



Proposal

MAY 4, 2026

RFP

High School Redistricting Services

Dublin City Schools, Ohio

Submitted by:

CHRIS GRIEGO
VICE PRESIDENT
4320 W. KENNEDY BLVD.
SUITE 200
TAMPA, FLORIDA 33609
888.302.0899
CGRIEGO@MGT.US

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Proposal Requirements

Connecting your criteria to our response.

At MGT, we believe in exceeding our clients' expectations. We have carefully constructed this proposal for the Dublin City Schools. Below, we share how we addressed each scoring component in this response.

Requirement	Location in Proposal
1. Executive Summary & Company Profile	• Page 2–12 of proposal Addressed in Executive Summary, Company Profile, and Experience & Qualifications. Includes MGT's firm background, years in business, K–12 demographic and GIS experience, redistricting qualifications, and relevant similar experience.
2. Project Understanding & Methodology	• Page 13–24 of proposal Addressed in Project Understanding, Methodology, and Work Plan. Includes MGT's understanding of the district's objectives, use of District-provided data and Boundary Criteria, GIS and forecasting methodology, scenario testing, refinement process, and final map development.
3. Project Team	• Page 25–30 of proposal Addressed in Project Team, Roles and Responsibilities, and individual Resumes. Includes named project personnel, assigned responsibilities, and qualifications relevant to K–12 enrollment forecasting, GIS mapping, and redistricting support.
4. Timeline & Deliverables Commitment	• Page 31 of proposal Addressed in Timeline and Final Deliverables. Includes project schedule, milestone timing, and confirmation of MGT's ability to deliver the final single boundary map by June 25, 2026.
5. Cost Proposal	• Page 32–33 of proposal Addressed in Cost Proposal. Includes task-based pricing, total fee structure, additional meeting rates, and project assumptions related to scope, data, meetings, and timeline.
6. References	• Page 34–35 of proposal Addressed in References. Includes district reference contacts with names, titles, phone numbers, email addresses, and similar K–12 demographic/redistricting experience.



1. Executive Summary & Company Profile

Executive Summary

As the nation's leading provider of demographic forecasting solutions for K–12 school districts, MGT Impact Solutions, LLC (MGT) is uniquely well qualified to partner with Dublin City Schools (the district) to exceed all your expectations on this High School Redistricting Services project. District has defined a focused, time-sensitive need: reduce near-term enrollment pressure at Jerome High School, adjust high school attendance boundaries to support balanced growth across Coffman, Jerome, and Scioto, and submit one finalized boundary map to the Board of Education by June 25, 2026.

MGT understands that this is not a generic mapping exercise. The final recommendation must connect District-provided enrollment data, housing yields, capacity metrics, and Board-adopted Boundary Criteria into a single, explainable map. Because the detailed Boundary Criteria will be provided after award, our approach emphasizes ruleset intake, criteria-to-model traceability, version control, quality assurance, and clear documentation of tradeoffs.

WHY MGT IS QUALIFIED FOR THE DISTRICT

DISTRICT'S REQUIREMENT	MGT PROOF
K–12 enrollment analysis	MGT uses residence-based forecasting, geocoded student data, housing yields, student yield factors, and capacity metrics to project enrollment by geography and grade.
GIS boundary mapping	MGT uses Esri ArcGIS Pro and SchoolSite Pro to build planning areas, test boundary adjustments, and generate map outputs.
High school redistricting	MGT has supported school districts with boundary analysis, rezoning scenarios, attendance area changes, and utilization analysis, including projects involving high school forecasts and capacity.
Fast, criteria-driven delivery	MGT will translate the District's Boundary Criteria into measurable model rules and document how the final map performs against those criteria.
Named technical team	Lorne Woods, Georgia Leonard, and Cameron Arceneaux bring direct experience in GIS, demographic forecasting, residential development phasing, SchoolSite, ArcGIS, and redistricting.

HOW CAN WE SUPPORT YOU?

We will deliver bold but realistic recommendations that will include immediate actionable options and provide a roadmap for the coming years that will guide the district into the future. We have reviewed your requirements and have prepared the following proposal to produce a study that meets all your specifications and expectations as described in the RFP:

1. EXECUTIVE SUMMARY & COMPANY PROFILE

- Translate Board-adopted Boundary Criteria into measurable GIS and demographic model rules, then show how the recommended map performs against each criterion.
- Relieve near-term pressure at Jerome High School while positioning Coffman, Jerome, and Scioto for balanced growth over the next five to ten years.
- Use residence-based forecasting, District-provided housing yields, capacity metrics, and SchoolSite Pro scenario testing to evaluate durable boundary adjustments.
- Provide Board-ready impact metrics for affected students, grade levels, feeder patterns, proximity/access, and transition assumptions, without making policy decisions that belong to the district and the Board.
- Meet the firm June 25 deadline through a named project team, rapid data validation, weekly review checkpoints, and final deliverables designed for immediate Board review.

We know location is vital to planning – new housing, school boundary lines, and enrollment patterns are all tied to geography. Our forecasting is accomplished using the same underlying Geographic Information System (GIS) software currently in use by your local county and municipalities, supporting seamless interoperability and easier data integration. This shared platform allows for more accurate and easier data exchange, ultimately improving decision-making for better planning.

More than 250 districts in the United States and Canada are empowered with our most advanced analytical tools in the industry, including Esri ArcGIS Pro and MGT's exclusive SchoolSite Pro software. We fully understand the complexities of this project and the critical importance of collaborating closely with Dublin City Schools throughout its execution. We ensure the district's staff are kept informed at every stage of the research, so there are no unexpected outcomes at the conclusion. Our commitment is to advance the district's vision, driving operational effectiveness and achieving seamless, long-term success.

The following proposal has been tailored to your specifications and provides a detailed plan of how we will partner with you to meet your objectives. Thank you for the opportunity to present our qualifications to Dublin City Schools. If you have questions on any part of this proposal, please contact **Mr. Lorne Woods** at **469.857.6500** or **lwoods@mgt.us**.



Company Profile

Impacting communities for good.

MGT brings **50 years** of education planning experience, K–12 demographic tools used by more than 250 districts, and a proposed technical team with direct experience in student enrollment forecasting, GIS mapping, boundary planning, housing development phasing, and redistricting scenario development. Since its 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 **1,200 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.

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 scaling. Throughout our history, MGT has successfully delivered more than **30,000 projects** through a thoughtful balance of immediate needs and long-term system improvement.



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

Sourcewell 060624MGT

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.

Markets we serve:

- Higher Education
- PreK–12
- Government
- Nonprofits
- Commercial Industries

 **50**
years

 **1,200**
consultants

 **30,000**
projects

Specialized technology and advisory solutions for society’s most mission-critical challenges.

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.**

DEFINED BY IMPACT

Making a profound impact on society is at the heart of who we are and what we do. MGT is proud to partner with the district in this important work by applying GIS, demographic analysis, housing-yield data, and capacity metrics to deliver a defensible final map that helps the Board make a timely, transparent, and student-centered decision for the Dublin community.

People



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

Purpose



We are led by a singular purpose—to offer partnerships and design solutions that provide enduring opportunities for individual prosperity and community well-being.

Performance



We partner with our clients to advance learning outcomes, manage technology networks, reduce operational costs, improve workflows, and engineer resilient IT infrastructure.

Education State & Local Government Enterprise & Critical Industries

Technology Solutions

We provide engineering expertise to modernize and manage IT infrastructure and ensure technology implementation is properly designed, integrated, optimized, and maintained. MGT delivers end-to-end solutions tailored to your unique needs, spanning managed services, cybersecurity, physical security, network infrastructure, cloud and data, SaaS offerings, and communications.

As your trusted advisors, we are partnering with you to develop strategic technology architectures and/or assist you in quickly procuring and installing equipment for immediate needs or to resolve an IT issue.

