Proposal for
School Enrollment Planning and Demographic Consulting Services
for
McLean County Unit District No. 5, Illinois

September 2025

Cropper *GIS*

COVER LETTER: School Enrollment Planning Consulting Services

From:
Matthew Cropper
President
Cropper GIS Consulting, LLC
P.O. Box 1308
Delaware, Ohio
(614) 451-1242 office
matt@croppergis.com

Date:
September 10, 2025

The following outlines our proposal for school enrollment planning and demographic study work as requested by the district. We have worked on enrollment planning studies across Illinois the United States for school districts of all sizes.

Our firm leverages the experiences we have gained working with districts all over the U.S. to stay on top as one of the best leaders in this industry. We are proud to help provide insight towards industry best practices with any client we are working with and are always excited to learn how new clients do their work and what unique experiences they may have. In addition to boundary and school utilization studies for public school districts, we have also worked with the U.S. Department of Justice, Office of Civil Rights on multiple cases since 2006.

We look forward to the opportunity to work with the Unit 5 Schools!

Sincerely,

Matthew Cropper
President
Cropper GIS Consulting, LLC

Qualifications of Cropper GIS Consulting, LLC

Since 2005, **Cropper GIS Consulting (Cropper)** has provided planning services to schools, cities, counties, and federal governments. Most clients served by **Cropper** are school districts, and all projects have met/exceeded our client's expectations. Our firm's expertise is in demographic studies, K-12 school redistricting, long-range facility planning, and GIS Implementation/Training.

Some of our clients served includes:

- Unit 5 Schools, Illinois
- Lake Zurich School District 95, Illinois
- North Shore School District 112, Illinois
- Mundelein Elementary School District 75, Illinois
- Diamond Lake School District 76, Illinois
- Mundelein High School District 120, Illinois
- Fremont School District 79, Illinois
- Zion District 6, Illinois
- Winnetka Public Schools, Illinois
- Downer's Grove Grade District 58, Illinois
- CCSD 59, Illinois
- District 126 Alsip Hazelgreen Oaklawn, Illinois
- DeKalb District 428, Illinois
- North Kingstown Schools, Rhode Island
- Pawtucket Schools, Rhode Island
- Central Falls Schools, Rhode Island
- Middletown Public Schools, Rhode Island
- East Providence Schools, Rhode Island
- Providence Public Schools, Rhode Island
- Warwick Public Schools, Rhode Island
- Barrington Public Schools, Rhode Island
- South Kingstown Schools, Rhode Island
- Cranston School District, Rhode Island
- Wilmington Public Schools, Massachusetts
- Fall River Public Schools, Massachusetts
- Brookline Public Schools, Massachusetts
- Wellesley Public Schools, Massachusetts
- Nantucket Public Schools, Massachusetts
- Dublin City Schools, Ohio
- Cincinnati Public Schools, Ohio
- Beavercreek City Schools, Ohio
- Lakewood City Schools, Ohio
- Akron Public Schools, Ohio
- Hamilton City Schools, Ohio
- Lakota Local Schools, Ohio
- South-Western City Schools, Ohio
- Westerville City Schools, Ohio
- Billings Public Schools, Montana
- Great Falls Public Schools, Montana
- Helena Public Schools, Montana
- Cabarrus County Schools, North Carolina
- Union County Public Schools, North Carolina
- Brunswick County Public Schools, North Carolina
- New Hanover County Public Schools, North Carolina
- Wayne County Public Schools, North Carolina
- Baltimore County Public Schools, Maryland
- Frederick County Public Schools, Maryland
- Henrico County Public Schools, Virginia
- Alexandria City Public Schools, Virginia
- New Kent County Public Schools, Virginia
- Frederick County Public Schools, Virginia
- Spotsylvania County Public Schools, Virginia
- Charleston County Public Schools, South Carolina
- Richland One School District, South Carolina
- Lexington Five Schools, South Carolina
- Newberry County Schools, South Carolina
- Kershaw County Schools, South Carolina
- Spartanburg 6, South Carolina
- Fort Mill Schools, South Carolina
- Berkeley County Schools, South Carolina
- Valparaiso Community Schools, Indiana
- Carmel Clay Schools, Indiana
- DeKalb County Schools, Indiana
- South Bend Community Schools, Indiana
- U.S. Department of Justice, Civil Rights Division
- Buffalo Public Schools, New York
- Atlanta Public Schools, Georgia
- Savannah-Chatham County Public Schools, Georgia
- Cobb County Schools, Georgia
- DeKalb County Schools, Georgia
- Baton Rouge Parish Schools System, Louisiana
- Meridian City Schools, Mississippi

Geographic Information Systems will be used extensively to analyze demographic and facility data and **Cropper** has extensive experience in the use of the software. **Cropper** has licensed consultants in ESRI GIS technology, which is utilized by various local governments. Mr. Cropper has written multiple articles and presented at conferences across the country on GIS for educational planning. He is a pioneer in integrating new technology with age-old planning processes to refine and enhance accuracy of data when planning.

KEY PERSONNEL

The team working with the district consists of 3 key individuals. These individuals are:

1. *Matthew Cropper –   Project Manager.* Mr. Cropper will be the primary point of contact with the district. Mr. Cropper will coordinate requests, meetings, and project specifics with the district and coordinate all of the work that is done for the project. Mr. Cropper has extensive experience in managing projects of this magnitude and strives to ensure that all communication is maintained in a clear and concise manner. Mr. Cropper's technical background and use of technology is far superior to competitors, and he is considered a pioneer in integrating new technology with K-12 planning. He will ensure that all data is provided in the formats (GIS, written, tabular) as requested by the district.

2. *Zoran Stojakovic – Demographer.* Mr. Stojakovic has been working with Cropper GIS Consulting since 2017 and has worked on many projects of this same magnitude. He is very skilled in technical aspects of the job and GIS analysis, and has a master's degree in applied Demography. Mr. Stojakovic will be the lead in developing enrollment forecast and will assist with demographic analysis and forecasting components of the project.

