Request for Proposal
Demographic & Enrollment Project Study
for the
Raytown, Missouri School District

Business Information Services L L C

April 1, 2020

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Federal Work Authorization Program Form and affidavit (sealed separately in envelope)

Requirements

Cover Letter with Executive Summary

To:
Raytown School District
ATTN: Dr. Steve Shelton, Assistant Superintendent for Operations
6608 Raytown Rd.
Raytown, MO 64133

From:
Preston Smith
Principal Owner
Business Information Services, LLC
375 NW Weschester Drive
Blue Springs, MO 64014

Dear Dr. Shelton:

This proposal has been prepared in response to your RFP for a demographic and enrollment study. Our proposal describes how we would assist the Raytown School District with analyzing its student and area demographics, making long-range enrollment projections.

We have structured this proposal in the format requested in the RFP, with headings on each page citing the section in the RFP. Our firm is a 16-year-old professional consulting organization that has completed more than 200 demographic research studies and related projects for public school districts in 12 states. We specialize in gathering more data than other demographic firms to provide the most comprehensive analysis available. We have developed some innovative techniques that no other firm has, which we will describe in this proposal.

We have carefully read the RFP, and as a result of submitting this proposal, we represent that we believe that we have complied with all of its technical and administrative requirements.

As principal owner of Business Information Services and project director of this project if we are chosen, I am authorized to represent the firm on all aspects of the project, which includes questions, interviews and contract negotiation.

Principal Owner
Business Information Services, LLC

Scope of Work

A. Update and/or analyze on the past 5-10 years of actual data to what was projected.

Since our firm has performed three previous enrollment projections in the Raytown district since 2015, we have an understanding of the dynamics of the enrollment in the district. We have all the raw data files and can easily do the comparison.

Scope of Work

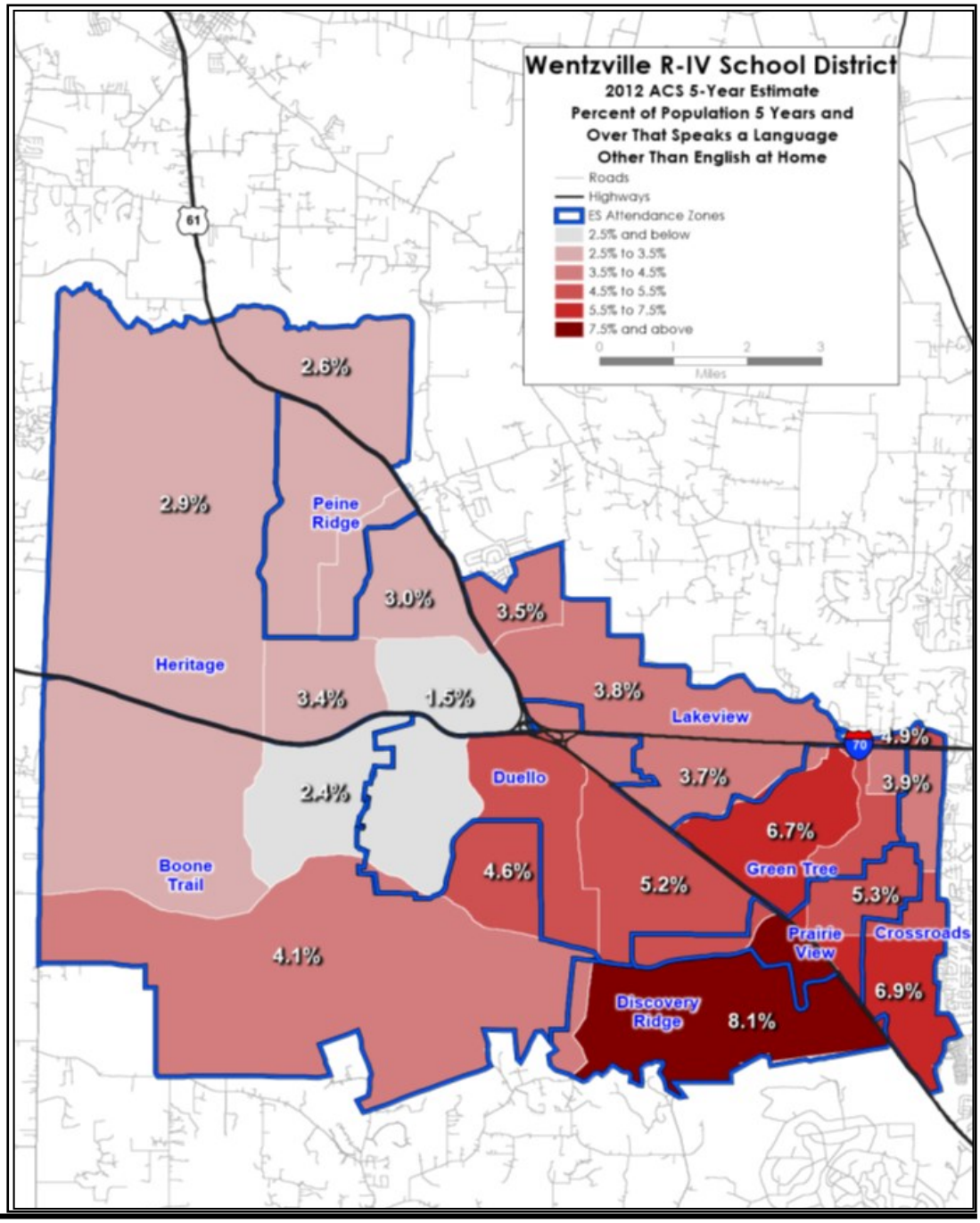
B. Examine factors that may impact enrollment, such as low -income housing and apartments (HUD, et., all).

Probably the best way to track the impact of low-income housing on enrollment is to get a list from the city on where the low-income housing is, then when the district's roster is geocoded, we'd analyze how many students live in the present low-income housing areas. We can compare multiple rosters over several years to determine the migration rate of students in these housing developments, as well as what trends exist.

Scope of Work

C. Examine the demographic data in regard to the District including but not limited to population diversity

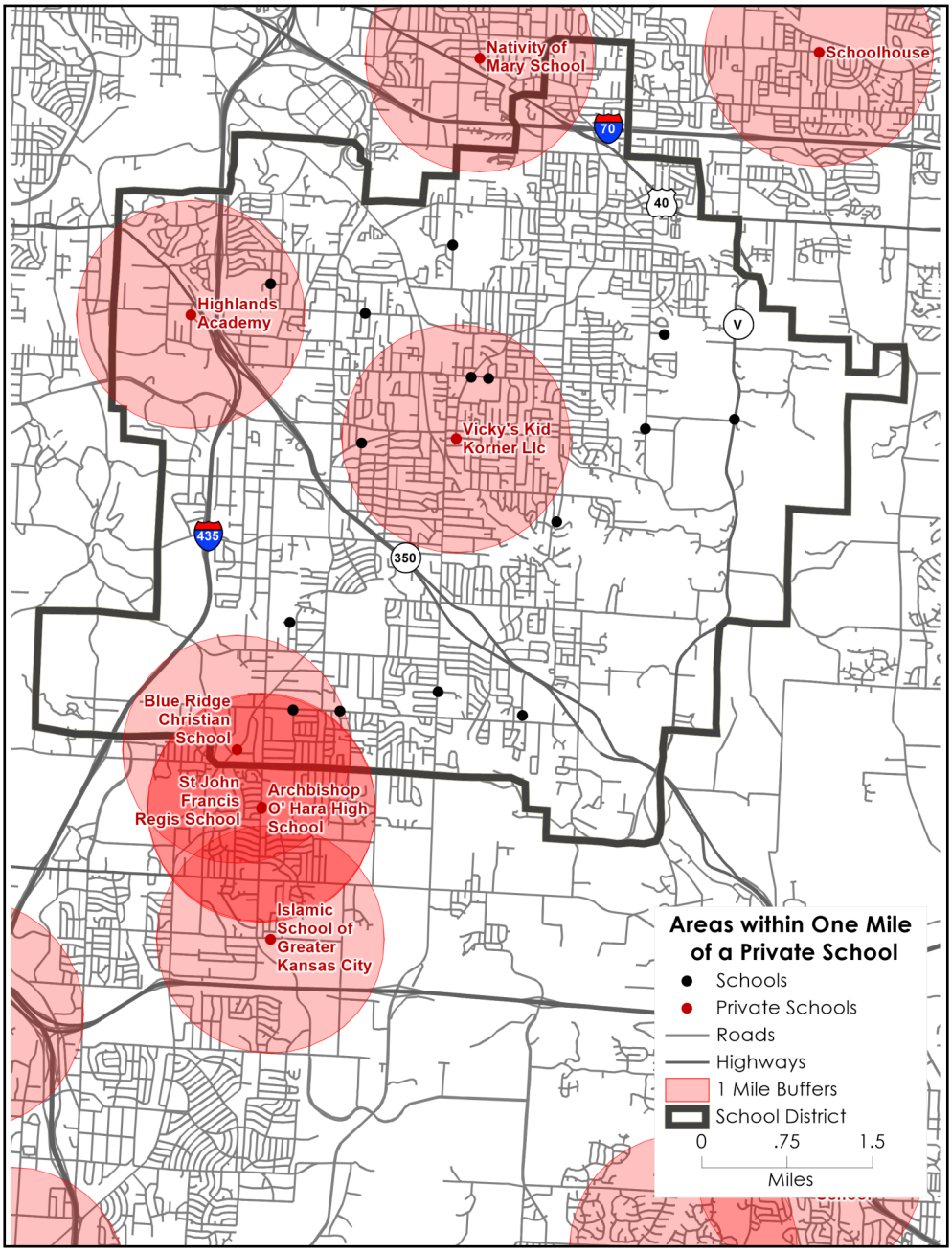
Figure 1. Example of diversity data: Projected 2012 percentage of population 5 years and older who speaks a language other than English at home.



Each of our studies includes a section that evaluates diversity, other types of educational enrollment and scores of other factors. Figure 1 gives an example of a map we could include in your study, showing the percentage of children 5 years and older who speaks a language other than English at home, by elementary attendance area. We would work with the district administration to determine what factors of diversity is needed.

Population diversity can include education choices, such as private schools. The map on the right provides an example how we would show private schools in your district.

Figure 2. Example of a map showing private school locations.



Business Information Services LLC

Scope of Work

C. Examine the demographic data in regard to the District including but not limited to home values

Figures 3-4. Examples of additional housing data that may be available from realtor associations.

Homes Sold in Local Muncipalities in 2009-2013

City	Average Sales Price, 2013	Average Sales Price, 2012	Average Sales Price, 2011	Average Sales Price, 2010	Average Sales Price, 2009	% Change 2009 > 2013	% Change 2012 > 2013
Wentzville	$197,511	$193,281	$186,242	$197,043	$189,878	4.0%	2.2%
Dardenne Prairie	$280,044	$271,347	$265,190	$283,083	$269,115	4.1%	3.2%
Lake St. Louis	$251,781	$230,113	$229,563	$288,660	$244,570	2.9%	9.4%
Flint Hill	$0	$0	$345,000	$419,572	$295,000	-100.0%	#DIV/0!
Total	**$182,334**	**$173,685**	**$256,499**	**$297,090**	**$249,641**	-27.0%	**5.0%**
Wentzville School District	**$214,641**	**$198,259**	**$197,020**	**$223,983**	**$212,211**	**1.1%**	**8.3%**
Foristell	$253,590	$233,615	$195,531	$225,590	$230,299	10.1%	8.6%
Warrenton	$115,919	$116,884	$113,804	$120,731	$128,761	-10.0%	-0.8%
Wright City	$135,305	$127,582	$120,576	$125,654	$123,353	9.7%	6.1%

Homes Sold in Local Muncipalities in 2009-2013

City	Number of Homes Sold, 2013	Number of Homes Sold, 2012	Number of Homes Sold, 2011	Number of Homes Sold, 2010	Number of Homes Sold, 2009	% Change 2009 > 2013	% Change 2012 > 2013
Wentzville	665	600	446	466	445	49.4%	10.8%
Dardenne Prairie	187	145	111	125	110	70.0%	29.0%
Lake St. Louis	378	264	242	237	227	66.5%	43.2%
Flint Hill	0	0	1	3	1	-100.0%	#DIV/0!
Total	**1,230**	**1,009**	**800**	**831**	**783**	**57.1%**	**21.9%**
Wentzville School District	**1,360**	**1,001**	**808**	**882**	**818**	**66.3%**	**35.9%**
Foristell	98	75	59	65	58	65.5%	28.0%
Warrenton	163	148	131	137	145	12.4%	11.6%
Wright City	119	94	86	87	82	45.1%	28.6%

Housing prices, sales and new housing starts are interrelated to the health of the long-term enrollment growth in the Raytown School District. In the past we have gathered data from area realtor organizations, which is shown in Figures 3-4. We also attempt to get the latest data from the County Assessor, then match that to the district's roster. By tracking these housing trends, we can refine our enrollment predictions by-school buildings. Other demographic firms may contact local planning office for this data, but we have found nothing more accurate than the tax roll data that assessors compile.