Advisory Solutions

We empower organizations to make data-informed decisions by unlocking and organizing critical information—financial and operational—to support strategic, evidence-based planning.

With that insight, we partner with clients to develop tailored strategies and actionable road maps that drive meaningful outcomes.

Our expertise spans data, talent, processes, and technology—optimizing each to achieve measurable impact with efficiency. From PMO support to workforce placement and development, we work alongside our clients to implement solutions and deliver results that matter.

Beyond the Project:

Comprehensive People Solutions

We support clients in addressing their most mission-critical human capital needs, with specialized expertise in executive recruitment, staffing solutions, and human resources consulting. With over 1,250 clients, 3,100 completed projects, and a 93% client satisfaction rate, MGT delivers tailored solutions to help organizations attract top talent, meet urgent short- or long-term staffing demands, support critical IT project staffing needs, and strengthen their workforce strategies.

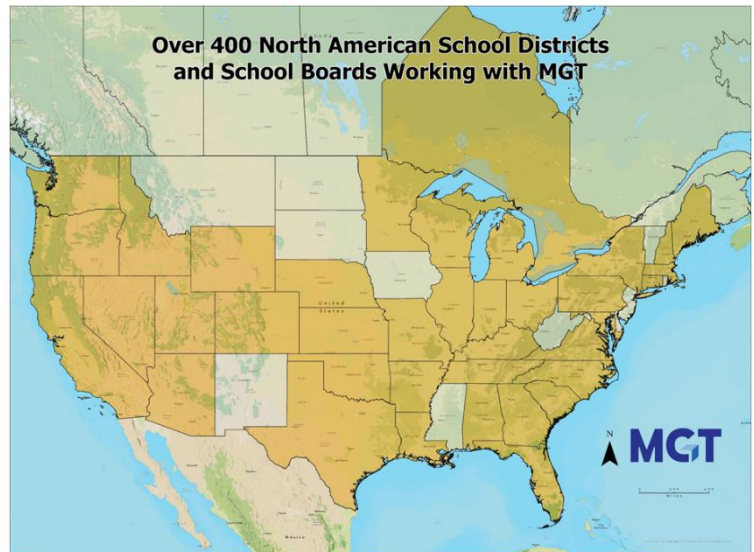
To schedule a complimentary consultation, contact:
Senior Vice President Joellen Cademartori, MGT's head of Human Capital, at jcademartori@mgt.us.



Experience & Qualifications

K–12 Enrollment Analysis and Redistricting Experience.

MGT's education planning practice has supported school districts nationwide with enrollment forecasting, GIS mapping, capacity analysis, residential development research, student yield analysis, and attendance boundary planning. This experience directly aligns with the district's need to analyze District-provided enrollment data, housing yields, and capacity metrics, then produce one finalized high school boundary map that meets the Board's Boundary Criteria. Our approach is grounded in where students live, not only where they currently attend school. By geocoding student records, creating neighborhood-level study areas, integrating housing and development assumptions, and testing boundary adjustments through SchoolSite Pro and Esri ArcGIS Pro, MGT helps districts understand how enrollment will change by geography, grade level, and facility over time.



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. For Dublin City Schools, this experience is directly relevant to the district's stated objective: reduce near-term pressure at Jerome High School while positioning Coffman, Jerome, and Scioto for balanced growth over the next five to ten years. MGT will apply this experience through a named technical team led by Lorne Woods, with GIS leadership from Georgia Leonard and mapping and demographic support from Cameron Arceneaux.

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.

Why MGT's Studies Go Beyond Industry Standards

MGT's studies are more advanced than typical industry approaches because we employ a data-centric process that provides an unparalleled level of detail and accuracy. With **decades of experience in K–12 forecasting and planning**, our forecast models are built upon neighborhood-level research, leveraging our proprietary **SchoolSite Software, powered by Esri ArcGIS Pro**. This cutting-edge technology allows us to dive deep into local demographics and trends, providing a highly granular view that traditional methods often miss.

This sophisticated approach empowers school districts by putting the power of data directly into their hands. Administrators gain access to precise, localized insights, enabling truly data-driven decisions that are tailored to the unique needs of their communities. This goes beyond

1. EXECUTIVE SUMMARY & COMPANY PROFILE

the general projections offered by other industry standards, giving districts a significant advantage in planning and resource allocation.

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 in serving 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 the larger community. MGT will analyze student-impact, capacity, geography, feeder, proximity, and other legally permitted factors authorized by the district and reflected in the Board-adopted Boundary Criteria.

Through analysis and attentive alignment, we can work with Dublin City Schools to establish solid baseline data analysis that will guide the district for years in the future.

Selected Similar Experience

Selected Experience	Relevant scope	Why it matters to the district	Project year or completion date	Whether the work involved actual redistricting or only demographics	Final deliverables	Outcome or result
Springfield R-12 School District, MO	Resident enrollment trends, housing development analysis, capacity/utilization review, overcrowding and underutilization analysis, rezoning scenarios.	Strong match for combining enrollment, facilities, growth, and boundary decisions.	SY22/23–SY23/24	Redistricting provided to district, through client workshop, and community presentation.	Detailed report and analysis as well as new zone changes and their forecasted student population. Provided mapping dashboards and internal support with Student Services to	Lower enrolled region of the district eventually consolidated several schools into one newer campus. Middle school alignments were reviewed but not attacked on based on projected bubble impacted the

1. EXECUTIVE SUMMARY & COMPANY PROFILE

Selected Experience	Relevant scope	Why it matters to the district	Project year or completion date	Whether the work involved actual redistricting or only demographics	Final deliverables	Outcome or result
					execute zone adjustments.	area of the district.
Harlandale ISD, TX	Ten-year forecast formatted by school and grade, including three high schools, four middle schools, 13 elementary schools, and special program schools; future attendance zones examined and options recommended.	Strong high school relevance because DCS is balancing three high schools.	SY22/23–SY23/24	District contracted for a three year study coming out of the Pandemic to determine the population changes in their district. Redistricting provided to district, through client workshop, and community presentation.	HISD was provided annually a ten year student as part of their community planning process. Through this work it was determined that the district was experiencing low capacity in most schools but specifically elementary. School consolidation was a recommendation the board.	HISD consolidated eight under-utilized elementary campuses in to four schools with operating utilization above 85%.
Red Oak ISD, TX	Multi-year demographic studies, build-out study, attendance boundary assistance, geocoding, and residential development tracking.	Strong growth planning and housing-yield relevance.	SY2015/16 – Active Project	District has contracted multiple years over the last decade that included elementary redistricting, and more recently middle school redistricting as the district works to balance of the 6–8 students across the district.	District consistently receives updated student forecasts, in-person workshops for executive leadership, redistricting presentations, final boundary analysis and webmap.	District consolidation through grade reconfigurations, emergency rezoning due to natural disaster, district implementation of SchoolSite PRO and SchoolSite Locator, middle school rezoning.
Academy District 20, CO	Comprehensive Facilities & Enrollment Planning. This includes a "Top-to-Bottom" audit of	Fiscal Responsibility & Bond Planning. ASD20 uses MGT's third-	SY2016/17– Active Project	MGT provides the data (yield rates, heat maps, and capacity numbers) with	This includes a detailed "Facility Condition Index" (FCI) for every school, enrollment	MGT's data was foundational for the 2016 Bond and the subsequent planning for new

1. EXECUTIVE SUMMARY & COMPANY PROFILE

Selected Experience	Relevant scope	Why it matters to the district	Project year or completion date	Whether the work involved actual redistricting or only demographics	Final deliverables	Outcome or result
	physical building health and a 10-year student population forecast.	party data to justify requesting taxpayer money (Bonds/MLOs). It ensures they aren't building schools where kids aren't living or ignoring failing infrastructure.		redistricting support (drawing the lines) assisting the district.	projection spreadsheets, and "Build-Out" scenarios for northern developments.	schools (like Legacy Peak and Encompass Heights) to alleviate overcrowding.
Fayette County Public Schools, KY	Comprehensive demographic analysis, enrollment forecasting, and attendance boundary planning. MGT provides the district with granular data (down to "Study Areas" of 50–100 students) to manage rapid growth in Northwest and East Lexington.	It addresses chronic overcrowding and the use of portable classrooms. The partnership ensures that school capacities are balanced ("Right Sized") to optimize the budget and provide equitable access to specialized programs and modern facilities.	SY2012/13–Active Project	MGT performs the "science" (demographics and yield factors) which then feeds directly into the "action" (actual redrawing of school attendance zones).	Created GIS "what-if" modeling to forecast 10-year enrollment. They analyze housing yields to map boundary scenarios, providing FCPS with interactive tools to visualize the real-time impact of redistricting on capacity.	Creation of boundaries for the new Helen Caise Wade Elementary (Greendale Rd), targeted relief for Sandersville and Coventry Oak elementaries, and the scheduled removal of portable classrooms at multiple sites to reduce operational costs.

