MGT

Proposal

NOVEMBER 8, 2024

RFP

School Boundary Study

Raytown C-2 School District, Missouri

Submitted by:

CHRIS HAMMILL, ED.D.
VICE PRESIDENT
4320 W. KENNEDY BLVD.
SUITE 200
TAMPA, FLORIDA 33609
888.302.0899
CHAMMILL@MGT.US

Table of Contents

Proposal Exhibits

Cover Letter

November 5, 2024

Ms. Jacqui Vernon, Executive Director of Business Operations
Raytown C-2 School District
6608 Raytown Road
Raytown, MO 64133

Dear Ms. Vernon,

MGT Impact Solutions, LLC (MGT) is pleased to submit this proposal in response to Raytown C-2 School District's ("District") RFP for a School Boundary Study. Our team offers the District services and solutions that will meet your specific objectives while providing the best overall value. Our goal is to develop bold but realistic recommendations that will include immediate actionable options and provide a roadmap for coming years that will guide the District into the future.

MGT's demographers been **providing demographic forecasts exclusively for K-12 school districts for 30 years**, having now completed these studies for hundreds of school districts. Our studies help school districts like Raytown C-2 School District better understand numerous planning issues and help with the "What Now?" questions.

All our work is accomplished using Geographic Information System (GIS) software, because location is vital to planning (i.e., new housing, school boundary lines, and enrollment patterns are all tied to geography). **No other demographer can make the claim of using GIS to extent that we do**, and this is the reason that counties and cities throughout the United States are pleased to hear that MGT is the demographer for their local school district — we use the same underlying GIS software that's being used by your local county and municipalities.

We fully recognize the opportunities and the challenges associated with a project of this nature and the importance of conducting the project *in collaboration* with Raytown C-2 School District. We work hard to ensure that District staff are kept up to date on all aspects of the research so there are no surprises at the end of the project. It is our hope to support the vision of the District to support total operational effectiveness. We look forward to working with the District on this project and would welcome the opportunity to meet with you to learn more about your vision and discuss our ability to help you realize that vision.

We have read the RFP in its entirety and our proposal terms will be firm for 60 days after the due date. If you have questions on any part of this proposal, please contact **Mr. Lorne Woods** at **469.857.6500** or **lwoods@mgt.us**. As Vice President of MGT, I am authorized to bind the company contractually. Thank you very much for this opportunity.

Regards,

Patrick J. Dyer
Vice President
Authorized to bind the firm

Firm Profile

*Impacting communities **for good**.*

MGT brings ***50 years*** of experience driving positive social change and performance in education, government, nonprofits, and critical infrastructure/private industries through ***assisting clients to strengthen their foundation, change systematically, and enable resiliencies for long-lasting change.*** Since inception, MGT has significantly grown in size and capacity – working with state and local governments and education partners. Today, we bring a team of over **900 professionals** who offer in-depth market knowledge and understanding so we can hit the ground running.

MGT is a privately held, employee-owned and financially stable limited liability company with a deep roster of staff and a commitment to serving the public. Our clients care about addressing the world's most-pressing problems, and so do we. Their "why" is our why.

MGT | FIRST LOOK

Name: MGT Impact Solutions, LLC (MGT)

Locations: Headquarters in Tampa, FL; branch offices nationwide.

Cooperative Contracts:
ASC 20-7359, 24-7484
OMNIA LS4612
TIPS 220601, 220802, 230105
TXShare 2024-019

Structure: Privately held, employee-owned, client-driven Limited Liability Company.

Lines of Business: Strategy and Implementation, Performance and Operations, IT Infrastructure, and Cyber Security and Resilience for public sector and commercial companies.

What sets us apart is our ability to customize and offer individualized support but also the resources of a larger infrastructure to enable flexibility in impacting to-scale. Throughout our history, MGT has successfully delivered more than **30,000 projects** through a thoughtful balance of balancing the "immediate" needs while changing systems to plan for future resilience and success.

Our Commitment

MGT embraces the most complex challenges on the leadership agenda, with deep commitment, agility, and local expertise to make a measurable and profound impact. Simply stated, **We are impacting communities for good.**

50 years

900 consultants

30,000 projects

A Social Impact Commitment

DEFINED BY IMPACT

Making a profound impact on society is at the heart of who we are and what we do. Raytown C-2 School District should be proud to make a difference by enhancing educational equity and community cohesion through informed school boundary realignment, and we are proud to work with you toward this goal. Our team empowers organizations through innovations in people, processes, and technology to lift and strengthen your solutions.

MGT's Expertise

Our firm includes more than **900 professionals**, structured into the following primary groups, along with various internal infrastructure groups to support our operations and growth.

Strategy & Implementation

Working alongside an organization's C-suite, we help leaders co-create strategy through organizational reviews and data analytics to create actionable roadmaps for success.

IT Infrastructure & Digital

We provide engineering expertise to modernize IT infrastructure and ensure your technology implementation is properly designed, integrated, modernized, and maintained.

Cyber Security & Resilience

From real-time, 24/7 monitoring to proactive threat detection and rapid incident response, we can give you the tools to heighten your network's security posture and keep it there.

Performance & Operations

Bridging the gap between strategy and enduring change, we support efficient revenue allocation, promote economic development, and create fairness in hiring and contracting systems.

Our MGT Vision

To achieve our mission of being the social impact and performance leader in our industry, we are continuously improving to earn the privilege of being selected as our clients' partner of choice in the mission-critical domains we impact. By elevating education systems, managing and securing critical networks, solving complex human capital and fiscal problems, and advancing equity as a performance imperative, we can impact communities, for good through client partnership.

Markets we serve:

- Higher Education
- Prek-12
- Government
- Nonprofits
- Commercial Industries

We deliver these solutions through our "three-point stance" of technology, education, and performance offerings. With our long-term vision of creating profound social impact through client performance, we seek out the "best of the best" to join us in our work supporting clients' top priorities.

PEOPLE

We believe in the power of connecting people and ideas which solve mission-critical, complex challenges to foster a trusted connection with our clients...for life.

PURPOSE

We are led by a transformative movement, fueled by people, innovation, and solutions designed to provide enduring opportunities for prosperity and well-being.

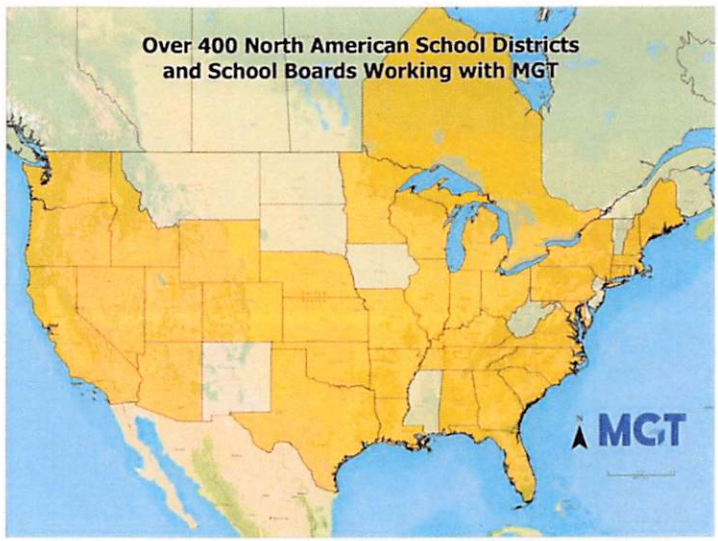
PERFORMANCE

We partner with clients to advance learning outcomes, reduce operational costs, recover revenue, improve workflows, and provide resilient and hardened technology networks and infrastructure.

Experience & Qualifications

Incomparable Consulting Expertise.

The experts of the Education Solutions Group of MGT have been dedicated to providing facility master planning exclusively to school districts across the nation for 50 years: we firmly understand school district needs in planning and growth management. From the very formation of our company, education operations have been at the forefront of our solutions and practices. **Our solutions have impacted more than 50 million children in every state across the country, along with important work with 38 state departments of education.** MGT's demographers offer a full-service geographic information system (GIS) empowered by comprehensive mapping and enrollment software solutions.



We have assisted more school districts nationwide over the past 30 years than any other demographer. Our software and services are in over 250 districts in both the United States and Canada.

Our personnel are highly skilled demographers, analysts, and statisticians, holding degrees in Geography, Urban Planning, Land Management, and other fields. They are empowered with the most advanced analytical tools in the industry, including Esri ArcGIS Pro and MGT's SchoolSite Pro software. With these tools and expertise, the team is able to dig deeper, leverage more data, discover more, process more, and accurately model and simulate more "What-If?" scenarios than any other demographer.

Our Methodology Sets Us Apart

For 50 years, we have been clearly demonstrating to public school districts that long-range planning is done best when based on where students LIVE rather than based on a student's school of enrollment. We help establish a clear understanding of where students reside versus where they attend school, visually displayed on GIS maps, which begins to uncover patterns and insights likely never-before-seen in a district's student data and mapping.

TESTIMONIAL VIDEOS:	
SUCCESS IN FORECASTING https://vimeo.com/showcase/5429760	ATTENDANCE BOUNDARY CHANGES https://vimeo.com/showcase/5327996

We are well versed with educational clients, having helped hundreds of school districts across North America and bringing together diverse groups with variable needs to make planning a data-backed roadmap rather than a wish list. We not only understand the educational implications of demographic, forecasting, and developer fee analysis, but also the political, social, and emotional impacts these studies can expose for both the school district and larger community. Our team will support the district by bringing together the data in a comprehensive manner to guide decisions regarding utilization and capacity needs, equity needs, and the impacts of boundary adjustments.