3. *James Cooper – Planning Analyst.* Mr. Cooper has been working with Cropper GIS Consulting as an analyst since 2019 and has worked on many projects of this magnitude. Mr. Cooper will work with Mr. Cropper to help facilitate meetings and prepare materials.

The team has some of the best technology available in the K-12 school planning industry. **Cropper** are business partners with both Microsoft and ESRI, the world leader in GIS. **Cropper** leverages all of the latest technology available to assist with the project, including most recent GIS technology. Technology is moving to an online form of delivery (aka The Cloud) and **Cropper** is at the forefront of this movement.

Statements and Assurances

We affirm that Cropper GIS Consulting complies with all State and Federal Laws and Regulations to do business with the district. We also affirm that Cropper GIS Consulting will adhere to all insurance requirements and other requirements requested by the district.

Cropper GIS Consulting is in excellent financial standing. We hold $0 in debt and have posted profits since the company was formed in 2005. If the district wishes, Cropper GIS Consulting can provide further evidence of our good financial standing.

None of our staff have criminal backgrounds and have clean legal records.

There are no pending legal disputes towards Cropper GIS Consulting.

Prior Projects

Per the RFP request, here are some projects that we have recently completed or that are currently underway:
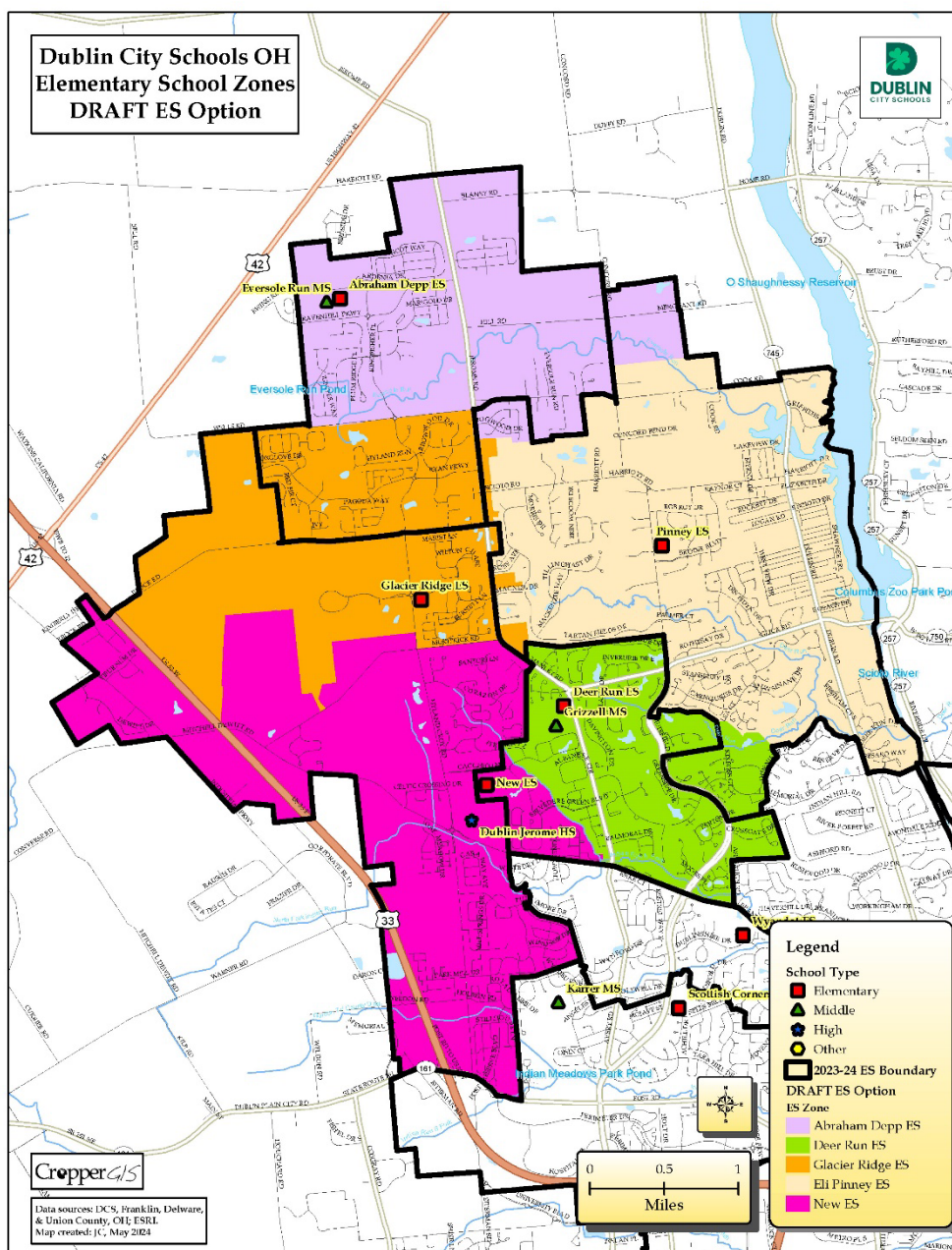
ENROLLMENT PLANNING EXPERIENCE