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



Springfield R-12 School District (SPS) engaged MGT 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

1. EXECUTIVE SUMMARY & COMPANY PROFILE

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.

Relevance to Dublin City Schools: This project is a strong match for the district's needs because it combined enrollment trends, housing development analysis, and facility capacity review to drive rezoning scenarios. Direct Alignment: MGT recently completed this work (SY2022/23–SY2023/24), providing detailed reports and analysis that resulted in the consolidation of schools and the execution of zone adjustments. This experience is directly applicable to Dublin's requirement to relieve pressure at Jerome High School while balancing utilization across Coffman and Scioto.

HARLANDALE INDEPENDENT SCHOOL DISTRICT, TX DEMOGRAPHIC STUDY AND REZONING



MGT provided Demographic Services to Harlandale ISD. This included estimating and projecting the population to produce a student forecast for the next six years. The forecast data was formatted by each school and grade (three high schools, four middle schools, 13 elementary schools, and three special program schools). Future school attendance zones were examined, and options were recommended.

Relevance to Dublin City Schools: Harlandale is exceptionally relevant because it involved high-school-level forecasting and attendance zone planning for a district balancing three high schools. Direct Alignment: MGT provided ten-year student forecasts by school and grade (SY2022/23–SY2023/24), which allowed the district to identify low-capacity areas and recommend school consolidations. This aligns with Dublin's specific objective of positioning each of its three high schools to serve approximately 2,000 students over the next five to ten years.

RED OAK INDEPENDENT SCHOOL DISTRICT, TX DEMOGRAPHIC STUDY AND REZONING



This was part of a three-year contract for three back-to-back demographic studies, which included a build-out study along with attendance boundary assistance, and three years of spring geocoding. Red Oak Independent School District's (ISD) enrollment increased by nearly 300 students from school year (SY) 2020 to SY 2021. Red Oak ISD was expected to see a districtwide enrollment increase of about 280 students in SY 2022, with the highest growth occurring at the elementary level. There were 23 residential development projects actively under construction or currently planned within Red Oak ISD boundaries, totaling 3,115 single-family dwelling units, which will be the driving force for population growth over the next 10 years.

Relevance to Dublin City Schools: This active project (since 2015) demonstrates MGT's ability to provide long-term growth planning and housing-yield analysis in rapidly changing environments. Direct Alignment: MGT has provided Red Oak with elementary and middle school redistricting, emergency rezoning, and the implementation of SchoolSite Pro and SchoolSite Locator. These are the same advanced GIS tools MGT will use for Dublin to test boundary adjustments and communicate finalized maps to the community.

ACADEMY DISTRICT 20, CO DEMOGRAPHIC STUDY AND REZONING



Academy District 20 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 five-year student population forecast. MGT assisted the district in creating 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.

Relevance to Dublin City Schools: This partnership focuses on fiscal responsibility and growth-based boundary planning, providing the third-party data necessary to justify facility changes. Direct Alignment: As an active project since SY2016/17, MGT provides the "build-out" scenarios and yield rates that were foundational for planning new schools to alleviate overcrowding. This expertise supports Dublin's need for durable boundary adjustments that account for future residential development phasing.

FAYETTE COUNTY PUBLIC SCHOOLS, KY DEMOGRAPHIC STUDY AND REZONING



Fayette County Public Schools (FCPS) 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.

Relevance to Dublin City Schools: This experience is highly relevant for addressing chronic overcrowding through granular demographic analysis and the redrawing of attendance zones. Direct Alignment: MGT has partnered with this district since 2012, utilizing GIS "what-if" modeling to visualize the real-time impact of redistricting on school capacity. This directly mirrors Dublin's requirement for a single, defensible final map that follows Board-adopted Boundary Criteria while managing rapid local growth.

DERRY COOPERATIVE SCHOOL DISTRICT, NH DEMOGRAPHIC STUDY AND REZONING



The Derry Cooperative School District (DCSD) contracted with MGT to develop and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work included: updating District mapping files, analyzing the District's past four years of geocoded student data files (each representative of late October's head count), developing and researching pertinent demographic data in and around the District, identifying current and future residential development plans, and preparing a ten-year student population projection. The purpose of this report was to identify and inform the District of the demographic trends occurring within the community, how these trends may affect future student populations, and to assist in illustrating facility adjustments that may be necessary to accommodate the potential student population shifts, to assist the District in evaluating future site requirements and the need for potential attendance area boundary changes.

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Relevance to Dublin City Schools: This experience is directly relevant to the district's stated objective of evaluating potential attendance area boundary changes to accommodate shifting student populations. Derry's history of long-range facility adjustments and rezoning demonstrates MGT's ability to manage complex projects that evolve over time. Direct Alignment: MGT provided a multi-year partnership involving rezoning support (2016), an updated demographic study (2019), and the successful execution of elementary school consolidation (2021) to optimize facility utilization. The project utilized a technical approach identical to that proposed for Dublin, including ten-year student population projections, geocoding four years of historical student data, and identifying residential development phasing to guide defensible board decisions.



2. Project Understanding & Methodology

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.

The district is seeking a qualified demography, planning, or GIS firm to assist with a high school redistricting initiative. The primary objective is to reduce near-term enrollment pressure at Jerome High School and support balanced growth across Coffman, Jerome, and Scioto, with a long-term planning objective of positioning each high school to serve approximately 2,000 students over the next five to ten years.

The required output is specific: use District-provided student enrollment data, housing yields, and capacity metrics; develop a GIS boundary map; and submit a single, finalized boundary map to the Board of Education that meets the Boundary Criteria. MGT's approach is designed around that requirement. We will not treat this as a broad public engagement or facilities master planning process unless the district explicitly adds those services to the scope.

MGT's response is a compressed, criteria-driven workflow that begins with secure data transfer and criteria intake, then converts each Board criterion into a documented modeling rule, impact metric, or decision consideration. The ultimate objective is to give Dublin City Schools and the Board a defensible technical recommendation: one high school boundary map that relieves Jerome, supports balanced growth across Coffman, Jerome, and Scioto, and shows how each material boundary decision follows the Board-adopted Boundary Criteria. Through our experienced team, tried-and-true methodology, and solid forecasting, **we can help the District make a defensible, student-centered boundary decision.**

Methodology

For this project, MGT will use forecasting as an input to the boundary decision, not as the final product. The forecast will establish where high school students live today, where growth is expected over the next five to ten years, and how planning-area adjustments affect Coffman, Jerome, and Scioto under the Board's Boundary Criteria. 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 of school 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

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 the 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.).

