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ABSTRACT

As an aid for administrators in state and local education agencies, community colleges, and noneducational service agencies, this handbook tells how to gather community information needed for educational planning and decision-making. Information sources, terminology, and definitions are included, as well as guidelines for the use of such data. The first two chapters present an introduction to community information. Six further chapters examine the classification of community data on population, land use, and social structure and discuss available published resources, information gathering from local sources, community survey methods, techniques of data use, and definitions of the data items used. Tables and charts provide examples of community information. In eleven appendices, the authors include a glossary of terms, sample community profile charts, an explanation of the Standard Industrial Classification system, hints on using federal census data, and a guide to the literature. (RW)

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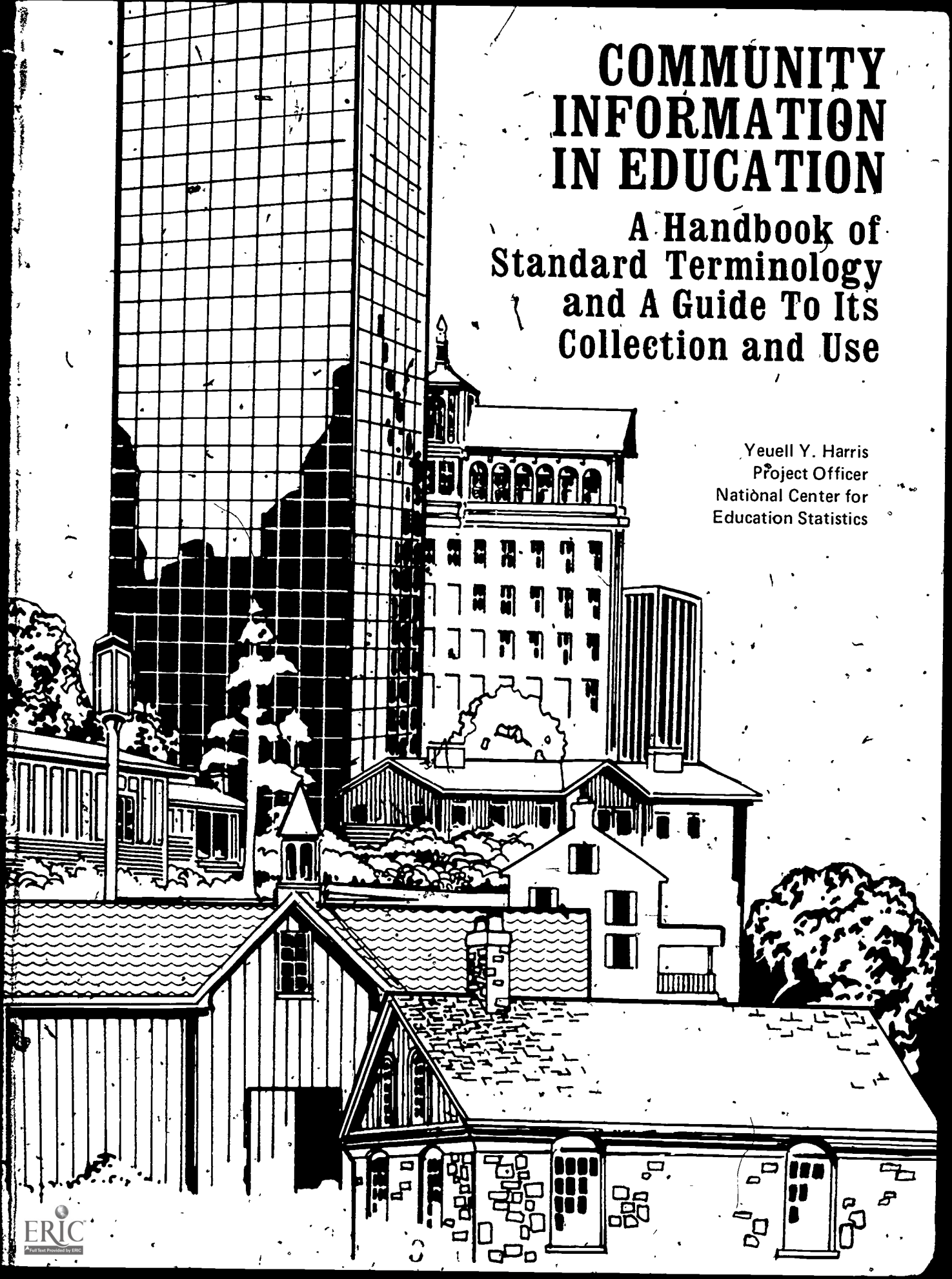
# COMMUNITY INFORMATION IN EDUCATION

## A Handbook of Standard Terminology and A Guide To Its Collection and Use

National Center for Education Statistics



EA 014 499



# COMMUNITY INFORMATION IN EDUCATION

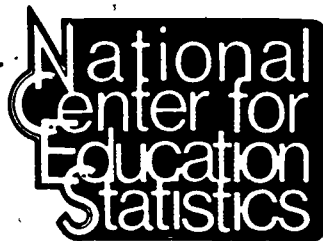
A Handbook of  
Standard Terminology  
and A Guide To Its  
Collection and Use

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#### NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

The manuscript for this Handbook was developed by a multidisciplinary team of professionals from Miami University, Oxford, Ohio, under contract number 300-760-570 with the National Center for Education Statistics. The Project Administrator was C. Neale Bogner, Dean, School of Education and Allied Professions.

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## FOREWORD

Although the reciprocal relationship that exists between a school and its community has long been recognized, the need for better information about the community as a basis for planning and decisionmaking has only recently become apparent. Obtaining information about community characteristics requires terminology, definitions, sources of information, and knowledge concerning the use of such data. Handbook VIII was conceived to fill these needs.

The development of this project was supervised in the National Center for Education Statistics (NCES) by the Division of Statistical Services' Federal State Coordination Branch, headed by Ivan N. Siebert, Chief (retired).

A multidisciplinary team of professionals from Miami University, under contract with NCES, developed Handbook VIII in the Educational Records and Report Series. The same team prepared the original draft based on field work conducted in 30 States. Extensive field testing of the revised draft was conducted in North Carolina, Ohio, and Washington. A brief description of the role of NCES and a listing of other handbooks in the series are presented in appendix I.

This handbook is somewhat unique in the series in two respects; first, the sources of data for Handbook VIII are external to the school. The information from other handbooks in the series is addressed to internal aspects of school operation, such as student property, staff, or curriculum. Second, Handbook VIII is intended for a broader range of potential users, including not only decisionmakers for State and local education agencies, but community college administrators and those responsible for various noneducation agencies that serve communities.

The authors of this handbook advocate maximum feasible collaboration among local agencies in sharing community information, and recommend the cooperative development and use of a community information data base.

Handbook VIII is the first effort to delineate community characteristics information for NCES. Handbook users are invited to send suggestions for future revision to Administrator, National Center for Education Statistics Federal Office Building #6, 400 Maryland Avenue SW., Washington, D.C. 20202.

This document is the result of cooperative efforts of the many professional organizations, agencies, and individuals cited in appendix K.

Mary A. Golladay, Acting Director  
Division of Statistical Services

February 1979

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# Chapter 1

## OVERVIEW

### PURPOSE

Under the unique system for control of public education that has evolved in the United States, schools are expected to be responsive to the communities they serve. Lay boards of education are elected, and other arrangements for involving citizens in policymaking are made to insure a large measure of local autonomy. Schools are expected to reflect the characteristics and needs of the community and its people.

The purpose of Handbook VIII is to help all those who participate in planning for education to make sound decisions based on accurate data about the community. These participants include the educational leaders, members of the professional teaching staff, interested citizens, and the students themselves, in accordance with their level of maturity.

Nearly every phase of educational planning and decisionmaking is affected by community characteristics. Handbook VIII has identified principal facets of the community as: (1) Population, (2) Economic activity, (3) Land Use, and (4) Social Structure and Dynamics.

Extensive arrays of data items have been classified under the above major categories, and these have been defined to insure comparability when such data are used.

In addition to presenting systematic arrays of data items, terms, and definitions, the handbook cites sources of such data and offers suggestions on how to collect and analyze the data.

### WHAT IS A COMMUNITY?

The term "community" has several meanings. In this handbook, community refers to a concentrated settlement of people within a specific territorial area. Local areas become communities: (1) to the extent that

the daily needs of residents can be satisfied within the locality through a system of interdependent relationships, and (2) to the extent that residents identify with the locality. Boundaries of political localities, such as townships or counties, and boundaries of administrative localities, such as school districts, water districts, or census tracts, may or may not correspond to the boundaries of a community.

Community can also refer to shared interests, as in "a community of ideas" or "the professional community." This definition is relevant to this handbook only when shared interests revolve around a geographic locality.

Data are usually collected for political or administrative units. Therefore it is important to keep in mind while using the handbook that the geographic and political units used in the collection of data often only approximate actual community boundaries. (See appendix C for a more detailed discussion of "community.")

### BASIC ASSUMPTIONS

This handbook is designed to be used selectively. It is not designed as a complete information system, and perhaps no user would want to implement the entire handbook. Some users may want to add items of their own. Persons concerned with educational planning and decisionmaking vary considerably, both in their familiarity with community data and in the depth and breadth of data they need. The handbook is geared to a broad audience. It assumes no previous familiarity with statistics or with data sources, such as the U.S. Census. It is designed for maximum flexibility in terms of the types of data covered, geographic detail, and the topics that can be addressed. The Handbook represents a distillation of data items and perspectives that are of

continuing significance. No attempt was made to be encyclopedic, yet the level of detail should be sufficient for most users.

## DESCRIPTION OF HANDBOOK VIII FLOW CHART

The flow chart (figure 1-1) is designed to provide a framework for using Handbook VIII. It emphasizes that the handbook can be used selectively.

Collecting and using the data presented in Handbook VIII under normal circumstances, involve the following steps:

*Step 1*—is identification of the concern. Once this is done, the data needed for examining the area of concern can be identified. Any data already collected should be examined to determine if they can be used to study the concern. At this point the kind of data that still must be collected can be identified.

Chapter 2 contains a section describing problem identification and data needs. In addition, it provides an illustration of how various concerns facing a school district were analyzed, using the sources of data presented in this Handbook.

*Step 2*—is identification of the data items to be collected. The way the data will be organized should also be decided. Organization is important because the data collected for one concern may be useful in other areas; and once the data are collected and organized, they can be stored for later retrieval.

Chapter 3 outlines one method of organizing a data system and identifies items that should be useful in analyzing the concerns that face schools. It is not necessary to collect all data items listed in chapter 3; only those data items relevant to the concern being studied should be collected. Chapter 8 contains definitions for all data items presented in chapter 3.

Appendix B contains an abbreviated version of the classification of data items presented in chapter 3.

It also includes charts for recording the collected data. These charts represent only one method of recording and storing data. Another method may be chosen that is better suited to the reader's needs and capabilities.

*Step 3*—is collection of data. Once the needed data are specified, sources of these data can be identified. Since data collection can be costly, the first question to be asked is: "Is the required data available in published form?" Chapter 4 can be used to identify sources of published data and the types of data reported by these sources.

If all the needed data cannot be acquired from the sources listed in chapter 4, other sources of data within the community should be explored. Chapter 5 is designed to help locate sources within the community that might provide the needed data.

Finally, if all the data required to analyze the concern cannot be gathered from existing sources cited in chapters 4 and 5, it may be necessary to conduct a survey of community residents. Chapter 6 provides a basic explanation of survey techniques used in collecting data from original sources.

*Step 4*—is analysis and interpretation of data. Chapter 7 includes a brief overview of descriptive statistics and other techniques for analyzing data.

The process outlined above can be cyclical in nature. Once the data have been collected, other data may be identified as necessary for problem analysis. In this case, steps 2, 3 and 4 would be repeated until all the data necessary to analyze the concern are collected.

A Guide to the Literature, presented in appendix J, is useful in identifying other references that can be used for further data on various topics. Public and private organizations that may be able to provide further data have also been included.

Figure 1-1.—Handbook VIII Flow Chart

STEP 1

**PROBLEM IDENTIFICATION—  
Chapter 2**

- Identifying the problem
- Identifying the type of data needed
- Identifying the data on hand

**AN INTRODUCTION TO  
COMMUNITY INFORMATION—  
Chapter 2:**

provides information on problem identification and presents illustrations of how community data can be used.

STEP 2

**DATA ITEM IDENTIFICATION AND  
DATA ORGANIZATION—Chapters 3, 8,  
and Appendix B**

- One organizational scheme for a complete data system
- An explanation of the coding system
- Identification of important data items
- Definitions of those data items
- An abbreviated version of the data system presented in chapter 3

**CLASSIFICATION OF COMMUNITY  
INFORMATION—Chapter 3:**

Presents one possible scheme for organizing the data to be collected. It also provides a listing of items that can be used in determining the data needed for specific problems. The data items and organizational system presented here can be used selectively according to the requirements of the problem being investigated.

**DEFINITIONS—Chapter 8:**

Provides the definitions for the data items presented in chapter 3.

**COMMUNITY PROFILE CHARTS—  
Appendix C:**

Abbreviated version of the organizational system provided in chapter 3.

STEP 3

**OBTAINING THE NECESSARY  
INFORMATION—Chapters 4, 5, 6**

- Availability of information needed

**PUBLISHED DATA—CHAPTER 4:**

Reviews the information that is available from the Bureau of Census and the publications in which that information is located.

- Availability of additional information
- **OBTAINING COMMUNITY INFORMATION FROM LOCAL SOURCES—Chapter 5:** identifies other sources of information within the local community. It also provides questions to be considered in the collection of the data.
- Collecting information directly from community members

**ASSESSING COMMUNITY  
ATTITUDES, VALUES, AND  
BELIEFS—Chapter 6:**

provides a basic framework of survey techniques for the collection of community opinions.

STEP 4

**ANALYZING THE DATA THAT HAVE  
BEEN COLLECTED—Chapter 7**

- Manipulating statistical data
- Enrollment projections
- Linking enrollment projections to population projections
- Electronic data processing

**TECHNIQUES FOR USING  
INFORMATION—Chapter 7:**

Provides a review of some of the statistical methods that can be used in analyzing the collected data.

## Chapter 2.

# AN INTRODUCTION TO COMMUNITY INFORMATION

### SUMMARY

Handbook VIII is specifically designed to assist the researcher in better collection and use of data for decisionmaking related to school issues. The schools serve, and are served by, the community, its people, and institutions. Therefore, short-term and long-term school planning and problem solving require knowledge of the internal and external features and dynamics of the geographic area the schools serve.

The concerns involved in the school-community tie are diverse. They may affect the entire geographic area of the school district, including vocational schools and community colleges; or they may affect only a compact neighborhood. They may relate to a minority group, a housing area, or the population of the entire community. They may have academic, vocational, or leisure time program implications. They may be of local origin, or they may result from some mandate imposed by the State or the Federal Government. In each case a decision will be required, and community-related data may be a small or a large part of what is essential for reasoned decisionmaking. Handbook VIII is designed to help decisionmakers as they assemble facts, perceptions, and data on community political and social realities to solve emerging problems.

Early in the decisionmaking process school planners must decide what and how much data to collect. It is

a common belief that great quantities of data are essential; this is not necessarily true. Data have real value only when they contribute to the solution of concerns being confronted. A comprehensive system providing data on almost any conceivable issue would be ideal. Time, staff, and budget, however, rule out such a system for most school districts. The lack of an available information system should not preclude collection of data pertinent to a specific issue. A minimal data base can be started. A functional system can be started or stopped, contracted or expanded, as emerging needs dictate.

Community data items may be stored in a computerized retrieval system, on file cards or sheets of paper, or in other ways. The data may be manipulated by a sophisticated computer method available through a community college or may be summarized by office staff or community volunteers in a rudimentary manner. Community data are central to a consideration of issues related to enrollment, tax base, curriculum design, race relations, school building needs and locations, attendance areas, bus routes, additional training for the labor force, and many others. The school system is a dominant institution in the community; therefore school decisionmaking affects the community's present and future.

The major data categories (detailed in chapter 3), covering useful sets of community information are listed below:

Code Numbers	Data-Item Categories
01.	<b>POPULATION</b>
01. 01	<b>GENERAL POPULATION CHARACTERISTICS</b>
01. 02	<b>RACIAL AND ETHNIC CHARACTERISTICS</b>
01. 03	<b>FOREIGN BORN CHARACTERISTICS</b>
01. 04	<b>URBAN-RURAL CHARACTERISTICS</b>
01. 05	<b>INCOME CHARACTERISTICS</b>
01. 06	<b>EDUCATIONAL CHARACTERISTICS</b>

- 01. 07 HOUSEHOLD AND HOUSING CHARACTERISTICS
- 01. 08 VITAL STATISTICS
- 01. 09 HANDICAPPED CATEGORIES
- 02. ECONOMY
  - 02. 01 GENERAL ECONOMIC CHARACTERISTICS
  - 02. 02 EMPLOYMENT, BY INDUSTRY GROUP CHARACTERISTICS
  - 02. 03 ECONOMIC INDICATORS
  - 02. 04 ECONOMIC ASPECTS OF LOCAL GOVERNMENT
  - 02. 05 COMMUNITY REVENUE BASE FOR SCHOOLS
  - 02. 06 ECONOMIC CHARACTERISTICS OF THE POPULATION
  - 02. 07 ECONOMIC TRENDS (FUTURE)
- 03. LAND USE
  - 03. 01 CLASSIFICATION OF LAND
  - 03. 02 LAND USE—GENERAL CHARACTERISTICS
  - 03. 03 LAND USE—DENSITY MEASURES
  - 03. 04 LAND USE—SPECIFIC SITE CHARACTERISTICS
  - 03. 05 LAND USE—REGULATORY INFORMATION
- 04. SOCIAL STRUCTURE AND DYNAMICS
  - 04. 01 GENERAL CHARACTERISTICS OF THE COMMUNITY
  - 04. 02 STATISTICS COLLECTED BY LOCAL AGENCIES
  - 04. 03 VOTING CHARACTERISTICS
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  - 04. 07 SCHOOL DISTRICT CHARACTERISTICS
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  - 04. 09 SCHOOL AND COMMUNITY INTERRELATIONSHIPS

## PROBLEM IDENTIFICATION

It is beyond the scope of this Handbook to discuss problem identification in detail; however, a few general guidelines can be presented. Three questions might be asked:

- (1) Where is the concern occurring?
- (2) When is the concern occurring?
- (3) Whom does it affect?

The first aspect of problem identification, determining where the concern is occurring, involves questions of scope. The researcher needs to know whether a concern affects the whole school district. For instance, declining enrollment may be districtwide or it may be occurring in only a few schools. Note, however, that the solution to the problem, even if it is manifested

only locally, may have implications for the entire school district.

A second aspect of problem identification is determining a time frame. Is it a concern that occurs only at a specific time? Does it have short- or long-range implications? Assume, for example, that the concern is failure of a school levy. The failure occurs at a specific point in time, but the ramifications may be felt all year. Defining the time limits can determine how much time is available for data collection and analysis. If the concern is short term and needs an immediate solution, the time for collection and analysis of data may be severely limited. If the problem is long term in nature, there may be enough time for extended research and analysis. Emphasis, therefore, must be placed on the identification of long term problems before they become immediate concerns requiring prompt solutions.



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The third aspect of problem identification, identifying exactly who is, or will be, affected by the concern or its solution, is particularly important if the community is brought into the decisionmaking process or if a survey is being contemplated. For example, if a survey will be used to determine why school levies have failed, it is important to determine which groups of people have voted against the levy. If the problem concerns declining enrollments, it is necessary to determine who would be affected by closing schools or other possible solutions.

## DATA-ITEM IDENTIFICATION

The data items that can be collected are numerous and varied. It is difficult to provide exact guidelines for the identification of data items for specific concerns because the nature of the problem and the characteristics of the community should determine the type of data to be collected. This section, therefore, outlines a general, rather than specific, strategy for item identification.

Data are usually collected to provide a clearer understanding of the different aspects of a situation. Data items themselves will not provide a solution, of course, but they may point to a particular alternative solution as being more desirable than another.

The following list of basic areas that data can be used to illuminate is not exhaustive, but it should provide some idea of the areas that can be profitably explored by the use of community data:

- Background of the concern
- Why the concern is occurring
- Impact of the concern on the schools and community
- Range of possible solutions and their effects on the schools and the community
- Areas of the community that will be most directly affected by the concern and possible solutions
- Opinions of community members about the concern and possible solutions
- Long-term or future trends

The user should first determine what data are already known before deciding which specific data should be collected. The amount of data known will, to some extent, determine what data must still be collected.

The process of data-item identification as shown in the illustration following this section is briefly summarized here and in the next several paragraphs. The school-age population in Hirth School District was de-

clining. The committee exploring the problem wanted to know the background of the community. Population figures for some point in the past and for the present, plus projections for the future, were key data items in understanding the magnitude of the concern.

After collecting and analyzing population data, the committee decided that the projected decline in population was critical and that plans were urgently needed. The committee collected information on the following. Staff, buildings, attendance areas, and transportation. They also formulated the following questions that the data would help them answer:

- How are the students spatially distributed throughout the district now, and how might this distribution change?
- How do the social and economic characteristics of the population vary throughout the district, and what implication does this have for retrenchment?
- To what extent are resources available to develop school programs for population groups other than the traditional 5-to-18 age category?

The committee identified the data it still needed to collect.

Following the initial steps the committee formulated plans for coping with the projected future situation. The committee recognized that the need for community data, however, did not end with the formulation of plans. Community members might not understand the magnitude or complexity of the concern. Community cooperation would be important in making certain basic decisions and carrying out future plans. The committee decided to investigate groups within the community that could help explain the concern to community members.

The preceding paragraphs have briefly summarized the Hirth School illustration. It may not always be possible, at a specific point in time, to identify all the data that need to be collected. Often the collection and analysis of initial data lead to other questions and other data that will be needed. The process of data-item identification, collection, and analysis proceeds in stages. The cyclical nature of the data-collection process has been alluded to in figure 1-1, chapter 1.

Standard data sources should always be examined first. If these sources do not provide the needed data items, or if the data they provide are old and incorrect, then local sources of data should be considered. Local planning agencies, major employers, local community colleges or universities, and many other places may well perform studies or collect data that will be useful.

Chapter 5 suggests many of these local sources. If needed information is not available, then the final alternative is to generate the data through a survey. Chapter 6 covers some of the considerations involved in such efforts.

The following hypothetical illustration examines the community-school tie and the possible uses of community data.

## ILLUSTRATION: HIRTH SCHOOL SYSTEM ADAPTS TO DECLINING ENROLLMENT

### History and Background of Hirth School District

Hirth School District formed the northwestern corner of Washington County, which was the central unit of a four-county Standard Metropolitan Statistical Area (SMSA). The SMSA was named for the central city, Lancaster, and the metropolitan complex was reasonably typical of the older big city areas of the East and Midwest. The SMSA's 1980 population of 1,504,585 was almost identical to the 1970 figure, but there was evidence that the area would lose population in the coming decades. The city of Lancaster had a census count of 611,443 in 1980; a drop of nearly 80,000 from the 1970 total. The overall population trends were: (1) a sizable immigration of younger people to the "Sunbelt States"; (2) an increase in the general age of the population; (3) a decline in numbers in the core city and the older suburbs; and (4) a redistribution into the smaller outlying suburbs, detached towns, and rural nonfarm sectors.

The Lancaster area economy had originally been based on heavy industry. The first steel plants opened in the 1890's, had grown steadily to a peak in employment and production in the early 1950's, and had stimulated a major development of metal fabricating and machine tool industries. Traditional manufacturing had been augmented in the post-war years by a significant expansion of electronics producers, which, by 1980, were the only manufacturers that were likely to experience expansion in either employment or production. The area anticipated a continuing diversification of jobs, with retail, clerical, and service positions becoming opportunities. These categories and the electronics industry were primary employers of the female labor force. As the economic base underwent a rapid

and major change, so did demands on the labor force and community institutions, including education.

The Hirth School District included two political jurisdictions: (1) the incorporated City of Hirth occupying the northern third of Hirth Township (see map, figure 2-1), and (2) the remaining portion of Hirth Township, lying to the south. The Hirth School District covered both areas (Hirth School District and Hirth Township have the same boundaries).

The City of Hirth had long been an economic satellite of the central city, Lancaster, and consisted of older homes, both single-family and duplex, and some highly concentrated industrial districts. Residents of Hirth had typically divided themselves evenly between jobs available in the community and those in other job centers throughout the metropolitan area. The community was extremely vulnerable to change; recent decades had seen both an exodus of industry and a change in the composition of the population.

The larger part of the school district was politically a part of the township. This extensive area had remained farmland during the 1950's. However, early in the 1960's one of the first completed interstate highway segments slashed across the southern part of the area from the southwest to the east. The township lands were converted rapidly from rural to suburban in character.

The Hirth School District was composed of a diverse set of neighborhoods and confronted a variety of economic, social, and demographic concerns and educational facilities and resources. The problems confronting this district were very similar to concerns facing numerous other districts across the Nation.

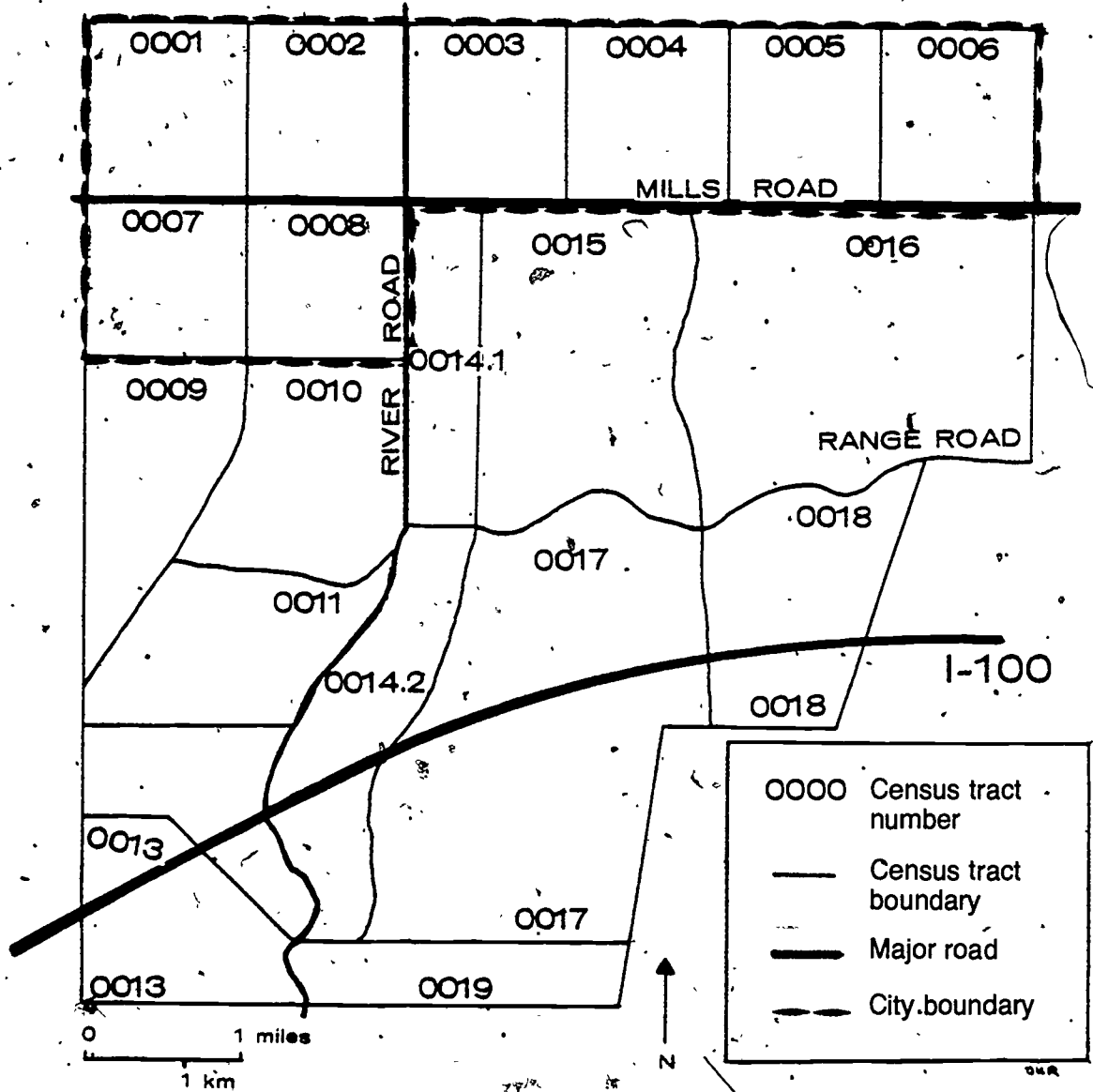
The district served just under 25,000 school-age (5-17) children in 1980; approximately half of them enrolled in the 22 k-6 schools and a quarter each in the eight junior (7-9) and four senior (10-12) high schools. The District prided itself on a high-quality educational system that provided for a broad range of opportunities designed to serve all types of students: the advantaged and disadvantaged, the academically oriented, and those pursuing vocational skills. In addition, the district had begun to consider the educational needs of the adult population.

### Problem Identification in the Hirth School District

The State Department of Education issued guidelines for a State subsidy that influenced Hirth School District in two ways: First, there was to be a statewide evalu-

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Figure 2-1.—Hirth Township with census tracts and major roads



ation of expenditures for school buildings, with clear economic incentives for school districts that reduced per-pupil expenditures for facilities. This move was prompted by a declining State population, particularly in the larger cities, which produced a drastic need to make more efficient use of income tax funds for education. Second, responding to shifts in employment toward the clerical and service sectors of the economy, the State sought to expand vocational education by offering developmental grants for start-up efforts.

Superintendent Arno Smiley asked the Hirth School Board to establish an ad hoc Committee on Evaluation

to study the State guidelines and to examine Hirth's current operations in detail. The goal of the evaluation was to formulate a proposal for taking advantage of the State guidelines, while at the same time identifying and responding to important local concerns. Local school districts had 6 months in which to submit revised plans to the State Department of Education to qualify for the new subsidies and for developmental grants in vocational education.

The board appointed Jim Norton, an active board member and local attorney, to chair the Committee on Evaluation. A modest budget of \$2,000 was approved,

and secretarial support was to be provided by the administration. Norton and Smiley appointed several persons to the committee, including Rhonda Gray, a social scientist on the faculty of nearby Avon Community College, and suggested at the first committee meeting that Handbook VIII might be useful as a guide

to clarify issues the committee needed to resolve.

Dr. Gray, working with some of her students and using the Handbook as a guide, decided that population and economic information was needed for Hirth Township and the overall metropolitan area. She contacted the Lancaster Metropolitan Planning Commission and

Table 2-1.—Population of Hirth Township, by age, sex, and race: 1980

Age	Total	White			Black		
		Total	Male	Female	Total	Male	Female
Under 1	1,503	1,273	653	620	230	117	113
1	1,472	1,246	640	606	226	114	112
2	1,477	1,245	638	607	232	117	115
3	1,592	1,344	689	655	248	125	123
4	1,755	1,484	761	723	271	136	135
5	1,713	1,460	748	712	253	127	126
6	1,683	1,431	731	700	252	126	126
7	1,668	1,420	727	693	248	124	124
8	1,685	1,441	736	705	244	123	121
9	1,757	1,495	765	730	262	132	130
10	1,938	1,645	840	805	293	147	146
11	1,955	1,674	857	817	281	142	139
12	2,000	1,712	876	836	288	145	143
13	2,035	1,747	892	855	288	144	144
14	2,116	1,815	927	888	301	151	150
15	2,075	1,785	912	873	290	147	143
16	2,066	1,775	905	870	291	146	145
17	2,075	1,791	913	878	284	143	141
18	2,088	1,808	917	891	280	139	141
19	2,041	1,763	892	871	278	132	146
20-24	9,446	8,273	4,187	4,086	1,173	566	607
25-29	8,297	7,398	3,717	3,681	899	420	479
30-34	6,850	6,106	3,049	3,057	744	341	403
35-39	5,715	5,083	2,508	2,575	632	286	346
40-44	5,498	4,900	2,421	2,479	598	273	325
45-49	5,804	5,220	2,550	2,670	584	272	312
50-54	5,913	5,365	2,589	2,776	548	254	294
55-59	5,216	4,761	2,276	2,485	455	210	245
60-64	4,579	4,173	1,953	2,220	406	184	222
65-69	4,018	3,634	1,609	2,025	384	165	219
70-74	2,865	2,650	1,113	1,537	215	96	119
75-79	1,978	1,839	716	1,123	139	59	80
80 and Over	2,366	2,038	703	1,335	328	61	267
All Ages	117,684	105,239	45,410	47,384	12,445	5,864	6,581
Median Age	28.8	29.6	28.4	31.0	23.4	22.3	24.5

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found population projections for Hirth Township and economic projections for the county and for the metropolitan area.

The population projections showed the population of Hirth Township by age, sex, and race for each year from 1980 through 1995. Table 2-1 shows the population data for the township for 1980. In the total population by age data, Dr. Gray noticed a steady decline in population from age 17 to age 1 and combined the data into categories roughly corresponding to the ages of elementary, junior high, and high school students. Her results are shown in Table 2-2. While the age groups used did not precisely correspond to the actual ages of pupils by grade, the trends indicated that the Hirth School District would face a drop of nearly 23 percent in the school-age population over a 10-year period.

The economic projections for the area indicated that the metropolitan area would continue to be diversified, but that employment opportunities would be most prevalent in the occupations relating to retail sales, clerical, service, and manufacturing jobs. Dr. Gray took this information back to the Committee.

The committee identified several issues related to declining enrollments: concerns about staff, buildings, attendance areas, and transportation. Although data indicated that vocational education was an important need in Hirth's labor market, the issues on specific offerings were less clearcut and it was apparent that more information was needed.

Jim Norton appointed two subcommittees to collect additional information and make recommendations on the two major concerns identified by the initial information gathering: declining enrollment and vocational education.

### The Committee on Declining Enrollment

A plan to deal with significant decline in the school-age population required answers to the following questions:

- (1) How is the school-age population distributed throughout the district now, and how might this change?
- (2) How do the social and economic characteristics of the population vary in different sections of the district, and what implication does this have for future enrollment?

Table 2-2.—Projections of school-age population, Hirth Township: 1980-1990

Age	1980	1985	1990	Change 1980-1990
Total	24,766	19,673	19,094	-5,672
5-11	12,399	10,007	10,182	-2,217
12-14	6,151	5,230	5,010	-1,141
15-17	6,216	4,436	3,902	-2,314

- (3) To what extent are resources available to develop school programs for population groups other than the traditional 5-to-18 age category?

The Declining Enrollment Subcommittee quickly recognized the need for information on several different topics:

- (1) Pupil population:
  - (a) Size of pupil population
  - (b) Spatial distribution:
    1. Socioeconomic characteristics of neighborhoods
    2. Racial characteristics
- (2) Physical facilities:
  - (a) Capacity
  - (b) Condition of facilities
  - (c) Location
  - (d) Flexibility of possible use
  - (e) Relation to existing land use in surrounding areas
- (3) Transportation:
  - (a) Traffic flow
  - (b) Vehicle requirements
- (4) Attendance areas:
  - (a) Natural boundaries
  - (b) Political factors
    1. Racial composition
    2. Historical factors
- (5) Staffing requirements:
  - (a) Teaching staff
  - (b) Administrators
  - (c) Support staff

Handbook VIII was used for such basic information needs as: (1) the size and location of pupil population, (2) the land use context of existing school buildings, and (3) political factors associated with attendance areas.

The next section indicates how information was developed and used for one of the research questions—what to do with the junior high schools. In the Hirth School District, grades 7 to 9 were enrolled.

## Size and Distribution of the Junior High School Pupil Population

The subcommittee first looked at the projected population of the junior high school age group and discovered that the greatest enrollment decline would occur between 1980 and 1985, with a relatively stable situation developing by 1990. (See table 2-3.) Adjustments would have to occur quickly, rather than being postponed until the end of the decade.

Table 2-3.—Projections of junior high-age population, by single years of age: 1980-1995.

Age	1980	1985	1990	1995
Total	6,151	5,230	5,010	5,005
12	2,000	1,687	1,543	1,726
13	2,035	1,730	1,647	1,658
14	2,116	1,813	1,820	1,621
Reduction over previous period		-921	-220	-5

The subcommittee then collected information on the distribution and composition of population by census tract. Because Hirth Township is part of a large metropolitan area, it was divided by the Bureau of Census into census tracts. Figure 2-1 shows the general layout of the district, with census tracts and major roads. Table 2-4 shows selected characteristics of the population of Hirth Township as presented in the census tract publications. These items were selected from the hundreds of items in chapter 3 of Handbook VIII as being relevant to the problems at hand. From this information a number of factors could be identified. In terms of family income and educational background, the advantaged population tended to live in the south and east sections of the district. (See figure 2-2.) Census tracts 0011, 0012, and 0016 through 0019 were clearly advantaged in comparison with the others. The black population was concentrated in census tracts 0002, 0003, 0008, and 0014.1. The northern section

\* For a brief discussion of the relationship between family income and completed family size, see R. Weeks, *Population* (Belmont, California: Wadsworth, 1978).

had an older population, a fact reflected in fewer persons per household. Multiple-unit housing was located primarily in the census tracts west of and adjacent to River Road.

Next, it was necessary to understand how the population decline in ages 12 to 14 would be spread through existing attendance areas, which fortunately had been made to conform to the census tracts to comply with information requirements for Federal funding. (See figure 2-3.) In estimating enrollments by attendance areas for 1990, it was necessary to project the age 12-to-14 population by census tract. This was accomplished by calculating rates of decline based on the relationship between completed family size and family income.\* The calculations indicated that the three high-income census tracts would decline by about 25 percent, while the remainder of the tracts would decline by 18.5 percent. (See table 2-5.) The present number of schools and the present configuration of attendance areas were going to need modification.

To develop some preliminary proposals, the subcommittee on declining enrollment began working with a map of census tracts that showed the location of existing junior high schools and the projected 1990 population of the 12-14 age group. (See figure 2-4.)

The data indicated that:

- (1) School 6 was rapidly losing pupil population.
- (2) School 2 was quite old and in need of extensive renovation.
- (3) School 1 was a new, campus-type school developed as part of an urban renewal project in 1972.
- (4) School 5 was overcrowded.
- (5) Schools 7 and 8 were "community schools" that offered extensive programming for local residents.

Because the State was offering incentives to reduce expenditures on building, the subcommittee decided to propose the closing of two schools: Numbers 2 and 6. In realigning the attendance areas, the subcommittee tried to keep in mind the socioeconomic and racial composition of the census tracts. A decision was made to retain the census tract as the basic unit for determining boundaries of attendance areas.

Figure 2-5 shows the revised attendance areas that the subcommittee proposed with the 1990 population figure for each new area.

- (1) The area of School 1 changed from a school serving primarily a low-income black population to one with a more mixed population, including

Table 2-4.—Selected characteristics of population and of housing, Hirth Township, by census tract: 1980

Handbook/VIII code number & data item	Tract 0001	Tract 0002	Tract 0003	Tract 0004	Tract 0005	Tract 0006	Tract 0007	Tract 0008	Tract 0009	Tract 0010	Tract 0011	Tract 0012	Tract 0013	Tract 0014 4	Tract 0014.2	Tract 0015	Tract 0016	Tract 0017	Tract 0018	Tract 0019	Total
01 01 01 Total population	5,660	5,993	7,141	7,027	6,110	5,703	4,823	6,710	5,118	7,444	6,266	5,454	4,681	4,226	4,516	5,321	5,817	8,518	7,014	4,042	117,684
01 01 04 Median age	30.9	26.5	26.1	32.8	31.6	31.3	33.3	27.7	30.1	29.9	28.8	28.8	25.5	25.8	24.6	25.9	26.0	27.2	27.2	28.8	28.8
01 01 05 Median family income	12,152	9,871	8,144	9,610	10,810	11,802	12,151	9,242	12,663	11,818	13,405	13,678	12,995	10,708	11,462	12,336	16,203	14,765	18,584	21,144	12,775
01 01 06 Median highest grade of school completed	11.1	10.8	10.4	10.7	10.7	11.0	11.2	10.6	11.9	12.2	12.8	12.5	13.0	10.8	12.9	12.8	14.3	14.2	14.9	15.1	12.1
01 02 09-01 Percent black	2.4	48.2	51.5	8.5	4.1	0.7	1.6	17.8	2.1	6.6	1.1	0.4	0.7	53.3	0.2	10.9	0.3	—	—	—	10.6
01 07 03 Mean number of persons per household	2.5	2.6	2.5	2.8	2.5	2.7	2.5	2.9	2.8	2.8	3.1	3.0	3.4	3.2	3.0	3.4	3.0	3.2	3.3	3.1	3.0
01 07 04 0J Percent persons living in single housing units	76.1	80.3	72.2	80.9	85.5	79.1	77.7	51.6	72.3	46.7	61.6	40.1	49.9	36.5	75.6	81.1	96.2	93.5	91.2	98.8	72.6
01 07 07 Median value of owner-occupied housing units	23,600	15,800	15,400	17,200	17,300	17,500	19,100	16,400	21,100	18,800	24,000	26,600	25,300	17,100	25,300	22,800	31,400	29,700	37,200	39,900	22,100
02 06 01 02 Percent of labor force unem- ployed	7.8	10.9	11.8	8.6	5.8	5.9	4.4	12.2	6.3	6.8	6.0	5.5	5.8	10.6	8.1	7.0	4.1	3.8	3.8	3.4	6.2
02 06 04 03 Percent employ- ment in white collar occupa- tions	35.2	24.6	27.1	38.8	41.5	46.6	57.6	38.9	59.9	37.7	62.6	66.4	61.1	54.4	57.9	68.8	83.3	81.7	84.4	87.2	54.6
Population 12-14	226	281	343	279	263	249	188	310	255	301	305	291	328	323	338	388	404	481	420	178	6,151

Figure 2-2—Median family income level, by census tract for Hirth Township: 1980

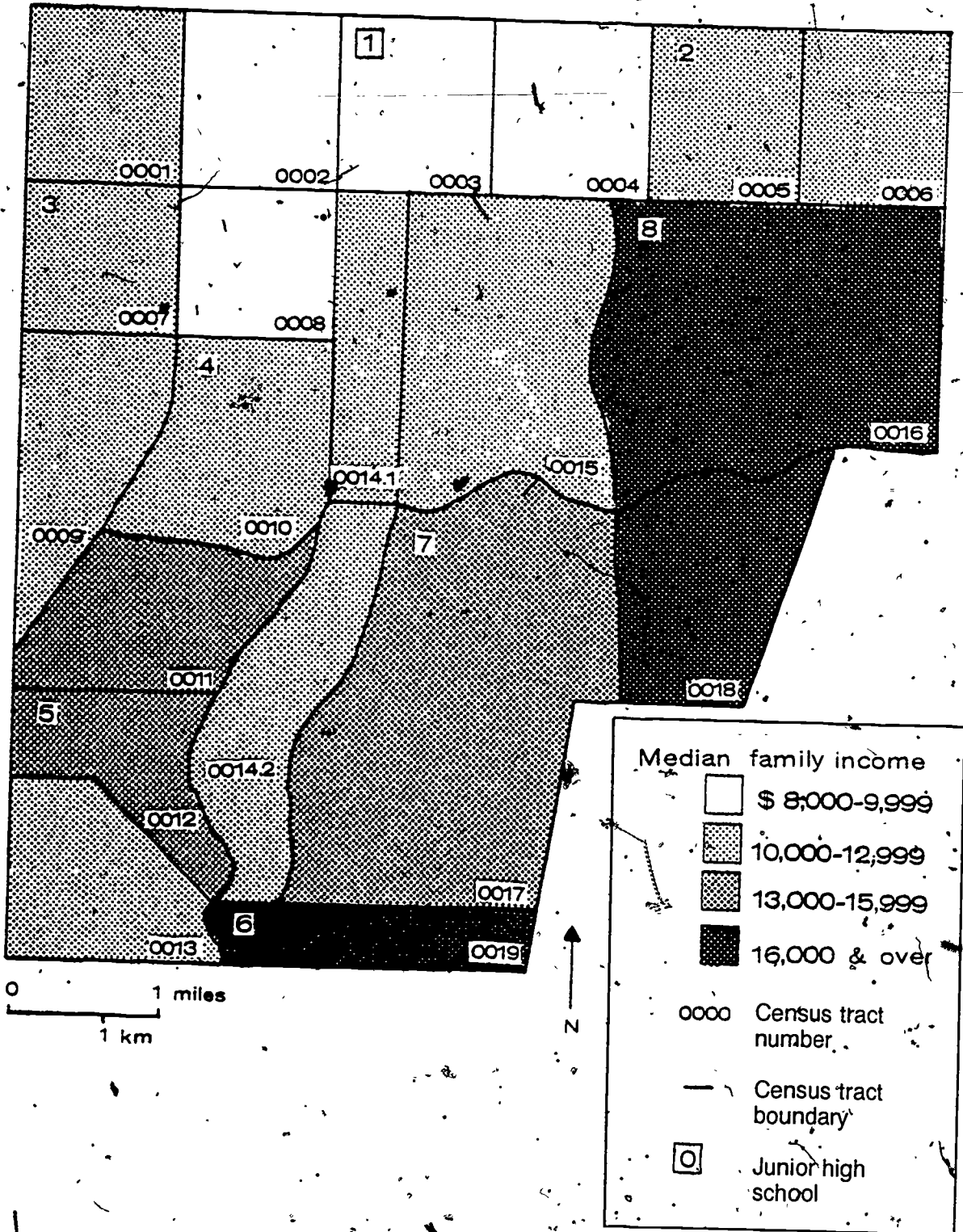
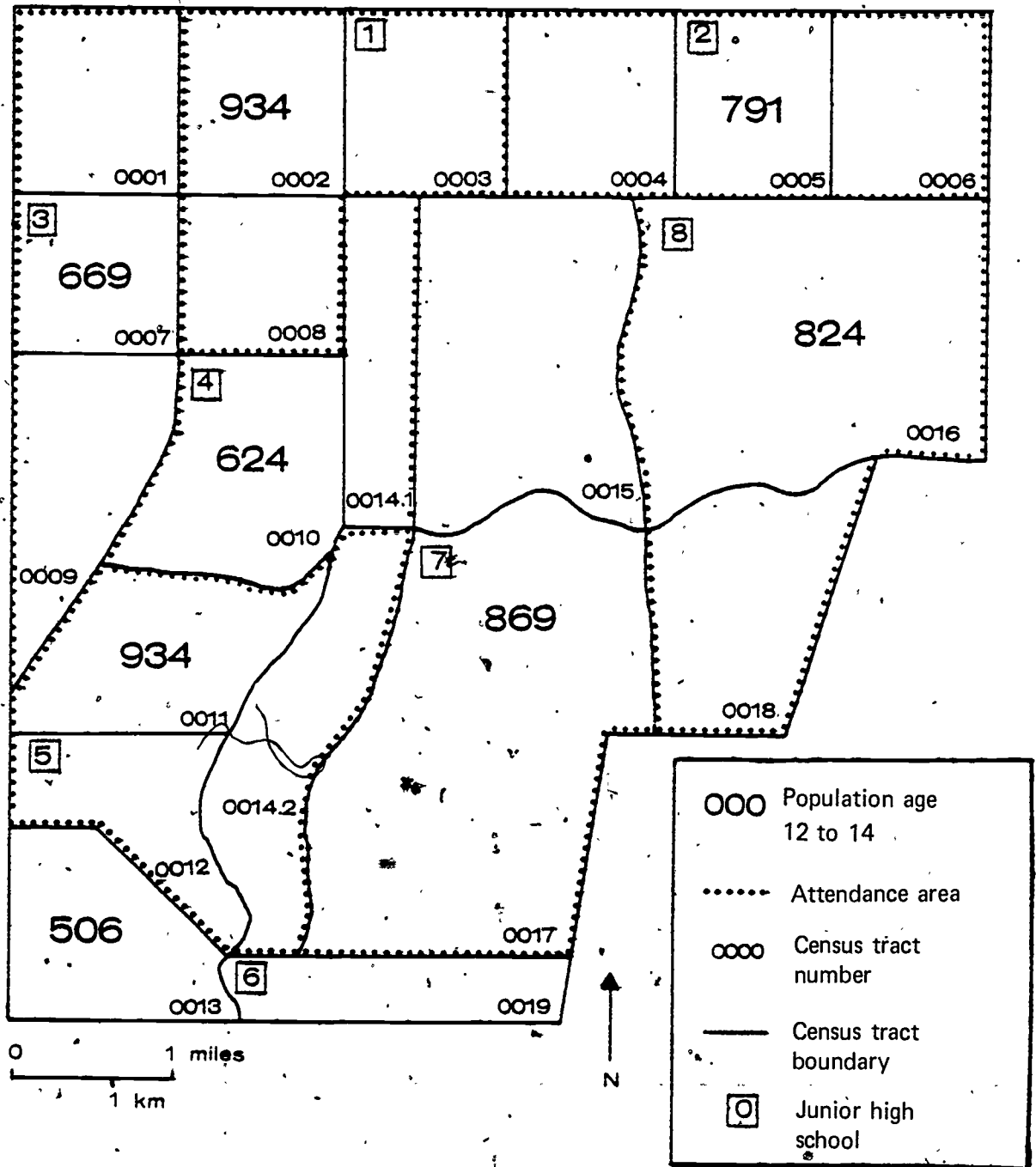




Figure 2-3.—Population age 12 to 14, by junior high school attendance area, Hirth School District: 1980



more lower- and middle-income whites from tracts 0004 and 0005 and more middle-class blacks from tract 0014.1.

- (2) School 2 would be phased out, its students reassigned to Schools 1 and 8.
- (3) School 3 would receive 232 pupils from tract 0002. This plan would give School 3 about 15 percent black students in 1990, compared with 2 percent in 1980.
- (4) School 4 would be shifted to serve the corridor made up of tracts 008, 0010, and 0011, a mixed income apartment-dweller population. About 9 percent of the students would be black, compared to 30 percent in 1980.
- (5) School 5 would be relieved of overworking by a transfer of over 100 students.
- (6) School 6 would be phased out and its students reassigned to Schools 5 and 7.
- (7) Schools 7 and 8 would record little change in number of students and socioeconomic or racial characteristics.

In addition to making recommendations for realizing attendance areas, the subcommittee had to make rec-

ommendations about how to realign transportation; how to reassign teachers, administrators, and support staff; and what to do with the closed buildings. Also a strategy had to be developed for informing local citizens about declining enrollments, the financial advantages of closing the two schools, and the rationale for the new attendance areas.

The social structure and dynamics section of Handbook VIII provided: (1) a checklist of community organizations that might be approached about taking over responsibility for the buildings that were being phased out as schools, and (2) checklists for identifying leaders of local organizations, including political groups, that could be involved in disseminating information to the public. At this point the Vocational Education Subcommittee was also informed about the proposal to close School 6, which was only 15 years old. Located near the interstate highway, School 6 was being considered as a possible facility for vocational education.

Members of the Declining Enrollment Subcommittee realized that gaining acceptance of the sweeping change within the diverse community would be a monumental task. Convincing the Board of Education was their first task.

Table 2-5.—Projected population of the age group 12 to 14 for Hirth Township, by census tracts: 1990

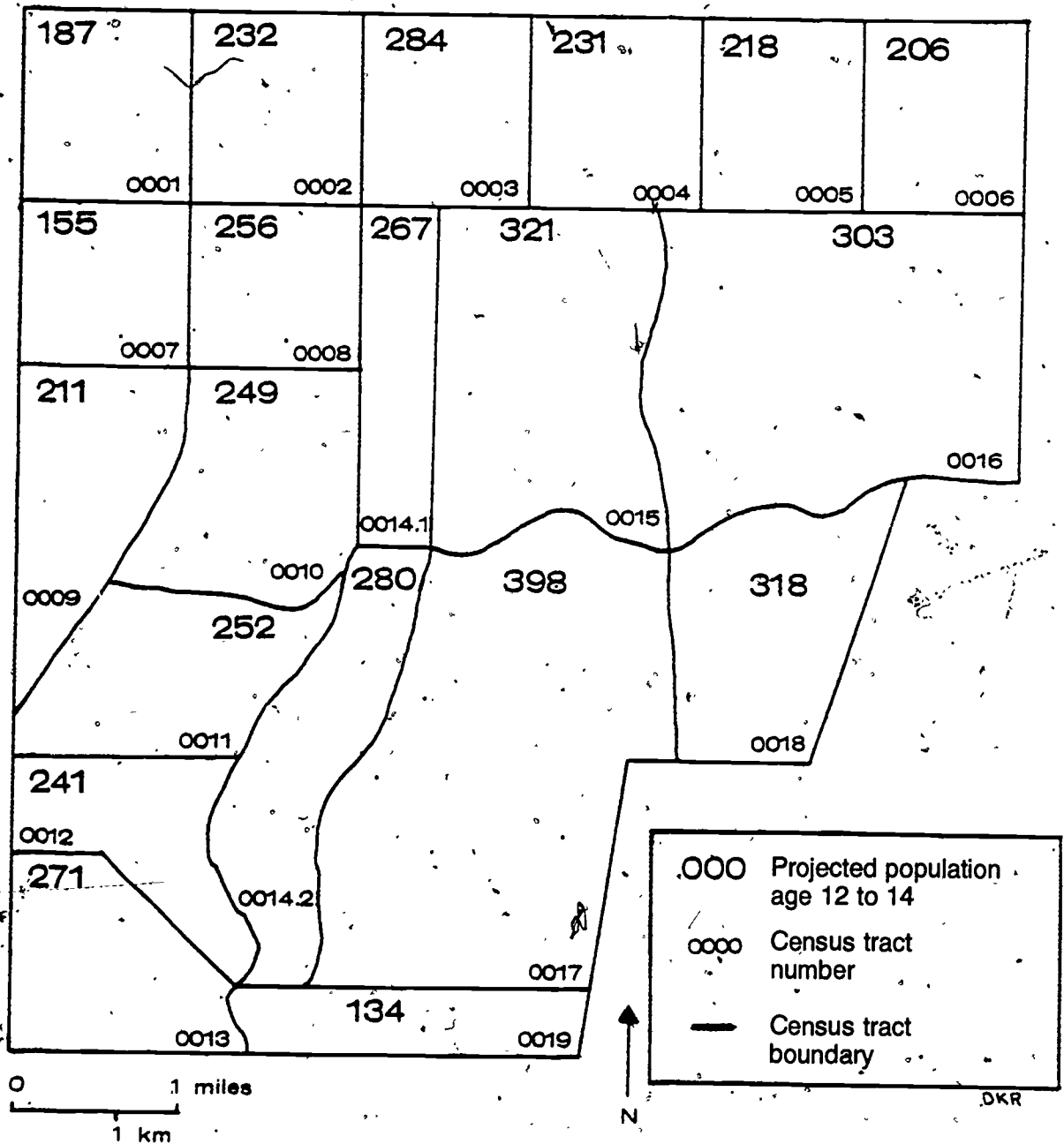
Census tract.	Projection
0001	187
0002	232
0003	284
0004	231
0005	218
0006	206
0007	155
0008	256
0009	211
0010	249
0011	252
0012	241
0013	271
0014.1	267
0014.2	280
0015	321
0016	303
0017	398
0018	318
0019	134

## The Vocational Education Subcommittee

Three different sets of data would be necessary to aid the Vocational Education Subcommittee. The first set related to the characteristics of the metropolitan economy, with particular reference to the identification of those industries and occupations that would most likely be the source of future jobs. The second was the need for a clear understanding of the economic characteristics of the population. Vocational education should be structured in light of the real opportunities that might exist in the labor market area and the capabilities of the retrainable labor force. A third question concerned what buildings might be available for the expansion of vocational education.