Through analysis and attentive alignment, we can work with Raytown C-2 School District to establish solid baseline data analysis that will guide the district for years in the future.

FAYETTEVILLE PUBLIC SCHOOLS, AR REZONING AND COMMUNITY ENGAGEMENT SERVICES

Fayetteville Public Schools engaged MGT to develop a plan to support the educational needs of students in coordination with the district's long-term goals. Fayetteville needed MGT to examine their future programmatic needs, potential grade realignment, and school building capacity challenges. As part of the project, MGT conducted GIS demographic, attendance zone, and enrollment projection analysis, capacity and utilization analysis, multiple community engagements, and regular school board presentations. MGT partnered with district leaders to identify current space utilization and future needs based on educational priorities. MGT staff conducted facility walk throughs and community input sessions, as well as a survey to collect input and insight from the community and key stakeholders. Based upon the data and input collected, scenarios were created, and recommendations were developed to utilize existing space more effectively and efficiently in the District and identify improvement projects for the district in the coming years.

SPRINGFIELD R-12 SCHOOL DISTRICT, MO DEMOGRAPHIC STUDY AND REZONING

Springfield R-12 School District (SPS) engaged MGT Consulting to optimize school utilization and enhance student outcomes for the 2023-2024 school year. MGT conducted a comprehensive analysis of resident student population trends, examining historical and current enrollment data, demographic shifts, and housing development patterns to identify areas of growth and decline. This analysis pinpointed schools experiencing overcrowding or underutilization.

To address these challenges, MGT assessed the utilization of existing school buildings, considering factors such as building capacity, enrollment trends, and future projections. Based on these findings, MGT developed multiple rezoning scenarios that balanced student capacity, proximity to schools, and community impact. The ultimate goal of these rezoning efforts was to create smaller, more manageable learning environments, reduce overcrowding, alleviate transportation challenges, and promote equitable resource distribution. By prioritizing data-driven decision-making and student-centered planning, MGT's work with SPS positions the district to provide a high-quality education for all students.

PLEASANTON UNIFIED SCHOOL DISTRICT, CA (ACTIVE PROJECT) STUDENT FORECAST AND BOUNDARY SUPPORT

For over a decade, Pleasanton Unified School District (PUSD) has relied on MG for student forecasting services, and recently extending to boundary support. Current projections indicate a decline of 887 TK-12 resident students over seven years, reflecting a 6.5% decrease. This is part of a declining trend since 2018. Specifically, TK-5 students are expected to decrease by 2.3%, middle school grades (6-8) by 13.9%, and high school population by 6.2% by 2030/31. Despite approximately 2,987 new housing units within PUSD's boundary over seven years, the influx of students from these units isn't sufficient to offset the departing student numbers.

Services Provided to District:

- Forecasting services for last 10+ years
- Created Trustee Areas in 2022
- Boundary change services for their elementary schools in 2022-23 and high schools in 2023

SAN JUAN UNIFIED SCHOOL DISTRICT, CA (ACTIVE PROJECT) DEMOGRAPHIC STUDIES

San Juan Unified School District (SJUSD) has endeavored to address its shifting student demographics and anticipate and accommodate the evolving needs of its educational landscape. They secured a six-year contract as part of a comprehensive initiative focusing on successive demographic studies, incorporating vital components such as attendance boundary aid and meticulous mapping. They engaged MGT to help them navigate the intricacies of declining student enrollment, which was a trend observed prior to the onset of the pandemic and has loomed large over the district's strategic planning. With insights gleaned from the diligent analyses conducted by MGT, SJUSD has gained invaluable foresight into the trajectory of its student population. Projections based on current forecasts underscored the imperative for adaptive measures to meet the impending challenges head-on.

Services Provided to District:

- Forecasting for each year (six total years to date)
- Assisting with boundary changes in past and currently (middle schools)

HAYWARD UNIFIED SCHOOL DISTRICT, CA (ACTIVE PROJECT) STUDENT FORECAST AND BOUNDARY SUPPORT

Since 2017, Hayward Unified School District (HUSD) has collaborated with MGT for student forecasting, and recently extending to boundary support in 2021. Projections indicate a decline in the district's student population, with a forecasted decrease of 2,952 resident students over the next seven years, reflecting a 16% decline. Specifically, the resident student population in PK-6 is expected to decline by 16% over five years, while grades 7-8 are anticipated to decrease by approximately 18% in the same period. The high school population is also expected to decrease by 16% by the year 2030 due to larger class sizes graduating. Despite plans for approximately 1,340 units within the HUSD boundary by 2030, these constructions won't be sufficient to offset the projected decline in resident student population over the next seven years.

Services Provided to District:

- Forecasting services for last 10+ years
- Assisted in elementary repurposing and boundary changes (2021-2022)

PASADENA UNIFIED SCHOOL DISTRICT, CA DEMOGRAPHICS & STUDENT POPULATION FORECAST

The Pasadena School District contracted with MGT to update and analyze demographic data relevant to the district's facility planning efforts. The scope of contracted work included: mapping the district, geocoding a student file that is usually representative of October's official head count, developing and researching pertinent demographic data, identifying future residential development plans, if any, and developing a seven-year student population forecast. MGT then assisted the district in developing solutions for housing the future student population. This study was prepared to assist the district's efforts in evaluating future site requirements and attendance area changes.

THE SCHOOL DISTRICT OF LEE COUNTY, FL DEMOGRAPHIC FORECASTING & REDISTRICTING

MGT is helping the district create smaller, more community-focused attendance zones to give families more choice in selecting schools closer to home. By analyzing student data, demographic trends, and future housing development, MGT has projected a ten-year student population increase to inform the creation of these new zones. This project considers student residency and anticipates future shifts in student population. The district's projected growth, particularly in kindergarten enrollment, is driven by factors such as new housing construction and local birth rates. While birth rates peaked in 2007, they have stabilized and are projected to increase in the future. Student retention is a crucial factor in population projections. MGT's analysis of student mobility factors indicates positive retention rates, meaning more students are moving into the district than out. Planned housing developments also contribute to projected growth. Approximately 64,770 new housing units are expected to be built over the next ten years, with a significant portion (42,657) planned for the next five years. The district's recent enrollment growth of 6,674 students between 2016/17 and 2020/21 is expected to continue. The projected ten-year increase of 16,313 students will impact all three zones, with the East and West zones experiencing the most significant growth.

The breakdown of projected enrollment growth is as follows:
Elementary (PK-5): +7,523 students
Middle School (6-8): +4,037 students
High School (9-12): +4,752 students

FAYETTE COUNTY PUBLIC SCHOOLS, KY DEMOGRAPHICS & STUDENT POPULATION FORECAST

Fayette County Public Schools contracted with MGT to update and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work included: mapping the District, address-matching the current student file, creating and researching pertinent demographic data, identifying future residential development plans, and generating a ten-year student population forecast. MGT then assisted the District in creating solutions for housing the future student population. Additionally, this study was prepared to assist the District's efforts in evaluating future site requirements and boundary changes. MGT has assisted with numerous boundary changes at FCPS.

GRANITE SCHOOL DISTRICT, UT STUDENT POPULATION FORECASTING

In 2019, the Granite School District entered into a partnership with MGT to undertake a student population forecasting project. This comprehensive project aimed to revise the District's mapping files, analyze geocoded student data from the previous four years, gather and examine relevant demographic data within the district and its vicinity, pinpoint current and upcoming residential developments, and ultimately, deliver a ten-year projection of student numbers. This initiative was set in motion before the onset of the pandemic. Remarkably, the forecasts achieved an accuracy within a one percent margin of error after five years, despite the unforeseen challenges and fluctuations in student enrollments during the 2020 to 2021 academic years due to the pandemic.

Appendix A provides examples demonstrating the accuracy of our enrollment predictions for school districts.

Key Personnel

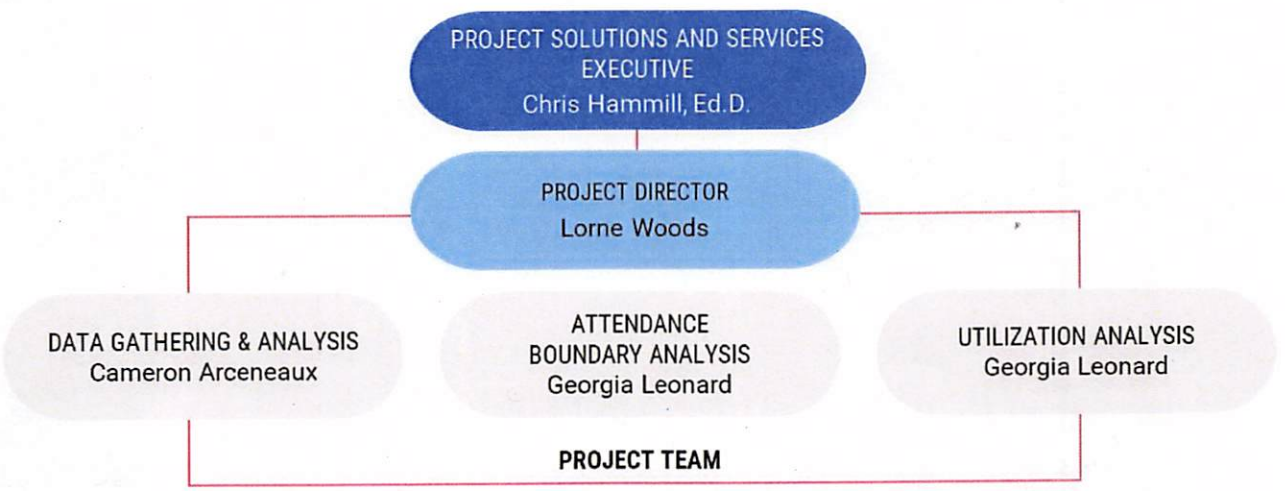
The success of a consulting engagement depends on the qualifications of the project team and the way in which the project is structured and managed.