Number of Bedrooms, based on Assessor Data

	Households of Students		Households Overall	
Year Built	Number	Percentage	Number	Percentage
0	25	0.3%	195	0.7%
1	25	0.3%	227	0.8%
2	503	6.7%	4,209	14.7%
3	3,869	51.5%	14,048	49.0%
4	2,960	39.4%	6,621	23.1%
5	80	1.1%	195	0.7%
6	4	0.1%	10	0.0%
7	0	0.0%	1	0.0%
8 or more	3	0.0%	10	0.0%
Blank	38	0.5%	3,144	11.0%
Grand Total	**7,507**	**100.0%**	**28,660**	**100.0%**

Home Square Footages, based on Assessor Data

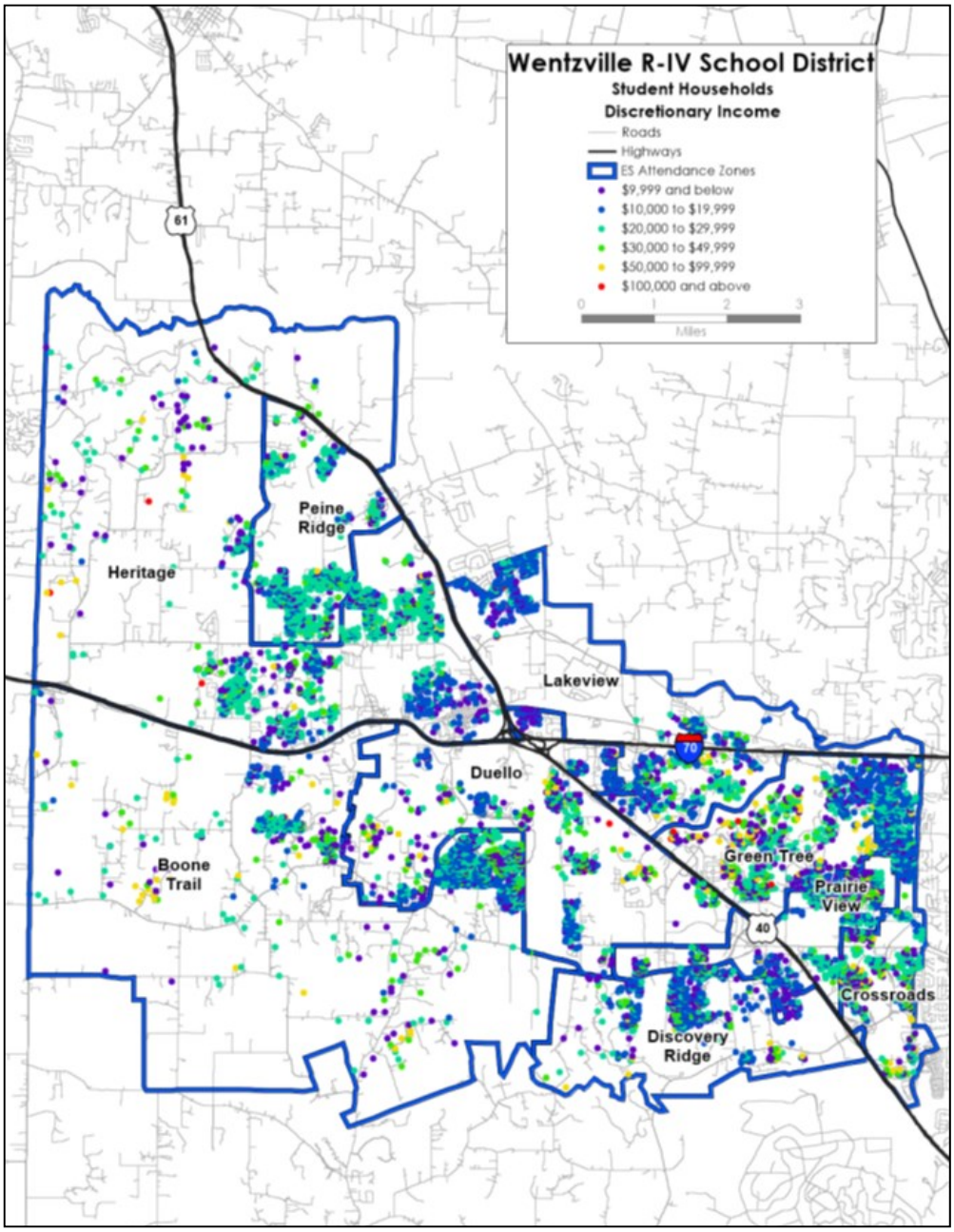
	Households of Students		Households Overall	
Sq. Footage	Number	Percentage	Number	Percentage
Under 1,000	300	4.0%	1,265	4.4%
1,000-1,100	170	2.3%	932	3.3%
1,101-1,200	275	3.7%	1,182	4.1%
1,201-1,300	447	6.0%	1,893	6.6%
1,301-1,400	393	5.2%	1,680	5.9%
1,401-1,500	390	5.2%	1,588	5.5%
1,501-1,600	407	5.4%	1,660	5.8%
1,601-1,700	316	4.2%	1,348	4.7%
1,701-2,000	1184	15.8%	4,187	14.6%
2,001-2,200	606	8.1%	1,963	6.8%
2,201-2,400	515	6.9%	1,676	5.8%
2,401-3,000	1,412	18.8%	3,694	12.9%
3,001-3,500	693	9.2%	1,496	5.2%
3,501-4,000	215	2.9%	533	1.9%
4,001-5,000	137	1.8%	304	1.1%
Over 5,000	4	0.1%	57	0.2%
Blank	43	0.6%	3,202	11.2%
Grand Total	**7,507**	**100.0%**	**28,660**	**100.0%**

Figures 5-6. Examples of additional housing data.

Scope of Work

C. Examine the demographic data in regard to the District including but not limited to income levels

Figure 7. Example of socio-economic data that could be included in a report for the Raytown School District. This shows the wide range of discretionary household income.



Any thorough demographic study looks at many factors, one set of which include socio-economic indicators and trends. Census data is available, as well as IRS data, that will allow us to consider income levels. If the district wants more detail, we can buy a household-by-household dataset that will show the discretionary household income and overall income levels. This example, in the map on p. 14, shows there are some areas in the district that are more than twice the national median income level, but other areas are far below. While we showed the district had wide ranges in race, it also has large variations in household income. We would look at occupations of parents, house value, net worth, and other factors that go well beyond the high-level Census data that comprise the core of data that other demographic firms provide. The depth of our information goes far beyond what any other demographic firm in the country can provide.

Figure 8. Example of socio-economic data that could be included in a report for the Raytown School District. This shows the wide range of household incomes

Income Ranges for Households				
	Households of Students		Households Overall	
Income Ranges	Number	Percentage	Number	Percentage
Under $10,000,	17	0.3%	239	0.6%
$10,000 - $14,999	34	0.5%	263	0.7%
$15,000 - $19,999	43	0.6%	320	0.9%
$20,000 - $24,999	11	0.2%	103	0.3%
$25,000 - $29,999	46	0.7%	457	1.2%
$30,000 - $34,999	11	0.2%	123	0.3%
$35,000 - $39,999	83	1.2%	959	2.6%
$40,000 - $44,999	34	0.5%	415	1.1%
$45,000 - $49,999	161	2.4%	1,752	4.7%
$50,000 - $54,999	188	2.8%	1,302	3.5%
$55,000 - $59,999	295	4.4%	2,215	5.9%
$60,000 - $64,999	560	8.4%	3,332	8.9%
$65,000 - $74,999	1181	17.7%	6,691	17.8%
$75,000 - $99,999	2359	35.4%	11,525	30.7%
$100,000 - $149,999	1416	21.3%	6,497	17.3%
$150,000 - $174,999	113	1.7%	680	1.8%
$175,000 - $199,999	53	0.8%	279	0.7%
$200,000 - $249,999	24	0.4%	242	0.6%
$250,000 - $499,999	19	0.3%	122	0.3%
$500,000 Plus	0	0.0%	8	0.0%
Unknown	12	0.2%	51	0.1%
Grand Total	**6,660**	**100.0%**	**37,575**	**100.0%**

Scope of Work

C. Examine the demographic data in regard to the District including but not limited to Census data

Figure 9. Example of Census cohort data to be included in your district's report.

Age Cohorts in Raytown School District: 2000 Census and 2010 Census

Age	2010 Census				2000 Census				Overall Change 2000 > 2010	Overall % Change 2000 > 2010	State of Missouri % Change 2000 > 2010
	Number			Percent	Number			Percent			
	Both sexes	Male	Female	Both sexes	Both sexes	Male	Female	Both sexes			
Total population (all ages)	58,838	27,857	30,981	100.0%	59,265	27,915	31,350	100.0%	-427	-0.7%	7.0%
Under 5 years	3,705	1,884	1,821	6.3%	3,715	1,815	1,900	6.3%	-10	-0.3%	5.5%
Under 1 year	710	370	340	1.2%	790	365	425	1.3%	-80	-10.1%	4.5%
1 year	776	405	371	1.3%	805	390	415	1.4%	-29	-3.6%	3.4%
2 years	730	359	371	1.2%	725	390	335	1.2%	5	0.7%	6.9%
3 years	746	372	374	1.3%	735	355	380	1.2%	11	1.5%	8.1%
4 years	743	378	365	1.3%	660	315	345	1.1%	83	12.6%	4.6%
5 to 9 years	3,702	1,902	1,800	6.3%	3,815	1,840	1,975	6.4%	-113	-3.0%	-2.1%
5 years	736	386	350	1.3%	640	360	280	1.1%	96	15.0%	3.1%
6 years	706	355	351	1.2%	890	435	455	1.5%	-184	-20.7%	0.6%
7 years	755	382	373	1.3%	775	335	440	1.3%	-20	-2.6%	-3.6%
8 years	783	410	373	1.3%	795	430	365	1.3%	-12	-1.5%	-5.5%
9 years	722	369	353	1.2%	715	280	435	1.2%	7	1.0%	-4.7%
10 to 14 years	3,816	1,975	1,841	6.5%	3,870	2,040	1,830	6.5%	-54	-1.4%	-3.7%
10 years	770	409	361	1.3%	725	380	345	1.2%	45	6.2%	-4.6%
11 years	765	408	357	1.3%	745	400	345	1.3%	20	2.7%	-3.5%
12 years	763	394	369	1.3%	710	385	325	1.2%	53	7.5%	-2.6%
13 years	770	392	378	1.3%	785	435	350	1.3%	-15	-1.9%	-3.0%
14 years	748	372	376	1.3%	905	440	465	1.5%	-157	-17.3%	-4.6%
15 to 19 years	3,988	2,050	1,938	6.8%	3,615	1,815	1,800	6.1%	373	10.3%	2.5%
15 years	757	400	357	1.3%	680	400	280	1.1%	77	11.3%	-1.9%
16 years	846	417	429	1.4%	620	315	305	1.0%	226	36.5%	0.9%
17 years	890	450	440	1.5%	955	480	475	1.6%	-65	-6.8%	2.3%
18 years	823	432	391	1.4%	685	300	385	1.2%	138	20.1%	5.9%
19 years	672	351	321	1.1%	675	320	355	1.1%	-3	-0.4%	5.6%
20 years	686	350	336	1.2%	750	385	365	1.3%	-64	-8.5%	6.6%
21 years	682	319	363	1.2%	680	350	330	1.1%	2	0.3%	9.9%
22 to 24 years	2,118	1,062	1,056	3.6%	2,175	1,115	1,060	3.7%	-57	-2.6%	14.6%
25 to 29 years	3,762	1,752	2,010	6.4%	3,665	1,750	1,915	6.2%	97	2.6%	11.3%
30 to 34 years	3,651	1,737	1,914	6.2%	3,690	1,870	1,820	6.2%	-39	-1.1%	-0.1%
35 to 39 years	3,558	1,606	1,952	6.0%	4,645	2,250	2,395	7.8%	-1,087	-23.4%	-17.0%
40 to 44 years	3,658	1,788	1,870	6.2%	4,920	2,355	2,565	8.3%	-1,262	-25.7%	-14.4%
45 to 49 years	4,351	2,049	2,302	7.4%	4,205	1,985	2,220	7.1%	146	3.5%	12.4%
50 to 54 years	4,635	2,241	2,394	7.9%	3,555	1,650	1,905	6.0%	1,080	30.4%	28.0%
55 to 59 years	4,058	1,851	2,207	6.9%	2,900	1,360	1,540	4.9%	1,158	39.9%	39.7%
60 and 61 years	1,389	625	764	2.4%	1,150	545	605	1.9%	239	20.8%	46.9%
62 to 64 years	1,869	867	1,002	3.2%	1,560	640	920	2.6%	309	19.8%	45.3%
65 and 66 years	1,021	457	564	1.7%	1,100	515	585	1.9%	-79	-7.2%	25.2%
67 to 69 years	1,382	619	763	2.3%	1,555	680	875	2.6%	-173	-11.1%	3.0%
70 to 74 years	1,944	820	1,124	3.3%	2,640	1,100	1,540	4.5%	-696	-26.4%	-1.2%
75 to 79 years	1,854	765	1,089	3.2%	2,650	1,125	1,525	4.5%	-796	-30.0%	11.6%
80 to 84 years	1,527	613	914	2.6%	1,265	425	840	2.1%	262	20.7%	11.6%
85 years and over	1,482	525	957	2.5%	1,145	300	845	1.9%	337	29.4%	15.4%

In addition to including cohort analysis per age groups from the 2000 and 2010 Census data, we subscribe to four demographic data vendors that provide current estimates as well as five- and 10-year projections. This data is also used in our enrollment projection models. The 2010 Census data is merely a snapshot of data that was collected April 1, 2010. It was accurate on that one day. Therefore, we go far beyond the decade-year old Census data to get the most accurate analysis today.

Figure 10. Example of current demographic data available for the Raytown School District.

