirty towns, in all the countries and regions of the UK. Information on the Lobby and its lobbying is available on the website at www.hmolobby.org.uk.

Over the years, the Lobby has provided support for its members. It has circulated information on HMOs in Briefing Bulletins, and it has enabled debate through its Discussion Documents. And the Lobby of course has lobbied - for recognition of the problem of HMOs, and for national legislation to tackle this, especially in housing and planning - specifically for licensing of HMOs and for planning controls in the UK's Use Classes Orders. In this, we are supported by our elected representatives.

Nationally, last year, many of our MPs joined forces to set up the All-Party Parliamentary Group for Balanced & Sustainable Communities, and in Parliament, members of this Group have raised the issue of HMOs.

Locally, also last year, many of our local councillors joined forces to set up the Councillors Campaign for Balanced Communities. Meanwhile, councils have sent delegations to Westminster, and have adopted motions calling for national action on the issue of HMOs.

In fact, national government has acknowledged that concentrations of HMOs cause problems for communities. Three recent reports have identified different aspects of these problems - CLG Housing Research *Summary* 228 *Dealing with 'Problem' Private Rented Housing* (2006), House of Commons, CLG Committee *Coastal Towns* (2007) and CLG, *Evaluating the impact of HMO and Selective Licensing: the baseline before licensing in April 2006.* (2007).

Local government has recognised the problems caused by concentrations of HMOs in very practical ways. In their planning policies, some have sought to resist concentrations (like Leeds), or have proposed thresholds (like Loughborough) or again have promoted purpose-built developments as an alternative to student HMOs (like Newcastle).

There is after all no question that the major market for HMOs is student demand, or studentification - hence the emphasis of *Balanced Communities & Studentification*

Universities have admitted that there is an issue. In 2006, Universities UK published *Studentification: a guide to opportunities, challenges and practice.* Unfortunately, this guide fudged the real issue, and offered answers only to the superficial effects of studentification.

In 2007, the National Union of Students published *Students in the Community: Working together to achieve harmony* Unfortunately, this denied the existence of the problem altogether.

Balanced Communities & Studentification for the first time publishes the perspective of those at the sharp end, the community. But that is not the only way it is innovative. For the first time, it suggests a workable idea of 'balanced community'. For the first time, it provides a systematic analysis of 'studentification'. And for the first time, it proposes a programme of action which tackles the root cause of the problem (rather than tinkering with its effects). In a gesture of collegiality, *Balanced Communities & Studentification* is launched at the Conference of the Councillors Campaign for Balanced Communities in Nottingham on 13 March 2008.

Dr Richard Tyler, Co-ordinator, National HMO Lobby

❶ Introduction

01 Community *BALANCED COMMUNITIES & STUDENTIFICATION* is essentially about community, its loss and restoration, what it should be, why it goes wrong, how it can be put right. But what is a community, what is meant by the word? A quick search of a language corpus shows that the term 'community' is used in numerous contexts, and in many ways. And the reason for this is that it has a long history of positive 'warmly persuasive' associations. Consequently, the term is frequently appropriated for polemical purposes, to give a positive gloss to a measure which has nothing to do with community in any meaningful sense. A prime example was the infamous Community Charge - immediately recognised for what it was, and re-christened the Poll Tax. In cases like this, 'community' is used simply as a synonym for 'people', implying that a random group of people has something in common, when in fact it does not. This is the *meaningless* sense of 'community'.

02 Spirit Any *meaningful* use of the term 'community' must go beyond the sense simply of 'population'. The origin of the word indicates what this is - it derives from the term 'common'. A *community* then is in fact a group of people with *something in common*. The word implies *many* acting 'as one'. This commonality is sustained by what social scientists call social capital - which includes things like social networks (simple contacts between people, companionship) and social norms (ways of behaving - like neighbours looking after each others' children, pets, gardens, taking in parcels, holding keys, keeping the neighbourhood clean and quiet and safe) and social sanctions (penalties for mis-behaviour) - otherwise known as *community spirit*.

03 Categories Of course, there are many kinds of communities. And most people belong to several at once. But they tend to fall into three main groups.

There are *original communities*, and what they have in common (looking back) is their origins. The main examples are ethnic communities.

There are those which look around, *local communities* - what they have in common is a concern for the neighbourhood in which they find themselves.

Looking forward, there are *vocational communities*, groups of people with common goals - such as a religious vocation or an occupational vocation (like being a student).

04 Policy With the new millennium, the idea of 'community' figured large in government policy. A key principle in the Housing Green Paper *Quality & Choice* (DETR, 2000) was 'Promoting sustainable development that supports thriving, balanced communities.' When the Office of the Deputy Prime Minister succeeded the DETR in 2002, it adopted the motto *Creating Sustainable Communities*, and in 2006, it was succeeded in turn by the Department for Communities & Local Government. Local authority plans frequently refer to 'balanced communities'. The idea of the 'balanced community' therefore is prominent in national and local policy, frequently combined with 'sustainable community'. But has government given adequate consideration to the concept of community?

See for instance, Belfast: *Issues Paper on HMOs:* '3 Balanced Communities'; Coleraine: Balanced Communities Review Group; Durham: *Planning for Housing:* '8 Provision of Balanced Communities'; Loughborough: *Student Housing Provision:* 'In search of a balanced community'; Nottingham: *Building Balanced Communities.*

❷ Balanced Communities

05 Sustainability ALL LOCAL COMMUNITIES, as communities, want to be sustainable. The Department for Communities & Local Government explains 'sustainable communities' as 'places where people want to live and work, now and in the future. They meet the diverse needs of existing and future residents, are sensitive to their environment, and contribute to a high quality of life. They are safe and inclusive, well planned, built and run, and offer equality of opportunity and good services for all.' CLG identifies eight components – sustainable communities are active, inclusive & safe, well run, environmentally sensitive, well designed & built, well connected, thriving, well served, and fair for everyone. But this definition entirely overlooks the obvious fact that what's necessary for a sustainable community is a resident population willing and able to sustain that community.

06 Polarisation Local populations can be disabled in a number of ways, all of which are types of polarisation. Polarisation can mean *opposition* – where the neighbourhood becomes a place of contest between competing factions. Or polarisation can mean *one-sidedness*. Again, this can take a variety of forms – exclusive communities (dominated by gated enclaves of the privileged) or excluded communities (dominated by ghettos of the deprived). Another is domination by *transience*. A transient population lacks the *ability* to be sustainable (community campaigns often take years of concerted action). It also lacks the *will* (clearly, members of the population are only briefly committed to the neighbourhood). Of course, one type of polarisation can easily slide into the other.