We are proposing a team whose combined skillset and experience align with the scope of services desired and who have extensive experience in conducting boundary, utilization, and program analysis in school districts. They understand the educational implications of projection planning for both the school district and its community.

Our team for the District's project consists of Chris Hammill, Ed.D., Vice President, who will serve as the Solutions and Services Executive and will hold final authority for work associated with the project. **Our Project Director, Mr. Lorne Woods, will be the day-to-day contact person for the District and will have primary responsibility for the duration of the project.** Many members of our team are based out of our Austin, Texas, office but most are teleworkers, supported by our corporate headquarters in Tampa, Florida, and other remote staff through our remote platforms.

We are school people helping school people. We see our job as partners helping our clients achieve their vision, mission, and goals. The reward of our work is the lasting positive impact we make in communities.

Organizational Chart



Roles and Responsibilities

ROLE ASSIGNED	RESPONSIBILITIES
RAYTOWN C-2 SCHOOL DISTRICT PROJECT MANAGER MGT suggests that the District appoint a single Project Manager to serve as the point of contact between the MGT team and the District.	MGT assumes the District Project Manager will hold the following responsibilities: ▪ Overall project guidance and directions. ▪ Primary responsibility and final authority over all activities. ▪ Approval of the contract, work plan, and final report. ▪ Receive and distribute all project correspondence, progress reports, and final reports to other key stakeholders.
MGT SOLUTIONS AND SERVICES EXECUTIVE Chris Hammill, Ed.D.	The MGT Solutions and Services Executive holds the following responsibilities: ▪ Manages MGT contractual requirements. ▪ Provides solutions to address needs. ▪ Supports additional solutions and amendments. ▪ Manages resources appropriately. ▪ Resolves any conflicts during the project or point of escalation for any challenges. ▪ Ensures MGT fulfills all contractual requirements. ▪ Is the final authority over project deliverables.
PROJECT DIRECTOR Lorne Woods	The Project Director holds the following responsibilities: ▪ Main point of contact for the District. ▪ Day-to-day management of the project tasks and deliverables. ▪ Oversight over service and deliverable quality. ▪ Management of all project deadlines. ▪ Maintains frequent contact with the District Project Manager throughout the lifecycle of the project.
CONSULTANT TEAM Georgia Leonard Cameron Arceneaux	The consultant team holds the following responsibilities: ▪ Work closely with the District under the direction of the Project Director to carry out the various tasks and deliverables. ▪ Utilize individual subject matter expertise to customize and execute each work task and fulfill the District's stated expectations. ▪ Review, document, evaluate, and generate recommendations in accordance with each component of the work plan.

Resumes

Resumes of each team member are provided on the following pages. **The personnel described in our proposal are the professionals who will provide the services for this project.** If, *for any reason*, a team member needs to be replaced, the project director will submit the alternate employee's resume for approval to the District's Project Manager. We have a deep roster of experienced consultants and will have no problem filling a position should the need arise.

Christopher W. Hammill, Ed.D.

Vice President

Dr. Chris Hammill has almost 30 years of experience in education, demonstrating exceptional leadership by hiring, training, and managing high-performing national sales teams. As a key figure in the educational sector, Dr. Hammill has spearheaded $300 million worth of facility renovations and led the reorganization of multiple urban school districts. Through strategic initiatives, Dr. Hammill has delivered $26.9 million in savings by optimizing district staff and reducing spending by 15%.

Dr. Hammill's commitment to educational excellence is evident in the development of a results-focused five-year strategic plan for the 15th largest school district in the United States, addressing both academic and operational deficits. Under his leadership, school and district operations and instructional practices have significantly improved, resulting in enhanced student achievement. Additionally, he is a nationally published author for Principal Magazine, sharing insights and expertise with a broader audience.

Areas of Expertise

- Educational Leadership
- Facility Renovations and Improvements
- Strategic Planning

Education

- Ed.D., Organizational Leadership, Grand Canyon University
- M.A.Ed., Educational Leadership, Wayne State University
- B.A., Elementary Education, Western Michigan University

Professional Certifications

- Elementary & Secondary Administrators Certification
- Elementary Professional Certification
- BA & DX Endorsements
- Shriner-Egypt Shrine, Tampa Florida
- Master Mason—Lodge 58 • MASA • AASA
- Board of Directors—MEMSPA Region 6
- Michigan Elementary & Middle School Principal's Association
- Association for Supervision & Curriculum Development
- Urban Principal's Coalition
- Recipient of the Bengali American Association Educational Excellence Award, 2009
- Member Council of Great City Schools

Work Experience

MGT Impact Solutions, LLC, Vice President, 2024-Present

BrainPOP, National Director District Sales, 2023-2024

Pearson, National Director District Sales, 2021-2023

Hammill Consulting Group, Owner, 2013-2021

Bell Creek Academy, Principal, 2018-2020

Athlos Academies, Chief Operations Officer, 2016-2018

AdvancePath Academics, Chief Operations Officer, 2012-2016

Mt. Morris Consolidated Schools, Superintendent, 2011-2012

Owosso Public Schools, Superintendent, 2009-2011

Detroit Public Schools, Deputy Superintendent, 2008-2009

Rose Kidd Elementary School – Utica Community Schools, Principal, 2004-2008

Dickinson West Elementary School – Hamtramck Public Schools, Principal, 2001-2004

Millside Elementary School – Algonac Community Schools, 5th Grade Teacher, 1996-2001

Lorne Woods

Vice President

Since joining MGT in 2007, Lorne Woods has assisted over 100 school districts in his time with the company and works directly with school district personnel providing student enrollment forecasting services, creating open enrollment reports, custom-mapping projects, and phasing of residential development projects along with online mapping and cloud-based applications of project information. In 2013, Lorne helped establish MGT's second office in Dallas. He manages a staff who support school districts throughout Texas and areas east of the Rocky Mountains.

Lorne is actively involved with the technical side of MGT's work, which involves GIS software used not only by MGT staff members, but also by school district personnel who choose to license MGT's exclusive GIS software programs. Lorne's goal is to help the new GIS user become comfortable working with the software, eventually leading personnel to become self-sufficient in daily GIS tasks. He is responsible for directing technical support for MGT's many software clients, which includes hundreds of school district GIS software users spread across 41 states.

Areas of Expertise

- Geography
- K-12 Demographics

Education

- B.A., Geography, California State University, San Bernardino, CA

Certificates

- Certificate, GIS, California State University
- Certificate, Urban Planning, California State University

Member/Trainer

- A4LE, Association for Learning Environments
- SCAUG, South Central Arc Users Group
- AAG, American Association of Geographers & AAG, GeoMentor
- SchoolSite™ Planning Software
- ArcGIS® software products from ESRI

Selected Project Highlights

Agua Fria Union High School District, AZ

Charleston County School District, SC

Clay County Schools, FL

Coachella Valley Unified School District, CA

Cobb County School District, GA

Corpus Christi Independent School District, TX

Coweta County School District, GA

Crandall Independent School District, TX

Eastern Carver County Schools, MN

Edgewood Independent School District, TX

Goddard USD 265, Goddard KS

Maize USD 266, Maize KS

Oceanside Unified School District, CA

Paulding County Schools, GA

Portland Public Schools, ME

Plum Borough School District, PA

Red Oak Independent School District, TX

Rockwood R-VI School District, Eureka, MO

Springfield R-12 School District, Springfield, MO

Wentzville R-IV School District, Wentzville, MO

Wichita USD 259, Wichita, KS

Hawaii Dept. of Education

Work Experience

MGT Impact Solutions, LLC, Vice President, 2007-Present

Georgia Leonard, MBA

GIS Director

Georgia Leonard is a Project Manager at MGT, specializing in educational solutions since 2019. She has collaborated with over 35 school districts, providing student enrollment forecasting, redistricting, open enrollment reports, and custom mapping projects. Georgia expertly manages residential development project phasing and supports online and cloud-based applications for project information. Her technical proficiency includes extensive use of GIS software, assisting staff and school district personnel who license GIS software programs.

With a strong background in geography and urban planning, coupled with an M.B.A., concentrating on location analytics, Georgia combines her academic expertise with practical experience. She plays a crucial role in training and product management, ensuring effective use of SchoolSite™ Planning Software and ArcGIS® software products from Esri. Her hands-on approach and technical skills make her an invaluable asset in delivering precise and actionable insights to school districts.