Study areas will become building blocks for internal boundary testing. MGT will use them to reassign logical neighborhoods or geographic units in SchoolSite Pro and ArcGIS Pro, then evaluate each adjustment against enrollment balance, capacity, growth, proximity, feeder, and student-impact criteria approved by the district.

SCHOOLS

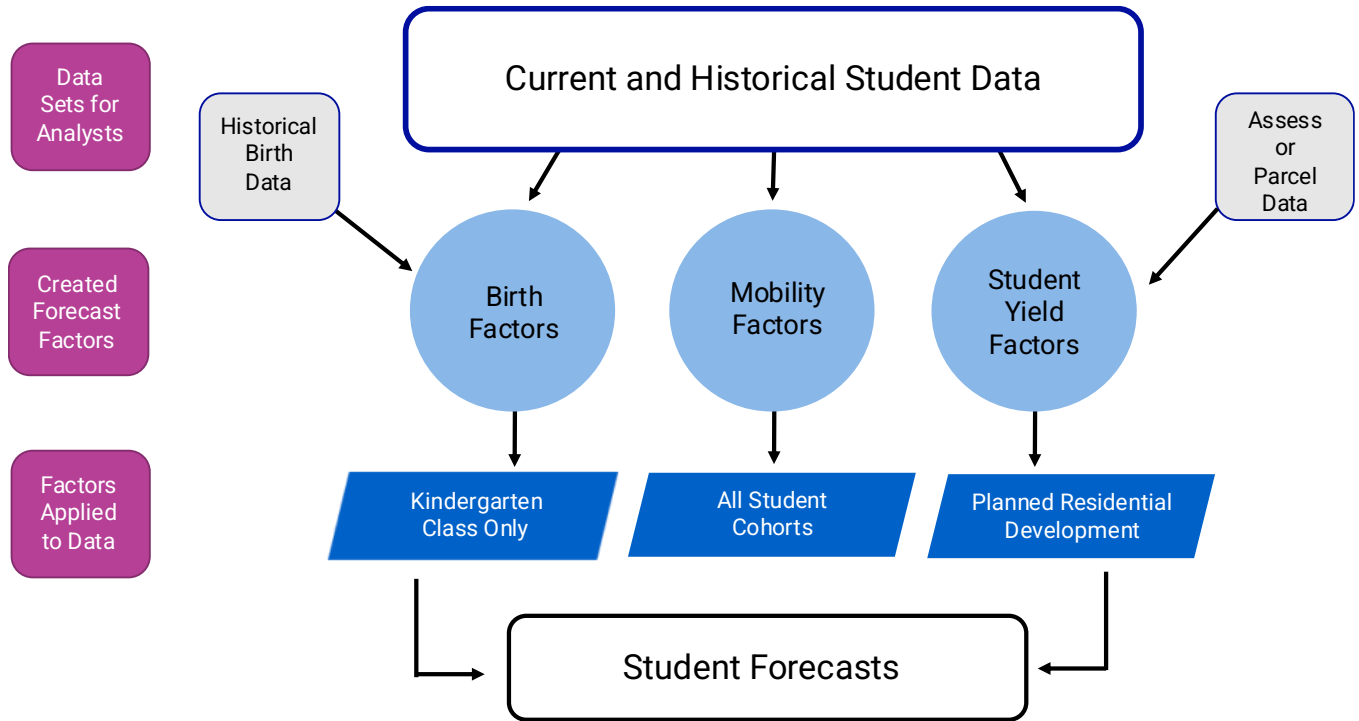
Finally, school data is required for forecast creation. This data is provided to us by the district and includes the school’s name, address, grade levels, and capacity.

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).

2. PROJECT UNDERSTANDING & METHODOLOGY

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. The geocoded student file will allow MGT to summarize current and projected high school enrollment by residence, grade level, assigned school, planning area, and proposed boundary assignment. Student data five years and older are not included, so 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

MGT will begin with the housing-yield assumptions and capacity metrics provided by the district. Where useful, MGT will validate those assumptions against parcel, development, and

2. PROJECT UNDERSTANDING & METHODOLOGY

student-residence data and will document any recommended adjustment for District review before it is used in boundary testing.

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 the district's 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.

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/><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

2. PROJECT UNDERSTANDING & METHODOLOGY

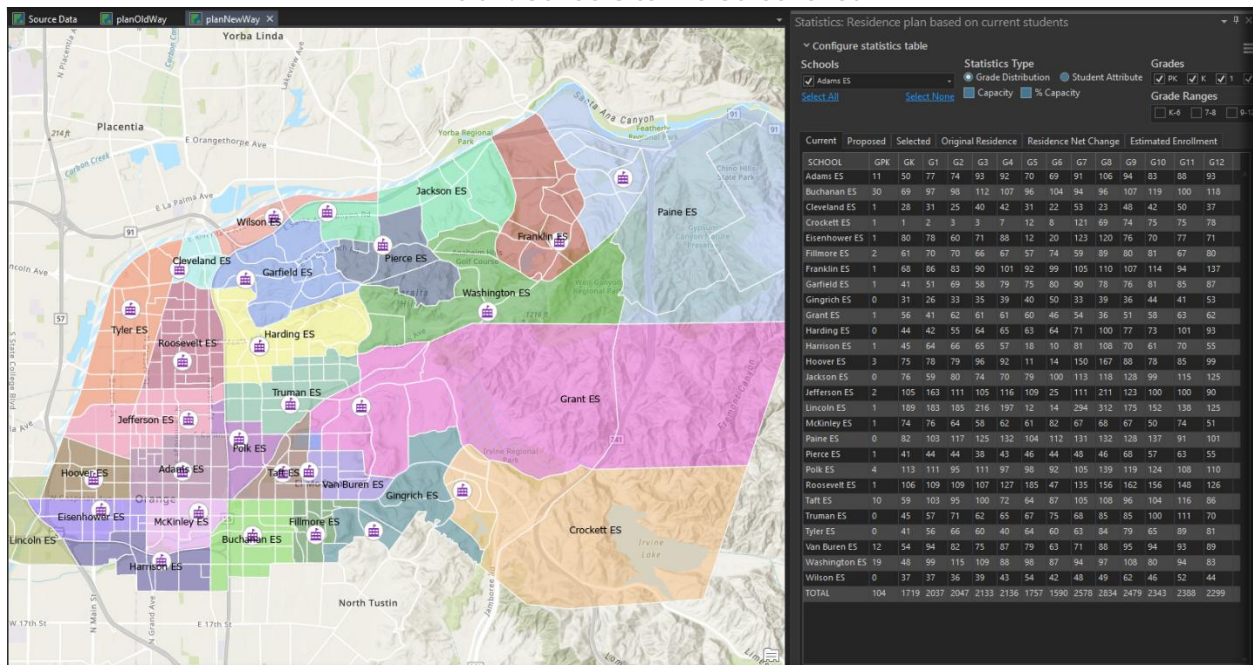
- Heatmaps of students showing areas of high concentration
- Maps and interactive dashboards that work together to summarize current and future housing developments by attendance boundary to see the impact of new construction on individual schools
- Parcel and land use maps of your county
- Historical net change maps showing areas of growth and decline over time
- Ability to map District-authorized student-impact metrics and other legally permitted data elements provided for analysis, subject to confidentiality requirements and Board-adopted Boundary Criteria.
- 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