07 Balance Localities certainly need balanced communities. There is no possibility of a sustainable community without an appropriate balance between settled residents and a transient population. But balance is also needed for social justice. All forms of polarisation are based on exclusion - the voluntary segregation of an exclusive group, or the disadvantaged, excluded involuntarily. And balance is also needed for the common welfare. Every social grouping has its strengths and weaknesses, whether this arises from age or gender or culture. A balance between diverse groups maximises the potential social capital of any local community. But government makes no attempt to define what is meant by 'a balanced community'. It is nowhere defined in national policies, and rarely in local policies.

The Belfast Metropolitan Area Plan *Issues Paper on HMOs* (2005) defined a balanced community as 'one that is not dominated by one particular household type, size or tenure.' This would imply a community made up, for instance, of equal shares of the three main housing tenures - owner-occupation, social renting and private renting. But this would be a very odd community, quite at odds with normal experience, where owner-occupation dominates.

08 Definition The key problem identified by the members of the Lobby is *demographic imbalance* in their neighbourhoods, which leads to rising problems and declining community, in short, to unsustainability. The imbalance arises from concentrations of HMOs, whose distinctive demographic (typically, young, high-density, transient, and unstructured) destabilises the local community. The members of the Lobby seek to restore *balance* to their communities, in order to restore their *sustainability*. Belfast's effort shows that *equal* proportions in the mix are not the answer. As an alternative, the Lobby proposes reference to *normal* proportions, that is, the mix or balance which is experienced by most people.

A balanced community is **a community which approximates national demographic norms**. A number of points must be made.

- First of all, this definition is not *prescriptive*: it is not intended to specify that all communities should match these norms (rather, it provides guidance to those communities who feel that they have become imbalanced).
- Secondly, it is *descriptive*: that is, it is based on the norms as they are, here and now (they were different in the past and will change in the future, they are different in other countries) – the point being that they reflect contemporary experience.
- Thirdly, the reference is to *approximations*, not tight criteria.
- Finally, the definition is *variable* – different norms will be relevant in different circumstances.

09 Norm A whole range of norms might be invoked in different situations. The latest Census provides a variety of statistics, such as the five main age bands of the population – children (up to 15 years) comprise 20%, 'young adults' (16-29) comprise 17.5%, adults (30-44 and 45-59) comprise 41.5% together, and older people (60 plus) comprise 21%. The current *Survey of English Housing* provides the proportions of different forms of housing, such as – *Housing Tenure*: 70% are owner-occupied, 18% social rented, and 12% private rented (Table 1); *Household Type*: 64% are families, 29% one-person, and 7% HMO (Table 5) [previous year, *Accommodation Type*: 82% are houses, and 17% flats (1% other)]. The Lobby's concern is with the sustainability of communities – the most relevant *balance* therefore is between household types (since families in general have a stronger commitment to permanence than single people or multiple households [indeed, private rented housing which includes HMOs has an average tenancy of only eighteen months]). Allowing for a degree of deviation from the norm [see para **10** below] the Lobby's particular criteria for *a balanced community* are *(a) not less than 60% families, (b) not more than 33% one-person households,* and *(c) not more than 10% HMOs*. (It is important to note that household proportions and population proportions are not the same, as households vary in size. One-person households are single of course, while the average family household comprises about two-and-a-half persons, and the average HMO at least five persons. On this basis, the normal population balance is 72% in families, 12% single people and 15% in HMOs.)

10 Approximation What degree of deviation from the norm remains acceptable? A standard deviation could be adopted (10%, 20%, 25%, 33%, 50%). But a low figure is clearly inappropriate if the norm is low (for instance, a 10% deviation from a 7% norm allows for a range of 6-8% only) – while a high figure is equally inappropriate for a high norm (a 50% deviation from 66% allows for a range from 33-99%!). The answer evidently is a variable deviation – that is, a deviation which varies from low for a high norm, rising to a high deviation for a low norm. (Thus, the Lobby's criteria in para **09** above are based on a 10% deviation for family households [norm 66%], a 20% deviation for single persons [norm 28%] and a 50% deviation for HMOs [norm 7%]. As a rule of thumb, the deviation [Y] from a norm [X] can be calculated as Y = (100 - X) ÷ 2.)

11 Application How large should the area covered be? There is a range of possibilities. (a) *Street* or block (which is the basis for Glasgow's policy on HMOs – not more than 5% per street generally, or 10% in certain areas). (b) *Neighbourhood*, comprising several streets (the basis for Loughborough's 'Threshold Approach' to student housing – using Small Output Areas from the Census, a neighbourhood is understood as the Home Output Area plus all other Small Output Areas sharing a boundary with that area). (c) *Community*, comprising several neighbourhoods (Leeds City Council defines Community Areas for the purpose of allocating Section 106 funds – they correspond to areas recognised as communities by local residents [for a variation, based on Output Areas, see R Unsworth & J Stillwell, *Twenty-First Century Leeds*, University of Leeds, 2004, pp18-20]).

12 Tipping Point The tipping-point is the threshold at which a deviation departs so far from the norm that a community tips from balance to un-balance. With regard to HMOs, the tipping-point can be expressed in terms both of population (20%) and of properties (10%).
(1) The HMO tipping-point occurs *when HMO occupants exceed 20% of the population.* Normally, HMO occupants account for about 15% of the population – the tipping-point represents a 33% deviation. It also significantly exceeds the whole of the 'young adult' band of the population (16-29 year-olds are 17.5%). (Any community begins to seem unbalanced when any of the five main age-bands exceeds one-in-five of the population.)
(2) The HMO tipping-point also occurs *when HMOs exceed 10% of the properties.* Normally, HMOs account for 7% of households – the tipping-point represents a 50% deviation. At the same time, given the comparatively large numbers in HMO households, if HMOs are 10% of households, then their occupants account for about 20% of the whole population (depending on the local balance of families and one-person households).
The most common cause of a tipping-point for HMOs is demand by students for shared houses - or studentification.

❸ Studentification

13 Concept STUDENTIFICATION is a term coined (by Darren Smith in 2002) to identify the process and the product of concentrated student settlement in university towns in the UK. It may be defined as **the substitution of a local community by a student community**. Here, ◆ 'substitute' means displacement of one community, and replacement by another, ◆ 'community' means a group of people with a common ground and continuity through time (para **02**), ◆ 'local community' means one whose ground is their locality, and ◆ 'student community' means one with a vocational ground (para **03**).