Areas of Expertise

- Student Enrollment Forecasting
- Redistricting
- Open Enrollment Reports
- Custom Mapping Projects
- Phasing of Residential Development Projects
- Online and Cloud-Based Applications
- GIS Software Training and Support
- SchoolSite™ Planning Software
- ArcGIS® Software Products from Esri

Education

- M.B.A., Location Analytics, University of Redlands, 2023
- B.S., Geography & Minor Urban Planning, Arizona State University, 2018

Trainer/Product Manager

- SchoolSite™ Planning Software
- ArcGIS® software products from Esri
- Atlas Interactive Portal

Selected Project Highlights

Athens Independent School District
Athens, TX

Bear Valley Unified School District
Big Bear Lake, CA

Bridgeport Public Schools
Bridgeport, CT

Caldwell School District
Caldwell, ID

Canyon School District
East Sandy, UT

Charleston County School District
Charleston County, SC

Clay CDS
Green Cove Springs, FL

Corpus Christi Independent School District
Corpus Christi, TX

Work Experience

MGT Impact Solutions, LLC, GIS Director, 2023-Present; Project Manager, 2022-2023; Geographic Information Systems Analyst, 2019-2022

TEKsystems, Validation Engineer, 2018-2019

Hilliard Energy, Ltd., GIS Technician, 2006-2018

Cameron Arceneaux

GIS Analyst

Cameron Arceneaux, a skilled GIS Analyst, brings extensive expertise in Geographic Information Systems (GIS) analysis and demographic forecasting to MGT. With a bachelor's degree in Geospatial Information Science/Geography, Cameron collaborates with over 15 school districts nationwide, providing essential services such as student enrollment forecasting, open enrollment reporting, and custom mapping projects. His proficiency extends to residential development phasing, online mapping solutions, and redistricting plan development, where he has successfully partnered with entities across Texas to produce tailored maps and strategic plans aligned with their demographic needs. With a track record of delivering high-quality GIS solutions and a commitment to excellence, Cameron plays a pivotal role in supporting school districts in optimizing resource allocation and planning for future growth and development.

Areas of Expertise

- Geographic Information Systems (GIS) Analysis
- Open Enrollment Reporting
- Custom Mapping Projects
- Online Mapping Services
- Redistricting Plan Development
- Spatial Relationship Analysis
- Demographic Data Interpretation
- Dashboard Development and Implementation

Education

- B.S., Geospatial Information Science/Geography, Minor in Public Policy, University of Texas at Dallas

Trainer/Product Manager

- ArcGIS® software products from ESRI

Selected Project Highlights

Clay County School District

Green Cove Springs, FL

Ector County Independent School District, Odessa, TX

Goddard USD 265, Goddard KS

Maize USD 266, Maize KS

Harlingen Independent School District, Harlingen, TX

Lufkin Independent School District, Lufkin, TX

Maize USD 266, Maize KS

Ogden School District, Ogden, UT

Paulding County School District, Dallas, GA

Penn-Trafford School District, Harrison City, PA

Portland Schools, Portland, ME

Red Oak Independent School District, TX

Rockwood R-VI School District, Eureka, MO

Springfield R-12 School District, Springfield, MO

Wentzville R-IV School District, Wentzville, MO

Wichita USD 259, Wichita, KS

Work Experience

MGT Impact Solutions, LLC, GIS Analyst, 2022-Present

Bickerstaff Heath Delgado Acosta, LLP, Geographic Information Systems Analyst, 2021-2022

Project Scope

A detailed work plan and schedule specifically designed for conducting a quality study with clear reporting dates for each major activity.

Project Understanding

Managing redistricting and turning it into sustainable growth relies on solid data and forecasting, accurate data mapping and GIS analysis, and an in-depth understanding of the impacts and effects attendance boundary realignment may have on students, programs, and neighborhoods. This study aims to analyze current enrollment patterns, demographic trends, and community feedback to inform the realignment of school boundaries for effective management of facilities and resources.

Our ultimate objective is to partner with Raytown C-2 School District to provide our experience with data-driven recommendations that enhance resource allocation, support diverse learning environments, and optimize facilities through balanced utilization. Ultimately, our goal is to create a sustainable framework that enhances educational outcomes for all students. Through our adept team, tried-and-true methodology, and solid forecasting, **we can help the district help students achieve their best education.**

Methodology

Our team creates forecasts that are based on where students live rather than their current school of enrollment. We refer to these forecasts as "resident forecasts". Resident forecasts are by far the most useful for long-range facilities planning, even though we recognize the usefulness of forecasts by school of enrollment for teacher staffing, budgeting, etc.

WHY FORECASTS ARE CALCULATED BY RESIDENCE

Preparing forecasts based on enrollment can be useful for short-term budgeting, staffing, and other programmatic decisions. However, when it comes to long-term and facility planning, forecasts based on student residency provide a more accurate and stable planning foundation.

Attendance can fluctuate due to variables in the curriculum, program changes, school administration, boundary changes, and enrollment policies. These issues can skew the apparent need for new or additional facilities in an area.

FOUNDATIONS FOR YOUR REPORT

SECURE DATA EXCHANGE

MGT prioritizes data security and employs a robust cloud-based file transfer system to ensure the confidentiality and integrity of client information. This system offers a user-friendly dashboard that simplifies the data exchange process, while strong password protection safeguards access to sensitive data.

All client data is meticulously stored and processed within a highly secure, controlled environment. This environment is fortified with advanced security measures, including firewalls, intrusion detection systems, and encryption technologies. By implementing these safeguards, MGT effectively protects client data from unauthorized access, breaches, and potential data loss.

STUDENT DATA

Student data is the backbone of your forecasts and all demographic analysis. "Demography" is the study of populations: your demographic study is a study of your district's student population. As such, accurate student data is critical to an accurate and thorough report.

The first step in preparing your district's student data is to geocode the data. Geocoding is the process of mapping every student's data to their physical residence in the district. Geocoding is done using the local government's street, parcels, or address data to match the student data to their home address. This process is completed for the current year's student data and three years of historical student data.

In addition to the student's address, information about the student, such as grade, school of enrollment, Special Education status, home language, and other pertinent data are included for analysis. This student analysis will provide the district with information on number and location of out-of-district students, enrollment vs. residency reports, student concentration (heat) maps, location of students in programs, and other demographic information.

STUDY AREAS

Following the student geocode, the district is divided into small planning areas called "study areas". Study areas are created by breaking each school's attendance areas down into small neighborhood-sized parts averaging between 75-100 students each. These study areas are created with care so that they precisely follow real geographic features in the world (streets, rivers, highways, etc.), as well as other human-made boundaries (city lines, township lines, zip codes, etc.).

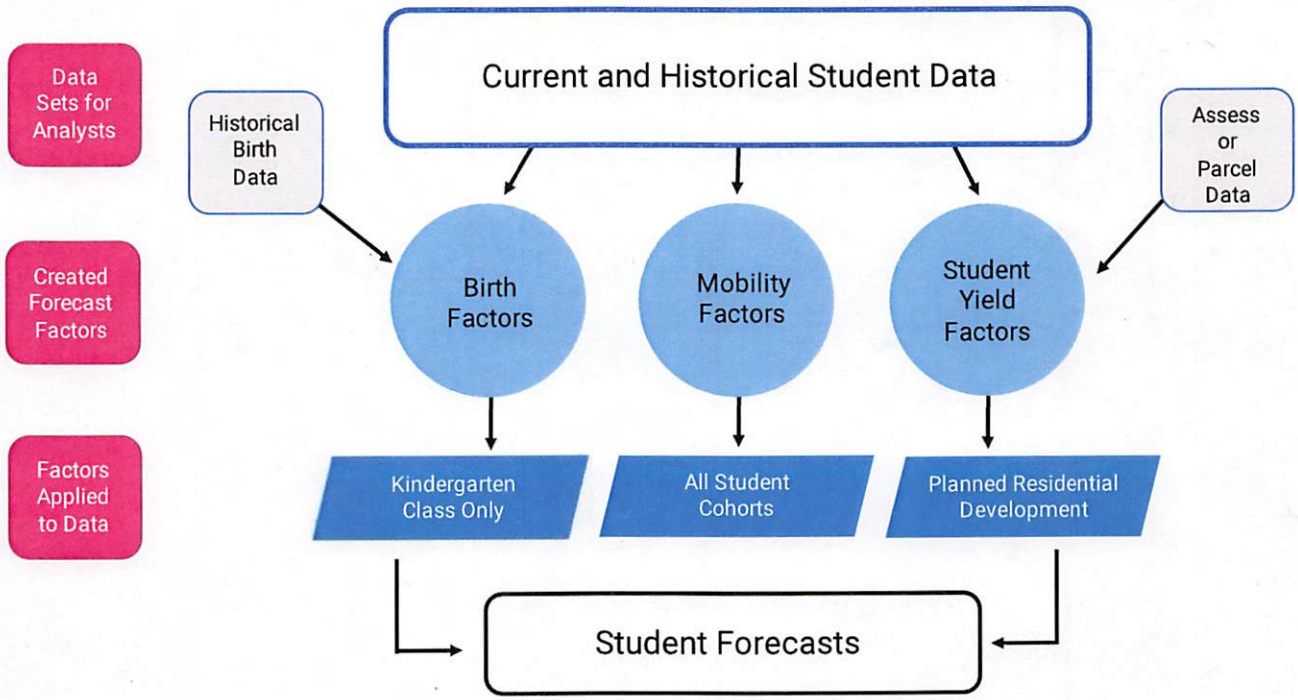
SCHOOLS

Finally, school data is required for forecast creation. This data is provided to us by the district, and includes the school's name, address, grade levels, and capacity.