2. PROJECT UNDERSTANDING & METHODOLOGY

Exhibit 3. Sample Elementary Utilization

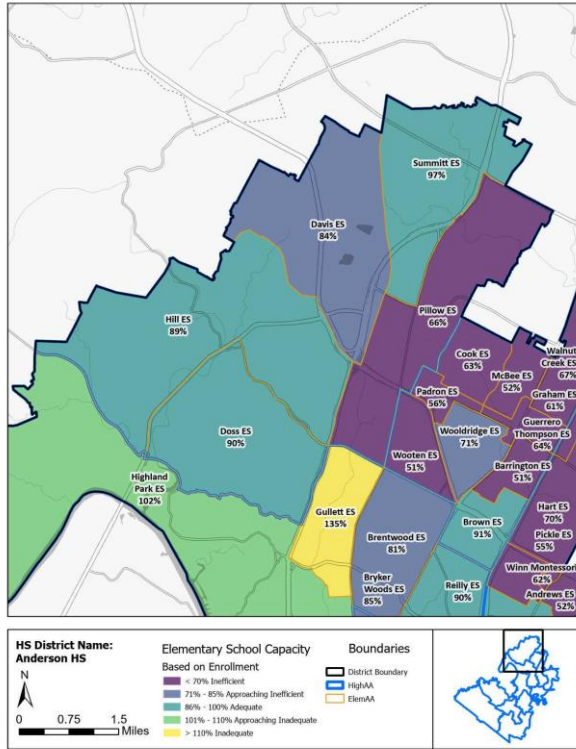
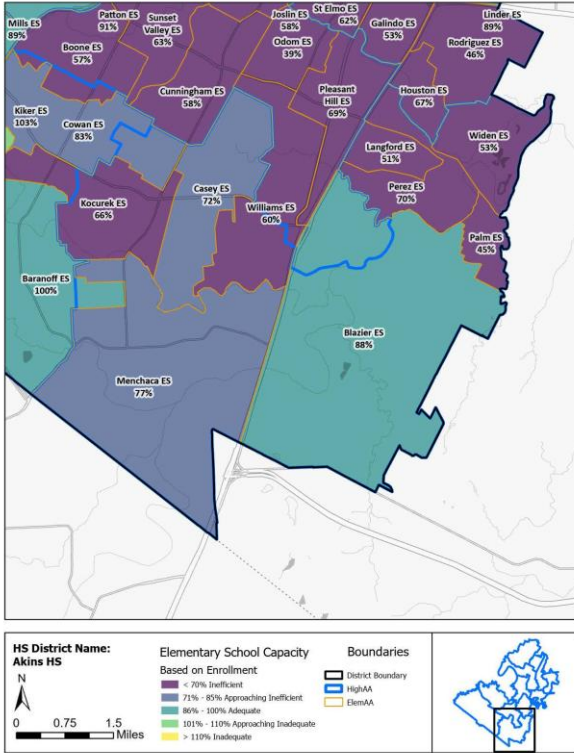
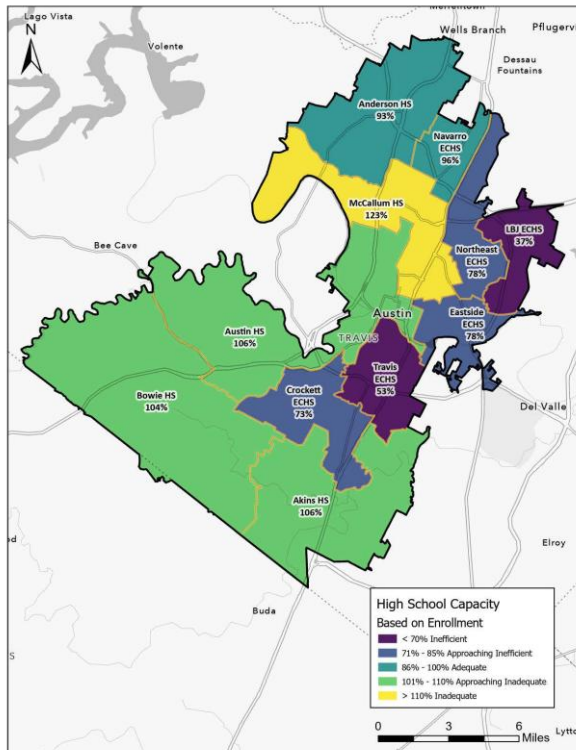
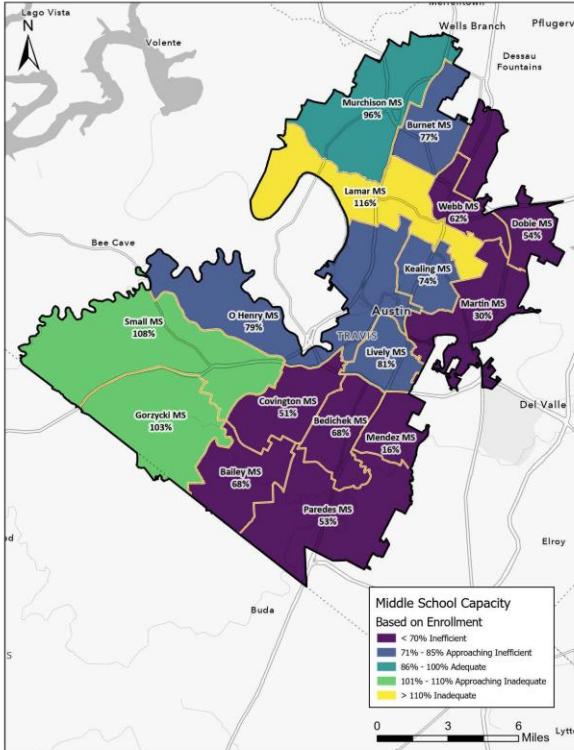


Exhibit 4. Sample Middle & High School Utilization



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 several 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 the district's 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 report will be concise and decision focused. It will document the data sources, forecast methodology, planning areas, housing-yield assumptions, capacity metrics, criteria application, internal tradeoffs, final recommended boundary map, and impact metrics for Coffman, Jerome, and Scioto. The report will support Board review of the single final map required by the RFP.

Work Plan

TASK 1.0: PROJECT INITIATION AND CRITERIA INTAKE

Activities

- 1.1 Schedule and conduct an initial project kickoff meeting (virtual) with the District's Project Manager and appropriate stakeholders.
- 1.2 Review key project objectives, expectations, communication protocols, and reporting requirements.
- 1.3 Receive the Board-adopted Boundary Criteria and convert them into a criteria-to-model traceability matrix.
- 1.4 Confirm how the district wants transition assumptions, including current-student options, reflected in the impact analysis.
- 1.5 Discuss the timing of project data collection and the roles and responsibilities of the Project Manager and the MGT team.
- 1.6 Work with the District to designate a single client-side point of contact and establish an understanding of contextual constraints and opportunities.

2. PROJECT UNDERSTANDING & METHODOLOGY

- 1.7 Discuss and set a cadence and method for update meetings with the district's staff.
- 1.8 Confirm the version, priority, and interpretation of each Boundary Criterion with the district before model testing begins, including any required tie-breakers where criteria conflict.

Deliverables

- Kickoff agenda and minutes
- Final data request
- Criteria-to-model traceability matrix
- Approved work plan and review calendar

Timeline

- May 18 to May 20

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 or update GIS data for existing school zones, small planning areas, and school locations.
- 2.6 Geocode current and historic student data (District-supplied).
- 2.7 Create planning areas that follow streets, rivers, highways, municipal lines, development boundaries, and other relevant features.
- 2.8 Reconcile student counts, school capacities, and housing-yield assumptions with district-provided source files before boundary modeling begins.
- 2.9 Establish a secure data-handling protocol for confidential student-level data and confirm aggregate reporting rules for final deliverables.

Deliverables

- Data inventory and validation log
- Geocoded student data
- Updated GIS basemap
- Planning area file

Timeline

- May 21 to May 29

TASK 3.0: DEMOGRAPHICS AND ENROLLMENT FORECAST

Activities

- 3.1 Review data from the 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.).