14 Structural problems Studentification comprises different sorts of problem. The principal, *structural problem* is demographic: studentification entails demographic imbalance. Until the last decade, high concentrations of students were unusual. But now, in the new millennium, it is common in university towns for a core of several (or many) streets to be dominated by a student population, with three particular characteristics – this population is transient (moving annually, leaving after three years), it is seasonal (resident for two-thirds of the year) and it is young (late teens, early twenties). The demographic pattern varies: Leeds, for instance, is a large city, with a large student population concentrated in a very compact area (though proportionately small in the city as a whole) [the redbrick model]; Loughborough by contrast is a small town with a proportionately very high student population [the smalltown model].

15 Functional problems The secondary, *functional problems* (effects) arise directly and indirectly from the primary problem, the cause. At least fifteen 'symptoms of studentification' may be identified (para **20**). On the one hand, these include a *rise* in a range of problems, social, environmental, economic (especially crime, squalor and a resort economy). On the other hand, secondary problems consist of *decline* of local social capital (or community spirit).

16 Experiential problems Studentification is also an *experience*, which produces a sense of alienation among residents. This feeling arises from a number of factors. The structural problems (the demographic imbalance) lead to a sense of oppression in public places (the crowding), and by contrast a sense of isolation at home (the loss of networks). The functional problems lead to fear of crime, to a revulsion from the squalor of the environment, and a sense of rejection by the resort economy. Underlying these, residents feel anger at the self-interest of universities & landlords, and despair at their neglect by government.

17 Cause Many parties bear responsibility for the development of studentification.

- *National government* has expanded HE, but has failed to provide the resources and powers necessary to manage the accommodation implications.
- *Universities* have left the accommodation of their students to an unregulated market.
- *Students* have usually congregated in what are perceived to be 'student areas'.
- *Landlords* and their agents have exploited the demand for student housing.
- *Local government* has neglected the management of local housing developments.
- *Communities* have sometimes panicked and fled areas perceived as being invaded.

18 Course Typical stages may be identified in the process of studentification.

(1) The *Ivory Tower* stage: the university establishes a campus to accommodate its core business (classrooms, libs, labs, offices, etc)

(2) The *Cloister* stage: the university provides purpose-built accommodation for non-local students, usually close to the Ivory Tower, and cloistered from the host community.

(3) The *Settlement* stage: student overspill from the Cloister settles in private accommodation in the neighbouring host community.

(4) The *Studentification* stage: expansion of student numbers leads to further pressure from, and domination by, students of the areas already settled around the Cloisters: this is the moment of *studentification*. If the proportion remains at (or below) one in five, it is readily accommodated (and indeed has been for many years in many university towns). But one-in-five is the 'tipping-point' (para **12**). When it exceeds this proportion, stresses appear. When students number *one in four*, this impacts on the character of the area, and challenges social cohesion. If students number *one in three*, the disproportion is marked, the student community achieves autonomy and becomes the dominant social group (being larger than any other segment), and cohesion is lost. In some cases, imbalance may increase, and students equal (or even outnumber) the rest of the population combined.

(5) The *Destudentification* stage: in the aftermath of studentification (already experienced by some communities), evacuation of the neighbourhood (to new 'Cloisters' or purpose-built housing) leads to loss of demand, and collapse of the local housing market.

19 Consequence Studentification includes a number of *effects* of demographic imbalance (para 20). In particular, it also generates difficult relationships between the two communities at the sharp end – local residents and students themselves. And different perspectives on those relationships have developed.

Residents adopt a range of stances.

- *Militants*: some residents (especially local youth) develop strong antipathy to students.
- *Passivists*: the majority of residents maintain a low profile, and respond to circumstances; eventually, pushed by declining amenity, and pulled by rising property prices, many emigrate.
- *Idealists*: some residents empathise with, support and defend students.
- *Realists*: some resident activists attempt to analyse studentification as a problem, and to address its causes.

Students also manifest a range of stances (in parallel with residents).

- *Colonists*: some students assert territorial claims to 'student areas'.
- *Camp-followers*: the majority of students follow their predecessors into 'student areas', and pursue their own interests, oblivious of their circumstances.
- *Idealists*: some students identify with the local community, and try 'to put something back'.
- *Realists*: some students recognise studentification as a problem.

The Groundhog Effect: relations between residents and students are complicated by the range of different reactions (and their inter-relations). But on-going dialogue is made almost impossible by the 'groundhog effect' of studentification. ● As temporary residents, students are unaware of the *past* of an area, and have no knowledge that it was ever otherwise. ● Similarly, as temporary residents without a *future* in the area, many students are unable to engage in long-term strategies. ● Relations between residents and students therefore remain in an eternal *present*, and have to be renewed every year, with each new cohort of students.

Despite the aspirations of the Idealists on both sides, residents and students remain distinct communities. The only possible relation between Colonists and Militants is confrontation (like the Belfast Incident of 23 Nov 2004). Camp-followers and Passivists remain largely oblivious of each other. But even Idealists follow parallel paths: in Leeds 6, for instance, there are many local community associations addressing neighbourhood issues (Headingley Network, Far Headingley Village Society, South Headingley Community Association, etc, etc); but nevertheless, students (in good faith) have independently established the 'LS6 Project' to do exactly the same. A Realist approach is the only viable option.

❹ Problems

20 Symptoms of Studentification FIFTEEN SYMPTOMS may be identified. They arise directly and indirectly from the primary problem of demographic imbalance. On the one hand, they include a *rise* in a range of problems (especially crime, squalor and a resort economy): some problems are social, some problems are environmental, and some are economic; affecting all these are traffic problems, and overwhelming pressure on public services. On the other hand, secondary problems include *decline* of local social capital (or community spirit), and loss of services.

INCREASE OF PROBLEMS

Social Problems

(1) Anti-Social Behaviour: endemic low-level ASB, including noise nuisance, minor vandalism, public drunkenness, evacuation.

(2) Crime: high rates, especially burglary.

(3) Insurance: owners pay top premiums for house, contents, vehicle insurance.

Environmental Problems

(4) Squalor: surrounded by litter, rubbish, flytipping.

(5) Dereliction: neglect of houses and gardens, over-development of houses and gardens.

(6) Street Blight: letting boards, flyposting, security grilles.