MODIFIED COHORT FORECASTS

The forecasting methodology we use is unique because it modifies a standard cohort projection with three factors: historical birth data, cohort survival factors, and student generation rates (also known as student yield factors).

Exhibit 1. Demographics & Enrollment Forecast Model Methodology Illustrated



FORECAST FACTORS

BIRTH DATA

Birth data is collected from the appropriate government agency to provide a picture of how many children live within the district. This data is provided for each zip code in the district for the past 10 years. The birth counts provide a history of how many students have enrolled in kindergarten compared to the number of births five years prior. A birth rate is calculated using this data and is applied to the current kindergarten cohort to forecast future class sizes.

MOBILITY FACTORS

Mobility factors measure how enrollment rates change over time and by geography through the district. Four years of student data are geocoded so we can track how students enroll and unenroll over the district's recent history. Student data from five years and older are not included so that outdated enrollment trends are not included in the analysis.

Mobility is measured at the study area level and then aggregated at the elementary attendance area level. It is important to note that even though the elementary boundaries are used for the data summarization, all grades are included in these calculations.

Mobility measures many different causes for the transfer in and out of students. Some causes include, but are not limited to, transfers to and from other public and private schools, migration of students in and out of the district, and student dropouts. Mobility is applied as a percentage to each grade for every year of the projections.

RESIDENTIAL DEVELOPMENT

If mobility tracks the students already in the district, residential development research reveals where new students may be coming into the district's system. We obtain new development information from several sources including discussions with district staff, local government planners, and major home developers within the district boundaries.

A database is created that includes development name, location, housing type, project status (active building, planned, complete, etc.), total number of units, and projected move-in dates (phasing). The planned residential development information and phasing estimates are a snapshot of the district at the time of the study. All the information may change and should be updated annually.

STUDENT YIELD FACTORS

The student yield factors, also referred to as student generation rates, when applied to residential development units, determine how many additional students will be generated from new construction within the district. Student yield factors for the school district are calculated by geographically linking assessor parcel data with student data. New homes built over the forecast window will have the appropriate student yield factor applied to it to determine the number of new students the planned residential development will yield.

GIS School Locator Tool

Our most popular web-based GIS tool is SchoolSite Locator. SchoolSite Locator is currently in use by over 200 school districts nationwide and sees around 40,000 visitors per week, peaking at over 50,000 visitors in a single day during the late summer and early fall when schools are involved in registering and enrollment activities.

SchoolSite Locator is a tool we created for K-12 districts so they could visually communicate their attendance boundaries with the communities they serve. District staff, parents, and prospective home buyers can enter an address to search for a location or click on the map to discover the schools that are zoned for that location. The results show the school's name, address, phone, website, grade range, and more. The application and map are highly customizable to suit the ever-changing needs of growing districts around the country. As boundary changes occur, our team typically turns around data updates within 24-48 hours after being notified.

To view a sample SchoolSite Locator, please type this link into a web browser or click the link: https://www.schoolsitelocator.com/apps/sample/

In addition to SchoolSite Locator, our team has developed a wide range of tools to create interactive web-based maps and dashboards providing analytical capabilities for our clients. We use these tools to deliver information products such as:

- Maps of attendance boundaries and school locations
- Maps showing walk zones around school points
- Geocoded student data (current and historical)
- School density map showing students enrolled in a school regardless of where they live
- Heatmaps of students showing areas of high concentration
- Maps and interactive dashboards that work together to summarize current and future housing developments by attendance boundary to see the impact of new construction on individual schools
- Parcel and land use maps of your county
- Historical net change maps showing areas of growth and decline over time

- Ability to map student demographics such as ethnicity or free/reduced lunch programs to analyze alignment to the goals of diversity, equity, and inclusion
- Any data in the student file can be mapped for analytics to extract conclusions and answer questions

School Capacity Tracking

School capacity studies are incredibly important to growing districts. Being able to track ongoing housing development in an easy-to-use web-based dashboard allows all stakeholders to see in real time the impact those new families will have on their neighborhood schools. Different types of housing will yield different numbers of students entering the school system. Our maps and dashboards help to track and visualize that information.

For more robust and extensive boundary planning, our flagship SchoolSite Pro software is built as an add-on extension to the industry-standard ArcGIS Pro from Esri. SchoolSite Pro allows K-12 districts to leverage the full power of GIS and desktop computing to perform extensive analysis around building new boundary scenarios. At each grade level, users can reassign individual neighborhoods to balance enrollment, open new schools, close existing schools, and even reassign all boundaries at once based on geospatial properties such as closest school, or build entirely new boundaries around each school's capacity to generate true 'what-if' scenarios.