As noted earlier the Lancaster SMSA had a diversified economy in 1980. Manufacturing accounted for 33.8 percent of all jobs, but a steady broadening of the economic structure had been occurring since 1950, and was likely to continue through the next decade. An economic forecast study completed by the Lancaster Metropolitan Planning Commission indicated that job growth in the labor market area would be about 7.2 percent in the 1980-90 decade. (See figure 2-6.) Man-

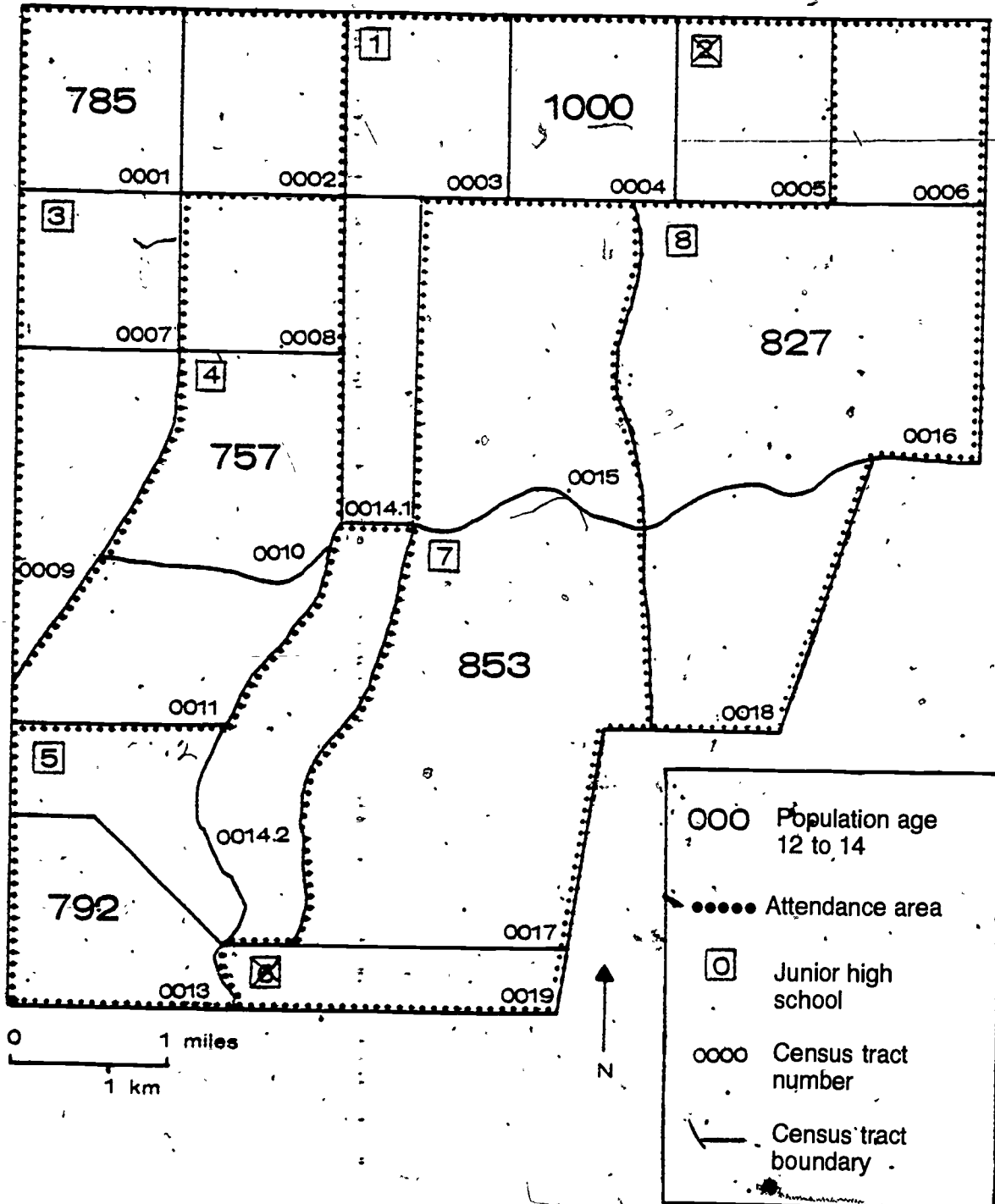
Figure 2-4. Projected number of persons age 12 to 14 in Hirth Township, by census tract: 1990



ufacturing was expected to decline slightly in absolute employment and would employ 30.6 percent of all positions as compared to the 33.8 percent recorded a decade earlier, but employment in construction and transportation was expected to expand. A wide variety of essentially white collar jobs in clerical, sales, and service occupations was anticipated to be the primary

growth area. Within the manufacturing classification marked shifts were anticipated. Though an overall decline in employment was forecast, certain industrial groups, especially electronics, were expected to expand. Electronics, along with the white collar groups indicated above, tends to employ predominantly female labor. The economic forecasts strongly supported the

Figure 2-5.—Proposed attendance areas for junior high schools in Hirth School District: 1990



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Table 2-6.—Employment, by industry groups, Hirth Township: 1980; and Lancaster Standard Metropolitan Statistical Area (SMSA): 1980 and 1990.

Industry group	Hirth 1980	Lancaster SMSA-1980	Lancaster SMSA-1990
Total	42,985	695,800	746,100
Construction	2,281	30,258	27,400
Manufacturing	17,236	235,084	228,200
Transportation	1,289	25,274	23,500
Communication, Utilities	637	22,643	32,100
Wholesale Trade	1,037	35,148	41,600
Retail Trade	7,159	104,589	121,800
Finance, Insurance, Real Estate	1,690	35,000	37,000
Buyer and Repair Services	983	24,378	26,900
Personnel Services	1,548	25,068	31,100
Health Services	1,816	40,116	47,700
Educational Services	4,041	46,233	48,200
Other Services	1,245	30,327	32,000
Public Administration	1,077	32,300	38,500
Other	946	9,372	10,100

notion that vocational education should be tailored to cover certain identifiable types of jobs (electronics, service, clerical, sales) and should have a strong appeal to the female population.

The periodic occupational outlook studies conducted by the State Bureau of Employment Security provided further support for these conclusions. Many of the job opportunities identified were located beyond the Hirth area; but the vast change in individual mobility and the dispersion of industries, stores, service operations, and residences throughout the SMSA clearly indicated to the subcommittee members that Hirth programs must reflect the fact that the community's residents were looking at opportunities throughout the metropolitan area. Thus, the planning of vocational education programs would have to be based on a recognition of the entire metropolitan area's prospects. The Hirth Schools needed to serve the demands of local economic activity, but satisfying the population's training needs could only be accomplished through an awareness of the entire metropolitan area.

The economic characteristics of the population were obtained from the Bureau of the Census publications. Selected data, presented in table 2-4, indicated that the community's economic character was diverse. Considerable variations among census tracts were evident: in the proportion of the population employed in white-collar occupations, in the unemployment rate, in me-

dian family income, and in the medians for the highest grade of school completed. The data strongly suggested: (1) that the resident labor force of the community had the potential for retraining, (2) that many laborers had median incomes below the level the Federal Government describes as adequate for a moderate level of living, and (3) that many were seeking employment as indicated by the unemployment rate.

The evidence clearly indicated to the subcommittee members that a real need existed for expanded vocational education. The subcommittee unanimously recommended to Superintendent Smiley and the board that vocational education receive a very high priority in future decisionmaking. The report emphasized that further studies would be needed to identify the specific courses to be offered.

The final question to be resolved related to the building needs of the expanded vocational education program. The subcommittee first considered the desirability of merging the vocational education program for high school students with that for the adult population. An analysis of the needs and desires of the two groups provided evidence that they wished to be separate and that their respective needs were of a different order. Each of the high schools offered vocational education along with more general academic programs. Such a merged offering seemed most appropriate for the 15-to-17 age population; the adult population, on the other

hand, was in need of specific job-oriented vocational training. The subcommittee concluded that a special building should be set aside to meet adult education needs and to provide specialized equipment for both the adult and the high school age groups. The suggestion by the other subcommittee that School 6 be converted to be used for vocational education resulted in a feasibility analysis by a consulting engineer who convinced the group that the building could be economically converted for vocational education purposes and that the location was ideal in terms of community accessibility.

Other school districts that have experienced sharp declines in enrollment have found, as in the Hirth District, that there are strong emotional attachments to schools considered for closing. Resolving problems associated with declining enrollment requires an effective public relations effort, in addition to the collection of relevant data.

The following section explores additional community factors that are important in educational planning.

## OTHER CONSIDERATIONS IN STUDYING THE COMMUNITY

### Formal Areas and Functional Areas

Concerns about geographic scale appear at several points in this Handbook. Usually reference is made to the political unit (city, town, county), the school district, or the attendance area of particular kinds of schools that are the geographic units with which a school system's administration must work. Another geographic unit of increasing importance is the geographic service area of community colleges. The unit varies countrywide, both in character and in the criteria used to define it, but it is clearly important to decisionmakers in community colleges.

The great majority of Americans live in communities that are economically interdependent with neighboring communities and must, therefore, be seen as part of a larger functional area. A functional area may be a metropolitan complex (e.g., Greater Chicago or the Chicago SMSA), an alignment of towns along a river valley, or a homogeneous environmental area (e.g., the Columbia Plateau of eastern Washington and Oregon and the contiguous sections of Idaho). What occurs in one part of a functional area affects what occurs in other sections of the area. Changes have implications

for the school system. Shifts in population may lead to larger or smaller enrollments, shifts in the economy can create new vocational training needs, immigration or outmigration of industry can result in a declining tax base, and an influx of young families can put additional pressure on schools.

School systems must cope with many change factors. Some of these are internal to the system and may be anticipated and managed; others are external and probably cannot be affected by the system's efforts. Managing change is a very important aspect of the school planning process. From an economic standpoint, change is a reality recognized in the concept of the Labor Market Area. This unit is a particular type of functional area about which the Bureau of Labor Statistics of the U.S. Department of Labor regularly prepares employment and unemployment data.

Many school communities, like Hirth, are located in areas dominated by a larger central city. In these instances, several possible trends may emerge:

- (1) The entire metropolitan area may be in a state of decline.
- (2) Some economic activities may leave the area to more promising locations, and other poorer-paying enterprises may locate within the metropolitan region.
- (3) The region as a whole may grow in population and total level of economic activity, but the central city may decline while the suburban communities receive the growth.

While this list is not exhaustive and other trends might possibly emerge, it is evident that each local school system should heed economic, social, or political changes that may affect the entire area. One way administrators can remain alert to possible impacts on their own system is to study the data releases of metropolitan planning agencies and develop data files that provide data for the total area, the central city, and major suburban communities.

### County and Rural Areas

The data items in Handbook VIII have a particular importance for school systems of considerable size and complexity that have the ability to look closely at a complex set of community patterns. Many school districts, however, are either small in population, quite homogeneous in character, or stable in the type and level of economic activity. Planning and decisionmaking in such districts are commonly based on the administrator's intimate knowledge of the area. This

method is often the best; however, the forces now operating in American society are so diverse and dynamic that it might be wise for school systems to develop most of the items included in chapter 3. Even in fairly homogeneous communities, new economic activities may partially dislocate traditional activities or divert the labor force from an old to a new function. In addition, national or State policies may change the nature of activities in the area. A series of community indicators may be valuable in such situations. Planning should assure the capability to act prior to an event and lessen the need to act after the event.

### EMERGING FACTORS

City planners, managers, and school administrators should evaluate the impact of new factors or developments. For example, some of the consequences of the interstate highway system and the jet airplane could have been anticipated in advance; others had to be experienced before planners could understand their impact. Both developments greatly affected the location of community elements and the competitive stance of one area of the country in relation to other areas. Similarly, new or altered conditions that will have an impact on school planning can arise at any time. Informed administrators will have resources to understand some of the consequences of new conditions and will have the ability to anticipate changes that the new conditions will require. The energy situation, the effects of environmental regulations, taxpayer resistance to increased property taxes, and the need for vocational retraining resulting from high levels of unemployment are all recent examples of emerging factors with implications for school systems.

### ENERGY

The energy shortage in the winter of 1977-78 dramatically illustrated the broad range of problems created when a dependable element suddenly becomes a change force of considerable magnitude. Since the early 1970's the finite supply of economical fuels, the increased dependence on distant sources of supply, the price and volume constraints imposed by the oil-producing countries, the resulting inflationary spiral, and other factors have made energy a matter of vital concern to planners.

During the winter of 1977-78, first priority on short natural gas supplies was given to residential customers. Schools, along with other institutions, had fuel supply

problems, and many closed for varying periods of time. While the increase in the unit cost of fuels had an impact, the most critical factor of the winter season was that increased demands for fuel were not met because of fuel shortages. The result was a disruption of school operations.

School systems should consider the following impacts of the energy situation on their operation:

- (1) As economic activity shifts to sections of the the country, the country having more certain fuel supplies.
- (2) Employment mobility, leisure time, and other family life aspects adjusted to the energy situation.
- (3) Fuel dependability assessed in terms of supply and cost.
- (4) Back-up systems using different fuels.
- (5) School building design to conserve energy.
- (6) Effect of low energy on transportation systems.
- (7) Financial demands of higher fuel bills.
- (8) School year calendar adjustments to bypass high fuel consumption months.

Obviously, the community as a whole will be faced with the same types of problems and needs; therefore, the most effective energy-related planning should be done in a comprehensive, communitywide manner.

### ENVIRONMENT

In the 1970's the United States moved into an era of increasing awareness of both the natural and man-made environments. As a result, there has been a flood of new legislation designed to protect the environment. This trend is likely to continue. An increasing need for the schools to teach about the quality of the local and national environment may be anticipated, as well as the need to consider environmental factors in numerous areas of school planning. For example, school heating systems will be affected by the strict rules that govern the level and nature of emissions from the heating plant. Meeting those regulations can directly affect the operating conditions and costs of that system. Environmental protection legislation can also have a communitywide impact, which can alter the levels of economic activity, change the public transportation system, and affect the tax base of the community. An awareness of environmental legislation and its consequences must be added to the lengthy list of conditions for which the school system staff must prepare a contingency plan.

## PATTERNS OF EMPLOYMENT AND UNEMPLOYMENT

Among the economic and social issues confronting the Nation with direct implications for school planning are: (1) unemployment, (2) need for a sizable part of the labor force to change occupations two or more times during a work career, (3) modification of jobs as technology and other factors change the specific requirements of economic activity, and (4) need to provide meaningful vocational educational programs for the adult population through continuing education.

Curriculum planners must have access to information on job prospects in many occupations in order to assess ongoing vocational programs and to plan for future programs. The Federal Bureau of Labor Statistics produces a large variety of occasional and serial occupational literature published for counties, for States, and for labor market areas. In addition, every State has an agency (the name of which varies from State to State, but all come within the general category of State Employment Security) that works with employment problems and makes information available on job trends, current surplus and shortage occupations, and other related topics. Good communication with local governments and their planning and economic development offices also may provide useful information for planning vocational education programs. Such data are important components in a school district information system.

While this section is not comprehensive, it does illustrate the need to be informed about emerging factors that can have a significant impact on the operation of schools. The data items and information resources included in Handbook VIII are designed to alert school administrators to emerging trends and help them develop a better understanding of their communities.

## CONCLUSION

This chapter has been concerned with answering two basic questions: "Information for what?" and "Information about what?" The illustration indicates how data about communities can be used to clarify problems, identify additional information needs, suggest solutions, and guide plans for implementation. In collecting data it is often more effective to collect preliminary data, use it to clarify concerns and issues, and then collect pertinent detailed data, rather than beginning with masses of detailed data that may never be used. Ideally, there are several rounds of data collection and analysis. It is best to consult community agencies and printed reports first; only if the needed data are unavailable should serious consideration be given to direct data collection.

This chapter has illustrated selective use of a variety of types of data. The next chapter provides an organized array of detailed community data items that can serve as a catalog from which items pertinent to specific problems, issues, and situations may be selected.



## Chapter 3

# CLASSIFICATION OF SELECTED COMMUNITY INFORMATION

## INTRODUCTION

This chapter provides a framework for collecting, using, and displaying available data about communities. Suggested data items and a file structure for displaying the data items are included. The data items are separated into four general categories: Population, Economy, Land Use, and Social Structure and Dynamics.

## SELECTING DATA ITEMS

Central to this Handbook is the selection of data that will be most useful to school planners from among the literally hundreds of thousands of bits of information available in any locality.

The data items in this chapter were selected after interviews with hundreds of superintendents and principals across the United States. These were the data items most commonly desired, needed, or used.

A school district may not require all the data items in this chapter. *Be selective.*

In selecting data items, the following questions should be applied to each prospective item.

- (1) Can the data item be collected *easily* from a public or private source?
- (2) Is the data item measurable?
- (3) Can the data item be interpreted without unreasonable effort?
- (4) Is the data item of continuing significance?
- (5) Is the data item commonly useful or potentially useful for educational planning and decisionmaking?

## DEFINITIONS OF DATA ITEMS

The data items listed in this chapter are defined in chapter 8.

Most of the items in Handbook VIII are summary data items. There are two kinds of summary data items: basic and derived. An example of a basic summary

data item is "total population." Basic summary data items are easy to define because they have discrete referents.

An example of a derived basic summary data item is "population increase or decrease." Definitions for derived data items consist of two factors: (1) citation of the basic data item, and (2) the computational procedure used to do the derivation.

Terms used in the handbook that are not data items are defined in the Glossary, appendix A.

## NOTES ON USE

Effective use of this chapter requires attention to the following:

- (1) Geographic area
- (2) Time of data collection
- (3) The coding system

Referring to the community profile charts in appendix B will be helpful at this time. The charts outline a minimum array of data items and illustrate a way of displaying the data.

## Geographic Area

An early decision must be made on how data by geographic area will be collected and accumulated. Probably the simplest approach is to collect data for the entire school district because district boundaries often correspond to the boundaries of the community. Another approach involves maintaining individual files for school attendance areas, and also accumulating data for the school district as a whole. In this scheme, two sets of files are maintained: one set for each attendance area, and one for the entire school district. This approach has the advantage of maintaining the integrity of the school district files, while making it possible to retrieve data for the individual attendance areas. Data from individual school districts can be accumulated by county, region, State, or Nation.

The same procedure could be used to collect and

store (accumulate) information for the geographic units used by various government agencies such as the Bureau of the Census and the Bureau of Labor Statistics. These administrative units, defined in the Glossary or appendix H, are:

- (1) Census tract
- (2) City
- (3) Township
- (4) County
- (5) Standard Metropolitan Statistical Area (SMSA)
- (6) Labor Market Area

If files are to be accumulated, it is important to build into the files a coding system to identify the geographic area represented by any file.

Knowing the geographic unit often explains why certain data are omitted. For example, for a school attendance area it makes little sense to talk about the structure of the economy, but at the school district level such a discussion might be essential.

### Time of Data Collection

Data is usually collected for particular points in time or for time intervals. When comparisons are being

made, it is sometimes necessary to adjust data to reflect a consistent time frame. For example, census data can become outdated quickly. Local planners often must make or locate population *estimates*<sup>1</sup> to update census population figures.

### The Coding System

The coding system used in this handbook is structurally similar to the systems utilized by other Handbooks in the State Educational Records and Reports Series. (See especially Handbook X—*Educational Technology*.) A different coding system may be desirable.

The numerical classifications presented in chapters 3 and 8 and appendix B apply to the data items that appear in this Handbook; they are not part of a master coding system or of any previously established data system. Because it is structurally similar, however, the coding system might be used with the numerical classifications in the other handbooks of the Educational Records and Reports Series.

## STRUCTURE OF THE CODING SYSTEM

Each data category or subdivision of a category is given a code number. The coding system assigns a two-digit number to each level of detail:

00.	Major Classification
00. 00	First Level of Detail
00. 00 00	Second Level of Detail
00. 00 00 00	Third Level of Detail
00. 00 00 00 00	Fourth Level of Detail

The space between the sets of digits is used only to indicate the level of detail at a glance. It is not required. It is important to recognize that level of detail, after the first level, does not necessarily denote level of importance. A data item at the fourth level can be as important as a data item at the second level. Also, a data item, such as sex, may be at the second level in one section and third in another section.

The major classifications and principal segments of the arrays of data items used in this Handbook and the code number assigned to each data item are as follows:

Code Numbers	Data-Item Categories
01.	<b>Population</b>
01. 01	<b>General Population Characteristics</b>

<sup>1</sup> See A Guide to the Literature, appendix I, Shryock and Siegel, *The Methods and Materials of Demography*.

## CLASSIFICATION OF SELECTED INFORMATION

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Code Numbers	Data-Item Categories
01. 02	Racial and Ethnic Characteristics
01. 03	Foreign Born Characteristics
01. 04	Urban-rural Characteristics
01. 05	Income Characteristics
01. 06	Educational Characteristics
01. 07	Household and Housing Characteristics
01. 08	Vital Statistics
01. 09	Handicapped Categories
02.	<b>Economy</b>
02. 01	General Economic Characteristics
02. 01	Employment, by Industry Group Characteristics
02. 03	Economic Indicators
02. 04	Economic Aspects of Local Government
02. 05	Community Revenue Base for Schools
02. 06	Economic Characteristics of the Population
02. 07	Economic Trends (Future)
03.	<b>Land Use</b>
03. 01	Classification of Land
03. 02	Land Use-General Characteristics
03. 03	Land Use-Density Measures
03. 04	Land Use-Specific Site Characteristics
03. 05	Land Use-Regulatory Information
04.	<b>Social Structure and Dynamics</b>
04. 01	General Characteristics of the Community
04. 02	Statistics Collected by Local Agencies
04. 03	Voting Characteristics
04. 04	Formal and Informal Organizations in the Community
04. 05	Allocation of Community Resources and Services
04. 06	Communication Through Mass Media
04. 07	School District Characteristics
04. 08	School District Organization
04. 09	School and Community Interrelationships

### EXPANDING THE CODING SYSTEM

The major advantage of this system is its flexibility. The system can be expanded or contracted to accommodate the needs of the user. The classification and coding system provides up to 99 different information items at each level of detail.

The coding system could be expanded to even more than four levels of detail. An example is a sex and age breakdown for the American Indian or Alaskan Native category, as follows:

01.	Population
01. 02	Racial and Ethnic Characteristics
01. 02 01	American Indian or Alaskan Native
01. 02 01 01	Percent American Indian or Alaskan Native
01. 02 01 02	Female
01. 02 01 02 01	Female Age
01. 02 01 02 01 01	Under 5 Years

01. 02 01 02 01 02.	5 to 9 Years
01. 02 01 02 01 03	10 to 14 Years
01. 02 01 02 01 04	15 to 19 Years
01. 02 01 02 01 05.	20 to 24 Years
01. 02 01 02 01 06	25 to 34 Years
01. 02 01 02 01 07	35 to 44 Years
01. 02 01 02 01 08	45 to 54 Years
01. 02 01 02 01 09	55 to 59 Years
01. 02 01 02 01 10	60 to 64 Years
01. 02 01 02 01 11	65 to 75 Years
01. 02 01 02 01 12	75 Years and Over
01. 02 01, 03	Male
01. 02 01 03 01	Male Age
01. 02 01 03 01 01	Under 5 Years
01. 02 01 03 01 02	5 to 9 Years
01. 02 01 03 01 03	10 to 14 Years
01. 02 01 03 01 04	15 to 19 Years
01. 02 01 03 01 05	20 to 24 Years
01. 02 01 03 01 06	25 to 34 Years
01. 02 01 03 01 07	35 to 44 Years
01. 02 01 03 01 08	45 to 54 Years
01. 02 01 03 01 09	55 to 59 Years
01. 02 01 03 01 10	60 to 64 Years
01. 02 01 03 01 11	65 to 75 Years
01. 02 01 03 01 12	75 Years and Over

In the above example the coding system has been expanded to a fifth level of detail, and other levels could be added.

### Further Examples of Expanding the Coding System

Two additional examples of expanding the coding system are in order.

First, existing major classification units can have segments added at the first level of detail. For example, if more occupational data are needed to plan vocational education offerings, the following might be useful:

02.	Economy
02. 09	Shortage and Surplus Occupations
02. 09 01	Total Number of Tool and Die Makers
02. 09 01 01	Tool and Die Makers, Shortage
02. 09 01 02	Tool and Die Makers, Surplus
02. 09 02	Total Number of Electricians
02. 09 02 01	Electricians, Shortage
02. 09 02 02	Electricians, Surplus

This system points easily to those occupations that have a surplus of qualified people. Conversely, those occupations with job opportunities can be identified.

Secondly, totally new areas of data needs may develop. For example, increasing concern with the environment, natural resources, and energy supplies may require the addition of a totally new major classification. The following is an example of how this might be done:

## CLASSIFICATION OF SELECTED INFORMATION

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- 06. **ENVIRONMENT AND RESOURCES**
- 06. 01 **ENVIRONMENTAL CHARACTERISTICS**
- 06. 01 01 **Temperature, Annual Average**
- 06. 01 01 01 *January Average Temperature*
- 06. 01 01 02 *July Average Temperature*
- 06. 01 01 03 *Number of Degree-Heating Days (or whatever unit is used locally)*
- 06. 02 **NATURAL RESOURCES**
- 06. 02 01 **Coal, Local Availability**
- 06. 02 01 01 *Coal, Per Unit Cost (heat value specified)*
- 06. 02 02 **Natural Gas, Local Availability, Quantity**
- 06. 02 02 01 *Natural Gas, Per Unit Cost (heat value specified)*

The data items immediately above are not taken from Handbook VIII's coding system. But if these or others are important classifications for a school district, then they should be added.

## 01. SERIES: POPULATION

### ITEMS DESCRIBING POPULATION DATA

Population data are among the data most readily available. They allow people concerned with education to summarize the size, distribution, and characteristics of a community's population and to trace the various changes and trends that constantly occur in that population. It is always helpful to check basic personal knowledge of the people of a community against verifiable data. The first levels of detail for population data follow:

#### General Population Characteristics

This section shows the size, growth rate, and summary income and education characteristics of the general population.

#### Racial and Ethnic Characteristics

This section should not be interpreted as being scientific or anthropological in nature. The categories were developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use by Federal agencies of compatible, nonduplicated, and exchangeable racial and ethnic data.

For purposes of reports to the Department of Health, Education, and Welfare (HEW), the five racial and ethnic categories that follow this first level should be considered as mutually exclusive. The Hispanic category should be given priority; if a person is Hispanic, the Hispanic category only should be applied. These standards were outlined by the Office of Management and Budget in 1978. The racial and ethnic categories are based on self-selection. See appendix F for a complete discussion of racial and ethnic standards.

#### Foreign Born Characteristics and Urban-Rural Characteristics

These sections identify data items useful in social analysis of a locality.

#### Income Characteristics

This section provides a detailed breakdown of family income levels. Other economic information is found in the Economic data section.

## Educational Characteristics

This section concerns the adult population. Other educational information is found in the Social Structure and Dynamics data section.

## Household and Housing Characteristics

This section relates the population to its physical residential environment.

## Vital Statistics

This section provides data on factors that account for population changes, including births and deaths.

## Handicapped Categories

This section delineates categories of handicapped persons as defined in the *Federal Register*, Vol. 42, No. 163 (Tuesday, August 23, 1977).

CODE	ITEMS OF INFORMATION	DEFINITION ON PAGE
<b>POPULATION</b>		
01. 01	<b>GENERAL POPULATION CHARACTERISTICS</b>	
01. 01 01	<b>Total Population</b> .....	99
01. 01 01 01	<i>Percent Female</i> .....	99
01. 01 01 02	<i>Percent Male</i> .....	99
01. 01 01 03	<i>Midperiod Population</i> .....	99
01. 01 02	<b>Population Increase or Decrease</b> .....	100
01. 01 02 01	<i>Percent Population Increase or Decrease</i> .....	100
01. 01 03	<b>Population Density</b> .....	100
01. 01 04	<b>Median Age</b> .....	100
01. 01 05	<b>Median Family Income</b> .....	100
01. 01 06	<b>Median Highest Grade of School Completed</b> .....	100
01. 01 07	<b>Number of Persons Age 25 and Over</b> .....	100
01. 02	<b>RACIAL AND ETHNIC CHARACTERISTICS<sup>2</sup></b>	
01. 02 01	<b>American Indian or Alaskan Native<sup>3</sup></b> .....	100
01. 02 01 01	<i>Percent American Indian or Alaskan Native</i> .....	100
01. 02 02	<b>Asian or Pacific Islander</b> .....	100
01. 02 02 01	<i>Percent Asian or Pacific Islander</i> .....	100

<sup>2</sup> See appendix F for a complete discussion of Racial and Ethnic standards.

<sup>3</sup> See p. 44 for an example of age and sex breakdowns that can be used for any data items.

**CLASSIFICATION OF SELECTED INFORMATION**

CODE	ITEMS OF INFORMATION	DEFINITION ON PAGE
01. 02 03	<b>Black, not of Hispanic Origin</b>	100
01. 02 03 01	<i>Percent Black, not of Hispanic Origin</i>	100
01. 02 04	<b>Hispanic</b>	100
01. 02 04 01	<i>Percent Hispanic</i>	101
01. 02 05	<b>White, not of Hispanic Origin</b>	101
01. 02 05 01	<i>Percent White, not of Hispanic Origin</i>	101
01. 03	<b>FOREIGN BORN CHARACTERISTICS</b>	
01. 03 01	<b>Foreign Born Population</b>	101
01. 03 01 01	<i>Percent Foreign Born Population</i>	101
01. 04	<b>URBAN-RURAL CHARACTERISTICS</b>	
01. 04 01	<b>Urban Population</b>	101
01. 04 01 01	<i>Percent Urban Population</i>	101
01. 04 02	<b>Rural Population</b>	101
01. 04 02 01	<i>Percent Rural Population</i>	101
01. 04 01 01	<i>Rural Farm Population</i>	101
01. 04 02 02 01	<i>Percent Rural Farm Population</i>	101
01. 04 02 03	<i>Rural Nonfarm Population</i>	101
01. 04 02 03 01	<i>Percent Rural Nonfarm Population</i>	101
01. 05	<b>INCOME CHARACTERISTICS</b>	
01. 05 01	<b>Number of Families with Income</b>	101
01. 05 02	<b>Families, by Income Category</b>	101
01. 05 02 01	<i>Under \$1,000</i>	101
01. 05 02 02	<i>\$1,000 - \$2,999</i>	101
01. 05 02 03	<i>\$3,000 - \$5,999</i>	101
01. 05 02 04	<i>\$6,000 - \$8,999</i>	101
01. 05 02 05	<i>\$9,000 - \$11,999</i>	101
01. 05 02 06	<i>\$12,000 - \$14,999</i>	101
01. 05 02 07	<i>\$15,000 - \$24,999</i>	101
01. 05 02 08	<i>\$25,00 - \$49,999</i>	101
01. 05 02 09	<i>\$50,000 or more</i>	101
01. 05 03	<b>Percent Distribution of Families, by Income Category</b>	102
01. 05 03 01	<i>Percent under \$1,000</i>	102
01. 05 03 02	<i>Percent \$1,000 - 2,999</i>	102
01. 05 03 03	<i>Percent \$3,000 - 5,999</i>	102
01. 05 03 04	<i>Percent \$6,000 - 8,999</i>	102
01. 05 03 05	<i>Percent \$9,000 - 11,999</i>	102
01. 05 03 06	<i>Percent \$12,000 - 14,999</i>	102
01. 05 03 07	<i>Percent \$15,000 - 24,999</i>	102
01. 05 03 08	<i>Percent \$25,00 - 49,999</i>	102
01. 05 03 09	<i>Percent \$50,000 or more</i>	102
01. 05 04	<b>Families Receiving Public Assistance</b>	102
01. 05 04 01	<i>Percent Families Receiving Public Assistance</i>	102
01. 06	<b>EDUCATIONAL CHARACTERISTICS</b>	
01. 06 01	<b>Highest Grade of School Completed by Persons Age 25 and Over</b>	102
01. 06 01 01	<i>None</i>	102
01. 06 01 02	<i>K</i>	102
01. 06 01 03	<i>5-8</i>	102
01. 06 01 04	<i>9-11</i>	102

CODE	ITEMS OF INFORMATION	DEFINITION ON PAGE
01. 06 01 05	12 .....	102
01. 06 01 06	13-15 .....	102
01. 06 01 07	16 .....	102
01. 06 01 08	17 or more .....	102
01. 06 02	<b>Percent Distribution of Highest Grade of School Completed by Persons</b>	
	<b>Age 25 and Over</b> .....	102
01. 06 02 01	Percent None .....	102
01. 06 02 02	Percent K-4 .....	102
01. 06 02 03	Percent 5-8 .....	102
01. 06 02 04	Percent 9-11 .....	102
01. 06 02 05	Percent 12 .....	102
01. 06 02 06	Percent 13-15 .....	102
01. 06 02 07	Percent 16 .....	102
01. 06 02 08	Percent 17 or more .....	102
01. 07	<b>HOUSEHOLD AND HOUSING CHARACTERISTICS</b>	
01. 07 01	Number of Households .....	102
01. 07 02	Persons Living in Households .....	102
01. 07 03	Mean Number of Persons per Household .....	102
01. 07 04	Persons Living in Single Housing Units .....	102
01. 07 04 01	Percent Persons Living in Single Housing Units .....	102
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## 02. SERIES: ECONOMY

### ITEMS DESCRIBING ECONOMY DATA

Literally thousands of indicators might be used to develop a portrait of a community's economy. Those chosen in this Handbook have been selected for their general utility, the relative ease with which they can be acquired and processed, and their frequent use in a sampling of existing community data systems, including a number of major school systems. Although community economic information has often been neglected in educational planning and decisionmaking, it is clear that both the total economy of the community and the economic situation of the population are fundamental features of any community's character, problems, and potential. Some of the indicators will be useful for all communities, while others may be used only when applicable to a particular community.

The first levels of detail for economic data follow:

#### General Economic Characteristics

This section summarizes trends in the total community economy. In a sense, these indicators reflect the economic health and the relative stability of the economy through a period of predetermined length. It is desirable to develop these data for a period of years. Historical series provide a reference base for viewing the dynamics of the present and near future.

## Employment, by Industry Group Characteristics

This section is designed to provide an understanding of various aspects of the economy over a period of time, and to establish key indicators of the volume of activity for the present. It is useful in monitoring the performance of various economic activities. The American economic system is undergoing change. The competitive situation for both communities and specific economic activities is in flux. The ups and downs of different sectors may influence personal income, the community's revenue base, employment, the type of training demanded of the labor force, and many other community factors that may have implications for education. This section uses the Standard Industrial Classification (SIC) of types of work published by the U.S. Department of Labor. The SIC has been matched with this Handbook's coding system in the beginning of this series. Ample space is left to incorporate the categories of work from the SIC into the Handbook's coding system; appropriate listings are in appendix E.

### Economic Indicators

These indicators provide measures of the local areas economy as measured by employment data. The basic/nonbasic indicators demonstrate relationships within a local economy, while the location quotient provides a means of comparing the local economy with the national economy.

### Economic Aspects of Local Government

This section is significant in two fundamental ways: first, the information items reflect the quality of the community, specifically the number and quality of services provided and the adequacy of the revenue base for operating them. The sum of these operations may strongly influence the competitive posture of the community in retaining present economic activity and in attracting new business and industry. The availability and quality of community services are increasingly examined by firms considering the attractiveness of various localities. Second, the revenue base for local government and the school system is commonly shared—in particular that part of the base represented by the property tax. Therefore, fiscal planning for schools must continuously be examined in the light of all publicly financed operations.

### Community Revenue Base for Schools

This section provides details on the relationship between economic aspects of the community and financing of the schools.

### Economic Characteristics of the Population

This section provides information on the economic characteristics of the population and is derived from the same sources as population data. The economy proper and the people who share its benefits and comprise its labor force are complementary aspects of economic information. The indicators given in this section reflect these characteristics. Some of the indicators are signposts of problems, such as the unemployment rate, and rural and urban poverty indices. All of these can have a direct impact on school program planning. Other indicators may suggest related programs needs. For example, the percent of females in the labor force can relate to the need for day care centers.

### Economic Trends (Future)

The last section deals with economic trends of the future. Any good planner will have an eye on trends as possible indicators of future economic conditions. The data listed help focus on change in the economic situation of a community.

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### 03. CODE SERIES: LAND USE.

#### ITEMS DESCRIBING LAND USE DATA

The data in this series: (1) indicate the general arrangement of land uses (community structure or morphology), (2) specify features of land use and population distribution that relate to school planning needs, and (3) provide information that relates to school site selection. Since future land use patterns hinge on what already exists, a careful study of the present structure, along with a flow of data on growth and change possibilities, assists in the projection of relevant information for the coming years.

The first levels of detail for land use data follow:

#### Classification of Land

This section provides a percentage breakdown of the various land uses. These data should be used with a land use map in hand so that the spatial relationships among the several types can be visualized. Particular attention should be paid to the residential category that relates closely to the location of schools and the pattern of public transportation and school bus transportation (where provided).

#### Land Use—General Characteristics

This section focuses on the development of data for elementary school attendance areas and community growth rates. Both of these factors are relevant to school planning for determining possible expansion and special needs, not only for the present but for years ahead.

#### Land Use—Density Measures

This section is concerned with straightforward density measures. These items illustrate one particular problem in data development: the need to develop an estimate of school-age population by small areas. This item is rarely available from standard population sources and may well deserve to be the subject of a special survey. For larger metropolitan areas, such census data may be obtainable through special computer runs that can relate the desired data, by addresses, to specified small areas.

#### Land Use—Specific Site Characteristics

This section provides basic data pertinent to the selection of a school site. Such determinations have often and successfully been accomplished by intuition, but the information items provide a means of substantiating intuitive choices.

#### Land Use—Regulatory Information

This final section on land use regulations can and should be obtained from the local city and county planning offices and they need to be updated regularly. Many communities have comprehensive plans that can be consulted.

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## 04. CODE SERIES: SOCIAL STRUCTURE AND DYNAMICS

### ITEMS DESCRIBING SOCIAL STRUCTURE AND DYNAMICS DATA

The items in this series: (1) indicate the social nature of the community, (2) provide a method of studying the social and political dynamics of the community, and (3) specify how the school fits into the operation of the community. Most of the decisions made by school officials have an impact on the citizens of the community. In turn, the nature of the community and its citizens have an impact on the schools. This section should help identify different elements of the local community and their relationship to the schools.

The first levels of detail for social structure and dynamics follow:

#### General Characteristics of the Community

This section identifies some general characteristics of the community: the number of families with children and some of the characteristics of those families.

#### Statistics Collected by Local Agencies

This section identifies some statistics that may be available from local agencies. Data collected from sources such as hospital, police, social service agency, court, and library records are matters of public record. Other data affecting school and community decisions may be sensitive, private, and unreported. For example, predelinquency, arrest records and information on the extent of domestic violence (e.g., child abuse, spouse abuse) may be difficult or impossible to collect.

#### Voting Characteristics

This section details the political makeup of the community. Votes cast in off-year U.S. House of Representatives elections are the best indicators of the party identification of members of the community. This section also concerns school levies. The precinct returns may make it possible to identify those areas most unfavorable and those most favorable to school levies and bond issues.

#### Formal and Informal Organizations in the Community

This section profiles the community's formal and informal organizations. The number and types of these organizations indicate the amount of group activity within the community. Knowing the organizations that exist and who belongs to them may be important in mobilizing support for, or in identifying antagonism to, certain educational proposals or decisions. A close scrutiny of such organizations may identify publicly active individuals and leaders of segments of the population who could bring their expertise and/or influence to bear on a community problem. The list is not intended to be exhaustive, but it is representative of the types of organizations in most communities. See chapter 5 for a further discussion on organizations in communities.

#### Allocation of Community Resources and Services

This section presents a general view of the distribution of public funds for various services. Current expenditure levels may or may not reflect the true value system of the community, but a total view is needed as the first step in revamping a funding system to reflect community needs and aspirations. Since schools are only one factor in determining the quality of life in the community, it is important that financial allocations to all essential services be balanced. Good schools are not usually found in communities where other agencies are handicapped in fulfilling their roles.

## Communication Through Mass Media

This section identifies the types and the extent of community media services. Such data can help to assess the effectiveness of communication within the community and spot gaps in communication. A careful study of community media communication may reveal reliance on sources that are not actually communicating with the local community and may also uncover little-recognized sources that can be used to communicate with certain members of a community. The items suggested are typical of the media sources that exist in most communities. Items about libraries are not listed. Libraries are, however, an important source of community information.

## School District Characteristics

This section identifies basic needed school district data. Some data can be difficult to obtain. Community colleges, because of their close relationship with local business and community agencies, collect data that may be of assistance.

Schools do not constitute the only educational agency in the community. Service organizations, social service agencies, business, and industry are involved in numerous educational activities. Service organizations offer informal educational leisure, occupational, and professional programs. Social service agencies serve the general public with self-help educational programs. Business and industry operate schools for their constituency. Many communities have an array of proprietary schools serving the needs of the community members. (See Handbook IX, listed in appendix I.)

## School District Organization

This section details how the school district is organized, administered, and financed. The important data items included in this section give an overview of the potential of the school system. Analysis of these data may point to needed changes and/or adaptations to adverse conditions.

## School and Community Interrelationships

This section identifies factors for assessing the school-community relationship. The degree of involvement desired is a matter for local decision.

These items can serve a basis for forming an informational network of school-community relations that would allow greater citizen input into the decisionmaking process. They may also reveal gaps in the school-community-relations process that are prejudicial to positive citizen perceptions of school activities. They may also be a source of information about school activities that can strengthen and enhance school-community relations.

These are suggested items with neither a positive nor a negative slant. Others of this type may be generated locally. The importance of the reason for collecting this data will determine its worth.

CODE	ITEMS OF INFORMATION	DEFINITION ON PAGE
	<b>SOCIAL STRUCTURE AND DYNAMICS</b>	
	<b>GENERAL CHARACTERISTICS OF THE COMMUNITY</b>	
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04. 01 03	Number of Families With Preschool-Age Children .....	121
04. 01 04	Number of Families Receiving Public Assistance That Have School-Age Children .....	121
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**CLASSIFICATION OF SELECTED INFORMATION**

CODE	ITEMS OF INFORMATION	DEFINITION ON PAGE
04. 01 05	Number of Working Mothers With Children Under Age 6 in a Two-Parent Family .....	121
04. 01 06	Number of Working Mothers With Children Under Age 6 in a One-Parent Family .....	121
04. 01 07	Number of Working Fathers With Children Under Age 6 in a Two-Parent Family .....	121
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CODE	ITEMS OF INFORMATION	DEFINITION ON PAGE
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**CLASSIFICATION OF SELECTED INFORMATION**

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CODE	ITEMS OF INFORMATION	DEFINITION ON PAGE
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## CONCLUSION

This chapter has provided a framework for collecting, using, and displaying data about communities. The next chapter provides guidelines to facilitate the use of available published data.

## Chapter 4

# PUBLISHED DATA

### INTRODUCTION

Any information system must begin with a relatively flexible set of objectives and an understanding of what data are required. The data items in chapter 3 and the Community Profiles in appendix B provide guidance for determining useful community data. Unique local situations may require additional information.

How to find data is an important concern in addition to what information is necessary. This chapter provides guidelines to facilitate the use of available published data. Collecting data at the local level is discussed in chapter 5.

Collecting basic community data requires several decisions:

(1) What geographic unit will be used for data collection? School systems may require data by county, city, census tract, school district, school attendance area, or some other geographic unit.

(2) Will available data be sufficient, or will a survey or some other type of active local data collection be necessary?

(3) Will additional data have to be identified beyond the suggested data items in chapter 3 before beginning data collection efforts?

(4) Will information on the entire population be sufficient, or should separate data subsets be created for population subgroups such as racial and ethnic categories or rural residents? The basic data can usually be collected for subsets of the local community population and then aggregated to provide a file for the entire community.

### POPULATION INFORMATION

The major source of published data on population is the Bureau of the Census. The bureau has conducted a census every 10 years. Beginning in 1985, the census will be taken every 5 years. The bureau also conducts

a monthly "Current Population Survey," usually a large sample survey on some specific subject such as migration, school enrollment, voter characteristics, or educational attainment.

The results of the 1970 Census of Population and Housing are issued in the form of printed reports, microfiche copies of the printed reports, computer summary tapes, computer printouts, and microfilm. Listed below are descriptions of the final report series. The descriptions were taken directly from the bureau's publication *1970 General Population Characteristics* (Final Report PC (1)-B49). More detailed information on this program can be obtained from the:

Publication Distribution Section  
Bureau of the Census  
Washington, D.C. 20233.

### Population Census Reports

*Volume 1. Characteristics of the Population.*—This volume consists of 58 "parts"—number 1 for the United States, numbers 2 through 52 for the 50 States and the District of Columbia in alphabetical order, and numbers 53 through 58 for Puerto Rico, Guam, Virgin Islands, American Samoa, Canal Zone, and the Trust Territory of the Pacific Islands, respectively. Each part, which is a separate clothbound book, will contain four chapters designated as A, B, C, and D. Each chapter (for each of the 58 areas) was first issued as an individual paperbound report in four series designated as PC (1)A, B, C, and D respectively. The 58 PC(1)-A reports was specially assembled and issued in a clothbound book, designated as Part A.

*Series PC(1)-A Number of Inhabitants.*—Final official population counts are presented for States, counties by urban and rural residence, standard metropolitan statistical areas (SMSA's), urbanized areas, county

subdivisions, all incorporated places, and unincorporated places of 1,000 inhabitants or more.

**Series PC(1)-B *General Population Characteristics.***—Statistics on age, sex, race, marital status, and relationship to head of household are presented for States, counties by urban and rural residence, SMSA's, urbanized areas, county subdivisions, and places of 1,000 inhabitants or more.

**Series PC(1)-C *General Social and Economic Characteristics.***—Statistics are presented on nativity and parentage, State and county of birth, Spanish origin, mother tongue, residence 5 years ago, year moved into present house, school enrollment (public or private); years of school completed, vocational training, number of children ever born, family composition, disability, veteran status, employment status, place of work, means of transportation to work, occupation group, industry group, class of worker, and income (by type) in 1969 of families and individuals. Each subject is shown for some or all of the following areas: States, counties (by urban, rural-nonfarm residence), SMSA's urbanized areas, and places of 2,500 inhabitants or more.

**Series PC(1)-D *Detailed Characteristics.***—These reports cover most of the subjects shown in Series PC(1)-C, above, presenting the data in considerable detail and cross-classified by age, race, and other characteristics. Each subject is shown for some or all of the following areas: States (by urban, rural-nonfarm, and rural-farm residence), SMSA's, and large cities.

**Volume II. *Subject Reports.***—Each report in this volume, also designated as Series PC(2) concentrates on a particular subject. Detailed information and cross-relationships is generally provided on a national and regional level; in some reports, data for States or SMSA's is shown. The characteristics covered include national origin and race, fertility, families, marital status, migration, education, unemployment, occupation, industry, and income.

## Housing Census Reports

**Volume I. *Housing Characteristics for States, Cities, and Counties.***—This volume, consists of 58 "parts"—number 1 for the United States, numbers 2 through 52 for the 50 States and the District of

## COMMUNITY INFORMATION

Columbia in alphabetical order, and numbers 53 through 58 for Puerto Rico, Guam, Virgin Islands, American Samoa, Canal Zone, and the Trust Territory of the Pacific Islands, respectively. Each part, which is a separate clothbound book, contains two chapters designated as A and B. Each chapter (for each of the 58 areas) was first issued as an individual paperbound report in two series designated as HC(1)-A and -B, respectively.

**Series HC(1)-A. *General Housing Characteristics.***—Statistics on tenure, kitchen facilities, plumbing facilities, number of rooms, person per room, units in structure, mobile home, telephone, value, contract rent, and vacancy status are presented for some or all of the following areas: States (by urban and rural residence), SMSA's, urbanized areas, places of 1,000-inhabitants or more, and counties.

**Series HC(1)-B *Detailed Housing Characteristics.***—Statistics are presented on a more detailed basis for the subjects included in the HC(1)-A reports, as well as on such additional subjects as year moved into unit, year structure built, basement, heating equipment, fuels, air-conditioning, water and sewage, appliances, gross rent, and ownership of second home. Each subject is shown for some or all of the following areas: States (by urban, rural-nonfarm, and rural-farm residence), SMSA's, urbanized areas, places of 2,500 inhabitants or more, and counties.

**Volume II. *Metropolitan Housing Characteristics.***—These reports, also designated as Series HC(2), will cover most of the 1970 census housing subjects in considerable detail and cross-classification. There is one report for each SMSA and its central city(ies) and places of 50,000 inhabitants or more, as well as a national summary report.

**Volume III. *Block Statistics.***—One report, under the designation Series HC(3), was issued for each urbanized area showing data for individual blocks on selected housing and population subjects. The series also includes reports for the communities outside urbanized areas that have contracted with the Census Bureau to provide block statistics from the 1970 census.

**Volume IV. *Components of Inventory Change.***—This volume contains data on the disposition of the 1960 inventory and the source of the 1970 inventory,



such as new construction, conversions, mergers, demolitions, and other additions and losses. Cross-tabulations of 1960 and 1969 characteristics for units that have not changed and characteristics of the present and previous residence of recent movers are also provided. Statistics are shown for 15 selected SMSA's and for the United States.

Volume V. *Residential Finance*.—This volume presents data regarding the financing of privately owned nonfarm residential properties. Statistics are shown on amount of outstanding mortgage debt, manner of acquisition of property, homeowner expenses, and other owner, property, and mortgage characteristics for the United States and regions.

Volume VI. *Estimates of "Substandard" Housing*.—This volume presents counts of "substandard" housing units for counties and cities, based on the number of units lacking plumbing facilities combined with estimates of units with all plumbing facilities, but in "dilapidated" condition.

Volume VII. *Subject Reports*.—Each report, in this volume concentrates on a particular subject. Detailed information and cross-classifications are generally provided on a national and regional level; in some

reports, data for States or SMSA's are also shown. Among the subjects covered are housing characteristics by household composition, housing of minority groups and senior citizens, and households in mobile homes.

### Joint Population-Housing Reports

Series PHC(1). *Census Tract Reports*.—This series contains one report for each SMSA, showing data for most of the population and housing subjects included in the 1970 census.

Series PHC(2). *General Demographic Trends for Metropolitan Areas, 1960 to 1970*.—This series consists of one report for each State and the District of Columbia, as well as national summary report, presenting statistics for the State and for SMSA's and their central cities and constituent counties. Comparative 1960 and 1970 data are shown on population counts by age and race and on such housing subjects as tenure, plumbing facilities, value, and contract rent.

These Reports are available on computer summary tapes. See chapter 7 and appendix H for a discussion of computer summary tapes.

### Current Population Reports

Title	Series No.	Geographic Detail Below U. S. Level	Frequency of Issue
Population Characteristics	P-20	Metropolitan/nonmetropolitan, sometimes SMSA totals, and selected areas	15 reports per year
Special Studies	P-23	Regions; sometimes States	Several per year
Population Estimates and Projections	P-25	States, SMSA's	Monthly/annual
Federal-State Cooperative Program for Population Estimates	P-26	Counties and SMSA's in participating States	Periodic
Farm Population	P-27	None	Annual
Special Censuses	P-28	Counties, municipalities, and sometimes census tracts	As required 2 summary reports per year

## BASIC CENSUS PUBLICATIONS

*The County and City Data Book* is a publication produced every 4 or 5 years as a supplement to the *Statistical Abstract*. It contains summary data from a variety of sources, including the census and current population reports; and is an excellent source of pop-

ulation and economic data for counties, SMSA's, and cities. Additional data include: information on unemployment, earnings by industry, number of establishments, employment by place of work and industry, number and value of farms, and bank deposits. Table 4-1 indicates data obtainable directly from *The County and City Data Book*.