Fort Mill School District, South Carolina: School redistricting to include new Elementary and Middle School planned for Fall 2025. Work included the development of redistricting options for the district's elementary and middle schools. Options impacted an estimated 2,000 total students. Redistricting recommendations were provided to the district in September 2024, and are currently being considered by the school board. For further information, contact Joe Romenick at RomenickJ@fortmillschools.org .
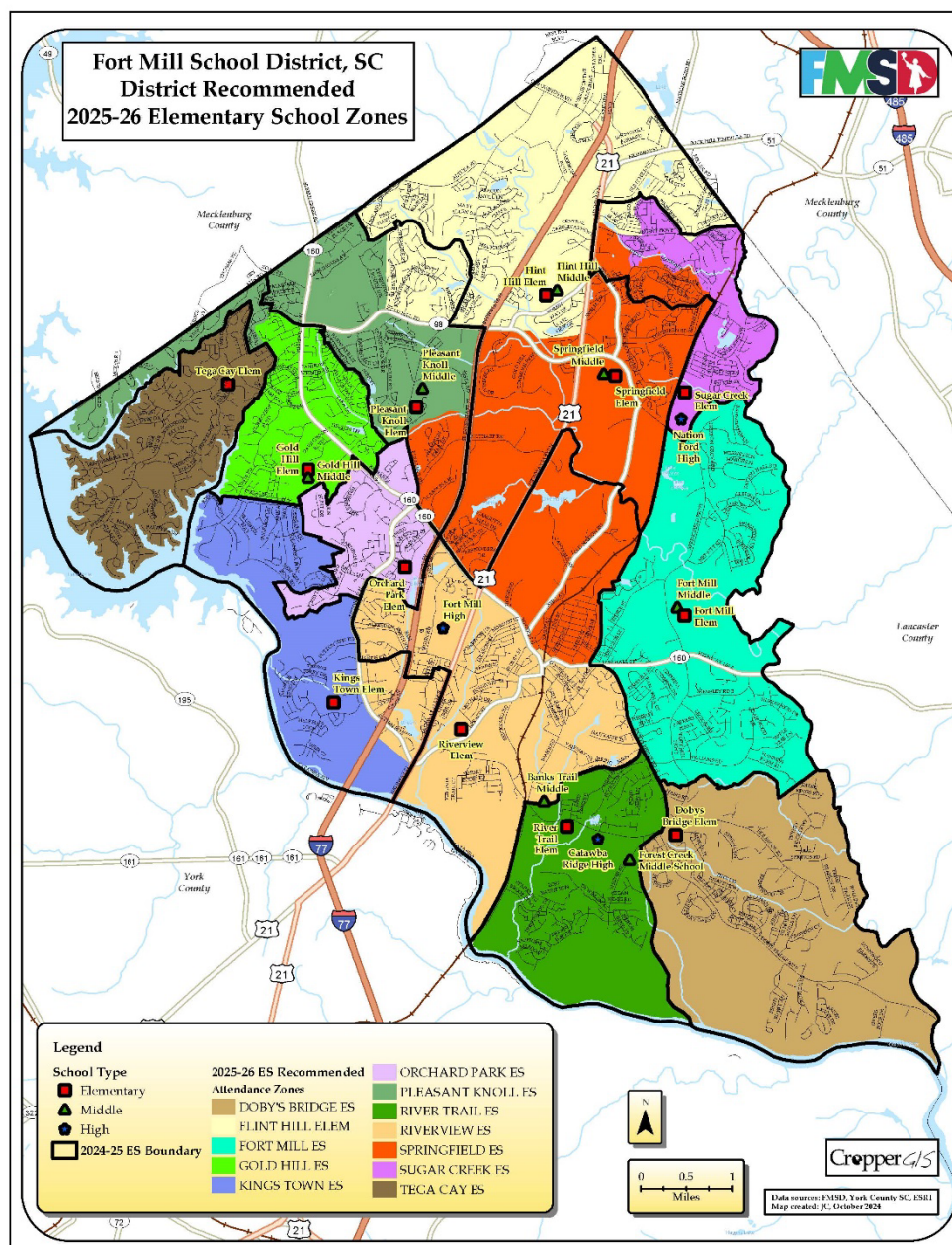
Dublin City Schools, Ohio: School redistricting study to include a new elementary school planned for Fall 2025. DRAFT maps were shared with the public in September 2024 and input is still being received. The options impact an estimated 1,500 students. Refer to project webpage that we manage at www.dcsredistricting.com for more details about project scope. For further information, contact Scott Gill at gill_scott@dublinschools.net .

Huber Heights City School District, Ohio: School redistricting study to balance enrollment while maintaining demographic diversity of schools. Options were shared with the public in October 2024, which impact between 300 and 600 students. Refer to project webpage that we manage at www.hhcsredistricting.com for more details about the project scope and materials developed. For further information, contact Jason Enix at jason.enix@myhhcs.org .
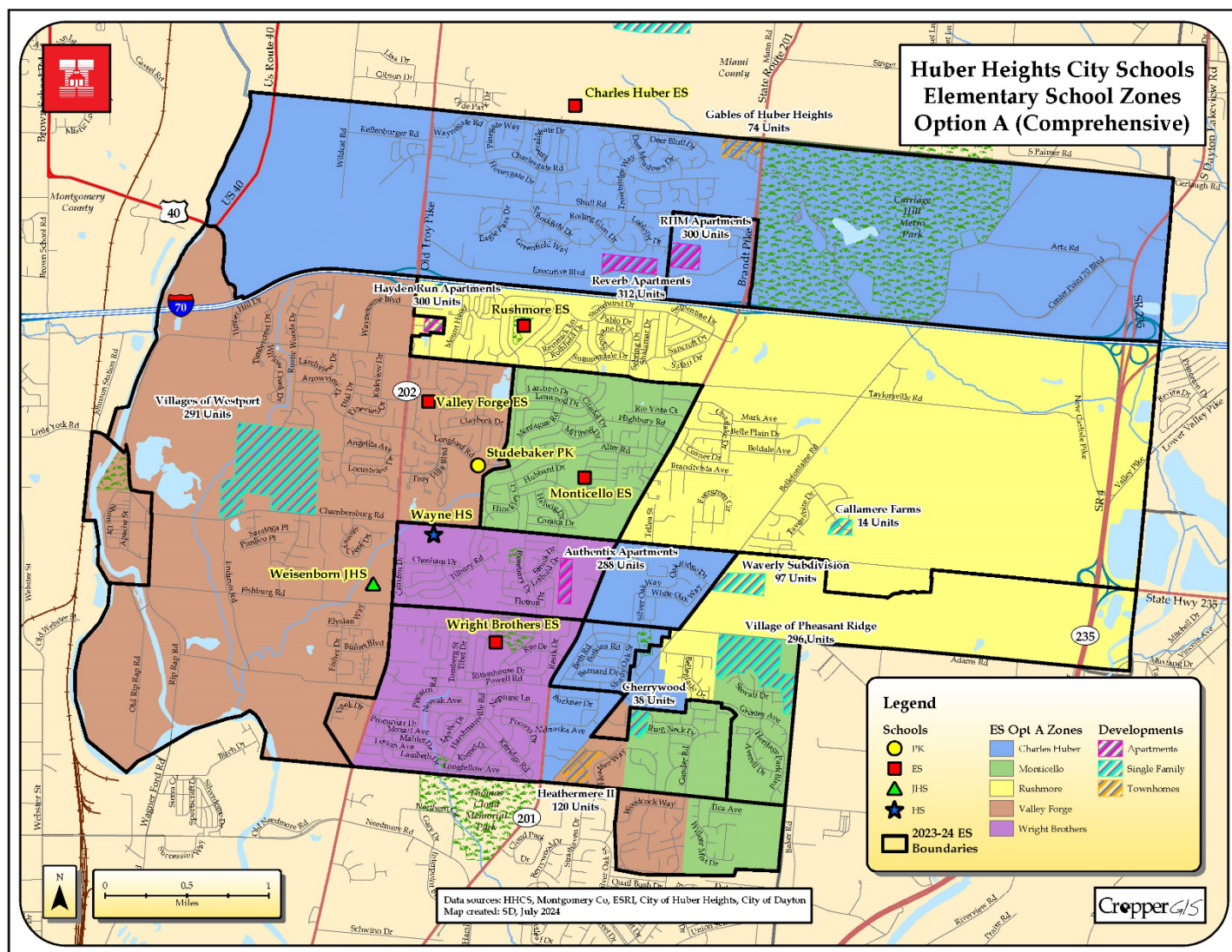
DEMOGRAPHIC STUDY EXPERIENCE:

Below is a listing of recent forecasts that were developed along with an assessment of their accuracy:

District	State	2023-24 Forecast Enrollment, Adjusted (K-12)	2023-24 DOE Enrollment (K-12)	Forecast Error
Fall River	MA	10,043	10,207	**-1.61%**
Westerville	OH	14,227	14,182	**0.32%**
Kings Local	OH	4,783	4,755	**0.59%**
Queensbury	NY	2,971	2,953	**0.61%**
Cumberland	RI	4,692	4,750	**-1.22%**
Middletown	RI	1,932	1,938	**-0.31%**
Pawtucket	RI	7,634	7,597	**0.49%**
Union County	SC	3,589	3,549	**1.13%**
Huber Heights	OH	5,622	5,678	**-0.99%**
Arlington	NY	7,552	7,563	**-0.15%**

Cropper GIS

Below are some references that can attest to the quality of work done by Cropper GIS Consulting.
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Paul L. Taylor, Jr., AIA
Director, Office of Strategic Planning
Department of Facilities Management and Strategic Planning
Baltimore County Public Schools
9610 Pulaski Park Dr., Suite 204
Baltimore, MD 21220
Phone: (443) 809-0383
Email: ptaylor6@bcps.org

Work performed: Boundary planning consultation, GIS Services, 2006-current

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Joe Romenick
Assistant Superintendent for Facilities and Operations
Fort Mill School District
2233 Deerfield Drive
Fort Mill, SC 29715
Phone: (803) 548-2527
Email: RomenickJ@fortmillschools.org

Work performed: Redistricting planning consultation, 2024

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Jon Milleman, Ph.D
Superintendent
Lebanon Community School Corporation
1810 N. Grant Street
Lebanon, IN 46052
Phone: (765) 482-0380
Email: millemanj@leb.k12.in.us

Work performed: Demographic Study, redistricting, facility planning, 2020 – current

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Wayne Lee
Coordinator of Planning and Development
Frederick County Public Schools
1415 Amherst Street
Winchester, VA 22601
Phone: (540) 662-3888 ext. 88249
Email: leew@fcpsk12.net

Work performed: Facility and Redistricting planning consultation, 2018-current

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STATEMENT OF WORK / PROJECT APPROACH

The McLean County Unit District No. 5 (district) would like to have the consultant perform a series of tasks as it relates to demographic analysis/forecasting, school enrollment planning and student assignment. The district is interested in a process to evaluate and modify attendance boundaries to account for utilization imbalances and low/high enrollment as compared to school capacity. The following details the scope of services and project approach so the district can understand the various components of work.

Enrollment Planning Process

Cropper has identified five (5) phases of the enrollment planning project. Based on our experience with other community-based projects, this is the process that our firm recommends that the district utilizes.

The five (5) phases of a community-driven project are:
1. Data Collection
2. Data Analysis / Assimilation
3. Demographic Study Development
4. Baseline Options Development
5. Planning Team and Public Meetings

On the following pages, each phase will be described to identify its importance and relevance.

Phase 1: Data Collection

Cropper will collect important data for the process from various sources. These sources will provide up-to-date data on school, student, and property information. Potential data sources and data include:

- **School District Data.**
  - Student data by residential address
    - Student attribute data should include home address (to geocode), grade level, attending school, and other attributes that help adhere to the objectives and criteria
  - District GIS Attendance Boundary Maps
    - Including elementary, middle, and high school attendance boundaries
  - GIS shapefiles of school locations and other school property
  - School capacity tables and floor plans
  - Any other data that may be useful in analyzing the impacts of boundary changes on demographics, transportation, and future potential enrollment.