Exhibit 2. SchoolSite Pro Screenshot

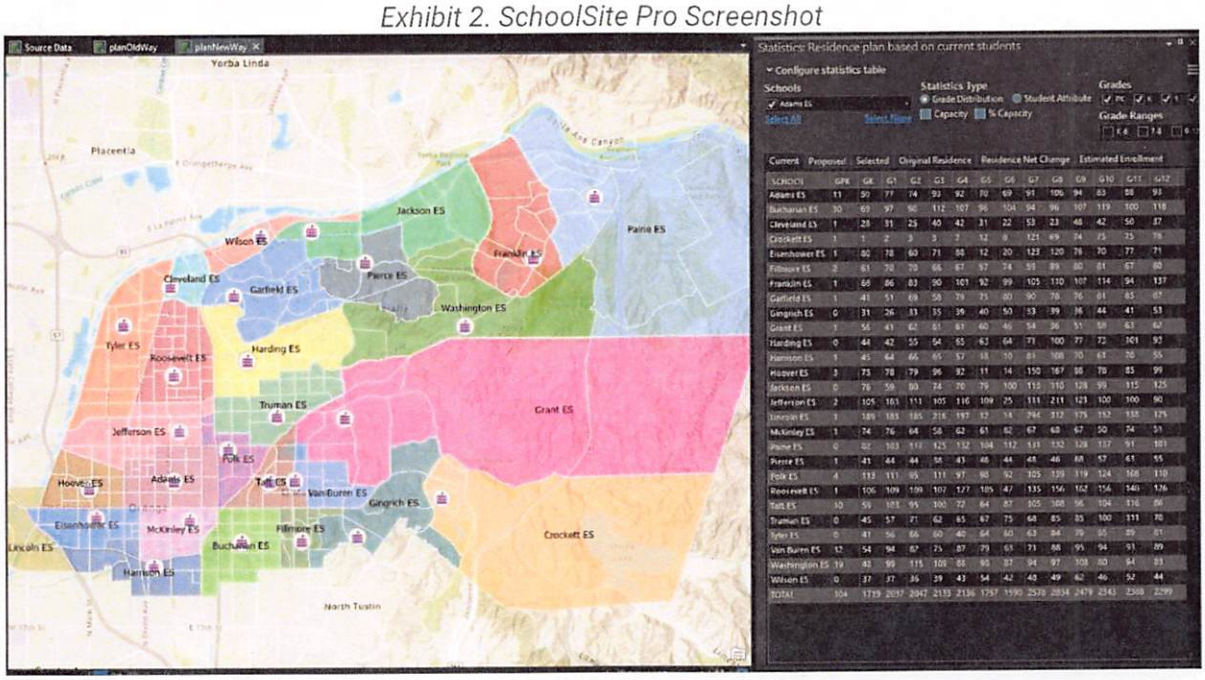


Exhibit 3. Sample Elementary Utilization

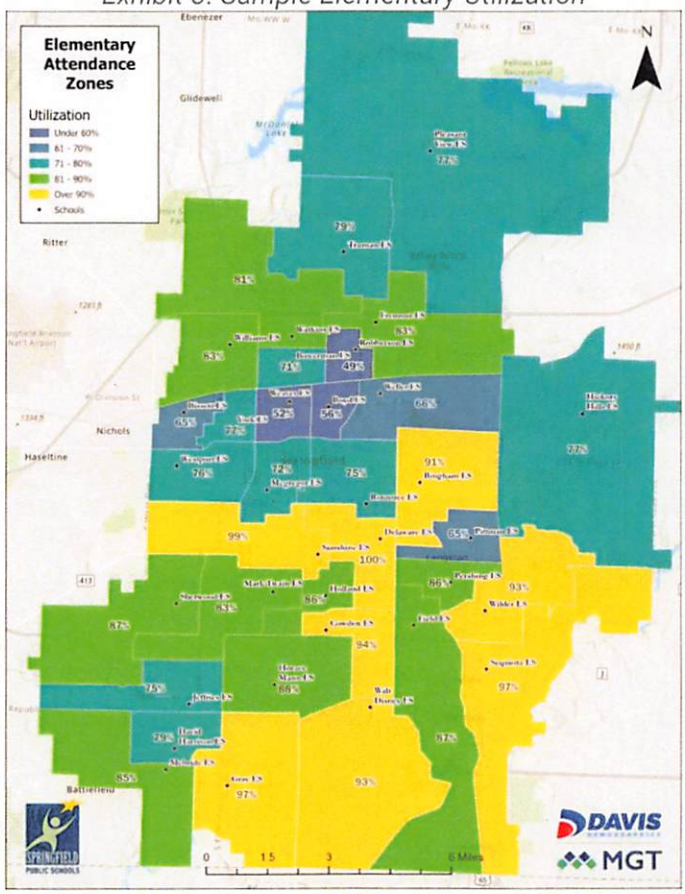
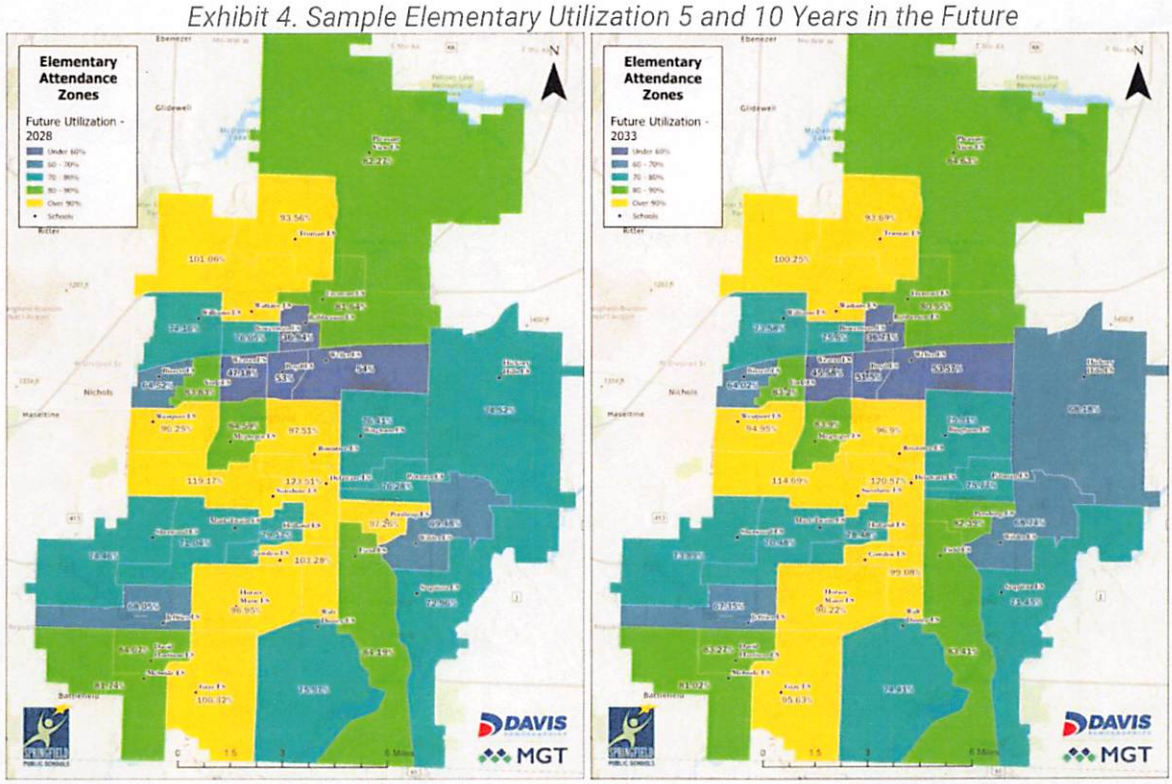


Exhibit 4. Sample Elementary Utilization 5 and 10 Years in the Future



Student Enrollment Analysis

Student enrollment analysis starts with understanding residential counts for each school and then factoring in historical transfer patterns. SchoolSite Pro, while not web-based, is the premier tool for school planners looking to analyze enrollment patterns. The methodology has been used by our staff and by school planners nationwide for decades to undertake complex long-range planning tasks, with excellent results. Enrollment analysis that involves tracking development and understanding how that development contributes to growth is usually best done by trained staff. While a web-based tool could be created to fill this need, it would require some amount of training for users to understand how changes to development information could impact enrollment and it would not be as robust as our current desktop tool's built-in ArcGIS Pro.

The ArcGIS Platform is highly extensible. This means that any GIS data created, whether it be student enrollment, residential development, boundary scenarios, or any other data model, can be used in a wide variety of desktop, mobile, and web applications. It can be presented in a number of different ways, queried, filtered, and symbolized to suit any need.

All GIS data starts on the desktop as it is created, updated, and maintained in ArcGIS Pro. Once created, all GIS data and analysis of that data can be shared to ArcGIS Online where it can be accessed by web browsers and mobile applications for consumption by non-GIS users such as district staff, members of the community, and the school board for full transparency and accountability. Interactive surveys can be created around web-based maps to collect feedback and input from all interested parties.

Final Report and Recommendations

The final developed report will contain all the data elements and information previously collected throughout this process to develop exhaustive school-based planning options. The plan will identify recommendations for activities such as school capacity revisions, curricular programming placement, and boundary analysis. All recommendations will be through a lens that supports the mission, goals, and educational programs of Raytown C-2 School District.

Work Plan

TASK 1.0: **PROJECT INITIATION**

Activities

1.1 Manager and appropriate stakeholders.
1.2 Review key project objectives, expectations, communication protocols, and reporting requirements. Submit a Data Request List (see example in **Appendix B**).
1.3 Discuss timing of project data collection and the roles and responsibilities of the Project Manager and the MGT team.
1.4 Work with the District to designate a single client-side point of contact and establish understanding of contextual constraints and opportunities.
1.5 Discuss and set cadence and method for update meetings with District staff.

TASK 2.0: SCHOOL DISTRICT DATA COLLECTION AND ANALYSIS

Activities

2.1 Gather community information, including but not limited to:
- City and county population/demographic studies
- Local recorded birth statistics, district student yields, and cohorts
- Land-use data and parcel data

2.2 Compile data into tables, charts, and graphs to identify themes that emerge from the data.
2.3 Obtain current and historical geocoded district student data, if any.
2.4 Create or update computer GIS basemaps from various sources including borough, township, and county data.
2.5 Create GIS data for existing school zones, small planning areas, and school locations.
2.6 Geocode current and historic student data (District-supplied).

TASK 3.0: DEMOGRAPHICS AND ENROMMENT ANALYSIS

Activities

3.1 Review data from city, county, and municipalities to confirm planned growth and development.
3.2 Collect, research, and analyze relevant demographic statistics for use in preparing student forecast variables (i.e., historical birth data, migration trends, etc.).
3.3 Extensive research of new residential housing:
- Track housing, numbers, type, phasing schedule, and yields

3.4 Analyze planning area data for students entering and leaving the district.
3.5 Prepare demographic and income profiles for the District.
3.6 Preparation of 5-, 7-, or 10-year resident enrollment forecasts by grade level for each planning area, attendance zone and district-wide.
3.7 Review enrollment projection forecasts with District staff.

Deliverables

- Onsite visit for district/development research
- Enrollment forecast, to be included in the Forecasting Report with methodology, data utilized, and discussion of findings
- Geocoded student data

TASK 4.0: UTILIZATION ANALYSIS

Activities

4.1 Complete utilization analysis based on capacity analysis (Exhibit B) provided by Hollis & Miller Architects.
4.2 Determine the utilization rates of each facility. Review utilization rates with district staff.

Deliverables

- Utilization rates for each facility
- Final report documenting calculation methodology, school utilization rates, and any draft recommendations for possible adjustments to current capacity assumptions

TASK 5.0: BOUNDARY ANALYSIS AND SCENARIO BUILDING

Activities

5.1 Review current boundary maps and feeder patterns for all district schools, and any policies that affect enrollment and transfers.
5.2 Develop boundary analysis criteria with the District Project Manager and key stakeholders for establishing boundaries based on educational goals, enrollment forecast, capacity and utilization needs, physical school locations, stakeholder input, and other possible geographic impacts.
5.3 Utilize SchoolSite Pro for boundary analysis based on educational program, demographic, capacity, and utilization.
5.4 Develop recommendations for future boundary adjustments.
5.5 Outline impact on district patterns to student body demographics, transportation, program access, and community schools.
5.6 Review recommendations with district staff.

Deliverable

- Boundary adjustment recommendations

TASK 6.0: FORECASTING AND REDISTRICTING REPORT

Activities

6.1 Enrollment forecasting, summaries submitted virtually for review
6.2 Comprehensive report including:
  - Relevant district background, past enrollment trends, and demographic profile.
  - Data sources and use with appropriate tables and charts.
  - Detailed forecast methodology discussion.
  - Enrollment projection results.
  - Open enrollment reports illustrating impact of resident vs. attending enrollment.
  - Appropriate maps illustrating existing planning areas and attendance zones, with thematic maps showing areas of growth, student density, and socio-economic characteristics.
  - Detailed information for each zone and team insight of area.

6.3 Share GIS Data with district staff and other local agencies (at board direction).
6.4 Provide online web maps.
6.5 Based on data collected and feedback from staff and the community, prepare a redistricting report of all data, methodology, trends, recommendations, and scenarios and implementation plan. Submit for review and feedback.
6.6 Following review of the draft report by Board officials and public meeting input, make revisions and edits as appropriate and deemed necessary.
6.7 Incorporate approved recommendations and final scenarios into Final Report.

Deliverables

- Enrollment forecasting draft report, submitted virtually for review
- Final report
- All GIS data provided in Esri format
- Online web maps
- Redistricting draft report, submitted virtually for review
- Final report, with recommendations and implementation plan, as one hard copy and one PDF included
- SchoolSite Pro license for one (1) year

All research and data compiled during the study (all the GIS data) can be provided to the District in GIS format for use with optional GIS tools, including new housing, enrollment migration, student points, and density/heatmap.