Age by Sex Summary

Geography: Raytown C-2 School District (Unified)
Date: March 19, 2020

Population Demographics

									Percent Change		
	2000 Census		2010 Census		2019 Estimate		2024 Projection		2000 to 2010	2010 to 2019	2019 to 2024
Total Population	59,653		59,084		60,379		60,485		-1.0%	2.2%	0.2%
Gender:											
Male	28,157	47.2%	27,913	47.2%	28,656	47.5%	28,791	47.6%	-0.9%	2.7%	0.5%
Female	31,496	52.8%	31,171	52.8%	31,723	52.5%	31,695	52.4%	-1.0%	1.8%	-0.1%
Total Median Age	39.0		39.6		40.2		40.8				

Female Population By Age

	2000		2010		2019		2024		Percent Change		
	Census	%	Census	%	Estimate	%	Projection	%	2000 to 2010	2010 to 2019	2019 to 2024
0 to 4	1,933	6.1%	1,847	5.9%	1,764	5.6%	1,696	5.4%	-4.4%	-4.5%	-3.8%
5 to 14	3,793	12.0%	3,721	11.9%	3,741	11.8%	3,681	11.6%	-1.9%	0.5%	-1.6%
15 to 24	3,585	11.4%	3,704	11.9%	3,461	10.9%	3,417	10.8%	3.3%	-6.6%	-1.3%
25 to 34	3,765	12.0%	3,945	12.7%	4,191	13.2%	4,062	12.8%	4.8%	6.2%	-3.1%
35 to 44	4,994	15.9%	3,827	12.3%	3,778	11.9%	3,906	12.3%	-23.4%	-1.3%	3.4%
45 to 54	4,223	13.4%	4,709	15.1%	4,010	12.6%	3,633	11.5%	11.5%	-14.9%	-9.4%
55 to 64	2,989	9.5%	3,979	12.8%	4,600	14.5%	4,405	13.9%	33.1%	15.6%	-4.2%
65 to 74	3,050	9.7%	2,447	7.9%	3,169	10.0%	3,599	11.4%	-19.8%	29.5%	13.6%
75 to 84	2,334	7.4%	2,028	6.5%	1,914	6.0%	2,237	7.1%	-13.1%	-5.6%	16.8%
85+	831	2.6%	962	3.1%	1,097	3.5%	1,059	3.3%	15.8%	14.0%	-3.5%
Female Median Age	40.6		41.1		41.9		42.5				

Male Population By Age

	2000		2010		2019		2024		Percent Change		
	Census	%	Census	%	Estimate	%	Projection	%	2000 to 2010	2010 to 2019	2019 to 2024
0 to 4	1,819	6.5%	1,906	6.8%	1,882	6.6%	1,845	6.4%	4.8%	-1.3%	-1.9%
5 to 14	3,932	14.0%	3,905	14.0%	3,863	13.5%	3,796	13.2%	-0.7%	-1.1%	-1.7%
15 to 24	3,650	13.0%	3,787	13.6%	3,589	12.5%	3,536	12.3%	3.8%	-5.2%	-1.5%
25 to 34	3,683	13.1%	3,480	12.5%	3,848	13.4%	3,820	13.3%	-5.5%	10.6%	-0.7%
35 to 44	4,676	16.6%	3,390	12.1%	3,250	11.3%	3,420	11.9%	-27.5%	-4.1%	5.2%
45 to 54	3,677	13.1%	4,282	15.3%	3,636	12.7%	3,285	11.4%	16.5%	-15.1%	-9.7%
55 to 64	2,549	9.1%	3,342	12.0%	4,000	14.0%	3,872	13.4%	31.1%	19.7%	-3.2%
65 to 74	2,356	8.4%	1,900	6.8%	2,538	8.9%	2,921	10.1%	-19.3%	33.5%	15.1%
75 to 84	1,521	5.4%	1,394	5.0%	1,371	4.8%	1,621	5.6%	-8.3%	-1.7%	18.3%
85+	294	1.0%	525	1.9%	679	2.4%	675	2.3%	78.7%	29.2%	-0.6%
Male Median Age	37.3		37.8		38.3		38.9				

Scope of Work

C. Examine the demographic data in regard to the District including but not limited to Census data

Our firm spent several months working with a programming firm to develop a unique report that can show detailed demographic data based on a building's attendance areas. Each report has more than 50 different demographic variables. We would produce a report for each of your district's attendance areas. We base these reports on the latest, most expensive demographic data available today.

Figure 11. Example of specialized demographic report, by-school.

Business Information Services LLC

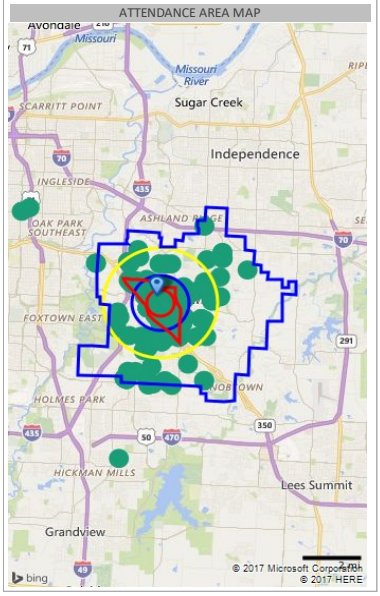
School Building Snapshot

Blue Ridge Elem Attendance Area

SITE LANDSCAPE

	0.5 mile	1 mile	2 miles
Number of Students	173	348	442
Area in Sq. Miles	2.0		

ATTENDANCE AREA MAP

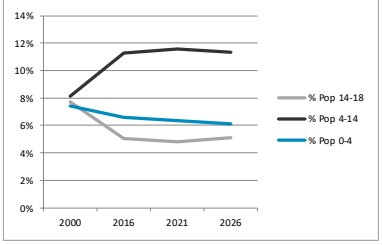


POPULATION / AGE STRUCTURE

	2000	2016	2021	2026
Total Population	4,989	4,833	4,840	4,880
Population/Sq. Mile		2379.4		
Births		59		
Median Age	36.7	38.7	39.5	40.3
Total Population 0-4	371	319	307	298
% Population 0-4	7.5%	6.6%	6.4%	6.1%
Total Population 5-14	406	546	559	554
% Population 5-14	8.1%	11.3%	11.6%	11.4%
Total Population 15-18	386	243	234	250
% Population 15-18	7.7%	5.0%	4.8%	5.1%
% Population 19-25	10.5%	9.0%	8.7%	8.4%
% Population 26-45	29.9%	26.2%	25.8%	25.0%
% Population 46-65	18.5%	26.9%	25.7%	24.5%
% Population 66+	17.7%	15.0%	17.1%	19.5%
Nursery school/presch.	190	57		
Kindergarten/Elem	454	466		
High School	259	163		

	2010-'16	2016-'21	2021-'26
Avg School-Age Pop Annual Growth Rate (Age 5-18)	-0.1%	0.1%	0.3%

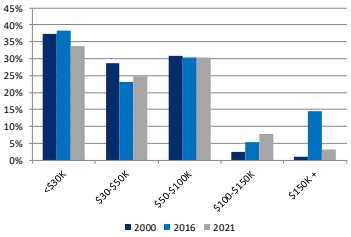
% of Population, by Age Cohort



SOCIO - ECONOMIC PROFILE

	2000	2016	2021	2026
Average HH Income				
% HH Inc < $30K	37.4%	38.3%	33.8%	
% HH Inc $30K-$50K	28.7%	23.2%	24.8%	
% HH Inc $50K-$100K	30.8%	30.3%	30.4%	
% HH Inc $100K-$150K	2.5%	5.3%	7.7%	
% HH Inc $150K +	1.1%	14.6%	3.3%	
Migration		23		
Labor Force		2,538		
% In Armed Forces		0.0%		
% Civilian, Employed		61.8%		
% Civilian, Unemployed		4.1%		
% Not in the Labor Force		34.1%		
% Unemployment Rate		6.3%		
Weekly Per Capita Spending				
Food/Household items		$ 50.94		
Apparel and services		$ 12.18		
Transportation		$ 68.01		
Health Care		$ 29.60		
Entertainment		$ 16.87		

Average HH Income Distribution

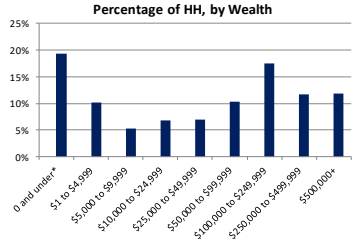


SOCIO - ECONOMIC PROFILE CONT'D

	2000	2016	2021	2026
Est. % HH by Wealth				
0 and under*		19.3%		
$1 to $4,999		10.2%		
$5,000 to $9,999		5.2%		
$10,000 to $24,999		6.9%		
$25,000 to $49,999		7.0%		
$50,000 to $99,999		10.4%		
$100,000 to $249,999		17.5%		
$250,000 to $499,999		11.7%		
$500,000+		11.8%		

* Data range can include negative wealth

Percentage of HH, by Wealth

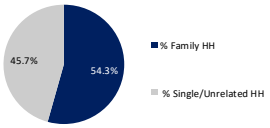


	2000	2016	2021	2026
Average Household Wealth		$ 204,863		
Median Household Wealth		$ 56,702		
Est. % HH by Poverty				
In Poverty		12.7%		
Married		0.7%		
Male Householder		2.2%		
Female Householder		1.1%		
Non-family		8.0%		
Non-family Student		0.8%		
Above Poverty		87.3%		

HOUSING CHARACTERISTICS

	2000	2016	2021	2026
Average Home Value		106,223		
Total Households	2,170	2,108		
% Family HH	59.7%	54.3%		
% Single/Unrelated HH	40.3%	45.7%		
1-person HH	33.5%	37.3%		
2-person HH	35.8%	30.3%		
3-person HH	14.7%	14.3%		
4-person HH	9.4%	9.9%		
5-person HH	4.0%	5.4%		
6-person HH	1.0%	1.8%		
7 or more person HH	1.8%	0.9%		
Average HH Size	2.30	2.26	2.26	2.26
Number of Homeowners	2,286	1,276		
Number of Renters	1,420	833		
Vacant Housing Units	764	264		
% Urban Population	100.0%			
% Rural Population	0.0%			
% Vehicle Use				
None		10%		
1 vehicle		47%		
2 vehicles		28%		
3 vehicles		11%		
4 vehicles		3%		
5 vehicles or more		0%		

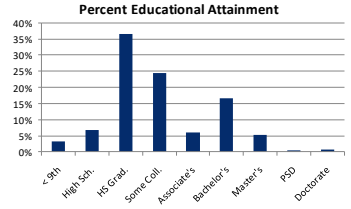
	2000-'10	2010-'16	2016-'21	2021-'26
Avg. Annual HH Growth	-0.53%	0.63%	0.03%	0.18%



DEMOGRAPHIC PROFILE

	2000	2016	2021	2026
White	74.1%	61.7%		
Black	19.7%	27.3%		
Asian/Pacific Islander	0.4%	1.0%		
American Indian/Alaska Nativ	0.2%			
Multi-Ethnic	2.0%			
Some Other Race	0.6%	4.0%		
Hispanic of Any Race	2.4%	6.1%		
Diversity Indicator				
% Language				
Speak only English	94.0%	94.0%		
Spanish	3.9%	5.4%		
Other	2.1%	0.7%		
% Education Levels Age 25+				
Less than 9th grade	4.2%	3.2%		
Some High School, no diplor	8.7%	6.7%		
High School Grad (or GED)	33.2%	36.6%		
Some College, no degree	30.1%	24.4%		
Associate Degree	7.2%	6.0%		
Bachelor's Degree	12.0%	16.5%		
Advanced	4.7%	6.7%		
Master's Degree		5.3%		
Professional Degree		0.5%		
Doctorate Degree		0.8%		