Economic Problems

(7) Distorted Retail: orientation towards a very specific market, manifest in the particular range of lines in shops, and the range of retail outlets (especially increased numbers of pubs, take-aways and letting agencies).

(8) Fluctuating Market: from high demand (term-time) to low demand (in vacations).

(9) Casualised Employment: local employment becomes increasingly seasonal (term) and part-time (evening).

Generic Problems

(10) Carparking: obstructs pavements for pedestrians, and access by emergency vehicles, cleansing, buses, and residents.

(11) Services Overwhelmed: not only disproportionate demands on public services like cleansing and policing, housing and planning, but also indirectly the drain of resources away from provision in other areas [and neither students nor landlords pay Council Tax or Business Tax].

DECLINE OF COMMUNITY

(12) Decimation: student demand gives rise to high property prices and low amenity, encouraging emigration and making immigration almost impossible, with the result that there are fewer elders (retaining past memories), fewer adults (present activists) and fewer children (the community's future).

(13) Disruption: most owners and occupiers are absentees (hence disengaged), the young and the old especially are isolated (losing their peers), and the neighbourhood loses its social capital or 'community spirit' (its social networks, social norms and social sanctions).

(14) Distress: deep and rapid changes are felt acutely: the population imbalance itself is stressful (public oppression, private isolation), the declining amenity is alienating (fear of crime, revulsion from squalor, exclusion from the economy), and residents feel anger and despair at their disempowerment.

(15) Services Underwhelmed: school closures as families depart (ironically, reducing education).

❺ Solution

21 **Ten Point Plan** IS THERE A SOLUTION? In many communities, the damage has been done, and there will be no return to the previous balance. Also, there is no single solution - numerous measures are necessary. Dealing with the problems of polarisation, and restoring sustainability, requires concerted action. No one policy will resolve polarisation, nor will one party. All concerned must act together, council and community, universities and students, and landlords. Since polarisation in general, and studentification especially, involve a particular pattern of land-use, *planning* measures are crucial. At the same time, the actual land use is residential, so *housing* measures have a vital bearing. Finally, if cumulative action is necessary, it needs to be co-ordinated – so *management* measures are needed. In all, ten key actions need to be taken. (NB the measures considered here could be applied to any form of polarisation caused by high turnover.)

22 First, **Accommodation Audit** The first requirement is to establish the breadth and depth of the problem – where is the transient population located, and to what degree of penetration? How does it change, year by year? The local university is the key actor here, as it knows where its students live (of course, collective not individual data on distribution is what is needed). Students of course provide their university with this information. If necessary, the council and the community may need to lobby the university to provide it.

The University of Leeds provides annual data on the distribution throughout the city of its students.

Leeds and Nottingham have established a Shared Housing Group and a Student Strategy Leadership Group respectively, comprising representatives of all local stakeholders.

23 Second, **Co-ordination** In order to work together, stakeholders need some form of forum. All are responsible for actively engaging, but it is up to the local authority to set up such a forum.

24 Third, **Action Plan** Each stakeholder will need its own strategy (see Section 6). But these will be ineffective without coordination. Again, the local authority needs to take the initiative, but other stakeholders must support the council.

Leeds and Nottingham have both adopted Student Housing Action Plans.

The National HMO Lobby has produced a *Notification Form* for licensable HMOs. See also 'What is a HMO?')

25 Fourth, **Mandatory HMO Licensing** Through the Housing Act 2004, the government has introduced licensing of HMOs in England & Wales. With regard to polarisation, licensing's most useful role is in identifying the location of HMOs, hence where the transient population is located. By law, local authorities now have to issue licences, and the landlords have to apply for them. (HEIs are also required to adopt codes of practice for their properties.) Communities and students have a shared interest in supporting licensing – for instance, by reporting licensable HMOs to the council. (In Scotland, all HMOs are already subject to licensing. In Northern Ireland, all are in selected areas, and very large HMOs elsewhere.)

26 Fifth, **Additional HMO Licensing** Mandatory licensing applies only to larger HMOs. But the Housing Act provides also for the licensing of all additional HMOs in designated areas, in England & Wales. Additional HMO licensing is essential, to take full advantage of licensing (and to remove an escape route for any landlords trying to avoid mandatory licensing). The local authority has to apply to government to introduce additional licensing. Responsible members of the private rented sector (PRS) can support the council. The community, students and universities have a shared interest in lobbying the authority to take action. And the government should support the authority's application.

Southampton is committed to applying for additional HMO licensing throughout the city.

Headingley Development Trust in Leeds is reviving local amenity, and planning a Community Land Trust to intervene in the local housing market.

27 Sixth, **Restoration of Balance** A destabilised neighbourhood will not easily re-balance itself. Studentification makes this very difficult. In due course, 'de-studentification' may provide opportunities. Only the resident population itself can restore sustainability to a community. Above all, it needs commitment, in order to do so. But all stakeholders can lobby for, and provide support to, the re-introduction of long-term residents, especially families (whether partners only, or partners with dependants, or single people with dependants), especially within policy frameworks set by local and national government.

28 Seventh, **Areas of Restraint** Local planning authorities around the country are adopting a range of local HMO plans to deal with the problems of concentrations of HMOs or student accommodation (the new planning regime of Local Development Frameworks gives opportunities to do this). One of these plans is the idea of an 'Area of Restraint', in order to resist further development where there are already high concentrations. The council is of course the lead actor here. Community associations can lobby for some form of restraint, while universities, students and the PRS can offer their support. National government too, through the Planning Inspectorate, can support such policy initiatives.

The best-known such policy is Leeds ASHORE (Area of Student Housing Restraint), which has been supported by Planning Inspectors, though redesignated an 'Area of Housing Mix'.

Glasgow has set ceilings for the proportion of HMOs in a neighbourhood. Loughborough is adopting a series of thresholds which will govern planning permission.

29 Eighth, **Threshold Policy** Another measure that has been proposed by local councils is the idea of some sort of threshold, beyond which further development of HMOs or student accommodation will be resisted. This is meant to prevent concentrations developing in the first place. Again, the council takes the lead. Universities, students and the PRS can support the council by encouraging the dispersal of student accommodation. The community can lobby for both. And the Planning Inspectorate can support such a policy initiative.