Table 4-1.—Basic data available from *The County and City Data Book*, 1972

Handbook VIII code number	Data item <sup>1)</sup>	Counties table 2 column	Cities table 6 column
01. 01 01	Total Population	3	303
01. 01 02 01	Percent Population Increase or Decrease	5 5	305 305
01. 01 03	Population Density	4	304
01. 01 04	Median Age	15	313
01. 01 05	Median Family Income Percent With Family Income \$12,000 and Over*	55-57	358-360
01. 01 06	Median Highest Grade of School Completed	24	323
01. 03 01 01	Percent Foreign Born Population	18	316
01. 05 03 01 & 01. 05 03 02	Percent With Family Income Under \$3,000	52	354
01. 06 02 01 & 01. 06 02 02	Percent Completing Less Than Fifth Grade	25	324
01. 07 04 01	Percent Persons Living in Single Housing Units	80	379
01. 07 06 01	Percent Owner-Occupied Housing Units	87	386
01. 07 07	Median Value of Owner-Occupied Housing Units	88	387
01. 07 09	Median Monthly Gross Rental of Rented Housing Units	89	388
01. 07 11	Number of Housing Units	77	376
01. 08 01 01	Crude Birth Rate	21	320
01. 08 02 01	Crude Death Rate	22	321
03. 01 01	Land Area	1	301
04. 07 01	Total School Enrollment	28-29	328-329

*Statistical Abstract of the United States*. An annual publication presenting current estimates and census year benchmark data on economic concern, especially for States and SMSA's. This is a useful publication for current data at the metropolitan, State, and national level.

\* This category is calculated by summing (01. 05-03 06), (01. 05 03 07), (01. 05 03 08) and (01. 05 03 09).

The catalogs of Bureau of the Census publications are issued quarterly, and are available from the U.S. Department of Commerce District Offices. See p. 188 for addresses.

Table 4.2 gives the table references for Bureau of the Census sources of population basic data. To use the table, select the geographic unit desired (county, city, or census tract) from the column headings and follow down the column for instructions to find the Handbook VIII code number in the left column.

Table 4-2.—Sources for census data on population

Handbook VIII		County		City		Census tract	
Code number	Data item	Series PC(1)	<i>The County &amp; City Data Book, Table 2</i>	Series PC(1) <sup>1</sup> : A, B, -C		<i>The County &amp; City Data Book, Table 6</i>	Series PHC (1)
		-A, -B, -C		Data for places 10-50,000	Data for cities 50,000 or more		
01. 01 01	Total population	-A, Table 24.	Column 3	28	-A, Table 6	Column 201	Table P-1
	Age-sex-specific population	-B, Table 35.	-NA-	28	-B, Table 24	-NA-	Table P-1
01. 01 04	Median age	-B, Table 35.	Column 15	28	-B, Table 24	Column 313	Compute from Table P-1
01. 01 05	Median Family Income	-C, Table 124	Column 58	107	-C, Table 89	Column 361	Table P-4
01. 01 06	Median highest grade of school completed	-C, Table 120 (by sex only)	Column 24	103	-C, 83 (by sex only)	Column 323	Table P-2
01. 02 05	White Population	-B, Table 35	Column 9	28	-B, Table 24	Column 307	Table P-1
01. 03 01	Foreign born population	-C, Table 119	-NA-	102	-C, Table 81	-NA-	Table P-2
01. 05 01	Families with income	-C, Table 124	Columns 52-57	107	-C, Table 89,	Columns 354-360	Table P-4
	Families with income over \$12,000 <sup>2</sup>	-C, Table 124	55-57	107	-C, Table 89,	Columns 358-360	Table P-4
01. 05 03 01	Families with income under \$3,000	-C, Table 124	Column 52	107	-C, Table 89	Column 354	Table P-4
01. 05 03 02	Population completing less than 5th grade	-C, Table 120	Column 25	103	-C, Table 83	Column 324	Table P-2
01. 06 01 01	College graduates	-C, Table 120	Column 27	103	-C, Table 83	Column 326	Table P-2
01. 06 01 08	Land Area	-A, Table 2	Column 1	-NA-	-NA-	Column 301	-NA-
04. 07 01	Total school enrollment	-C, Table 120	Columns 28-29	103	-C, Table 83	Columns 328-329	Table P-2
04. 07 01 01	Total school enrollment grades K-8	-C, Table 120	Column 28	103	-C, Table 83	Column 328	Table P-2
04. 07 01 02	Total school enrollment grades 9-12	-C, Table 120	Column 29	103	-C, Table 83	Column 329	Table P-2
04. 07 02 02	Public enrollment grades K-8	-C, Table 120	-NA-	103	-C, Table 83	-NA-	Table P-2
04. 07 02 03	Public enrollment grades 9-12	-C, Table 120	-NA-	103	-C, Table 83	-NA-	Table P-2
04. 07 05	Adult continuing education enrollment	-NA-	-NA-	-NA-	-NA-	-NA-	Table P-2

<sup>1</sup> See the Series PHC(1) Appendix for example of median computations.

<sup>2</sup> This category is calculated by summing (01. 05 03 06), (01. 05 03 07), (01. 05 03 08), and (01. 05 03 09).

### Titles of Tables from Population Census Reports Series PC (1):

- A, Table 6. Population of all incorporated places and of unincorporated places of 1,000 or more: 1960 and 1970.
- A, Table 24. Population of counties: 1970 and 1960.
- B, Table 20. Age, by race and sex, for areas and places: 1970.
- B, Table 35. Age, by race and sex, for counties: 1970.
- C, Table 81. Ethnic characteristics for areas and places: 1970.
- C, Table 83. Educational characteristics for areas and places: 1970.
- C, Table 89. Income in 1960 of families, unrelated individuals and persons for areas and places: 1970.
- C, Table 119. Social characteristics for counties: 1970.
- C, Table 120. Educational and family characteristics for counties: 1970.
- C, Table 124. Income and poverty status in 1969 for counties: 1970.

Items necessary to produce the array of population data suggested in this Handbook are contained in either the Population Census Reports Series PC(1), *The County and City Data Book*, or the Joint Population-Housing Reports Series PHC(1). Adult education enrollment must be obtained from local sources.

A difficulty in using census data is the lack of correspondence between the geographic units used by the Bureau of the Census (county, census tract) and those used by the schools (school attendance area, school district). Translating data by census units into data for school units, as described later in this chapter, can partially offset this problem.

## HOUSING

The major source of published data on housing is the Bureau of the Census. Local planning and governmental agencies have housing data that rarely include more than the number of households and assessed valuation. Mortgage loans are disclosed to the State by banks and savings and loan associations by census tract or by zip code. State housing plans, required by mid-1978 for receiving certain Federal funds, are developed by comprehensive planning agencies and contain more data than the national housing survey. *The Annual Housing Surveys for SMSA's* gives data on migration.

Table 4-3 lists the sources for the basic data on housing.

### Titles of Tables on Housing and Characteristics of Households Series PC(1)-B:

- Table 25. Household relationship and type of family by race, for areas and places: 1970.
- Table 29. Household relationship and type of family by race, for places of 10,000 to 50,000: 1970.
- Table 33. General characteristics for county subdivisions: 1970.

### Series PC(1)-C:

- Table 82. Mobility, commuting and veteran status, for areas and places: 1970.
- Table 102. Social characteristics for places 10,000 to 50,000: 1970.
- Table 119. Social characteristics for counties: 1970.
- Table 120. Educational and family characteristics for counties: 1970.

### Series HC(1):

- Table 8. Occupancy, plumbing, and structural characteristics for areas and places: 1970.
- Table 10. Financial characteristics for areas and places: 1970.

### Series HC(1)-B:

- Table 20. Financial characteristics for places of 10,000 to 50,000 inhabitants: 1970.
- Table 29. Selected characteristics for counties: 1970.
- Table 53. Structural and plumbing characteristics for places of 10,000 to 50,000 inhabitants: 1970.

## OBTAINING 1980 CENSUS DATA BY SCHOOL DISTRICT

The National Center for Education Statistics (NCES) is developing 1980 Census of Population and Housing data by school district. State, regional, county, and local education agencies as well as the Federal Government and public and private institutions may use these data to create profiles of socioeconomic characteristics of school districts for evaluation, planning, and research purposes.

The NCES project involves compiling a national set of school district maps, relating these maps to census geographic units in a table of equivalence (TOE) for each school district, and, from that information making

Table 4-3.—Sources for census data on housing

Handbook VIII		County		City			Census tract Series PHC(1)
Code number	Data Item	Population and housing censuses	<i>The County &amp; City Data Book</i> , table 2	Population and housing censuses		<i>The County &amp; City Data Book</i> , table 6	
				For cities of 50,000 or greater	For cities of 10-50,000		
01. 07 01	Households	Series PC(1) -B, Table 33	-NA-	Series PC(1) -B, Table 25	Series PC(1) -B, Table 29	-NA-	Table P-4
01. 07 02	Persons living in households	Series PC(1) -B, Table 33	Column 85-86	Series PC(1) -B, Table 25	Series PC(1) -B, Table 29	Columns 384-385	Table P-1
01. 07 04	Persons living in single housing units	Series HC(1) Table 29	Column 80	Series HC(1) Table 8	Series HC(1) Table 53	Column 379	Table H-2
01. 07 06	Persons living in owner-occupied housing units	Series HC(1) Table 29	Column 87	Series HC(1) Table 8	Series HC(1) Table 53	Column 386	Table H-1
01. 07 07	Median value of owner occupied housing units	Series HC(1) Table 29	Column 88	Series HC(1) Table 10	Series HC(1) Table 20	Column 387	Table H-1
01. 07 09	Median monthly gross rental of rented housing units	Series HC(1) Table 29	Column 89	Series HC(1) Table 10	Series HC(1) Table 20	Column 388	Table H-1
01. 07 14	Number of housing units Units with complete plumbing facilities*	Series HC(1) Table 29 Series HC(1) Table 29	Column 77 -NA-	Series HC(1) Table 8 Series HC(1) Table 8	Series HC(1) Table 53 -NA-	Column 384 -NA-	Table H-1 Table H-1
01. 07 15	Persons under age 18 living with neither parent	Series PC(1) -C, Table 120	-NA-	Series PC(1) -C, Table 82	Series PC(1) -C, Table 102	-NA-	-NA-

\*This category would be calculated by subtracting (01. 07 12) from (01. 07 11).

a geographic reference file (GRF). The GRF is a computer tape compilation of the TOE's of all school districts by State. The GRF is used to restructure and transfer 1980 census data to a school district base. School district boundary data are supplied by the State education agencies (SEA's), regional education agencies, and/or local education agencies (LEA's).

In planning for the 1980 Census Data by School District Project, NCES decided to remap all school districts on Census maps (about 15,800 in 1978) nationwide. This decision was made because school districts continued to be reduced in number, many of the

Census maps had changed so that many of the TOE's from a similar 1970 project would not be correct, and in 1970 only about 12,400 districts out of almost 18,700 were included in the project. Because of the decrease, an update of school district boundaries was made in 1975. The data contained in the updated Census Data by School District tape were still, however, from the 1970 decennial census.

Including all school districts makes the project useful to all States and provides a cross-checking verification procedure for school district maps and TOE's. The process involved makes provision for checking common

boundaries of districts and sending copies of all district maps drawn on census maps back to each district, along with its TOE, for verification. Corrections are made until verification by the LEA's is complete with SEA adjudicating any irreconcilable differences between districts. For the small percentage of school districts refusing to take part in the project, boundaries are obtained from the maps of neighboring school districts.

Social and economic characteristics of school districts and their populations have a number of potential applications including the following:

- (1) Improved formulae can be developed for the distribution of Federal and State educational funds. In particular, statistics on the number of children below the poverty level may permit program managers and State coordinators to make allocations by school district rather than by county.
- (2) A planning base for LEA's could be provided for use in:
  - (a) Projections of kindergarten and first grade enrollments
  - (b) Facility and staff planning
  - (c) Dropout prevention planning
  - (d) Vocational education planning
  - (e) School desegregation planning
  - (f) Validation and standardization of a school district's local census
  - (g) Community involvement planning
- (3) Comparisons of socioeconomic data such as poverty, educational level, housing, and employment of families of children in local districts can help State education planners and the State government to formulate education policy.
- (4) Relevant analyses regarding population, age distributions, race, income, educational level, and other analyses can be used to evaluate redistricting plans.
- (5) Census maps with superimposed school district boundaries can help SEA's formulate redistricting plans and help local or county governments reorganize election areas.
- (6) Statistics on low educational attainment can help adult basic education program planning.
- (7) Statistics on occupations and vocational training can help career education program planning.
- (8) Statistics on language use can help bilingual education program planning.

NCES coordinates with two organizations in carrying out this project: (1) the Committee on Evaluation

and Information Systems (CEIS), a working arm of the Council of Chief State School Officers, and (2) the Bureau of the Census from which NCES obtains the census maps.

Procedures for maintaining an updated GRF (probably annually) will include: (1) addition of new district records, (2) deletion of districts, (3) reallocation of census geography within districts, and (4) changes in district name, fall enrollment, or Average Daily Membership/Attendance (ADM/A), and population.

Products that will be available from this project are:

- (1) School District Maps. District boundaries overlaid on census maps. These maps can be purchased on microfilm and/or other available forms. Each school district will receive a map of its own district during the verification phase of the mapping project.
- (2) School District Geographic Reference Tapes. Definition of school districts by census geographic units.
- (3) 1980 census data by school district on computer tape for individual States or the Nation.
- (4) Census-NCES School District Data Base Tape. Data by school district from the 1980 census merged with selected data from a common core of data for individual States or the Nation.
- (5) Publication(s) with 1980 Census data by school district.

A revised NCES program obtains a broad range of educational data by school district and replaces the Elementary and Secondary General Information Survey (ELSEGIS). The ELSEGIS obtained data about public elementary and secondary education through a sample survey of school districts.

The revised program compiles an annual census enumeration of LEA's by obtaining selected LEA data that was previously reported to SEA's. Data comprised of educational statistics from each LEA, housed in a central repository and updated annually, should identify educational problems and needs, trends, and policies that might improve the quality of education. Names and brief descriptions of the components of the data base are listed below:

- (1) LEA Control/Directory File. Characteristics of LEA's.
- (2) LEA Nonfiscal Data. Public enrollment, full-time equivalent (FTE) of staff employed by assignment, number of high school graduates, and pupil transportation data.
- (3) Public School Universe. Name and address of

school, type of school, grade span of pupils served, FTE of classroom teachers, and October 1 pupil enrollment.

- (4) LEA Fiscal Data. Revenues and receipts by source, expenditures by purpose, and miscellaneous special exhibits.
- (5) SEA Data. Revenues by source, expenditures by function, FTE of staff by function, and list of SEA-operated schools.
- (6) SEA Directory of Officials. Name, title, telephone number, and address.
- (7) Miscellaneous State Aggregates:
  - (a) Current expenditures for State allotments of Federal funds.
  - (b) Fall estimates for school year in progress.
  - (c) Miscellaneous other aggregates.

More information concerning the new NCES school district data base program and its seven components is available from NCES. See p. iii for the address of NCES.

## ECONOMY

The data needs for studying the economy are diverse. Data needs focus on: (1) the structure of the community economy (especially in terms of its component parts, the industrial groups), (2) the economic characteristics and effects of local government and the local revenue base for schools, and (3) the economic characteristics of the population. In each case, data from two sources are desirable: (1) census reports and public records, which are discussed in this chapter, and (2) direct collection of data through questionnaires and interviews, which are discussed in chapter 6. Other suggestions for collecting data directly are covered in chapter 5.

A major problem in analyzing a community economy is that the community is usually part of a larger functional economic area or region. The economic forces and patterns operating in the larger area will strongly influence the present and future economy of the individual community. Economic activities involve a flow of money, goods, and people and must be measured as either taking place within the area or extending into other areas. A precise functional delimitation of the community, precise indicators, and a sensitivity for external influences are required to analyze community economy.

## Data Sources on Industrial Groups of the Economy

Obtaining information for industrial groups is one obstacle in studying community economy. It is seldom possible to compile all desired data from published reports or surveys: usually the data is unavailable or the cost is prohibitive.

The Census of Population and Housing is the most complete tabulation of statistical materials; but data addresses attributes, possessions, and residences of people, rather than industrial groups. Also, because census employment data are based on place of residence, rather than place of work, economic data adapted from the census must be carefully translated from place-of-residence data to place-of-work data.

Several data sources that provide data for general economic studies permit use of some simple and helpful (if properly used and interpreted) techniques of analysis. The Bureau of the Census conducts several periodic censuses (usually every 5 years) on industrial groups, and releases short studies on particular subjects pertinent to the economy. Two useful census publications are *County Business Patterns* and *The County and City Data Book*. *The County and City Data Book* summarizes the most important information from detailed sources noted below. The recent major publications of value include:

- (1) *Census of Business*:
  - Census of Retail Trade, 1972. Subject Series*
  - Census of Retail Trade, 1972. Area Series*
  - Major Retail Center. Statistics Series*
  - Census of Retail Trade, 1972. Retail Merchandise Line Sale Series*
  - Census of Wholesale Trade, 1972. Subject Series*
  - Census of Wholesale Trade, 1972. Area Series*
  - Census of Wholesale Trade, 1972. Wholesale Commodity Line Sales Series*
- (2) *Census of Governments, 1972* (taken every 5 years in years ending with 2 and 8, published in six volumes and series reports):
  - Volume 1. *Governmental Organization*
  - Volume 2. *Taxable, Property Values and Assessment-Sales Price Ratios*
    - Part 1. *Taxable and Other Property Values*
    - Part 2. *Assessment-Sales Price Ratios and Tax Rates*
  - Volume 3. *Public Employment*

- No. 1. *Employment of Major Local Governments*
- No. 2. *Compendium of Public Employment*
- No. 3. *Management-Labor Relations in State and Local Government*

Volume 4. *Governmental Finances*

- No. 1. *Finances of School Districts*
- No. 2. *Finances of Special Districts*
- No. 3. *Finances of County Governments*
- No. 4. *Finances of Municipalities and Township Governments*
- No. 5. *Compendium of Government Finances*

Volume 5. *Local Government in Metropolitan Areas*

Volume 6. *Topical Studies*

- No. 1. *Employee-Retirement Systems of State and Local Governments*
- No. 2. *State Reports on State and Local Government Finances*
- No. 3. *State Payments to Local Governments*
- No. 4. *Historical Statistics on Governmental Finances and Employment*

- (3) *Census of Agriculture* (taken every 5 years); beginning in 1982, will be taken in the same year as the Economic Census:

Volume 1. *Area Reports*

- (4) *Census of Manufacturing* (formerly taken every 5 years in years ending with 3 and 8; beginning in 1967, taken every 5 years in years ending with 2 and 7), published in four series:

Number 1. *Industry Series*

Number 2. *Area Series*

Number 3. *Subject Series*

Number 4. *Special Reports Series*

- (5) *Census of Mineral Industries* (formerly taken every 5 years in years ending with 3 and 8; beginning in 1967, taken every 5 years ending with 2 and 7), published in three series:

Number 1. *Series*

Number 2. *Series*

Number 3. *Subject Series*

- (6) *Census of Transportation* (provides somewhat fragmentary information on shipper and commodity groups)

Each of the above publications has a variety of limitations, but together they provide the most comprehensive data available. Two particular problems are: (1) dates when census data are obtained; and (2) disclosure rules, which prevent the inclusion of information that might be identified with a particular firm. As an example of the first problem, some employment data are a result of averaging and some are based on a specific date. Census of Business data are for a work week including March 12 and the total year, whereas data from some other source may be for data at the beginning of a month. Such differences must be detected and the data adjusted for some point in time selected for the purposes of the study. Not all data collected by the Bureau of the Census are published. Unpublished data collected by the Bureau of the Census may be obtained at cost from the Bureau of the Census upon special request.

Many additional sources of data, information, and interpretation are available. The listing below is suggestive rather than exhaustive:

- (1) Publications from the Bureau of Labor Statistics (BLS), U.S. Department of Labor, provide State and area statistics on employment, earnings, unemployment, hours, and labor turnover. The bureau has published special volumes of interpretive research for specific purposes, and it also provides occupation projections through 1985 by Labor Market Area.
- (2) The Internal Revenue Service, U.S. Treasury, biennially (every other year) publishes statistics on income for individuals and corporations.
- (3) State employment security agencies or divisions are the best sources of information on employment by place of work by county. Such data are available at frequent intervals. They provide excellent data for the State and SMSA's use. The data cover all industries included by the employment compensation laws and include almost all employed persons except for the self-employed and domestics within the urban labor force. Valuable labor market information is presented in the Economic Series, beginning on p. 31 in chapter 3 of this Handbook.
- (4) State directories of manufacturing may be available on an annual basis.
- (5) The National Planning Association's (NPA) Center for Economic Projects conducts national sta-



tistical studies and compilations and interprets the performance of sectors of the economy in the present and as projected into the near future. Those NPA publications that address the economy, industrial groups of the economy, and distributional trends are most useful.

- (6) Business registers and guides, often available for a metropolitan area or a part of a State, provide the number, location, employment, and products of firms, and may serve as a source for the selection of units for sampling. Two examples are *Polk's* and *Dunn and Bradstreet*.
- (7) The annual issue of *Sales Management* (usually the May issue), devoted to a "Survey of Buying

Power," provides data on purchasing power and expenditure patterns obtained for metropolitan areas.

- (8) Local planning agency studies, FHA housing market studies, contract studies for areas or regions, and local government agency studies may provide pertinent data.
- (9) The *Survey of Current Business*, a monthly journal published by the U.S. Department of Commerce, provides current information on general economic trends.
- (10) The Federal Reserve System Banks publish a variety of statistical reports and journals that may be of use in collecting economic data.

## Summary of Industry Group Data Sources

The following list summarizes the most accessible sources for the information items on the community economy as given in chapter 3:

2. 01 01                      Total Employment
- For counties and SMSA's, the publication of the Bureau of Labor Statistics and/or a State's division of Employment Security. A basic problem with the census of population data is to adjust place of residence data and place of work data. It is necessary to subtract the number of people who live inside the community and work outside and to add the number who live outside the community and work inside.
02. 01 02                      Payrolls
- Obtainable from the economic census. Probably obtainable from a community's income tax office if there is a local income tax.
02. 01 03                      Capital Investment
- Summarized from the census reports of industrial groups.
02. 02 01 08                      Employment in Forestry
- County Business Patterns.*
02. 02 01 09                      Employment in Fisheries
- County Business Patterns.*
02. 02 01 01-99                      Employment, by Industry Group
- As for 02. 01 01 above.
02. 02 01 20-39                      Manufacturing
- Employment by specific industry groups: as in 02. 02 11 01 below. Also from Bureau of Labor Statistics reports and State Divisions of Employment Security.

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02. 02 01 72      Employment in Personal Services  
*Census of Business, Subject and Area Series.*
02. 02 01 73      Employment in Miscellaneous Business Services  
As in 02. 02 01 72 above.
02. 02 04 01-99      Payrolls, by Industry Group  
As for 02. 01 02 above. Capital Investment by Industry group As for 02. 01 03 above.
02. 02 09 01      Number of Farms  
*Census of Agriculture, Volume I.*
02. 02:09.02      Size Grouping of Farms  
As in 02. 02 09 01 above.
02. 02.09 03      Value of Agriculture Products (Including Livestock)  
As in 02. 02 09 01 above.
02. 02 09 05      Value of Farms  
As in 02. 02 09 01 above.
02. 02 09 06      Tenant Operated Farms  
As in 02. 02 09 01 above.
02. 02 10 01      Value of Minerals Produced  
*Census of Mineral Industries, Industry Series.*
02. 02 11 01      Manufacturing Establishments  
Number of establishments: *Census of Manufacturing, Area Series.*
02. 02 11 02      Value Added by Manufacturing  
As in 02. 02 11 01 above.
02. 02 11 03      Employment in Production Processes  
As in 02. 02 11 01 above.
02. 02,12 01      Wholesaling Establishments by Category  
*Census of Business, Area Series.*
02. 02 12 03      Sales Volume by Category of Wholesale Commodity  
As in 02. 02 12 01 above.

## PUBLISHED DATA

02. 02 13 01	Retail Trade Establishments, by Category <i>Census of Business, Area Series.</i>
02. 02 13 02	Retail Sales Volume As in 02. 02 13 01 above.
02. 02 13 03	Sales Volume, by Category of Retail Commodity As in 02. 02. 13 01 above.
02. 02 14 01	Bank Deposits From annual statements of all community banks.
02. 02 14 03	Bank Loans As in 02. 02 14 01 above.

## Data Sources for Local Government and the Community Revenue Base for Schools

Data in these categories can be obtained on an annual basis. Each item usually can be obtained by briefly examining records of local government. In some cases, items are summarized in the annual report of the local government: Tax and assessed valuation data can also be obtained from the office of the treasurer(s) of the county(ies) within which the community is located.

## Data Sources for the Economic Characteristics of the Population

The comprehensive Census of Population and Housing provides a firm statistical foundation at regular intervals for the economic characteristics of the population. Detailed data are commonly available for counties and cities. Specifically detailed data in the following categories are available for counties, SMSA's, urbanized areas, and cities with a population of 10,000 or more:

- (1) Disposable Income
- (2) Employment status (by sex)
- (3) Income of persons (by sex)
- (4) Industry group of employed (total and female)
- (5) Major occupational group of employed (by sex)
- (6) Median earnings of selected occupation groups (by sex)
- (7) Occupation and industry 5 years ago.

(8) Place of work and means of transportation. Much greater detail is available for SMSA's with a population over 250,000:

- (1) *Subject Reports*, Series PC(2). Data on special subjects such as race, religion, migration, and family income.
- (2) *Supplementary Reports*, Series PC(S1). Provides data on poverty areas, city rank-size patterns, and the real growth of cities.
- (3) *Statistical Abstract of the United States*. An annual publication presenting current estimates and census-year-benchmark data on many of the concerns in economic studies, especially for large units such as States and SMSA's. This is the most useful publication for current data at the metropolitan, State, and national level.

Relatively little information is available in any detail for places with population of less than 10,000 except for census tract reports within the SMSA.

Two problems are inherent in the census material on the economic characteristics of the population: (1) Precise survey results are obtained infrequently, which requires methods to estimate intercensal year data or surveys to update census information; (2) Few data are available for smaller places, especially those under 2,500 in population. A useful source of general data

for smaller communities is the *Municipal Year Book*, published by the International City Managers' Association.

Only two of the information items on the economic characteristics of the population are not available from the Census of Population and Housing. The insured labor force is reported by a State's employment security agency and is available upon request. Disposable income is most readily obtained either through the special issue of *Sales Management* devoted to a "Survey of Buying Power" or by assuming take-home pay to be a certain percentage (perhaps 75-80 percent) of family income.

See appendix H for further details on census publications and materials.

## LAND USE

Data for the study of community land use patterns are likely to be available from a variety of sources. Land use data are collected by local agencies in most cases, as the following indicates:

- (1) The mapping, coding, and overall processing of land use will be a function of the local planning agency (town, city, regional, or county). All information relative to zoning will come from this agency: the master plan, nonconforming uses, the delimitation of blighted areas, and the data appropriate to the development of land consumption rates. Such agencies may have developed population distribution and density data that will assist in completing the portrait of the overall land use pattern and its consequences.
- (2) The Sanborn Map Company of Pelham, New York, maps many communities with regard to the interests of insurance companies, real estate firms, and banks and other lending institutions. Such maps provide data on land parcel size as well as qualitative information about structures, and can assist in the determination of land use and local tax maps.
- (3) Population data can be acquired from the Census of Population. If the data are given for census tracts and blocks, this will be a particularly useful source. The smaller units provide a base

for aggregating data in accordance with a school district and school attendance areas.

- (4) Site characteristics data must be obtained either by an examination of the appropriate maps obtained from the planning agency or by a survey. Topographic features can be determined from a U.S. Geological Survey topographic sheet, and site values can be obtained through an appraisal firm or local real estate agencies.
- (5) Most needed information on transportation can be acquired from the public or private transportation company(ies) operating in the school district.

It is apparent that much of the needed information is readily available. It is probable that land use data for each individual community have been developed and stored in slightly different ways. This needs to be kept in mind when using data available from local planning agencies in research. The listing of data items in chapter 3 is consistent with the standardized land use and coding system that communities are being encouraged to adopt by the Federal government. The system is described in the publication of the U.S. Urban Renewal Administration and Bureau of Public Roads, *Standard Land Use Coding Manual* (Washington: The Bureau of the Public Roads, 1965).

See chapter 7, Site and Transportation Plans, for a further discussion of land use.

## DATA SOURCES ON SOCIAL STRUCTURE AND DYNAMICS

Data about a community's social structure and dynamics usually are buried in the aggregate data for larger units such as metropolitan areas or States. Most data on the social structure and dynamics of a community must be collected locally, a situation that requires retrieval and systematic use of data available in various private and public agencies.

Data about the local community may be available from local, regional, or State planning agencies, social service agencies; or local universities. It is important to identify the community data that are necessary for decisionmaking, but which cannot be gathered from the sources cited in this chapter. Chapter 5 can be used to identify local sources of data that are still required.

## Chapter 5

# OBTAINING AVAILABLE COMMUNITY INFORMATION FROM STATE AND LOCAL SOURCES

### INTRODUCTION

This chapter provides the researcher with suggested sources for finding data that are not systematically collected by local sources. Note, however, that collecting data is only the beginning of an understanding of community dynamics. The school planner must also become sensitive to the interrelationships of community elements.

Three issues are involved in initiating data collection at the local level: (1) kinds of data to collect, (2) sources of desired data, and (3) methods to be used in collecting the data. The first two of these issues are addressed in this chapter. Chapter 6 addresses the third.

While there is usually a wide range of available data concerning population, economy, land use, and transportation in the community, there are often significant gaps in the data needed by the user. For example, data on major ethnic groups or the number of local political

organizations are often limited or nonexistent. Frequently, the community must rely on its own resourcefulness to find such data. Fortunately such sources may have to be located only once to become a permanent part of the system; therefore concerted initial effort to locate local data sources will prove most useful over a period of time.

This chapter provides suggested sources for finding such data and suggests a set of questions about areas that should be investigated.

### DATA GATHERED BY OTHER ORGANIZATIONS AND AGENCIES

Most community organizations and agencies collect community data for their own purposes. Examples of interest to school districts are listed below:

#### *Public Sources*

Bureau of State Employment  
Security Agency .....

City/County/State Highway  
and Traffic Safety .....

City/County/Regional/State  
Planning Agency .....

#### *Selected Examples of Kinds of Data Available*

Job opportunity statistics  
Unemployment statistics

Traffic patterns, present and future

Demographic information, such as size and locations  
of aging population

**COMMUNITY INFORMATION**

*Public Sources*

*Selected Examples of Kinds of Data Available*

City/County/Regional/State  
Planning Agency—Continued

Economic  
Housing  
Land  
Socioeconomic  
Transportation

City/County Zoning .....

Codes on residential, industrial, and business develop-  
ment

City or County Health  
Department .....

Health services statistics

Department of Finance and  
Taxation .....

Property tax statistics  
Tax base  
Tax levies

Fire Department .....

High risk areas

Local and State Courts .....

Juvenile delinquency rates  
Other court records

Motor Vehicles Registrar .....

Number of automobiles

Newspapers .....

Active informal and formal organizations  
Newspaper files  
People of influence

Police .....

Crime statistics

Postsecondary Education .....

Community college enrollment and courses offered  
Technical institute enrollment and courses offered

Public Libraries .....

Lists of community organizations

Recreation and Parks .....

Profile of community users

State Department of Education .....

Average class size  
Average teacher and superintendent salaries  
Seasonal workers' children  
Test results

*Private and Industrial Sources*

*Selected Examples of Kinds of Data Available*

Banks .....

Mortgage disclosure by census tract or ZIP code

*Private and Industrial Sources*

Chamber of Commerce .....

Industrial and Utility  
Companies .....

Local Transit Company or  
Authority .....

Other Education .....

United Way Agencies .....

*Selected Examples of Kinds of Data Available*

Economic trends  
Potential industrial development  
Tourism

Community profiles  
Projections of population growth and industrial development

Commuter patterns  
City immigration and outmigration

Private business college enrollment and courses offered  
Private elementary and secondary school enrollment

Information and referral  
List of community social service organizations

**LIMITATIONS OF U.S. BUREAU OF CENSUS RECORDS AS A SOURCE OF LOCAL DATA**

Census sources for population and economic data are usually the easiest to find and use. There are, however, several reasons why such data may not necessarily be the best to use: (1) census data become outdated rather quickly, (2) in areas of rapid population change, the data may begin to lose their usefulness within a year or two after the census reports are published, and (3) even in relatively stable populations, 10 years may be too long to rely on a statistical portrait that has not been updated. A full or modified census is scheduled to be taken every 5 years after each decennial census.

Local data sometimes can be used to find discrepancies or changes in census data. In some local areas, school censuses and records, tax records, or utility records can provide recent data on population characteristics and school enrollment. These data can be used to update or correct the census data before more recent local data are used.\*

Depository Libraries are also sources of census information. (See appendix H.)

**DATA ON MIGRANTS**

Communities in which migrant workers are employed have a special problem obtaining accurate forecasts for both migrant children and adults who may require services. Weather conditions, pricing of various crops, wage rates, and general economic conditions all affect the flow of migrant workers, and increase the unpredictability of that population. Several local, State, and Federal agencies cooperate in attempting to monitor the flow of migrants. These agencies include the U.S. Department of Labor; Agriculture; Health, Education, and Welfare; and their State and local offices.

The State department of education in a State having significant seasonal migrations is a source of data for planning programs for school-age children. An additional source for tracking the circulation of individuals from school to school is:

The Migrant Student Record Transfer System  
Arch Ford Education Building  
Arkansas Department of Education  
Little Rock, Arkansas 72201  
(501) 371-1857.

\* See A Guide to the Literature, appendix J, Shryock and Siegel's book, *The Methods and Materials of Demography*.

## LOCAL SCHOOL CENSUSES AS A SOURCE OF INFORMATION

While it is true that all data, including Federal census data, are collected locally, the distinction between material discussed in this chapter and that in previous chapters lies in what agency initiates collection. Federal census data collection is initiated at the national level. Collection of data referred to in this chapter is initiated locally.

The most important part of a school's demographic study of a community is the set of data that pertain to the nature and number of pupils who will be in attendance during the foreseeable future. Not only are such data generally required by law, but it is also necessary in financing, program planning, and reporting in such areas as instruction, guidance, curriculum, finance, facilities, staffing, and general decisionmaking.

Since the 1940's, States have tended to require some type of annual school census. Methods as well as the degree of accuracy vary greatly.

A school-authorized census is important. When a school census is conducted it depends on such factors as the size and growth rate of the community, applicable State laws, past experience, and similar enumerative activities conducted by other community agencies, such as utility companies and the Chamber of Commerce. The enumeration can be periodic, continuous, or a combination of both. It can be conducted by trained volunteers, temporary employees, another community group, or a team of specialists.

### The Periodic Census

School districts using the periodic approach typically gather certain data each spring to assist in preparing for the following year. In some communities with relatively static populations, enumeration may occur every second or third year, or every 5 to 10 years. If the data gathered are minimal and/or if the enumeration is not annual, some of the elements of the continuous census should be employed to insure that data are still valid.

### The Continuous Census

Many school districts maintain a continuous census of the school-age population, and some include an enumeration of preschool children. Methods vary greatly in using the continuous census. Usually periodic census data are supplemented by population in-

stances gathered regularly from such sources as hospitals, utility companies, construction firms, real estate agencies, "welcome-wagon" groups, and neighborhood representatives or parent-teacher organizations.

To conduct a continuous census, the schools and the enumerators should have a clear understanding of the types of information desired; enumerators should be well trained; and commercialism should be avoided. Summary reports prepared by the school should be part of the public domain.

## Some Elements of a School Census

The kinds of data that might be desired in a school census are:

- (1) Family:
  - (a) Current elementary/secondary school attended
  - (b) Father's name
  - (c) Mother's name
  - (d) Guardian's name
  - (e) Single-family or multiple-family home
  - (f) Length of residence in district
  - (g) Place of previous residence
- (2) Children who are in school:
  - (a) Name
  - (b) Sex
  - (c) Birth date
  - (d) Age
  - (e) Grade in school
  - (f) School age and, if not attending school, the reason
  - (g) Language spoken if other than English
- (3) Preschool:
  - (a) Name
  - (b) Sex
  - (c) Birth date
  - (d) School likely to attend

## HOUSING AUTHORITIES AS A SOURCE OF LOCAL DATA

The best sources of housing data for communities include the city, county, or regional planning agencies, the zoning office, the tax assessor's office, saving and loan associations, and mobile home dealers. Each has a need to know about housing and should be able to provide useful data.



## VITAL STATISTICS AS A SOURCE OF LOCAL INFORMATION

Data on vital statistics, such as births, deaths, marriages, and divorces, are collected at the local level. Because all national data are accumulated from these local reports, local sources of vital statistics provide probably the best and the most accurate data.

Figure 5-1a and 5-1b show the flow of information on births, deaths, marriages, and divorces and lists responsible persons or agencies from which data can be obtained. Vital statistics are difficult to collect for areas smaller than city or county:

## LOCAL SOURCES OF ECONOMIC DATA

As noted earlier, the basic problems with census data and data from other standard sources are: (1) they may be dated by the time they become available, and (2) they may also be incomplete in their coverage. Alternative sources for economic data are frequently necessary. Such agencies as the chambers of commerce and business and industrial development agencies are good sources of data.

## Data on the Economy

Two principal means for collecting data on the economy are suggested. The first uses continuing data from major economic units and appropriate public offices to maintain a current set of key data items. Items listed in chapter 3 are summary data that will allow confidentiality to be maintained without the possibility of disclosing details that can be related to any individual economic unit. The development of a continuous data input system should be flexible enough to allow for a flow of opinions on economic development possibilities that will give decisionmakers a foundation for anticipating future economic changes.

The second means utilizes periodic surveys that focus specifically on data items and an assessment of the potential for change in each of the individual industry groups.

## Data on the Economic Characteristics of the Population

Two possible means of acquiring and maintaining data on the economic characteristics of the population are suggested. The first means uses the economic development plan and other published data available from local and regional planning offices, private industries, public utilities, and other agencies. Most State departments of employment security publish a series of reports on county-employment, unemployment, weekly earnings, and other labor market data, and include summaries for the State as a whole.

The second means is to expand the traditional school census or conduct special surveys to update those data items that would be more current than census data. Extreme caution must be exercised with respect to the data requested and how they are solicited. Local surveys are both time-consuming and expensive, but may be the only viable means of acquiring the necessary data.

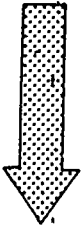
## Questions to Consider on Economic Characteristics

Some key questions to be considered in understanding the community include:

- (1) Is there an effective development group working to expand the local economy (e.g., the Chamber of Commerce or Community Development Corporation)? Is this group collecting data that may be appropriate to an economic study?
- (2) What economic development goals have been established for the community by the local development group, by local government, by citizens groups, or others?
- (3) Has an economic development program been created for the community?
- (4) What are the community's assets for attracting new economic activity (e.g., skilled labor, available buildings and/or sites, generally desirable living situation)?
- (5) What are the community's negative characteristics with respect to attracting economic activity (e.g., tight labor market, a location inaccessible to markets, overburdened utilities, etc.)?
- (6) Is there serious labor-management conflict in the community?

Figure 5-1a. General pattern of vital statistics registration in the United States, by birth, death, and fetal death

THE VITAL STATISTICS  
REGISTRATION SYSTEM IN THE UNITED STATES

RESPONSIBLE PERSON OR AGENCY	BIRTH CERTIFICATE	DEATH CERTIFICATE	FETAL DEATH CERTIFICATE (Stillbirth)
Hospital Authority	<ol style="list-style-type: none"> <li>1. Completes entire certificate in consultation with parent(s)</li> <li>2. Files certificate with local office or State office, per State law.</li> </ol>	<p>When death occurs in hospital, may initiate preparation of certificate. Completes age, date of death, and place of death information, obtains certification of cause of death from physician, and gives certificate to funeral director</p>	<ol style="list-style-type: none"> <li>1. Completes entire report in consultation with parent(s)</li> <li>2. Obtains cause of death from physician</li> <li>3. Obtains authorization for disposition of fetus.</li> <li>4. Files report with local office or State office, per State law</li> </ol>
Funeral Director		<ol style="list-style-type: none"> <li>1. Obtains personal facts about decedent and completes certificate.</li> <li>2. Obtains certification of cause of death from physician or medical examiner or coroner.</li> <li>3. Obtains authorization for disposition, per State law</li> <li>4. Files certificate with local office or State office, per State law</li> </ol>	<p>If fetus is to be buried, the funeral director is responsible for obtaining the authorization for disposition</p> <p>NOTE: In some States the funeral director, or person acting as such, is responsible for all duties shown above under hospital authority</p>
Physician or Other Professional Attendant	Verifies accuracy of medical information and signs certificate	Completes certification of cause of death and signs certificate	Provides cause of fetal death information
Local Office* (may be Local Registrar or City or County Health Department)	<ol style="list-style-type: none"> <li>1. Verifies completeness and accuracy of certificate and queries incomplete or inconsistent certificates</li> <li>2. If authorized, makes copy or index for local use</li> <li>3. Sends certificates to State registrar</li> </ol>	<ol style="list-style-type: none"> <li>1. Verifies completeness and accuracy of certificate and queries incomplete or inconsistent certificates.</li> <li>2. If authorized, makes copy or index for local use</li> <li>3. If authorized by State law, issues authorization for disposition upon receipt of completed certificate.</li> <li>4. Sends certificates to State registrar</li> </ol>	If State law requires routing of fetal death reports through local office, the local office will perform the same functions as shown for the death certificate.
<p>City and county health departments use data derived from these records in allocating medical and nursing services, followups on infectious diseases, planning programs, measuring effectiveness of services, and conducting research studies</p>			
State Registrar, Office of Vital Statistics	<ol style="list-style-type: none"> <li>1. Queries incomplete or inconsistent information</li> <li>2. Maintains files for permanent reference and as the source of certified copies.</li> <li>3. Develops vital statistics for use in planning, evaluating, and administering State and local health activities and for research studies</li> <li>4. Compiles health-related statistics for State and civil divisions of State for use of the health department and other agencies and groups interested in the fields of medical science, public health, demography, and social welfare</li> <li>5. Sends copies of records or data derived from records to the National Center for Health Statistics.</li> </ol>		
Public Health Service—National Center for Health Statistics	<ol style="list-style-type: none"> <li>1. Prepares and publishes national statistics of births, deaths, and fetal deaths, and constructs the official U.S. life tables and related actuarial tables.</li> <li>2. Conducts health and social research studies based on vital records and on sampling surveys linked to records.</li> <li>3. Conducts research and methodological studies in vital statistics methods including the technical, administrative, and legal aspects of vital records registration and administration</li> <li>4. Maintains a continuing technical assistance program to improve the quality and usefulness of vital statistics</li> </ol>		

\*Some States do not have local vital registration offices. In these States the certificates or reports are transmitted directly to the State office of vital statistics.

SOURCE: *Hospital Handbook on Birth Registration and Fetal Death Reporting*, U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics, Hyattsville, Md.: February 1978.

Figure 5-1b. General pattern of vital statistics registration in the United States, by marriage and divorce

Marriage Registration System in the United States

Responsible Person or Agency	Marriage Certificate
County Clerk or Other Local Official	<ol style="list-style-type: none"> <li>1. Receives application for marriage license, and reviews application for completeness, accuracy, and compliance with State marriage law.</li> <li>2. Issues marriage license and records date.</li> <li>3. Checks completeness of entries about the marriage ceremony when license and certificate are returned by the officiant.</li> <li>4. Sends specified information or records regarding marriage to State registrar.</li> </ol>
Marriage Officiant	<ol style="list-style-type: none"> <li>1. Checks the validity of the marriage license.</li> <li>2. Performs the marriage ceremony.</li> <li>3. Certifies to the facts of the marriage ceremony.</li> <li>4. Returns the records of marriage to the county clerk within the legally prescribed time.</li> </ol>
State Registrar, Office of Vital Statistics	<ol style="list-style-type: none"> <li>1. Queries incomplete or inconsistent information.</li> <li>2. Maintains files for permanent reference and as the source of certified copies.</li> <li>3. Develops statistics for use in planning, evaluating, and administering State and local health activities and for research studies.</li> <li>4. Compiles health-related statistics for State and civil divisions of State for use of the health department and other agencies and groups interested in the fields of medical science, public health, demography, and social welfare.</li> <li>5. Sends copies of records or data derived from records to the National Center for Health Statistics.</li> </ol>
Public Health Service, National Center for Health Statistics	<ol style="list-style-type: none"> <li>1. Prepares and publishes national statistics of marriages and divorces.</li> <li>2. Conducts health and social research studies based on marriage records and on surveys linked to records.</li> <li>3. Conducts research and methodological studies in marriage and divorce statistical methods including the technical, administrative, and legal aspects of marriage record registration and administration.</li> <li>4. Maintains a continuing technical assistance program to improve the quality and usefulness of marriage statistics.</li> </ol>

SOURCE: *Handbook on Marriage Registration*, U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics, Hyattsville, Md.: February 1978

Divorce Registration System in the United States

Responsible Person or Agency	Divorce Certificate
Attorney for the Petitioner	<ol style="list-style-type: none"> <li>1. Obtains the required personal data from the petitioner and completes the divorce reporting form.</li> <li>2. Submits the reporting form to the clerk of court.</li> </ol>
Clerk of Court	<ol style="list-style-type: none"> <li>1. Receives the completed reporting form and checks for completeness and consistency.</li> <li>2. Completes the items relating to the decree when the final decree of divorce is granted.</li> <li>3. Signs and forwards the completed divorce reporting form to the State office of vital statistics.</li> </ol>
Judge	<ol style="list-style-type: none"> <li>1. Verifies that the information necessary to complete the reporting form has been provided to the clerk of court by the attorneys or divorcing parties, before the decree is granted.</li> </ol>
State Registrar, Office of Vital Statistics	<ol style="list-style-type: none"> <li>1. Queries incomplete or inconsistent information.</li> <li>2. Maintains files for permanent reference and as the source of certified copies.</li> <li>3. Develops statistics for use in planning, evaluating, and administering State and local health activities and for research studies.</li> <li>4. Compiles health-related statistics for State and civil divisions of State for use of the health department and other agencies and groups interested in the fields of medical science, public health, demography, and social welfare.</li> <li>5. Sends copies of records or data derived from records to the National Center for Health Statistics.</li> </ol>
Public Health Service, National Center for Health Statistics	<ol style="list-style-type: none"> <li>1. Prepares and publishes national statistics of marriages and divorces.</li> <li>2. Conducts health and social research studies based on divorce records and on surveys linked to records.</li> <li>3. Conducts research and methodological studies in marriage and divorce statistics methods including the technical, administrative, and legal aspects of divorce record registration and administration.</li> <li>4. Maintains a continuing technical assistance program to improve the quality and usefulness of divorce statistics.</li> </ol>

SOURCE: *Handbook on Divorce Registration*, U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics, Hyattsville, Md.: February 1978

## LAND USE AND COMMUNITY RESOURCES DATA

If local agencies are unable to provide essential data on land use, they must be collected through surveys. Surveys can be constructed to provide direct land use data, land development probabilities, and data for school and other transportation needs. (See chapter 7 for further discussion of school transportation.)

Some or all of the following steps may be necessary:

- (1) Acquire base maps of the community from the town, city, or county engineer's office. Essential land parcel maps will be provided by the engineer's office or the auditor or treasurer's office.
- (2) Compile data on the physical geography of the community from United States Geological Survey topographic maps. Maps may also be purchased from the Bureau of the Census.
- (3) Conduct a land use survey utilizing a coding system. (This can be an expensive collection process.)
- (4) Conduct land value and assessed valuation studies in order to understand the base for property tax revenues and the likely consequences of change as the community grows larger.
- (5) Conduct population studies in order to map the total population by age and sex and by such small units as the attendance areas of K-6 and K-8 schools.
- (6) Analyze all governmental control mechanisms on land use development through a study of the master plan and all other plans, subdivision ordinances, housing and building codes, and annexations.
- (7) Maintain a record of building permits and demolitions issued annually by the appropriate local governmental agency.
- (8) Inventory the development potential of the community through interviews with government officials, real estate brokers, development groups, and leaders in the community's larger economic enterprises.
- (9) Make a detailed study of the data items given in chapter 3 for each prospective school acquisition site.
- (10) Analyze land use changes, land consumption patterns, and other major measures of an area's land use. It is particularly important to have data on plans for city or regional water and sewage systems and proposed transportation

system changes. Each one of these factors may have an important effect on land use and the distribution of school population, and each should be the subject of data collection effort.

It is likely that the schools will have to collect only a few of the needed data. The most difficult data to obtain from existing sources are detailed population distributions by small areas. Yet such studies are, of course, quite important in school planning.

## SOURCES OF INFORMATION ON SOCIAL STRUCTURE AND DYNAMICS OF A COMMUNITY

The planner should make a special effort to understand the social structure and dynamics of a community and the attitudes, values, and beliefs of its residents. These are often crucial to the success of planning. The planner should be aware of the sometimes formidable complexity of interrelationships between informal and formal community organizations.

Data relating to community social structure, dynamics, attitudes, and understandings are not as concrete as data discussed elsewhere in this Handbook. They are both difficult to define and difficult to measure. Yet there are several direct methods of collecting useful data, including face-to-face communication.

The most useful face-to-face techniques are focused interviews and group interviews. Focused interviews explore people's reactions to a specific event or situation. Group interviews allow several individuals to interact about specific issues. In either case, the individual's predispositions can be observed and recorded. (See chapter 6 for a more complete discussion of survey techniques.)

## Questions to Consider Regarding Social Structure and Dynamics

Answers to the following questions will help in understanding the community:

- (1) What overlap is there among administrative or political jurisdictions?
- (2) To what extent do major issues tend to polarize the community?
- (3) To what extent is the community's business and industry locally owned and operated?
- (4) To what extent can area residents satisfy all their needs within the community?
- (5) To what extent is the community rich or poor

with respect to educational, cultural, and recreational resources?

- (6) To what extent do residents work as well as live in the community?
- (7) To what extent are there other internally or externally produced social tensions?
- (8) What formal or informal structures exist for managing social tension?
- (9) Is the area relatively homogeneous, or is there a wide variety of racial, ethnic, and/or interest groups?
- (10) To what extent does religious preference among the members of the community affect educational planning?
- (11) To what extent does a feeling of identity exist within the school attendance areas or neighborhoods?
- (12) To what extent do school athletic teams serve as a focus for community identity?
- (13) To what extent do school interest groups serve as a focus for community identity, e.g., drama clubs, scholar clubs?

### Questions to Consider in Collecting Political Data

Political and economic characteristics are important in understanding the power structure of the community and the reasons behind some issues receiving more attention than others, the failure of levies in the community, and the influence of specific community groups.

A basic understanding of the political dynamics of the community requires a knowledge of its formal political structure (e.g., the different branches of government). While the formal power structure is only part of the total system of influence, it does affect education decisionmaking. Persons in positions of authority in business, finance, industrial, and other nongovernmental organizations are usually sources of informal influence in the political sphere.

Voting returns provide some basic data for understanding the dynamics of the community. High voter registration and high voter turnout for presidential and congressional elections may indicate a highly motivated and well-informed electorate. The returns for off-year (nonpresidential) congressional elections will give the best indication of party affiliations of the community. Only the most loyal party members usually vote in these elections. Analyzing the vote on school levies or bond issues may help identify those areas of the

community where opposition to current educational policies is centered.

Answers to the following questions will help in understanding the community:

- (1) What is the nature of the city charter?
- (2) What is the formal organizational structure of the government?
- (3) What degree of home rule exists?
- (4) What is the type of local government, e.g., mayor-council, etc.?
- (5) Are elections for local officials nonpartisan?
- (6) On what issues did the U.S. Representative in the congressional district take a stand? What position did the Representative's opponent take on these issues? (Ask the same question about State legislators.)
- (7) To what extent can the general citizenry be characterized as apathetic or active politically?
- (8) To what extent is there one small group of individuals who appear to participate more than the rest of the members of the community, or do many diverse elements of the community participate in most decisions?
- (9) To what extent do community decisions tend to favor particular population segments at the expense of others?
- (10) Is there evidence of indirect control of community decisions by persons other than elected officials?
- (11) To what extent does the community turn out for city council meetings, school board meetings, or planning council meetings?
- (12) To what extent do neighborhood action groups participate in decisionmaking?
- (13) Do certain segments of the population seem to be omitted from the decisionmaking process? Who are they?
- (14) How large a percentage of citizens vote in off-year and local elections?

### Questions to Consider in Collecting Data About Local Organizations

The characteristics of organizations in a community require an approach that considers the interdependencies and interrelationships within the community. No single power structure may exist in a community; several power coalitions may appear or disappear as issues change. A continual study of organizations, their relationships to each other, and their relative influence on public issues is needed.