Percent Educational Attainment

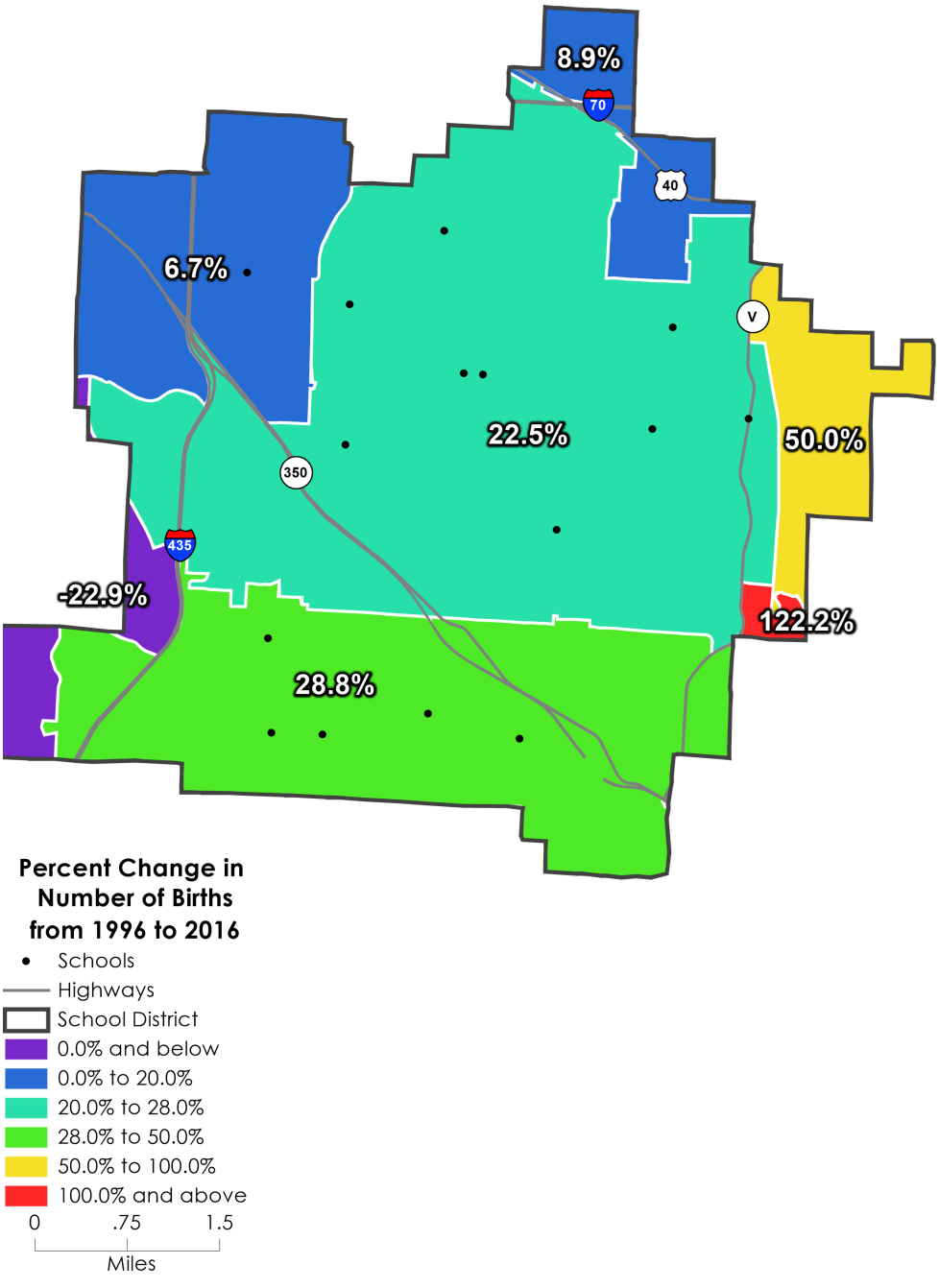


Business Information Services LLC

Scope of Work

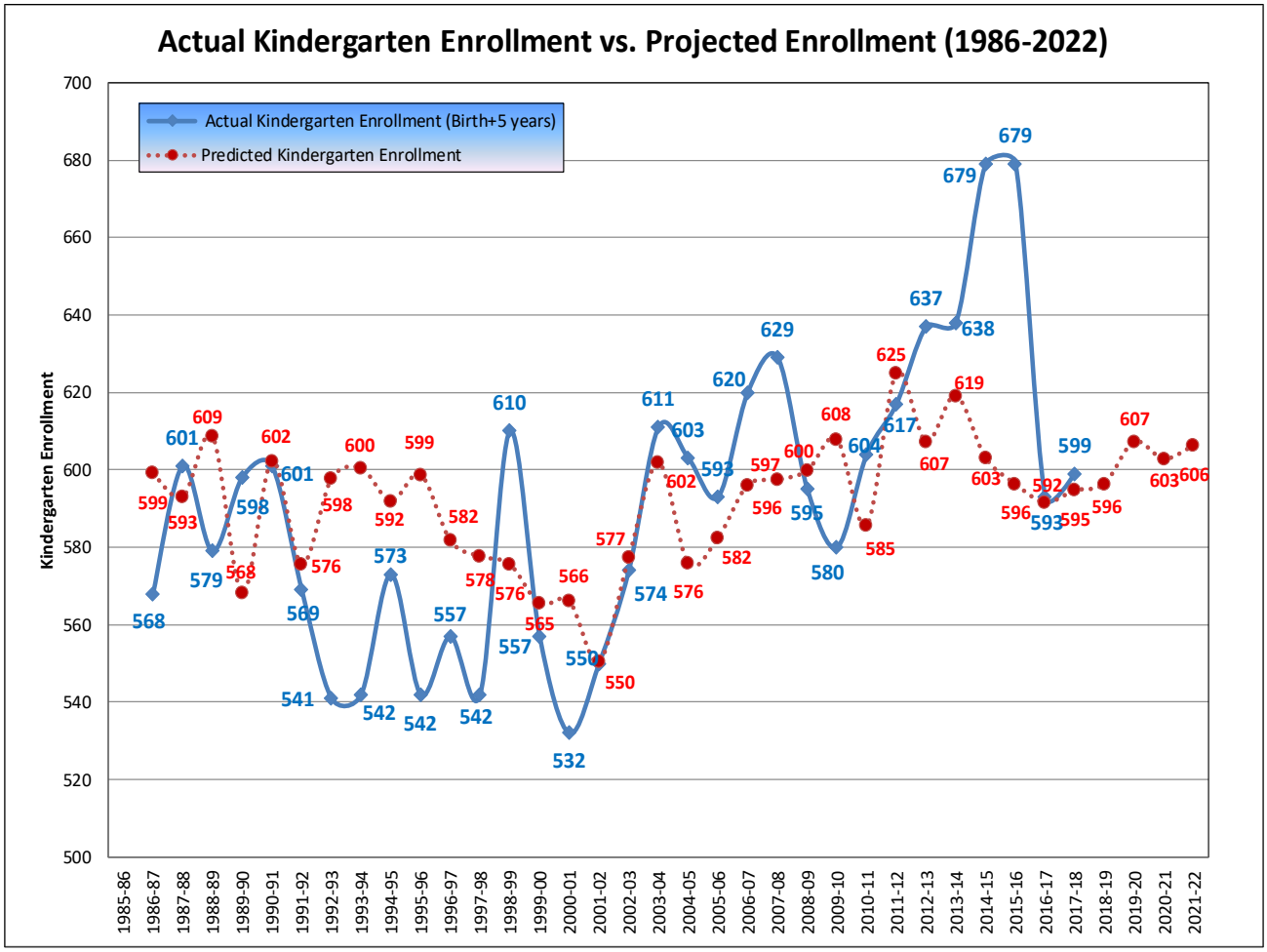
C. Examine the demographic data in regard to the District including but not limited to live birth data

Figure 12. 2011 Example of percentage change in births by ZIP code from 1996 to 2016. We would gather similar data for the Raytown School District.



Birth data is available from the state health department. We develop a linear regression model based on the births to give an indication of Kindergarten enrollment in the district. We then will calculate the statistical probability of how births impact Kindergarten enrollment five years later.

Figure 13. An example of how we would estimate school-age population changes.



Business Information Services LLC

Scope of Work

C. Examine the demographic data in regard to the District including but not limited to land use at a level that relates to District boundaries as well as areas from which current students are enrolled.

We would primarily use our customized demographic reports, as described on p. 19. The demographic tools which we subscribe to also permit very localized analysis of demographics on any type of land area that we select.

Scope of Work

D. Provide an in-depth analysis of boundary areas that indicate growth and the impact on future enrollment along with recommending whether additional school attendance centers need to be built or closed. As possible, please indicate where the best location(s) would be if future facilities are needed or closures are expected. Suggest possible attendance boundary changes.

In addition to the specialized demographic reports for each attendance area, we can overlay parcel data with additional data to provide some detailed analysis.

Before we recommend new facilities, we perform an in-depth capacity analysis, which would include calculations based on gross square footage, classroom square footage and classroom counts. Then we'd include our 10-year projections to assess whether the current square footage could handle the future enrollment.

Our firm has completed several projects where school closures were considered. We are familiar with the process for gathering the data needed and can package the information into a format that is easy to understand.

The bid price that we have submitted includes a fee for redistricting, based on closing at least one school.

CONFIDENTIAL TRADE SECRET

Scope of Work

E. Examine and provide guidance on approved developments within the District and Cities of Raytown, Independence and Kansas City, MO and its area of control as well as planned and zoned use of land. In addition, provide data as to the current and projected interest level of regional home contractors & developers to purchase land and construct homes within the District

MarketGraphics RESEARCH GROUP

Subdivision Name	Starts in Last 12 Months	Closings in Last 12 Months	Starts in Last 4 Months	Closings in Last 4 Months	Total Lots	Occupied Homes	Newly Finished Unoccupied Homes	Under Construction Homes	Developed Lots	Undeveloped Lots
Undeveloped Subdivisions										
Burr Oak Ridge Estates	0	0	0	0	126	0	0	0	0	126
Jones Place - TH	N/A	N/A	0	0	10	0	0	0	0	10
McAtee Meadows	N/A	N/A	0	0	14	0	0	0	0	14
TOTAL	0	0	0	0	150	0	0	0	0	150
Developed Subdivisions with Home Starts										
Briarwood Oaks Estates	1	1	0	1	83	72	0	0	11	0
Brittany Ridge	6	7	1	1	258	230	0	3	15	10
Chapel Ridge	4	2	4	1	124	35	1	4	23	61
Chapel Ridge - TH	16	14	0	10	147	54	8	26	6	53
Colonial Highlands - SF	31	24	4	3	134	36	11	17	70	0
Colonial Highlands - TH	0	27	0	6	66	66	0	0	0	0
Colonial Highlands, Gardens - TH	60	14	0	13	128	14	26	20	0	68
Daltons Ridge	3	0	1	0	176	165	2	1	8	0
Eagle Ridge Estates - SF	0	10	0	0	124	96	0	0	0	28
Eagle Ridge Estates - TH	20	0	2	0	88	20	0	20	0	48
Eagles Ridge - TH	40	51	22	16	508	163	19	22	114	190
Eagles Ridge, Estates - SF	3	3	0	3	107	47	12	4	18	26
Edgewood	0	0	0	0	49	45	0	0	4	0
Lakewood Pointe Villas	0	0	0	0	67	51	0	0	16	0
Meadowbrook Estates	1	6	1	2	127	49	0	1	3	74
Monticello	26	17	6	3	159	47	10	21	31	50
New Town at Harmony, The	14	13	9	5	580	13	8	9	49	501
North Ridge Cottages - TH	13	0	13	0	37	0	3	23	11	0
Park Ridge	20	26	11	13	434	269	5	12	41	107
Park Ridge, Trails SF	5	11	1	2	114	52	1	3	58	0
Park Ridge, Trails TH	0	0	0	0	34	30	2	0	2	0
Parkway Estates - The Meadows	4	9	0	2	206	180	11	1	14	0
Parkway Estates - West	3	9	1	3	177	132	7	3	35	0
Pines, The	1	3	0	0	51	38	1	2	10	0
Rock Hill	4	4	0	2	161	150	1	3	7	0
Saddle Ridge	3	1	2	0	147	60	0	3	13	71
Saddle Ridge Villas	1	1	0	0	45	30	0	1	14	0
Stone Canyon	4	5	1	0	233	97	1	4	12	119
Stone Creek	1	1	0	1	214	196	0	1	2	15
Stone Creek Villas	3	0	1	0	49	37	1	2	9	0
Sunny Pointe	5	10	1	3	90	47	1	2	13	27
Tiffany Woods	0	0	0	0	6	2	0	0	4	0
Villas of Sonora Valley	8	6	4	3	52	40	1	6	5	0
Woodbine	0	1	0	0	83	40	0	0	3	40
TOTAL	300	276	85	93	5,058	2,603	132	214	621	1,488
GRAND TOTAL	300	276	85	93	5,208	2,603	132	214	621	1,638

Figure 14. Example of housing data that would be purchased for your district that shows the level of housing construction occurring.

In order to quantify the current, approved housing projects we would purchase data from a group that conducts field audits every three months throughout the Kansas City metro area. We would also ask city and county planning staff about potential developments. After collecting that information, then we would determine whether new housing developments actually make an impact on the district's enrollment.

Subdivision	Closings Last 12 Months	Under $175K	$175K-$220K	$225K-$275K	$275K-$325K	$325K-$425K	$425K-$625K	$625K-$925K	Over $925K
Briarwood Oaks Estates	1			100%					
Brittany Ridge	7				70%	30%			
Burr Oak Ridge Estates	0		100%						
Chapel Ridge	2				10%	40%	50%		
Chapel Ridge - TH	14			100%					
Colonial Highlands - SF	24				70%	30%			
Colonial Highlands - TH	27	50%	50%						
Colonial Highlands, Gardens - TH	14			80%	20%				
Daltons Ridge	0					100%			
Eagles Ridge - TH	51	50%	50%						
Eagles Ridge, Estates - SF	13				100%				
Edgewood	0			20%	50%	30%			
Jones Place - TH	N/A		100%						
Lakewood Pointe Villas	0						50%	50%	
McAtee Meadows	N/A		100%						
Meadowbrook Estates	6					100%			
Monticello	17					10%	90%		
New Town at Harmony, The	13				60%	40%			
North Ridge Cottages - TH	0	100%							
Park Ridge	26					10%	90%		
Park Ridge, Trails SF	11					20%	80%		
Park Ridge, Trails TH	0					100%			
Parkway Estates - The Meadows	9				80%	20%			
Parkway Estates - West	9				10%	90%			
Pines, The	3					70%	30%		
Rock Hill	4				70%	30%			
Saddle Ridge	1					10%	80%	10%	
Saddle Ridge Villas	1				50%	50%			
Stone Canyon	5					100%			
Stone Creek	1					50%	50%		
Stone Creek Villas	0			80%	20%				
Sunny Pointe	10			40%	60%				
Tiffany Woods	0								100%
Villas of Sonora Valley	6			55%	45%				
Woodbine	1					100%			
TOTAL	**276**								

Figure 15. Example of house price ranges being sold in new subdivisions. We would purchase similar data.

Scope of Work

F. Accurately project future student enrollment through September 2028 incorporating historical enrollment data from at least the past 5 school years (September 2013 through September 2018) and the upcoming school year, live birth data, development activity, demographic trends, private/parochial school enrollment data and other information that would assist with calculating an accurate forecast. In addition, please provide rationale as to possible reasons for the trend data. Utilize a Geographic Information Systems (GIS) with maps and analysis that visualizes what is happening within the District in terms of growth; declines, development, etc.