30 Ninth, **Purpose Built Development** Some councils also support the development of purpose-built housing for students. Such housing takes the pressure off conversion of family homes into HMOs (and in a time of housing shortage, this is far better than the conversion of family homes into seasonally-occupied second homes). At the same time, the siting of purpose-built development has to be carefully handled, so that it does not in fact increase polarisation. Universities, student unions and developers can take initiatives, independently or together. The council can suggest locations, and communities can lobby for this sort of development. The Planning Inspectorate can be supportive of developments endorsed locally.

There are many joint HEI/PRS ventures of this sort. Of particular interest was NUS's plan for purpose-built co-operative student housing. Newcastle has published guidance on purpose-built sites.

The National HMO Lobby has been lobbying for years. In Northern Ireland, the Dept of the Environment has in fact changed its own Use Classes Order. On 15 January, Planning Minister Iain Wright reported to Parliament that the Use Classes Order in England & Wales in relation to HMOs was to be subject to consultation.

31 Tenth, **Use Classes Order** Many council ideas are hamstrung by national planning legislation. They can control only developments which need planning permission. Restraint and threshold policies in particular are undermined by the limitations of the current Use Classes Order – which allows family homes to be converted to HMOs without planning permission. A change of the Use Classes Order (redefining HMOs, and subjecting them to planning permission) would make an enormous difference to the power of local councils. Here, it is up to government to take action – and all local stakeholders should lobby the government on this issue.

❻ Conclusion

32 Stakeholders WHAT THEN CAN WE DO? Five local stakeholders are involved in studentification, and one national. The local stakeholders include both sides of Higher Education, the universities and their students, they include both local councils and the communities they represent, and they include the private rented sector (PRS), which dominates studentified housing. The national stakeholder is of course the government. All stakeholders supporting the Ten Point Plan need to adopt a strategy towards the polarisation which arises from concentrations of student housing.

33 Community Associations (CAs) The local community has the strongest motive to adopt a strategy, as its very survival depends on resisting polarisation – yet at the same time, it is the weakest of the stakeholders. The community's first job therefore is to build its capacity – organisation is essential (and in a large town, where more than one community association may be involved, co-ordinated action is invaluable - Leeds HMO Lobby and the Nottingham Action Group are examples of umbrella community organisations.). The community may look for outside help – it may even consider setting up a local Development Trust. Otherwise, the local community depends on lobbying – for local housing and planning policies especially – and community associations can support their council's initiatives (especially the introduction of a local Student Housing Strategy). It is important therefore to adopt a clear guiding strategy.

35 Student Unions (SUs) Regrettably, NUS remains in denial over the issue of studentification, though it is students who are at its sharp end (see NUS, *Students in the Community: Working together to achieve harmony*; unfortunately, despite its subtitle, this libels the Lobby). This is not always the case however with local student unions (and not at all with many individual students). Student unions can support housing and planning initiatives by their local councils, and there are some issues where they share an interest with the local community (like additional HMO licensing). Certainly, they too have an interest and an obligation in preparing a strategy for the accommodation of their members.

34 Local Authorities (LAs) The council is the local ringmaster. It has a responsibility to its communities (not to mention a self-interest) to maintain their sustainability. It also has many powers and resources (though not as many as it needs). So, the local council has to take the initiative – in setting up a management structure, in licensing HMOs, and in introducing planning policies. It can support initiatives by other local stakeholders, and it can lobby local universities and national government for supportive action. All councils have a housing strategy – this should include a specific *Student Housing Strategy*, so that developments take place to benefit both students and communities.

36 Higher Education Institutions (HEIs) For too long, universities kept aloof from their effect on their host communities (and their government department, the DIUS, still does). But their organisation, Universities UK, has now acknowledged the problems, in their report *Studentification: a guide to opportunities, challenges and practices* (2006): "it is incontrovertible that the negative effects of studentification are evident in several towns and cities across the UK" (para 3.12). Universities can of course provide accommodation for their students, and indeed most do – though rarely for more than a minority. So universities should also support initiatives taken by their local councils to deal with the problems raised by their students living in the private rented sector – 'in the community'. Indeed, since it is universities which recruit students, they have an obligation to develop a strategy for housing them (see for instance, Leeds University's *Housing Strategy*).

37 Private Rented Sector (PRS) It is both practically and logically difficult for the PRS to develop a strategy. Logically, the PRS is the main agent in developing studentification, and it has the least interest in doing anything about it (in fact, many landlords vigorously oppose local housing and planning strategies). At the same time, practically, the PRS is the least co-ordinated stakeholder – it is made up not only of landlords in competition with each other, but also increasingly with the developers of large-scale purpose-built housing (it also includes letting and managing agents). Nevertheless, responsible landlords and developers can act on and support local council strategies, such as local accreditation and licensing schemes. (A unique organisation grounded in the PRS is Unipol, the student housing charity based in Leeds, which has now organised several national conferences on the issue of studentification.)

38 Her Majesty's Government (HMG) The ultimate responsibility for the mess of studentification however lies with the government, and its incoherent policy development. On the one hand, the government has (laudably) promoted access to higher education – but without a moment's thought to its housing implications, still less to the local effects these will have. On the other hand, national government has steadfastly resisted giving local government the powers it needs to pick up the pieces. Government has turned a deaf ear to lobbying over studentification, and a blind eye to its consequences. (Indeed, ODPM commissioned Universities UK's *Studentification* Guide – but specifically excluded any attention to changes in legislation from its terms of reference.) Stakeholders around the country badly need a coherent strategy for student accommodation from the government.

39 Restoration Since its inception, the National HMO Lobby has lobbied for legislation, both housing and planning, to enable regulation of HMOs. All parts of the UK now have some form of licensing. Northern Ireland has shown the way with planning legislation. The Lobby trusts that the other national authorities will follow suit. With adequate powers, local authorities throughout the UK will be able to address the problem of concentrations of HMOs - whether student HMOs in university towns, or claimant HMOs in seaside towns, or migrant worker HMOs in market towns. Not only may local communities be saved from further erosion - but maybe also, they can begin to see a restoration of their balance and cohesion, and hence their sustainability.