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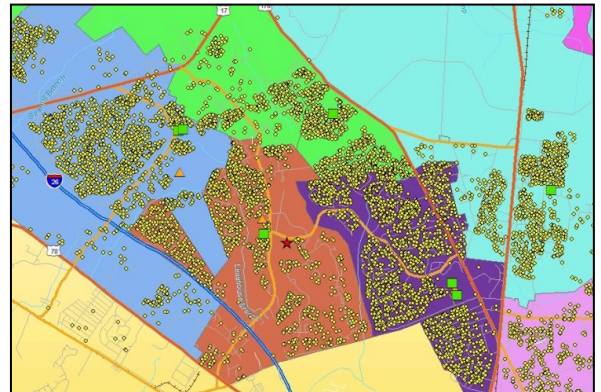
Phase 1: Data Collection Continued

- **Town/County GIS data.**
  County Auditors and Planner's data is essential when working through options development. **Cropper** will collect pertinent data to aid in analysis. Data that is useful for enrollment planning includes:
  - Property parcel data including housing type, number of units, owner information, acreage, and assessed value.
  - Subdivisions
  - Roads
  - Sidewalks
  - Other natural and man-made geographic features (rivers, railroads, water bodies, etc)
  - Land Use / Zoning
  - Economic Development Plans
  - Any housing/residential development plans
  - Public transportation routes

Phase 2: Data Analysis/Assimilation

Once data is collected, it will be integrated into Geographic Information Systems for analysis. It will be necessary to integrate all the data into a GIS so information can be analyzed in relation to each other.

Student queries can be developed to review specific grade configurations or school combinations on the map. Students will be viewed and analyzed by a specific school, grade level, special program, or by any other attribute that is in the student database.

Information that will need to be incorporated into GIS for the project includes:

1. **Student databases and attendance boundaries.** Student and boundary files will be provided by the district. **Cropper** will ensure that the student file is prepared to be ready for analysis, which includes geocoding of student enrollment and validating boundary data used in prior studies for the district.

2. **Planning Blocks.** A common method when working on enrollment planning is to utilize what we call Planning Blocks. These are considered the building blocks for enrollment planning, and they will be very helpful to all stakeholders as maps start to be evaluated.

   Before the work begins, **Cropper** will examine and develop a set of planning blocks for the district. The goal when creating planning blocks is to create areas small enough that can move together but, in most cases, not be split. When a planning block splits an attendance area, it will follow major roads and other geographic features, and also be mindful of communities and neighborhoods that should not be divided.

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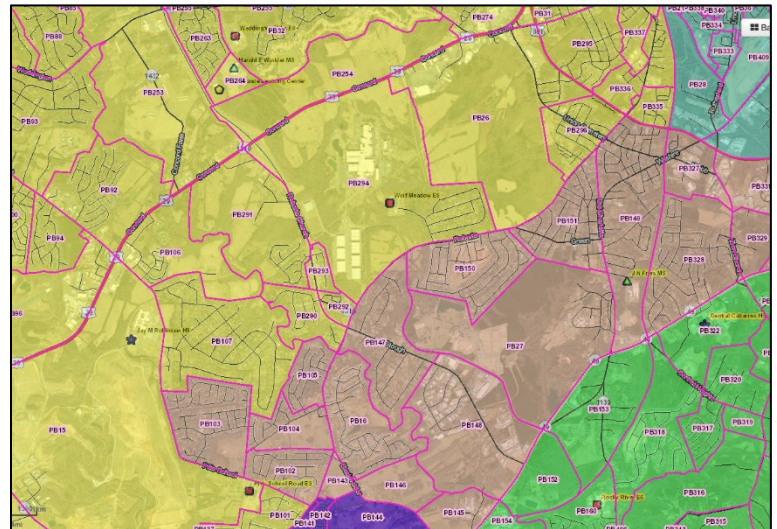
Phase 3: Demographic Study Development

Below is the process that **Cropper** uses to develop a demographic study, which utilizes the best methods that are proven to have the best results.

To truly understand the complex enrollment patterns of any school district, an examination of the past, present and future demographic trends of the area is required. This does not mean just examining the school district in question, but also all of the surrounding area. In demographic terms, (as well as economic terms) no geographic area stands alone. Each area's demographic trends are interwoven with the trends in all of its neighboring areas. Furthermore, the historical trends of the number of children in each school grade have little or no effect on the future trends of a district's enrollment. The only way to accurately ascertain what the future enrollment patterns of a district be is to be able the projection the trends of the total population. Consequently, our forecast method is a three-step procedure that examines the demographic trends of both the district under study and all of its geographical areas under study.

Owner-Occupied Housing by Block Group
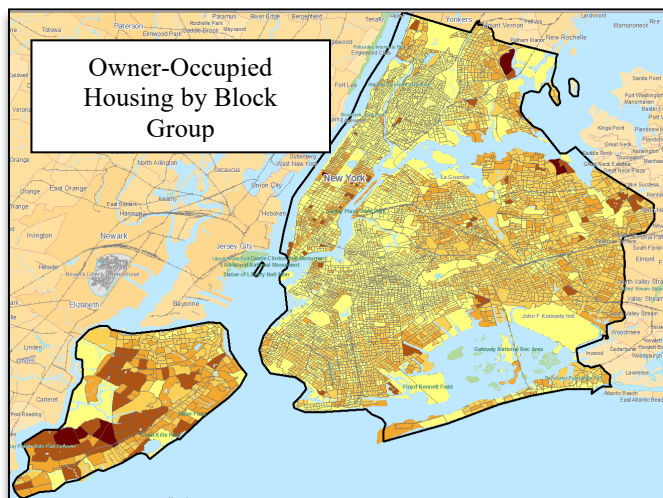
The first step is to overlay the district's geographical boundaries (i.e. attendance areas) with Census Bureau's 2020 TIGER maps. This allows us to identify which census tracts and blocks make up each geographical area. Once this is established, the detailed 2020 Census information can be downloaded, creating a demographic and economic profile of each individual area.

This data, which can be attained at the block or block group level, forms the base information that will be used later in the construction of the population forecast models. The variables obtained from the Census Bureau include, but are not limited to, age, gender, race, ethnicity, median family and household income, household composition, home value, median rent, age of householder, number of owner and renter households and group quarters populations.