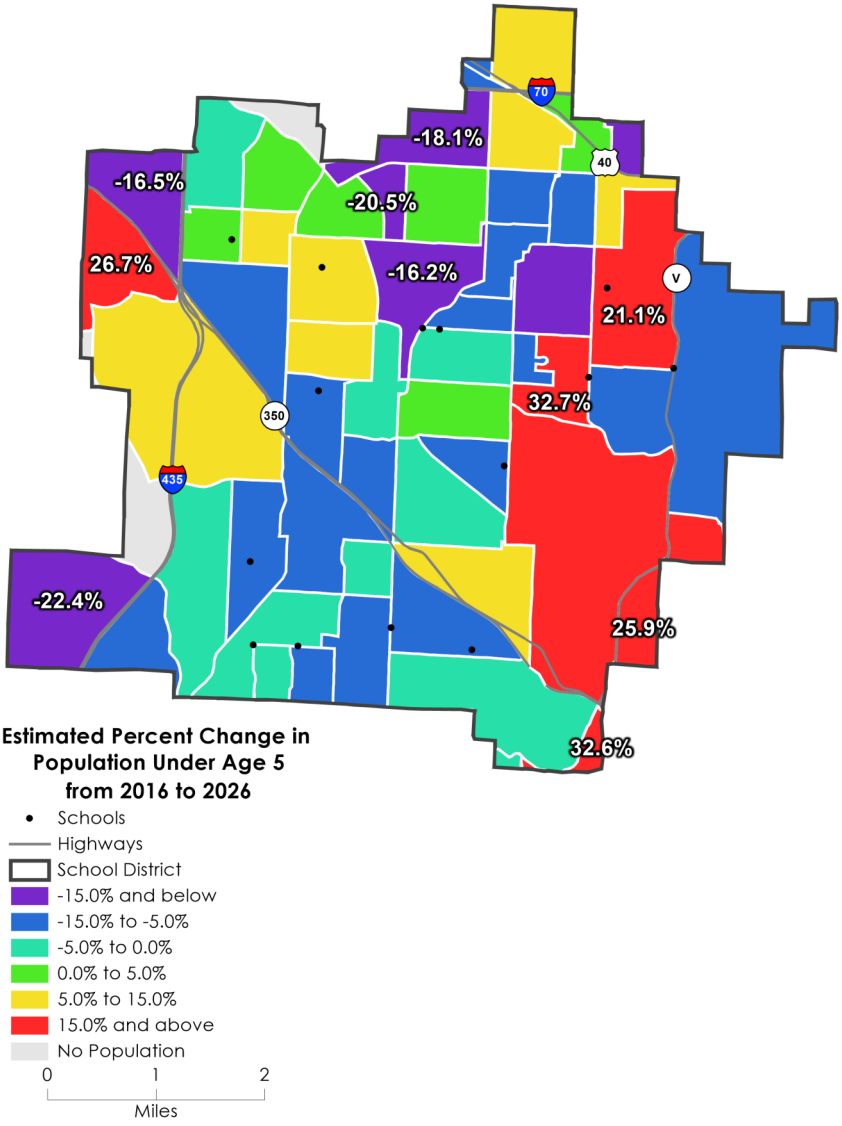


Figure 18. Example of estimated percent change in number of children under 5 years old in a school district from 2016 to 2026.

All these elements are included in our standard work plan. The four demographic data services that we subscribe to convert 2010 Census Bureau data into their own current estimates and five- and 10-year projections, and we believe this gives our studies more accuracy. We don't rely much on the federal government's annual American Community Survey (unlike other school district demographic firms) because it has small samples and large margins of error. The private firms, however, reduce the margin of error, and use algorithms to produce long-range projections which also include building permits, mail-route delivery counts, and area buying patterns of products. Numbers and types of products purchased in a local grocery or discount store are compiled by data aggregators to give insight into gender, ages and other demographic factors. For example, if Wal-Mart reports unusually high sales of disposable diapers in 2015, the data services will estimate a larger-than-average Kindergarten class for 2020. Not all demographic factors are forecast for 10 years, but we will get the longest-range data available. We will use this data to help make enrollment predictions and to document additional demographic and economic changes within school district.

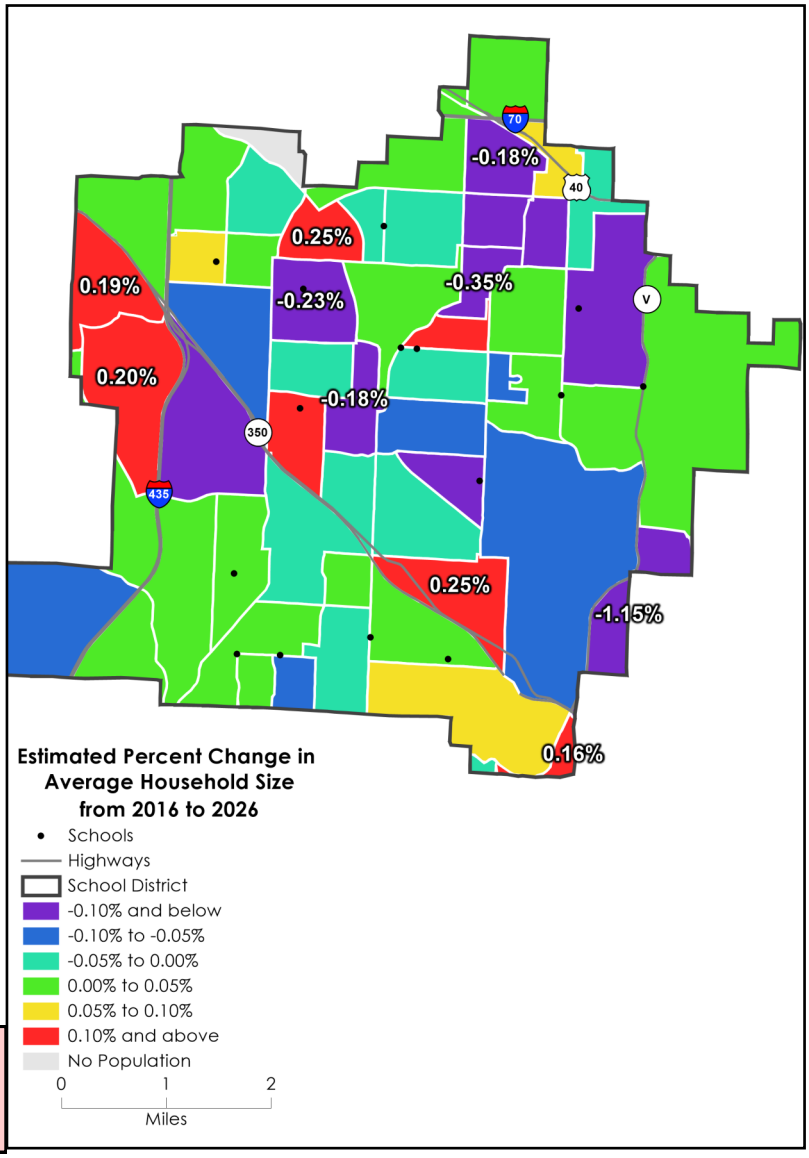


Figure 19. Example change of average household size between 2016 to 2026.

Business Information Services LLC

Scope of Work

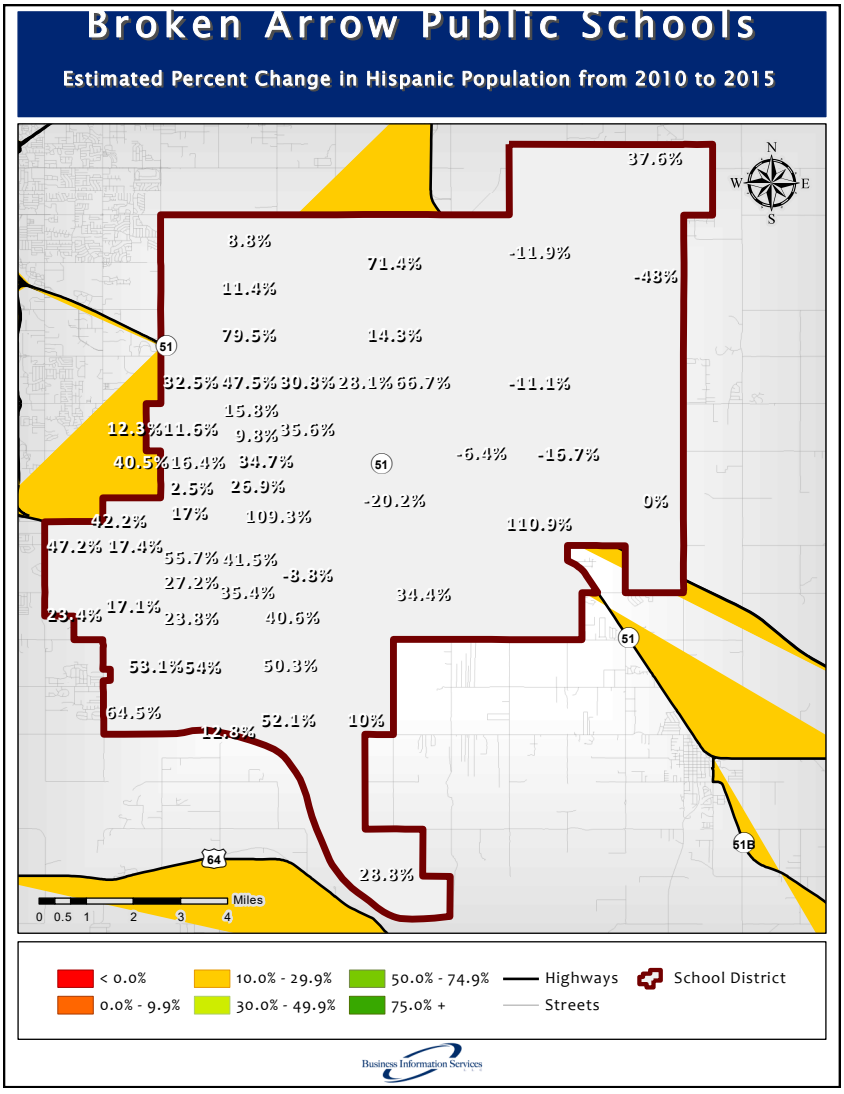
F. Accurately project future student enrollment through September 2028 incorporating historical enrollment data from at least the past 5 school years (September 2015 through September 2020) and the upcoming school year, live birth data, development activity, demographic trends, private/parochial school enrollment data and other information that would assist with calculating an accurate forecast. In addition, please provide rationale as to possible reasons for the trend data. Utilize a Geographic Information Systems (GIS) with maps and analysis that visualizes what is happening within the District in terms of growth; declines, development, etc.

Accuracy of enrollment projections can often depend on the quality of district data received and the ability to account for the "what if" element of future events. When we provide three projection models, we tell districts that once they start on one model's path, they will likely stay on that path unless something unforeseen alters the path to another model. Since 2009 we have worked with the FinCo GeoDemographics firm and our accuracy has been even greater.

We have an average percent variance of between 0.3 percent and -0.9 percent for all projects for the last three years. The median percent variance is 0 percent to -0.2 percent overall.

The demographic data shown in the figure to the right shows how the enrollment projections could vary widely by cohorts, ethnic group or within a school district.

Figure 20. Example of percent change in Hispanic populations for five years for a district in Oklahoma.



Scope of Work

G. Develop a 10 year student population projection which includes all grades for all current student attendance centers. This would include an enrollment for all future incoming kindergarten students annually through September 2030.

Our typical enrollment projection model includes a full 10-year projection, which includes all grades for all schools. We develop an estimate for Kindergarten enrollment based on the live births in the district and using our demographic data.

Scope of Work

h. Provide analysis of family demographic information (i.e. income, etc.) of school age children in each home by zip code and/or major subdivisions.

We can purchase a comprehensive list of all adults who live in the school district, with names, income levels, education levels, occupations, and hobbies, as well as counts of number of children in each household. The data can contain more than 300 data fields. We can customize this list to whatever the district would want. We have separately priced this data in our fixed price bid. This would be separate and not included as part of the overall project unless the district wants to make the purchase.

Scope of Work

I. The RFP and Final Product should also provide an assessment for how local private/parochial schools impact enrollment and how calculations on birth rates, etc. allow for accurate projections when such volatility may exist due to the 'unknown' impact the availability of private and/or parochial schools may have on a student's enrollment decision.

Figure 21. Example of how we calculate a public school district's market share.

Comparison of 1990, 2000 Census and 2010 Census, and Est. 2016 Population And Raytown School District 1990, 2000, 2010 and 2016 Enrollment												
	1990 Census	1989-1990 Enrollment	% of Census to Enrollment	2000 Census	1999-2000 Enrollment	% of Census to Enrollment	2010 Census	2009-10 Enrollment	% of Census to Enrollment	Est. 2016	2015-16 Enrollment	% of Census to Enrollment
Under 1 yrs	716			790			710			726		
1 yr olds	790			805			776			715		
2 yr olds	857			725			730			784		
3 yr olds	630			735			746			756		
4 yr olds	827			660			743			766		
Kindergarten	608	598	98.4%	640	557	87.0%	736	580	78.8%	743	679	91.4%
1st Grade	838	685	81.7%	890	614	69.0%	706	666	94.3%	742	682	91.9%
2nd Grade	862	635	73.7%	775	634	81.8%	755	651	86.2%	708	686	96.9%
3rd Grade	698	646	92.6%	795	657	82.6%	783	648	82.8%	750	697	92.9%
4th Grade	841	632	75.1%	715	640	89.5%	722	659	91.3%	779	725	93.1%
5th Grade	774	632	81.7%	725	655	90.3%	770	678	88.1%	718	665	92.6%
6th Grade	620	656	105.8%	745	704	94.5%	765	690	90.2%	759	644	84.8%
7th Grade	812	659	81.2%	710	658	92.7%	763	661	86.6%	748	707	94.5%
8th Grade	694	583	84.0%	785	668	85.1%	770	638	82.9%	744	711	95.6%
9th Grade	710	664	93.5%	905	688	76.0%	748	673	90.0%	775	796	102.7%
10th Grade	741	570	76.9%	680	661	97.2%	757	711	93.9%	746	740	99.2%
11th Grade	756	642	84.9%	620	638	102.9%	846	667	78.8%	738	615	83.3%
12th Grade	653	627	96.0%	955	593	62.1%	890	729	81.9%	797	625	78.4%
Total (K-12)	**9,607**	**8,229**	**85.7%**	**9,940**	**8,367**	**84.2%**	**10,011**	**8,651**	**86.4%**	**9,747**	**8,972**	**92.0%**

We always include an analysis of a district's "market share" of school-age children who live within the district's boundary. Figure 21 on p. 36 shows an example of how this is calculated.