References

Richard **Tyler**, 'Comprehending Community' (pp21-28), in S Herbrechter & M Higgins, eds, *Returning (to) Communities: Theory, Culture and Political Practice of the Communal*, Rodopi, Amsterdam & New York, 2006

Darren **Smith**, 'Patterns and processes of studentification in Leeds', *Regional Review* 12:1 (2002) pp14-16.
Universities UK, *Studentification: a guide to opportunities, challenges and practice* UUK, London, January 2006
National Union of Students, *Students in the Community: Working together to achieve harmony*, NUS, London, 11 June 2007

National HMO Lobby, 'What is a HMO?'
National HMO Lobby, 'Local HMO Plans'

WEBSITES

Local Some members of the National HMO Lobby:
Broomhill Action & Neighbourhood Group Sheffield
De Havilland Resident's Association Hatfield
Egham Residents Association Surrey
Highfield Residents Association Southampton
Hillhead Community Council Glasgow
Jesmond Residents Association Newcastle-upon-Tyne
Leeds HMO Lobby Leeds
Nottingham Action Group Nottingham
Redland & Cotham Amenities Society Bristol
Spon End & Chapelfields Community Forum Coventry
Talbot Village Residents Association Poole
Winton Community Forum Bournemouth

National

National HMO Lobby an association of community groups concerned to ameliorate the impact of concentrations of HMOs on their communities
National HMO Network aims to promote a wider understanding of all aspects of HMOs

International

Town Gown World on town and gown planning from around the world

Other Organisations

Department for Communities & Local Government responsible for housing and planning in England & Wales
The Scottish Government responsible for housing & planning in Scotland
Northern Ireland Executive responsible for housing & planning in Northern Ireland
Local Government Association representing local authorities
Universities UK representing Higher Education Institutions
National Union of Students representing students
Landlords UK providing links to landlord associations

Balanced Communities and **Studentification**

National HMO Lobby
Cardigan Centre, 145-147 Cardigan Road, Leeds LS6 1LJ
2008

Attachment 7

Newsroom

You are here: Census.gov › Newsroom › Releases › 2010 Census › Census Bureau Releases 2010 Census Demographic Profiles for the District of Columbia, Florida, Kentucky, Maine, Massachusetts, Michigan, Mississippi, New Mexico, North Dakota, Rhode Island, South Carolina, Tennessee and West Virginia

FOR IMMEDIATE RELEASE: WEDNESDAY, MAY 4, 2011

Census Bureau Releases 2010 Census Demographic Profiles for the District of Columbia, Florida, Kentucky, Maine, Massachusetts, Michigan, Mississippi, New Mexico, North Dakota, Rhode Island, South Carolina, Tennessee and West Virginia

Release Informa

CB11-CN.132

Contact: Public Inf Office
301-763-3030

Press Kit
Technical documen
Summary File Table (Access 2003)
Summary File Table (Access 2007)

Data in American F: Summary Files

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The U.S. Census Bureau today released the *Profile of General Population and Housing Characteristics: 2010* for the District of Columbia, Florida, Kentucky, Maine, Massachusetts, Michigan, Mississippi, New Mexico, North Dakota, Rhode Island, South Carolina, Tennessee and West Virginia. The demographic profiles provide 2010 Census data on age and sex distributions, race, Hispanic or Latino origin, household relationship and type, the group quarters population, and housing occupancy and tenure (whether the housing occupant owns or rents). Throughout May, these profiles are being released on a rolling basis for all 50 states, the District of Columbia and Puerto Rico.

The profile includes more than 150 data items in all, plus percentage distributions. Highlights from the state data released today include:

District of Columbia

- The median age was 33.8.
- The average household size was 2.11 people per household.
- Among the District of Columbia's occupied housing units, 42.0 percent were owned, compared with 58.0 percent that were rented.

Florida

- The median age was 40.7.
- The average household size was 2.48 people per household.

- Among the state's occupied housing units, 67.4 percent were owned, compared with 32.6 percent that were rented.

Kentucky

- The median age was 38.1.
- The average household size was 2.45 people per household.
- Among the state's occupied housing units, 68.7 percent were owned, compared with 31.3 percent that were rented.

Maine

- The median age was 42.7.
- The average household size was 2.32 people per household.
- Among the state's occupied housing units, 71.3 percent were owned, compared with 28.7 percent that were rented.

Massachusetts

- The median age was 39.1.
- The average household size was 2.48 people per household.
- Among the state's occupied housing units, 62.3 percent were owned, compared with 37.7 percent that were rented.

Michigan

- The median age was 38.9.
- The average household size was 2.49 people per household.
- Among the state's occupied housing units, 72.1 percent were owned, compared with 27.9 percent that were rented.

Mississippi

- The median age was 36.0.
- The average household size was 2.58 people per household.
- Among the state's occupied housing units, 69.6 percent were owned, compared with 30.4 percent that were rented.

New Mexico

- The median age was 36.7.
- The average household size was 2.55 people per household.
- Among the state's occupied housing units, 68.5 percent were owned, compared with 31.5 percent that were rented.

North Dakota

- The median age was 37.0.
- The average household size was 2.30 people per household.
- Among the state's occupied housing units, 65.4 percent were owned, compared with 34.6 percent that were rented.

Rhode Island

- The median age was 39.4.
- The average household size was 2.44 people per household.
- Among the state's occupied housing units, 60.7 percent were owned, compared with 39.3 percent that were rented.

South Carolina

- The median age was 37.9.
- The average household size was 2.49 people per household.
- Among the state's occupied housing units, 69.3 percent were owned, compared with 30.7 percent that were rented.

Tennessee

- The median age was 38.0.
- The average household size was 2.48 people per household.
- Among the state's occupied housing units, 68.2 percent were owned, compared with 31.8 percent that were rented.

West Virginia

- The median age was 41.3.
- The average household size was 2.36 people per household.
- Among the state's occupied housing units, 73.4 percent were owned, compared with 26.6 percent that were rented.

In addition to the state-level data, demographic profiles are available for other areas down to the place/functioning minor civil division-level. Profiles for the nation, regions and divisions will be available at the end of May with the final states' releases.

The characteristics data found in the demographic profiles will be available for additional levels of geography, such as census tracts or blocks, as part of the next 2010 Census data product, *Summary File 1*, to be released on a state-by-state flow basis between June and August.

Accessing the Data

The demographic profiles can be found on the Census Bureau's American FactFinder website at <http://factfinder2.census.gov>.

A summary file version of the profile data is also available for users who want to download the data set for all of the geographies within the state and run their own analysis and rankings. The summary file contains two parts: a file with the geographic headers (in fixed-length ASCII format) and the data file (in comma-separated ASCII format). The summary file is available for download at <http://www2.census.gov/census_2010/03-Demographic_Profile/>.

For local context, contact your State Data Center: <http://www.census.gov/sdc/network.html>.