The following list is suggestive of both informal and formal organizations that may exist within the community:

- |   |  |
|---|--|
| (1) Ad hoc committees, local            | School levy groups   |
| (2) Cultural groups                     | Drama clubs<br>Garden clubs<br>Literary groups<br>Music groups   |
| (3) Fraternal and sororal organizations | Lodges such as Elks, Eagles<br>Masonic orders<br>Rebeccas  |
| (4) Governmental organizations          | Housing groups<br>Law enforcement groups<br>Regional planning groups   |
| (5) Interest groups, national           | Common Cause<br>Environmental groups<br>Farm organizations<br>National Council of Senior Citizens<br>National Organization for Women<br>National Rifle Association |
| (6) Older persons clubs                 | Association of Retired Persons<br>Senior citizens centers  |
| (7) Patriotic organizations             | American Legion and VFW<br>Sons and Daughters of the American Revolution   |
| (8) Political groups                    | Nonpartisan, such as League of Women Voters<br>Partisan, such as Democratic or Republican parties  |
| (9) Professional organizations          | Business and Professional Women<br>Education associations<br>Engineering associations<br>Law associations<br>Medical associations                                  |
| (10) Racial and ethnic groups           | LaRaza Unita<br>NAACP<br>Sons of Italy   |

- |                              |   |
|------------------------------|---|
| (11) Religious organizations | Churches<br>Service groups such as Church Women United<br>Synagogues  |
| (12) Service clubs           | American Association of University Women<br>Chamber of Commerce<br>Jaycees<br>Kiwanis<br>Rotary<br>Lions  |
| (13) Social service agencies | Alcoholism agencies<br>Cooperative nurseries<br>Counseling agencies<br>Drug abuse agencies<br>Family planning agencies<br>Foster parents agencies |
| (14) Unions                  | AFL-CIO<br>Teacher unions<br>United Auto Workers  |
| (15) Youth groups            | 4-H groups<br>Girl Scouts and Boy Scouts<br>Future Farmers of America   |

Answers to the following questions will help in understanding the community:

- (1) To what extent is the population involved in community organizations?
- (2) To what extent do formal organizations wield political power in the community?
- (3) What proportion of formal organizations are age-specific—serving youth, adults, or older people exclusively?
- (4) From what groups are local political leaders drawn?
- (5) Are ethnic and other special interest groups represented in legislative and advisory bodies in numbers that reflect their proportion of the total population?
- (6) To what degree is there de facto residential segregation by race or ethnic group?
- (7) To what extent are ethnic and/or special interest groups represented on major service boards and in service organizations in proportion to their numbers in the population?
- (8) What appears to be the influence of the following groups in particular decisionmaking areas?
  - (a) Bankers
  - (b) Elected legislators
  - (c) Elected political administrators

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- (d) Exclusive clubs
  - (e) Local entrepreneurs
  - (f) Major industries or businesses
  - (g) Professional organizations
  - (h) Prominent families
  - (i) Racial and ethnic groups
  - (j) Real estate brokers
  - (k) Service organizations
  - (l) Students
  - (m) Wealthy citizens
- (9) Do women play an active role in the above groups?
- (10) To what extent can formal organizations be used as a means for communication?
- (11) To what extent can the various friendship groups in the community be identified (e.g., who plays bridge or golf with whom; who visits whom)?
- (12) To what extent are there formal organizations devoted to citizen participation in planning? At what level of participation do they function?
- (13) To what extent are school facilities used by community groups? For what types of programs?

## COMMUNITY RESOURCES AND SERVICES AS SOURCES OF LOCAL DATA

An inventory of the resources and services in a community can help in assessing both community strengths and the weaknesses. The following lists may be useful in the preparation of such an inventory:

- (1) List of resources in the community:
  - (a) Churches
  - (b) Church-owned facilities
  - (c) Civic center
  - (d) Commercial recreation facilities
  - (e) Communications media
  - (f) Crisis agencies
  - (g) Dental clinics
  - (h) Family counseling agencies
  - (i) Hospitals and medical clinics
  - (j) Libraries
  - (k) Mental health clinics
  - (l) Museums
  - (m) Nursing homes and convalescent centers
  - (n) Philanthropic foundations
  - (o) Public parks or historic sites
  - (p) Public recreational facilities
  - (q) Transit systems

- (2) List of programs and services in the community:
  - (a) Blood banks
  - (b) Civic beautification
  - (c) Conservation
  - (d) Day care
  - (e) Employment
  - (f) Housing apartment rentals, housing inspection
  - (g) Health treatment programs and services for:
    - 1. Children
    - 2. Dental care
    - 3. First aid
    - 4. General health
    - 5. Mental health care
    - 6. Older persons
    - 7. Public health
  - (h) Law enforcement
  - (i) Prevention programs and services for:
    - 1. Accidents
    - 2. Alcoholism
    - 3. Crime and juvenile delinquency
    - 4. Domestic violence (includes child/spouse abuse)
    - 5. Drug abuse
    - 6. Planned parenthood
    - 7. Pregnancy
  - (j) Recreation
  - (k) Rehabilitation programs and services for:
    - 1. Alcoholics
    - 2. The blind
    - 3. Criminals
    - 4. The deaf
    - 5. The disabled and handicapped
    - 6. Drug abusers
    - 7. Juvenile delinquents
    - 8. The mentally ill
    - 9. Older persons
  - (l) Social Services for:
    - 1. Dependent children
    - 2. The disabled or handicapped
    - 3. Families under stress
    - 4. Older persons
    - 5. The unemployed

## Questions to Consider in Using Community Resources

Answers to the following questions will help in understanding the community:

- (1) To what extent are services provided exclusively for youth, adults, and older people?

- (2) Does the community favor public responsibility for community services?
- (3) In terms of public resources, is it a rich or poor community?
- (4) Is there a positive local government charged with responsibility for planning in the following areas?
  - (a) Delinquency prevention
  - (b) Health
  - (c) Recreation
  - (d) Welfare

## MASS MEDIA AS A SOURCE OF LOCAL DATA

Mass media are often overlooked as a source of community data, but newspapers, particularly local papers, can be valid sources of information. For example, a single issue of a small-town weekly in the Midwest contained the names of 9 local political and governmental officials, State and Federal legislative representatives of the area, 5 local ministers, 10 ranking officials, the newspaper editor, 11 separate governmental agencies, 16 voluntary associations, 5 special interest (farm) groups, 6 churches and the 3 major employers in the area. Of course not all local newspapers portray community structure this completely.

The effectiveness of local publications as a data source depends on several factors: (1) Newspapers sometimes concentrate on State and national news rather than on local news; (2) newspapers are sometimes biased in their presentations, although these biases are usually obvious to those acquainted with the community; and (3) newspapers as a source of data, particularly about community organizations and voluntary associations, can be affected by the size of the circulation area. (The larger the circulation area, the more spotty the local news is likely to be, particularly in identifying influential leaders and organizations.)

Newspapers are a fundamental source of community data. Most local newspapers maintain a modest community data base, and a historical record in back issues that they are willing to share. Newspaper people generally know a great deal about what goes on in the community and tend to view the community from a broader perspective than the average citizen. Therefore, they are excellent data sources.

The press has some impact on attitudes and opinions of parents, board members, staff, pupils, and voters in general. Objective treatment of the schools by the press

is of concern because newspaper editorials can frequently influence undecided voters.

Television and radio as community data sources are usually inferior to newspapers. Newspapers print hundreds of words for every one word that is heard over radio or television. Information detail is greater in written communication than in the more transitory electronic broadcasts. Television and radio stations, however, have often developed a magazine format to convey information in detail to correct this situation.

The media are required to devote a percentage of free time to community interests. Schools can claim this free service to conduct a community survey or to report the results of a survey.

School administrators and citizens concerned with education policy should become familiar with the circulation, audiences, and impact of mass media on the community. Questions can be answered by use of the survey techniques described in chapter 6, or media sources can answer them directly.

## Questions to Consider in the Use of Mass Media

Answers to the following questions will help in understanding the community:

- (1) To what extent do local newspapers report education news?
- (2) What has been the ratio of favorable to unfavorable editorials concerning education?
- (3) To what extent do the schools prepare press releases for distribution to the mass media?
- (4) What are the major educational issues raised in editorials or letters to the editor?
- (5) To what extent can the media be used as a means of communicating education information to the public and receiving feedback?
- (6) What are the informal channels of communication in the community?
- (7) Who are the opinion-forming readers in the community? How do they receive news about the community?
- (8) What are the prime obstacles to good communication within the community? How can these be overcome? What resources are available for this purpose?
- (9) What is the established policy of the school administration with respect to release of educational news? Is the policy understood and approved by representatives of the mass media?



## COMMUNITY RESIDENTS AS A SOURCE OF DATA

Leaders in the community tend to be excellent sources of data, particularly concerning the social structure and dynamics areas of community life.

Education decisions are not always viewed as related to the politics, economy, and history of the local area. School leaders may be viewed as nonmembers of the community, and can have difficulty in gaining access to the information possessed by community leaders.

Community leaders are a good source in the quest for local data sources. A preliminary screening question might be: "What local official leader or private citizen in a community has probably had to find this item of data before?"

Older residents may be important resources for understanding the history of concerns in the community. Often it is important to know whether issues of present concern have appeared before, what solutions were proposed, and who the participants were. Sometimes long histories of animosities block intelligent planning processes. Among the data sources for such information might be local historical museum curators and face-to-face surveys with older people who held influential positions in the past. Tapping such sources may also uncover additional individual resources.

Informal networks of community leaders can provide clues to who may have data pertinent to community problems. Where suburbs have been carved from farmlands under smaller and more informal governments, the history of drainage areas, aquifers (water bearing strata of permeable rock, sand, or gravel), and previous land use policies or attempts to change them may be known only by a few residents.

The following list suggests potential sources of community information:

(It should be pointed out that many of these potential sources may be unwilling to give information, or they may be legally or ethically prohibited from doing so.)

- (1) Administrative officials of the city
- (2) Automobile dealers
- (3) Bankers
- (4) Clergy
- (5) Consumer group leaders
- (6) Ethnic leaders
- (7) Farmers
- (8) Industrialists
- (9) Leaders of school parents organizations
- (10) League of Women Voters

- (11) Members of elected boards (planning, zoning, city council)
- (12) Minority leaders
- (13) Officials of political parties
- (14) Older citizens
- (15) Politicians
- (16) Present and former members of city council
- (17) Professional persons such as lawyers, doctors, social workers, educators
- (18) Real estate brokers
- (19) School board members
- (20) Support personnel (secretaries, custodians)
- (21) Teacher organization officers
- (22) Union officers
- (23) Youth and youth leaders

## Questions to Consider in Collecting Data from Local Leaders

Answers to the following questions will help in understanding the community:

### Political Questions

- (1) What overlap is there among administrative or political jurisdictions?
- (2) How strong is the party system locally?
- (3) From what groups are local political leaders drawn?
- (4) Are legislatures elected by wards or precincts or at large?
- (5) Is there active participation by local jurisdictions in a regional planning agency?

## Questions to be Asked of a Professional Educator

- (1) Is the school board elected or appointed? If appointed, by whom?
- (2) What is the legal description of the school district?
- (3) What is the legal relationship to other local government units and to the State?
- (4) To what extent is the school district fiscally independent?
- (5) To what extent are school revenues subject to popular approval?
- (6) What is the trend in popular support of school finance issues in each precinct?
- (7) Are ethnic and other interest groups represented

on the school board in numbers that reflect their proportion in the population?

- (8) What formal organizations wield political power in the community?

### General Questions

- (1) To what extent is community business and industry locally owned and operated?
- (2) What are the major issues, if any, that tend to polarize the community?
- (3) To what extent are there serious social tensions, either locally based or coming from outside?
- (4) To what extent does the community tend to be liberal/conservative on finance questions, social issues, etc.?
- (5) What is the relationship of the community to the school district? (Smaller than, larger than, or same size as?)
- (6) Who are the opinion-forming leaders in the community?
- (7) Who are the generally recognized leaders of the community?
  - (a) Is their influence long-term?
  - (b) Is leadership changing?
  - (c) In what fields do they have influence?
  - (d) Is the influence actively exercised or chiefly potential?
  - (e) Is influence wielded through:
    1. Public office?
    2. Delivery of votes?
    3. Control of wealth?
    4. Prestige?

## CITIZEN PARTICIPATION AS A SOURCE OF DATA

Several mechanisms exist for obtaining direct citizen input into educational decisions: (1) elections, (2) communication with local groups or influential citizens,

(3) communication through school board members, and (4) organized citizen participation. All of these methods allow members of the community to express their opinions about the educational system. Elections are the most direct method for community members to express approval or disapproval of the educational system; however, elections rarely allow for a two-way dialogue between community members and the school system.

Soliciting the opinions of local groups or influential citizens may enable the pinpointing of specific areas of community dissatisfaction; however, it is a rather unsystematic way of receiving feedback on educational programs and educational decisions. It must be determined if the sources of feedback are merely vocal special interests or represent the sentiments of a sizable portion of the community.

One of the most effective mechanisms for gathering citizen input is through an organized, planned program of citizen participation. The benefits of citizen participation for the educational system include: (1) citizen insights into the complexities involved in making educational decisions; and (2) increased citizen support for the educational system because of decision participation.

A variety of methods can be used to encourage citizen participation. A most common method is to hold public hearings or community meetings in which community members are encouraged to voice opinions on a particular topic. Another method is through the use of a survey. This method is discussed in more detail in chapter 6. One other method is the establishment of citizen advisory committees. These committees should be roughly representative of the community, or may be composed of citizens directly affected by the problem being considered.

The growth in popularity of citizen participation programs has been largely due to federally funded programs that require some form of citizen input. The following are examples of Federal programs and the required form of citizen participation:

**Federal Program**

- (1) Bilingual Education (Elementary and Secondary Education Act of 1965, Title VII of PL 89-10, as amended by Education Amendments of 1974)
- (2) Adult Education—Grants to States (Adult Education Act, Title III of PL 91-330, as amended)
- (3) Educationally Deprived Children—Special Incentive Grants (Title I ESEA-Part B)

**Citizen Participation Required**

Requires a citizen advisory committee composed of parents of children of limited English-speaking ability, and high school students if the program is operating in secondary schools.

Requires that a State plan be submitted annually to the Office of Education, DHEW. Regulations require input from State advisory committees and local advisory committees. State plans may call for the use of paraprofessionals.

In local programs, parental consultation and involvement is expected.

The success of citizen participation will depend upon the intentions of the educator and the methods used to formulate and carry out the activity. Sometimes citizen advisory boards or other forms of citizen participation are designed solely for public relations; there is no intention of considering the opinions or ideas offered. Activities of this type will more likely lead to citizen alienation than to a viable source of citizen input. Citizen committees can easily be constituted to represent a particular point of view. In this instance, citizen input is not truly being sought; the citizen board is designed to act as an automatic approval of certain decisions. In addition, when citizen input is instituted but the citizens are not given the resources or information to fulfill their responsibilities, the result may be citizen frustration and alienation. In regard to the above problems, the following caution should be considered: if the educator does not sincerely intend to solicit and use citizen input as a means of improving decisionmaking, it is best to avoid citizen participation programs. When improperly conducted, citizen participation is likely to lead to resentment and alienation on the part of community members.

Another problem which might be encountered in citizen participation programs entails the possibility of citizens demanding greater authority than is intended. Therefore, it is prudent to clearly specify the following ground rules before the citizen input is solicited:

- (1) Areas of responsibility
- (2) Degree of influence (e.g., advisory, full partners, etc.)
- (3) Duration of participation
- (4) Nature of membership

- (5) Selection process for participants
- (6) Resources that will be provided
- (7) Methods of publicizing meetings and results
- (8) Final product or outcome anticipated

**Questions to Consider in Collecting Data through Citizen Participation**

Answers to the following questions will help in understanding the community:

- (1) To what extent has the major role of the participants been specified?
- (2) To what extent have the areas of responsibility been defined?
- (3) To what extent has the level of participation been specified?
- (4) To what extent have procedures for selection of participants been established?
- (5) To what extent have these procedures been well publicized?
- (6) To what extent have grievance procedures or review processes been established?
- (7) To what extent have the means to provide participants with information and resources been established?
- (8) To what extent have procedures for assuring the representativeness of the participants been established?
- (9) To what extent are the participants actually representative of interests or groups?
- (10) To what extent have public meetings been well publicized?

(11) To what extent have provisions been made for minority reports?

## USE OF MAPS TO DISPLAY DATA

Maps can serve as one of the most useful ways to display community data and to illustrate interrelationships among various phenomena.

Once a suitable base map of the community is obtained, various trace maps can be made from it. One useful technique is to make overlays on transparent plastic to show various relationships among such factors as transportation arteries, population density, ethnic concentrations, and open areas. Base maps are easily converted to various forms for projection or enlarged for presentation to groups.

The list of types of data that can be displayed on community maps is endless, but the following are illustrative:

- Areas gaining and losing population
- Availability of housing
- Disaster emergency routes
- Location of blighted areas
- Location of traffic accidents
- Location of industries, by type
- Map of shelters for severe storms
- Population density
- Traffic flow or transportation routes

- Various land use zones
- Voter records by precincts on specific issues
- Zoning patterns

Sources of maps of a given community include the Geological Survey, Washington, D.C.; U.S. Bureau of the Census, Data User Services Division, Washington, D.C.; the office of the county or city engineer; local, regional, and State planning agencies; and the U.S. Forest Service. Some State agencies that provide maps include the U.S. Department of Highways, Industrial Development, and Environmental Protection.

## SUMMARY

The sources of local data, local census techniques, and questions to be considered are designed to better understand the community.

Communities are complex. Although communities have a defined structure (e.g., a definite governmental structure, definite school district structure, etc.), the sources of power are often not clearcut. The sources of power in decisionmaking can change according to the issues being considered, the groups seeking to influence the decision, and the intensity of the participants involved.

This chapter provided suggested sources for finding data that are not systematically collected by local sources. The next chapter focuses on surveys, as one way of obtaining information from the community.

## Chapter 6

# ASSESSING COMMUNITY ATTITUDES, VALUES, AND BELIEFS

### INTRODUCTION

This chapter explains a method of collecting and analyzing data that reveal community attitudes, values, and beliefs. Assessment of these intangibles serves three major purposes: (1) it enables school policymakers to plan in accordance with the beliefs and goals of the people they serve; (2) it allows publication of survey results to establish community consensus on important questions; and (3) it serves an important public relations function because a survey of community sentiment on school-related questions is seen as an expression of administrator concern.

Accurate and useful assessment of attitudes, values, and beliefs is not easy because they can only be measured indirectly. As a result, the assessment process is often complex, and a great deal of care is required to design and conduct a successful survey. (See the Glossary for definitions of attitudes, values, and beliefs.)

This chapter describes the steps and logic involved in opinion and attitude measurement. Persons unfamiliar with survey techniques should consult the sources listed in *A Guide to the Literature*, appendix J. Expert help will often be needed, particularly in questionnaire construction and sampling. The source of this help may be a State education agency, a local university, or a professional opinion-polling organization.

### TO SURVEY OR NOT TO SURVEY

Designing and conducting a survey properly takes time, money, and skill. The costs must be weighed against potential benefits. Because these benefits are often great, public opinion surveys have become in-

creasingly popular. For this reason school leaders may be able to find community agencies that have already compiled data on relevant topics. Utility companies; local and State government agencies; local, State, and regional planning agencies; and other sources within the community should be checked. To avoid error, the researcher will need to investigate the following before using data from other surveys:

- (1) Population specified for the survey. The population that the school is interested in surveying should be the same as the survey population.
- (2) Size of the sample, response rate, size of the sampling error, and confidence level established. These figures tell an experienced researcher whether findings can be trusted.
- (3) Wording of the survey instrument. Questions should be clear, should not be positively or negatively slanted, and should bear directly on the topic of interest.

Opportunities for cooperative efforts with other community agencies should also be considered before a school district undertakes a survey.

After other sources and cooperative efforts have been explored, the investigator should consider the following factors before attempting a survey:

- (1) A survey of opinions and ideas always carries with it the possibility of community agitation. Such a survey should not be attempted unless there is a sincere desire on the part of policymakers to learn the truth and run some political risk in the process.
- (2) Some people feel they are being over-surveyed. Publishing findings of a survey, even when the results are unfavorable to persons in office, can offset this feeling. If opinions are to be used as input for decisionmaking, it should be clear to the

public that all opinions will be considered. Respondents are likely to resent surveys if the survey results are not published or if they have reason to believe that their opinions were not considered.

- (3) A survey can produce misleading findings if it is poorly designed and administered. Important design and administration decisions must be made at every stage of the survey. There is a potential for bias at every stage.

## PLANNING FOR A COMMUNITY SURVEY

Advance planning is crucial in a community survey. It is essential to devote a great deal of thought to the planning and development stages of a survey because they usually determine success or failure of the project.

The first question to ask is: What is the concern for which I am seeking information? Identification of the concern will determine:

- The type and scope of the survey
- The population to be sampled
- The type of questions to be asked
- The number of questions included
- The method of conducting the survey
- The scope and method for conducting a pretest of the survey instrument
- The method of response analysis

At this point the researcher should ask: Is a survey really necessary? Have all the other sources of data been investigated? What is already known about the concern? Is a survey the best method of obtaining the necessary data?

If the decision is made to conduct a survey after answering the questions above, the researcher can begin planning in the following areas:

- (1) A clear statement of the data to be collected should be formulated. Different response formats can be considered. Any data already available about the concern can be used to help formulate questions and determine procedures.
- (2) A plan for analysis of the data should be devised. If tables are to be used in displaying the findings, the variables must be specified. This operation will simplify the task of question design: Questions should measure the specified variables.
- (3) The population to be investigated should be designated. Once this has been done, the researcher can locate or develop a population list. Designation of the population is prerequisite to selecting a

method for drawing the sample and establishing sample size.

- (4) The researcher should make plans for pretesting the survey instrument, using the format and questions that will be used in the official survey. A pretest is designed to check the instrument before use in the official survey. Pretests or field trials often reveal weaknesses that even experts cannot foresee.

## SURVEY DESIGN

The following guidelines are useful in constructing an instrument to identify and measure attitudes, values, and beliefs:

- (1) Questions should be precise. They should be complete; definite as to time, place, and comparisons to be made; and simple and direct in wording.
- (2) Questions should not use words with meanings that may be unclear to the respondent.
- (3) Questions should not be slanted or emotionally charged.
- (4) Questions should be as short as possible without sacrificing clarity.
- (5) Questions should not be embarrassing to the respondent.

The introduction to the survey instrument should be simply worded, nonthreatening, serious, neutral, and firm. The items should be as few in number as possible and in a logical sequence. The sequence of survey instrument items can affect the type of response received. In the case of a printed questionnaire, the format should be neat, the questions adequately spaced, and the type highly legible. These seemingly insignificant points can influence response rate, particularly for mailed questionnaires.

The following are useful guidelines for sequencing questions on a survey instrument:

- (1) The introduction should include the name of the sponsor and an explanation of the purpose of the survey.
- (2) Questions at the beginning should be short, nonthreatening, and neutral. The first part of a survey establishes rapport between the interviewer and respondent and, therefore, should not offend or anger the respondent.
- (3) Questions that make up the heart of the survey should be asked after rapport has been established.
- (4) Demographic and sensitive questions should be placed at the end of the survey, with this exception:

If there are to be followup interviews, it is best to integrate demographic and sensitive questions into the heart of the survey.

- (5) The survey should close with a note of thanks to the respondent for participating. The closing statement can also explain how the data gathered will be used and can tell the respondent how to obtain the final results of the survey.

## QUESTION DESIGN

In constructing survey instruments, choose a response format that will allow a large number of answers to be summarized without misrepresenting the idea the item was intended to measure. Experience is useful in selecting the appropriate format for a given situation and/or objective. (See A Guide to the Literature for sources, appendix J.) In the absence of an experienced specialist, a consultant should probably be employed to help design the questionnaire. In selecting a consultant, it is important to look not only at training and experience but also at samples of work done for others.

The following discussion is designed to review some of the different forms of questions that can be used in a survey. There are three categories of questions: (1) demographic, (2) factual, and (3) attitudinal. Each contributes significant data which varies according to the objectives of the survey.

### Demographic Questions

Demographic questions permit the researcher to compare responses of different groups in a community. These questions should be carefully chosen so that the researcher will be able to assess the influence of a number of variables.

- Age
- Educational attainment
- Employment status
- Family size
- Income
- Length of time in community
- Marital status
- Number of children
- Number of children in school
- Race
- Religion
- Sex
- Type of housing
- Type of school attended

The above list is not comprehensive, nor is it necessary to include all of these items in a particular survey. The choice of demographic questions will be determined by the problem being investigated.

Demographic data can also aid in identifying subgroups in the population. For example, if the chances for passing a school levy are to be assessed, it is important to know which segments of the population are favorably disposed and which are unfavorably disposed toward the levy. Using well-chosen demographic data will reveal the characteristics of both groups. In this instance the researcher might want to seek the following demographic data:

- (1) Age
- (2) Income (Caution should be used with this data because respondents tend to classify themselves as middle income despite their actual classification):
  - (a) Fixed income
  - (b) Variable income:
    1. Upper income
    2. Middle income
    3. Lower income.
- (3) Marital status
- (4) Number of children
- (5) Number of children in school
- (6) Type of school attended:
  - (a) Parochial
  - (b) Private
  - (c) Public
- (7) Voting participation in the last school levy

The demographic variables would be included because they might provide important information about supporters and opponents of the levy. If one of the survey's questions was whether the respondent would support a school tax levy, the researcher could search for patterns in the demographic data. For example, he or she could test the hypothesis that those opposing the levy are older, single, childless, or parents of children in private or parochial schools. Findings would be useful in targeting segments of the population for information campaigns.

The following are guidelines for using demographic questions in a survey:

- (1) Since asking questions takes time and money, and since the length of a questionnaire can influence the respondent's cooperation, care should be taken to include only the demographic information pertinent to the issues prompting the survey. Further, including too many demographic questions may jeopardize the confidentiality of the survey by

making it possible to identify individual respondents. (See appendix G, The Family Educational Rights and Privacy Act of 1974.)

- (2) Demographic questions should be designed to avoid offending the respondent. This is particularly true of questions about income, occupation, family, housing, and age. A respondent offended early in the interview may be less willing to cooperate on the rest of the survey.

## Factual Questions

The researcher may decide to use factual questions to determine the extent of respondents' knowledge about issues that appear in the survey instrument. The answers will suggest the bases of opinion: information, misinformation, ignorance, or emotion. Factual questions test the effectiveness of efforts to inform the public about educational matters.

Examples of factual questions include:

- (1) How often are school board meetings held?
- (2) How many school board meetings have you attended in the last year?
- (3) How many pupils are there in your school district?
- (4) What is the average per-pupil expenditure in this State?
- (5) How does this compare with other States?
- (6) What is the pupil-teacher ratio in this school district?

Care should be used in determining whether to use factual questions, what questions to use, and how many to use. The respondent may feel intimidated or embarrassed by an inability to answer factual questions. These feelings may affect other answers. For these reasons, the researcher should use factual questions sparingly and/or only when they are important to the goals of the survey.

## Attitudinal Questions

### *Open-Ended Questions*

Open-ended questions allow respondents to formulate their own answers to a question; there are no predetermined responses. An example:

How do you feel about the job your local public schools are doing in educating your children?

Open-ended questions are probably the most valuable in soliciting the opinions of the respondents in

depth. However, this type of response is also the most difficult to process and analyze. If the results of the survey are to be tallied and put into meaningful summary form, then open-ended responses must be put into a limited number of categories that can be compared. Since open-ended questions allow respondents to state their unique opinions, not all responses will fit easily into definable categories. The researcher must make an after-the-fact interpretation of the respondent's response and fit it into a particular category.

If open-ended questions are deemed necessary, they should be designed carefully, with consideration given to the way responses will be recorded and categorized.

### *Multiple-Choice Questions*

Multiple-choice questions can overcome the problems of open-ended questions but still maintain much of the valuable content of open-ended questions. With multiple-choice questions, responses are anticipated and categorized in advance. For example:

How do you feel about the job your local public schools are doing in educating your children?

- A. On the whole, the schools are doing a pretty good job.
- B. There is not enough emphasis on the basics—reading, writing, and mathematics.
- C. The schools emphasize college preparation too much.
- D. The schools emphasize vocational training too much.
- E. No opinion.
- F. Other

A list of predetermined answers may eliminate some responses that have been given to open-ended questions. Open-ended questions, therefore, should be used in a pretest or field trial of the survey instrument to formulate multiple-choice answers for questions used in the full-scale survey. This procedure will yield a range of responses and decrease the likelihood of omitting responses that might not have been anticipated. Providing an opportunity for the respondent to insert a response not included in the multiple-choice list insures against a charge of slanting the instrument.

A "no response" category should be included for each question. An uninformed or rash response forced by the questionnaire format may bias results. Respondents should be given a dignified way of saying they do not know enough about the subject to provide an opinion. A good way to lessen anxiety about inability to supply opinions is to preface questionnaire items



with a statement that not everyone has opinions or information about a topic.

The number of choices offered is another consideration in using multiple-choice questions. A reasonably comprehensive list of responses should be provided, but voluminous lists should be avoided. Long lists of possible responses defeat simplicity and clarity.

*Scaled Multiple-Choice Questions*

The scaled multiple-choice question allows the researcher to gauge strength or intensity of opinion. Respondents are asked to choose from a continuum ranging from strongly positive to strongly negative responses. The following are examples:

- (1) How would you rate the quality of teaching in the public schools?
  - Excellent
  - Adequate
  - Inadequate
- (2) The school district should be operated under the assumption that every student is college bound.
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree

If an odd number of response categories is offered, the middle position should be the neutral response category. In the examples above, the neutral response categories are "adequate" and "neither agree nor disagree." If the researcher decides to use an even number of response categories, a neutral position is not offered. In this case the researcher is operating under the assumption that people hold an opinion on the question, and is forcing a respondent choice. Figure 6-1, prepared by James Conway and his colleagues, gives examples of several response formats.

Scaled multiple-choice questions can be constructed in several ways. A numbered continuum can be used with numbers on each end offering opposing strong opinions. A scale of this type gives a numerical rating to each judgment and provides a rough ordering of the intensity of the respondents' opinions. For example:

How would you rate the job being done by the schools in teaching reading? Circle your choice.

1            2            3            4            5

superior            adequate            unacceptable

Several different types of scales—e.g., Likert Scale, Guttman Scales—have been developed for use in atti-

tude analysis. These scales provide the advantage of prescribed methods for analysis and use of the findings. (See *A Guide to the Literature* (p. 187) for sources.)

**SAMPLING**

Sampling is selecting and using part of a group to infer characteristics of the complete group. The complete group is defined as a "population." The part of the group is a "sample."

The sample should be representative of the population being studied. One method of sampling is called probability sampling. In probability sampling individual elements of the sample are chosen by chance, with each element of the population having an equal chance of being selected for inclusion in the sample. This method reduces the possibility that bias will enter the selection process. Biased samples produce a distorted picture of the population and produce a faulty base for future decisions. Other sources of bias in surveying community attitudes will be discussed later in this chapter. (See the *Glossary* (p. 134) for definition of bias.)

Probability sampling does not guarantee that the sample is representative of the total population, but it does assure that the sample will not be distorted by the selection methods used. Describing sampling techniques in detail is beyond the scope of this Handbook, but the following are basic steps involved in drawing a sample:

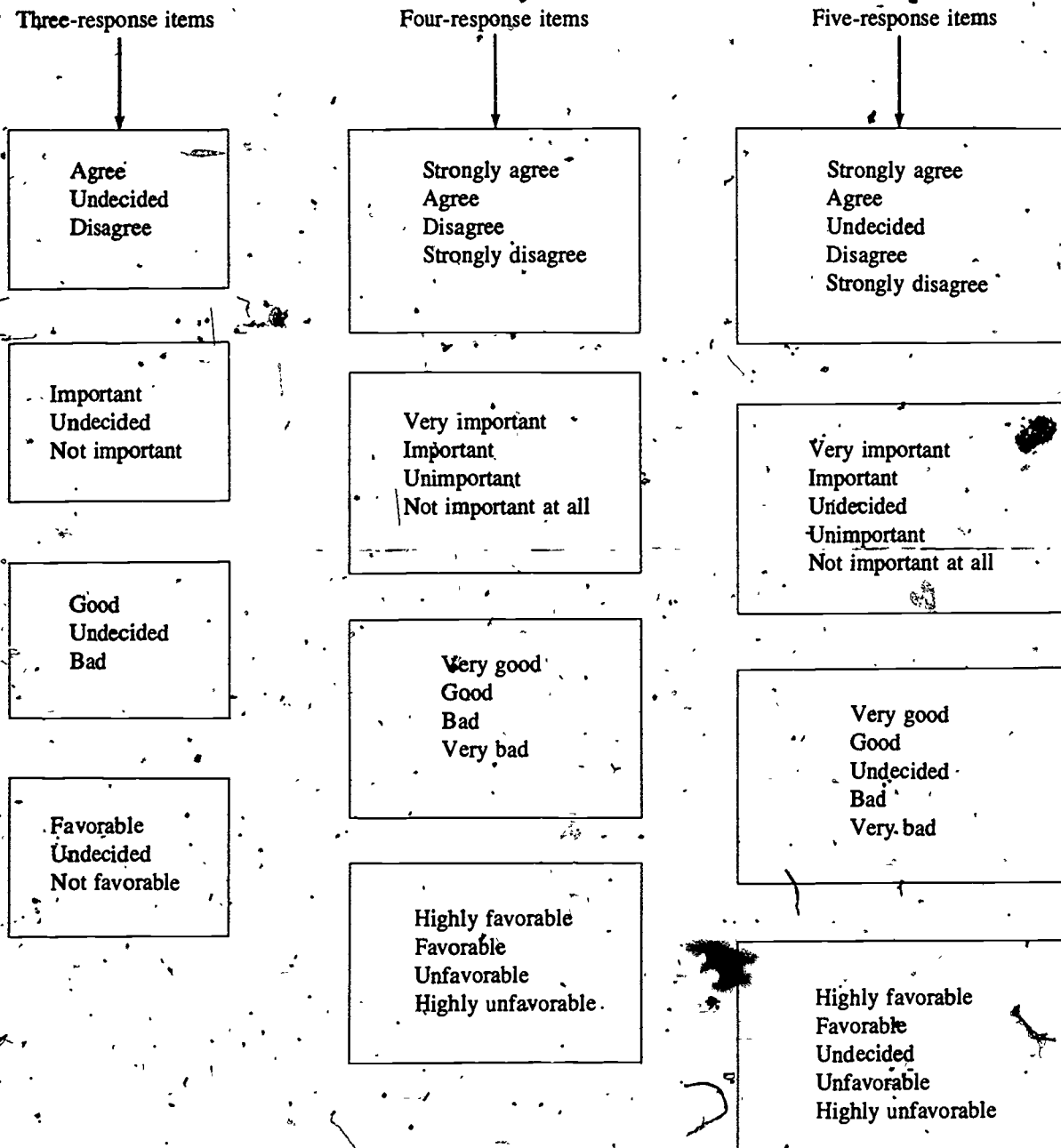
- (1) Determine the population to be studied. If the planning of the survey has been thorough, this should be a relatively simple step. The following examples may help to clarify the idea of defining a population:

A school administrator is interested in determining why past school levies have been defeated. In this case the population to be studied is composed of all eligible voters in the school district. Looking at ineligible voters would be of little use in determining reasons for voting against the levies.

If there is interest in discovering how parents feel about a new science program in the district, opinions obtained from parents of children who do not participate in the program would not help to understand the problem. The population of concern is parents with children in the new science program.

- (2) Obtain a complete and accurate list of all the members of the defined population. Unless all

Figure 6-1. Samples of three-, four-, and five-scale multiple-choice response items



NOTE.—The neutral "Undecided" could be replaced by "No opinion", "Neither", "Don't know", or any neutral term, depending on the logic of the scale itself.

SOURCE: James A. Conway, Robert E. Jennings, and Mike M. Milstein, *Understanding Communities* (Prentice-Hall, Inc., 1974) p. 74.

the population are included on the list, not all members will have an opportunity to be selected for the survey and the sample will be biased. The following are examples of obtaining accurate lists:

In the school levy example, the administrator would obtain the most current list of all the eligible voters in the district from the board of elections. The sample is drawn from this list.

In the science program example, the administrator should use a list of all parents of children participating in the new science program in the district. The list should be checked to eliminate duplicates, e.g., people who have more than one child participating in the program.

If a survey is aimed at measuring attitudes of residents of a neighborhood toward a proposed new building, a list of addresses obtained from the U.S. Postal Service can be matched with a map of the neighborhood to define the population to be sampled.

- (3) Determine the sample size. Literature on sampling should be consulted to determine the optimum sample size for the purposes of a study. Optimum size depends on several factors: error in the estimates, confidence in the estimates, homogeneity of the population, and number of categories, into which the data will be cast. Drawing a sample larger than required wastes resources. The larger the sample, the more costly the survey. The following are basic rules for sample size:

- (a) Samples of fewer than 50 cannot be analyzed with certain statistical techniques.
- (b) The more homogeneous the population, the smaller the sample required.

- (4) Choose the sampling method to be used. The choice is determined by the nature of the problem being investigated, the accuracy required in the results, and the amount of information available about the specified population. Random sampling gives each member of the population an equal chance of being selected, since chance is the only factor entering into the decision. A simple random sample can be drawn by selecting a group of numbers from a table of random numbers. The amount of numbers needed is determined by the size of the desired sample. Each number drawn corresponds with a position on

the population list. For example, if 10, 68, and 120 should be chosen from the table, then the 10th, 68th, and 120th individuals on the population list would be included as members of the sample.

Other techniques for choosing samples (e.g., systematic sampling with a random start, stratified sampling, multistage cluster sampling), are more complicated and require more skill to produce an unbiased, representative sample. If a technique other than a simple random sample is used, then a comprehensive guide to sampling or assistance from a consultant is advisable.

## PRETESTING THE SURVEY INSTRUMENT

Pretesting the survey instrument is a good method of detecting problems of question construction. The main objective of pretesting is to assure that the survey instrument is adequate and that the desired information is actually being elicited. There should be no confusion about the intent of each question, and no question should be beyond the respondent's comprehension.

In the pretest it is not necessary to use the same sampling methods to be employed in the full-scale survey. The researcher can use a community group to test the survey instrument and then discuss the questions with group members to ascertain if there were any problems of intent or wording. If a pretest of the instrument is not performed, problems in question construction will be carried over to the full-scale survey. This can yield data that cannot be accurately interpreted.

## HOW TO ADMINISTER A SURVEY

The number of resources available and the need for accuracy will determine how a survey instrument is administered. The best method of soliciting in-depth opinions is a face-to-face interview; however, this method demands the greatest resources. Unless professionals are hired, interviewers must be thoroughly trained.

Telephone surveys are less costly than face-to-face interviews and require less training time for interviewers. Telephone interviews, however, do not establish the same rapport between interviewer and respondent. Because it is easier also for the respondent to terminate the telephone interview at any point, these interviews

should be brief and shorter, and less demanding questions than those employed in face-to-face interviews should be used.

Mailed surveys are less costly than face-to-face interviews. They also allow respondents to answer the questions in the absence of any observer, which promotes more honest opinions on the questionnaires. The response rate is sometimes low, which can affect the representativeness of the survey. Mailing followup surveys to persons who have not returned the first copy is one method of correcting this problem. The optimum time lapse before a second mailing will vary, depending on the nature of the survey and the character of respondents, but 2 weeks after the initial mailing is common. Another method of overcoming nonresponse is collecting the survey instruments rather than depending on respondents to mail them back. Personal pickup offers the advantage of permitting a check for omissions at the time of pickup. Sometimes a response to omitted questions can be obtained.

## ANALYSIS AND INTERPRETATION OF DATA

Data must be put into meaningful form after the survey has been completed. Analysis of data involves establishing order so that interpretations of the findings can be made.

The first step in analysis and interpretation is coding the data from open-ended questions, i.e., placing the answer to each question in meaningful categories. Structured questions are easier to code than unstructured questions (such as open-ended opinion items) as they can be merely tallied by response category. Unstructured questions require the establishment of mean-

ingful categories before tallying can begin. Categories can be established only after analyzing responses and sorting by similarity of content.

The second step in analysis and interpretation is displaying the data. Data can be displayed in the format determined during planning stages of the survey after the data have been categorized and tallied. For example, if demographic data have been included in a survey designed to determine why school levies fail, the interrelationships between the demographic data and other items could be displayed as in table 6-1.

The researcher may wish to display data to compare attitudes toward the levy of parents whose children attend public schools with those of parents whose children attend private schools, as is done in table 6-2.

The data may also be analyzed in another manner, to show differences in attitudes toward the levy by homeowners and renters. (See table 6-3.)

In addition to such graphic data displays as bar graphs, trend lines, and pie charts, data may be displayed in verbal form. The following two examples of verbal display were selected from Inforet (Information Return). They also illustrate how findings can suggest followup action.

Nationally 26 percent of the public feel that discipline is the biggest problem in the schools of their community. In a survey, 76 percent indicated that lack of discipline is one of the things they like least about their schools. If it is the philosophy of the district that external discipline is diminished to permit the development of self-discipline, this idea should be implied in all school communications.

Responses to an item, "How many new students would you say enroll in our district each

Table 6-1. Attitudes toward the levy of parents and nonparents

Status	Total		Attitudes toward the levy					
			Favorable		Unfavorable		Undecided	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Parents .....	325	100.0	166	51.1	136	41.8	23	7.1
Nonparents .....	175	100.0	44	25.0	114	65.0	17	10.0

Question: Do you now support an increase in the operating levy for the public schools?

Table 6-2. Attitude toward levy of parents, by type of school their children attend

Type of school children attend	Total		Attitude toward the levy					
			Favorable		Unfavorable		Undecided	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Public Schools .....	260	100.0	154	59.2	86	33.1	20	7.7
Private (including Parochial) Schools .....	65	100.0	12	18.5	50	76.9	3	4.6

Question: Do you now support an increase in the operating levy for the public schools?

Table 6-3. Attitude toward levy of home owners and renters

Home status	Total		Attitude toward the levy					
			Favorable		Unfavorable		Undecided	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Owners	260	100.0	90	34.6	138	53.1	32	12.3
Renters	240	100.0	120	50.0	112	46.7	8	3.3

Question: Do you now support an increase in the operating levy for the public schools?

year?", indicate that only 23 percent of the school voters realize how rapidly the district is growing and, therefore, they cannot understand the need for buildings. The geographic spread of this district makes it impossible to see the growth. Frequent stories in the local weeklies, plus, an item in each issue of the newsletter on the child count this month as opposed to last year, would make people more conscious of this problem.\*

The third step in analysis and interpretation is determining which factors are most important in explaining the results of the survey. In the above examples, the researcher is exploring various possible explanations in an attempt to find the most plausible explanation(s) for school levy failures. (For a further explanation of tables, see chapter 7.)

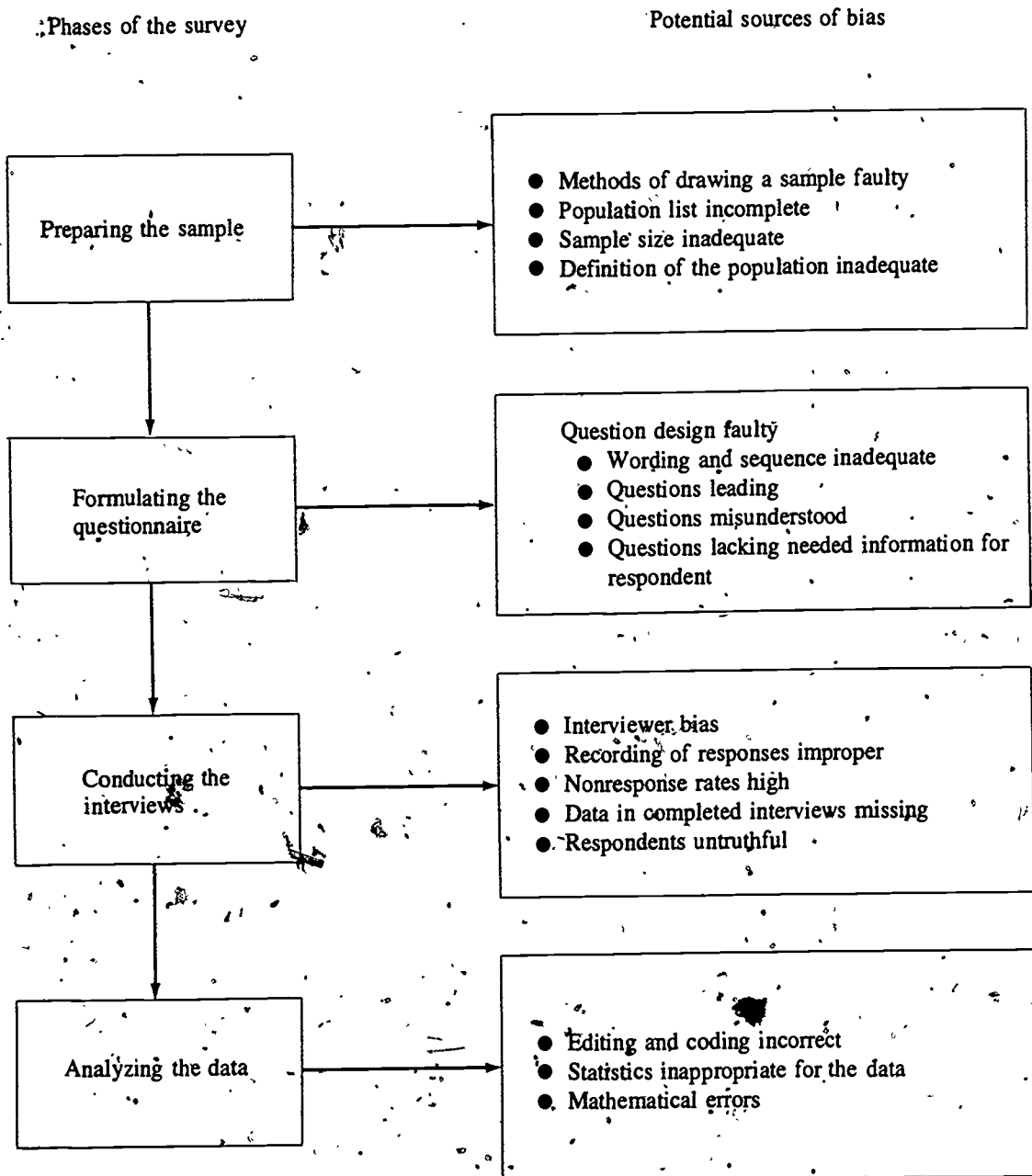
The researcher would probably use a statistical "test of independence" or "test of association" to determine whether the findings describe significant differences in the population. Such tests help to determine whether the findings differ significantly from what could be expected if chance were the sole determining factor.

### BIAS

Bias is systematic error that leads to a difference between an estimate of population characteristics and their true value. Bias, therefore, distorts the results obtained from a survey. There is a potential for bias at every step in the survey process. The utmost care should be taken at every step to obtain results that will be useful and representative of the opinions of the population. Pretesting a questionnaire on a limited number of individuals can eliminate many of the hazards of questionnaire construction. Figure 6-2 can alert the researcher to potential sources of bias in the survey.

\*Oakland Schools, Pontiac, Michigan, Inforet (Information Return), (1970), p.28.

Figure 6-2. Potential sources of bias in a survey



## REPORTING THE RESULTS

The results of the survey should be available to the community. It is suggested that the results be displayed in a public place such as a public library. A discussion of the decisions that were made as a result of the survey findings should be included with the display.

Reporting survey results to the community can be a political decision. The following factors might be considered:

- (1) Community members generally like to have their opinions sought, especially if they feel that their suggestions will be taken into account when important decisions are made.
- (2) Surveys often reflect substantial support for schools. Publicizing the results tends to build morale.
- (3) Open recognition of limitations revealed in surveys, especially when followed by remedial measures, can build respect for the school administration.
- (4) A recent survey promotes discussion and expands community understanding.

## Periodic Reassessment

Community attitudes and beliefs are subject to constant change; therefore periodic surveys are essential

for current information. To compare and assess trends, followup surveys should use the same questions as the original survey, if possible. By doing so, comparisons can be made between two or more surveys to assess the differences in responses and analyze trends.

Since opinions change, priorities shift, and new ideas surface, periodic assessments are a good way of keeping in touch with the changing nature of the community. Keeping questions consistent is an excellent way of getting comparable results.

## Use of Survey Data

Survey data can be put to a variety of uses. School administrators, teachers' unions, citizens' groups, or planning agencies can use the data as guides for program development, tools for evaluation, or as devices for more effective leadership in the community. However the fact that a survey looks "objective" does not guarantee that the uses to which it will be put will be "objective."

## CONCLUSION

This chapter has explained a method of collecting and analyzing data that reveal community attitudes, values, and beliefs. The next chapter describes some techniques for using various kinds of information.

# Chapter 7

## TECHNIQUES FOR USING INFORMATION

### INTRODUCTION

Data usually must be organized and analyzed as soon as gathered before they can be used effectively. This chapter begins with some general principles for organizing and analyzing information and then presents types of analyses often used in making decisions about such matters as school enrollment and population projections; site and transportation analysis; and computerized retrieval, analysis, and display of data.

### GENERAL PRINCIPLES

Collecting and organizing information enable the researcher to accurately describe the environmental impact of a particular concern and to determine how the concern developed, how it compares with other concerns, and how it is changing. This section describes some of the more common techniques for using information.

Summary of facts is a major step in the organization of data. The first of two strategies that can be used in basic descriptive summaries is to estimate what is typical. For example, if a problem involves family income, deriving a single measure that best describes the income of a typical family may be useful, such as the "mean" (average) measure. The mean family income is computed by adding the incomes of all families and dividing them by the total number of families. In 1969, for example, the incomes of 344,607 families in the Cincinnati SMSA amounted to \$3,985,395,955. The mean family income in the Cincinnati SMSA was \$11,565. Another measure of what is typical is the "median" or the number that splits a distribution into two halves—one with the 50 percent above and the other with the 50 percent below the number. The median family income in the Cincinnati SMSA in 1969

was \$10,257. In this case, the gap between one version of a typical measure of income (the mean) and another (the median) is substantial. Which measure of income should be used? The median has the advantage of not being influenced by extremely high or low values. A billionaire's residence in a community can affect the mean family income substantially, but it would not affect the median. Census reports often a preference for the "median" over the "mean" in describing mid-points in distributions of various characteristics because the "median" avoids distortion.

In addition to wanting to know what is typical with respect to some characteristic, one may also want to know how that characteristic is distributed. Percentages are the most commonly used measures of distribution. Table 7-1 depicts the percent distribution of family income for the Cincinnati SMSA in 1969. This table shows that family incomes in Cincinnati were distributed over a wide range in that year, that they clustered heavily around the median figure, and that there was a slight imbalance toward the low-income categories. Percentages are computed by dividing the number of units in a given category by the total number of units, and multiplying the results by 100. Categories and their percentages can be combined in various ways as needed. For example, in table 7-1 the percent below the poverty line can be obtained by adding the three categories under \$6,000 to get 20.9 percent.

Comparisons of census tracts to median family income allows the researcher to identify clusters of low-income and high-income families within the school district. Comparisons of the percent in multiple-unit housing allows the researcher to identify those census tracts with relatively large proportions of apartment units.

Thus far descriptive measures have been considered for a single point in time. For processes that occur over



Table 7-1. Percent distribution of family income, Cincinnati, SMSA: 1969\*

Handbook VIII code number	Family income <sup>2</sup> (by category)	Percent distribution
TOTAL.....		100.0
01. 05 03 01 ...	Under \$1,000	1.9
01. 05 03 02 ...	\$1,000 - 2,999	6.2
01. 05 03 03 ...	3,000 - 5,999	12.8
01. 05 03 04 ...	6,000 - 8,999	19.6
01. 05 03 05 ...	9,000 - 11,999	22.1
01. 05 03 06 ...	12,000 - 14,999	15.6
01. 05 03 07 ...	15,000 - 24,999	17.1
01. 05 03 08 ...	25,000 - 49,999	3.9
01. 05 03 09 ...	50,000 or more	0.8

<sup>1</sup> Data also presented on pp. 29 and 102

<sup>2</sup> Median family income—\$10,257 (01. 01 05).

periods of time, rates are usually used. In chapter 2, table 2-2 shows the school-age population of Hirth School District was expected to decline from 24,766 to 19,094 in the 10 years between 1980 and 1990. The average annual rate of decline would be  $\frac{24,766-19,094}{10}$  or 567.2 per year.

Descriptive information is usually displayed in either tables or figures. Descriptive tables should follow a few simple rules:

- (1) Tables should be clearly labeled
- (2) Direction of percentages (horizontal or vertical) should be indicated by including a total column or row
- (3) Row and column headings should clearly and briefly identify the information in the table
- (4) Qualifications or explanations should be put in footnotes, not in the table proper
- (5) Title of the table should indicate exactly the subject matter of the table. Ideally, titles should tell what information is presented, where it was collected, and when

Graphs can be used to show comparisons at a single point in time or to show trends over time. Bar graphs are often used to show the relative size of various categories at a single point in time. Figure 7-1 is a simple bar graph that shows the relative size of elementary, junior high, and high school age population. Line graphs are often used to show trends over a period of time. Figure 7-2 shows a line graph of junior high school age population over a 15-year period. Graphs should always indicate a zero point for reference, even

if no values near zero are found, or the magnitude of differences or changes may seem exaggerated. Graphs are useful in giving a visual picture of data that may be presented in more detail in tables. Maps are useful in showing how characteristics are spatially distributed (see figures 2-1 through 2-5 in chapter 2).

Data interpretation often requires examination of the relationship between factors, which is best accomplished by a table that cross-tabulates two or more variables. Table 6-3 in chapter 6 includes some hypothetical data depicting the relationship of owning or renting a house to attitude toward a levy. As shown by this table, the percentage against the levy is higher among homeowners than renters; therefore there may be a relationship between owning a home and having a negative attitude toward the levy.

FIGURE 7-1. School-age population, by type of school—Hirth School District: 1980

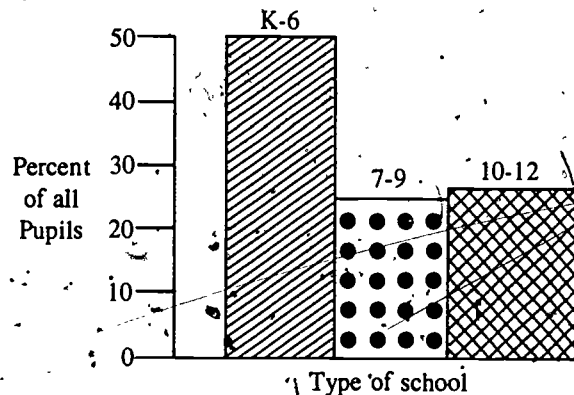
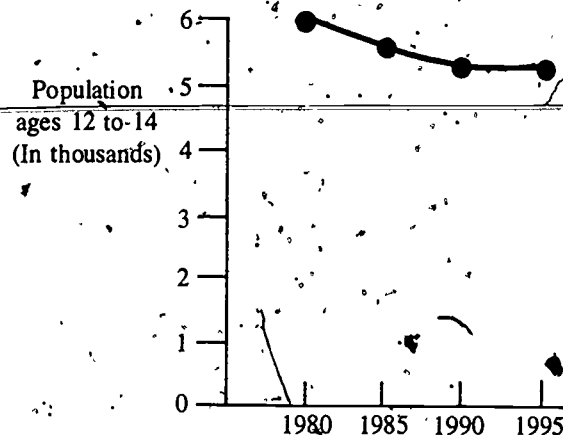


FIGURE 7-2. Change in ages 12 to 14 population, Hirth Township: 1980-1995



Constructing cross-tabulation tables may enable the researcher to discover relationships that are helpful in explaining a problem. Table 6-3 indicates percentage values for the horizontal variables. The following rules should be followed for horizontally and vertically placed percentages:

- (1) If tables have horizontal percentages, comparisons are made down the table. If tables have vertical percentages, comparisons are made across the table.
- (2) Tables usually contain percentages in the direction of the causing variable. For example, in Table 6-3 it was hypothesized that home ownership might affect how people felt about the levy. In this case, home ownership is the causing or the independent variable. Therefore, the tables contain horizontal percentages, in the direction of the causing variable.