Any in-depth analysis of private/parochial school enrollment is difficult without the school's cooperation to provide rosters. But our projections will account for the impact of non-public education enrollment to the extent that it does influence a district's enrollment. There are plenty of districts in Missouri where private schools are a non-factor.

Scope of Work

J. Final Product delivered via both electronic and hard copy (spiral bound) formats. Electronic format should be deliverable in an agreed upon format acceptable to the Raytown School District and contain ALL materials including exhibits, graphs, attachments, etc. that were part of the final report. The hard copy (spiral bound) format should be a minimum quantity of 20 copies. Please list the cost for additional quantities, if desired by the Raytown School District.

We agree to this. Our firm price on the Scope of Work Price Form is what we would bill for the project to produce this final product.

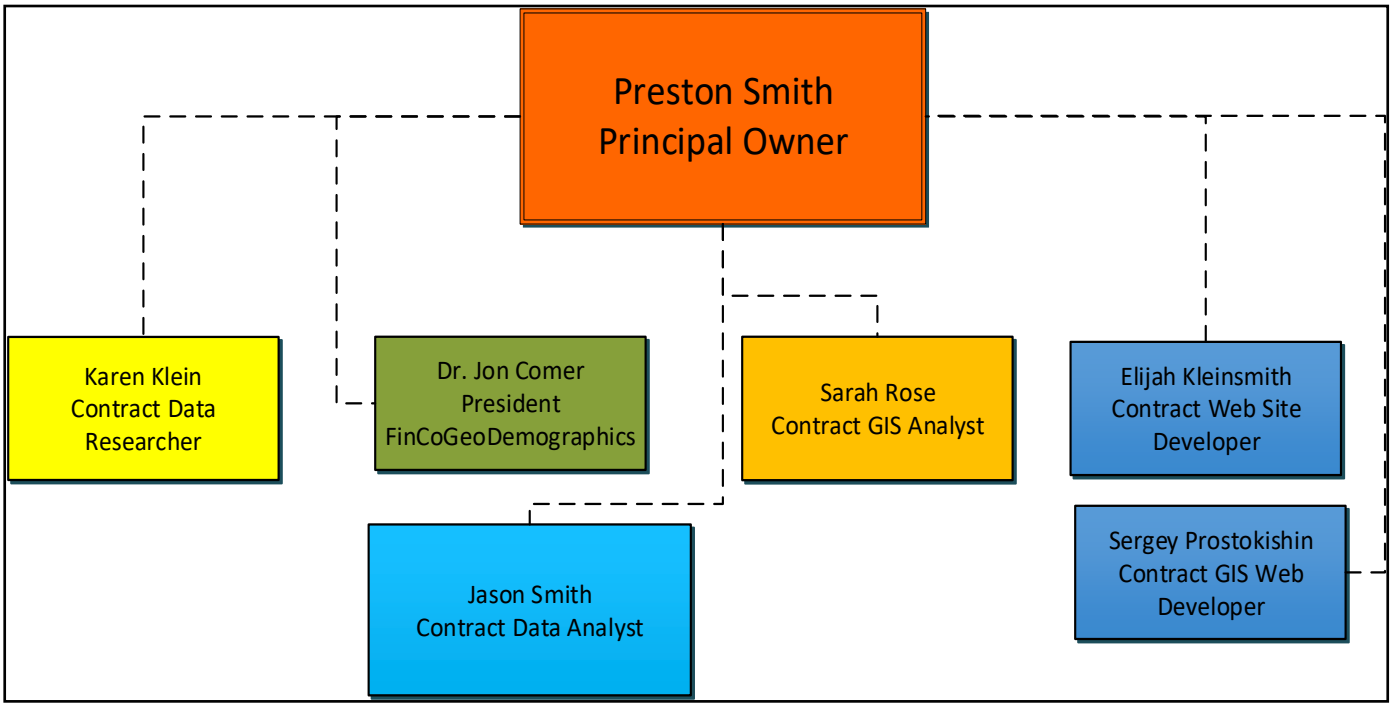
K. Vendor may be asked to present Final Report in person at a scheduled Board of Education Meeting.

We agree to this. Our firm price on the Scope of Work Price Form includes this expense.

RFP Requirements
Statement of Qualifications

1. (a) A brief description of business activities and history

Figure 22. Business Information Services organizational chart, April 2020.



Since Business Information Services started in February 2004, we have conducted more than 200 demographic studies and other projects for public school districts around the country. (During that time, by the way, we have never missed a deadline or in delivering what we promised.)

Our firm's mission is to be on the cutting-edge of data gathering and analysis. We have developed data processes and have compiled a unique set of information sources that no other demographic firm offers. This gives our client-districts the most comprehensive information available today anywhere in the county.

During the last year we have been asked to perform analysis of various characteristics of a school district population such as: estimate homeless students, determine home school students that are living in the district, estimate levels of junk food consumption for obesity grants, and determine which students had Internet access and how widely they used the Internet.

In short, we bring a level of passion and creativity to our studies that go beyond simply meeting requirements.

Business Information Services
L L C

RFP Requirements
Statement of Qualifications

1 (b)How long the firm has been in business and length of its experience in Third Party Administration

Business Information Services began in 2004. We have completed more than 200 projects for school districts in 12 states. Our firm is reviewed annually by Dun & Bradstreet, earning the highest credit rating possible for a small business. Our D&B number is 15-011-4358. According to Fintel Industry Metrics, our company would rate among the top five percent in the country in profitability for educational service firms. In short, we run a debt-free business with an excellent credit rating and a solid level of profitability every year.

RFP Requirements
Statement of Qualifications

1 (c) Identify the firm's professional staff members who specifically will be assigned to this contract, the experience each possess and the location of the office in which they work. Provide a detailed biography outlining the experience and credentials of all such staff members.

Dr. Jon Comer, currently a professor at the Department of Geography at Oklahoma State University, has more than 25 years of geospatial modeling experience and is the principal in FinCo GeoDemographics, a private firm specializing in enrollment projections for public school districts. He has authored 24 published research articles, dealing with topics ranging from using GIS systems to evaluate socio-economic data to downtown revitalization analysis. He has received grant funding exceeding $300,000 for his research projects.

In 2008, Dr. Comer received the Regents Distinguished Teaching Award, which is presented to the top instructor at the university. He has served on several standing committees and on the board of directors for the spatial analysis and modeling specialty group for the Association of American Geographers.

Dr. Comer's enrollment projection analysis has been acclaimed throughout the Midwest, with more than 99 percent accuracy more than five years after his analysis was completed for districts. He is currently the coordinator of Graduate Studies for the university, and continues to teach hundreds of students each year the basics of GIS analysis.

On this project for Raytown School District, Dr. Comer would conduct by-school and by-grade enrollment projections for the next 10 years based on the three most-likely statistical models. He will do this analysis based on the current boundaries.

RFP Requirements
Statement of Qualifications

1 (c) Identify the firm's professional staff members who specifically will be assigned to this contract, the experience each possess and the location of the office in which they work. Provide a detailed biography outlining the experience and credentials of all such staff members.

Preston Smith

Mr. Smith will serve as the Project Director for this engagement. He is the founder and has been the principal owner of Business Information Services, LLC, a Missouri-based limited liability corporation for the last 16 years. He has a Bachelor's Degree in Agricultural Journalism at the University of Missouri. He also has a Master's degree in Public Administration from the University of Missouri-Kansas City, with a specialization in quantitative analysis and statistics.

For 10 years Mr. Smith worked as an investigative reporter, with five years in Washington DC with White House and Capitol Hill press credentials and was a member of the National Press Club. As a 30-year member of the national Investigative Reporters and Editors, Mr. Smith was recognized as a finalist as the outstanding agricultural magazine journalist in the country and his work was featured in the national IRE publication as an example of one of the top investigative journalism projects in 1984.

While a Washington-based investigative reporter, Mr. Smith had two of his articles used as a basis of two U.S. Senate hearings on fraud and waste of government funds. As a result of his articles and the hearings, changes were made in federal regulations and policies to tighten how private companies could no longer give gifts to federal employee in exchange for preferences. On a weekly basis, his syndicated articles were read by more than 2 million readers.

Mr. Smith worked as a performance auditor for the City of Kansas City, Missouri, and found ways to save more than $3M in public funds through greater efficiencies in programs. As a bank auditor, he found ways to improve teller processes and to develop new efficiencies for measuring lending risks.

During the late 1990s, Mr. Smith worked at a large data processing company where he found ways to save more than $700,000 year. He also was the project manager of a large Y2K data conversion project that encompassed more than 80 staffers and more than 200,000 staff hours.

As a school district demographer, Mr. Smith has worked on more than 200 different projects in 12 states. His firm specializes in preparing the most comprehensive demographic studies in the country for public school districts. Sources for his firm's studies include data from government agencies, third-party demographic data providers and more than 15 other sources.

RFP Requirements
Statement of Qualifications

1 (c) Identify the vendor's professional staff members who specifically will be assigned to this contract, the experience each possess and the location of the office in which they work. Provide a detailed biography and/or resume outlining the experience and credentials of all such staff members.

Sarah Rose

Ms. Rose is a certified GIS analyst with more than 10 years of professional experience. She is currently the a GIS analyst for Clay County, Missouri Assessor's office. She is proficient at parcel analysis as well as manipulation of school district attendance boundary lines. She has a Bachelor's degree in GIS analysis from the University of Missouri-Kansas City.

Ms. Rose has worked with BIS for more than 12 years. For this project, she will develop all the maps and perform all the GIS analysis for the redistricting efforts.

RFP Requirements
Statement of Qualifications

1 (c) Provide confirmation with district data governance requirements as stated in the Data Governance Addendum attached.

We will commit to abide by any data handling standards that the district wants.

RFP Requirements
Statement of Qualifications

2 (a) Geographic Information Systems (GIS) (Creation of maps and analysis that visualizes what is happening to the District)

We contract with a certified GIS analyst for all district mapping. If additional online GIS mapping is needed, we have a contract with one of the best developers in the world.

RFP Requirements
Detailed Experience in the following areas:

2 (b) Statistical Analysis (proven ability to provide projections on a geographic level)

This is explained throughout this RFP. Our main enrollment team is headed by Dr. Jon Comer, who has more than 30 years of statistical analysis experience and currently teaches graduate-level statistics classes and coursework at Oklahoma State University in spatial analysis. Mr. Smith has a graduate degree in public administration with an emphasis on statistics.

RFP Requirements
Detailed Experience in the following areas:

2 (c) Demographics (Census, live birth, extraction to product that relates to District boundaries)

This is explained throughout this RFP.

RFP Requirements
Detailed Experience in the following areas:

2 (d) Educational K-12 Planning (capacity, educational programming, site analysis, etc)

As explained earlier, we use four different types of calculations to determine building capacity. Our calculations have been used in about 1,000 schools, with a high degree of accuracy.

We also previously described our experience with site analysis. We have helped select the exact location for several new schools.

RFP Requirements
Detailed Experience in the following areas:

2 (e) City and County Planning

Preston Smith has worked in the City of Kansas City as a performance auditor for two years and has a degree in public administration. He also has worked as a database manager/programmer for 10 years and can do GIS analysis. Demographic projects at his firm regularly interface with city and county governments.

From 1996-2001, he served on the Blue Springs Planning Commission. For 2001-02, he served on the local Board of Zoning Adjustment. Since 2010, he has represented the Blue Springs School District on the Jackson County Board of Equalization, which helps set taxation for all district residents who appeal their taxes.

RFP Requirements
Detailed Experience in the following areas:

2 (f) Educational Issues. (Capacity, funding, benchmarks, educational programming)

Our typical report includes analysis of building capacity, benchmarks and funding. Our peer comparisons have included as many as 300 different factors. Our capacity analysis can include as many as four different methods. We work with district administrators to determine the scope of the analysis of all these elements.

When we consider closing schools, our capacity analysis includes gathering calculations based on a gross square footage, students per classroom sq. footage and number of students per classroom. This is a thorough collection of data to show the public the due diligence necessary to make the decision.

RFP Requirements
Provide evidence that:

2 (g) Team members can cross over to other disciplines (City/County Planning, GIS, educational programming).

Preston Smith has worked in the City of Kansas City, Missouri's government as a performance auditor for two years. He has a thorough understanding of government processes and how new development affects school districts, and how different government bodies interact with school districts.

Our GIS analyst, Sarah Rose, current works in the Clay County, Assessor's office.

Dr. Jon Comer currently works for a large state university and has been involved in educational programming for nearly 30 years.