2. PROJECT UNDERSTANDING & METHODOLOGY

- 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 residence-based enrollment summaries for Coffman, Jerome, and Scioto.
- 3.6 Incorporate District-provided housing yields and capacity metrics to assess future enrollment conditions.
- 3.7 Prepare District-authorized enrollment, growth, and student-impact summaries needed to evaluate the Boundary Criteria.
- 3.8 Prepare five- and ten-year resident enrollment forecasts by grade level, planning area, high school attendance zone, and districtwide summary, with annual projection tables as needed.
- 3.9 Review growth assumptions with the district's staff before boundary testing begins.
- 3.10 Prepare initial enrollment, utilization, and growth sensitivity summaries for the three high schools.

Deliverables

- Enrollment and growth analysis summary
- Capacity and utilization tables
- Housing-yield and growth assumptions memo

Timeline

- June 1 to June 5

TASK 4.0: BOUNDARY ANALYSIS AND SCENARIO TESTING

Activities

- 4.1 Use SchoolSite Pro and ArcGIS Pro to test planning-area adjustments against the Board-adopted Boundary Criteria.
- 4.2 Evaluate boundary options internally for enrollment balance, capacity, housing growth, proximity, feeder effects, continuity, and student impacts.
- 4.3 Surface tradeoffs to District through technical review checkpoints without creating a public draft-map process unless directed by the district.
- 4.4 Refine the recommended map based on the district's review and quality assurance.
- 4.5 Prepare a criteria compliance matrix showing how the recommended map performs against each Boundary Criterion.
- 4.6 Conduct sensitivity testing for key assumptions, including housing growth timing, capacity metrics, and transition assumptions provided by the district.
- 4.7 Conduct GIS quality checks for contiguity, clean boundary lines, school assignment accuracy, and affected-student counts.

Deliverable

- Internal scenario evaluation tables
- District review materials
- Revised recommended boundary map
- Impact metrics by high school and planning area

Timeline

- June 8 to June 12

TASK 5.0: TECHNICAL REPORT AND DISTRICT REVIEW PACKAGE

Activities

- 5.1 Prepare a concise technical report documenting data sources, assumptions, methodology, forecast results, planning areas, and boundary testing approach.
- 5.2 Summarize high school enrollment, utilization, and growth impacts for Coffman, Jerome, and Scioto under the recommended map.
- 5.3 Document how the final recommendation applies each Board-adopted Boundary Criterion.
- 5.4 Prepare affected-student, grade-level, feeder-pattern, proximity/access, and transition-assumption metrics based on District-provided data and direction.
- 5.5 Conduct District technical review and revise the report based on the district comments and QA findings.

Deliverables

- Draft technical report for DCS review
- Criteria compliance matrix
- High school enrollment and utilization tables
- Impact metrics by high school and planning area
- Updated GIS files and map exhibits
- Final technical report

Timeline

- June 15 to June 18

TASK 6.0: FINAL SINGLE MAP AND BOARD-READY PACKAGE

Activities

- 6.1 Prepare one finalized high school boundary map aligned to the Boundary Criteria.
- 6.2 Prepare a concise report documenting data sources, assumptions, methodology, criteria application, tradeoffs, and final recommendation.
- 6.3 Provide static maps and GIS data in Esri-compatible format.
- 6.4 Prepare Board-ready exhibits that the district can use to explain the recommendation.
- 6.5 Complete final QA checklist, including student count reconciliation, capacity table validation, criteria matrix review, map labeling, GIS topology checks, and final file-format confirmation.

Deliverables

- Final single boundary map
- GIS data files
- Criteria compliance matrix
- Final report and Board-ready exhibits

Timeline

- June 19 to June 23

TASK 7.0: PRESENTATION OF FINAL REPORT TO BOARD

Activities

- 7.1 Prepare a final presentation summarizing the salient points of the analysis and recommendation.

2. PROJECT UNDERSTANDING & METHODOLOGY

- 7.2 Support the district's leadership in presenting the technical rationale, assumptions, and impacts of the recommended map.

Deliverable

- Final report presentation

Timeline

- June 24 to June 25

Dublin City Schools Collaboration

To be successful, our team will need to establish regular and consistent contact with the district's personnel early in the project to ensure that 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, and/or 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.

MGT will use student-level data only for purposes directly connected to this project. Access will be limited to assigned project personnel, files will be exchanged through secure transfer protocols approved by the district, and student-level outputs will not be included in public-facing materials. Final deliverables will present aggregated results unless the district expressly authorizes another format. At project close, MGT will return or destroy confidential data consistent with the final agreement.

2. PROJECT UNDERSTANDING & METHODOLOGY

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, 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 the district's 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 Dublin City Schools' expectations.



3. Project Team

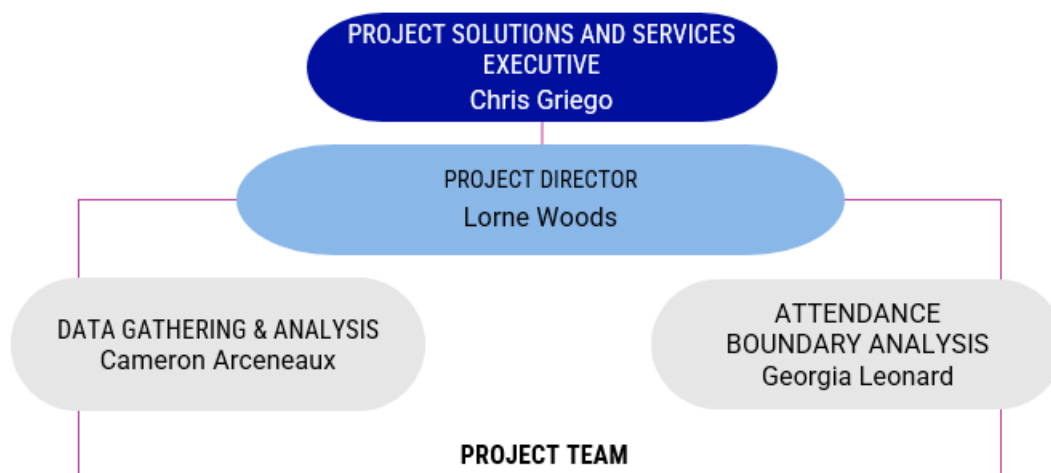
The success of a consulting engagement depends on the qualifications of the project team and the way in which the project is structured and managed.

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.

MGT is assigning a named project team aligned to the required scope. **Lorne Woods will serve as Project Director and day-to-day lead; Georgia Leonard will lead GIS modeling, criteria-to-map traceability, and quality assurance; Cameron Arceneaux will support geocoding, map production, and impact analysis; and Chris Griego will serve as executive sponsor for contract oversight and resource support.** Additional personnel will be used only as needed and under the direction of the Project Director. Many members of our team are based out of our Dallas, 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



3. PROJECT TEAM

Roles and Responsibilities

ROLE ASSIGNED	RESPONSIBILITIES
DUBLIN CITY SCHOOLS' PROJECT MANAGER MGT suggests that the district appoints a single Project Manager to serve as the point of contact between the MGT team and the district.	MGT assumes the District's 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 Griego	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 on 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's 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.



Chris Griego, M.B.A.

Vice President

Dublin City Schools Qualifications:

- Led enterprise-wide initiatives across a \$200M+ organization with a 4,000-client footprint
- Built data structures and metrics to track performance and results; led an OKR program to “100% growth,”
- Experienced in facilitating high-level discussions and workshops with senior leaders
- Background in go-to-market strategy and performance improvement supports structured decision-making
- Progression from General Manager to VP and prior Capgemini leadership roles signals steady ownership

Chris Griego is a seasoned Vice President at MGT, where he excels in management consulting for Fortune 100 companies and spearheads internal infrastructure improvement initiatives. With over seven years at MGT, Chris has been pivotal in implementing and integrating a new account management program across the \$200M+ organization, optimizing client growth and impact across a 4,000-client footprint. His strategic initiatives include establishing a robust data structure to track and analyze cross-selling metrics, which has significantly driven business growth and enhanced sales generation. Additionally, Chris led MGT’s Objectives and Key Results (OKR) program to 100% growth, fostering cohesive strategic alignment and promoting organizational achievements.