(For more information on how to present tables, see Hans Ziesel, *Say It with Figures*, which is listed in A Guide to the Literature.)

There are several ways of assessing the relationships that are presented in tables. Consult A Guide to the Literature (appendix J) for a listing of the basic statistical texts.

## SCHOOL ENROLLMENT PROJECTIONS

Effective school planning requires an accurate estimate of the future pupil population, regardless of whether the planning period is 1 year or 20 years ahead.

If the planning period is short, 1 to 3 years, the school planner can usually use available enrollment data to project enrollments by the Survival Ratio (SR) technique. If the planning period is longer, it is usually desirable to tie enrollment projections to population projections, rather than to rely on extrapolations of current school enrollment. Both approaches will be discussed. Although a county school system and a county population are the subjects of the discussion, the procedures can be used for any local area or school unit.

### The Survival Ratio Method<sup>1</sup>

The Survival Ratio (SR) method of projecting school enrollment relies completely upon enrollment data by

<sup>1</sup> This is sometimes called the Cohort Survival Method.

grade for current and past years. The specific point at which enrollment is measured is unimportant as long as the same point is used for all years. The beginning of the school year is probably most convenient, particularly for schools with high pupil turnover.

The Survival Ratio method begins with a specific number of pupils in its first year of school and compares that number with the number for each successive year in the next higher grade. Because of the variety of factors that influence kindergarten enrollment, grade 1 is probably the better base grade. Kindergarten enrollment, however, would obviously be a factor in estimating the next year's first grade membership.

For example, if a first grade of 50 children produced only 46 pupils in the second grade, the SR for the second grade would be  $\frac{46}{50} = .92 \times 100 = 92$  percent. The next year, if membership increased to 51 pupils in the third grade, the SR would be  $\frac{51}{50} = 1.02 \times 100 = 102$  percent.

There are two common methods for computing the SR:

- (1) Change from base year. The kindergarten or first grade enrollment, or possibly the ninth grade for high school computations, is used as the Base Year (BY). For each subsequent change for the Current Year (CY), the SR would be:  $CY/BY \times 100 = SR$ .
- (2) Change from preceding year. Each year's SR is computed as a percentage of the immediate preceding year. Thus the Current Year (CY) and Preceding Year (CY-1) have an SR of:  $CY/CY-1 \times 100 = SR$ .

Either method can be used to give perspective, but the latter is probably used more frequently.

Table 7-2 is an example of a worksheet used to record past enrollments, compute SR's, and project enrollments. In the table, enrollment data for current and past years are recorded from official files. SR's are then computed by grade for the past 5 years and a 5-year average is established. For example, the SR for grade 2 in 1966 (128) is derived by dividing the second grade enrollment in 1966 (201) by the first grade enrollment in 1965 (157) and multiplying the result by 100.

The 5-year average SR for grade 2, is:

$$\frac{128 + 99 + 94 + 106 + 97}{5} = 105$$

The projected second grade enrollment is the first grade enrollment in 1970 multiplied by the average second grade SR ( $224 \times 1.05 = 235$ ).

Table 7-2. Actual and projected enrollments, by grades 1-12  
(Worksheet)

Reporting Unit:

Year	EK	SR <sup>1</sup>	E1	SR	E2	SR	E3	SR	E4	SR	E5	SR	E6	SR
1965	276		157		126		118		137		109		111	
1966	307	147	211	76	201	128	171	136	161	136	188	137	167	153
1967	319	127	211	69	209	99	209	104	183	107	164	102	190	101
1968	314	134	191	60	199	94	203	97	206	99	182	99	160	98
1969	351	126	220	70	203	106	201	101	197	97	206	100	220	121
		(122)		(64)		(97)		(104)		(111)		(108)		(108)
1970(CY) <sup>2</sup>	342	131	224	68	213	105	211	108	224	110	213	109	222	116
1971	420		233		235		219		230		244		247	
1972	441		286		245		242		239		251		283	
1973	466		300		300		252		264	261		291		
1974	389		317		315		309		275		288		303	
1975	391		265		333		324		337		300		334	

Year	E7	SR	E8	SR	E9	SR	E10	SR	E11	SR	E12	SR	Total
1965	118		126		259		228		227		206		2,198
1966	152	137	159	135	242	192	333	129	230	101	216	95	2,738
1967	168	101	170	112	238	150	295	122	312	94	221	96	2,889
1968	191	101	173	103	243	143	302	127	291	99	303	97	2,958
1969	186	116	169	88	279	161	315	130	303	100	296	102	2,850
		(103)		(113)		(193)		(116)		(99)		(99)	
1970(CY) <sup>2</sup>	227	112	211	110	327	168	325	125	311	99	299	98	3,349
1971	249		250		354		409		322		305		3,717
1972	277		274		420		443		491		316		4,208
1973	317		305		460		525		439		481		4,661
1974	326		349		512		575		520		430		4,908
1975	339		359		586		640		569		510		5,287

Births		Projection	EK
Year	Number	Year	
1966	321	1971	420
1967	337	1972	441
1968	356	1973	466
1969	297	1974	389
1970	299	1975	391

Five-Year Average EK/Births 5 yrs. Earlier = 131

<sup>1</sup> Based on  $\frac{\text{K Enrollments}}{\text{Births 5 Yrs. Earlier}}$  (All figures listed under SR's are percents.)

<sup>2</sup> All SR's for current year (CY) are 5-year averages for each grade level. SR for current year is in ().

Projected kindergarten enrollments for children not yet in school for the current year are derived from birth statistics. For example, the projected kindergarten enrollment for 1973 (466) is calculated by multiplying the births 5 years earlier (356) by a 5-year average SR from birth to kindergarten (131 percent).

Table 7-2 shows only the enrollment actually served by the public schools. Special education, adult education, nursery school, and community college enrollments are not shown but can be portrayed on separate sheets, as can summaries by grade level-groups (K-6, 7-9, 10-12, etc.).

If enrollment by sex, race, or other categories is desired, then additional tables would have to be developed for each category in the breakdown.

### Projecting Survival Ratios

The greater the period of time for which a projection is being made, the less reliable the projection will be. However, when projections are updated annually, based upon past enrollment as well as knowledge of changing community characteristics, the projections should be sufficient for most educational planning.

It is unwise to depend upon only two points in time for establishing SR's. For example, in order to know how many high school seniors a given school district will have next year, the following factors should be considered:

- (1) The eleventh to twelfth grade SR for the past year;
- (2) The average SR from grade 11 to grade 12 for the past 5 years;
- (3) A comparison of the SR's derived in 1 and 2 above, along with an analysis of any variations;
- (4) Analysis of community characteristics present or immediately anticipated (e.g., a housing project just announced) and their possible effects.

In projecting the SR's, perhaps the best way to estimate changes is to compare the 5-year and the 1-year trends. For instance, if both SR's show an approximately 95 percent survival from grade 11 to grade 12, this ratio could be projected into the future without change. However, if the 5-year SR is 100 percent and the 1-year figure is 108 percent, then it is quite possible that the district is experiencing a trend toward an increasing immigration of twelfth graders. At this point, an assumption about what will happen to the *Survival*

*Ratio* in the future can be formulated, based upon understanding the cause of changes in the past and assessing the possible future impact of the cause.

For example, in one community it was found that the establishment and staffing of a large engineering firm over a 5-year period caused a substantial increase in middle-age engineers with accompanying families. Since their children tended to be older, the immigration of seniors more than offset the dropout rate. As hiring at the plant levels off over the next 5 years, however, the SR might be projected back to 100 percent and be expected to remain stable for the second 5 years of a 10-year projection.

### Neighborhood Change Factor

Close study should be made of neighborhood and attendance zone aging patterns. New neighborhoods, which are the first phase of neighborhood aging, tend to have many young children. In the second phase, children may tend to show a higher average grade level attended. In the third phase, as children graduate from or drop out of high school, the neighborhood may reach a low point in the number of public school children per household. A fourth phase may occur if older homes are sold to other families. Characteristics of people leaving a neighborhood and characteristics of people who move in may not be the same: the racial composition of the neighborhood may change, homes may also change from single- to multiple-family units, and the neighborhood income level may change. Such trends influence the number and age distribution of school children as well as the tax revenue that can be called upon for financial support.

### Saturation Ratio

The ultimate school population is also a projective index. Such factors as the amount of undeveloped land and planned new housing starts, bordering unincorporated areas, zoning regulations, proximity to probable annexations, and economic indicators must be considered along with data on current patterns and trends in enrollment. The ultimate enrollment that can be accommodated in existing facilities, its probable distribution over the grades, and the time projection for saturation are factors to consider carefully in a master plan for school facilities.

## Linking Enrollment Projections to Population Projections

Enrollment projections for 1 to 3 years tend to be relatively accurate in areas with relatively little migration, because the children who will be entering each grade are already on hand. For 5-year projections, however, birth rates should also be considered and linked with projections of the overall population. Population alterations, such as change in the number of women of childbearing age, can have a significant effect on births, and consequently on the number of children who will enter school.

Population projections for a given school area are sometimes available from local planning agencies. In some cases, however, schools must do their own population projections. One of the most useful techniques of projecting population by age is the *Cohort Survival Method*. This method utilizes separate projections of births, deaths, and migration to derive population projections as follows:

- (1) **Births.** Predicting births, even over a short period of time, is difficult and is usually not attempted. Instead, assumptions concerning future birth rates are made by applying a set of age-specific birth rates to the female population of childbearing age.

The *Cohort Fertility* method<sup>2</sup> is used to predict age-specific data. In this method the probable birth rates for specific groups of women over a period of time are projected, producing a cumulative rate. In using these data, the researcher should include women who enter the childbearing years during the projections period.

- (2) **Deaths.** Death rates are projected by means of detailed death data available from Federal Government life tables. Life tables<sup>3</sup> portray age-specific mortality ratios by sex for a given population. Although life tables are rarely available for the particular area under study, in most cases the national age-specific death rates can be used by the researcher. The use of these national data can usually be justified if the crude death rate

for the local area is very near that of the Nation as a whole and if the locality has no unusual age distribution. Age detail is required to use the mortality ratios from the life tables. The area population in each 5-year age interval is multiplied by its corresponding mortality ratio to yield the number of expected deaths occurring in that age group during the 5-year period. This total is the sum of deaths at all ages.

- (3) **Migration.** Estimates of migration are difficult to make, but a fairly effective technique for assessing past net migration is the *Residual* method. By this method the total deaths in the county during a given decade are subtracted from the total births in the county during the same decade to yield the expected natural increase. The expected natural increase is added to the population of the county in the beginning of the decade to arrive at the expected population at the end of the decade. The expected population at the end of the decade is then compared with the actual population as enumerated by the census, and the difference is "net migration," which may be either positive or negative. Migration for more than one decade can be assessed by this technique, and the trend for migration can be derived from observations of past decades. This will yield a logical basis for making assumptions about future migration.

Distribution of migrants by age can be accomplished by applying the age distribution of migrants given by the Bureau of the Census to the total migration estimated for the locality. When the migrant population is added into the base population, the number of projected births is increased because the midperiod population to which the birth rates are applied to derive births has been increased.

## Standard Methods

Census report Series P-26, No. 21, describes the four standard methods of population estimates: (1) the *Vital Rates* method, (2) the *Component* method II, (3) the *Regression* method, and (4) the *Composite* method. The report presents the results of these methods, singularly and in combination, to obtain the estimate for each State.

<sup>2</sup> *Cohort fertility* rates can be obtained from the most recent Series P-25 publications of the United States Bureau of the Census.

<sup>3</sup> Life tables for the United States can be obtained from publications of the National Center for Health Statistics, United States Department of Health, Education, and Welfare.

# SCHOOL SITE AND TRANSPORTATION PLANNING

Planning for optimum development and use of sites and transportation facilities is a complex process. This discussion addresses the relationship of community information to these planning needs, but planners will also have to consider many other elements such as financing, construction, meeting the requirements of State law, and employing an architectural firm.

The proposed use of a facility will affect site selection. A number of factors must be examined before the site is chosen: (1) required size of the building, including the number and size of rooms; (2) desire for, and financial feasibility of year-round use; (3) the desire for special provisions for continuing education and recreation; and (4) the need for auxiliary facilities, such as cafeteria, health, and day care, because of the lack of accessibility to other public facilities. Natural hazards that might render a site undesirable, such as flood plains, areas subject to settling, and subsurface rock formations, should be researched.

## Essential Information

Essential data for site and transportation planning are included within the classification system of this Handbook. Additional data regarding community characteristics and the probable nature of the community's future are suggested in chapters 4 and 5. Specific data needs include population and land use general characteristics, density measures, and specific characteristics.

### Population

Current data and trend estimates should be available for the following items:

Code Number	Data Item
01. 01 01	Total Population
01. 01 03	Population Density
01. 02 05	White, Non-Hispanic
01. 02 01	American Indian or Alaskan Native
01. 02 02	Asian or Pacific Islander Population
01. 02 03	Black, Non-Hispanic
01. 02 04	Hispanic
01. 03 01	Foreign-Born Population

### Economic Factors

01. 05 02	Families by Income Category
01. 05 04	Families Receiving Public Assistance

### Literacy Factors

01. 01 06	Median Highest Grade of School Completed
04. 07 01	Total School Enrollment
04. 07 01 01	Total School Enrollment Grades K-8
04. 07 01 02	Total School Enrollment Grades 9-12
04. 07 03	Nonpublic School Enrollment

### Vital Statistic Factors

01. 07 01	Number of Households
01. 07 02	Persons Living in Households
01. 08 01	Annual Births
01. 08 02	Annual Deaths
01. 08 05	Net Migration

### Land Use - General Characteristics

03. 02 01 01	Average Land Area of K-6 or K-8 School Attendance Areas
03. 02 01 02	Average Population of K-6 or K-8 School Attendance Areas
03. 02 05 01	Land Consumption Rate
03. 02 06 01	Average Number of Building Permits for Past 3 Years
03. 02 07	Population Potential According to Master Plan Guidelines
03. 02 05 01	Percent of Land Zoned Residential

### Land Use - Density Measures

03. 03 01	Population per Acre/Hectare
03. 03 01 01	Population per Residential Acre/Hectare
03. 03 01 02	Average Number of School-Age Children per Residential Acre/Hectare
03. 03 02	Automobiles per Housing Unit

### Land Use - Specific Characteristics

03. 04 01	Size of Available Land Parcels
03. 04 01 01	Cost of Available Land Parcels

- 03. 04 01 03 Expandability of Available Land Parcels
- 03. 04 01 04 Location of Available Land Parcels
- 03. 04 02 Distance of School Site from Nearest Public Transportation Route
- 03. 04 03 Total Population Within One-half Mile/.8 Kilometers of School Site
- 03. 04 03 01 Total Population Within One Mile/1.6 Kilometers of School Site

This listing should be reviewed to determine types of data needed in the individual school community service area. Some items may be maintained by other public and private agencies and need not be gathered directly by the school.

### Standard Formulas

General guidelines and legal requirements pertaining to school site selection have been established and only require adaptation to the individual circumstances and potential of each community.<sup>4</sup>

In the past, school sites were often undersized. In the sixties, however, the tendency changed; and districts began to acquire as much acreage as appeared feasible. Land costs were rising and both enrollment and demands on schools were growing. The current school population decline was not foreseen. Today, population declines may require a reverse evaluation because of mergers or school closings and related property disposition. An analysis of the expandability of prospective sites should be made, however, if future needs dictate expansion. Bureau of the Census projections anticipate national increases in the school-age population after 1983.

### GENERALIZED SITE FEATURES

Sites should be reasonably level. Junior and senior high schools should be within convenient commuting range, and elementary schools should be within easy walking distance for the age groups to be served. (An

<sup>4</sup> Various formulas exist for determining the size and scope of facilities needed for any school. Architectural and educational consultants are the best source of information on this subject, and reference may be made to such resources as the *Guide for Planning Educational Facilities*, published by the Council of Educational Facility Planners, Columbus, Ohio, 1969, and other current references supplied by the council and the United States Office of Education.

<sup>5</sup> Adapted from F.S. Chapin, Jr., *Urban Land Use Planning* (Urbana: University of Illinois Press, 1965), p. 375.

exception would be in a very low population density district where convenient driving range rather than easy walking distance should be the criterion.) A site should be adequate for any conceivable needs for building, recreational facility, and landscaping, and should be located with proper consideration for the safety of the children and the general appearance of the surroundings.<sup>5</sup>

### DISTANCE GUIDELINES FOR A MODERATE-SIZE CITY

The generally accepted maximum radial distances between places of residence and schools, beyond which transportation must be provided for students, are:

- (1) Elementary school: ½ mile/.8 kilometer
- (2) Junior high school: one mile/1.6 kilometers, or 20 minutes
- (3) Senior high school: 20 to 30 minutes

Modifying influences on these guidelines include distance of school site to nearest public transportation route (03. 04 02), adequacy of sidewalks and safe street crossings (item 1, Transportation, p. 95), and average population of school attendance areas (03 .02 01 02).

### SITE-SIZE STANDARDS

School site-size recommendations commonly reflect the philosophy of providing one acre/.4 hectare per 100 pupils as a basic measure. Additional acreage allotments reflect the requirements for play areas, landscaping, and other needs. Generalized standards for school site sizes include:

- (1) Elementary school: minimum acreage, 5; desirable minimum acreage, 5 plus 1 acre/.4 hectare per 100 additional anticipated enrollment; ideal acreage range, 10 to 25 acres/4 to 10.1 hectares.
- (2) Junior high school: minimum acreage, 10; desirable minimum acreage, 10 plus 1 acre/.4 hectare per 100 additional anticipated enrollment; ideal acreage range, 25 to 40 acres/10.1 to 16.2 hectares.
- (3) Senior high school: minimum acreage, 29; desirable minimum acreage, 20 plus 1 acre/.4 hectare per 100 additional anticipated enrollment; ideal acreage range, 35 to 70 acres/14.2 to 30.3 hectares.

The acreage units indicated refer to usable land; prohibiting slope and drainage features may further increase the site size necessary.

## Site Cost Considerations

Three types of costs must be evaluated when planning the site of a new school:

- (1) Unimproved. The buying price of land without buildings or other features such as utilities, sidewalks, landscaping, and access roads.
- (2) Improved. The estimated cost of a property in readiness for construction, including such features as utilities, sidewalks, landscaping, and access roads.
- (3) Operational. The cost of maintenance and use of the site over the expected life span of the building.

It is important to conduct a cost feasibility study of alternate sites because unique long-term site costs, such as topographic features (03. 04 01 05), the proximity of the site to current and potential transportation arteries (03. 04 02), and student housing patterns may influence the choice.

## Site Location, Population Distribution, and Site Access

A sequence of steps has been formulated for the selection of appropriate site locations:

- (1) Study adequacy of existing school facility locations, considering both functions performed and distribution of the populations served.
- (2) Determine future needs for specific facilities and their desired site size and characteristics.
- (3) Acquire the necessary data on the distribution of present and anticipated populations to be served, including school-age children and adults. (Determining present distribution patterns is a matter of data collection; anticipating future distributions requires analysis of planning controls, observation of economic trends, and a study of community development potential.)
- (4) Delimit the general areas where sites for various facilities will be needed.
- (5) Analyze each general area to determine the specific characteristics of each potential site.
- (6) Analyze each potential site in terms of accessibility to the populations to be served, using the appropriate indicators from the preceding listings.

## Specific Site Characteristics

Anticipated uses for each potential site must be considered, using the land use indicators provided in the listing in this chapter. If the physical properties appear to be satisfactory, a cost feasibility study is the next step.

## Transportation

School policy and State law and such local factors as changing land-use patterns are important considerations in transportation planning.

School district maps should designate attendance areas, housing, transportation routes, school sites, and depots. These maps should be updated regularly. Except where school bus systems exist on a State (e.g., North Carolina) or regional (e.g., Hawaii) basis, enrollment trends should be studied before planners embark on time-consuming and expensive transportation planning programs.

Other data requirements for school transportation depend upon the specific uses of the facility and, in particular, the age of the population to be served.

- (1) *Elementary schools.* City elementary schools are normally based on some concept of neighborhood, with children walking to the school; therefore, an analysis of sidewalks and safe pedestrian circulation patterns must be conducted. In elementary districts where school bus transportation is provided, the comments below are applicable.
- (2) *Junior and senior high schools, school bus transportation.* Data needs for determining bus routes include the street and road pattern and school population density. Such data may be obtained from the engineer's office of the local government.  
Routing is a function of street patterns and their relationship to the distribution of the population to be served. If it is a district policy to run extra buses for students involved in after-school events and special programs, afternoon routes will be more complex than morning pick-ups.
- (3) *Public Transportation.* The routes and scheduled stops of public transportation forms (whether bus, subway, or other) require special mapping and analysis.
- (4) *Private cars.* Surveys of the number of cars driven to the school by senior high school students,



faculty, staff, parents, and visitors are important in planning for site and parking facilities.

- (5) *Future Transportation*. Regional planning commissions usually maintain 5-year projections in transportation.

Because of the growth of adult education, the adult population should be surveyed to establish: (1) the primary mode of transportation used by present adult students, (2) the required adult evening use of public transportation for school attendance, and (3) the estimated future use of school-sponsored transportation, if available.

## The Future

The dynamic aspects of the community will have a strong influence on all planning efforts. Trends toward the development of suburbs and economic change in the community must be analyzed continuously in terms of the school plant and transportation.

The principle element in the entire planning process is probably flexibility. With this element as a guideline, decisions can be made that will be responsive to the changing needs of the school and the community.

Projective studies usually undertaken by State, regional, county, city, and special-purpose district planning agencies, are conducted for many kinds of political units and may run the spectrum from general to specialized in subject. Before using projective data, the researcher should read the assumptions upon which a study has been based, and note the geographic area for which data may be available. The assumptions may strongly affect the potential values of the study, and the geographic area used may require breakdown of the data through some statistical process.

The researcher should also investigate any projective analysis in terms of the kind of projective planning that has been done and the kind of future expected. Many projective studies have delineated a future clearly based upon the present. Urban specialists have suggested additional modes or needs for planning, such as:

- (1) planning *for* the present.
- (2) planning *toward* the future.
- (3) planning *with* the future.
- (4) planning *from* the future.<sup>6</sup>

The researcher must decide if the community wishes to plan for present concerns (1 above), to respond to

predicted futures (2 and 3 above), or to create a desired future (4 above). The character of planning across the United States varies considerably, although the first type (1) is certainly dominant. The second and third types of planning may become relatively more significant as communities become conscious of the need to adapt some parts of societal functioning.

One possible device administrators may use in goal setting for the school system is the Delphi method. The process involves selection of a panel of knowledgeable individuals who provide responses (usually written) to a series of questions that establish the outlines of a goal-setting process. The data received from the respondents are consolidated, summarized, and then passed back to the panel members with additional questions. The first round of responses is followed by additional rounds until a rational set of alternatives are developed upon which the primary goals may be based.

Other means of looking at the future are less applicable to the immediate needs of the schools. Scenarios are commonly used as a device to generate a hypothetical series of events that underlie alternative futures. The method allows for a descriptive statement on future communities, lifestyles, or societies, and provides a basis upon which to structure planning toward the future. Preferable to concentrating on only one scenario is the constructing and comparing of several alternative scenarios.

Another method is simulation gaming in which reality is simulated and change factors are introduced. The consequences (impacts) of change factors are potentially observable and measurable. If gaming is conducted in a statistical framework, the ability to generate numerous alternatives is possible, and the full range of alternative future situations may be identifiable.

## APPLICATIONS OF ELECTRONIC DATA PROCESSING EQUIPMENT TO THE COMMUNITY INFORMATION SYSTEM

Many school districts either have computers and other data-processing equipment or can share machine time with other local agencies. The feasibility of using data-processing systems in setting up and using the community information classification system described in chapter 3 is an important consideration in school planning.

Systems analysts use several criteria to determine whether any system or part of a system should be au-

<sup>6</sup> Brian J.L. Berry, *The Human Consequences of Urbanization* (New York: St. Martin's Press, 1973), p. 174.

tomated. In general, if the task the computer is given must be done repeatedly, then the additional cost of computerization is repaid to the user. Machines can process large amounts of information very quickly. Unfortunately, it is more costly and time-consuming to tell the computer exactly what to do (and that is precisely what must be done) than to tell a human being. Computer programs already available to do tasks such as population and school enrollment projections are costly. A considerable investment of time is often required to adapt these programs to a particular system to gain a sufficient amount of experience with them so that they can be readily used.

In utilizing the community information described in this Handbook, there are only a few applications where the use of a computer might be considered necessary.

The first of these possible applications involves extracting census data and translating it into data by school district or attendance area. (Chapter 4 describes the program to convert data by census units into data by school units.) The Bureau of the Census sells its summary tapes for approximately \$80 each. In most cases, however, it will probably be cheaper and easier for individual school districts to secure the printouts needed from one of the summary tape processing centers.

The second possible application is in the area of population and enrollment projections. Whether the computer's use is justified depends on how many sets of projections are to be run. It might be cheaper in the long run to have them provided by an agency specializing in projections.

There are many other areas of information such as land use, zoning, transportation, and employment data that could be automated by the school system. It is probably more efficient for school systems to automate only their own internal data plus data such as census information when justified by the volume of use. Other available data should be secured as needed from the files of agencies where the data are kept. Ideally this approach produces purer data and saves computer storage space.

The U.S. Bureau of the Census has organized summary tape processing centers throughout the country for the use of researchers who require detailed census data. As a general rule, a summary tape processing center will buy tape reels of one or more data files for the State or region in which it is located. Some centers conduct only data retrieval and tape copying services; others provide analytical reports or consultant services as well. A listing of the services, holdings, and locations of these centers is available from:

Data Access and Use Laboratory  
Bureau of the Census  
Washington, D.C. 20233.

The Bureau of the Census has issued the *1970 Census Users' Guide*, Volumes I and II, which give details of the available data delivery systems and computer data necessary for processing data tapes. These publications are available from:

Superintendent of Documents  
United States Government Printing Office  
Washington, D.C. 20402.

(For further information on census tapes, see appendix H, Assistance In Obtaining and Using Census Bureau Data and Products.)

## GBF/DIME SYSTEM

The Geographic Base File/Dual Independent Map Encoding (GBF/DIME) files are a set of computerized maps developed for the urbanized portions of most metropolitan areas. The files describe each street and the relationship between address ranges, census tract and block numbers, and grid coordinates. Other geographic identifiers can be used by researchers to receive data on local statistical areas such as police precincts, school districts, or health reporting zones.

The GBF/DIME file in each metropolitan area is maintained by a local agency, usually the regional planning group. Boards of education in several areas have joined with other organizations to form metro-wide GBF/DIME consortiums, thus expanding the data base upon which all agencies can draw to aid in grant applications, fulfilling Federal performance standards, locating populations or areas in need, and satisfying legislative mandates.

The GBF/DIME System refers to a package of computer programs for establishing, maintaining, and using GBF/DIME files. The system facilitates the conversion of administrative records into statistical data.

By means of the GBF/DIME System, local school administrative files can be geographically coded to census block, census tract, or comparable geographic areas, and summary statistics can be produced for that area without divulging any individual or confidential information. These data can then be mapped or compared to 1970 census data or other local data at that geographic level.

## CONCLUSION

This chapter has presented some of the basic methods for organizing, analyzing, and presenting collected community data related to enrollment and population,

school site and transportation, and computerized retrieval and display of data. The following chapter contains definitions of data items that appear in the classified arrays presented in chapter 3.

## Chapter 8

# DEFINITIONS OF ITEMS OF INFORMATION ABOUT COMMUNITIES

Commonly understood and carefully defined terminology is essential for communication, recordkeeping, and reporting. The definitions listed below appear in numerical order as identified and classified in chapter 3. The flexible coding system for the arrays of data is also explained in chapter 3.

Standard definitions from authoritative sources such as the regulations for implementing Part B of the Education of the Handicapped Act\* and the *Census Users Guide* have been used whenever possible. Definitions from a variety of scholarly sources and definitions formulated by the Handbook VIII committee have been added when necessary.

### ITEMS DESCRIBING POPULATION DATA

#### 01. SERIES: POPULATION

##### 01. POPULATION

##### 01. 01 GENERAL POPULATION CHARACTERISTICS

01. 01 01 **Total Population**—The total number of persons who claim a given geographic area as their usual place of abode, including armed forces in residence and resident aliens and not including transients or nonresident aliens.

01. 01 01 01 **Percent Female**—The total number of females who claim a given geographic area as their usual place of abode, divided by the total population, and the result multiplied by 100.

01. 01. 01 02 **Percent Male**—The total number of males who claim a given geographic area as their usual place of abode, divided by the total population, and the result multiplied by 100.

01. 01-01 03 **Midperiod Population**—The arithmetic difference between the total population (01. 01 01) at the beginning of a period and the total population at the end of the same period, divided by two, and added to the total population figure for the beginning of the period.

\* Part 121a of Title 45 of the Code of Federal Regulations, *Federal Register*, Vol. 42, No. 250, Dec. 29, 1977.

01. 01 02 **Population Increase or Decrease**—The arithmetic difference between total population (01. 01 01) for two dates.
01. 01 02 01 **Percent Population Increase or Decrease**—The population increase or decrease (01. 01 02) divided by total population (01. 01 01) at the beginning of the period, and the result multiplied by 100.
01. 01 03 **Population Density**—The total population (01. 01 01) divided by the land area (03. 01 01).
01. 01 04 **Median Age**—The figure that splits a frequency distribution of ages into two equal parts, one 50 percent above and one 50 percent below the figure.
01. 01 05 **Median Family Income**—The figure that splits a frequency distribution of family incomes into two equal parts, one 50 percent higher and one 50 percent lower than the figure.
01. 01 06 **Median Highest Grade of School Completed**—The figure for highest grade completed that splits a frequency distribution of highest grade completed into two equal parts, one 50 percent above and one 50 percent below the figure.
01. 01 07 **Number of Persons Age 25 and Over**—The count of persons age 25 and over in the population.

01. 02 **RACIAL AND ETHNIC CHARACTERISTICS**

01. 02 01 **American Indian or Alaskan Native**—A person, having origins in any of the original peoples of North America, who maintains cultural identification through tribal affiliation or community recognition.
01. 02 01 01 **Percent American Indian or Alaskan Native**—The American Indian or Alaskan Native population (01. 02 01) divided by the total population (01. 01 01), and the result multiplied by 100.
01. 02 02 **Asian or Pacific Islander**—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
01. 02 02 01 **Percent Asian or Pacific Islander**—The Asian or Pacific Islander population (01. 02 02) divided by the total population (01. 01 01), and the result multiplied by 100.
01. 02 03 **Black, Not of Hispanic Origin**—A person having origins in any of the Black racial groups of Africa.
01. 02 03 01 **Percent Black, Not of Hispanic Origin**—The Black population not of Hispanic origin (01. 02 03) divided by the total population (01. 01 01), and the result multiplied by 100.
01. 02 04 **Hispanic**—A person of Mexican, Puerto Rican, Cuban, central or south American or other Spanish culture or origin, regardless of race.

## DEFINITIONS OF DATA ITEMS

101

01. 02. 04 01      *Percent Hispanic*—The Hispanic population (01. 02 04) divided by the total population (01. 01 01), and the result multiplied by 100.

01. 02 05      *White, Not of Hispanic Origin*—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

01. 02 05 01      *Percent White, Not of Hispanic Origin*—The White population not of Hispanic origin (01. 02 05) divided by the total population (01. 01 01), and the result multiplied by 100.

## 01. 03      FOREIGN BORN CHARACTERISTICS

01. 03 01      *Foreign Born Population*—All persons born outside the United States, the commonwealth of Puerto Rico, and other United States possessions and territories, and with neither parent a native of the United States.

01. 03 01 01      *Percent Foreign born Population*—The foreign born population (01. 03 01) divided by the total population (01. 01 01), and the result multiplied by 100.

## 01. 04      URBAN-RURAL CHARACTERISTICS

01. 04 01      *Urban Population*—All persons living in urbanized areas and in places of 2,500 inhabitants or more outside urbanized areas.

01. 04 01 01      *Percent Urban Population*—The urban population (01. 04 01) divided by the total population (01. 01 01), and the result multiplied by 100.

01. 04 02      *Rural Population*—All persons not having residence classified as urban.

01. 04 02 01      *Percent Rural Population*—The rural population (01. 04 02) divided by the total population (01. 01 01), and the result multiplied by 100.

01. 04 02 02      *Rural Farm Population*—All persons living in rural areas on places that annually produce agricultural products for sale, in the amount of \$1,000 or more.

01. 04 02 02 01      *Percent Rural Farm Population*—The rural farm population (01. 04 02 02) divided by the total population (01. 01 01), and the result multiplied by 100.

01. 04 02 03      *Rural Nonfarm Population*—All persons living in rural territory, not defined as farms.

01. 04 02 03 01      *Percent Rural Nonfarm Population*—The rural nonfarm population (01. 04 02 03) divided by the total population (01. 01 01), and the result multiplied by 100.

## 01. 05      INCOME CHARACTERISTICS

01. 05 01      *Number of Families With Income*—The count of families reporting income during the year from any member from any source.

01. 05 02      *Families, by Income Category*—Families with income (01. 05 01), categorized by amount of income. Incomes categorized as: Under \$1,000; \$1,000-2,999; \$3,000-5,999; \$6,000-8,999; \$9,000-11,999; \$12,000-14,999; \$15,000-24,999; \$25,000-49,999; \$50,000 or more.

01. 05 03

**Percent Distribution of Families, by Income Category**—The number of families in a given category divided by the number of families with income (01. 05 01), and the result multiplied by 100. This procedure is repeated for each of the following income categories: Under \$1,000; \$1,000-2,999; \$3,000-5,999; \$6,000-8,999; \$9,000-11,999; \$12,000-14,999; \$15,000-24,999; \$25,000-49,999; \$50,000 or more.

01. 05 04

**Families Receiving Public Assistance**—The number of families receiving some form of local, State, or Federal public assistance such as Aid to Dependent Children, Public Welfare, food stamps, or subsidized housing.

01. 05 04 01

**Percent Families Receiving Public Assistance**—The number of families receiving public assistance (01. 05 04) divided by the number of families with income (01. 05 01), and the result multiplied by 100.

01. 06

**EDUCATIONAL CHARACTERISTICS**

01. 06 01

**Highest Grade of School Completed by Persons Age 25 and Over**—Persons age 25 and over categorized by the highest grade of school completed or the grade prior to the highest grade attended but not completed. Grade categories include: None, K, 5-8, 9-11, 12, 13-15, 16, and 17 or more.

01. 06 02

**Percent Distribution of Highest Grade of School Completed by Persons age 25 and Over**—The number of persons in a given highest grade category divided by the number of persons age 25 and over (01. 06 01), and the result multiplied by 100. This procedure is repeated for each of the following grade categories: none, K-4, 5-8, 9-11, 12, 13-15, 16, and 17 or more.

01. 07

**HOUSEHOLD AND HOUSING CHARACTERISTICS**

01. 07 01

**Number of Households**—Number of single housing units.

01. 07 02

**Persons Living in Households**—All persons occupying a single housing unit.

01. 07 03

**Mean Number of Persons per Household**—The number of persons living in households (01. 07 02) divided by the number of households (01. 07 01).

01. 07 04

**Persons Living in Single Housing Units**—The number of people living in separate buildings that have either open space on all four sides or are separated from ground to roof, including row houses, double houses, or houses attached to nonresidential structures.

01. 07 04 01

**Percent Persons Living in Single Housing Units**—Number persons living in single Housing Units (01. 07 04) divided by the total population (01. 01 01), and the result multiplied by 100.

01. 07 05

**Persons Living in Multiple Housing Units**—Persons living in structures with two or more housing units.

01. 07 05 01

**Percent Persons Living in Multiple Housing Units**—Persons living in multiple Housing Units (01. 07 05) divided by the total population (01. 01 01), and the result multiplied by 100.

01. 07 06

**Number of Owner-Occupied Housing Units**—The number of housing units that are occupied by the owner or co-owner.

## DEFINITIONS OF DATA ITEMS

103

- 01.07 06 01      **Percent Owner-Occupied Housing Units**—The number of owner-occupied housing units (01. 07 06) divided by the number of housing units (01. 07 11), and the result multiplied by 100.
- 01.07 07      **Median Value of Owner-Occupied Housing Units**—The figure that splits a frequency distribution of housing values into two equal parts, one 50 percent above and one 50 percent below the figure.
- 01.07 08      **Number of Rented Housing Units**—The number of housing units occupied by renters.
- 01.07 08 01      **Percent Rented Housing Units**—The number of rented housing units (01. 07 08) divided by the number housing units (01. 07 11), and the result multiplied by 100.
- 01.07 09      **Median Monthly Gross Rental of Rented Housing Units**—The figure that splits a frequency distribution of monthly gross rental into two equal parts, one 50 percent above and one 50 percent below the figure.
- 01.07 10      **Persons Living in Mobile Homes**—The count of persons living in mobile homes or trailers.
- 01.07 10 01      **Percent Persons Living in Mobile Homes**—The number of persons living in mobile homes (01. 07 10) divided by the total population (01. 01 01), and the result multiplied by 100.
- 01.07 11      **Number of Housing Units**—The total count of housing units.
- 01.07 12      **Number of Housing Units Without Complete Plumbing Facilities**—The count of housing units lacking one or more plumbing facilities (e.g., piped hot and cold water, toilet, or bathtub), including units that share toilet or bathing facilities with occupants of other housing units in the structure.
- 01.07 12 01      **Percent of Housing Units Without Complete Plumbing Facilities**—The number of housing units without complete plumbing facilities (01. 07 12) divided by the total number of housing units (01. 07 11), and the result multiplied by 100.
- 01.07 13      **Number of Persons Under Age 18 Living with Mother Only**—The count of persons under age 18 living with the female parent only.
- 01.07 14      **Number of Persons Under Age 18 Living with Father Only**—The count of persons under age 18 living with the male parent only.
- 01.07 15      **Number of Persons Under Age 18 Living with Neither Parent**—The count of persons under age 18 living with neither the female nor the male parent.

## 01.08 VITAL STATISTICS

- 01.08 01      **Annual Births**—The count of births occurring during a calendar year.
- 01.08 01 01      **Crude Birth Rate**—The number of births per 1,000 population per year, operationally defined as the annual births (01. 08 01) divided by the midperiod population (01. 01 01 03) for the year, and the result multiplied by 1,000.



01. 08 02

**Annual Deaths**—The count of deaths occurring in a calendar year.

01. 08 02 01

**Crude Death Rate**—The number of deaths per 1,000 population per year, operationally defined as the annual deaths (01. 08 02) divided by the midyear population (01. 01 01 03) for the year, and the result multiplied by 100.

01. 08 03

**Annual Infant Mortality**—Deaths to children under 1 year of age during a calendar year.

01. 08 03 01

**Infant Mortality Rate**—The number of infant deaths per 1,000 live births per year, operationally defined as the annual infant deaths (01. 08 03) divided by the annual births (01. 08 01), and the result multiplied by 1000.

01. 08 04

**Annual Natural Increase or Decrease in Population**—The increase or decrease in population due to births and deaths but not migration, operationally defined as the annual births (01. 08 01) minus annual deaths (01. 08 02).

01. 08 05

**Net Migration**—The difference between immigration and outmigration during a specific time period, usually 1 year or longer, operationally defined as the difference between the national increase or decrease during a given period (01. 08 04) and the population increase or decrease (01. 01 02) for the same period.

01. 08 06

**Age-Specific Births**—Annual number of births to women in a specified age category.

01. 08 06 01

**Age-Specific Birth Rates**—The number of births to women in a specified age category per 1,000 women in that category, operationally defined as age-specific births (01. 08 06) divided by the midperiod female population for the year in that category, and the result multiplied by 1,000.

01. 08 07

**Annual Marriages**—The number of marriages in a calendar year.

01. 08 07 01

**Marriage Rate**—The number of marriages in a calendar year (01. 08 07) divided by the midperiod population (01. 01 01 03) of the year, and the result multiplied by 1,000.

01. 08 08

**Annual Divorces**—The number of divorces in a calendar year.

01. 08 08 01

**Divorce Rate**—The annual number of divorces per 1,000 population per year, operationally defined as the annual number of divorces (01. 08 08) divided by the midperiod population (01. 01 01 03) for the year; and the result multiplied by 1,000.

01. 09

## HANDICAPPED CATEGORIES

01. 09 01

**Handicapped Persons**—The number of persons of all ages with a handicap. Handicapped persons are those afflicted with a physical or mental disability including those evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf.

## DEFINITIONS OF DATA ITEMS

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blind, multihandicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

01.09.02

**Handicapped Persons Age 18 and Over**—The number of persons age 18 and over who have been evaluated as having one or more of the disabilities specified in (01.09.01) above.

01.09.03

**Handicapped Persons Under Age 18**—The number of persons under age 18 who have been evaluated as having one or more of the disabilities specified in (01.09.01) above.

01.09.04

**Handicapped Persons Under Age 18, by Type of Handicap**—The number of handicapped persons under age 18 listed by the type of handicap.

01.09.04.01

**Deaf**—A hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

01.09.04.02

**Deaf-Blind**—Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

01.09.04.03

**Hard of Hearing**—A hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

01.09.04.04

**Mentally Retarded**—Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

01.09.04.05

**Multihandicapped**—Concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

01.09.04.06

**Orthopedically Impaired**—A severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.) impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

01.09.04.07

**Other Health Impaired**—Limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

01. 09 04 08

**Seriously Emotionally Disturbed —**

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

(A) An inability to learn, which cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general pervasive mood of unhappiness or depression; or

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

01. 09 04 09

**Specific Learning Disability**—A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

01. 09 04 10

**Speech Impaired**—A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

01. 09 04 11

**Visually Handicapped**—A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

**02. SERIES: ECONOMY****02. ECONOMY****02. 01 GENERAL ECONOMIC CHARACTERISTICS**

**02. 01 01 Total Employment**—The number of individuals reported as employed at places of work within the community.

**02. 01 01 01 Percent Change in Employment, Selected Years**—The arithmetic difference between employment (02. 01 01) for two dates divided by the employment figure for the earlier date, and the result multiplied by 100.

**02. 01 02 Payrolls**—The total dollar amount of all forms of compensation such as salaries, wages, commissions, dismissal pay, bonuses, vacation and sick leave pay, and compensation in kind, prior to such deductions as withholding taxes, group insurance, and employee social security contributions, and those with less than five employees. Excludes payments to

proprietors of unincorporated concerns, payments to members of the armed forces, and payments to pensioners carried on the active payroll.

02. 01 02 01

*Percent Change in Payrolls, Selected Years*—The arithmetic difference between payrolls (02. 01 02) for two dates divided by the payroll for the figure for earlier date, and the result multiplied by 100.

02. 01 03

*Capital Investments*—The total investment in all forms in all economic activities.

02. 02

### EMPLOYMENT, BY INDUSTRY GROUP CHARACTERISTICS

02. 02 01

*Employment, by Industry Group*—The number of individuals reported as employed at places of work within the community by industry group. Industry groups are categorized as Agriculture; Forestry; Fisheries; Mining Construction; Manufacturing; Transportation; Wholesale Trade; Retail Trade; Finance, Insurance, and Real Estate; Services; Public Administration; and Nonclassifiable Establishments. The nationally accepted classification of industry group is in the Standard Industrial Classification code. (See appendix E.)

02. 02 02 01-99

*Percent Employed, by Industry Group*—The number employed in each industry group divided by total employment (02. 01 01); and the result multiplied by 100.

02. 02 03

*Percent Change in Employment, by Industry Group, Selected Years*—The arithmetic difference between employment for two dates in each industry group (02. 02 01) represented in the community divided by the figure for the earlier date, and the result multiplied by 100.

02. 02 04 01-99

*Payrolls, by Industry Group*—Payrolls (02. 01 02) for each industry group represented in the Standard Industrial Classification.

02. 02 05

*Percent Change in Payrolls, Selected Years*—The arithmetic difference between payrolls for two dates in each industry group (02. 02 04 01-99) represented in the community divided by the figure for the earlier date, and the result multiplied by 100.

02. 02 06 01-99

*Capital Investment, by Industry Group*—Capital investment for each industry group represented in the Standard Industrial Classification.

02. 02 07 01-99

*Major Employers, by Industry Group*—A listing of the industry groups providing the major job sources in the community and an identification of the major corporations in the major job-source clusters.

02. 02 09

*Agriculture*—Activities associated with the production of food and fiber through cultivating the soil, producing crops, and raising livestock; and the minimal preparation and marketing of such products.

02. 02 09 01

*Number of Farms*—The total number of operating units engaged in agricultural production (see Glossary for definitions of farm and operating farm unit).

02. 02 09 02

*Size Grouping of Farms*—Classification of farms according to size of total land area established for each farm.

02. 02 09 03

*Value of Agricultural Products (Including Livestock)*—An estimate based on actual sales data and estimates, made according to a formula, for all other unrecorded sales.

01. 02 09 04 *Average Sales per Farm*—The value of agricultural products (including livestock) (02. 02 09 03) divided by the total number of farms (02. 02 09 01).
02. 02 09 05 *Value of Farms*—Total value of farms based on extension of known values to comparable farms in the area obtaining value of each unit.
02. 02 09 05 01 *Average Value of Farms*—Total value of farms (02. 02 09 05) divided by the number of farms (02. 02 09 01)
02. 02 09 06 *Tenant Operated Farms*—All farms rented from others or worked on a share basis.
02. 02.10 *Mining*—The processes associated with extracting ores or minerals from beneath the surface of the earth.
02. 02 10 01 *Value of Minerals Produced*—The difference between receipts for minerals shipped, sold, and costs of producing and initial processing of the minerals.
02. 02 11 *Manufacturing*—The processes associated with systematic production of products from raw materials or component parts through use of machinery and division of labor.
02. 02 11 01 *Manufacturing Establishments*—The number of production units classified as engaged in manufacturing activities.
02. 02 11 02 *Value Added, by Manufacturing*—The difference between basic input costs for production of a good and the sale value of the finished commodity.
02. 02 11 03 *Employment in Production Processes*—Employment associated with production operations.
02. 02 12 *Wholesale Trade*—The processes associated with selling and transferring of goods in quantity; either for resale by merchant middlemen to ultimate consumers, or for use in business.
02. 02 12 01 *Wholesale Trade Establishments, by Category*—The number of establishments engaged in wholesaling activities, as defined in the Standard Industrial Classification.
02. 02 12 02 *Wholesale Sales Volume*—Total dollar value of wholesale sales.
02. 02 12 03 *Sales Volume, by Category of Wholesale Commodity*—Total dollar value of sales by categories as defined in the Standard Industrial Classification.
02. 02 12 04 *Wholesale Sales Volume per Employee*—Wholesale sales volume (02. 02 12 02) divided by number of wholesale sales employees (02. 02 01 50-51).
02. 02 12 05 *Per Capita Wholesale Sales*—Wholesale sales volume (02. 02 12 02) divided by total population (01. 01.01).
02. 02 13 *Retail Trade*—The processes associated with selling and transferring of goods from wholesalers or other sources of supply to consumers.
02. 02 13 01 *Retail Trade Establishment, by Category*—The number of retail establishments, by category, based on the Standard Industrial Classification. Such categories may be further

## DEFINITIONS OF DATA ITEMS

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grouped into durable and nondurable goods, convenience and general merchandise, apparel, and furnishings categories.

02. 02 13 02

**Retail Sales Volume**—Total dollar value of retail sales.

02. 02 13 03

**Sales Volume, by Category of Retail Commodity**—Total dollar value of retail sales by categories as established in (02. 02 13 01).

02. 02 13 04

**Retail Sales Volume per Employee**—Retail sales volume (02. 02 13 02) divided by number of retail sales employees (02. 02 01 52-59).

02. 02 13 05

**Per Capita Retail Sales**—Retail sales volume (02. 02 13 02) divided by total population (01. 01 01).

02. 02 14

**Finance, Insurance, and Real Estate**—An industrial classification grouping in which concerns are primarily focused upon such activities as circulating money, making investments, providing banking facilities, transferring real property, and making credit arrangements.

02. 02 14 01

**Bank Deposits**—Total of all time (savings) and demand (checking) account deposits.

02. 02 14 02

**Percent Change in Bank Deposits, Selected Years**—The arithmetic difference between bank deposits (02. 02 14 01) for two dates divided by the figure for the earlier date, and the result multiplied by 100.

02. 02 14 03

**Bank Loans**—Total of all notes outstanding, including business loans, car loans, home mortgages, and personal loans.

02. 03

### ECONOMIC INDICATORS

02. 03 01

**Basic Employment**—Number of employed persons involved in the production of a commodity or in the performance of a service for sale beyond the limits of the community or to persons residing outside of the community.

02. 03 02

**Nonbasic Employment**—Total employment of those involved in the production of a good or performance of a service for sale within the limits of the community; that is, to a person living within or an economic activity located within the limits of the community.

02. 03 03

**Basic/Nonbasic Employment Ratio**—Ratio between total basic employment (02. 03 01) and total nonbasic employment (02. 03 02), with basic equaling 100.

02. 03 04

**Employment Multiplier**—Assumption that total employment will change according to the basic nonbasic ratio. That is, any change in the basic employment will stimulate a change in nonbasic employment parallel to the relationship indicated in the ratio.

02. 03 05

**Location Employment Quotients**—A simple indicator of the relative importance of specific economic activities in the community economy and a crude means of determining basic employment (02. 03 01). Procedure is to compare local data with data from some larger area through an equation: local employment in a particular industrial group/total local employment/national employment in the particular industrial group/total national employment. A quotient of 1.0 indicates the level of employment needed to satisfy local needs; above 1.0 indicates basic employment.

02. 03 06 **Employment Stability Index**—A running index of employment change accomplished by making total local employment in some base year equal to 100 and relating subsequent yearly employment to that base.

02. 04 **ECONOMIC ASPECTS OF LOCAL GOVERNMENT**

02. 04 01 **Governmental Employment (Local)**—Total employment by local governmental units.

02. 04 01 01 **Government Employment (Other Than Local)**—Sum of employment at all levels of government (e.g., Federal, State), excluding those employed at local levels.

02. 04 01 02 **Ratio of Government Jobs to All Jobs**—Ratio of government jobs (02. 04 01) + (02. 04 01 01) to total employment (02. 01 01).

02. 04 02 **Annual Revenues, by Source**—Total local government receipts by source, the latter being most simply classified as property taxes, insurance trust revenue, utility revenue, intergovernmental revenue, changes and miscellaneous revenue, and other taxes.

02. 04 03 **Annual Expenditures, by Category**—Total local government expenditures classified by category of expenditure (e.g., general fund, street construction, recreation, bond retirement, etc.).

02. 04 04 **Bonded Indebtedness**—The sum of bonded indebtedness and general obligation notes outstanding.

02. 04 04 01 **Bonded Indebtedness Limit**—The maximum total of bonded indebtedness allowable to a community as established by individual State statutes.

02. 04 05 **Community Credit Rating**—An indicator of the potential marketability of a community's bonds and general obligation notes. Established upon request and for a fee by either of two national concerns providing this service.

02. 04 06 **Capital Improvement Budget**—The sum of that set of items in the local government budget that result in capital improvements.

02. 04 06 01 **Percent of Annual Expenditures Devoted to Capital Improvements**—The total expenditures for capital improvements (02. 04 06) as a percentage of the total annual expenditures.

02. 04 07 **Local Taxes, by Type and Rate**—A listing of taxes and their current rates. Examples of local taxes include income, property, admissions, motor vehicles.

02. 04 08 **Volume of Program Funding from External Sources**—Total receipts from nonlocal sources, including Federal grants and intergovernmental transfers within the State.

02. 04 09 **Per Capita Bonded Indebtedness**—Bonded indebtedness (02. 04 04) divided by total population (01. 01 01).

02. 04 09 01 **Percent Bonded Indebtedness is of Bonded Indebtedness Limit**—Bonded indebtedness (02. 04 04) divided by the bonded indebtedness limit (02. 04 04 01), and the result multiplied by 100.

## 02. 05 COMMUNITY REVENUE BASE FOR SCHOOLS

02. 05 01 **Total Assessed Valuation**—Total assessed value of all property subject to taxation, including real estate and sometimes personal property.

02. 05 01 01 **Percent Change in Assessed Valuation, Selected Years**—The arithmetic difference between assessed valuation (02. 05 01) for two dates divided by the figure for the earlier date, and the result multiplied by 100.

02. 05 02 **Assessed Valuation of Non-Tax Exempt Property**—Assessed valuation of all property in community subject to property tax.

02. 05 02 01 **Percent Change in Assessed Valuation of Non-Tax Exempt Property, Selected Years**—The arithmetic difference between assessed valuation (02. 05 01) for two dates divided by the figure for the earlier date, and the result multiplied by 100.

02. 05 03 **Assessed Valuation of Tax Exempt Property**—Valuation of all property in community not subject to property tax.