Median Age by Block Group
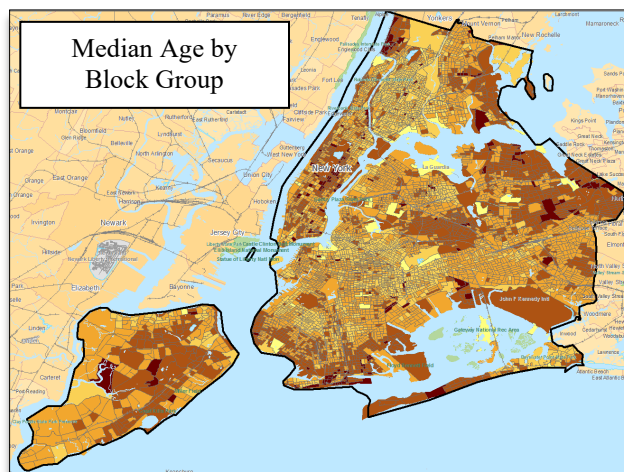
The second step is to calculate a total population forecast for all geographic areas under study (in this case school attendance areas). This forecast allows us to find how differences and changes in each area's fertility, mortality and migration rates will affect the composition of the area's future population.

Issues examined include but are not limited to the following:

1. The number of women in childbearing age in both the district and the surrounding area. Changes in the number of women 20-29 years old in an area have a far greater impact on the number of births than changes in the overall fertility rate.

2. Changes in the area's Mortality rates. Significant moves up or down in the mortality rate indicate that much of the local population change is due to factors relating to the elderly population and not to young families that would have school age children.

3. The magnitude and prevalence of out migration patterns by age. Typically, most school districts have a large amount of out migration in the 18-21 age groups as these students leave their parent's home and go to college. Other major out migration patterns that need to be identified is young college graduates moving to cities to start their careers (ages 22-26), young families go to the suburbs (25-35), people buy "move up" houses (33-50), and the "downsizing" movers (ages 50-85).

4. Conversely, the magnitude and prevalence of the area's in migration patterns. For people who changes households each year, the majority of new residences are within a 30 mile radius of the old residence. Further the rate of existing home and new home sales in each area is used as a primary variable to establish both the magnitude and population composition of the in and out migration flow. This is especially key given that the current national average of existing homes to new homes sold is 8 to 1.
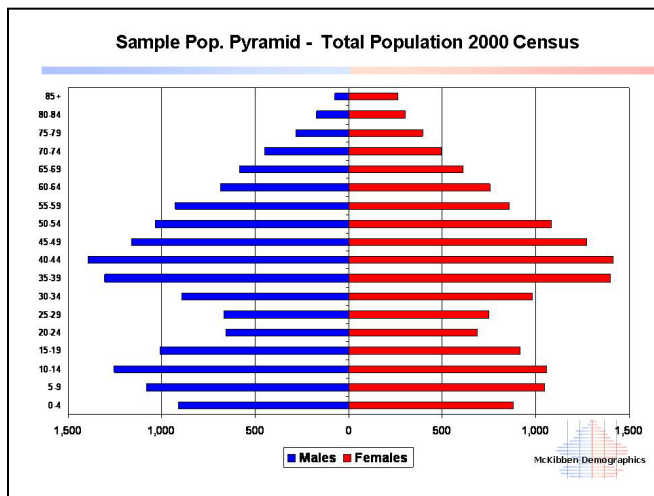
5. All of the geographic areas within the District have their own unique characteristics and demographic trends. To ensure that as many neighborhood social, economic and demographic factors are included in the projections modeling procedure, field research will be conducted throughout the entire district to ascertain the impact of housing changes, planned construction, infrastructure status and neighborhood dynamics.

The population forecasts are developed by using the Cohort-Component Method of population forecasting. Five data sets are required to generate population and enrollment forecasts. These five data sets are:

State	Migration to Champaign County 2005 to 2006 From	Number of Households	Number of People	Persons Per Household
IL	Champaign Count Tot Mig-US	5,689	8,994	1.58
IL	Champaign Count Tot Mig-US	4,973	8,211	1.65
IL	Champaign Count Tot Mig-Sam	2,635	4,198	1.59
IL	Champaign Count Tot Mig-Dif	2,338	4,013	1.72
IL	Champaign Count Tot Mig-For	716	783	1.09
IL	Champaign Count Non-Migrant	61,554	126,763	2.06
IL	Cook County	472	692	1.47
IL	Vermilion County	268	489	1.82
IL	Piatt County	154	256	1.66
IL	Mclean County	150	233	1.55
IL	Douglas County	129	222	1.72
IL	Ford County	129	215	1.67
IL	Du Page County	102	140	1.37
IL	Coles County	94	158	1.68
IL	Sangamon County	87	135	1.55
IL	Macon County	80	133	1.66
IL	Will County	74	118	1.59
IL	Peoria County	62	104	1.68
IL	Iroquois County			
IL	Kankakee County			
IL	Lake County			
IL	Kane County			
CA	Los Angeles County	39	71	1.82
IL	Jackson County	33	51	1.55
MO	St Louis County	33	47	1.42

Sample IRS Migration Data used for study

- a base-year population (here, the 2020 Census population for the district and all of its geographical areas i.e. school attendance areas);
- a set of age-specific fertility rates for each attendance area to be used over the forecast period;
- a set of age-specific survival (mortality) rates for each attendance area;
- a set of age-specific migration rates for each attendance area;
- Historical enrollment figures by grade for all facilities to be forecasted.
  - Historical enrollment databases will also be used to calculate student populations by attendance area regardless of where they attend.

Sample Pop. Pyramid - Total Population 2000 Census

The population forecasts are calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the demographic characteristics of the individual attendance areas and the total school district.

In the third and final step enrollment forecasts are calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data are calculated for grades two through twelve.

The survivorship rates are modified, or adjusted, to reflect the average rate of projected migration of 5-to-9 and 10-to-14 year olds to each of the attendance areas for the first 5-year period. These survivorship rates then are adjusted to reflect the projected changes in age-specific migration the district should experience over the next five years. These modified survivorship rates are used to forecast the enrollment of grades 2 through 12 for the 2nd 5-year period. The survivorship rates are adjusted again to reflect the predicted changes in the amount of age-specific migration in the districts for the period. Since the method doesn't depend on historical rates change it will more accurately reflect the current and future demographic situation as it relates to school enrollment.