-X-

Editor's note: Data will be available via FTP at 12:01 a.m. EDT, Thursday, May 5 and available in American FactFinder by 10 a.m. EDT Thursday, May 5.

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United States
Census
2010
IT'S IN OUR HANDS

DC - District of Columbia

Total Housing : 296,719
Occupied Housing : 266,707
Owner-Occupied : 112,055
 - Population : 246,246
Renter-Occupied : 154,652
 - Population : 315,456
Housing with Minors : 45,921
Vacant Housing : 30,012
For Rent : 13,393
For Sale : 3,930
Occasional Use Housing : 3,537

Consortium Alumni Businesses in the Washington Metropolitan Area

Founder(s)	School(s) Attended	Business Name	Address
Ada Polla	Georgetown	Alchimie Forever, LLC	1010 Wisconsin Ave, Suite 201, WDC 20007
Allison C. Gurnitz	GWU	Coray Gurnitz Consulting, Inc.	1600 Wilson Blvd, #720, Arlington, VA 22209
Andrea Calderon, Adam Schwartz	UMD	Green Guild Biodiesel Coop	P.O. Box 11423, Takoma Park, MD 20913
Andrew Brown	GWU	The Global Language Network	800 21st St, NW, WDC 20052
Anik Singal**	UMD	Lurn, Inc.	100 Lakeforest Blvd, Suite 610, Gaithersburg, MD 20877
Anne Boston Parish	Marymount	Queen Street Clinic	1000 Queen Street, Alexandria, VA 22314
Barbara Mullenex	UMD	OPX PLLC	21 Dupont Circle, NW, #200, WDC 20036
Becky Shambaugh	Marymount	Shambaugh Leadership Group	1600 Tysons Blvd., 8th Floor, McLean, VA 22102
Ben Ali	HU	Ben's Chili Bowl	1213 U Street, NW, WDC 20009
Benjamin McKean, Daniel Leahy*	Georgetown	Village Vines	
Brenda Blisk	GWU	Blisk Financial Group	7918 Jones Branch Drive, Suite 750, McLean, VA 22102
Brigitte Le	UMD	When Pigs Fly	11411 Sunset Hills Rd, Reston, VA 20190
Bruce Weindruch	GWU	The History Factory	14140 Parke Long Court, Chantilly, VA 20151
Carla Hall	HU	Alchemy by Carla Hall	8810 Brookville Rd, Silver Spring, MD 20910
Carla Morelli	GMU	Freyermartin	438 Frederick Ave, Suite 325, Gaithersburg, MD 20877
Carolyn Merek	UMD	eMentum, Inc.	6701 Democracy Blvd, Suite 300, Bethesda, MD 20817
Charles T. Manatt	GWU	Manatt, Phelps & Phillips	700 12th St, NW, Suite 1100, WDC 20005
Cheryl Amyx	GMU/Marymount	Amyx, Inc.	1725 Duke Street, Suite 550, Alexandria, VA 22314
Claire Walker Lamborne	TWU	Claire's at the Depot	65 South Third St, Warrenton, VA 20186
Corinne Cannon	TWU	DC Diaper Bank	315 12th Street, NE, WDC 20002
Craig Fox, William Frank	GWU	Wm. Fox & Co.	1427 G St., NW, Washington, DC
David Abshire	Georgetown	Center for Strategic and International Studies	1800 K St, NW, WDC 20006
David Isaacson*	AU	MusicFloss	

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Founder(s)	School(s) Attended	Business Name	Address
David M. Mosser	UMD	LeukoSight, Inc.	1107 Microbiology Building, 231 B Campus Drive, College Park, MD 20742
Devlin Keating, Kris Hart, Daniel Blake, Seth Rosenzweig	GWU	Foggy Bottom Grocery Store	2140 F St, NW, WDC 20037
Edward Bennett Williams	Georgetown	Williams & Connolly, LLP	725 12th St, NW, WDC 20005
Elie D. Ashery	UMD	Gold Lasso	25B Chestnut Street, Gaithersburg, MD 20877
Ellen Malcolm	GWU	EMILY's List	1120 Connecticut Ave, NW, Suite 1100, WDC 20036
Frank Gaffney	Georgetown	Center for Security Policy	1901 Pennsylvania Ave, NW, Suite 201, WDC 20006
Janet Spadola	Marymount	JAS Group, Inc.	1101 S. Arlington Ridge Rd., #608, Arlington, VA 22202
Jason Panda	Georgetown	Zippyjobs.com	1629 K Street, Suite 300, WDC 20006
Jeanne Becker Lynch	TWU	Kinsey, Lynch & Filipour Law Firm	4120 Leonard Drive, Fairfax, VA 22030
Jeff Strahen	Marymount	Fitness Image Results	933 N. Kenmore Street, Suite 317, Arlington, VA 22201
Jeffrey Glazer, Bernadette Chimner	AU	Griffon Preparation Services	1530 16th St, NW, WDC 20036
Joe Carmack	GWU	Garden District	1740 14th St, NW, WDC 20009
John T. C. Yeh	Gallaudet	Viable, Inc.	5320 Marinelli Rd, Rockville, MD 20852
Jorge Sactic-Espana	UMD	La Chapina Bakery	1401 University Blvd E, La Union Mall, G-21, Hyattsville, MD 20783
Jossein Fateh, Lammot DuPont	GWU/Georgetown	DuPont Fabros Technology, Inc.	1212 New York Ave, NW, Suite 900, WDC 20005
Justin Abad	GWU	Cashion's Eat Place, A.M. Wine Shoppe	1819 Columbia Rd NW, WDC 20009, 2122 18th St NW, WDC 20009
Katherine Kallinis	Marymount	Georgetown Cupcake	3301 M St, NW, WDC 20007
Kathleen Kiernan*	GMU	Kiernan Group Holdings	
Kellyanne Fitzpatrick Conway	TWU	The Polling Company, Inc.	1220 Connecticut Ave., NW, WDC 20036

