

Geodemographic Study Elements for School District Public Engagement Processes

There are a number of geodemographic study elements that school districts have selected to use to prepare the case for engaging the public on issues involving reorganization, contraction, or enhancement and growth of school district facilities and programs. These include the following.

- (1) General base map development for population and housing change mapping, geocoding births and student residential locations, and parcel data mapping including land use, value, and ownership changes.
- (2) Population and housing change analysis using independent estimates and projections, tax assessment data, and custom-tailored methods for projecting special population and housing characteristics.
- (3) Student enrollment analysis and projections using cohort survival. These projections use historical enrollments to assemble classes of students and project the size of these classes into the future.
- (4) Kindergarten enrollment projections using live births. Residential data from live birth records are geocoding (address matched) to the school district's base map. Cohorts of births are associated with Kindergarten classes and used to project Kindergarten classes in the future. These projections may be developed for the entire district and attendance areas or by building within the district. Also, projections have been developed for planning areas, subdivisions, and neighborhoods which comprise attendance areas. Density grids are developed to show changes in concentrations of births and Kindergarten enrollments across attendance areas.
- (5) Geocoding student residential addresses against the district's base map may be used for transportation planning purposes, redistricting, and analysis of multiple students at address. Density grids may be developed to show high concentrations of students and changes over time.
- (6) Real property record analysis may be possible by comparing parcel and/or lot data from local government geographic information systems. These data provide the capability to compare tax and ownership records, housing stock, concentrations of housing units changing ownership more frequently, and changing land use.
- (7) Windshield tours are useful for incorporating school district neighborhood landmarks and other change characteristics into public engagement and interviewing processes. Point locations are obtained using GPS technology. These locations are

mapped and hyperlinked to photographs.

- (8) Real estate, developer, and local government official interviews may serve a number of purposes including adding qualitative information to the trends observed in population and housing estimate information. These interviews may involve focus groups or may be conducted in one-on-one settings. District officials may observe and participate by asking follow-up questions. The interview schedule is developed in consultation with school district and, possibly, local government officials. The results of the interviews are summarized and transcribed with the consent of the person(s) being interviewed.

The availability of mapping services requires school district boundary maps with attendance areas. These maps should delineate areas using street centerlines or other labeled geographic features. Occasionally, school districts use parcel data which are available from local governments for identifying general boundaries and attendance areas.

The availability of services 2 through 6 depends on data availability from school districts and local and state governments. Census data, estimates, and projections are available, but comparability between decennial census tabulation units and school district boundaries is not assured and must be assessed on a project-by-project basis. Interviews with developers and real estate professionals assume that all sessions and meetings are held locally and there are no other costs incurred (excluding interviewer time and travel).

Results of geodemographic studies are presented usually to district boards and, on occasion, to other committees and public groups. These presentations are made using computer (PowerPoint) slides and require the school district to provide a suitable venue, (LCD) projector, and hardcopies of slides if desired. A summary report may be incorporated as a deliverable of the study, which may include the slides used in presentations, photographs, maps, tables, and other graphics generated.