TASK 7.0: PRESENTATION OF FINAL REPORT TO BOARD

Activities

7.1 Following finalization of Final Report, prepare final presentation of salient points and summary for the Board.

Deliverable

- On-site Final report presentation

Raytown C-2 School District Collaboration

To be successful, our team will need to establish regular and consistent contact with district personnel early in the project to ensure a project of this intricacy will meet its deadlines and deliverables. One of the earliest steps to promote communication is the project initiation task. This will introduce the teams and set the tone for our collaboration. During this task, we will also determine the extent of data available and the accessibility of that data. We will set the cadence for update meetings at this time and finalize the work plan and timeline, to firm up dates or account for any schedule shifting that may have occurred. As the project progresses, we see the following need for district staff involvement:

- Conference calls of approximately 30 minutes to keep all stakeholders up to date regarding project progress and adjust as needed (available by phone/conference/web/online platforms). Cadence of calls to be determined during Project Initiation.
- Assistance with coordinating schedules for internal stakeholder input, reviews, any workshops, and scenario building collaboration. This includes meetings with business service directors, principals, and the educational programming team. Meetings may be in person or virtual and may run concurrently.
- Review and feedback of draft and final reports.

Quality Control

With thousands of data points from previous reports to onsite reviews, we recognize that rigorous procedures and constant monitoring are necessary to ensure near-perfect consistency in data collection, interpretation, and recording.

We believe client participation during the process is an important quality control (QC) practice for understanding the process, data collected, and evolving findings, as well as schedule control and real-time conformance with project objectives. We review the data and draft reports with the client to verify that our QC measures lead to consistent and accurate products that meet (or exceed) contract requirements.

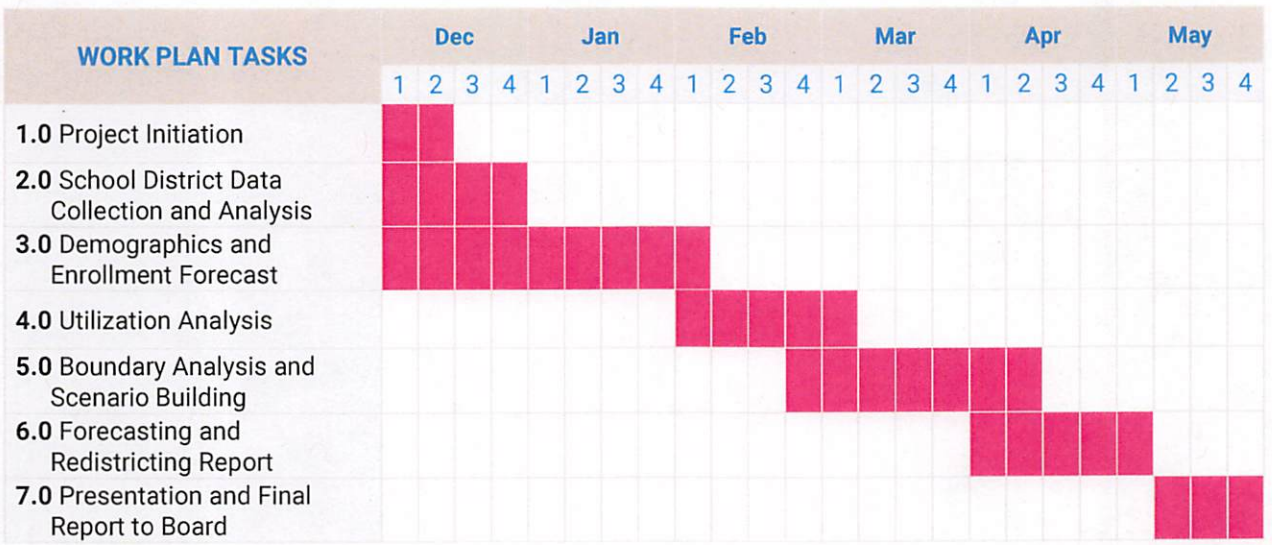
We will make exhaustive efforts to provide the District with the kind of product that is desired. This will be accomplished by adhering to the following guidelines:

- Clearly identify and document project objectives and deliverables with the District prior to the commencement of the project.
- Submit a draft and final work plan from which to manage the study and based on any revisions made by staff review.
- Provide opportunity for prior submittal and approval of formats for deliverables, including status reports, final deliverables, and presentations.
- Maintain frequent contact with District staff to identify any problems and design appropriate solutions.
- Solicit feedback throughout the study on cadences set by the finalized work plan.

It is our commitment that all deliverables meet Raytown C-2 School District's expectations.

Timeline

Based on our understanding of the scope of work, we anticipate completion within 6 months from the date of contract execution. During Project Initiation, firm dates for tasks will be discussed and decided upon, based on factors such as District staff availability, holidays, and other variables.



References

A leader in demographer services.

MGT has earned a reputation as a leader in demographer services and has extensive experience across PK-12 education. We appreciate the need to focus on partnering with each client to appropriately merge industry best practices with unique district requirements. Many of our clients have contracted with us for multiple projects or updates. We feel repeat business is the greatest testament to our commitment to customer service and client satisfaction. We encourage you to contact any of our references to learn of our professionalism, ability to meet timelines, and the expertise of our staff.

FAYETTEVILLE PUBLIC SCHOOLS

Dr. Julie Williams, Deputy Superintendent
1000 West Bulldog Blvd. | Fayetteville, AR 72701
(479) 973-8645 | julie.williams@fayar.net

SPRINGFIELD R-12 SCHOOL DISTRICT

Dr. Grenita Lathan, Superintendent
1359 E. St. Louis St. | Springfield, MO 65802
(417) 523-0026, ext. 33626 | glathan@spsmail.org

THE SCHOOL DISTRICT OF LEE COUNTY

Joel Deguzman, Interim Director of Planning, Growth & Capacity
2855 Colonial Blvd. | Fort Myers, FL 33966
(239) 337-8368 | joelsd@leeschools.net

FAYETTE COUNTY PUBLIC SCHOOLS

Steve Hill, Director, Pupil Personnel
450 Park Place, Lexington, KY 40511
P: (859) 381-4127 | E: Steve.hill@fayette.kyschools.us

*MGT has reviewed the District's RFP in detail and is **committed and able** to ensure the timely delivery of quality products to meet your schedule.*

Cost Proposal

Defined by Impact. Driven by People. Dedicated to the Community.

MGT proposes to complete all the work outlined in the preceding sections for **$81,332**. The following table outlines the fees by task as described in our work plan. This is an all-inclusive fee, including both professional fees and travel expenses, and is billed monthly by percentage of tasks completed. Our payment terms are Net 30.

	Milestones and Tasks	Professional Hours	Total ($)
1.0	Project Initiation	42	$9,858
2.0	School District Data Collection and Analysis	60	$13,024
3.0	Demographics and Enrollment Forecast	60	$13,310
4.0	Utilization Analysis	48	$10,762
5.0	Boundary Analysis and Scenario Building	48	$10,762
6.0	Forecasting and Redistricting Report	48	$10,305
7.0	Presentation and Final Report to Board	60	$13,310
	GRAND TOTAL	**366**	**$81,332**

Appendix A. Forecasting Accuracy

Listing of Enrollment Projections Done for Districts and the Accuracy of Firm's Predictions (New Format)

Below, are enrollment projections MGT has completed, along with average variances of the projections:

Davis Joint Unified School District Resident Student Forecast Variability				
Forecast Date	Forecast for 2023-2024 Resident Students	Actual 2023-2024 Resident Students	Percentage of Actual	Variance
2013-2014	7,677	7,525	102.0%	-2.0%
2014-2015	7,679	7,525	102.0%	-2.0%
2015-2016	7,775	7,525	103.3%	-3.3%
2016-2017	7,540	7,525	100.2%	-0.2%
2017-2018	7,705	7,525	102.4%	-2.4%
2018-2019	7,715	7,525	102.5%	-2.5%
2019-2020	7,775	7,525	103.3%	-3.3%
2020-2021	7,644	7,525	101.6%	-1.6%
2013-2014	7,677	7,525	102.0%	-2.0%
2014-2015	7,679	7,525	102.0%	-2.0%
Average Variance +/- 1.8%				

Pasadena Unified School District Resident Student Forecast Variability				
Forecast Date	Forecast for 2023-2024 Resident Students	Actual 2023-2024 Resident Students	Percentage of Actual	Variance
2013-2014	14,481	13,840	104.6%	-4.6%
2014-2015	14,270	13,840	103.1%	-3.1%
2015-2016	14,169	13,840	102.4%	-2.4%
2016-2017	14,382	13,840	103.9%	-3.9%
2017-2018	14,242	13,840	102.9%	-2.9%
2018-2019	14,064	13,840	101.6%	-1.6%
2019-2020	14,004	13,840	101.2%	-1.2%
2020-2021	13,952	13,840	100.8%	-0.8%
2021-2022	13,774	13,840	99.5%	0.5%
2022-2023	13,690	13,840	98.9%	-1.1%
Average Variance +/- 1.9%				

San Dieguito Union High School Unified School District

Resident Student Forecast Variability				
Forecast Date	Forecast for 2023-2024 Resident Students	Actual 2023-2024 Resident Students	Percentage of Actual	Variance
2017-2018	24,898	24,192	102.9%	-2.9%
2018-2019	24,525	24,192	101.4%	-1.4%
2019-2020	24,781	24,192	102.4%	-2.4%
2020-2021	24,548	24,192	101.5%	-1.5%
2021-2022	24,078	24,192	99.5%	0.5%
2022-2023	24,013	24,192	99.3%	0.7%
Average Variance +/- 1.2%				