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Kevin Dove	Corcoran College	DigiGraph Media	8120 Fenton Street, LL-100, Silver Spring, MD
Kimberly Briscoe-Tonic	UDC	Briscoe-Tonic Funeral Home	2294 Old Washington Rd, Waldorf, MD 20601
Lauren Pacelli McLaughlin	TWU	BrigliaMcLaughlin, PLLC	1950 Old Gallows Rd, Vienna, VA 22182
Lillian Lincoln Lambert	HU	Centenial One, Inc.	851 Brightseat Rd, Landover, MD 20785
Luanne Ricozzi Stevenson	TWU	ABS Graphics and Advertising	8564 Custer Court, Manassas, VA 20112
Lynn Salvo	GMU	MathTree, Inc.	1801 Sheridan Court, McLean, VA 22101
Mary Welch Higgins	Corcoran College	Distinct Studios, Inc.	4031 University Drive, Suite 200, Fairfax, VA 22030
Matt Swingly	Marymount	McMaster Wallace Interiors, LLC	6902 Pine Brance Road, NW, WDC
Maureen Cyron	Marymount	Excursionaire	5205 Olley Lane, Burke, VA 22015
Max Brown	GWU	Bravery Corp.	718 7th Street, NW, Suite 310, WDC 20001
Meaghan Murphy	TWU	Capital City Cheesecake	7071 Carroll Ave, Takoma Park, MD
Michael Chasen, Matthew Pittinsky	AU, GU	Blackboard Inc.	650 Massachusetts Ave., NW, 6th Floor, WDC 20001
Morgan E. O'Brien	Georgetown	Cyren Call Communications; Nextel Communications (1987-95)	7925 Jones Branch Drive, Suite 6201, McLean, VA 22102
Nicole Aguirre	GWU	Worn Magazine	
Nicole Lang	TWU	Washington Pediatric Associates, P.C.	1145 19th Street, NW, WDC 20036
Patrick Dinh	GWU	Tuscarora Mills Restaurant	203 Harrison St, Leesburg, VA 20175
Paul J. Klaassen	Georgetown	Sunrise Senior Living	7900 Westpark Drive, Suite T-900, McLean, VA 22102
Rae Evans	Marymount	Evans Capitol Group	450 Massachussetts Ave, NW, Suite 1422, WDC 20001

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Reed Atkin, A. Zachary Girod, Ben Hatten	UMD	Legal River	Bradley Boulevard, Chevy Chase, MD 20815
Founder(s)	**School(s) Attended**	**Business Name**	**Address**
Robert Finfer	AU	Integrity Capital Partners, LLC	6701 Democracy Blvd, Suite 300, Bethesda, MD 20817
Robert Finvarb	Georgetown	Courtyard by Marriott at NoMa	1325 2nd St, NW, WDC
Rodolfo Moreno	GWU	Inter-American Development Fund	1506 S. Stafford St, Arlington, VA 22204
Rosetta Thurman	TWU	Thurman Consulting	WDC
Scott Beale	Georgetown	Atlas Corps	1133 19th St, NW, 9th Floor, WDC 20036
Seifed-Din Aboun, Christina Campo Aboun**	UMD	Mosaic Café Lebanese Cuisine	8145 Baltimore Ave, #N, College Park, MD 20740
Selena Robinson	TWU	Acquisition One	Dumfries, VA 22206
Shireen Mitchell	HU/UDC	Digital Sisters	1701 K St, NW, WDC 20036
Simone Freeman**	GWU	Sol Café	22nd St & H St, NW, WDC 20052
Stephen W. Neal	GMU	K. Neal International Trucks, Inc.	5000 Tuxedo Rd, Hyattsville, MD 20781
Susan Lacz	Marymount	Ridgewells	5525 Dorsey Lane, Bethesda, MD 20816
Ted Leonsis	Georgetown	Washington Capitals	
Thomas Hale Boggs, Jr.	Georgetown	Patton Boggs, LLP	2550 M St, NW, WDC 20037
Tim O'Schaughnessy	Georgetown	LivingSocial	829 7th St, Suite 301, WDC 20001
Tracy Foster*	UMD	ONA fine camera bags & accessories	
Virginia Arrisueno and Kelly Towles	UMD	De*Nada Design	
Wanda Alexander	UMD	Horizon Consulting	44135 Woodridge Pkwy, Suite 100, Lansdowne, VA 20176
Warren Brown	GWU	Cake Love Bakery	1506 U St, NW, WDC 20009
Zainab Salbi	GMU	Women for Women International	4455 Connecticut Ave, NW, Suite 200, WDC 20008

*Location of business unknown

**Founded while still a student

Attachment 9

LivingSocial leases building in D.C.

By Jonathan O'Connell, Published: May 11

LivingSocial, a Washington-headquartered online coupon company, has secured room to grow in the east end of the city by leasing a seven-story building that dates to 1890.

The lease at 918 F St. NW will keep LivingSocial in the heart of the city's bustling Penn Quarter neighborhood near Gallery Place and Verizon Center. The company's headquarters are already in the neighborhood, at 829 7th Street. With 26,000 square feet, the new building should provide enough space for the company to house 100 to 150 employees.

LivingSocial's expansion in the neighborhood, which was largely empty in the evenings 10 years ago, adds to the area's allure for companies and associations, particularly those with young employees who want to be near nightlife. Facebook is moving its Washington offices nearby, to 1155 F St. NW, and the National Association of Manufacturers recently agreed to move its offices from Pennsylvania Avenue to a new building at 10th and G streets.

For LivingSocial, being in a unique building in a hip neighborhood is a way to attract employees, said the company's real estate broker, Jay Farmer, vice president at Jones Lang LaSalle.

Founded in Georgetown as Hungry Machine in 2007, LivingSocial says it sells hundreds of millions of dollars of coupons annually. In December it landed a $175 million investment from Amazon.com and recently secured $400 million from a group of investors. (Tim O'Shaughnessy, the company's founder and chief executive, is a son-in-law of Washington Post Co. Chairman Donald E. Graham.)

"LivingSocial was looking for a distinctive architectural building in the East End and 918 F Street was a rare opportunity that worked perfectly for them," Farmer said in an e-mail.

Norman Jemal, a principal at Douglas Development, which owns the building, leases other space to LivingSocial nearby and said the company's expansion "just sort of adds to the vibrancy of the whole area."

Douglas owns a number of buildings in the east end and has been adding restaurants and retailers. Clothing store Anthropologie and St. Louis-based Pi Pizzeria are to open on the 900 block of F Street NW this summer, Jemal said, and Roti Mediterranean Grill plans to open at 1311 F St. in October.

With little available office space in Dupont Circle and other transit-accessible neighborhoods, Jemal said he expects other companies to follow suit as the local commercial real estate industry gains momentum.

"Quite frankly, there aren't a lot of space options for tenants," Jemal said. "There's nothing new that has been built in a few years now, and I think tenants are having to compete very hard for spaces."