Chris brings a wealth of expertise from his previous roles at Capgemini, where he developed comprehensive go-to-market strategies and led business performance improvement initiatives. His leadership in executing strategic plans, managing large-scale sales campaigns, and facilitating high-level discussions with client executives underscores his ability to drive business success. Chris holds an MBA with a concentration in Strategy & Operations from the Georgia Institute of Technology and a Doctor of Physical Therapy from Emory University, reflecting his diverse and dynamic professional background.

Areas of Expertise

- Account Management
- Corporate Communications
- OKR Metrics
- Business Performance Solutions
- Strategic Planning
- Workshop Facilitation

Education

M.B.A., Strategy & Operations Concentration, Georgia Institute of Technology, Scheller College of Business

D.P.T., Emory University

B.S., Health Sciences, Biology Minor, James Madison University

Work Experience

MGT Impact Solutions, LLC, Vice President, 2023–Present;
Director, 2022–2023; General Manager, 2021–2022

Capgemini, Chief of Staff, 2019–2021; Managing Consultant, 2019;
Senior Consultant, 2016–2019

Bristol Myers Squibb, Intern, Leadership Development Program, 2015

Emory Midtown Hospital, Physical Therapist (PRN), 2014–March 2016

SportsCare Physical Therapy, Physical Therapist, 2012–2014

Physiotherapy Associates, Physical Therapist, 2011–2012



Lorne Woods

Vice President

Dublin City Schools Qualifications:

- Has supported 150+ school districts with student enrollment forecasting, open enrollment reporting, mapping, and residential development phasing
- K-12 demographics, forecasting, and custom mapping experience
- Experienced in training and supporting school district staff using GIS tools, helping clients become self-sufficient in daily GIS tasks
- Directs technical support for hundreds of school district GIS users across 35 states
- Long-tenured MGT leader (since 2007) who also helped establish and manage a major office and staff team

Since joining MGT in 2007, Lorne Woods has assisted over 150 school districts and works directly with school district personnel, providing student enrollment forecasting services, creating open enrollment reports, conducting custom mapping projects, supporting the phasing of residential development projects, and developing online mapping and cloud-based applications for project information. In 2013, Lorne helped establish MGT's second office in Dallas. He manages a staff that supports school districts throughout Texas and areas east of the Rocky Mountains.

Lorne is actively involved with the technical side of MGT's work, which includes 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 new GIS users become comfortable working with the software, eventually enabling personnel to become self-sufficient in daily GIS tasks. He is responsible for directing technical support for MGT's many software clients, including hundreds of school district GIS software users across 35 states.

Areas of Expertise

- Geography
- K-12 Demographics

Education

B.A., Geography, California State University

Certifications

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; GeoMentor

SchoolSite™ Planning Software

ArcGIS® software products from Esri

Work Experience

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



Georgia Leonard, M.B.A., GISP

GIS Director

Dublin City Schools Qualifications:

- Leads projects spanning enrollment forecasting and boundary planning
- A GIS Professional (GISP) and ArcGIS platform expert (Desktop/Online/Enterprise)
- Deep experience in custom mapping, scenario modeling, and spatial analytics/visualization
- Builds web-based and cloud GIS applications, which supports transparent review workflows and efficient sharing of map products with district leadership
- Training and credentials include FERPA for Local Education Agencies

Georgia Leonard is a GIS Director and Project Manager at MGT with deep expertise in spatial analytics, geospatial solution design, and technical leadership. A certified GIS Professional (GISP), she leads cross-functional teams and enterprise-level projects spanning student enrollment forecasting, boundary planning, parcel fabric and COGO workflows, residential development analysis, and cloud-based GIS applications. Since joining MGT in 2019, Georgia has successfully delivered GIS solutions for public sector clients, internal product innovation, and enterprise GIS initiatives.

With a bachelor's degree in geography and urban planning and an M.B.A. with a concentration in location analytics, Georgia combines academic rigor with practical application. She is highly proficient in the ArcGIS® platform (Desktop, Online, Enterprise) and plays a central role in GIS product development, client enablement, and staff training. Her leadership and technical acumen ensure the delivery of efficient, scalable, and actionable GIS solutions that support data-driven decision-making.

Areas of Expertise

- Spatial Analytics and Geospatial Visualization
- Web-Based GIS and Cloud Application Development
- GIS Product Development and Solution Design
- GIS Training, Support, and User Enablement
- Enrollment Forecasting and Boundary Planning
- Custom Mapping and Scenario Modeling
- Parcel Fabric Editing and COGO Workflows
- SchoolSite™ and ArcGIS® Platform Proficiency

Education

M.B.A., Location Analytics, University of Redlands

B.S., Geography, Minor in Urban Planning, Arizona State University

Certifications

Geographic Information Systems Professional (GISP)

ArcGIS Pro Foundation

GIS Fundamentals

FERPA for Local Education Agencies, Data Sharing, and Colleges and Universities

Trainer/Product Manager

SchoolSite™ Planning Software

ArcGIS® software products (Esri)

Atlas Interactive Portal

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

Dublin City Schools Qualifications:

- Actively supports 15+ school districts with GIS analysis, enrollment forecasting inputs, and redistricting plan development
- Produces custom maps, conducts spatial relationship analysis, and creates online mapping solutions
- Experienced with open enrollment reporting and demographic interpretation
- Experience with residential development phasing and forecasting-related GIS work
- Skilled in dashboard development and implementation, supporting transparent communication of scenario trade-offs and impacts.

Cameron Arceneaux, a skilled GIS Analyst, brings extensive expertise in 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

- 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

Work Experience

MGT Impact Solutions, LLC, GIS Analyst, 2022–Present
Bickerstaff Heath Delgado Acosta, LLP, Geographic Information Systems Analyst, 2021–2022



4. Timeline & Deliverables Commitment

Timeline

Based on our understanding of the scope of work, MGT confirms its ability to meet the strict RFP schedule and submit the final single boundary map by June 25, 2026, provided the District furnishes the required data, current boundary files, housing yields, capacity metrics, and Board-adopted Boundary Criteria within the kickoff window and participates in the agreed review checkpoints.

WORK PLAN TASKS	May 18–22	May 25–29	June 1–5	June 8–12	June 15–19	June 22–25
Project initiation and criteria intake						
Secure data transfer, geocoding, and basemap setup						
Enrollment, capacity, and housing-growth analysis						
Boundary testing and criteria traceability						
District technical review checkpoints						
Final map refinement and QA						
Board-ready package and final submission						

Final Deliverables

- One finalized high school boundary map for Board submission by June 25, 2026.
- GIS data files in Esri-compatible format for the final recommended boundary map and related analysis layers.
- Enrollment and capacity summary tables for Coffman, Jerome, and Scioto.
- Growth and housing-yield assumptions summary using District-provided inputs.
- Criteria compliance matrix showing how the final recommendation addresses the Boundary Criteria.
- Impact metrics for affected students, grade levels, feeder implications, proximity/access, and transition assumptions if data and policy direction are provided.
- Final report documenting data sources, methodology, assumptions, tradeoffs, recommendations, and implementation considerations.
- Board-ready presentation exhibits and optional presentation support if requested by the district.



5. 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 **\$132,006**. 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.

