



Pennsylvania Economy League

Clarification on Proposal

Question 1: Please clarify the mapping and gis based planning scope of work that PEL will perform under their proposal. There was cost listed on the pricing page for both, but the work that PEL plans to complete was not mentioned in the proposal. Please elaborate on scope.

PEL will use GIS/mapping to provide a spatial component to the enrollment projection process and to identify where changes in student populations are occurring or are likely to occur. District-provided student address records will be geocoded and assigned to the appropriate school, attendance area, municipality, and other relevant planning geography. Historical student data, where available, will also be mapped to evaluate changes in the geographic distribution of enrollment over time.

GIS analysis will integrate student locations with existing elementary, middle, and high school attendance boundaries, feeder patterns, municipal boundaries, residential development, and other relevant geographic features. This analysis will identify concentrations of students, areas experiencing enrollment growth or decline, and locations where projected enrollment changes may create future capacity pressures or underutilization. Public-facing maps will present information in aggregated form to protect student privacy.

Residential development will also be incorporated into the GIS analysis. Proposed, approved, and recently completed housing developments will be mapped by municipality and attendance area. Where sufficient data are available, PEL will evaluate student yield and apply those relationships to anticipated residential development. This will allow the enrollment projections to account not only for districtwide demographic trends but also for geographically concentrated development that may disproportionately affect individual schools or attendance areas.

GIS will further support the evaluation of potential attendance boundary, feeder-pattern, grade-configuration, and facility-use scenarios identified by the District. PEL will map existing conditions and proposed alternatives and evaluate factors including school proximity, geographic continuity, development patterns, feeder relationships, and transportation implications. Maps will be accompanied by tables quantifying student movement between schools or attendance areas. Final deliverables will include Board-ready map exhibits as well as GIS layers and associated data in mutually agreed-upon formats for the District's future planning use.

Question 2: PEL listed several school districts in PA. Have you performed consulting demographic projections for school district of similar size and scale of Central Bucks?

Yes. While Central Bucks is the third largest school district in Pennsylvania, PEL has completed a comparable demographic projections project for the Hazleton Area School District (~13,730 students) in 2025.

Question 3: The grade alignment mentioned by PEL in their proposal was a K-6, 7-9, 10-12 grade model. Central Bucks moved to a K-5, 6-8, 9-12 grade alignment for the 26-27 school year. Please clarify that PEL understands the scope of work requested that aligns with CB's current grade band alignment across our schools.

This was an error on my part that I thought I had corrected before submitting. A recent school district utilized a K-6, 7-9, and 10-12. PEL understands Central Bucks current grade band alignment and will perform all work accordingly.



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Question 4: Please clarify the margin of error mentioned in your proposal. Is this margin of error one that is based on past projects completed by PEL? How did PEL come to view those error rates as acceptable for a demographic projection?

PEL's margin is error is calculated based on our nearly 250 demographic/enrollment projections completed. Error rates typically exceed 5%; PEL's margin of error is historically well within the 2%-3% threshold.