02. 05 03 01 **Ratio of Tax Exempt Property to Non-Tax Exempt Property**—Arithmetic comparison between tax exempt property (02. 05 03) and non-tax exempt property (02. 05 02).

02. 05 03 02 **Percent Change in Assessed Valuation of Tax Exempt Property, Selected Years**—The arithmetic difference between assessed valuation for two dates divided by the figure for the earlier dates, and the result multiplied by 100.

02. 05 04 **Assessed Valuation, by Land Use Types**—Valuation of real estate by land use designations (e.g., commercial agricultural, residential, industrial).

02. 05 05 **Property Tax Rate**—Number of mills levied on each dollar assessed valuation. Sometimes expressed as dollars per 1,000.

02. 05 05 01 **Per Capita Property Tax**—The property tax rate (02. 05 05) times the assessed valuation of non-tax exempt property (02. 05 02) divided by the total population (01. 01 01).

02. 05 06 **Assessed Valuation per Attendant Student**—Assessed valuation (02. 05 01) divided by total school enrollment (04. 07 01).

02. 05 07 **Per Capita Local Expenditure for Education**—Total expenditures for education, including those for current operation and debt service, divided by total population (01. 01 01).

## 02. 06 ECONOMIC CHARACTERISTICS OF THE POPULATION

02. 06 01 **Civilian Labor Force**—All persons employed or unemployed but looking for work, excluding members of the armed forces.

02. 06 01 01 **Percent of Labor Force Employed**—The number of persons employed (02. 01 01) divided by the civilian labor force (02. 06 01), and the result multiplied by 100.



02. 06 01 02 *Percent of Labor Force Unemployed*—The number of persons unemployed but looking for work divided by the civilian labor force (02. 06 01), and the result multiplied by 100.
02. 06 01 03 *Percent of Persons Not in Labor Force*—The number of persons not in the labor force divided by the population age 14 and over (for 1960 data) or age 16 and over (for 1970 data), and the result multiplied by 100.
02. 06 02 *Employment Status, by Sex*—Classification by sex of all persons age 14 and over (for 1960 data) and age 16 and over (for 1970 data) in the labor force, not in labor force, or in armed forces. (Percent female (02. 06 02 01); percent male (02. 06 02 02)).
02. 06 03 *Employed Civilian Labor Force*—The total number of civilians classified as employed persons.
02. 06 03 01 *Percent Change in Employed Civilian Labor Force, Selected Years*—The arithmetic difference between the total employed civilian labor force (02. 06 03) for two dates divided by the employed civilian force for the earlier date, and the result multiplied by 100.
02. 06 04 *Employment in White Collar Occupations*—Total number of persons employed as professional, technical, and kindred workers, managers and administrators (except farm), sales workers, and clerical and kindred workers.
02. 06 04 01 *Employment in White Collar Occupations, Female*—Total number of females employed as professional, technical and kindred workers, managers and administrators (except farm), sales workers, and clerical and kindred workers.
02. 06 04 02 *Employment in White Collar Occupations, Male*—Total number of males employed as professional, technical and kindred workers, managers and administrators (except farm), sales workers, and clerical and kindred workers.
02. 06 04 03 *Percent Employment in White Collar Occupations*—The number of employed persons in white collar occupations (02. 06 04) divided by the employed civilian labor force (02. 06 03), and the result multiplied by 100.
02. 06 05 *Employment in Blue Collar Occupations*—Total number of persons employed in crafts and kindred work, operatives (except transport), transport and equipment operatives and laborers (except farm).
02. 06 05 01 *Employment in Blue Collar Occupations, Female*—Total number of females employed in crafts and kindred work, operatives (except transport), transport and equipment operatives and laborers (except farm).
02. 06 05 02 *Employment in Blue Collar Occupations, Male*—Total number of males employed in crafts and kindred work, operatives (except transport), transport and equipment operatives and laborers (except farm).
02. 06 05 03 *Percent Employment in Blue Collar Occupations*—The number of employed persons in blue collar occupations (02. 06 05) divided by the employed civilian labor force (02. 06 03), and the result multiplied by 100.

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02. 06 06      **White Collar/Blue Collar Ratio**—Arithmetic comparison between white collar employment (02. 06 04) and blue collar employment (02. 06 05).
02. 06 06 01      *Percent Change in White Collar/Blue Collar Ratio*—Percentage difference between the white collar/blue collar ratios for two selected points in time.
02. 06 07      **Median Earnings**—The earnings figure that splits a frequency distribution of a population's earnings into two equal parts, one 50 percent above and one 50 percent below the figure.
02. 06 08      **Annual Weeks Worked**—The total number of weeks worked during the preceding year for those who worked at any time during the calendar year preceding a census.
02. 06 09      **Weekly Hours Worked**—The total number of hours worked during the reference week for those who worked during that particular week.
02. 06 10      **Rural Poverty Index**—The percent of rural families below the poverty level. The poverty level (new in the 1970 census) is constantly updated by the U.S. Department of Agriculture.
02. 06 11      **Urban Poverty Index**—The percent of urban families below the poverty level. The poverty level (new in the 1970 census) is constantly updated by the U.S. Department of Agriculture.
02. 06 12      **Insured Labor Force**—The number of members of the labor force covered by the provisions of a State's employment security program.
02. 06 12 01      *Percent of Total Civilian Labor Force Classified as Insured*—The insured labor force (02. 06 12) as a percent of the total civilian labor force (02. 06 01).
02. 06 13      **Labor Force Participation Rate**—Proportion of population that is active in the labor market. Population base may be either total population or some age or age-sex part of the total population.
02. 06 14      **Disposable Income**—Aggregate take-home pay of the population.
02. 06 14 01      *Percent Change in Disposable Income, Selected Years*—The arithmetic difference between disposable income for two dates divided by the disposal income for the earlier date, and the result multiplied by 100.
02. 06 15      **Residents Working Outside Community of Residence**—The total number of employed persons whose place of residence is within the community and whose place of work is outside of that community.
02. 06 16      **Occupation 5 Years Ago**—Employed persons at a census year (starting in 1970) who were asked occupational characteristics for 5 years before, if they were then employed.
02. 06 16 01      *Percent Change of Occupational Classifications*—The arithmetic difference between the number of employed persons in a specific occupation (02. 06 04 and 02. 06 05) and the number in that same occupation 5 years before (02. 06 16) divided by the number of employed persons in a specific occupation for the earlier year, and the result multiplied by 100.

02. 06 17. **Industry 5 Years Ago**—Employed persons at a census year (starting in 1970) who were asked their industry group for 5 years before, if they were then employed.
02. 06 18 **Number of Families With More Than One Wage Earner**—The count of family units with more than one wage earner.
02. 06 19. **Dependency Ratio**—In a given population, the arithmetic comparison of nonworkers to workers, multiplied by 100. Nonworkers are usually defined as persons under age 15 and over age 64.

02. 07 **ECONOMIC TRENDS (FUTURE)**

02. 07 01 **Changes in Employment Growth Rate**—A projection to selected future dates of total employment (02. 01 01) and a determination of annual or periodic employment change rates, based on existing studies, estimates of possible trends, or the conducting of an economic study.
02. 07 02 **Changes in Payroll Growth Rate**—A projection to selected future dates of possible payroll totals (02. 01 02) and a determination of annual or periodic change rates.
02. 07 03 **Changes in Rate of Capital Investment**—A projection to selected future dates of possible capital investment (02. 01 03) and a determination of annual or periodic change rates.
02. 07 04 **Changes in Employment Growth Rate, by Industry Group**—A projection to selected future dates of total employment by industry group (02. 02 01 01-99) and a determination of annual or periodic change rates.
02. 07 05 **Changes in Local Government Revenues**—A projection to selected future dates of anticipated local government revenues (02. 04 02) and a determination of annual or periodic change rates.
02. 07 06 **Changes in Local Government Expenditures**—A projection to selected future dates of anticipated local government expenditures (02. 04 03) and a determination of annual or periodic change rates.
02. 07 07 **Changes in Size of Civilian Labor Force**—A projection to selected future dates of anticipated size of civilian labor force (02. 06 01), based largely on age-sex composition of the population, and a determination of annual or periodic change rates.
02. 07 08 **Changes in Employment Status, by Sex**—A projection to selected future dates of employment status by sex (02. 06 02) and a determination of annual or periodic change rate.
02. 07 09 **Changes in White Collar/Blue Collar Ratio**—A projection to selected future dates of anticipated changes in the white collar/blue collar ratio (02. 06 06) and a determination of annual or periodic change rates.
02. 07 10 **Changes in Median Earnings**—A projection to selected future dates of possible changes in overall earnings pattern and level of the median earnings (02. 06 07) and a determination of annual or periodic change rates.
02. 07 11 **Changes in Weekly Hours Worked**—A projection to selected future dates of possible

changes in the pattern of weekly hours worked (02. 06 09) and a determination of annual or periodic change rates.

02. 07 12

**Changes in Disposable Income**—A projection to selected future dates of anticipated changes in disposable income (02. 06 14) and a determination of annual or periodic change rates.

### 03. SERIES: LAND USE

03.

#### LAND USE

03. 01

#### CLASSIFICATION OF LAND.

03. 01 01

**Land Area**—The number of square miles/square kilometers contained within the boundaries of some specific political or administrative entity. For land use purposes, square miles/square kilometers are converted to acres/hectares equivalents.

03. 01 02

**Residential Land Use**—The total number of acres/hectares utilized for nontransient space for housing. Some classification systems include transient lodgings as well as household units, group quarters, residential hotels, and mobile home courts or parks.

03. 01 02 01

*Percent of Land in Residential Land Use*—Land in residential land use (03. 01 02) divided by land area (03. 01 01), and the result multiplied by 100.

03. 01 03

**Trade Land Use**—The total number of acres/hectares utilized for any form of retail and wholesale trade.

03. 01 03 01

*Percent of Land in Trade Land Use*—Land in trade land use (03. 01 03) divided by total land area (03. 01 01), and the result multiplied by 100.

03. 01 04

**Manufacturing Land Use**—The total number of acres/hectares devoted to any manufacturing use.

03. 01 04 01

*Percent of Land in Manufacturing Land Use*—Land in manufacturing land use (03. 01 04) divided by total land area (03. 01 01), and the result multiplied by 100.

03. 01 05

**Transportation, Communication, and Public Utility Land Use**—The total number of acres/hectares utilized by railroads, rapid rail transit, street railway transport, motor vehicles, aircraft, marine craft highway and street right of way, automobile parking (except home garages), communication, and utilities.

03. 01 05 01

*Percent of Land in Transportation, Communication, and Public Utility Land Use*—These land uses (03. 01 05) divided by the total land area (03. 01 01), and the result multiplied by 100.

03. 01 06

**Services Land Use**—The total number of acres/hectares used by finance, insurance, real estate, personal, business, repair, professional contract consultation governmental, educational, and miscellaneous services.

03. 01 06 01 *Percent of Land in Services Land Use*—Service land use (03. 01 06) divided by total land area (03. 01 01), and the result multiplied by 100.
03. 01 07 **Cultural, Entertainment, and Recreational Land Use**—The total number of acres/hectares used by cultural activities and nature exhibitions, public assembly, amusements, recreational activities, resorts and group camps, and parks.
- ~~03. 01 07 01 *Percent of Land in Cultural, Entertainment, and Recreational Land Use*—The lands (03. 01 07) divided by total land area (03. 01 01), and the result multiplied by 100.~~
03. 01 08 **Resource Production and Extraction Land Use**—The total number of acres/hectares used by agriculture, agriculture-related activities, forestry activities and related services, fishing activities and related services, and other forms of resource production and extraction.
03. 01 08 01 *Percent of Land in Resource Production and Extraction Land Use*—The lands (03. 01 08) divided by total land area (03. 01 01), and the result multiplied by 100.
03. 01 09 **Undeveloped and Water Land Use**—The total number of acres/hectares included in undeveloped and unused land area, noncommercial forest development, water areas, vacant floor area, land currently having construction, and other undeveloped areas.
03. 01 09 01 *Percent of Land in Undeveloped and Water Land Use*—The lands (03. 01 09) divided by total land area (03. 01 01), and the result multiplied by 100.

03. 02

**LAND USE — GENERAL CHARACTERISTICS**

03. 02 01 **Land Area of K-6 or K-8 School Attendance Areas**—The land area (03. 01 01), measured in acres/hectares included within the school attendance area of the elementary schools of a given local education agency.
03. 02 01 01 *Average Land Area of K-6 or K-8 School Attendance Areas*—The total land areas (03. 01 01), measured in acres/hectares, covered by all K-6 or K-8 school attendance areas divided by the number of K-6 and/or K-8 schools of a given local education agency.
03. 02 01 02 *Average Population of K-6 or K-8 School Attendance Areas*—Total population (01. 01 01) divided by the number of K-6 or K-8 schools of a given local education agency.
03. 02 02 **Land Area of 9-12 School Attendance Areas**—The land area (03. 01 01), measured in acres/hectares, included within the school attendance area of 9-12 schools of a given local education agency.
03. 02 02 01 *Average Land Area of 9-12 School Attendance Areas*—The total land area (03. 01 01), measured in acres/hectares, covered by all 9-12 school attendance areas divided by the number of 9-12 schools of a given local education agency.
03. 02 02 02 *Average Population of 9-12 School Attendance Areas*—The total population (01. 01 01) divided by the number of 9-12 schools of a given local education agency.
03. 02 03 **Land Area of Postsecondary Education Attendance Areas**—The land area, measured

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in acres/hectares included within the attendance area of the publicly supported postsecondary institutions.

03. 02 03 01 *Average Land Area of Postsecondary Education*—Total land area, measured in acres/hectares, covered by all publicly supported postsecondary institution attendance areas divided by the number of such institutions.
03. 02 03 02 *Average Population of Postsecondary Attendance Areas*—The total population (01. 01 01) divided by the number of publicly supported postsecondary institutions of the defined attendance areas.
03. 02 04 *Land Values, by Type of Use*—Values for each use type of a land parcel. Normally computed in urban areas on a front-foot basis and on an acres/hectares or area basis in fringe areas and in open country. The character of structures, improvements, and depreciation are all taken into account.
03. 02 05 *Annual Land Consumption, by Type of Use*—Amount of land developed during a year for a particular land use type; requires knowledge of acres/hectares used at beginning and end of year.
03. 02 05 01 *Land Consumption Rate*—The total of all land consumed by type of use (03. 02 05), expressed as a percentage of the total developed land at the beginning of the year.
03. 02 06 *Building Permits per Year*—The number of legal building permissions given by the appropriate local governmental agency during a year.
03. 02 06 01 *Average Number of Building Permits for Past 3 Years*—Total building permits (03. 02 06) for a 3-year period divided by three.
03. 02 06 02 *Percent Increase/Decrease in Developed Land Area, Selected Years*—Land consumption rates (03. 02 05 01) summed for a period of years with the sum divided by the number of years, and the result multiplied by 100.
03. 02 06 03 *Certificates of Occupancy Issued*—The number of legal certificates issued during a year by the appropriate authority of a political subdivision to permit occupancy of a new or remodeled structure for which a building permit was required. Certificates of occupancy certify that a building meets the codes and regulations prescribed for the intended use.
03. 02 07 *Population Potential According to Master Plan Guidelines*—Summary of zoning and density maximums according to the criteria established in the master planning process.
03. 02 08 *Area of Land Zoned Residential*—The total of all lands zoned for residential land use according to the master plan guidelines.
03. 02 08 01 *Percent of Land Zoned Residential*—Area of land zoned residential (03. 02 08) divided by the total land area (03. 01 01), and the result multiplied by 100.
03. 02 09 *Area of Land Zoned Manufacturing*—The total of all lands zoned for manufacturing land uses according to master plan guidelines.
03. 02 09 01 *Percent of Land Zoned Manufacturing*—Area zoned manufacturing (03. 02 09) divided by the total land area (03. 01 01), and the result multiplied by 100.

03. 02 10 **Area of Land Zoned Public Ownership**—The total areas of all lands zoned for public ownership purposes, according to master plan guidelines.
03. 02 10 01 **Percent of Land Zoned Public Ownership**—Area of land zoned for public ownership purposes (03. 02.10) divided by the total land area (03. 01 01), and the result multiplied by 100.
03. 02 11 **Land Area in Nonconforming Land Uses**—Total of all lands that are not used in accordance with zoning ordinances.
03. 02 11 01 **Percent of Land Area in Nonconforming Land Uses**—total area of land of nonconforming uses (03. 02 11) divided by the total land area (03. 01 01), and the result multiplied by 100.
03. 02 12 **Land Classified as Federal Property**—Area in square miles/square kilometers of land devoted to Federal use within a given geographic area.
03. 02 12 01 **Percent of Land Classified as Federal Property**—Area of land devoted to Federal use (03. 02 12) divided by the total land area (03. 01 01), and the result multiplied by 100.
03. 02 13 **American Indian or Alaskan Native Land Area**—Area in square miles/square kilometers of land set aside for public use by American Indian or Alaskan Native within a given geographic area.
03. 02 13 01 **Percent of American Indian or Alaskan Native Land Area**—Area of American Indian or Alaskan Native land area (03. 02 13) divided by the total land area (03. 01 01), and the result multiplied by 100.
03. 02 14 **Size and Location of Blighted Area**—Size in acres/hectares (and often number of use units) of areas classified as blighted according to local housing and building codes.
03. 02 14 01 **Percent of Residential Blighted Areas**—Blighted residential areas (03. 02 14) divided by total residential area (03. 02 08), and the result multiplied by 100.
03. 02 15 **Land Zoned for Historic Preservation**—Area in square miles/square kilometers of land set preservation within a given geographic area.
03. 02 15 01 **Percent of Land for Historic Preservation**—Land zoned for historic preservation divided by total land area (03. 01 01), and the result multiplied by 100.
03. 03 **LAND USE—DENSITY MEASURES**
03. 03 01 **Population per acre/hectare**—Total population (01. 01 01) divided by the land area in acres/hectares (03. 01 01).
03. 03 01 01 **Population per Residential Acre/Hectare**—Total population (01. 01 01) divided by the residential land use in acres/hectares (03. 01 02).
03. 03 01 02 **Average Number of School-Age Children per Residential Acre/Hectare**—The count of school-age children (children ages 5-18; age categories are usually single age or 5-year age groups) divided by the total residential land use in acres/hectares (03. 01 02).

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03. 03 02      **Automobiles per Housing Unit**—The number of private motor vehicles divided by the number of residential units within the community.
03. 03 03      **Land in High Density Residential Use**—Usually over 50 persons per residential acre/hectare.
03. 03 03 01      **Percent of Land in High-Density Residential Use**—High density residential land use divided by total land area (03. 01 01), and the result multiplied by 100.
03. 03 03 02      **Average Number of School-Age Children per Acre/Hectare in High-Density Residential Areas**—An estimate of the number of school-age children living in high-density residential areas divided by the acreage of high density residential area (03. 03 03).
03. 03 04      **Land in Medium-Density Residential Use**—Usually a density of 15 to 50 persons per residential acre/hectare.
03. 03 04 01.      **Percent of Land in Medium-Density Residential Use**—Medium density residential land use (03. 03 04) divided by total land area (03. 01 01), and the result multiplied by 100.
03. 03 04 02      **Average Number of School-Age Children per Acre/Hectare in Medium-Density Residential Areas**—An estimate of the number of school-age children living in medium-density residential areas divided by the acreage of medium-density residential areas (03. 03 04).
03. 03 05      **Land in Low-Density Residential Use**—Usually under 15 persons per residential acre/hectare.
03. 03 05 01      **Percent of Land in Low-Density Residential Use**—Low-Density residential land use (03. 03 05) divided by total land area (03. 01 01), and the result multiplied by 100.
03. 03 05 02      **Average Number of School-Age Children per Acre/Hectare in Low-Density Residential Areas**—An estimate of the number of school-age children living in low-density residential areas divided by the acreage areas of low-density residential areas (03. 03 05).
03. 03 06      **Elementary School-Aged Children Living Within One Mile/1.6 Kilometers of Their School of Attendance**—A tally from school records of the distribution of student addresses relative to the school location.

03. 04.

## LAND USE—SPECIFIC SITE CHARACTERISTICS

03. 04 01      **Size of Available Land Parcels**—The size, measured in square feet/square centare or acre/hectare units, of land parcels, either vacant or redevelopable, for school site purposes.
03. 04 01 01      **Cost of Available Land Parcels**—The current estimated or appraised market price of sites as identified in 03. 04 01.
03. 04 01 02      **Shape of Available Land Parcels**—The shape of sites identified in 03. 04 01 expressed geometrically or in an ordered sequence of compass directions and distances.



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- 03.04 01 03 **Expandability of Available Land Parcels**—The estimated or appraised prices of available land parcels contiguous to a possible school site.
- 03.04 01 04 **Location of Available Land Parcels**—Precise position expressed in terms of street access to the site or expressed in terms of distance and direction from major community focal points.
- 03.04 01 05 **Slope Features of Available Land Parcels**—An expression of the topographic features of the site, expressed in degrees of slope or as a percent grade.
- 03.04 02 **Distance From School Site to Nearest Public Transportation Route**—The distance expressed in feet/dekameters of the shortest safe walking distance from the site to the nearest regular public transportation stop.
- 03.04 02 01 **Distance From School Site to First and Second Nearest Public Facility**—The distance expressed in feet/dekameters of the shortest safe walking distance from the site to the first and second nearest public facility. Public facility is typified by a public library, the city hall, and a public park.
- 03.04 03 **Total Population Within One-Half Mile/.8 Kilometers of School Site**—The total number of people whose permanent place of residence is within one-half mile/.8 kilometers of the school site.
- 03.04 03 01 **Total Population Within One Mile/1.6 Kilometers of School Site**—The total number of people whose permanent place of residence is within one mile/1.6 kilometers of the site.

## 03.05 LAND USE—REGULATORY INFORMATION

- 03.05 01 **Annexation Procedures**—The legal procedures for adding an area to the political jurisdiction of an incorporated community.
- 03.05 02 **Building Code**—A legal device enacted to ensure the sound construction of structures, specifying such features as materials and building methods.
- 03.05 03 **Housing Code**—A legal device enacted to assure decent living conditions for a community's inhabitants, specifying such features as space per person, heat, light, plumbing, and maintenance.
- 03.05 04 **Planning Area**—A special-purpose district that has been designated for the growth and development of a city or other area, and whose boundaries may or may not have legal status.
- 03.05 05 **Subdivision Ordinances**—A legal device governing the process of converting raw land into building sites, establishing development standards for the proposed development.
- 03.05 06 **Zoning Code**—A legal device for designating specific land use areas, population densities, lot coverage, bulk of structures, and other physical components of a community.

**04. SERIES: SOCIAL STRUCTURE AND DYNAMICS****04. SOCIAL STRUCTURE AND DYNAMICS****04. 01 GENERAL CHARACTERISTICS OF THE COMMUNITY**

04. 01 01 **Number of Families**—The total count of families.

04. 01 02 **Number of Families With School-Age Children**—The total count of families with children between ages 6 and 18.

04. 01 03 **Number of Families With Preschool-age Children**—The count of families with children age 5 or under.

04. 01 04 **Number of Families Receiving Public Assistance That Have School-Age Children**—The number of families receiving some form of local, State, or Federal public assistance that have children between ages 6 to 18.

04. 01 04 01 **Percent Families Receiving Public Assistance That Have School-Age Children**—The number of families receiving public assistance that have school-age children (04. 01 04) divided by total number of families (04. 01 01), and the result multiplied by 100.

04. 01 05 **Number of Working Mothers With Children Under Age 6 in a Two-Parent Family**—The number of mothers working regularly 4 hours or more per day who are in a two-parent family with children under age 6.

04. 01 06 **Number of Working Mothers With Children Under Age 6 in a One-Parent Family**—The number of mothers who are working regularly 4 hours or more per day who are in families where the mother is the sole parent and have children under age 6.

04. 01 07 **Number of Working Fathers With Children Under Age 6 in a Two-Parent Family**—The number of fathers who are working regularly 4 hours or more per day who are in a two-parent family with children under age 6.

04. 01 08 **Number of Working Fathers With Children Under Age 6 in a One-Parent Family**—The number of fathers who are working regularly 4 hours or more per day who are in families where the father is the sole parent and have children under age 6.

04. 01 09 **Number of Families in Which English Is a Second Language**—The count of families in which English is not the primary language.

04. 01 09 01 **Percent of Families in Which English Is a Second Language**—The number of families in which English is the second language (04. 01 09) divided by the total number of families (04. 01 01), and the result multiplied by 100.

04. 01 10 **Major Ethnic Groups**—The number of different ethnic groups with enough population to represent a significant political force or unique educational need.

04. 01 10 01 *Major Ethnic Groups Population*—The count of persons comprising all major ethnic groups within the community.
04. 01 10 02 *Percent Major Ethnic Groups in the Community*—The count of persons comprising all major ethnic groups within the community (04. 01 10 01) divided by the total population of the community (01. 01 01), and the result multiplied by 100.
04. 01 11 *Location of Ethnic Groups, by Precinct*—A comparison of ethnic group residential areas with voting precincts for the purpose of identifying concentrations of potentially active political pressure groups or subcultural voting patterns.
04. 01 12 *Location of Ethnic Groups, by School Attendance Area*—A comparison of ethnic group residential areas with school attendance areas for the purpose of identifying concentrations of potentially active ethnic interest groups.

04. 02 **STATISTICS COLLECTED BY LOCAL AGENCIES**

04. 02 01 *Annual Suicides*—The number of suicides occurring in a given calendar year.
04. 02 01 01 *Suicidal Rate*—Suicides per 1,000 population per year, operationally defined as the annual suicides (04. 02-01) divided by midperiod population (01. 01 01 03) for the year, and the result multiplied by 1,000.
04. 02 02 *Live Births to Teenagers*—The count of live births to females ages 15-17.
04. 02 02 01 *Rate of Live Births to Teenagers*—The number of live births to teenagers (04. 02 02) divided by the total number of annual births (01. 08 01).
04. 02 03 *Delinquencies*—The number of delinquent acts known to the police during a calendar year.
04. 02 03 01 *Delinquency Rate*—The number of delinquent acts per 1,000 population per year, operationally defined as the number of delinquencies (04. 02 03) divided by the mid-period population (01. 01 01 03) for the year, and the result multiplied by 100.
04. 02 04 *Drug Arrests of Juveniles*—The number of individuals under the legal age established by State statute, who are arrested on drug charges during a calendar year.
04. 02 04 01 *Juvenile Drug-Arrest Rate*—The number of drug arrests per 1,000 juveniles per year, operationally defined as juvenile drug arrests (04. 02 04) divided by the number of persons under the legal age established by State statute, and the result multiplied by 1,000.

04. 03 **VOTING CHARACTERISTICS**

04. 03 01 *Voter Registrations*—The total number of persons registered as eligible to vote by the board of elections, as of a given date.
04. 03 01 01 *Voter Registrations, by Political Party*—The number of voter registrations (04. 03 01) for each political party.

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04. 03 01 02      *Percent Distribution of Voter Registrations, by Political Party*—The voter registration for each political party (04. 03 01 01) divided by the overall voter registration (04. 03 01), and the result multiplied by 100. The percentages for all parties constitute the percentage distribution of voter registration by party.
04. 03 02      *Votes Cast in Last Two Presidential Elections*—The total of votes cast in the two most recent presidential elections.
04. 03 02 01      *Votes Cast in Last Two Presidential Elections, by Political Party*—The number of votes cast for each political party's presidential candidate in the two most recent presidential elections.
04. 03 02 02      *Votes Cast in Last Two Presidential Elections, by Political Party, by Precinct*—The number of votes cast for each political party's presidential candidate according to precinct.
04. 03 03      *Votes Cast in Last Two Nonpresidential Year U.S. House Elections, by Political Party*—The votes cast by political party in the last 2 elections for the U.S. House of Representatives held in years in which there was not a presidential election.
04. 03 03 01      *Votes Cast in Last Two Nonpresidential Year U.S. House Elections, by Political Party, by Precinct*—Votes cast by political party, by precinct in the last two elections for the U.S. House of Representatives that were held in nonpresidential election years.
04. 03 04      *Votes Cast in School-Operating Levy Elections, Last Three Elections*—The total number of votes cast in each of the past three school-operating levy elections.
04. 03 04 01      *Votes Favoring School-Operating Levy, Last Three Elections*—The number of votes favoring the school operating levy in each of the past three elections.
04. 03 04 02      *Percent Votes Favoring School-Operating Levy, Last Three Elections*—Votes favoring the school operating levy (04. 03 04 01) divided by the vote cast in the school operating levy election (04. 03 04), and the result multiplied by 100 for each of the last three elections.
04. 03 04 03      *Votes Cast in School-Operating Levy Elections, Last Three Elections, by Precinct*—The total number of votes cast in each of the past three school operating levy elections, according to precincts.
04. 03 04 04      *Votes Favoring School-Operating Levy, Last Three Elections, by Precinct*—The number of votes favoring the school operating levy in each of the past three elections, according to precinct.
04. 03 04 05      *Percent Votes Favoring School-Operating Levy, Last Three Elections, by Precinct*—Votes favoring the school operating levy (04. 03 04 01) divided by the vote cast in the school operating levy election (04. 03 04), and the result multiplied by 100 for each of the last three elections, according to precinct.
04. 03 05      *Votes Cast in School Bond Issue, Last Three Elections*—The total number of votes cast in each of the past three school bond issue elections.

04. 03 05 01 ***Votes Favoring School Bond Issues, Last Three Elections***—The number of votes favoring the school bond issues in each of the last three elections.
04. 03 05 02 ***Percent Votes Favoring School Bond Issues, Last Three Elections***—Votes favoring the school bond issue (04. 03 05 01) divided by the votes cast (04. 03 05), and the result multiplied by 100, for each of the past three elections.
04. 03 05 03 ***Votes Cast in School Bond Issue Elections, Last Three Elections, by Precinct***—The total number of votes cast in each of the past three school bond issue elections, according to precinct.
04. 03 05 04 ***Votes Favoring School Bond Issues, Last Three Elections, by Precinct***—The number of votes favoring the school bond issue in each of the last three elections, according to precinct.
04. 03 05 05 ***Percent Favoring School Bond Issues, Last Three Elections, by Precinct***—Votes favoring the school bond issue (04. 03 05 01) divided by the votes cast (04. 03 05), and the result multiplied by 100 for each of the past three elections, according to precinct.

04. 04 **FORMAL AND INFORMAL ORGANIZATIONS IN THE COMMUNITY**

04. 04 01 **Number of Government Units Included in School District Boundaries**—A listing of all operating administrative or political jurisdictions in the area, including incorporated communities, school districts, fire districts, and special planning areas.
04. 04 02 **Number of Formal Organizations in the Community**—The total number of social groups whose structure and activities have been relationally organized and standardized with definitely prescribed group rules, goals, and leaders.
04. 04 02 01 ***Percent of Population in at Least One Formal Organization***—The total number of persons in at least one formal organization divided by the total population (01. 01 01), and the result multiplied by 100.
04. 04 03 **Number of Informal Organizations in the Community**—The total number of social groups whose structure and activities are not standardized, and whose group rules, regulations, and goals are not set forth in a formally adopted constitution.
04. 04 03 01 ***Percent of Population in at Least One Informal Organization***—The total number of persons in at least one informal organization divided by the total population (01. 01 01), and the result multiplied by 100.
04. 04 04 **Ad Hoc Committees, Locally**—The number of temporary or special-purpose committees that are established by formal organizations of the community and are currently active.
04. 04 05 **Cultural Groups**—The number of groups concerned mainly with the leisure activities of members in such areas as drama, literature, music, the arts, gardening, and other cultural activities.
04. 04 06 **Minority Organizations**—The number of formal organizations whose membership is

- composed primarily of persons who identify themselves as belonging to a minority group.
04. 04 07 **Fraternal and Sororal Organizations**—The number of groups that are organized to support certain ideals, to increase sociability, and to provide for leisure time recreation. Some of these groups have religious interests.
04. 04 08 **Governmental Organizations**—The number of local, county, State, and national government agencies that provide services in such areas as recreation, law enforcement, family life, and housing.
04. 04 09 **Interest Groups, Nationally**—The number of special interest groups with enough numbers or influence to represent a significant political force.
04. 04 10 **Older Person Clubs**—The number of formal organizations whose membership is comprised primarily of persons age 65 or older.
04. 04 11 **Patriotic Organizations**—The number of groups that have extensive programs for the conservation of real and assumed values pertaining to the American way of life, and stress teaching, government, civic responsibility, health, and patriotism.
04. 04 12 **Political Groups**—The Number of political party organizations, partisan clubs, nonpartisan political organizations, and other specifically political organizations.
04. 04 13 **Professional Organizations**—The number of organizations restricted to practitioners in specific professions such as teaching, engineering, medicine, and dentistry.
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04. 04 14 **Religious Organizations**—The number of groups that maintain churches and synagogues and secular organizations engaged in work defined as religious in nature.
04. 04 15 **Service Clubs**—The number of organized groups having as their common purpose the promoting and furthering of public causes or enterprises.
04. 04 16 **Social Service Agencies**—The number of organizations, either public or private, that serve the needs of groups, families, or individuals in such areas as counseling, financial resources, crises situations. Where there are fees, they are usually based on an ability to pay.
04. 04 17 **Unions**—the number of formal organizations with dues-paying members who are workers in a specific industry trade, profession, or combination of such; and whose main purposes are to advance the welfare of its members and conditions of work.
04. 04 18 **Youth Groups**—The number of groups organized for and/or by adolescents or young adults for various purposes such as recreation, education, or service.

04. 05

**ALLOCATION OF COMMUNITY RESOURCES AND SERVICES**

04. 05 01

**Total Public Budget**—The amount in dollars budgeted annually by all public agencies serving a given geographic area.

04. 05 01 01

**Percent Public Budget Allotted to Public Services**—Public services budget divided by total public budget (04. 05 01), and the result multiplied by 100.

04. 05 01 02 **Percent Public Budget Allotted to Recreation**—Recreation budget divided by the total public budget (04. 05 01), and the result multiplied by 100.
04. 05 01 03 **Percent Public Budget Allotted to Parks**—Parks budget divided by total public budget (04. 05 01), and the result multiplied by 100.
04. 05 01 04 **Percent Public Budget Allotted to Health Services**—Health services budget divided by total public budget (04. 05 01), and the result multiplied by 100:
04. 05 01 05 **Percent Public Budget Allotted to Social Services**—Social services budget divided by the total public budget (04. 05 01), and the result multiplied by 100.
04. 05 01 06 **Percent Public Budget Allotted to Libraries**—Library budget divided by total public budget (04. 05 01), and the result multiplied by 100.

04. 06 **COMMUNICATION THROUGH MASS MEDIA.**

04. 06 01 **Local Circulation of Local Newspapers**—The number of locally distributed copies of each newspaper published within the locality.
04. 06 02 **Local Circulation of Nonlocal Newspapers**—The number of locally distributed copies of each newspaper published outside the locality, excluding those having national circulation.
04. 06 03 **Local Circulation Ratio, Local to Nonlocal Newspapers**—Total combined circulation of local newspapers (04. 06 01) divided by the total combined circulation within the locality of nonlocal newspapers (04. 06 02).
04. 06 04 **Radio Stations Reporting Local Stories**—Number of radio stations presenting local broadcasts that report local events at least once weekly.
04. 06 05 **Television Stations Reporting Local Stories**—Number of television stations presenting local broadcasts that report local events at least once weekly.
04. 06 06 **Circulation of School Bulletins or Newsletters**—The scope of distribution and the number of copies of a given issue of a bulletin or newsletter prepared by a school or school district.
04. 06 07 **Circulation of Nonschool Bulletins Covering Education**—The total number of copies issued of bulletins, house organs, and regularly circulated publications of noneducation agencies within the community.
04. 06 08 **Local Circulation of Minority Newspapers**—The number of locally distributed copies of a newspaper.
04. 06 09 **Radio Stations That Are Spanish-Language or Minority Oriented**—The number of radio stations that sponsor regular public broadcasts in Spanish or provide programming for other clearly identifiable minority groups.

04. 07 **SCHOOL DISTRICT CHARACTERISTICS**

04. 07 01 **Total School Enrollment**—The total number of persons on the current rolls of elementary

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schools, secondary schools, and institutions of higher education, including those enrolled but not attending because of illness.

04. 07 01 01 **Total School Enrollment, Grades K-8**—The total number of persons, in both public and private schools, currently enrolled in grades K-8, including those enrolled but not attending because of illness.
04. 07 01 01 01. **Percent School Enrollment, Grades K-8**—The school enrollment, grades K-8 (04. 07 01 01) divided by total school enrollment (04. 07 01), and the result multiplied by 100.
04. 07 01 02 **Total School Enrollment, Grades 9-12**—The number of persons currently enrolled in grades 9-12, including those enrolled but not attending because of illness.
04. 07 01 02 01 **Percent School Enrollment, Grades 9-12**—The school enrollment, grades 9-12 (04. 07 01 02) divided by total school enrollment (04. 07 01), and the result multiplied by 100.
04. 07 02 **Public School Enrollment**—All persons enrolled in schools operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and supported by public funds.
04. 07 02 01 **Percent Public School Enrollment**—Public school enrollment (04. 07 02) divided by total school enrollment (04. 07 01), and the result multiplied by 100.
04. 07 02 02 ~~**Public School Enrollment, Grades K-8**~~—The number of persons enrolled in grades K-8 of public schools (04. 07 02).
04. 07 02 02 01 **Percent Public School Enrollment, Grades K-8**—Public school enrollment, grades K-8 (04. 07 02 02) divided by the school enrollment, grades K-8 (04. 07 01 01), and the result multiplied by 100.
04. 07 02 03 **Public School Enrollment Grades, 9-12**—The number of persons enrolled in grades 9-12 of public schools (04. 07 02).
04. 07 02 03 01 **Percent Public School Enrollment, Grades 9-12**—Public school enrollment, grades 9-12 (04. 07 02 03) divided by school enrollment, grades 9-12 (04. 07 01 02), and the result multiplied by 100.
04. 07 03 **Nonpublic School Enrollment**—The total number of persons enrolled in schools established by an agency other than the State, subdivisions of the State, or the Federal government, which usually are supported by other than public funds, and the operation of which rests with other than publicly elected or appointed officials.
04. 07 03 01 **Percent Nonpublic School Enrollment**—The nonpublic school enrollment (04. 07 03) divided by the total school enrollment (04. 07 01), and the result multiplied by 100.
04. 07 03 02 **Nonpublic School Enrollment, Grades K-8**—The number of persons enrolled in grades K-8 of nonpublic schools (04. 07 03).



04. 07 03 02 01     **Percent Nonpublic School Enrollment, Grades K-8**—The nonpublic school enrollment, grades K-8 (04. 07 03 02) divided by the total school enrollment, grades K-8 (04. 07 01 01), and the result multiplied by 100.
04. 07 03 03     **Nonpublic School Enrollment, Grades 9-12**—The number of persons enrolled in grades 9-12 of nonpublic schools (04. 07 03).
04. 07 03 03 01     **Percent Nonpublic School Enrollment, Grades 9-12**—Thenonpublic school enrollment, grades 9-12 (04. 07 03 03) divided by the total school enrollment, grades 9-12 (04. 07 01-02), and the result multiplied by 100.
04. 07 04     **Number of Dropouts**—Total number of persons who leave a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school.
04. 07 04 01     **Dropout Rate**—The number of dropouts (04. 07 04) divided by the total school enrollment (04. 07:01).
04. 07 05     **Number of Adults Enrolled in Adult Continuing Education**—The count of persons enrolled in organized processes for persons age 18 or over.
04. 07 05 01     **Percent Adults Enrolled in Adult Continuing Education**—The number of adults enrolled in adult education (04. 07 05) divided by the population age 18 or over, and the result multiplied by 100.
04. 07 06     **Total High School Job-Release Students**—Number of high school students officially exempted from part- or full-time attendance for the purpose of holding a part- or full-time job.
04. 07 06 01     **Percent High School Job-Release Students**—The total number of job-release students (04. 07 06) divided by total high school enrollment (04. 07 01 02), and the result multiplied by 100.
04. 07 07     **Number of High School Graduates Who Continue in Postsecondary Education**—The number of high school graduates from a given school system who enroll in some type of postsecondary institution to receive formal instruction leading to a degree, a certificate, or other official document awarded upon completion of a prescribed program of study.
04. 07 07 01     **Percent of High School Graduates Who Continue in Postsecondary Education**—The number of high school graduates from a given school system who enroll in some type of postsecondary institution divided by the total number of high school graduates for a given year, and the result multiplied by 100 (see 04. 07 07 above).
04. 07 08     **Number of High School Graduates Who Stay in the Local Job Market**—The number of high school graduates from a given school system who are employed within commuting distance from their homes.
04. 07 08 01     **Percent of High School Graduates Who Stay in the Local Job Market**—The number of high school graduates who stay in the local job market (04. 07 08) divided by the total number of high school graduates for a given year, and the result multiplied by 100.

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04. 07 09 **Number of Non-English-Speaking Students**—The number of students who do not speak English or who do not hear English spoken in their residence.

04. 07 09 01 **Percent Non-English-Speaking Students**—The number of non-English speaking students (04. 07 09) divided by the total public school enrollment (04. 07 02), and the result multiplied by 100.

04. 07 10 **Number of Functional Illiterates**—The number of adults who are unable to read, write, and compute sufficiently well to meet the requirements of adult life.

04. 07 10.01 **Percent Functional Illiterates**—The number of functional illiterates (04: 07 10) divided by the total adult population, and the result multiplied by 100.

04. 08

## SCHOOL DISTRICT ORGANIZATION

04. 08.01 **Number of School Board Members**—The number of members on the public board of education.

04. 08 02 **Average Length of Service of School Board Members**—Total years of service of all members on the public board of education for a particular period of time, divided by the number of members for the same period.

04. 08 03 **Number of Public Schools in District, by Grade Level Served**—The count of public schools serving a given age population.

04. 08 04 **Total Number of Students**—The total number of students, grades K-12, in membership within a school system, as of a given date.

04. 08 05 **Total Number of Teachers**—The number representing the total full-time equivalency of teaching assignments serving the students of a particular school or school system.

04. 08 06 **Student-Teacher Ratio**—The number of students in membership (04. 08 04) divided by the total number of teachers (04. 08 05), as of the same given date.

04. 08 06 01 **Student-Teacher Ratio, Elementary**—The public school enrollment, grades K-8 (04. 07 02 02), as of a given date, divided by the total number of teachers (04. 08 05) serving those students, as of the same date.

04. 08 06 02 **Student-Teacher Ratio, Secondary**—The public school enrollment, grades 9-12, as of a given date, divided by the total number of teachers (04. 08 05) serving those students, as of the same date.

04. 08 07 **Current Expenditures per Student**—Current expenditures for a particular period of time divided by the total public school enrollment (04. 07 02). The term includes all charges except those for capital outlay and debt service, for specified school system, schools, and/or program areas divided by the average daily membership of average daily attendance for school systems, schools, and/or program areas involved.

04. 08 07 01 **Current Expenditures per Elementary Student**—School expenditures (grades K-8) for a particular period of time divided by public school enrollment, grades K-8 (04. 07 02 02).

04. 08 07 02 **Current Expenditures per Secondary Student**—School expenditures (grades 9-12) for a particular period of time divided by public enrollment, grades 9-12 (04. 07 02 03).
04. 08 07 03 **Current Expenditures per Community College Student**—School expenditures, excluding capital outlay and debt service, in a given community college divided by the number of community college students.
04. 08 07 04 **Current Expenditures per Adult Continuing Education Student**—School expenditures of a secondary or postsecondary institution, not including expenditures for capital outlay and debt service, divided by the number of adult continuing education students.
04. 08 08 **Average Teacher's Salary**—The total annual salaries of all teachers divided by the number representing the full-time equivalency of teaching assignments serving a given school or school system.
04. 08 09 **Annual School Budget**—A plan that guides fiscal operations of a school system for a given school year and indicates allocations of funds for particular purposes. It contains a listing, with appropriate coding, of all anticipated receipts and expenditures for those funds under jurisdiction of the board of education.
04. 08 10 **Ratio of School Budget to Total Public Budget**—The arithmetic comparison of the total school budget (04. 08 09) to the total public budget (04. 05 01).
04. 08 11 **Revenue From Local Sources**—The amount of money produced within the boundaries of the LEA and available to the LEA for its use. Money collected in the same amount by another governmental unit as an agent of the LEA, less collection costs, it recorded as revenue from local sources.
04. 08 11 01 **Revenue From Local Taxes**—Compulsory charges levied by a governmental unit for the purpose of financing services performed for the common benefit.
04. 08 11 02 **Revenue From Other Local Sources**—All other revenues from local sources not covered by (04. 08 11 01-03).
04. 08 11 03 **Revenue From Tuition**—Money received from students, their parents, welfare agencies, or other LEA's for education provided in the LEA.
04. 08 12 **Revenue From Intermediate Sources**—Revenue from funds collected by an intermediate administrative unit, a political subdivision between the LEA and the State, and distributed to LEA's in amounts that differ in proportion to those that were collected within such systems.
04. 08 13 **Revenue From State Sources**—Revenue from funds collected by the State and distributed to LEA's in amounts differing proportionately from those that were collected within such LEA's.
04. 08 14 **Revenue From Federal Sources**—Revenue from funds collected by the Federal Government and distributed to LEA's in amounts differing in proportion from those that were collected within such LEA's.

## 04. 09 - SCHOOL AND COMMUNITY INTERRELATIONSHIPS

04. 09 01 **Number of Surveys Conducted by Outside Agencies, Last 5 Years**—The count of systematic studies conducted by an agency other than the local education agency, utilizing survey research techniques for the purpose of gathering information and formulating recommendations regarding one or more phases of school operation, and intended for use as an aid to decisionmaking in the most recent 5 years.
04. 09 02 **Number of Surveys Conducted by Schools, Last 5 Years**—The count of systematic studies, conducted under auspices of the local educational agency, utilizing survey research techniques for the purpose of gathering information and formulating recommendations regarding one or more phases of school operation, and intended for use as an aid to decisionmaking in the most recent 5 years.
04. 09 03 **Number of Citizens Involved in School Planning**—Total count of citizens who have worked on committees or as volunteer workers in planning for the execution of a school project, such as building, curriculum change, tax issue, or bond issue.
04. 09 04 **Average Attendance at School Board Meetings**—The total number of people attending board meetings over a given period of time divided by the number of board meetings for the same period.
04. 09 05 **Number of Parent and Other Citizen Volunteers Serving in the Schools**—Total count of parents and other citizens who have performed a service, without pay, for the schools.
04. 09 06 **Percent of Pupils Whose Homes Are Visited by School Personnel, Annually**—The count of pupils whose homes are visited by school personnel in a given year divided by the total number of homes represented by pupils in a school, and the result multiplied by 100.
04. 09 07 **Number of Groups Using School Facilities**—A count of the different community organizations and groups who have used school facilities over a given period of time.
04. 09 08 **Parent Organization Membership**—The total number of parents who are members in good standing, by virtue of paying dues for a given year, of a local school-related parent organization.
04. 09 09 **Percent Annual School Budget for Community Relations**—The annual dollar cost of community relations divided by the total amount of the annual school budget (04. 08 09), and the result multiplied by 100.

# Appendix A

## GLOSSARY

### INTRODUCTION

This section contains an alphabetical listing of terms and concepts used in Handbook VIII that either are not elsewhere defined or are defined less fully.

The index may be consulted for the page in the Handbook where glossary terms, data items, and other technical terms appear.

Many of the definitions of terms in this glossary were previously presented in other handbooks of the series. In such instances the approximate Roman numeral follows the definition to indicate the most recent handbook from which the definition was cited. In instances where the original definition from other handbooks has been changed, a capital letter (M) follows the Roman numeral to indicate modification. Definitions originated by this Handbook are indicated by the Roman numeral VIII.

Appendix H definitions of terms used in U.S. Bureau of the Census documents, including the designations of geographic areas, are not duplicated in this glossary. Those defined here are followed by the word "Census" to indicate the source.

**ACCESSIBILITY** — In land use, a measurement of the spatial distribution of activities about a point, adjusted for the ability and desire of people or firms to overcome physical separation. (VIII)

**ACCOUNTABILITY** — The capability and the responsibility to account for the commitment of money and other resources in terms of the results achieved. This involves both the stewardship of money and other resources, and the evaluation of achievement in relation to specified goals. (VII)

**ADMINISTRATIVE JURISDICTION** — A geographic area used as the basis for performing one or more administrative functions. Examples: county, town, water district, school district, police precinct. (VIII)

**ADMINISTRATIVE UNIT** — A geographic area which, for specified public school purpose, is under the control of a board of education and the supervision of one or more administrative officers. (VII)

**ADULT** — Any individual who has attained the age of 16. (Adult Education Act, 1966) In most States, this is the maximum age for compulsory school attendance. (IX)

**ADULT BASIC EDUCATION (ABE)** — Education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, and designed to help eliminate such inability and raise the level of education of such individuals, with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing profitable employment, and to making them better able to meet their adult responsibilities. (Adult Education Act, 1966) (IX) (See also "Adult Education" and "Adult Vocational Education.")

**ADULT CONTINUING EDUCATION** — Instruction designed to meet the unique needs of adults and youth who have either completed or interrupted their formal education. This may be provided by a school system, college, or other agency or institution (in-

cluding a community college, technical institute, or area vocational school) through activities and media such as formal classes, correspondence study, radio, television, lectures, concerts, demonstrations, and counseling. (VIII)

**ADULT EDUCATION** — The entire body of organized educational processes, whatever the content, level, and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges, and universities as well as in apprenticeships, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic, and cultural development. (UNESCO) (IX) (See also "Adult Basic Education" and "Adult Vocational Education.").

**ADULT VOCATIONAL EDUCATION** — Education that is designed to provide training or retraining to insure stability or advancement in employment of persons who have already entered the labor market and who are either employed or seeking employment. (Vocational Education Act of 1963, as amended) (IX) (See also "Adult Basic Education" and "Adult Education.")

**ADVISORY COUNCIL** — A group of persons either appointed or elected to provide advice, consultation, or counsel in one or more areas of concern. Appointments or elections may or may not be by legislative or regulatory authorities. Such council may be temporary to accomplish a specific preconceived purpose or it may be of a standing or permanent nature. (VII)

**AREA VOCATIONAL SCHOOL** — A public school that has been approved by the State board for vocational education to provide instruction in a specific geographic area usually larger than one local education agency. (VIM)

**ASSESSED PROPERTY VALUATION** — A determination by the appropriate local government agency for taxation purposes. Assessment criteria vary from State to State, but commonly are based on a percentage of presumed full market value. (VIII)

**ATTENDANCE AREA** — The geographic area wherein reside the students normally served by a particular school. (VR)

**ATTENDANCE AREA ANALYSIS** — Detailed study of an attendance area to produce certain data that are tabulated and studied to provide background for solving problems of the area. (VIII)

**ATTITUDES** — Positive or negative orientations toward particular objects, persons, or ideas. These orientations represent the emotional valence of a person's thoughts. For example, a positive attitude is revealed in the statement, "I like what the schools are doing for my children." (VIII) (See also "Beliefs" and "Values.")

**BASE MAP** — A map that shows the location of important geographic and economic features of an area, and is used to plot the distribution of social phenomena such as income levels. (VIII)

**BASIC EDUCATION** — Education emphasizing literacy in language, mathematics, natural sciences, and history and related social sciences. (VI)

**BASIC INPUT COSTS** — That set of costs essential to the production of a final product, commonly used in determination of value added by manufacturing. Such costs include labor, overhead, utilities, acquisition of required materials, and cost of transportation of required materials. (VIII)

**BELIEFS** — Ideas about an objective state of the world that are acted upon as if they were true, whether or not actually true. An example would be the statement, "The school staff knows more about what my child needs to learn than I do." (VIII) (See also "Attitudes" and "Values.")

**BIAS** — Systematic error that leads to a difference between an estimate of population characteristics and their true value.

**BLIGHT** — Substandard structures and neighborhoods. By substandard the following is implied: (1) relatively few safe and sanitary dwellings in the neighborhood; (2) a lack of adequate and accessible transportation; and (3) a lack of satisfactory community facilities and improvements. (VIII)

**BLOCK LEADER** — A lay person chosen by block residents as the coordinator of block school communication. (VIII)

**BLOCK PARENT** — A person whose residence is identified by a sign as a designated place where children or adults can receive assistance. (VIII)

**BLOCK PLAN** — A system of dividing a school community into areas capable of being contacted by a designated person living in the block. (VIII)

**BLUE COLLAR WORKER** — A manual worker whose work is primarily physical rather than mental or social. The category includes skilled, semiskilled, and unskilled workers; factory workers; miners; and construction workers. The term is used to differentiate the manual worker from the "white collar worker." As the term is used by the U.S. Bureau of the Census; blue collar workers comprise: (1) craftsmen and kindred workers; (2) operative, except transport; (3) transport equipment operatives; (4) and laborers, except farm. (VIII)

**BOARD OF EDUCATION** — The elected or appointed body that has been vested with responsibilities for authorizing, financing, and evaluating the educational activities in a given school system, school, or geographic area. Such bodies sometimes are known by terms such as school boards, governing boards, boards of directors, school committees, and school trustees. This definition relates to the general term and encompasses the boards of both public and nonpublic institutions and school systems. (VR)

**BUSINESS CYCLE** — Cyclical fluctuations in business activity in which periods of depression or recession (contractions) alternate with periods of prosperity or inflation (expansions). The alternating high and low phases follow each other in regular succession, but do not follow any fixed pattern of duration or intensity. (VIII)

**CAPITAL INVESTMENTS** — Financial outlays for developments having a long period of usefulness of more than 1 year. For example, in a community, capital improvements would include streets, traffic control facilities, water and sewage treatment plants, handling and distribution facilities, and land acquisition and improvement. (VIII)

**CHILDBEARING AGE** — The age period during which a female may be physically capable of producing children; usually regarded as the period between ages 15 and 44. (Census)

**COHORT** — A group of individuals born in the same year or having some other statistical factor in common, such as class in school. (VIII)

**COMMUNICATION** — The transmission of information, ideas, attitudes, or emotions from one person or group to another (or others) primarily through symbols. In effective communication the meaning conveyed to the recipient corresponds closely to that intended by the sender. Communication forms the basis for all social interaction; it enables the transmission of cumulative knowledge and makes possible the existence of empathic understanding among individuals. (IIR)

**COMMUNITY COLLEGE** — A comprehensive 2-year institution operated by a public body in which instruction is adapted in content, level, and schedule to the needs of the local community. The purposes of a community college usually include offering the first 2 years of a baccalaureate program or an associate degree, counseling and advising services, community services, technical and vocational education, and continuing adult learning opportunities. (VIII)

**COMMUNITY COUNCIL** — An advisory council to the local school that might be composed of many block leaders and agencies in the area served by the school. Such councils are used in the community education movement to assist the community school director in receiving and using information from the community. Sometimes the council members are elected by residents of the community. (VIII)

**COMMUNITY COUNSELOR** — A citizen from the community who is trained in working with families to help them meet family problems and to introduce them to methods by which the quality of home and family life can be upgraded. (VIII)

**COMMUNITY EDUCATION** — The total realm of educational experience available to individuals and groups to enable them to learn how to use their knowledge for the fulfillment of their wants and needs. It is a philosophical concept that recognizes life experiences as being part of one's education and

is not limited to formal instruction, certain age classifications, or attainment of diplomas. Community education further recognizes that involving citizens in identifying the conditions, resources, and priorities of the community is the central means of improving the quality of life within the community. This process focuses upon every institution, agency, and organization as potential contributors to the educational resources of the community. (IXM) (See also "Community School" and "Community Service.")