MILESTONES AND TASKS		PROFESSIONAL HOURS	TOTAL (\$)
1.0	Project initiation and criteria intake	35	\$8,685
2.0	Secure data transfer, geocoding, and basemap setup	90	\$25,110
3.0	Enrollment, capacity, and housing-growth analysis	110	\$30,602
4.0	Boundary testing and criteria traceability	85	\$25,360
5.0	District technical review checkpoints	50	\$12,683
6.0	Final map refinement and QA	65	\$16,306
7.0	Board-ready package and final submission	40	\$13,260
GRAND TOTAL*			\$132,006

*Grand Total Fee includes:

- Four on-site visits for data research and meeting/presentations for the Board, Staff, Community, or Stakeholders
- Two virtual meetings/presentations for the Board, Staff, Community, or Stakeholders

SERVICES BEYOND OUTLINED SCOPE OF WORK	RATE
Additional Meetings for Board, Staff, Community, or Stakeholder Presentation	
• On-site meeting (includes preparation, travel, and meeting)	\$6,500 each
• Virtual meeting (includes preparation and meeting)	\$1,250 each

Project Assumptions

DATA

The District's staff is responsible for furnishing the data necessary to fulfill the contracted scope of work, with the understanding that the information provided is accurate. MGT will offer guidance on the required data attributes and configuration.

Additional data may be supplied by state and local agencies, and noteworthy delays in obtaining the requested information from these entities could impact the project timeline.

If the data received is inaccurate or incomplete, or if there are delays in its receipt, MGT will consult with the District to determine whether a revision to the project schedule is necessary.

5. COST PROPOSAL

If MGT is required to update, correct, or create District-supplied data, an additional fee will be proposed and agreed upon before the work begins and may cause a delay in the deliverables.

SCOPE OF WORK/DELIVERABLE

MGT will provide the deliverables outlined in this proposal. Any additional deliverables, such as analyses, maps, and reports, may incur an additional fee.

MEETINGS (STAFF/BOARD)

MGT will provide up to the number of meetings specified in this proposal. Any additional meetings may incur an additional fee and could potentially cause delays in the delivery of final deliverables.

ADDITIONAL FEES

The fee in this proposal includes only the services, deliverables, and quantities specifically described. Any additional deliverables, such as analyses, maps, and reports, may incur an additional fee. Any additional meetings may incur an additional fee and could potentially cause delays in the delivery of final deliverables. Updating, correcting, or creating District-supplied data may incur additional fees.

PROJECT TIMELINES

A project timeline will be collaboratively established and approved by both District's staff and MGT. All timelines presuppose the timely delivery of data without defects or errors, as well as prompt feedback and input from the district's staff concerning draft deliverables. Inaccurate data or delays in feedback may require a reevaluation of the agreed timeline.

COMMUNITY ENGAGEMENT

District's staff will be responsible for facilitating any community engagement, including committees, presentations, and Board meetings unless it is specifically part of the agreed upon scope of work. District's staff will also be responsible for creating any required press releases and collateral materials, as well as managing updates to the website and social media.



6. References

A leader in demographic services.

MGT has earned a reputation as a leader in demographic services and has extensive experience across PK–12 education. We appreciate the need to focus on partnering with each client to appropriately merge industry's 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.



*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.*

COLLIERVILLE SCHOOLS

Thomas Dougherty, Chief of Operations
145 W Poplar Ave. | Collierville, TN 38017
(901) 861-7000 | tdougherty@colliervilleschools.org



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



FAYETTEVILLE PUBLIC SCHOOLS

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



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



SENECA VALLEY SCHOOL DISTRICT

Dr. Tracy Vitale, Superintendent of Schools
124 Seneca School Rd. | Harmony, PA 16037
(724) 452-6040 ext. 1644 | vitaletl@svsd.net



6. REFERENCES

SPRINGFIELD R-12 SCHOOL DISTRICT

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



WICHITA PUBLIC SCHOOLS UNIFIED SCHOOL DISTRICT 259

Fabián Armendáriz, Director of Operations
903 S. Edgemoor | Wichita, KS 67218
P: (316) 973-2048 | E: FArmendariz@usd259.net





Appendix A. SPC 2026



SCHOOL PLANNING CONFERENCE

TAMPA, FL

JUNE
23rd-26th,
2026

EMBRACE DATA-DRIVEN DECISIONS FOR A THRIVING SCHOOL SYSTEM

The 2026 School Planning Conference (SPC26) is the premier event for K-12 planners and administrators to master the technical skills and strategic insights needed to build resilient, future-ready school systems. For over 20 years, the SPC has served as the trusted resource for school district leaders to sharpen their strategies and navigate the changing trends in public education.

WHAT YOU'LL GAIN:

Intensive ArcGIS Pro Training: Gain technical proficiency in ArcGIS Pro through a dedicated hands-on track. Learn to map demographics and then apply those skills directly to real-world school planning scenarios.

Strategic Master Planning: Learn best practices for long-term facility master planning and effective community/committee collaboration.

Networking & Collaboration: Connect with peers across the country to break down silos and share proven strategies that enhance district efficiency and save taxpayer dollars.

Walk away ready to lead with confidence by accurately forecasting enrollment and planning boundaries before challenges arise, clearly communicating facility needs to earn Board and community trust, and strengthening school safety through proactive, data-informed strategies that protect every student and staff member.

Don't miss the most impactful professional development event for K-12 administrators. This is the perfect opportunity for school officials to experience the full value of the SPC without extensive travel.

DESIGNED FOR YOUR LEADERSHIP TEAM

Tailored for Superintendents, Chief Operations Officers, CFOs, Planning Directors, Financial Staff, and Curriculum Leadership, this year's conference offers a multi-track program at The Westshore Grand in Tampa, providing hands-on skills and high-level networking.

Choose the path that fits your role:

TRACK A:

GIS & SchoolSite Hands-on

- Data Hygiene
- Geocoding
- Project Setup

TRACK B:

K12 Forecasting & Strategic Growth

- Enrollment Trends
- School Boundary Planning

TRACK C:

Capacity, Safety & Infrastructure

- Facility Condition Assessments
- School Safety Plans
- ArcGIS Indoors



REGISTER NOW:

Join Superintendents, CFOs, & Planning Leaders in Tampa, Florida June 23rd - 26th, 2026!

SCHOOLPLANNINGCONFERENCE.COM

Sponsored by:





Appendix B. Required Forms

Completed forms are provided on the following pages.

APPENDIX B. REQUIRED FORMS

between the selected firm and the District and shall not be binding on the District unless and until an agreement containing all terms and conditions has been reduced to writing, executed by both the awarded firm and the District and approved by the Board of Education. By way of example, but not limitation, such a contract will require the following:

- **Confidentiality of Data:** The awarded firm will be bound by confidentiality requirements regarding student data. The firm shall not use or disclose any information concerning the District for any purpose not directly connected with the administration of this project.
- **Insurance Requirements:** The successful firm shall maintain Professional Liability, Commercial General Liability, and Workers' Compensation insurance as required by the State of Ohio, and shall provide a certificate of insurance naming Dublin City Schools as an additional insured prior to the commencement of work.
- **Nondiscrimination:** The awarded firm shall not discriminate against any citizen of this state in the employment of a person qualified to perform the work on the basis of race, color, religion, sex, age, disability or military status as defined in section 4112.01 of the Revised Code, national origin or ancestry.

The District reserves the right, in its sole discretion, to ask any firm to clarify, modify, or supplement its proposal, including through direct contact with the firm prior to and/or after the selection of the successful Supplier.

VII. SIGNATURE PAGE

This page must be completed and returned with your proposal.

The undersigned certifies that they have read the complete Request for Proposal, understand all provisions, and are legally empowered to bind the firm in whose name the proposal is entered.

Company Name: MGT Impact Solutions, LLC

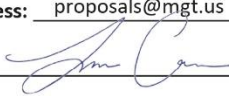
Primary Contact / Title: Chris Griego

Address: 4320 West Kennedy Boulevard, Ste 200

City, State, Zip: Tampa, Florida 33609

Phone Number: 888.302.0899

Email Address: proposals@mgt.us

Signature:  Lawrence Cowan, COO for Revenue Operations

Date: 4/29/2026

MGT