Historical birth and death data are obtained from the State Department of Health. Net migration values are calculated using Internal Revenue Service migration reports. The data used for the calculation of migration models come from the United States Bureau of the Census and the models are assigned using an eco-demographic system.

Other locally obtained variables (Obtained via City Planning and Dept. of Economic Development) that will be used in the construction of the population forecast models include but are not limited to: sales of existing housing units, construction of new housing units, housing price, housing tenure, household size, household composition and planned infrastructure improvements. Other internet-based resources will be leveraged for housing sale/cost analysis including sources such as RealtyTrac and Zillow.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9 year old population of the age-sex population projection at the attendance area and school district level. This procedure allows the changes in the incoming grade sizes to be factors of projected population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the projections.
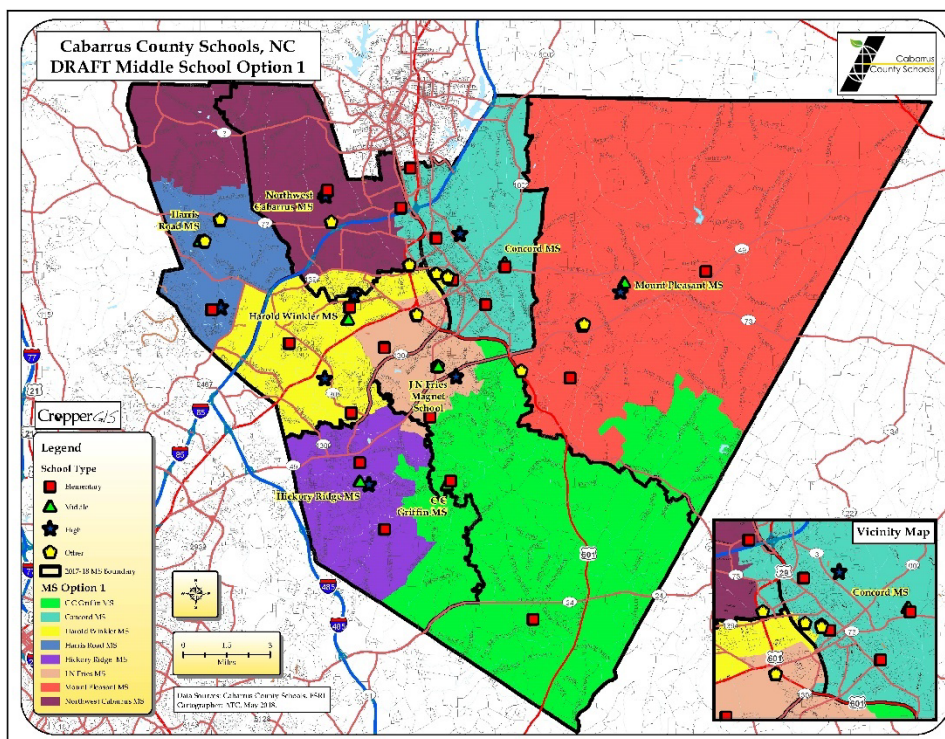
Phase 4: Baseline Options Development

Our experience has shown that in order to expedite the process and to begin to empower the community with a higher level of thinking regarding attendance boundary options, it is best to begin the process with a series of baseline options to consider. This a starting point to consider various options and scenarios. Once options are studied, the planning team will have discretion to decide whether to:

   A. Utilize or disregard any of the baseline scenarios that are presented
   B. Modify / alter any of the baseline options to improve options based on local input & knowledge
   C. Decide whether they wish to develop a completely new option from scratch.

This process gives a head-start to understand how the boundaries could look if various areas were realigned. All baseline options will be developed in preparation for the planning team meetings, and options will be developed with the school board's procedural guidelines in mind.

Options will be developed with the overall objectives of balancing school utilization, while also aligning feeder patterns and balancing building utilization.
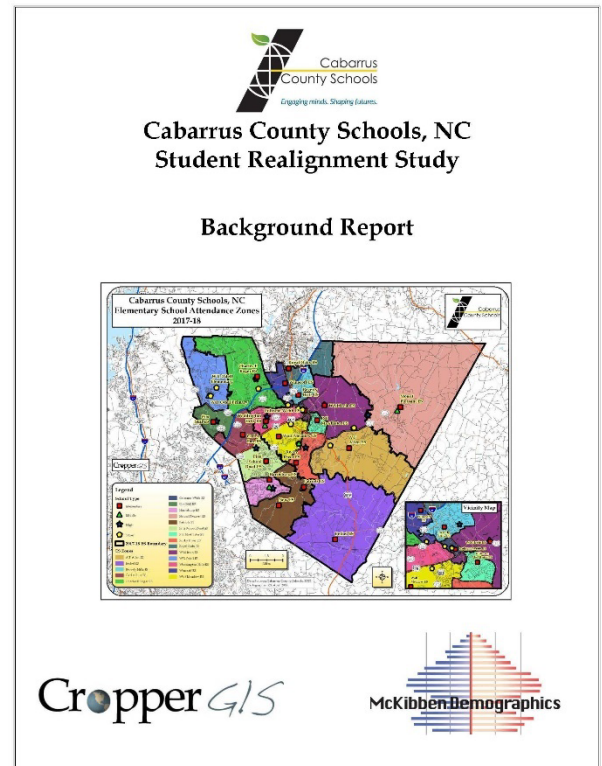
Phase 3: Baseline Options Development Continued.

School enrollment planning requires extensive thought and planning, and it is very important to keep all stakeholders informed on data that is used as boundaries are studied.

All members of the public will be empowered with a document that provides background information relevant to the study. **Cropper** will develop a background report which will provide this supporting information to the planning team and public. This background report will serve as a reference guide for anyone interested and helps to ensure that the information that is reviewed by all parties is consistent and accurate.