**COMMUNITY SCHOOL** — A program in which a public building, including but not limited to a public elementary or secondary school or a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies to provide educational, recreational, cultural, and other related community services for the community that center serves in accordance with the needs, interests, and concerns of that community. (IX) (See also "Community Education" and "Community Service.")

**COMMUNITY SCHOOL COORDINATOR** — A person whose primary function is to supervise the efforts of the community school directors serving the various schools of a local education agency. (VIII)

**COMMUNITY SCHOOL DIRECTOR** — A professional position within a community school. The primary responsibility is to communicate with the school community, collect information relative to needs, and coordinate all the efforts of the community to meet those needs. The community school director is responsible to the building principal or the community school coordinator. (VIII)

**COMMUNITY SERVICE** — An educational program, activity, or service, including a research program and a university extension or continuing education offering, that is designated to assist in the solution of community problems in rural, urban, or suburban areas. (Higher Education Act, Title I-A, Section 102, 1965 as amended; P.L. 89-329) (IXM) (See also "Community Education" and "Community School.")

**CONDITION OF ROADS** — A determination by an agency such as the Office of the County Engineer or the State Highway Department; an important fac-

tor in determining pupil transportation costs and planning bus routes. (VIII)

**CONTINUING EDUCATION** — Learning opportunities designed to meet the needs and interests of adults. (VIII)

**CONVENIENT COMMUTING RANGE** — Distance that can be traversed easily from home to school or work in not more than one hour by public or private transportation. (VIII)

**COST REVENUE STUDY** — An analysis designed to provide information on the governmental costs of supplying public improvements and services to urban land areas. Such costs relate to available moneys to finance such improvements and services, and the revenues that will be generated by the urban land area provided with such improvements and services. (VIII)

**COUNCIL-MANAGER PLAN OF CITY GOVERNMENT** — A city governmental form consisting of a council and a manager. The executive head or manager carries out council policies and is not directly responsible to the electorate. Ideally, the manager is chosen less for political popularity or political affiliation than for ability as an executive. (VIII)

**COUNTY ROADS** — All roads legally classed as county property and maintained by the county. Construction costs are financed by the county and by State funds under various funding and rebate programs. (VIII)

**DATA** — Any or all facts or quantities represented by numbers, letters, or symbols. Also, items of information that can be processed or reproduced by a computer. (VIII)

**DATA CATEGORIES** — The organizational structure under which arrays of data items appear and are coded according to a sequential numbering system. (VIII)

**DATA ITEM** — A specific element of information that can be quantified and defined in such a manner as to ensure comparability. (VIII)

**DELINQUENT ACT** — Any act, that, if committed by an adult, would legally constitute a crime. Also,



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behavior such as incorrigibility or habitual truancy that may be specifically defined by statute as delinquent acts. (VIII)

**DENSITY INDEX** — A quotient that is determined by dividing the total number of pupils transported by the total number of miles of public roads in a school district. This index is useful as a factor in determining transportation costs within a local education agency. (VIII)

**DISCONTINUER** — See "Dropout."

**DROPOUT** — A student who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school. The term is often used to designate an elementary or secondary school student who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a "dropout" whether the dropping out occurs during or between regular school terms, whether the dropping out occurs before or after passing the compulsory school attendance age, and where applicable, whether there has been completion of a minimum required amount of schoolwork. The term "dropout" is used synonymously with the term "discontinuer." (VM)

**EARNINGS** — The sum of wages and salary income and net self-employment income, (Census)

**ELEMENTARY SCHOOL STUDENT** — An individual enrolled to receive instruction under the jurisdiction of a school or school system normally in grades K-8. Instruction may be offered in any location, such as a hospital or home, and may be presented through any appropriate medium such as television, film, prepared program, or person-to-person. (VIII)

**ENUMERATION DATE** — The specific date upon which a census is taken. (Census)

**FAMILY** — Two or more persons living in the same household who are related by blood, marriage, or adoption. (Census)

**FAMILY INCOME** — The combined incomes of all members of a family. (VIII)

**FARM** — A place in a rural area that has annual gross sales of agricultural products in the amount of \$1,000 or more. (Census)

**FEDERAL HIGHWAYS** — All roads whose construction cost is largely assumed by the Federal government, usually 90 percent for interstate routes and more than 50 percent for all other Federal roads. Such roads are maintained by the State. (VIII)

**FOLLOWUP STUDY** — A study made of the experiences or status of former learners, either for the purpose of assisting them in further adjustment or for securing information to help improve instruction or guidance for those still in school. This term often refers to research activity designed to determine what occupations are pursued by graduates and/or other former learners in occupation programs, and the effectiveness of their preparation in relation to job requirements. (VIM)

**FORUM** — A public meeting at which topics are discussed by leaders and the audience. (VI)

**FREEWAYS AND EXPRESSWAYS** — The first rank in the classification of streets, used exclusively for the movement of vehicles, and providing for no vehicular or pedestrian access to adjoining properties. Interchange of traffic between a freeway and other streets is accomplished by grade-separated interchanges. (VIII)

**FREQUENCY DISTRIBUTION** — A distribution of the frequencies with which a set of mutually exclusive categories of characteristics appear in a population. (VII)

**FULL-TIME EQUIVALENCY OF ASSIGNMENT** — The amount of employed time normally required of a staff member to perform a less than full-time assignment divided by the amount of time normally required in performing a corresponding full-time assignment. Full-time equivalency of assignment usually is expressed as a decimal fraction, to the nearest 10th, and is determined within each organization upon the basis of the amount of time required to perform a full-time assignment in that day. (VR)

**FUNCTIONAL AREA** — That geographic area considered to be an integrated functional unit for eco-

conomic study purposes. Boundaries may or may not be coincident with a political community. (VIII)

**FUNCTIONALLY ILLITERATE** — An adult who is unable to read, write, and compute sufficiently well to meet the requirements of adult life. For purposes of many adult continuing education programs, adults who have not gone beyond the eighth grade, or who cannot read, write, and compute at or above an eighth grade level of performance are classified as functionally illiterate. In the United States this term usually is applied also to foreign born adults having limited ability to use the English language. (VR)

**GRADE** — That portion of a school program which represents the work of one regular school year, identified by a designation such as kindergarten, grade 1, or grade 10. (VR)

**GROSS RENTAL OF HOUSING** — The contract rent; the monthly dollar rent agreed upon, plus the average cost of utilities (water, electricity, gas) and other fuel, to the extent that these are paid by the renter. (VIII)

**HEAD START PROGRAM** — A federally funded child development program that offers economically disadvantaged preschool children learning experiences and health screening (including examination of physical condition, dental health, mental health, and nutrition) and treatment where required. Full-year programs are provided for children as young as age 3. In some instances, summer enrichment programs are offered for children who will enter school for the first time the following fall. (VRM)

**HIGHER EDUCATION** — Education above the instructional level of the secondary school, usually beginning with grade 13, that is provided by colleges, universities, graduate schools, professional schools, and other degree-granting institutions. (IVRM)

**HIGHEST GRADE OF SCHOOL COMPLETED** — The highest grade of school completed or the grade prior to the highest grade attended but not completed. (Census)

**HOUSEHOLD** — All persons occupying a single housing unit. (Census) See "Housing Unit."

**HOUSING UNIT** — A house, an apartment, a group of rooms, or a single room that is occupied or vacant but intended for occupancy as separate living quarters where occupants live and eat separately from any other persons in the structure; and where there is either direct access to the unit from the outside or through a common hall or complete kitchen facilities for the occupants' exclusive use. (VIII)

**INMIGRATION** — Movement of population into a given area. (VIII)

**INTERMEDIATE ADMINISTRATIVE UNIT** — An administrative unit smaller than the State that exists primarily to provide consultative, advisory, administrative, or statistical services for local basic administrative unit or to exercise certain regulatory and inspection functions over local basic administrative units. An intermediate unit may operate schools and contract for school services, but it does not exist primarily to render such services. Such units may or may not have taxing and bonding authority. Where there is a supervisory union board, the union is included as an intermediate unit. (VII)

**JOB SOURCE OR CLUSTER** — Those parts of the economic community that provide the larger part of community employment; usually identified by industry groups. (VIII)

**JUVENILE** — An individual who is under the legal age at which persons are considered responsible adults. Legal age may vary according to statutes of different States. (VIII)

**LABOR FORCE SHORTAGE** — Number of workers needed, in addition to current supply, in particular industry groups as reported by the local or State office of a State's bureau of employment security or similar agency. (VIII)

**LABOR FORCE SURPLUS** — Number of individuals seeking work in a particular industry as reported by the local or State bureau of employment security or similar agency. (VIII)

**LABOR MARKET AREA** — The area within which workers compete for jobs and employers compete for workers, and for which labor market data are periodically published by the U.S. Department of Labor. (VIII)

- LABOR TURNOVER** — The proportion of the labor force, in any one of all components of economic activity, that requires replacement during a year. (VIII)
- LAND PARCEL MAPS AND PROPERTY MAPS** — Maps showing the boundaries, size, and relative position of each parcel in the community. (VIII)
- LAND USE COMPATIBILITY** — An assessment of the probabilities that two unlike and neighboring-land uses can each function efficiently with no ill effects on the other. (VIII)
- LAND USE MAP** — A graphic presentation of dominant land uses, by activity groups, each with its assemblage of specific land uses. (VIII)
- LOCAL ACCESS STREETS** — The fourth rank in the classification of streets, used primarily to provide access to adjoining properties. (VIII)
- LOCAL BASIC ADMINISTRATIVE UNIT** — An administrative unit at the local level that exists primarily to operate public schools or to contract for public school services. Normally taxes can be levied by such units for school purposes. These units may or may not be coterminous with county, city, or town boundaries. This term is used synonymously with the terms "School District" and "Local Education Agency." (VII)
- LOCAL EDUCATION AGENCY (LEA)** — An educational agency at the local level that exists primarily to operate public/common schools or to contract for educational services. Normally taxes may be levied by such publicly operated agencies for school purposes serving grades within the range K-12. These agencies may or may not be coterminous with county, city, or town boundaries. This term is used synonymously with the terms "School District," "School System," and "Local Basic Administrative Unit." (IVRM)
- MASTER PLAN** — A document prescribing a general pattern of land use and population distribution, major arteries of movement, and systems of physical facilities for an area. (VIII)
- MEASURE** — A unit of measurement to which reference may be made for purposes of description, comparison, and evaluation. Many measures are obtained by computation involving one or more items of information. (IVR)
- MEDIAN** — The number that splits a frequency distribution into two equal parts, 50 percent above and 50 percent below the number. (VIII)
- MICROFICHE** — A sheet of microfilm containing microimages in a grid pattern. (VIII)
- MIGRANT WORKER** — An individual whose primary employment is on a seasonal or other temporary basis, and who establishes a temporary residence, with or without a family, for the purpose of such employment. (VR)
- MIGRATION** — As used in this Handbook, the movement of population from one place or locality to another. (VIII)
- MINIMUM PATH STREET PATTERNS** — The determination of a particular route that will minimize the total distance to be covered in a redistribution of a group (as of students) from the point of origin to the set of residences that are the destinations of the members of the group. (VIII)
- MINORITY GROUP** — As used in this handbook, any recognizable racial, religious, or ethnic group, in a community that, because of physical or cultural characteristics of its individual members, is differentiated from other groups in the society or treated unequally. This term, as commonly used, is not a technical term, and it is often used to refer to categories of people rather than groups, and sometimes to majorities rather than minorities. For example, though women are neither a group (but rather a social category) nor a minority, some writers call them a minority group because supposedly a male-oriented society discriminated against women. On the other hand, a group that is privileged or not discriminated against but is a numerical minority would rarely be called a minority group. As the term is often used, a minority group need be neither a minority nor a group, so long as it refers to a category of people who can be distinguished by special physical or cultural traits that are used to single them out for differential and unequal treatment. (VIII)

**MOBILE HOME OR TRAILER** — A structure used as a permanent dwelling but designed without a permanent foundation and capable of being moved to different locations where temporary connections are made to utilities. (VII)

**MODEL** — A pattern of relationships, whether conceptual or mathematical, that is found in some way to imitate, duplicate, or analogously illustrate a pattern of relationships in one's observations of the world, such as patterns in social behavior or social structure. (IVRM)

**MUNICIPAL STREETS** — All roads legally classed as municipal property and maintained by the municipality. Construction costs are financed by the municipality and with funds from the county and State under various funding and rebate programs. (VIII)

**NEIGHBORHOOD** — A small territorial unit, usually a subdivision of a larger community, in which there is some sense of local unity or identity. (VII)

**NEIGHBORHOOD AGENCIES AND ASSOCIATIONS** — Organized groups from a local area whose purposes are representative of the neighborhood purposes. (VII)

**NEIGHBORHOOD UNIT** — An integrated, planned, urban area related to the larger community of which it is a part and consisting of residential districts, a school or schools, shopping facilities, religious buildings, open areas, and perhaps a degree of service industry. (VIII)

**NET MIGRATION** — As used in this handbook, the difference between immigration and outmigration for a given geographic area. (Census)

**NONCONFORMING LAND USES** — Land uses that do not conform with the provisions of a zoning ordinance. Most such nonconforming uses result from the continuation of a use instituted prior to the adoption of the zoning ordinance. Usually there is a limited life to nonconforming land uses. (VIII)

**NONPARTISAN ELECTIONS** — An election in which candidates have no party designation, and political parties are prohibited from running candidates or from seeking to influence the outcome. (VIII)

**NONPUBLIC OR PRIVATE SCHOOL** — A school that is controlled by an individual or by an agency other than a State, a subdivision of a State, or the Federal Government; is usually supported primarily by other than public funds; and is operated by other than publicly elected or appointed officials. (VRM)

**NUMBER OF MILES OF BUS TRAVEL** — The total number of miles traveled daily by all vehicles used in transporting pupils to and from school. Included are the total number of recognized miles traveled by passenger cars, station wagons, and other small vehicles while loaded with one or more pupils. (VIII)

**OPERATING FARM UNIT** — All agricultural land operated by one person, partnership, or corporation. (Census) (See "Farm.")

**OPINION LEADER** — A person used as a resource by others for information and guidance in forming opinions. (VIII)

**OUTMIGRATION** — Movement of population out of a given area. (VIII)

**PLANNING** — Activities associated with systematically anticipating and achieving adjustment in the environment, consistent with social and economic trends and sound principles of civic design. More recent concepts include a complete consideration of social values, optimization of the human landscape, and advocacy of measures to meet the special needs of the people of a neighborhood or segment of the community. (VIII)

**PLANNING PERIOD** — That period of time for which active planning is being done. Short-term planning is usually less than 5 years; long-term, any period over 5 years. (VIII)

**POLITICAL JURISDICTION** — A governmental administrative jurisdiction, such as a county, a town, a township, or a metropolitan district that serves as the territorial basis for political representation. (VIII)

**POLITICAL PARTY** — A political group organized to gain influence over a government through the election of its candidates to public office. (VIII)

- POPULATION DENSITY MAP** — A map showing the number of people per square mile/1.6 square kilometers or per acre/.4 hectare. (VIII)
- POPULATION DISTRIBUTION MAP** — A map showing the distribution of population by selected symbols. (VIII)
- POSTSECONDARY EDUCATION** — Formal instruction, research, public service, and other learning opportunities offered by educational institutions that primarily serve persons who have completed secondary education or who are beyond the compulsory school attendance age. (National Commission on the Financing of Postsecondary Education, 1975) (IX)
- POSTSECONDARY OCCUPATIONAL EDUCATION** — Education, training, or retraining, including guidance, counseling, and placement services, for persons 16 years of age or older who have graduated from or left elementary or secondary school, conducted by an institution legally authorized to provide postsecondary education within a State. The program is designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations, including new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs. (IX)
- POVERTY LEVEL** — The amount of family income below which a family is considered to be poor. Poverty level is determined by an index revised annually by an interagency committee of the Federal Government. The index is based upon the lowest cost of a nutritionally adequate family food plan, as determined by the U.S. Department of Agriculture. The poverty level family index is the cost of the food plan multiplied by 3 and is adjusted for size of family and residential status, farm or nonfarm. (VIII)
- PRECINCT** — An election district of a town, a township, a county, or other political jurisdiction. (VIII)
- PRESSURE GROUP** — Any group that attempts to influence legislative or governing agencies in behalf of its own special interests or the interests of a larger public that it represents. (VIII)
- PUBLIC BOARD OF EDUCATION** — The elected or appointed body that has been created according to State law and vested with responsibilities for educational activities in a given geographic area. Such bodies are sometimes known as school boards, governing boards, boards of directors, school committees, and school trustees. This definition includes State boards of education and the boards of intermediate and local basic administrative units and individual public institutions. (VR)
- PUBLIC OWNERSHIP** — Proprietorship by citizens through a governmental agency. (VII)
- PUBLIC RESOURCES** — Facilities, finances, and staff personnel under the control of a governmental agency. (VIII)
- PUBLIC SCHOOL** — A school operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported primarily by public funds. (VR)
- PUBLIC TRANSPORTATION ROUTES** — A statement of the precise path and scheduled stops of each public transportation route. (VIII)
- PUPIL** — See "Student."
- RACE** — The classification of the population into the categories White, Black, American Indian, Japanese, Chinese, Filipino, Hawaiian and Korean, Aleut and Eskimo, and mixed parentage. These categories do not correspond to strict scientific definitions of biological stock but, instead, indicate the categories in which individuals place themselves or are socially defined. (VIII)
- REAL ESTATE** — Land, improvements to site, and buildings; real property. (IIR)
- REFERENCE WEEK** — A week used for determining the number of hours worked by members of the labor force. For data published by the Bureau of the Census, a reference week is usually one ending in mid-November. (VIII)
- RENTER** — Person or family who occupies a housing unit as leasee and pays a fee to the owner for specific periods of time, as a month or a year. (VIII)

**REPORTING UNIT** — The organizational unit submitting a report, (e.g., a State department of education, an intermediate administrative unit, a local basic administrative unit, or a school). (VR)

**RESIDENCE ADDRESS** — Includes the number of the house, hotel, or apartment and the name of the street, subdivision or trailer park, city, zip code, county, and State where an individual resides. (Census)

**RURAL FARM/RURAL NONFARM** — The rural population; all residents living on farms and the remaining rural population. (Census)

**SAFE PEDESTRIAN CIRCULATION PATTERNS** — That route or set of routes that a pedestrian may traverse between two or more points that will allow maximum safety. (VIII)

**SAFE VALUE** — Value of a final product, commonly used in determination of value added by manufacturing. (Census)

**SAMPLE** — A limited number of cases selected for study from a particular population. (VIII)

**SCENARIO** — As used in this handbook, an outline or synopsis of a planned course of action, either in written form or formulated mentally. (VIII)

**SCHOOL** — A division of the school system, consisting of students comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant, as is the case when the elementary and secondary schools are housed in the same school plant. (VR)

**SCHOOL ATTENDANCE AREA** — The geographic area served by a school. It does not necessarily constitute a local taxing unit and likewise does not necessarily have an independent system of administration. Attendance areas for elementary schools may or may not be conterminous with those for secondary schools. (VRM)

**SCHOOL BOARD** — See "Board of Education."

**SCHOOL DISTRICT** — A term used synonymously with the term "Local Administrative Unit". (IIR)

**SCHOOL FACILITY** — A building or site belonging to or used by a school or school system for school purposes. (V)

**SCHOOL PLANT** — The site, buildings, and equipment constituting the physical facilities used by a single school or by two or more schools sharing the use of facilities. (IIR)

**SCHOOL SYSTEM** — All the schools and supporting services operated by the board of education of a given administrative unit or by another organization that operates one or more schools. (VR)

**SECONDARY SCHOOL STUDENT** — An individual enrolled to receive instruction under the jurisdiction of a school or school system normally in grades 9-12. Instruction may be offered in any location, such as a hospital or a home, and may be presented through any appropriate medium such as television, film, tape, prepared program, or person-to-person. (VIII)

**SEMISKILLED LABOR** — An arbitrary classification that requires less training and demands the exercise of less independent judgment than skilled labor, and requires more independent judgment than unskilled labor. (VIII)

**SITE COST FEASIBILITY STUDY** — An assessment of all direct and indirect costs of the acquisition and development of a site using the sum of these costs, compared to available funds for development. (VIII)

**SKILLED LABOR** — An arbitrary classification that requires skill and training in a particular occupation, craft, or trade and the exercise of more independent judgment than semiskilled or unskilled labor. (VIII)

**SPECIAL-PURPOSE DISTRICT** — An area designated by a State or local government to develop and operate facilities and services for a particular need or activity. Examples of special purpose districts are those for parks, water, fire, soil conservation, or vocational education. (VIII)

**STANDARD LAND USE CODING SYSTEM** — A coding system that makes possible the standardization of land use recordkeeping and mapping, developed by the U.S. Bureau of Public Roads. (VIII)

**STANDARD OCCUPATIONAL CLASSIFICATION (SOC)** — An indicator of the principal work performed by a person. The Standard Occupational Classification Manual identifies 19 major categories of work. (XII)

**STATE EDUCATION AGENCY (SEA)** — The organization established by law for the primary purpose of carrying out part of the educational responsibilities of the State. It is characterized by having statewide jurisdiction and may be composed of a State board, chief executive officer, and staff. Some State education agencies may lack one or two of these three elements, but in any case, there must be either a board or a chief executive officer. The term "commission" is sometimes used synonymously with "board." (VII)

**STATE HIGHWAYS** — All roads with construction and maintenance primarily financed by the State. (VIII)

**STATISTICAL INFORMATION** — Information existing in quantified form within published sources or official records. (VIII)

**STATISTICAL SERVICES** — Services concerned with collecting, organizing, summarizing, analyzing, and disseminating data pertinent to various interests, including pupils, staff, instruction, facilities, and finance. (IIR)

**STUDENT** — An individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other educational institution. The term includes individuals at all instructional levels. A student may receive instruction in a school facility or in another location, such as at home or in a hospital. Instruction may be provided by direct student-teacher interaction or by some other approved medium such as television, radio, telephone, or correspondence. (VR)

**SUBURBANIZATION** — The movement of population and services from large cities to the areas surrounding such cities, resulting in the cities being ringed by an array of suburbs beyond their political limits. (VIII)

**TOWN** — A minor civil division of a State corresponding in general to minor civil divisions of other

States, but having some characteristics of a municipality. (VIII)

**TOWNSHIP** — A minor civil division of the county, present in many but not all States. (Census)

**TOWNSHIP ROADS** — All roads legally classed as township property and maintained by the township or by some other political unit, usually the county, under contract with the township. Construction costs are usually financed by the township with funds from the county and State under various funding and rebate programs. (VIII)

**TRADE AREA** — The primary distributing area for the community's retail and wholesale functions. (VIII)

**TREND ANALYSIS** — The result of repeated assessment of public opinion on certain basic issues over a period of time, making possible comparisons between baseline data and subsequent changes. (VIII)

**UNDEREMPLOYED PERSON** — A person whose qualifications and skills are greater than those required for the position occupied. (VIII)

**UNIT OF MEASURE** — A combination of statistical elements in education usually expressed in ratios, such as learners per teacher, square feet per learner, cost per learner, and cost/effectiveness ratio. (IVR)

**UNSKILLED LABOR** — An arbitrary classification that requires less skill, technical training, and exercise of independent judgment than required of skilled or semiskilled labor. (VIII)

**URBAN BLIGHT** — Deterioration or deficiency in the quality of structures and their immediate environment. (VIII)

**URBAN FRINGE** — (1) The area beyond the established suburbs of a city where urban and rural characteristics converge. An area of mixed land use and less political organization. Because of an absence of zoning regulations and the relatively lower land cost, types of land use considered undesirable (such as automobile junk yards) are often found in fringe areas (also referred to as the rural-urban fringe). (2) As defined by the U.S. Bureau of the Census; the

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built-up area surrounding a large city, that is contiguous with the city and has an average density of 2,000 persons per square mile. In this sense the urban fringe includes the suburbs and the fringe as defined above. (VIII)

**URBAN RENEWAL** — A form of recuperative change in the physical city by which dysfunctional or outmoded structures and facilities are replaced in response to pressures of economic and social change. (VIII)

**VALUE OF HOUSING OR VALUE OF UNIT** — The estimate of property value on the current market, or the asking price for vacant units at the time of enumeration. (Census)

**VALUES** — Abstract ideas about the relative desirability of (1) various goals or aims, and (2) the means for achieving them. Values are arranged in a hierarchy of relative desirability, which serves as a tool for establishing priorities for action. For example, "Education should not be entirely utilitarian." (VIII) (See also "Attitudes" and "Beliefs.")

**WELFARE AGENCIES** — Governmental or private organizations having the purpose of aiding poor and disadvantaged individuals. (VIII)

**WHITE COLLAR WORKER** — A salaried employee whose duties are primarily mental or social rather than physical, and do not require wearing of work clothes or protective clothing, as contrasted to blue collar workers. (VIII)

**WORKER EDUCATION** — Learning opportunities provided for workers, including on-the-job training and individual development. (IX)

**YOUTH AGENCIES** — Governmental or private organizations whose purpose is to deal with problems of adolescents and young adults. (VIII)

**ZONING** — The public regulation of land and building use in order to control the character of the community. Ideally, areas of the city or town are restricted to specialized usage for the benefit of the public welfare, for example, so that residential areas will not become interspersed with industry. (VIII)



## Appendix B

# ACRONYMS AND ABBREVIATIONS FOUND IN HANDBOOK VIII

ABE	Adult Basic Education	ESAA	Emergency School Aid Act
ADA	Average Daily Attendance	FHA	Federal Housing Administration
ADM/A	Average Daily Membership/Attendance	FICE	Federal Interagency Committee on Education
AFDC	Aid to Families with Dependent Children	Four-H (4-H)	Hands, Heart, Head, and Health
AFL-CIO	American Federation of Labor-Committee for Industrial Organization	FTE	Full-Time Equivalency
BAS	Boundary and Annexation Survey	GAO	General Accounting Office
BLS	Bureau of Labor Statistics	GBF/DIME	Geographic Base File/Dual Independent Map Encoding
BASIC/EFL	Building Systems Information Clearinghouse/Educational Facilities Laboratories	GPO	Government Printing Office
BY	Base Year	GRF	Geographic Reference File
CBD	Central Business District	HC	Housing Census
CC	Community College	HUD	Department of Housing and Urban Development
CCD	Common Core of Data	IPA	Illinois Principal's Association
CCD'S	Census Data Divisions	K-6	Kindergarten Through Sixth Grade
CDP'S	Census Designated Places	K-8	Kindergarten Through Eighth Grade
CEIS	Committee on Evaluation and Information Systems	9-12	Ninth Through Twelfth Grade
COSCA	Citizens for School and Community Advancement	LEA	Local Education Agency
CY	Current Year	LMA	Labor Market Area
CY-1	Preceding Year, (current year minus one)	MCD'S	Minor Civil Divisions
DAD	Data Access Description	MIT	Massachusetts Institute of Technology
DBA	Downtown Business Area	MRC	Major Retail Centers
DHEW/HEW	Department of Health, Education, and Welfare	NAACP	National Association for the Advancement of Colored People
ED	Enumeration District	NCES	National Center for Education Statistics
ELSEGIS	Elementary and Secondary Education General Information Survey	NPA	National Planning Association
ERIC	Educational Resources Information Center	NYC	New York City
ESEA	Elementary and Secondary Education Act	OCR	Office for Civil Rights
		OJT	On the Job Training
		OKI	Ohio, Kentucky, and Indiana
		OMB	Office of Management and Budget
		PC	Population Census
		PHC	Population Housing Census
		SCSA	Standard Consolidated Statistical Area
		SEA	State Education Agency

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SERR State Educational Records and Reports  
SIC Standard Industrial Classification  
SMSA Standard Metropolitan Statistical Area  
SOC Standard Occupational Classification  
SR Survival Ratio  
TOE Table of Equivalence

UA Urbanized Area  
UNESCO United Nations Educational, Scientific, and Cultural Organization  
VFW Veterans of Foreign Wars  
ZIP Zone Improvement Plan

## Appendix C

# COMMUNITY PROFILE CHARTS

### INTRODUCTION

The profile charts in this section serve two functions: (1) outline a basic (or minimum) array of information, and (2) illustrate a way of displaying the data. Deciding what information is basic is difficult. Some items obviously belong in any information system (e.g., total population, total school enrollment). Others are not so readily applicable to all situations, since communities and school districts vary considerably in size and character. Therefore, these profile charts should be viewed as flexible. Some items may not be applicable and should be omitted. Some items can be added if they are important in a particular community or school district. Expansion of the charts can take the form of adding more categories or data items, and/or expanding the given categories to greater levels of detail.

The charts make it easier to detect significant changes over time. Most of the charts have 2-year columns. Census data are currently generated at 10-year intervals. Thus, the data from two censuses can be tabulated and compared. However, charts for the Social Structure and Dynamics Series (04.) include columns for 4-year tabulations. Since most of these data are locally collected, they can be gathered more frequently and can be compared for shorter time spans.

These charts illustrate only one of several methods of displaying the information—storing the information in an index card file. In this system, each data item is listed on a single index card and is updated periodically. Below is a sample of an index card file.

The profile charts, contained in the remainder of this appendix, show a letter "B" by those data items considered important for most communities.

01. POPULATION	
01. 01 GENERAL POPULATION CHARACTERISTICS	
Total Population (01. 01 01).	
1960 Census	
1970 Census	
1980 Census	
1985 Census	
1990 Census	

01. POPULATION  
01. 01 GENERAL POPULATION CHARACTERISTICS

		Year from which data taken:	Year from which data taken:
B	Total Population (01. 01 01)		
	Population Increase or Decrease (01. 01 02)		
B	Population Increases or Decreases: Percent Population Increase or Decrease (01. 01 02 01)		
B	Population Density (01. 01 03)		
B	Median Age (01. 01 04)		
B	Median Family Income (01. 01 05)		
B	Median Highest Grade of School Completed (01. 01 06)		
B	Number of Persons Aged 25 and Over (01. 01 07)		

01. POPULATION 01. 02 RACIAL AND ETHNIC CHARACTERISTICS	Year from which data taken:	Year from which data taken:
American Indian or Alaskan Native (01. 02.01)*		
Percent American Indian or Alaskan Native (01. 02 01 01)		
Females		
Percent Females		
Males		
Percent Males		
Asian or Pacific Islander (01. 02 02)*		
Percent Asian or Pacific Islander (01. 02 02 01)		
Females		
Percent Females		
Males		
Percent Males		
<b>B</b> Black, not of Hispanic Origin (01. 02 03) Percent Black, not Hispanic Origin (01. 02.03 01)		
Hispanic (01. 02 04)		
Percent Hispanic (01. 02 04 01)		
<b>B</b> White, not of Hispanic Origin (01. 02 05). Percent White, not of Hispanic Origin (01. 02 05 01)		
* The first two categories have been expanded to greater levels of detail as an example for the user. It is possible to expand the following three categories in the same manner.*		

01. POPULATION  
01. 07 HOUSEHOLD AND HOUSING  
CHARACTERISTICS

	Year from which data taken:	Year from which data taken:
B	Number of Households (01. 07 01)	
B	Mean Number of Persons Per Household (01. 07 03)	
	Persons Living in Single Housing Units (01. 07 04)	
	Percent Persons Living in Single Housing Units (01. 07 04 01)	
B	Persons Living in Multiple Housing Units (01. 07 05)	
	Percent Persons Living in Multiple Housing Units (01. 07 05 01)	
	Number of Owner-Occupied Housing Units (01. 07 06)	
	Percent Owner-Occupied Housing Units (01. 07 06 01)	
B	Number of Rented Housing Units (01. 07 08)	
	Percent Rented Housing Units (01. 07 08 01)	
	Persons Living in Mobile Homes (01. 07 10)	
	Percent Persons Living in Mobile Homes (01. 07 10 01)	
B	Number of Housing Units (01. 07 11)	
	Number of Persons Under Age 18 Living with Mother Only (01. 07 13)	
	Number of Persons Under Age 18 Living with Father Only (01. 07 14)	
	Number of Persons Under Age 18 Living with Neither Parent (01. 07 15)	

**PROFILE CHARTS**

01. POPULATION  
01.08 VITAL STATISTICS

	Year from which data taken:	Year from which data taken:
Annual Births (01. 08 01)		
· Crude Birth Rate (01. 08 01 01)		
Annual Deaths (01. 08 02)		
· Crude Death Rate (01. 08 02 01)		
Annual Infant Mortality (01. 08 03)		
Infant Mortality Rate (01. 08 03 01)		
B Annual Natural Increase or Decrease in Population (01. 08 04)		
B Net Migration (01. 08 05)		

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## 01. POPULATION

## 01. 09 HANDICAPPED CATEGORIES

	Year from which data taken:	Year from which data taken:
B Handicapped Persons Under Age 18 (01. 09 03)		
Handicapped Persons Under Age 18, by Type of Handicap (01. 09 04)		
Deaf (01. 09 04 01)		
Deaf-Blind (01. 09 04 02)		
Hard of Hearing (01. 09 04 03)		
Mentally Retarded (01. 09 04 04)		
Multihandicapped (01. 09 04 05)		
Orthopedically Impaired (01. 09 04 06)		
Health Impaired- Other (01. 09 04 07)		
Seriously Emotionally Disturbed (01. 09 04 08)		
Specific Learning Disability (01. 09 04 09)		
Speech Impaired (01. 09 04 10)		
Visually Handicapped (01. 09 04 11)		



**PROFILE CHARTS**

02. ECONOMY  
02. 02 EMPLOYMENT, BY INDUSTRY GROUP  
CHARACTERISTICS

		Year	Year
B	Total Employment (02. 01 01)		
B	Percent Change in Employment, Selected Years (02. 01 01 01)		

02. ECONOMY  
02. 02 EMPLOYMENT, BY INDUSTRY GROUP  
CHARACTERISTICS

		Year	Year
B	Employment, by Industry Group (02. 02 01)		
B	Agriculture (02. 02 01-07)		
B	Forestry (02. 02 01 08)		
B	Fisheries (02. 02 01 09)		
B	Mining (02. 02 01 10-14)		
B	Construction (02. 02 01 15-17)		
B	Manufacturing (02. 02 01 20-39)		
B	Transportation (02. 02 01 40-49)		
B	Wholesale Trade (02. 02 01 50-51)		
B	Retail Trade (02. 02 01 52-59)		
B	Finance, Insurance, and Real Estate (02. 02 01 60-67)		
B	Services (02. 02-01 70-89)		
B	Public Administration (02. 02 01 91-97)		
B	Nonclassifiable Establishments (02. 02 01 99)		

## 02. ECONOMY

02. 02 EMPLOYMENT BY INDUSTRY  
GROUP CHARACTERISTICS

(Continued)

	Year	Year
Payrolls, by Industry Group (02. 02 04 01-99) For example: Payrolls in Manufacturing (02. 02 04 20-39)*		
Percent Change in Payrolls, Selected Years (02. 02 05)		
B Major Employers, by Industry Group (02. 02 07 01-99)* For example: Major Employers in Manufacturing 1. 2. 3. 4.		
Agriculture (02. 02 09)		
Number of Farms (02. 02 09 01)		
Average Sales per Farm (02. 02 09 04)		
Value of Farms (02. 02 09 05)		
Average Value of Farms (02. 02 09 05 01)		
Tenant Operated Farms (02. 02 09 06)		
Wholesale Trade (02. 02 12)		
Wholesale Sales Volume per Employee (02. 02 12 04)		
Retail Trade (02. 02 13)		
Retail Sales Volume per Employee (02. 02 13 04)		
Finance, Insurance, and Real Estate (02. 02 14)		
Percent Change in Bank Deposits, Selected Years (02. 02 14 02)		

\* These items can be expanded to the level of detail desired by the user.

**PROFILE CHARTS**

02. ECONOMY  
02. 03 ECONOMIC INDICATORS

	Year	Year
Basic Employment (02. 03 01)		
Employment Stability Index (02. 03 06)		

02. ECONOMY  
02. 04 ECONOMIC ASPECTS OF LOCAL GOVERNMENT

	Year	Year
Government Employment (Local) (02. 04 01)		
Government Employment (Other than Local) (02. 04 01 01)		
Annual Revenues, by Source (02. 04 02)		
1.		
2.		
3.		
4.		
5.		
Annual Expenditures, by Category (02. 04 03)		
1.		
2.		
3.		
4.		
5.		
Bonded Indebtedness (02. 04 04)		
B Community Credit Rating (02. 04 05)		
Capital Improvement Budget (02. 04 06)		
Local Taxes, by Type and Rate (02. 04 07)		
1.		
2.		
3.		
4.		
5.		
B Per Capita Bonded Indebtedness (02. 04 09)		

## 02. ECONOMY

## 02. 05 COMMUNITY REVENUE BASE FOR SCHOOLS

	Year	Year
B Total Assessed Valuation (02. 05 01)		
Percent Change in Assessed Valuation, Selected Years (02. 05 01 01)		
B Assessed Valuation of Non-tax Exempt Property (02. 05 02)		
Assessed Valuation of Tax Exempt Property (02. 05 03)		
B Property Tax Rate (02. 05 05)		
B Assessed Valuation per Attendant-Student (02. 05 06)		
B Per Capita Local Expenditure for Education (02. 05 07)		

**PROFILE CHARTS**

02. ECONOMY  
02. 06 ECONOMIC CHARACTERISTICS OF THE  
POPULATION

	Year	Year
B Civilian Labor Force (02. 06 01)		
Percent of Labor Force Employed (02. 06 01 01)		
B Percent of Labor Force Unemployed (02. 06 01 02)		
Percent of Persons Not in Labor Force (02. 06 01 03)		
B Employment Status, by Sex (02. 06 02)		
Employed Civilian Labor Force (02. 06 03)		
Percent Change in Employed Civilian Labor Force, Selected years (02. 06 03 01)		
B Employment in White Collar Occupations (02. 06 04)		
B Employment in Blue Collar Occupations (02. 06 05)		
B White Collar/Blue Collar Ratio (02. 06 06)		
Median Earnings (02. 06 07)		
Rural Poverty Index (02. 06 10)		
Urban Poverty Index (02. 06 11)		
Insured Labor Force (02. 06 12)		
Labor Force Participation Rate (02. 06 13)		
B Disposable Income (02. 06 14)		
Percent Change in Disposable Income, Selected Years (02. 06 14 01)		
B Number of Families with More Than One Wage Earner (02. 06 18)		
Dependency Ratio (02. 06 19)		

02. ECONOMY  
02. 07 ECONOMIC TRENDS (FUTURE)

	Year	Year
B Changes in Employment Growth Rate (02. 07 01)		
Changes in Payroll Growth Rate (02. 07 02)		
Changes in Rate of Capital Investment (02. 07 03)		
Changes in Employment Growth Rate, by Industry Group (02. 07 04)		
Agriculture (02. 07 04 01-07)		
Forestry (02. 07 04 08)		
Fisheries (02. 07 04 09)		
Mining (02. 07 04 10-14)		
Construction (02. 07 04 15-17)		
Manufacturing (02. 07 04 20-39)		
Transportation (02. 07 04 40-49)		
Wholesale Trade (02. 07 04 50-51)		
Retail Trade (02. 07 04 52-59)		
Finance, Insurance, and Real Estate (02. 07 04 60-67)		
Service (02. 07 04 70-89)		
Public Administration (02. 07 04 91-97)		
Nonclassifiable Establishments (02. 07 04 91-97)		
B Changes in Local Government Revenues (02. 07 05)		
B Changes in Local Government Expenditures (02. 07 06)		
B Changes in Size of Civilian Labor Force (02. 07 07)		

**PROFILE CHARTS**

02. ECONOMY

02.07 ECONOMIC TRENDS (FUTURE)

(Continued)

	Year	Year
B Changes in Employment Status, by Sex (02. 07 08)		
Male (02. 07 08 01)		
Female (02. 07 08 02)		
Changes in Median Earnings (02. 07 10)		
Changes in Weekly Hours Worked (02. 07 11)		
B Changes in Disposable Income (02. 07 12)		

03. LAND USE

03. 01 CLASSIFICATION OF LAND

	Year from which data taken:	Year from which data taken:
B Land Area (03. 01 01)		
B Residential Land Use (03. 01 02)		
Percent of Land in Residential Land Use (03. 01 02 01)		
Trade Land Use (03. 01 03)		
Percent of Land in Trade Land Use (03. 01 03 01)		
Manufacturing Land Use (03. 01 04)		
Percent of Land in Manufacturing Land Use (03. 01 04 01)		
Transportation, Communication, and Public Utility Land Use (03. 01 05)		
Percent of Land in Transportation, Communication, and Public Utility Land Use (03. 01 05 01)		
Services Land Use (03. 01 06)		
Percent of Land in Services Land Use (03. 01 06 01)		
Cultural, Entertainment, and Recreation Land Use (03. 01 07)		
Percent of Land in Cultural, Entertainment, and Recreational Land Use (03. 01 07 01)		
Resource Production and Extraction Land Use (03. 01 08)		
Percent of Land in Resource Production and Extraction Land Use (03. 01 08 01)		



**PROFILE CHARTS**

03. LAND USE  
03. 01 CLASSIFICATION OF LAND  
(Continued)

	Year from which data taken:	Year from which data taken
Underdeveloped and Water Land Use (03. 01 09)		
Percent of Land in Underdeveloped and Water Land Use (03. 01 09 01)		

03. LAND USE  
 03. 02 LAND USE -  
 GENERAL CHARACTERISTICS

		Year from which data taken:	Year from which data taken:
B	Land Area of K-6 or K-8 School Attendance Areas (03. 02 01)		
	Average Land Area of K-6 or K-8 School Attendance Areas (03. 02 01 01)		
B	Average Population of K-6 or K-8 School Attendance Areas (03. 02 01 02)		
	Land Values, by Type of Use (03. 02 04) 1. 2. 3.		
	Annual Land Consumption, by Type of Use (03. 02 05) 1. 2. 3.		
B	Building Permits, by Year (03. 02 06)		
B	Average Number of Building Permits for Past Three Years (03. 02 06 01)		
	Population Potential According to Master Plan Guidelines (03. 02 07)		
	Area of Land Zoned Manufacturing (03. 02 09)		
	Percent of Land Zoned Manufacturing (03. 02 09 01)		
	Area of Land Zoned Public Ownership (03. 02 10)		
	Percent of Land Zoned Public Ownership (03. 02 10 01)		

**PROFILE CHARTS**

03. LAND USE  
 03. 02 LAND USE -  
 GENERAL CHARACTERISTICS

	Year from which data taken:	Year from which data taken:
Land Classified as Federal Property (03. 02 12)		
Percent of Land Classified as Federal Property (03. 02 12 01)		
American Indian or Alaskan Native Land Area (03. 02 13)		
Percent of American Indian or Alaskan Native Land Use (03. 02 13 01)		
Size and Location of Blighted Areas (03. 02 14)		
Percent of Residential Blighted Areas (03. 02 14 01)		

03. LAND USE  
 03. 03 LAND USE -  
 DENSITY MEASURES

	Year from which data taken:	Year from which data taken:
Average Number of School-Age Children per Residential Acre/Hectare (03. 03 01 02)		
Automobiles per Housing Unit (03. 03 02)		
Elementary School-Age Children Living Within One Mile/1.6 Kilometers of Their School of Attendance (03. 03 06)		

## 03. LAND USE

03. 04 LAND USE — SPECIFIC SITE  
CHARACTERISTICS

	Data
Size of Available Land Parcels (03. 04 01) 1. 2. 3. 4.	
Cost of Available Land Parcels (03. 04 01 01) 1. 2. 3. 4.	
Expandability of Available Land Parcels (03. 04 01 03) 1. 2. 3. 4.	
Location of Available Land Parcels (03. 04 01 04) 1. 2. 3. 4.	
Distance of School Site from Nearest Public Transportation Route (03. 04 02) 1. 2. 3. 4.	

**PROFILE CHARTS**

**04. SOCIAL STRUCTURE AND DYNAMICS**  
**04. 01 GENERAL CHARACTERISTICS OF THE COMMUNITY**

	Year	Year	Year	Year
B Number of Families (04. 01,01)				
B Number of Families with School-Age Children (04. 01 02)				
Number of Families Receiving Public Assistance That Have School-Age Children (04. 01 04)				
Percent Families Receiving Public Assistance That Have School-Age Children (04. 01 04 01)				
Number of Families in Which English Is a Second Language (04. 01 09)				
Percent Families in Which English Is a Second Language (04. 01 09 02)				
Major Ethnic Groups (04. 01 10) 1. 2. 3. 4.				
Percent Major Ethnic Groups in the Communities (04. 01 10 02) 1. 2. 3. 4.				

**04. SOCIAL STRUCTURE AND DYNAMICS**  
**04. 02 STATISTICS COLLECTED BY LOCAL AGENCIES**

	Year	Year	Year	Year
Live Births to Teenagers (04. 02 02)				
Rate of Live Births to Teenagers (04. 02 02 01)				

04. SOCIAL STRUCTURE AND DYNAMICS  
 04. 03 VOTING CHARACTERISTICS

	Year	Year	Year	Year
Voter Registration, by Political Party (04. 03 01 01)				
Democrat				
Republican				
Other				
Votes Cast in Last Two Presidential Elections, by Political Party (04. 03 02 01)				
Democrat				
Republican				
American Independent				
Other				
Votes Cast in Last Two Nonpresidential Year U.S. House Elections, by Political Party (04. 03 03)				
Democrat				
Republican				
Other				
B Votes Cast in School Operating Levy Election, Last Three Elections (04: 03 04)				
B Votes Favoring School Operating Levy, Last Three Elections (04. 03 04 01)				
Percent Votes Favoring School Operating Levy, Last Three Elections, by Precinct (04. 03 04 05)				
Precinct #1				
Precinct #2				
Precinct #3				

**PROFILE CHARTS**

**04. SOCIAL STRUCTURE AND DYNAMICS**

**04.03 VOTING CHARACTERISTICS**

(Continued)

	Year	Year	Year	Year
B Votes Cast in School Bond Issues, Last Three Elections (04. 03 05)				
B Votes Favoring School Bond Issues, Last Three Elections (04. 03 05 01)				
Votes Favoring School Bond Issues, Last Three Elections, by Precinct (04. 03 05 04) Precinct #1 Precinct #2 Precinct #3				

**04. SOCIAL STRUCTURE AND DYNAMICS**

**04.05 ALLOCATION OF COMMUNITY RESOURCES**

	Year	Year	Year	Year
Total Public Budget (04. 05 01)				
Percent Public Budget Allotted to Public Service (04. 05 01.01)				
Percent Public Budget Allotted to Recreation (04. 05 01.02)				
Percent Public Budget Allotted to Parks (04. 05 01 03)				
Percent Public Budget Allotted to Health Services (04. 05 01.04)				
Percent Public Budget Allotted to Social Services (04. 05 01 05)				
Percent Public Budget Allotted to Libraries (04. 05 01 06)				

04. SOCIAL STRUCTURE AND DYNAMICS  
 04. 07 SCHOOL DISTRICT CHARACTERISTICS.

	Year	Year	Year	Year
B Total School Enrollment (04. 07 01)				
B Total School Enrollment Grades K-8 (04. 07 01 01)				
B Percent School Enrollment Grades K-8 (04. 07 01 01 01)				
B Total School Enrollment Grades 9-12 (04. 07 01 02)				
B Percent School Enrollment Grades 9-12 (04. 07 01 02 01)				
B Public School Enrollment (04. 07 02)				
B Percent Public School Enrollment (04. 07 02 01)				
B Public School Enrollment Grades K-8 (04. 07 02 02)				
B Percent Public School Enrollment Grades K-8 (04. 07 02 02 01)				
B Public School Enrollment Grades 9-12 (04. 07 02 03)				
B Percent Public School Enrollment Grades 9-12 (04. 07 02 03 01)				
B Nonpublic School Enrollment (04. 07 03)				
B Percent Nonpublic School Enrollment (04. 07 03 01)				
B Nonpublic School Enrollment Grades K-8 (04. 07 03 02)				
B Percent Nonpublic School Enrollment Grades K-8 (04. 07 03 02 01)				



**PROFILE CHARTS**

**04. SOCIAL STRUCTURE AND DYNAMICS**  
**04. 07 SCHOOL DISTRICT CHARACTERISTICS (Continued)**

	Year	Year	Year	Year
B Nonpublic School Enrollment Grades 9-12 (04. 07 03 03)				
B Percent Nonpublic School Enrollment Grades 9-12 (04. 07 03 03 01)				
B Number of Dropouts (04. 07 04)				
B Dropout Rate (04. 07 04 01)				
B Number of Adults Enrolled in Adult Continuing Education (04. 07 05)				
B Percent Adults Enrolled in Adult Continuing Education (04. 07 05 01)				

04. SOCIAL STRUCTURE AND DYNAMICS  
 04. 08 SCHOOL DISTRICT ORGANIZATION

	Year	Year	Year	Year
B Number of Public Schools in the School District, by Grade Level Served (04. 08 03) Elementary (K-6) Elementary (K-8) Junior High Secondary Other				
Student-Teacher Ratio (04. 08 06)				
Student-Teacher Ratio Elementary (04. 08 06 01)				
Student-Teacher Ratio Secondary (04. 08 06 02)				
B Current Expenditure per Student (04. 08 07)				
B Current Expenditure per Elementary Student (04. 08 07 01)				
B Current Expenditure per Secondary Student				
B Current Expenditure per Community College Student (04. 08 07 03)				
B Current Expenditure per Adult Continuing Education Student (04. 08 07 04)				
B Annual School Budget (04. 08 09)				
B Ratio of School Budget to Total Public Budget (04. 08 10)				
B Revenue from Local Sources (04. 08 11)				

**PROFILE CHARTS**

04. SOCIAL STRUCTURE AND DYNAMICS  
 04. 08 SCHOOL DISTRICT ORGANIZATION  
 (Continued)

	Year	Year	Year	Year
B Revenue from Local Taxes (04. 08 11 01)				
B Revenue from Other Local Sources (04. 08 11 02)				
B Revenue from Tuition (04. 08 11 03)				
B Revenue from Intermediate Sources (04. 08 12)				
B Revenue from State Sources (04. 08 13)				
B Revenue from Federal Sources (04. 08 14)				

04. SOCIAL STRUCTURE AND DYNAMICS  
 04. 09 SCHOOL AND COMMUNITY INTERRELATIONSHIPS

	Year	Year	Year	Year
Number of Citizens Involved in School Planning (04. 09 03)				
Average Attendance at School Board Meetings (04. 09 04)				
Number of Parent and Other Citizen Volunteers Serving in the School (04. 09 05)				
B Number of Groups Using School Facilities (04. 09 07)				
B Parent Organization Membership (04. 09 08)				
B Percent Annual School Budget for Community Relations (04. 09 09)				

## Appendix D

# AN EDUCATIONAL AND SOCIOLOGICAL DEFINITION OF COMMUNITY

For purposes of this handbook, community is defined as a locally based general purpose social organization. A locality is an administrative or political jurisdiction that can be described in terms of physical boundaries. A school district is a locally based special purpose organization. The nature of these units should be understood before data are collected.

The physical boundaries of a community are defined in terms of three criteria:

- (1) Interaction. A community is a concentrated settlement of people in a limited territorial area, within which are satisfied many daily needs through a system of interdependent relationships. The main element of a community is interdependence.
- (2) Territory. A community is a geographic area that must be of a size and design that allows a great range of functions to be carried out within its boundaries.
- (3) Identity. A community is a social unit and focus of group identification forming a local geographic area, but not necessarily a political entity.

A community includes many of the economic, political, religious, familial, and other social institutions by which people organize themselves in the pursuit of group goals. The community is thus representative of the society.

Many localities approximate the community as defined above. The concept community is an idealization that identifies factors to search when attempting to locate a community. Since the physical boundaries of a community are defined in terms of the three criteria, a community sometimes does not correspond to the often arbitrary boundaries of political or administrative

units. Yet there is a relationship among the criteria because the term local is seldom applied to land areas that are too large to comprise a single community. Therefore, community, locality, and school district often encompass the same general territory.

Localities are either political or administrative general purpose entities that are specifically defined in terms of territorial boundaries. Political locality is important as the source of jurisdiction for public services and as the basic unit of financial, legislative, or judicial citizen responsibility. County, city, village, township, and town are examples. Administrative localities are areas that describe: 1) a political unit as a county or a town, 2) a combination of political units as in the metropolitan area, or 3) subdivision of political units as in a census tract or block. Administrative locality is the basic data-gathering unit in the United States. Local areas are the smallest feasible unit for reporting information about a community.