RFP Requirements
Provide evidence that:

3 (b)The firm utilizes GIS technology.

Business Information Services uses five of the most popular GIS applications and pays for updated licenses each year.

CONFIDENTIAL TRADE SECRET

RFP Requirements Provide:

3. (c) The firm has proven track record with accurate enrollment analysis along with references

Accuracy of enrollment projections can often depend on the quality of district data received and the ability to account for the "what if" element of future events. When we provide three projection models, we tell districts that once they start on one model's path, they will likely stay on that path unless something unforeseen alters the path to another model. Since 2009 we have worked with the FinCo GeoDemographics firm and our accuracy has been even greater. Other demographics firms might broadly describe their accuracy, but we show you the latest comparison. (We have completed more than 60 projects for districts that did not include an enrollment projection.)

The comparison in Figure 23 shows all the projections made from 2016-17 through 2018-19, including the 2015-16 Raytown projection. Obviously if a study were completed in 2016-17, projections made for 2019-20 would be three years earlier. The accuracy usually decreases with time.

One of the largest variances was for Oklahoma City, which closed 20 schools in 2019. Apparently after the schools closed, parents enrolled their children in private schools and enrollment fell faster than we had predicted.

As we have stated previously, we have an average percent variance of between 0.3 percent and -0.9 percent for all projects for the last three years. The median percent variance is 0 percent to -0.2 percent overall. There are few, if any, demographic firms in the country with as solid of track record.

Year Projection Made	Project	2017-18 Low-Range	2017-18 Mid-Range	2017-18 High-Range	Actual Enrollment 2017-2018	Variance	Percent	2018-19 Low-Range	2018-19 Mid-Range	2018-19 High-Range	Actual Enrollment 2018-2019	Variance	Percent	2019-20 Low-Range	2019-20 Mid-Range	2019-20 High-Range	Actual Enrollment 2019-2020	Variance	Percent
2015-16	Raytown School District	9,151	9,236	9,319	8,733	418	4.6%	9,196	9,325	9,450	8,425	-771	-8.4%	9,241	9,414	9,583	8,228	-1,013	-12.3%
2016-17	North Kansas City Schools	19,660	19,735	19,808	19,717	18	0.1%	19,711	19,862	20,009	20,097	88	0.4%	19,762	19,900	20,212	20,435	223	1.1%
2016-17	Broken Arrow	18,186	18,345	18,499	17,956	-230	-1.3%	18,393	18,635	18,871	17,964	-429	-2.3%	18,602	18,930	19,250	18,331	-271	-1.5%
2016-17	Columbia Public Schools	17,484	17,534	17,583	17,725	142	0.8%	17,553	17,653	17,751	17,914	163	0.9%	17,622	17,773	17,921	18,283	362	2.0%
2016-17	Wentzville School District	16,473	16,533	16,591	16,373	-100	-0.6%	16,975	17,099	17,219	16,798	-177	-1.1%	17,492	17,684	17,871	17,327	-165	-1.0%
2016-17	Parkway Schools							17,356	17,424	17,490	17,626	136	0.8%	17,183	17,319	17,450	17,526	76	0.4%
2016-17	Blue Springs Schools	14,538	14,580	14,621	14,491	-47	-0.3%	14,567	14,651	14,734	14,510	-57	-0.4%	14,595	14,723	14,848	14,628	33	0.2%
2016-17	Liberty School District							12,413	12,511	12,610	12,505	-6	0.0%	12,495	12,661	12,826	12,559	64	0.5%
2016-17	Mehlville School District	10,113	10,171	10,225	10,138	-33	-0.3%	9,962	10,075	10,184	10,022	-53	-0.5%	9,813	9,981	10,142	9,963	-18	-0.2%
2016-17	Lamar County Schools	9,865	9,901	9,935	9,812	-53	-0.5%	9,895	9,967	10,037	9,895	1	0.0%	9,926	10,034	10,140	10,010	-24	-0.2%
2016-17	Republic Schools	4,736	4,781	4,825	4,790	9	0.2%	4,745	4,814	4,880	4,839	25	0.5%	4,755	4,846	4,936	4,902	-34	-0.7%
2016-17	Willard School District	4,486	4,503	4,520	4,523	3	0.1%	4,495	4,529	4,563	4,488	-7	-0.2%	4,504	4,556	4,607	4,555	-1	0.0%
2016-17	Meramec Valley	3,042	3,069	3,095	3,084	-11	-0.4%	3,007	3,047	3,086	2,995	-12	-0.4%	2,972	3,025	3,076	2,910	-62	-2.1%
2016-17	Smithville School District							2,604	2,614	2,624	2,596	-8	-0.3%	2,602	2,628	2,644	2,648	4	0.2%
2016-17	Clayton School District	2,116	2,127	2,138	2,181	43	2.0%	2,130	2,152	2,174	2,152	0	0.0%	2,144	2,177	2,210	2,119	-25	-1.2%
2016-17	Orchard Farm	1,862	1,891	1,918	1,890	-1	-0.1%	1,904	1,949	1,991	1,927	-22	-1.1%	1,932	1,993	2,052	1,944	12	0.6%
2017-18	North Kansas City Schools							19,759	19,835	19,909	20,097	188	0.9%	19,801	19,954	20,102	20,435	333	1.7%
2017-18	Norman Public Schools							15,034	15,092	15,147	15,205	58	0.4%	15,079	15,194	15,306	15,387	81	0.5%
2017-18	Blue Springs Schools							14,476	14,534	14,589	14,510	-24	-0.2%	14,462	14,577	14,688	14,628	-60	-0.4%
2017-18	Independence Schools							14,346	14,418	14,480	13,180	-1,166	-8.1%	14,323	14,467	14,586	14,155	-168	-1.2%
2017-18	Owasso	9,622	9,723	9,822	9,730	7	0.1%	9,741	9,877	10,011	9,629	-112	-1.1%	9,861	10,034	10,204	9,782	-79	-0.8%
2017-18	Lamar County Schools							9,822	9,856	9,890	9,895	5	0.1%	9,823	9,893	9,960	10,010	50	0.5%
2017-18	Raytown School District							8,706	8,750	8,792	8,425	-281	-3.2%	8,680	8,768	8,852	8,228	-452	-5.5%
2017-18	Decatur, Illinois							7,944	7,988	8,029	8,139	110	1.4%	7,852	7,939	8,022	7,701	-151	-2.0%
2017-18	Grain Valley Schools							4,382	4,401	4,420	4,349	-33	-0.8%	4,424	4,463	4,501	4,403	-21	-0.5%
2018-19	OK City													37,077	37,258	37,430	35,897	-1,180	-3.3%
2018-19	North Kansas City Schools													20,271	20,363	20,451	20,435	-16	-0.1%
2018-19	Broken Arrow													18,000	18,086	18,169	18,331	162	0.9%
2018-19	Blue Springs Schools													14,473	14,532	14,588	14,628	40	0.3%
2018-19	St. Joseph School District													10,734	10,794	10,851	10,731	-3	0.0%
2018-19	Lamar County Schools													9,906	9,944	9,981	10,010	29	0.3%
2018-19	Raytown School District													8,270	8,399	8,425	8,228	-42	-0.5%
2018-19	Joplin Public Schools													7,258	7,288	7,318	7,631	313	4.1%
2018-19	Bixby Public Schools													6,608	6,639	6,670	6,476	-132	-2.0%
2018-19	Nixa Public Schools													6,167	6,190	6,212	6,210	-2	0.0%
2018-19	Hickman Mills													5,737	5,771	5,804	5,103	-634	-12.4%
2018-19	Jackson, MO													5,171	5,190	5,209	5,166	-5	-0.1%
2018-19	Belton													4,241	4,267	4,292	4,386	94	2.1%
2018-19	Festus School District													3,062	3,077	3,092	3,099	7	0.2%
2018-19	Meramec Valley School District													2,940	2,954	2,967	2,910	-30	-1.0%
2018-19	Marshfield													2,925	2,940	2,955	2,945	5	0.2%
2018-19	Logan-Rogersville													2,211	2,217	2,223	2,252	29	1.3%
	OVERALL AVERAGE					**12**	**0.3%**					**-95**	**-0.9%**					**-64**	**-0.8%**
	OVERALL MEDIAN					**1**	**0.0%**					**-8**	**-0.2%**					**-18**	**-0.2%**

Figure 23. All enrollment projection projects from 2016-17 through 2018-19, plus the 2015-16 Raytown study. The variance is calculated based on the closest of the three prediction models from the actual enrollment total.

RFP Requirements Provide:

3. (d) The firm has worked with school districts experiences with similar issues.

Since our firm began in 2004, we have worked hard to understand the problems within a school district and be a "problem-solver." Since we have completed three demographic studies in the Raytown district, we do understand the district's issues and we have completed more than 200 school district projects around the country.

RFP Requirements
Provide evidence that:

3. (e) The firm can provide innovative data and analysis that the District cannot collect internally.

Our firm has an exclusive license agreement with the country's largest data vendor to provide us household-by-household data in the education market for analysis. We also have an agreement with the vendor to provide a flat-rate fee for accessing the U.S. Postal Service's National Change of Address database, which allows us to have the most recent address of students within a week of the family moving.

We also have subscriptions to four of the largest demographic data services, and have worked with them to develop unique analysis for school districts and school attendance areas.

Finally, we developed the information-gathering processes that are efficient, accurate and fast. We have several licenses for specialized software, and have at our disposal professionals with specialized skills. For a district to try to replicate those same processes, it would take several years to reach the same level of productivity. In short, we can produce a report for a district in a few weeks that would likely take several months of staff time and resulting in a far higher overall cost.

RFP Requirements
Provide evidence that:

3. (e) The firm has a secure method of transmission, such as SFTP, of all data sent and received by District.

We have an account with an online file share service that has 256-big AES encryption and other Enterprise-grade security. During 15 years with this service, we have never had a security breach. The service complies with all SSAE 16 standards.

RFP Requirements
Provide evidence that:

3. (e) The firm can accommodate non-identifiable or aggregate data from district for sensitive data such as IEP, Free/Reduced lunch or English Language Learner status.

We can use data in an aggregate or non-identifiable formats as long as the district does not need analysis conducted on a student-by-student basis for those factors. For example, if redistricting analysis were needed, we would need individual data by Free/Reduced lunch status. However, we would not need names associated with this factor. If the district wants us to match student roster data to parcels or additional household-by-household data, then we would need guardian names associated with the address in the roster.

RFP Requirements
Provide evidence that:

3. (e) Firm Price and completion date for entire project provided on SCOPE OF WORK FORM

Our firm was one of the innovators in the educational services area to introduce flat-rate pricing. Until recently, the majority of demographic services firms still charged school districts for additional services, such as making phone calls, emails, printing reports and many other items that go into producing a study. Not our firm. We have always given flat rate studies from the start and still do.

In our Scope of Work Form, we suggest two possible timelines for the project. Whichever course the district would like to take, we can work with and will meet a final deadline.

RFP Requirements
Provide evidence that:

3. (e) Detailed Payment Terms

If the district's policy is to make payment on all outstanding accounts within 30 days of invoice, at the end of the project, then we're fine with that policy.

RFP Requirements
Provide evidence that:

3. (e) Provide sample documentation of GIS physical model used by firm

We don't have a GIS physical model.

RFP Requirements
Provide evidence that:

3. (e) Provide a detailed listing of specific data sets for which the Raytown School District will be responsible for providing to you for use in the construction of final report. In addition, detail any special file format(s) that collected data must be submitted.

Here is the data that we would need from the district:

- Total enrollment by building, by grade, for the last three years.
- Student rosters for the last three years.
- Total current gross square footages by building.
- Total Free-and-Reduced Lunch enrollment for the last three years, by building.
- If the district wants us to provide a recommendation about capacity usage, then we would also need a by-building classroom square footage and number of classrooms per each school.

We provide an Excel spreadsheet template showing examples of all these types of data, and the field headings that we would need. If the district could send back this information in Excel format, then we could use it more readily. Other than staff time, which usually is no more than a day or two, there should be no out-of-pocket expenses for the district to provide this data to us.

RFP Requirements
Provide evidence that:

3. (e) Provide a listing and description of at least three (3) Demographic Studies and/or projects awarded/completed giving dates of service but preferably within the past 3 years (September 2017 – present).

For more than a decade we have worked with very small districts (fewer than 400 students) to larger ones exceeding 40,000 students. Through organization and project planning, we can generate an extremely large amount of information for school districts in a short time. Our staff is talented, creative and understands the importance of delivering a quality product on-time. Red have been completed during the last three years. We typically have six to eight projects in the works at once.

Missouri:

Blue Springs (14)
Raymore-Peculiar (2)
Pleasant Hill
Independence (8)
Grain Valley (6)
Park Hill (11)
Seneca
Nixa (11)
Miller R-II
Willard R-III (5)
Mountain Grove
Wright City
Warren Co R-III (3)
New Haven
Meramec Valley R-III (6)
North Callaway County
Dunklin
Ozark R-VIII (7)
School of the Osage
Edmond County
Republic (6)
Jefferson City (5)
Joplin (2)
Washington (2)
Mexico (2)
Webb City
Carl Junction
Hollister
Farmington
Neosho (2)
Parkway
Smithville (2)
Platte County R-III
Center
St. Charles
Poplar Bluff
Springfield
Festus (2)
Union, MO
Logan-Rogersville (2)
Raytown (2)
Reeds Spring
Hickman Mills
Clayton
Mehlville
Columbia
Liberty
North Kansas City
Jackson
St. Joseph
Marshfield
Fort Osage
Oak Grove

Oklahoma:

Bixby (5)
Broken Arrow (3)
Wagoner
Norman (2)
Comanche
Madill
Dickson
Ardmore
Alva
Eufala
Lone Grove
Miami
Harrah
Owasso
Union, OK (2)
Oklahoma City

The number in parenthesis indicates number of multiple demographic projects in which we've worked on in each district.