The background report often consists of:
- o Introduction: Explanation of the meeting process including work done prior to the meetings such as:
  - o Data collected and sources of information.
  - o Data that has been assimilated will be useful to assist in developing options.
- o Scope of project including:
  - o Goals and Objectives
  - o School District Guidelines for Enrollment planning (criteria)
  - o Meeting schedule and objectives
  - o Process timeline
- o Demographic information pertaining to schools in affected areas including:
  - o Student enrollment vs. capacity information (tables and maps)
  - o Student mobility data (live versus attend info)
  - o School facility information including capacity and program offerings.
  - o Maps of current and future school locations
  - o Maps showing planning block counts

Stakeholder Roles and Responsibilities

The most important factor when working through the enrollment planning process is to keep all lines of communication open.

A successful project is one where all stakeholders (public, committee, school board, staff) feel like they were able to provide adequate input towards options that are being considered. **Cropper** values transparency as part of the process, and will build tools to enable full transparency. This includes the development of general feedback forms, an online website where members of the public can access materials that are being shared with the planning team, and online interactive mapping.

Cropper recommends that the process involve a planning team, which consists of central office administrators as well as school building level staff. Those around the table on this planning team will include administrators who manage aspects of the district such as transportation, facility planning, special programs, and public relations. It is best to keep this planning team to around 10 members or less although we have worked with teams of all sizes. If the district wishes to have more people on the planning team, they could consider having a core planning team group with invites to an extended group at key times during the process (i.e. school principals and/or other stakeholders). This planning team will work to develop options that can be shared with the greater community, and eventually invite the public to provide input regarding the progress that is being made by the planning team. The planning team will eventually be the group bringing forth a recommendation, which will be presented by the Superintendent and Consultant.

Cropper will develop a webpage that is dedicated to the process, where members of the public can view and access materials that are being considered by the planning team and consultants. If the district prefers to manage a page on their site, **Cropper** will give insights on common ways the data is organized and will provide information to post on the site when it is available.

Also, an online interactive map will be developed to show the options that are being drafted, which will be very useful for the public and all stakeholders to understand how current and DRAFT option zones are configured. The user can click on the map to see where they are zones (currently and per option). Please refer to another site at www.croppermap.com/dublincity_oh to get an idea on how this could look.

Cropper has built a process of evaluating boundaries and facility utilization using input from the community over the years, which has proven to be effective and successful. It is important to note that every process is different and there is no 'one size fits all' solution. A successful process is one that is crafted with the district together and has the ability to adapt to specific local considerations that are unique to the district. The process being recommended is merely a draft and it is expected that a final process will be established once further conversations are held with the district.

Outline of Stakeholder Responsibilities	
Consultant	• Schedule and facilitate committee meetings. • Communicate updates with committee, including updated handout and meeting schedule logistics. • Conduct public meetings to solicit feedback related to draft options that are under consideration. • Support the district in providing materials such as presentations, handouts, and online interactive maps for the public's consumption. • Coordinate and summarize online feedback received from general public and committee.
Planning Team	• Consists of key school district administrators including central office, principals, transportation, planning, and program mgmt. staff. • Group will work to review draft options that are being developed in preparation to share with the committee and public. • Review input provided from the committee, consultant, and general public regarding draft options, and continue to modify maps with a focus on the best solution for all students as a whole. • Superintendent and Consultant will recommend a plan to the School Board.
General Public	• Informed through website. • Invited to submit comments by email, letter, and other means. • Invited to participate in online public information meetings, and to provide feedback via surveys and online general feedback form.
Superintendent	• Works with the internal planning team and monitors progress. • Updates school board on progress being made through the course of the study. • Assists in the delivery of recommendations to the School Board.
School Board	• Charge committee with its responsibilities. • Identify questions the committee is expected to answer. • Advise staff and the process regarding policy related considerations and other board-level decisions • Vote on and approve a plan

Timeline and Meeting Workflow

Below is a proposed timeline for the planning work. This timeline incorporates all the phases of work that have been identified in the proposal. The timeline can be adjusted based on feedback from the district to meet their intended deadlines and should be considered DRAFT until a timeline can be discussed with the district.

Process & Timeline for Enrollment Planning

	Aug. 2025	Sept. 2025	Oct. 2025	Nov. 2025	Dec. 2025	Jan. 2025	Feb. 2025
Data Collection	██	██					
Data Analysis / Assimilation		██	██				
Demographic Study Development		██	██	██			
Baseline Options Development		██					
Planning Team Work (1-2 meetings per month)			██	██	██	██	██
Public Information Session #1 : Present Project Process, Criteria, Timeline, and Objectives to Community. Web-based meeting.			██				
Public Information Session #2: Present DRAFT Options to General Public for Comment/Feedback. On-site meeting (or virtual if preferred) to review options and q/a at end of session.				██			
Presentation of Final Recommendations to the Board of Education						██	
Board of Education Votes on Plan							██

Fees

The fees for performing the work as outlined above is:

- Demographic Study Development. 10-year population and enrollment forecast by school by grade. $45,000

- Options Development. Cost to prepare planning blocks, baseline data and information, and to continue to develop/modify options based on continued research of possible solutions to accomplish objectives for the project: $33,000.

- Meetings including internal and public information sessions: $25,000 which includes development of meeting materials, time required to meet with the groups, and follow-up after the meeting has occurred.

    o Pricing without the Public Information sessions for this component would cost $20,000.

- Development of project webpage and online interactive map to show current and option zones: $9,000. Cost includes hosting of online map for 1 year after school board approves a plan.

The total cost for all components of the work is $112,000 which including all expenses and costs needed to complete the demographic and enrollment planning study. Public Information Session 2 and Presentation of Recommendations to the board are the only assumed trips to Bloomington/Normal and all others will be virtual.

If the district chooses to not have Cropper facilitate / manage the Public Information Sessions, the total cost will be $107,000.

Additional fees not included in the proposal will be billed hourly at a rate of $225 per hour. No work beyond the scope of services will be performed unless it is discussed with the district.

Additional on-site meetings (i.e. Public Info Sessions) beyond what has been scoped in the timeline will cost $2,500, which includes all expenses and time. If the district wishes to continue to utilize the online map after the 1-year period, the cost will be $7,500 per year for school locator services to host the site.