Arcadia Unified School District Resident Student Forecast Variability				
Forecast Date	Forecast for 2023-2024 Resident Students	Actual 2023-2024 Resident Students	Percentage of Actual	Variance
2013-2014	8,875	8,740	101.5%	-1.5%
2014-2015	8,779	8,740	100.4%	-0.4%
2015-2016	8,660	8,740	99.1%	0.9%
2016-2017	8,327	8,740	95.3%	4.7%
2017-2018	8,472	8,740	96.9%	3.1%
2018-2019	8,631	8,740	98.8%	1.2%
2019-2020	8,593	8,740	98.3%	1.7%
2020-2021	8,672	8,740	100.8%	0.8%
2021-2022	8,473	8,740	99.2%	3.1%
2022-2023	8,559	8,740	96.9%	2.1%
Average Variance +/- 1.6%				

Fayette County School District Resident Student Forecast Variability				
Forecast Date	Forecast for 2023-2024 Resident Students	Actual 2023-2024 Resident Students	Percentage of Actual	Variance
2017-18	42,569	40,736	104.5%	-4.5%
2018-19	41,184	40,736	101.1%	-1.1%
2019-20	41,915	40,736	102.9%	-2.9%
2020-21	41,114	40,736	100.9%	-0.9%
2021-22	40,923	40,736	100.5%	-0.5%
2022-23	40,773	40,736	100.1%	-0.1%
Average Variance +/- 1.7%				

Appendix B. Sample Data Request List

MGT

Data Requirements for New Clients

REVISED 2024

MGT DATA REQUIREMENTS

Table of Contents

STUDENTS

Students

We will need a total of 4 student files: the current school year as well as the previous 3 years. Files should be in spreadsheet format with **one record for each active student** at the time of state reporting.

IMPORTANT NOTE: Accuracy of the student data provided to MGT is critical to the forecast process and therefore the number of student records provided in each data file should closely match the reported enrollment counts by grade level and by school submitted to the state at the state specified reporting date.

The following fields are required be included in each file:

- **Student ID**
- **Grade Level**
- **School Name**
- **School ID Number**
- **Street Address (residence, not mailing address)**
- **City**
- **Zip**
- **Special education (full-time special ed students, SDC or self-contained)**

Note on Special Day Class students: The special education (SDC or self-contained) indicator should identify those students enrolled in a special education program usually only at designated schools for their special needs. These students also typically spend most of their day in specialized program classrooms and they typically represent less than 4% of a District's total enrollment. MGT does not consider Resource specialist (RSP) and other part-time pull-out programs as Special Education.

Note on Pre-K, TK (California only) students: Pre-K, TK should be given a grade other than 0 through 12. Please provide us the grades used for students entered prior to regular kindergarten.

The student file is not limited to only the required fields. If you provide additional data fields that you feel would be of benefit for mapping and spatial query of students or useful in any attendance boundary redistricting process. Please provide us with a description and data dictionary of values in the additional fields.

**** Before sending, check for errors! ****

Check your files for blanks in grade, school, address, and student ID.
Check for duplicate Student IDs
These issues need to be addressed prior to next steps; we will return files containing errors.

Schools

Please provide an spreadsheet listing all school locations that are currently operating, are closed and owned by the District, as well as District-owned sites that are reserved for future schools.

Data Format:

School data can be provided in either spreadsheet or GIS format.

Spreadsheet: One record for each school/program with a school ID number that matches school IDs in the student data file. First row contains the field names listed below.

GIS data: Either shapefiles or file geodatabase feature classes. GIS data should be provided in a compressed zip file format and sent to our office using the Upload Data button. The GIS data attribute table should contain the attributes fields and values as shown below.

The following fields are required to be included in the school data file:

- **School ID Number (the number used in the student data files)**
- **School Name**
- **Street Address**
- **City**
- **Zip**
- **Telephone**
- **Lowest Grade Served**
- **Highest Grade Served**
- **Current Site Capacity (what you want applied in forecast)**
- **URL (link to the school's web page)**
- **Use Description* (see description below)**

Important note on use Description: Use Description is used to determine regular general education schools from specialty schools. Specialty schools can be Academy, TK-8, Magnet, Special Education, Charter or other specialty school. It can also be used to determine future school sites, closed schools, district facilities, etc.

Boundaries

Please provide GIS data or maps that clearly designate the attendance areas of all schools with assigned boundaries.

Data Format:

- GIS data (preferred & faster): either Esri shapefiles or file geodatabase feature classes. GIS data should be provided in a compressed zip file format. Often, these files can be obtained from transportation.
- Adobe PDF document illustrating attendance area maps (Requires additional project time)
- Printed hardcopy maps mailed to our office (Requires additional project time)

Study Area/Grid Code (optional)
Many districts have sub-divided their attendance zones into smaller neighborhood planning units. These may be referred to as study areas, planning units, grids, grid codes, etc. If your district has developed these "study areas", please provide those boundaries in addition to the school attendance boundaries above. Study areas can be provided in the same data formats as the attendance boundaries.

IMPORTANT NOTE:
If no digitized maps of attendance areas are available, a spreadsheet (Address Directory) containing a listing of streets and address ranges assigned to each school can be provided as a supplement. However, extra time and fees may be necessary. Please contact your Project Manager if you have any questions.

Development

If there are proposed residential development projects planned within the district boundaries, those projects will affect future enrollment forecast and information must be collected for each development project. At a minimum, the location, type of dwelling units, and number of proposed units by year must be determined.

If the district maintains a development dataset it can be uploaded using the Upload Data button below.

Data Format:

Residential development data can be provided in either Spreadsheet or GIS shapefiles. Below is a list of recommended fields and information to include in the datasets.

- Project Name (if known)
- Application or Tract Number
- Total Number of Units Proposed
- Type of Units Proposed (SFD, MF, APT, etc.)
- Location (either a map or descriptive ordinal location relative to major streets, i.e., NW corner of Main and 6)
- Contact Name
- Contact Phone
- Estimated Start Date of the Project
- Estimated Completion Date of the Project

Maps indicating proposed residential development projects are very helpful.

If the district can't provide residential development data, MGT will conduct thorough research.

Appendix C. Required Forms

SCOPE OF WORK FORM

(Must be included in sealed envelope)

SCOPE OF WORK FORM

Firm Price for Entire Project Demographic & Enrollment Study: $81,332
Eight-one thousand, three hundred and thirty-two dollars

Knowing that the District would like an accurate and thorough study as soon as possible, what is the guaranteed completion date (month/day/year) based on the figure provided above. (The District would like to have the most recent/upcoming enrollment data which is available utilized as part of historical data and for calculating projections).

Month/Day/Year Completion Date: May 31, 2025

Authorized Signature: 

Date Signed: 11/05/2024

Printed Name: Patrick J. Dyer

Title: Vice President

Company Name: MGT Impact Solutions, LLC

Number of Years Doing Business with the Company Name: On August 19, 2024, MGT re-branded in celebration of our 50th anniversary. This marked the consolidation of ten companies under the legal entity name of MGT Impact Solutions, LLC (F/K/A MGT of America Consulting, LLC) and united over 900 staff under one name, one website, and a one-firm mindset to serve our clients.

Mailing Address: 4320 West Kennedy Blvd., Ste 200

City, State Zip: Tampa, FL 33609

Phone #: 888.302.0899 Fax #: N/A

E-Mail Address: Proposals@mgt.us

Payment Terms: Net30
Detail payment terms, if different from normal Raytown C-2 School District procedures (It is normal procedure to settle all outstanding accounts within thirty business days of receipt when the project is complete).

E-VERIFY ADDENDUM

(Must be included in sealed envelope)

FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars ($5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

a) Agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit C and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;

b) Affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;

c) Affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;
d) Affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;

e) Agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;

f) Agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) Agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

Signature: _____

Printed Name and Title: Patrick J. Dyer, Vice President

Principal Owner: MGT Impact Holdings, LLC parent company owns 100%

For and on behalf of (Company Name): MGT Impact Solutions, LLC

E-VERIFY AFFIDAVIT

(Must be included in sealed envelope)

EXHIBIT A

FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

I, Patrick J. Dyer, being of legal age and having been duly sworn upon my oath, state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set forth herein.

2. I am employed by MGT Impact Solutions, LLC (hereinafter "Company") and have authority to issue this affidavit on its behalf.

3. Company is enrolled in and participating in the United States E-Verify federal work authorization program with respect to Company's employees working in connection with the services Company is providing to, or will provide to, the District, to the extent allowed by E- Verify.

4. Company does not knowingly employ any person who is an unauthorized alien in connection with the Services Company is providing to, or will provide to, the Raytown C-2 School District.
FURTHER AFFIANT SAYETH NOT.

By: _____ (individual signature)

For: MGT Impact Solutions, LLC (company name)

Title: Vice President

Subscribed and sworn to before me on this 5 day of November, 2024

NOTARY PUBLIC My commission expires:

_____ See attached for Seal

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California
County of Sacramento

Subscribed and sworn to (or affirmed) before me on this 5 day of November, 20 24, by Patrick J. Dyer,
proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.

MALONY ALLEN GORDON
Comm. #2497570
California - Notary Public
Sacramento County
Comm. Expires August 15, 2028

(Seal)

Signature Malony Allen Gordon


MGT