Other States:

Valley View, Arkansas
Lamar County, Mississippi (7)
Lansing, Kansas
Augusta, Kansas
Auburn-Washburn, Kansas
Decatur, Illinois
Des Moines, Iowa
Wylie, Texas (3)
Anthony-Harper, Kansas
Homer ISD, Illinois
Halifax, North Carolina
Skokie, Illinois
St Peters, Minnesota
Graham County USD 281
Pearl River Community College, Mississippi
Clover Park, Washington
Shawnee Mission, Kansas
Cheltenham, Pennsylvania
Niles Community, Michigan

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RFP Requirements Provide evidence that:

3. (e) Provide a listing of enrollment projections done for districts and the accuracy of Firm's predictions (Preferably at least 5 comparisons).

Year Projection Made	Project	2017-18 Low-Range	2017-18 Mid-Range	2017-18 High-Range	Actual Enrollment 2017-2018	Variance	Percent	2018-19 Low-Range	2018-19 Mid-Range	2018-19 High-Range	Actual Enrollment 2018-2019	Variance	Percent	2019-20 Low-Range	2019-20 Mid-Range	2019-20 High-Range	Actual Enrollment 2019-2020	Variance	Percent
2015-16	Raytown School District	9,151	9,236	9,319	8,733	418	4.6%	9,196	9,325	9,450	8,425	-771	-8.4%	9,241	9,414	9,583	8,228	-1,013	-12.3%
2016-17	North Kansas City Schools	19,660	19,735	19,808	19,717	18	0.1%	19,711	19,862	20,009	20,097	88	0.4%	19,762	19,900	20,212	20,435	223	1.1%
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2016-17	Wentzville School District	16,473	16,533	16,591	16,373	-100	-0.6%	16,975	17,099	17,219	16,798	-177	-1.1%	17,492	17,684	17,871	17,327	-165	-1.0%
2016-17	Parkway Schools							17,356	17,424	17,490	17,626	136	0.8%	17,183	17,319	17,450	17,526	76	0.4%
2016-17	Blue Springs Schools	14,538	14,580	14,621	14,491	-47	-0.3%	14,567	14,651	14,734	14,510	-57	-0.4%	14,595	14,723	14,848	14,628	33	0.2%
2016-17	Liberty School District							12,413	12,511	12,610	12,505	-6	0.0%	12,495	12,661	12,826	12,559	64	0.5%
2016-17	Mehlville School District	10,113	10,171	10,225	10,138	-33	-0.3%	9,962	10,075	10,184	10,022	-53	-0.5%	9,813	9,981	10,142	9,963	-18	-0.2%
2016-17	Lamar County Schools	9,865	9,901	9,935	9,812	-53	-0.5%	9,895	9,967	10,037	9,895	1	0.0%	9,926	10,034	10,140	10,010	-24	-0.2%
2016-17	Republic Schools	4,736	4,781	4,825	4,790	9	0.2%	4,745	4,814	4,880	4,839	25	0.5%	4,755	4,846	4,936	4,902	-34	-0.7%
2016-17	Willard School District	4,486	4,503	4,520	4,523	3	0.1%	4,495	4,529	4,563	4,488	-7	-0.2%	4,504	4,556	4,607	4,555	-1	0.0%
2016-17	Meramec Valley	3,042	3,069	3,095	3,084	-11	-0.4%	3,007	3,047	3,086	2,995	-12	-0.4%	2,972	3,025	3,076	2,910	-62	-2.1%
2016-17	Smithville School District							2,604	2,614	2,624	2,596	-8	-0.3%	2,602	2,628	2,644	2,648	4	0.2%
2016-17	Clayton School District	2,116	2,127	2,138	2,181	43	2.0%	2,130	2,152	2,174	2,152	0	0.0%	2,144	2,177	2,210	2,119	-25	-1.2%
2016-17	Orchard Farm	1,862	1,891	1,918	1,890	-1	-0.1%	1,904	1,949	1,991	1,927	-22	-1.1%	1,932	1,993	2,052	1,944	12	0.6%
2017-18	North Kansas City Schools							19,759	19,835	19,909	20,097	188	0.9%	19,801	19,954	20,102	20,435	333	1.7%
2017-18	Norman Public Schools							15,034	15,092	15,147	15,205	58	0.4%	15,079	15,194	15,306	15,387	81	0.5%
2017-18	Blue Springs Schools							14,476	14,534	14,589	14,510	-24	-0.2%	14,462	14,577	14,688	14,628	-60	-0.4%
2017-18	Independence Schools							14,346	14,418	14,480	13,180	-1,166	-8.1%	14,323	14,467	14,586	14,155	-168	-1.2%
2017-18	Owasso	9,622	9,723	9,822	9,730	7	0.1%	9,741	9,877	10,011	9,629	-112	-1.1%	9,861	10,034	10,204	9,782	-79	-0.8%
2017-18	Lamar County Schools							9,822	9,856	9,890	9,895	5	0.1%	9,823	9,893	9,960	10,010	50	0.5%
2017-18	Raytown School District							8,706	8,750	8,792	8,425	-281	-3.2%	8,680	8,768	8,852	8,228	-452	-5.5%
2017-18	Decatur, Illinois							7,944	7,988	8,029	8,139	110	1.4%	7,852	7,939	8,022	7,701	-151	-2.0%
2017-18	Grain Valley Schools							4,382	4,401	4,420	4,349	-33	-0.8%	4,424	4,463	4,501	4,403	-21	-0.5%
2018-19	OK City													37,077	37,258	37,430	35,897	-1,180	-3.3%
2018-19	North Kansas City Schools													20,271	20,363	20,451	20,435	-16	-0.1%
2018-19	Broken Arrow													18,000	18,086	18,169	18,331	162	0.9%
2018-19	Blue Springs Schools													14,473	14,532	14,588	14,628	40	0.3%
2018-19	St. Joseph School District													10,734	10,794	10,851	10,731	-3	0.0%
2018-19	Lamar County Schools													9,906	9,944	9,981	10,010	29	0.3%
2018-19	Raytown School District													8,270	8,399	8,425	8,228	-42	-0.5%
2018-19	Joplin Public Schools													7,258	7,288	7,318	7,631	313	4.1%
2018-19	Bixby Public Schools													6,608	6,639	6,670	6,476	-132	-2.0%
2018-19	Nixa Public Schools													6,167	6,190	6,212	6,210	-2	0.0%
2018-19	Hickman Mills													5,737	5,771	5,804	5,103	-634	-12.4%
2018-19	Jackson, MO													5,171	5,190	5,209	5,166	-5	-0.1%
2018-19	Belton													4,241	4,267	4,292	4,386	94	2.1%
2018-19	Festus School District													3,062	3,077	3,092	3,099	7	0.2%
2018-19	Meramec Valley School District													2,940	2,954	2,967	2,910	-30	-1.0%
2018-19	Marshfield													2,925	2,940	2,955	2,945	5	0.2%
2018-19	Logan-Rogersville													2,211	2,217	2,223	2,252	29	1.3%
	OVERALL AVERAGE					**12**	**0.3%**					**-95**	**-0.9%**					**-64**	**-0.8%**
	OVERALL MEDIAN					**1**	**0.0%**					**-8**	**-0.2%**					**-18**	**-0.2%**

Figure 24. All enrollment projection projects from 2016-17 through 2018-19, plus the 2015-16 Raytown study. The variance is calculated based on the closest of the three prediction models from the actual enrollment total.

More than 80 percent of our current business is as a result of repeat business from former clients. Naturally, we evaluate how accurate we were in our projections the previous time. For this RFP, we evaluated all of our studies we had performed during 2016-17, 2017-18, and 2018-19, and also including the Raytown study 2015-16. (That analysis is shown on p. 71, and repeated again in Figure 24 on p. 90.)

We have an average percent variance of between 0.3 percent and -0.9 percent for all projects for the last three years. The median percent variance is 0 percent to -0.2 percent overall.

The comparison that we used included 41 separate studies at 32 different school districts in Missouri, Oklahoma and Mississippi. The table shows that in 2017-18, the projections had an average variance of only 19 students and 0 percent and a median variance of only one student and -0.1 percent.

In 2018-19, the average variance was only 67 students or -0.6 percent. The median variance was only 8 students an -0.2 percent.

For 2019-20, based on some projections made in 2016-17, showed an average variance was 40 students and -0.5 percent. The median variance was 10 students and -0.1 percent.

From 2004 through 2013, the average variance was 1.1 percent per year. Our firm teamed up with the statistical analyst group FinCo in 2009, and since then, you can see that our projection variances have been cut to more than half that.

We will admit to missing the Raytown District projections, but we also will contend that we believe some other factor has occurred within the district beyond the typical enrollment demographics. Of course we will investigate what factors could have contributed to the enrollment projection misses for the district.

RFP Requirements
Provide evidence that:

3. (e) Detail the experience your company and its staff have in working with public sector clients. Describe how needs specific to the public sector were met. Highlight any experience specific to school districts.

All of our projects involve working with public-sector clients, with nearly all of those public school districts. Services that we have provided school districts for the last decade include:

- Enrollment projections
- Attendance boundary analysis/ modifications
- Site selection for new school locations
- Bus route analysis
- Peer comparisons based on financial an/ demographic peer comparisons
- Parcel analysis
- Capacity analysis of buildings
- Specialized research

RFP Requirements
Provide evidence that:

3. (e) Provide at least four (4) client references from similar public school district projects. Include contact names, address, email address and telephone numbers. Be sure Information is CURRENT and ACCURATE

Dr. Paul Kinder

Blue Springs, Missouri School District
Superintendent
1801 NW Vesper
Blue Springs, MO 64015
816-224-1300 • pkinder@BSSD.net

Enrollment: about 15,000. Business Information Services has completed 14 demographic studies for the Blue Springs School District, and more than a dozen other major projects, which include bus route analysis, site selection for new buildings and attendance boundary analysis. We also completed an evaluation of its busing network, which includes 150 buses in three tiers. The Blue Springs district is a suburban district within the Kansas City, Missouri metropolitan area.

Tess Smith

Lamar County School District, Mississippi
Superintendent
601-794-1030 • tess.smith@lamark12.org

Enrollment: About 9,000. During the last six years, we have provided extensive enrollment analysis in one of the fastest-growing school district in the state, provided reorganized bus routes, helped with redrawing of elementary attendance lines and helped with site selection of two new schools.

RFP Requirements
Provide evidence that:

3. (e) Provide at least four (4) client references from similar public school district projects. Include contact names, address, email address and telephone numbers. Be sure Information is CURRENT and ACCURATE

Dr. Paul Kelly

Park Hill, Missouri School District
Assistant Superintendent for Business and Technology
7703 NW Barry Rd, Kansas City, MO 64153
816-359-4020 • pvkelly@parkhill.k12.mo.us

Enrollment: About 11,000. We have worked with the district to complete eight demographic studies, boundary line analysis, site selection for a new school and meet regularly with their long-term capital improvements committee. We completed work in 2012 with their long-range planning committee to help reconfigure elementary boundary lines. During the three month our firm won a national bid against 12 other demographic firms to do a major redistricting project for the district. That project completed February 2019. Park Hill is an urban/suburban district in northern Kansas City, Missouri.

MaryJo Gruber

Chief Financial Officer, School District of Clayton
2 Mark Twain Circle
Clayton, MO 63105
314-854-6011 • maryjogruber@claytonschools.net

Enrollment: about 2,500. In December 2016, Business Information Services completed an in-depth demographic study. The study included enrollment projections, analysis of what areas student enrollment growth would occur, develop detailed capacity plans for buildings, and included enrollment based on multifamily housing expansion.

RFP Requirements
Provide evidence that:

3. (e) Specifically detail how your program and services may differ from the Scope of Work provided.

The key difference between our program and the outlined Scope of Work is that we will go beyond what is required. We always meet what is called for and go the extra mile to deliver more value than was expected. That's how we've always done business in every school district we've worked.

RFP Requirements
Provide evidence that:

3. (e) Provide any additional information that you feel would distinguish your firm in its service to the District.

What differentiates Business Information Services from the dozen or so other public school district demographic firms in the country is that we provide school districts the most comprehensive study available. We spend more time and money on our studies and it shows.

Our business model is such that we contract with the top experts in the country, use their skillset for the duration of your project, then if needed, can hire additional experts for specific needs. Because our overhead is lower than other firms, our studies are always among the lowest-priced in the industry. In some markets, our studies are priced at half the price of our competition. While we could charge more for our studies, our business model is to help as many school districts as possible.

We consider ourselves partners with our school districts and appreciate that a vast majority of our annual business comes from repeat business. We often suggest ways to help save the district money and find ways to reduce expenses.

RFP Requirements
Provide evidence that:

3. (e) Provide any additional services your firm would offer at no cost to the Raytown School District which would be beneficial to long-term planning and/or future bond elections.

Here is a partial listing of additional services provided at no extra cost, if desired:

- Analysis of parcel information to determine whether taxes are being collected properly by the assessor.
- Voter turnout analysis, such as listing of voter rolls, analysis of where votes for or against bond issues could occur or other election-related, non-survey analysis. We have worked on about 60 elections and can offer advice on how to win the election.
- Provide a list of all the businesses located within the school district, which could be used for district foundation mailings to fundraise.
- Perform specialized research decided by the district to help the district obtain grants (may include day-care analysis, special needs children assessments, poverty levels, obesity research.)