School districts are special-purpose localities whose physical boundaries may or may not correspond to community, political locality, or administrative locality. For example, a school district may comprise only part of an entire community, or it may cover several communities or political localities, as in the case of consolidated school districts. Community colleges usually function in a prescribed service area comprised of several communities.

In developing an information system for use in planning by local school districts, the most important unit for analysis is usually the school district itself. Most socioeconomic data, however, are collected by census geographic units and seldom by school district, unless boundaries happen to correspond to a census geographic unit or units. In most cases school districts and census geographic units are not coterminous. However,

a project of the National Center for Education Statistics (NCES) resulted in translating the 1970 census data on population and housing to a school district base for approximately 12,000 of some 18,700 districts. The same type of project is being planned for the 1980 Census of Population and Housing. This project is described more fully in chapter 4.

The U.S. Bureau of the Census provides detailed information for many census geographic units. Tabulations of census information are available for areas as

small as the city block for metropolitan areas and enumeration districts for other areas. Maps of areas showing these various census units are also available from the U.S. Bureau of the Census. School districts with a number of attendance areas may want to estimate some of the data items by attendance area from the decennial census.

(See A Guide to the Literature for estimating and projecting sources. See appendix H for information on the U.S. Bureau of the Census.)

## Appendix E

# THE STANDARD INDUSTRIAL CLASSIFICATION (SIC) SYSTEM

**The SIC System**—The Census Bureau defines the scope of its economic censuses and surveys and tabulates the results on the basis of the Standard Industrial Classification (SIC) system, as defined by the Executive Office of the President, Office of Management and Budget. The SIC system is used in the classification of establishments by type of activity in which they are engaged; it facilitates the collection, tabulation, presentation, and analysis of data relating to establishments. The SIC also promotes uniformity and comparability in the presentation of statistical data collected by various Federal Government agencies, State agencies, trade associations, and private research organizations.

The SIC divides the Nation's economic activities into 10 broad industrial divisions (generally identified by the first digit of the codes), 2-digit major groups, 3-digit industry subgroups, and 4-digit detailed industries. For example:

Division	2	Manufacturing
Major Group	22	Textile Mill Products
Industry Subgroup	225	Knitting Mills
Detailed Industry	2257	Circular Knit Fabric Mills

In some instances, an even more detailed classification has been devised explicitly for census purposes so that

additional industries, kinds of business, or specific products can be identified within the SIC categories.

The structure of the classification is such that, depending on the level of industry detail called for (and consistent with confidentiality requirements), the Bureau can tabulate, analyze, and publish establishment data on an industry code basis; and in some instances, for census derived subdivisions within 4-digit industries.

**The SIC Manual**—This book explains and defines the SIC system in great detail. Two versions of this manual have been used until recently. The 1967 SIC Manual was used as the basis of classification in surveys of retail trade, wholesale trade and selected service industries through the August 1977 data month. Beginning with September 1977, these surveys provide data based on the 1972 revised edition of the Standard Industrial Classification Manual. On the other hand the Annual Survey of Manufactures and Current Industrial Reports made the switch beginning with the 1973 data year: County Business Patterns started using the revised 1972 SIC system for 1974 data. In the 1972 revision, a number of additional separate industries were recognized and insignificant industries were eliminated; the definitions of many of the industries within the scope of the economic censuses were modified by shifting products and services from one industry to another within each SIC division. For more information on the SIC revisions, see Technical Paper No. 28, *From the Old to the New 1972 SIC for Establishments*. Both the technical paper and the SIC Manual are sold by the Government Printing Office.

SOURCE: *Data Access Descriptions* (DAD No. 38 Revised, pp 51-52), U.S. Department of Commerce, Bureau of the Census, August 1977.

## SIC Categories at the 2-Digit Level

Div.	Major group	Activity	Div.	Major group	Activity
A	01-09	Agriculture, Forestry, and Fishing	F	50-51	Wholesale Trade
	01	Agricultural Production-Crops		50	Wholesale Trade-Durable Goods
	02	Agricultural Production-Livestock		51	Wholesale Trade-Nondurable Goods
	07	Agricultural Services			
	08	Forestry			
	09	Fishing, Hunting, and Trapping	G	52-59	Retail Trade
B	10-14	Mining		52	Building Materials & Garden Supplies
	10	Metal Mining		53	General Merchandise Stores
	11	Anthracite Mining		54	Food Stores
	12	Bituminous Coal and Lignite Mining		55	Automotive Dealers & Service Stations
	13	Oil and Gas Extraction		56	Apparel and Accessory Stores
	14	Nonmetallic Minerals, Except Fuels		57	Furniture & Home Furnishings Stores
				58	Eating and Drinking Places
				59	Miscellaneous Retail
C	15-17	Construction	H	60-67	Finance, Insurance, and Real Estate
	15	General Building Contractors		60	Banking
	16	Heavy Construction Contractors		61	Credit Agencies other than Banks
	17	Special Trade Contractors		62	Security, Commodity Brokers & Services
D	20-39	Manufacturing		63	Insurance Carriers
	20	Food and Kindred Products		64	Insurance Agents, Brokers & Service
	21	Tobacco Manufactures		65	Real Estate
	22	Textile Mill Products		66	Combined Real Estate, Insurance, Etc.
	23	Apparel and Other Textile Products		67	Holding and Other Investment Offices
	24	Lumber and Wood Products			
	25	Furniture and Fixtures	I	70-89	Services
	26	Paper and Allied Products		70	Hotels and Other Lodging Places
	27	Printing and Publishing		72	Personal Services
	28	Chemicals and Allied Products		73	Business Services
	29	Petroleum and Coal Products		75	Auto Repair, Services, and Garages
	30	Rubber and Misc. Plastics Products		76	Miscellaneous Repair Services
	31	Leather and Leather Products		78	Motion Pictures
	32	Stone, Clay, and Glass Products		79	Amusement & Recreation Services
	33	Primary Metal Industries		80	Health Services
	34	Fabricated Metal Products		81	Legal Services
	35	Machinery, Except Electrical		82	Educational Services
	36	Electric and Electronic Equipment		83	Social Services
	37	Transportation Equipment		84	Museums, Botanical, Zoological Gardens
	38	Instruments and Related Products		86	Membership Organizations
	39	Misc. Manufacturing Industries		88	Private Households
E	40-49	Transportation & Public Utilities		89	Miscellaneous services
	40	Railroad Transportation	J	91-97	Public Administration
	41	Local & Interurban Passenger Transit		91	Executive, Legislative, and General
	42	Trucking and Warehousing		92	Justice, Public Order, and Safety
	43	U.S. Postal Service		93	Finance, Taxation & Monetary Policy
	44	Water Transportation		94	Administration of Human Resources
	45	Transportation by Air		95	Environmental Quality and Housing
	46	Pipe Lines, Except Natural Gas		96	Administration of Economic Programs
	47	Transportation Services		97	National Security and Intl. Affairs
	48	Communication			
	49	Electric, Gas, and Sanitary Services			

# Appendix F

## RACE AND ETHNIC STANDARDS FOR FEDERAL STATISTICS AND ADMINISTRATIVE REPORTING\*

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and

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On May 12, 1977, the Office of Management and Budget issued Revised Exhibit F to OMB Circular No. A-46. This exhibit sets forth standard race and ethnic categories and definitions for Federal statistics and administrative reporting. The issuance of the revised exhibit culminates a multiyear interagency effort to standardize the collection and publication of data on race and ethnicity by the Federal Government.

### Background

More than 8 years ago, several Federal agencies responsible for the collection of information from education agencies and institutions recognized that their reporting requirements with respect to racial and ethnic data, while essentially similar, were marked by minor differences in categories and definitions. These variations resulted in increased burden on the respondents, who were forced to maintain separate records to meet each of a number of Federal agency requirements, as well as in noncom-

parability of data across Federal agencies. Under the auspices of the Federal Interagency Committee on Education (FICE), a task group was formed to develop a single set of racial and ethnic categories and definitions to be used in reporting from education agencies and institutions. In Spring 1975, agreement was reached by the Office of Management and Budget (OMB), the General Accounting Office (GAO), the DHEW Office for Civil Rights, and the Equal Employment Opportunity Commission to use the draft FICE categories for a trial period of at least 1 year. This trial was undertaken to test the new categories and definitions and to determine what problems, if any, would be encountered in their implementation.

At the end of the test period, OMB and GAO convened an *Ad Hoc* Committee on Racial/Ethnic Categories to review the experience of the agencies which had implemented the standard categories and definitions and to discuss any potential problems which might be encountered in extending the agreement to all Federal agencies. This Committee, which met in August 1976, included representatives of OMB, GAO, the Department of Justice, the Department of Labor, the Department of Health, Education, and Welfare, the Department of Housing and Urban Development, the Bureau of the Census,

\* OMB Circular No. A-46 was subsequently reissued as Statistical Policy Directive No. 15 pursuant to transfer of Statistical Policy functions from the Office of Management and Budget to the U.S. Department of Commerce, under Executive Order 12013. Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46, dated May 3, 1974, and as revised May 12, 1977.



and the Equal Employment Opportunity Commission. Based upon the discussion in that meeting, the Office of Management and Budget prepared minor revisions to the FICE definitions and circulated the proposed final draft for agency comment. These revised categories and definitions became effective in September 1976 for all compliance recordkeeping and reporting required by the Federal agencies represented on the *Ad Hoc* Committee. Because many of the affected agencies already had forms in the field, and because lead time was required for respondents to change their recordkeeping systems, it was agreed that the changes would be implemented when existing forms were submitted for extension, or when new or revised forms were submitted for clearance. Changes were not required on forms which had already been approved for use until such documents were revised or expired.

#### *Revision of Exhibit F, Circular No. A-46*

Based upon the interagency agreement, the Statistical Policy Division of the Office of Management and Budget initiated action to revise exhibit F to OMB Circular No. A-46 to formalize and extend the standardization of racial and ethnic data collection and presentation. The draft exhibit was distributed for review to participants in the *Ad Hoc* Committee, as well as to other agencies which had expressed interest in its contents. Following receipt of comments and incorporation of suggested modifications, the exhibit was prepared in final form. On May 12, 1977, the revised exhibit was signed by the Director of the Office of Management and Budget and issued to the heads of executive departments and establishments.

Revised exhibit F was prepared and issued to standardize racial and ethnic data which are collected and published by Federal agencies. The exhibit provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. The following lists the highlights of revised exhibit F:

- Revised exhibit F provides, for the first time, standard categories and definitions for use at the Federal level in reporting on racial and ethnic groups.

- The provisions of revised exhibit F extend, in general, to all forms of Federal recordkeeping and reporting which involve the collection and presentation of racial and ethnic data.
- Revised exhibit F provides a minimum standard, which can be adapted by individual agencies which need more detailed data for specific purposes.
- The requirements of revised exhibit F extend beyond presentation of data to the recording and collection of information.
- Revised exhibit F is effective immediately for all new or revised recordkeeping and reporting. All existing data collections must be made consistent with the exhibit at the time they are submitted for renewal of clearance, or not later than January 1, 1980.

The full text of revised exhibit F is reprinted below.

#### REVISED EXHIBIT F RACE AND ETHNIC STANDARDS FOR FEDERAL STATISTICS AND ADMINISTRATIVE REPORTING

*Purpose:* This exhibit provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal agencies.

*Definition:* The basic racial and ethnic categories for Federal statistics and program administrative reporting are defined as follows:

1. *American Indian or Alaskan Native.* A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
2. *Asian or Pacific Islander.* A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-

## RACE AND ETHNIC STANDARDS

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continent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

3. *Black.* A person having origins in any of the black racial groups of Africa.
4. *Hispanic.* A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
5. *White.* A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

*Utilization for Recordkeeping and Reporting:* To provide flexibility, it is preferable to collect data on race and ethnicity separately. If separate race and ethnic categories are used, the minimum designations are:

- a. Race:
  - American Indian or Alaskan Native
  - Asian or Pacific Islander
  - Black
  - White
- b. Ethnicity:
  - Hispanic origin
  - Not of Hispanic origin

When race and ethnicity are collected separately, the number of White and Black persons who are Hispanic must be identifiable, and capable of being reported in that category.

If a combined format is used to collect racial and ethnic data, the minimum acceptable categories are:

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black, not of Hispanic origin
- Hispanic
- White, not of Hispanic origin.

The category which most closely reflects the individual's recognition in his community should be used for purposes of reporting on persons who are of mixed racial and/or ethnic origins.

In no case should the provisions of this exhibit be construed to limit the collection of data to the categories described above. However, any reporting required which uses more detail shall be organized in such a way that the additional categories can be aggregated into these basic racial/ethnic categories.

The minimum standard collection categories shall be utilized for reporting as follows:

*Civil rights compliance reporting:* The categories specified above will be used by all agencies in either the separate or combined format for civil rights compliance reporting and equal employment reporting for both the public and private sectors and for all levels of government. Any variation requiring less detailed data or data which cannot be aggregated into the basic categories will have to be specifically approved by the Statistical Policy Division of OMB for executive agencies. More detailed reporting which can be aggregated to the basic categories may be used at the agencies' discretion.

*General program administrative and grant reporting:* Whenever an agency subject to this circular issues new or revised administrative reporting or recordkeeping requirements which include racial or ethnic data, the agency will use the race/ethnic categories described above. A variance can be specifically requested from the Statistical Policy Division of OMB, but such a variance will be granted only if the agency can demonstrate that it is not reasonable for the primary reporter to determine the racial or ethnic background in terms of the specified categories, and that such determination is not critical to the administration of the program in question, or if the specific program is directed to only one or a limited number of race/ethnic groups, e.g., Indian tribal activities.

*Statistical reporting:* The categories described in this exhibit will be used as a minimum for federally sponsored statistical data collection where race and/or ethnicity is required, except when: the collection involves a sample of such size that the data on the smaller categories would be unreliable, or when the collection effort focuses on a specific racial or ethnic group. A repetitive survey shall be deemed to have an adequate sample size if the racial and ethnic data can be reliably aggregated on a biennial basis. Any other variation will have to be specifically authorized by OMB through the reports clearance process (see OMB Circular No. A-40). In those cases where the data collection is not subject to the reports clearance process, a direct request for a variance should be made to the Statistical Policy Division of OMB.

*Effective date:* The provisions of this exhibit will be effective immediately for all new and re-

vised recordkeeping or reporting requirements containing racial and/or ethnic information. All existing recordkeeping or reporting requirements shall be made consistent with this exhibit at the time they are submitted for extension, or not later than January 1, 1980.

*Presentation of Race/Ethnic Data:*

1. Displays of racial and ethnic compliance and statistical data will use the category designations listed above. The designation "nonwhite" is not acceptable for use in the presentation of Federal Government data. It is not to be used in any publication of compliance or statistical data or in the text of any compliance or statistical report.
2. In cases where the above designations are considered inappropriate for presentation of statistical data on particular programs or for particular regional areas, the sponsoring agency may use:
  - a. The designations "Black and Other Races" or "All Other Races," as collective descriptions of minority races when the most summary distinction between the majority and minority races is appropriate;
  - b. The designations "White," "Black," and "All Other Races" when the distinction among the majority race, the principal minority race and other races is appropriate; or
  - c. The designation of a particular minority race or races, and the inclusion of "White" with "All Other Races," if such a collective description is appropriate.
3. In displaying detailed information which represents a combination of race and ethnicity, the description of the data being displayed must clearly indicate that both bases of classification are being used.
4. When the primary focus of a statistical report is on two or more specific identifiable groups in the population, one or more of which is racial or ethnic, it is acceptable to display data for each of the particular groups separately and to describe data relating to the remainder of the population by an appropriate collective description.

*Limitations of Revised Exhibit F*

Revised exhibit F represents the best efforts of the Federal agencies to develop a standard in an area where many differing views and concerns are evident; however, there are some limitations in the use of the recently issued exhibit. A number of these are discussed briefly below:

First, it should be noted that the categories and definitions were developed primarily on the basis of the geographic location of various countries. It is important to note, therefore, that the classifications which are presented should not be interpreted as being scientific or anthropological in nature.

Second, the purpose of Circular No. A-46, and its exhibits, is to set forth standards and guidelines for Federal statistics. Thus, the standardization of categories, and any reporting pursuant to that standard, should not be construed as determinants of eligibility for participation in any Federal program. The responsibility for such determinations continues to rest with the Federal program and compliance agencies.

Third, the definitions which are presented provide *examples* of areas or countries which are to be included in particular categories. These lists are not meant to be exhaustive. If a question arises with respect to the proper categorization of persons from a particular country, clarification may be obtained from the Statistical Policy Division, Office of Management and Budget. In response to agency requests, the Statistical Policy Division has already provided guidance on the following specific questions:

1. What countries are included within the Indian subcontinent?  
The Indian subcontinent includes: India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan.
2. Should persons from all Central and South American countries be reported in the category "Hispanic?"  
No. Only those persons from Central and South American countries who are of Spanish origin, descent, or culture should be included in the category Hispanic. Persons from Brazil, Guiana, Surinam, Trinidad, and Belize would be classified according to their race, and would not necessarily be included in the Hispanic category.

3. Does the Hispanic category include persons from Portugal?

No. The Portuguese should be excluded from the category Hispanic, and should be classified according to their race.

Finally, problems may be encountered by agencies which find it necessary to employ respondent self-identification techniques rather than observer identification methods to determine individuals' racial and ethnic characteristics. Further discussion of this issue is presented below.

*Use of Self-Identification to Obtain Racial and Ethnic Data*

Federal agencies which have employed respondent self-identification to determine racial and ethnic characteristics; particularly for civil rights compliance purposes, have encountered two basic types of problems. The first has been a misunderstanding on the part of respondents concerning the purpose of obtaining the data and its subsequent use and protection. The second has been objection by respondents to placing themselves in one of five mutually exclusive categories, none of which appears appropriate. This objection has arisen particularly in cases where persons have mixed racial or ethnic backgrounds.

In some situations, racial and ethnic data can be obtained more easily if a third party makes a determination for reporting purposes. There are situations, however, in which the subjects of the survey have no direct point of contact with the agency conducting the survey. In such cases, respondent self-identification may be the only feasible method for data collection. Where this is the case, and where respondent misunderstanding is anticipated, the organization responsible for the data collection should make every effort to minimize the misunderstandings which can arise from the collection of racial and ethnic data. Steps which can be taken for this purpose include the following:

- Agencies should include in the instrument used to obtain racial and ethnic data a discussion of why the data are being collected, how they will be used and the steps which

will be taken to prevent the use of data for discriminatory purposes.

- Agencies should include in the instrument an indication that the report is not attempting to develop an anthropologically precise description of the persons surveyed, but rather to obtain information on the number of persons in the study population who may be subject to discrimination because of the community's perception of their racial or ethnic heritage.
- The full wording of the categories and definitions which are to be used for respondent self-identification, as prescribed by revised exhibit F, should be included in the instrument in order to avoid the misunderstandings which abbreviations may cause.
- Agencies may include an "Other (*specify*)" category for self-identification by respondents who feel that none of the five categories adequately describe their heritage. This sixth category should be added, however, only when the data gathering agency is prepared to assign the persons choosing this response option to a standard category for purposes of presenting aggregated information. While the use of the "other" category is admittedly cumbersome, it appears preferable to allow its use in cases where such an option may serve to increase response rate and minimize respondent concern. It should be emphasized that the use of an "Other (*specify*)" category is permissible only in cases where respondent self-identification is used; this option is not to be used in reporting forms which collect racial and ethnic data through observer identification of such characteristics.

*Conclusion*

Revised exhibit F, and the suggestions in this article, have been provided with a view towards improving the collection and presentation of racial and ethnic data in Federal reporting. Questions concerning the exhibit and the implementation of its requirements may be directed to the Statistical Policy Division, Office of Management and Budget.

## Appendix G

# THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974\*

SEC. 438. (a) (1) (A) No funds shall be made available under any applicable program to any educational agency or institution which has a policy of denying, or which effectively prevents, the parents of students who are or have been in attendance at a school of such agency or at such institution, as the case may be, the right to inspect and review the educational records of their children. If any material or document in the education record of a student includes information on more than one student, the parents of one of such students shall have the right to inspect and review only such part of such material or document as relates to such student or to be informed of the specific information contained in such part of such material. Each educational agency or institution shall establish appropriate procedures for the granting of a request by parents for access to the education records of their children within a reasonable period of time, but in no case more than forty-five days after the request has been made.

(B) The first sentence of subparagraph (A) shall not operate to make available to students in institutions of postsecondary education the following materials:

(i) financial records of the parents of the student or any information contained therein;

(ii) confidential letters and statements of recommendation, which were placed in the education records prior to January 1, 1975, if such letters or statements are not used for purposes

other than those for which they were specifically intended;

(iii) if the student has signed a waiver of the student's right of access under this subsection in accordance with subparagraph (C), confidential recommendations—

(I) respecting admission to any educational agency or institution;

(II) respecting an application for employment, and

(III) respecting the receipt of an honor or honorary recognition.

(C) A student or a person applying for admission may waive his right of access to confidential statements described in clause (iii) of subparagraph (B), except that such waiver shall apply to recommendations only if (i) the student is, upon request, notified of the names of all persons making confidential recommendations and (ii) such recommendations are used solely for the purposes for which they were specifically intended. Such waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such agency or institution.

(2) No funds shall be made available under any applicable program to any educational agency or institution unless the parents of students who are or have been in attendance at a school of such agency or at such institution are provided an opportunity for a hearing by such agency or institution, in accordance with regulations of the Secretary, to challenge the content of such student's educational records, in order to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide

\* Complete text of the Family Educational Rights and Privacy Act of 1974, Sec. 438 of the General Education Provisions Act, as established by P.L. 93-380, Education Amendments of 1974, and amended by P.L. 93-568. Also included is the closely related Sec. 440 pertaining to the limitation on withholding of Federal funds.

an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein and to insert into such records a written explanation of the parents respecting the content of such records.

(3) For the purposes of this section the term "educational agency or institution" means any public or private agency or institution which is the recipient of funds under any applicable program.

(4) (A) For the purposes of this section, the term "education records" means, except as may be provided otherwise in subparagraph (B), those records, files, documents, and other materials, which—

(i) contain information directly related to a student; and

(ii) are maintained by an educational agency or institution, or be a person acting for such agency or institution.

(B) The term "education records" does not include—

(i) records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;

(ii) if the personnel of a law enforcement unit do not have access to education records under subsection (b) (1), the records and documents of such law enforcement unit which (I), are kept apart from records described in subparagraph (A), (II) are maintained solely for law enforcement purposes, and (III) are not made available to persons other than law enforcement officials of the same jurisdiction,

(iii) in the case of persons who are employed by an educational agency or institution but who are not in attendance at such agency or institution, records made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee and are not available for use for any other purpose; or

(iv) records on a student who is eighteen years of age or older, or is attending an institution of postsecondary education, which are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his professional or paraprofessional capacity, or assisting in that capacity, and which are made, maintained, or used only in connection with the provision of

treatment to the student, and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

(5) (A) For the purposes of this section the term "directory information" relating to a student includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

(B) Any educational agency or institution making public directory information shall give public notice of the categories of information which it has designated as such information with respect to each student attending the institution or agency and shall allow a reasonable period of time after such notice has been given for a parent to inform the institution or agency that any or all of the information designated should not be released without the parent's prior consent.

(6) For the purposes of this section, the term "student" includes any person with respect to whom an educational agency or institution maintains education records or personally identifiable information, but does not include a person who has not been in attendance at such agency or institution.

(b) (1) No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of permitting the release of education records (or personally identifiable information contained therein other than directory information as defined in paragraph (5) of subsection (a)) of students without the written consent of their parents to any individual, agency, or organization, other than to the following—

(A) other school officials, including teachers within the educational institution or local educational agency, who have been determined by such agency or institution to have legitimate educational interests.

(B) officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

(C) authorized representatives of (i) the Comptroller General of the United States, (ii) the Secretary,

(iii) an administrative head of an education agency (as defined in section 408 (c)) or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection;

(D) in connection with a student's application for, or receipt of, financial aid;

(E) State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974;

(F) organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted;

(G) accrediting organizations in order to carry out their accrediting functions;

(H) parents of a dependent student of such parents, as defined in section 152 of the Internal Revenue Code of 1954; and

(I) subject to regulations of the Secretary, in connection with an emergency, appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

Nothing in clause (E) of this paragraph shall prevent a State from further limiting the number or type of State or local officials who will continue to have access thereunder.

(2) No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of releasing, or providing access to, any personally identifiable information in education records other than directory information, or as is permitted under paragraph (i) of this subsection.

(A) there is written consent from the student's parents specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents and the student if desired by the parents, or

(B) such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas

in advance of the compliance therewith by the educational institution or agency.

(3) Nothing contained in this section shall preclude authorized representatives of (A) the Comptroller General of the United States, (B), the Secretary, (C) an administrative head of an education agency or (D) State educational authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of Federally-supported education program, or in connection with the enforcement of the Federal legal requirements which relate to such programs: *Provided*, That except when collection of personally identifiable information is specifically authorized by Federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students and their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of Federal legal requirements.

(4) (A) Each educational agency or institution shall maintain a record, kept with the education records of each student, which will indicate all individuals (other than those specified in paragraph (1) (A) of this subsection), agencies, or organizations which have requested or obtained access to a student's education records maintained by such educational agency or institution, and which will indicate specifically the legitimate interest that each such person, agency, or organization has in obtaining this information. Such record of access shall be available only to parents, to the school official and his assistants who are responsible for the custody of such records, and to persons or organizations authorized in, and under the conditions of, clauses (A) and (C) of paragraph (1) as a means of auditing the operation of the system.

(B) With respect to this subsection, personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student.

(c) The Secretary shall adopt appropriate regulations to protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted, or authorized by the Secretary or an administrative head of an education agency. Regulations established under this subsection shall include provisions controlling the use, dissemination, and protection of

such data. No survey or data-gathering activities shall be conducted by the Secretary, or an administrative head of an education agency under an applicable program, unless such activities are authorized by law.

(d) For the purposes of this section, whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

(e) No funds shall be made available under any applicable program to any educational agency or institution unless such agency or institution informs the parents of students, or the students, if they are eighteen years of age or older, or are attending an institution of postsecondary education, of the rights accorded them by this section.

(f) The Secretary, or an administrative head of an education agency, shall take appropriate actions to enforce provisions of this section and to deal with violations of this section, according to the provisions of this Act, except that action to terminate assistance may be taken only if the Secretary finds there has been a failure to comply with the provisions of this section, and he has determined that compliance cannot be secured by voluntary means.

(g) The Secretary shall establish or designate an office and review board with the Department of Health, Education, and Welfare for the purpose of investigating, processing, reviewing, and adjudicating violations of the provisions of this section and complaints which may be filed concerning alleged violations of this section. Except for the conduct of hearings, none of the functions of the Secretary under this section shall be carried out in any of the regional offices of such Department.

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#### LIMITATION ON WITHHOLDING OF FEDERAL FUNDS

SEC. 440. (a) Except as provided in section 438 (b) (1) (D) of this Act, the refusal of a State or local educational agency or institution of higher education, community college, school, agency offering a pre-school program, or other educational institution to provide personally identifiable data on students or their families, as part of any applicable program, to any Federal office, agency, department, or other third party, on the grounds that it constitutes a violation of the right to privacy and confidentiality of

students or their parents, shall not constitute sufficient grounds for the suspension or termination of Federal assistance. Such a refusal shall also not constitute sufficient grounds for a denial of, a refusal to consider, or a delay in the consideration of, funding for such a recipient in succeeding fiscal years. In the case of any dispute arising under this section, reasonable notice and opportunity for a hearing shall be afforded the applicant.



# Appendix H

## ASSISTANCE IN OBTAINING AND USING DATA AND PRODUCTS FROM THE U.S. BUREAU OF THE CENSUS

### DATA USER SERVICES

The U.S. Bureau of the Census (referred to herein as "Bureau") specialists are available to answer inquiries and provide consultation on data products and services by phone, correspondence, or personal visit. The Bureau offers seminars, workshops, and training courses to inform users of available products and their use. The Bureau also sells machine-readable data files, computer programs, maps, geographic products, microfiche and microfilm, and printouts prepared from data files.

For further information and assistance regarding Bureau programs or products, contact:

Data User Services Division  
U.S. Bureau of the Census  
Washington, D.C. 20233  
Telephone: (301) 763-2400

### REGIONAL USER SERVICES

The Bureau's 12 regional offices also offer a variety of services to users of Census data. Data user services officers can answer inquiries about census publications and other Bureau products, conduct workshops, and make presentations to groups interested in the statistical programs and products of the Bureau. A library of Bureau publications is maintained in each office for users.

### Census Bureau Regional Offices

Atlanta Regional Office  
1365 Peachtree St., N.E.  
Atlanta, Georgia 30309  
Tel. (404) 881-2274

Boston Regional Office  
441 Stuart Street  
Boston, Massachusetts 02116  
Tel. (617) 223-0668

Charlotte Regional Office  
230 South Tryon St.  
Charlotte, North Carolina 28202  
Tel. (704) 372-0711 Ext. 351

Chicago Regional Office  
55 E. Jackson Blvd.  
Chicago, Illinois 60604  
Tel. (312) 353-0980

Dallas Regional Office  
1100 Commerce St.  
Dallas, Texas 74242  
Tel. (214) 749-2394

Denver Regional Office  
575 Union Blvd.  
Denver, Colorado 80225  
Tel. (303) 234-5825

Detroit Regional Office  
231 W. Lafayette  
Detroit, Michigan 48226  
Tel. (313) 226-4675

Kansas City Regional Office  
4th and State Streets  
Kansas City, Kansas 66101  
Tel. (816) 374-4601

Los Angeles Regional Office  
11777 San Vicente Blvd.  
Los Angeles, California 90049  
Tel. (213) 824-7291

New York Regional Office  
26 Federal Plaza  
New York, New York 10007  
Tel. (212) 264-4730

Philadelphia Regional Office  
600 Arch St.  
Philadelphia, Pennsylvania 19106  
Tel. (215) 597-8314

Seattle Regional Office  
1700 Westlake Ave., North  
Seattle, Washington, 98109  
Tel. (206) 442-7080

## U.S. DEPARTMENT OF COMMERCE DISTRICT OFFICES

Other good sources of help in finding census information are the U.S. Department of Commerce district and satellite offices located in most large cities. Each office maintains a reference collection of census reports as well as current reports for sale to the public. Phone numbers for government offices are listed in the white pages of the telephone directory under United States Government.

Albuquerque, New Mexico 87102 (Suite 1015)  
Anchorage, Alaska 99501 (412 Hill Building)  
Atlanta, Georgia 30309 (135 Peachtree Street, NE, Suite 600)

Baltimore, Maryland 21202 (U.S. Customhouse, Room 415)  
Birmingham, Alabama 35205 (908 South 20th Street, Suite 200)  
Boston, Massachusetts 02116 (441 Stuart Street)  
Buffalo, New York 14202 (1312 Federal Building)

Charleston, West Virginia 25301 (500 Quarrier Street)  
Cheyenne, Wyoming 82001 (2120 Capitol Avenue)  
Chicago, Illinois 60603 (55 East Monroe Street)  
Cincinnati, Ohio 45202 (550 Main Street)  
Cleveland, Ohio 44114 (666 Euclid Avenue)  
Columbia, South Carolina 29204 (2611 Forest Drive)

Dallas, Texas 75202 (1100 Commerce Street)  
Denver, Colorado 80202 (New Customhouse, Room 161)  
Des Moines, Iowa 50309 (210 Walnut Street)  
Detroit, Michigan 48226 (Federal Building, Room 445)

Greensboro, North Carolina 27402 (Federal Building, Room 203)

Hartford, Connecticut 06103 (450 Main Street)  
Honolulu, Hawaii 96813 (1015 Bishop Street)  
Houston, Texas 77002 (515 Rusk Street)

Indianapolis, Indiana 46204 (46 East Ohio Street)

Los Angeles, California 90049 (11777 San Vicente Boulevard)

Memphis, Tennessee 38103 (147 Jefferson Avenue)  
Miami, Florida 33130 (25 West Flagler Street)  
Milwaukee, Wisconsin 53202 (517 East Wisconsin Avenue)

## OBTAINING AND USING CENSUS BUREAU DATA

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Minneapolis, Minnesota 55401 (110 South Fourth Street)

Newark, New Jersey 97102 (Gateway Building, 4th Floor)

New Orleans, Louisiana 70130 (432 International Trade Mart)

New York, New York 10007 (26 Federal Plaza, Foley Square)

Omaha, Nebraska 68102 (1815 Capitol Avenue, Suite 703A)

Philadelphia, Pennsylvania 19106 (9448 Federal Building)

Phoenix, Arizona 85004 (112 North Central Avenue)

Pittsburgh, Pennsylvania 15222 (100C Liberty Avenue)

Portland, Oregon 97204 (1220 S.W. Third Avenue, Room 618)

Reno, Nevada 89502 (300 Booth Street)

Richmond, Virginia 23240 (400 North 8th Street)

St. Louis, Missouri 63105 (120 South Central Avenue)

Salt Lake City, Utah 84138 (125 South State Street)

San Francisco, California 94102 (450 Golden Gate Avenue)

San Juan, Puerto Rico 00918 (Federal Building, Room 659)

Savannah, Georgia 31402 (125-29 Bull Street)

Seattle, Washington 98109 (1700 Westlake Avenue North)

## LIBRARIES

More than 1,200 selected libraries throughout the country have been designated as Federal depository libraries. These libraries maintain varying collections of U.S. Government publications, including U.S. Bureau of the Census reports. In addition, the Bureau furnishes copies of its reports to a selected group of libraries designated as census depository libraries. These libraries have most of the census reports needed to obtain basic data for educational planning and decisionmaking. Other libraries may also maintain selected census volumes, and any library can obtain any census report through interlibrary loan. A list of Federal depository libraries is available from the U.S. Government Printing Office (GPO) or from the Data User Services Division.

## MACHINE-READABLE PRODUCTS

Special tabulations can be prepared, at user cost, from existing data files for specific geographic or subject-matter areas. These tabulations are reviewed to make sure no confidential individual information is disclosed. For information regarding special tabulations or for assistance in obtaining and using U.S. Bureau of the Census machine-readable products, contact the Data User Services Division, telephone (301) 763-2400. The Data User Services Division can also provide a list of organizations known as Summary Tape Processing Centers, both public and private groups that have certain data files available.

## COMPUTER SUMMARY TAPES

The major portion of the results of the 1970 census are produced in a set of six tabulation counts (see figure H-1). The data so tabulated are generally available, subject to suppression of certain detail where necessary to protect confidentiality, on magnetic computer tape, printouts, and microfilm, at the cost of preparing the copy. To help meet the needs of census users, these counts were designed to provide data with much greater subject and geographic detail than is feasible or desirable to publish in printed reports. Contact your local Summary Tape Processing Center for cost.

The term "cells," is used to indicate the scope of subject content of the several counts, and refers to each figure or statistic in the tabulation for a specific geographic area. For example, in the Third Count, there are six cells for a cross-classification of race by sex; three categories of race (White, Black, other race) by two categories of sex (male, female). In addition to the above-mentioned summary tapes, the Bureau has available for purchase certain sample tape files containing population and housing characteristics as shown on individual census records. These files contain no names or addresses, and the geographic identification is sufficiently broad to protect confidentiality. There are six files, each containing a 1-percent national sample of persons and housing units. Three of the files are drawn from the population covered by the census 15-percent sample, and three from the population in the census 5-percent sample. Each of these three files provides a different type of geographic information. One identifies individual large SMSA's and, for the rest of the country, groups of counties; the second identifies individual States and, where they are sufficiently large, provides urban-rural and metropolitan/nonmetropolitan detail; and the third identifies State groups and size of place, with each individual's record showing selected characteristics of his/her neighborhood.

*First Count:* Source of the PC(1)-A<sup>1</sup> reports; contains about 400 cells of data on the subjects covered in PC(1)-B and HC(1)-A<sup>2</sup> reports and tabulated for each of the approximately 250,000 enumeration districts in the United States.

*Second Count:* Source of the PC(1)-B, HC(1)-A, and part of the PHC(1)<sup>3</sup> reports; contains about 3,500 cells of data covering the subjects in these reports and tabulated for the approximately 35,000 county subdivisions in the United States.

*Third Count:* Source of the HC(3) reports; contains about 250 cells of data on the subject covered in the PC(1)-B and HC(1)-A reports and tabulated for approximately 1,500,000 blocks in the United States.

*Fourth Count:* Source of the PC(1)-C, HC(1)-B, and part of the PHC(1) reports; contains about 13,000 cells of data covering the subjects in these reports and tabulated for the approximately 35,000 tracts and 35,000 county subdivisions in the United States; also contains about 30,000 cells of data for each county.

*Fifth Count:* Contains approximately 800 cells of population and housing data for 5-digit ZIP code areas in SMSA's and 3-digit ZIP code areas outside SMSA's; the ZIP code data are available only on tape.

*Sixth Count:* Source of the PC(1)-D and HC(2) reports; contains about 260,000 cells of data covering the subjects in these reports and tabulated for States, SMSA's, and large cities.

The tapes are generally organized on a State basis. To use the First Count and Third Count tapes, it is necessary to purchase the appropriate enumeration district and block maps.

<sup>1</sup> PC refers to Population Census.

<sup>2</sup> HC refers to Housing Census.

<sup>3</sup> PHC refers to Population Housing Census.

FIGURE H-1. 1970 Census Summary Tapes: Counts and Files

Summary Tape Series		Geographic Areas Covered	Complete-Count or Sample	No. of Tables and Data Cells for Each Area	Reels for U.S.**
1st Count	File A	Block Group or Enumeration District	100%	54 tables containing 400 cells	108
	File B	State, County, Minor Civil Division or Census County Division, MCD-Place, Place, Congressional District			58
2nd Count	File A	Tract	100%	93 tables containing 3,500 cells	108
	File B	State, County, Minor Civil Division or Census County Division, Place, SMSA, and Component Areas			155
3rd Count		Block	100%	38 tables containing 350 cells	240
4th Count Pop.	File A	Tract	20% 15% 5%	127 tables containing 7,100 cells	144
	File B	Minor Civil Division or Census County Division		127 tables containing 7,100 cells	125
	File C	State, County, Place, SMSA, and Component Areas		127 tables containing 14,500 cells*	95
4th Count Hous.	File A	Tract	20% 15% 5%	200 tables containing 6,600 cells	203
	File B	Minor Civil Division or Census County Division		200 tables containing 6,600 cells	196
	File C	State, County, Place, SMSA, and Component Areas		200 tables containing 12,200 cells	108
5th Count	File A	3-digit ZIP areas	20% 15% 5%	53 tables containing 900 cells	1
	File B	5-digit ZIP areas (in SMSA's)			12
	File C	Block Groups or Enumeration Districts, Tracts, MCD's/CCD's in Non-tractured Areas			205
6th Count	Pop.	State, SMSA, Metro. County, City 50,000+, Central City	20% 15% 5%	92 tables containing 150,000 cells	192
	Hous.	State, SMSA, Metro. County, Non-Metro. County 50,000+, City 50,000+, Central City		348 tables containing 110,000 cells	209

\*The additional number of data cells in File C are not tabulated for places. Tabulations for places have the same number of data cells as Files A and B.

\*\*Assumes 556 or 800 bpi. Fewer tapes would be required at 1600 bpi.

SOURCE: 1970 Census and You. Washington: U.S. Department of Commerce, Bureau of the Census, September 1977 (Rev.).

## GEOGRAPHIC AREAS ASSOCIATED WITH THE CENSUS OF POPULATION AND HOUSING

The following terms and definitions correspond to figure H-2 which illustrates the hierarchy of census geographic areas.

### (A)

**Geographic Regions**—Geographically contiguous groups of States (with the exception of the region that includes Alaska and Hawaii).

**Geographic Divisions**—Groups of States that are subdivisions of regions. There are nine geographic divisions in the United States.

**States**—The major political units of the United States.

**Counties**—The primary political and administrative divisions of the States. In Louisiana such divisions are called parishes and in Alaska census divisions have been established as county equivalents for statistical purposes. A number of cities are independent of any county organization and are treated the same as counties in census tabulations.

**Minor Civil Divisions (MCD's)**—In 29 States MCD's are the primary political and administrative subdivisions of a county. For example: towns, townships, precincts and magisterial districts.

**Census County Divisions (CCD's)**—In 21 States, MCD's were unsuitable for presenting statistics, either because the areas have lost their original significance, have a very small population, have frequent boundary changes, or have indefinite boundaries. For these States the Bureau of the Census, in cooperation with State and local governments, established relatively permanent statistical areas designated as Census County Divisions. CCD's are defined with boundaries that seldom change and can be easily located, e.g., roads, highways, streams, railroads, power lines, and ridges.

**Enumeration Districts (ED's)**—These areas average about 800 people or 250 housing units and are generally based on an enumerator workload. Enumeration districts must not cross the boundaries of any area for which data are to be tabulated (e.g., census tracts, MCD's, places, congressional districts, etc.).

**Block Groups**—Combinations of contiguous blocks, having an average population of about 1,000 (One Block has an average population of about 100). Block groups are subdivisions of census tracts where ED data are not available. They are the equivalent of enumeration districts for purposes of providing small-area population and housing data. Block groups are typically defined without regard to the boundaries of political or administrative areas such as cities, minor civil divisions, or U.S. congressional districts.

### (B)

**Standard Consolidated Statistical Areas (SCSA's)**—Thirteen statistical areas comprised of two or more contiguous SMSA's which meet certain criteria of population size, urban character, social and economic integration, and contiguity of urbanized areas.

**Standard Metropolitan Statistical Areas**—An integrated economic and social unit with a recognized large population nucleus. Generally, each SMSA consists of one or more entire counties, or county equivalents, that meet standards pertaining to population and metropolitan character. In

New England, towns and cities, rather than counties, are used as the basic geographic units for defining SMSA's. In Alaska, census divisions are used for defining SMSA's. SMSA's usually have one city with 50,000 or more inhabitants or twin cities with a combined population of 50,000 or more.

**Metropolitan Counties**—See "Counties" in (A).

**Census Tracts**—Small areas into which large cities and metropolitan areas have been divided for statistical purposes, and which have been designed to achieve some uniformity of population characteristics, economic status, and living conditions, within each tract.

**Enumeration Districts**—See listing in (A).

**Block Groups**—See listing in (A).

**Blocks**—Well-defined pieces of land, bounded by streets, roads, railroad tracks, streams, or other features on the ground. Blocks do not cross census tract boundaries, but may cross other boundaries such as city limits. Blocks are the smallest areas for which census data are tabulated.

(C)

**Urban and Rural Areas (Population)**—The urban population comprises all persons living in urbanized areas and in places of 2,500 or more inhabitants outside urbanized areas. The population not classified as urban constitutes the rural population. The rural population is subdivided into the rural-farm population, which comprises all rural households living on farms, and the rural-nonfarm population, which comprises the remaining rural population.

**Urbanized Areas (UA's)**—Established primarily to distinguish the urban from the rural population in the vicinity of large cities. They differ from SMSA's chiefly by excluding the rural portions of counties comprising the SMSA's as well as those places that are separated by rural territory from the densely populated fringe around the central city. Because UA's are defined on the basis of population distribution at the time of a decennial census, their boundaries tend to change in each Census.

**Places**—Concentrations of populations, regardless of the existence of legally prescribed limits, powers, or functions. Most of the places identified in the 1970 census were incorporated as cities, towns, villages, or boroughs. In addition a number of larger unincorporated places were delineated for the 1970 census tabulations.

(1) **Incorporated places**—Political units incorporated as cities, boroughs, villages, and towns. Most incorporated places are subdivisions of the MCD or CCD in which they are located. However, incorporated places may cross MCD and county lines, but never cross State lines since they are chartered under the laws of a State.

(2) **Census Designated Places (CDP's)**—Previously known as unincorporated places. The new terminology makes it more obvious that unincorporated places are defined by the Bureau of the Census. It also avoids confusion in New England where many unincorporated places (now Census Designated Places) are parts of incorporated towns. For the 1980 census, CDP's will be used to describe densely settled population centers without legally defined limits or corporate powers. CDP's contain a dense, city-type street pattern, and ideally should have an overall population density of at least 1,000 persons per square mile.

In addition, a CDP should be a community that can be identified locally by place, name having developed over the years from a small commercial area or market center, rather than encompassing a residential land subdivision, apartment development or general urban expansion area.

**Central Cities (of an SMSA)**—The largest city in an SMSA is always a central city. One or two additional cities may be added to the SMSA title and identified as central cities.

For a more detailed definition or description of Census Geographic areas/units, see Data Access Description (DAD) No. 33 published by the Bureau of the Census. The terms geographic units and geographic areas are used synonymously.

## OTHER GEOGRAPHIC AREAS ASSOCIATED WITH CENSUS OF POPULATION AND HOUSING

**U.S. Congressional Districts**—Areas defined by State legislatures for the purpose of electing persons to the U.S. House of Representatives; 435 in number. The Census of Population and Housing is the only source from which statistics for the congressional districts are tabulated.

**Wards**—Political subdivisions of incorporated places used for voting and representation purposes.

## GEOGRAPHIC AREAS ASSOCIATED WITH THE ECONOMIC CENSUSES

The 1972 Economic Censuses included the censuses of construction industries, manufacturers, mineral industries, retail trade, wholesale trade, transportation, and selected service industries. Data collected in the Economic Censuses are provided for many of the same geographic areas used for the Census of Population and Housing. Economic Census data are not tabulated for census tracts, census county divisions, enumeration districts, block groups, blocks, U.S. congressional districts, or wards. The relatively small number of businesses establishments and the sensitivity of the data to confidentiality restrictions severely limit the amount of economic census data that can be provided for small places, counties, or even SMSA's. However, for areas with high concentrations of retail establishments, small areas are defined that are not recognized in the population and housing censuses: Central Business Districts and Major Retail Centers.

**Central Business Districts (CBD's)**—Areas which have high land value; a high concentration of retail businesses, offices, theaters, hotels, and service businesses; and high traffic flow. The CBD is defined in terms of existing census tract boundaries. For the 1977 Economic Censuses, there will no longer be a distinction drawn between CBD's and Downtown Business Areas (DBA's). The DBA was a specialized type of MRC. Former DBA's will not be called CBD's.

**Major Retail Centers (MRC's)**—Concentrations of retail stores, located in SMSA's, but outside the Central Business District.

## OTHER SPECIAL-PURPOSE DISTRICTS

Some publications from the Economic Censuses show statistics for areas defined for special purposes. Detail descriptions of these areas can be found in the publications showing the statistics for these areas, such as:

- (1) Oil and Gas Districts;
- (2) Production Areas;
- (3) Travel Regions.

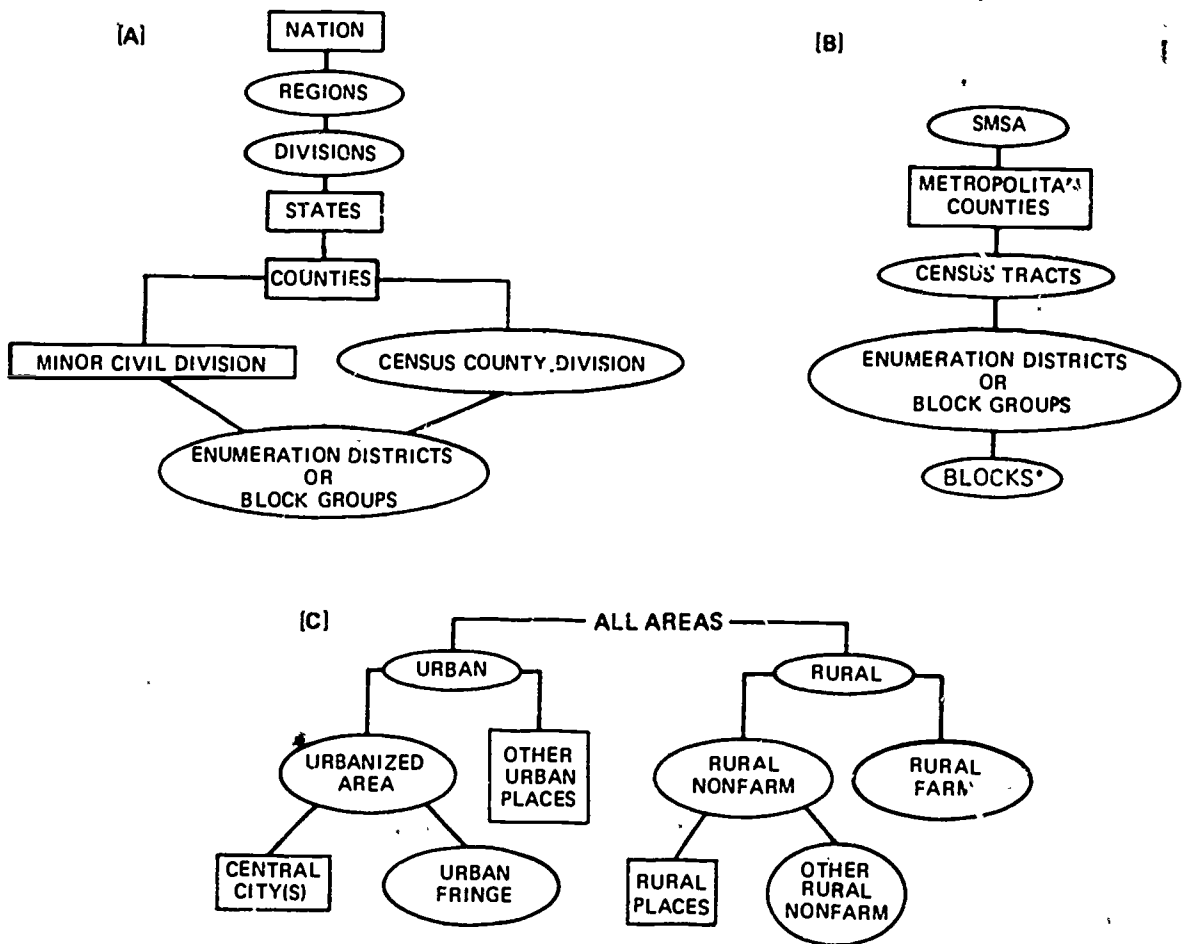
Other areas defined by other Federal agencies are used in appropriate Bureau of the Census reports also.



**FIGURE H-2.  
Census Bureau Geographic Units\*—  
Their Hierarchical Relationships**

These figures illustrate hierarchical or "nesting" relationships among census geographic areas. Note that the hierarchies overlap, e.g., counties are subdivided into MCD's or CCD's (figure A), into urban and rural components (figure C), and, inside SMSA's, into census tracts (figure B). Note also the relationships among governmental and statistical units as data summary areas.

KEY:  
 [ ] GOVERNMENTAL UNITS  
 ( ) STATISTICAL UNITS



\*Blocks do not cover the entire SMSA, only the urbanized part.

\* The terms geographic unit and geographic area are used synonymously in the Bureau of the Census literature.

SOURCE: *The 1970 Census and You*. Washington: U.S. Department of Commerce, Bureau of the Census, September 1977 (Rev.).

FIGURE H-3. Summary of Major 1970 Census Reports

Type of output	Title	Description	Geographic area	Unit of issue		
<b>Advance Series</b>						
POPULATION:	PC(V1)	Final Population Counts.....	Official population counts.	States, counties, subdivisions, all incorporated places, unincorporated places of 1,000+.	United States, each State; District of Columbia.	
	PC(V2)	General Population Characteristics.....	Data on age, sex, race, relationship to household head.	States, SMSA's, counties, places of 10,000+ population.	United States; each State; District of Columbia.	
HOUSING:	HC(V1)	General Housing Characteristics.....	Selected data on 100-percent housing subjects.	States, SMSA's, counties, places of 10,000+ population.	United States; each State; District of Columbia.	
<b>Final Series</b>						
POPULATION:	PC-1	Volume I, Characteristics of the Population.....	This volume consists of separate reports described in Series PC(1)-A through PC(1)-D below.	(See Series PC(1)-A through PC(1)-D below.)		
	PC(1)-A	Number of Inhabitants.....	Final official population counts.	States, counties (by urban-rural residence), SMSA's, urbanized areas, county subdivisions, all incorporated places, unincorporated places of 1,000+ population.	United States; each State; District of Columbia; Puerto Rico; Guam, Virgin Islands, American Samoa; Canal Zone; Trust Territory of the Pacific Islands.	
	PC(1)-B	General Population Characteristics.....	Data on age, sex, race, marital status, and relationship to head of household (100' population subjects).	States, counties (as above), SMSA's, urbanized areas, county subdivisions, places of 1,000+ population.		
	PC(1)-C	General Social and Economic Characteristics.....	Data on population subjects collected on a sample basis.	States (by urban, rural-nonfarm, and rural-farm residence), counties, SMSA's, urbanized areas, places of 2,500+ population.		
	PC(1)-D	Detailed Characteristics.....	Data on most population subjects collected on a sample basis, presented in detail and cross-classified by age, race, and other characteristics.	States (by urban, rural-nonfarm, and rural-farm residence), SMSA's, large cities.		
	PC(2)	Volume II, Subject Reports.....	Detailed information and cross-relationships for selected population characteristics.	United States; regions; for a few reports, States and SMSA's.	Selected subjects.	
	PC(S1)	Supplementary Reports.....	Open series presenting miscellaneous types of population data such as special compilations and selected tables.	United States, some by State and SMSA's, counties, and places of 2,500+ population.	Selected subjects.	
	HOUSING:	HC-1	Volume I, Housing Characteristics for States, Cities, and Counties.....	This volume consists of the separate reports described in Series HC(1)-A and HC(1)-B below.	(See Series HC(1)-A and HC(1)-B below.)	United States; each State; District of Columbia; Puerto Rico; Guam; Virgin Islands; American Samoa; Canal Zone; Trust Territory of the Pacific Islands.
		HC(1)-A	General Housing Characteristics.....	Data on the housing subjects collected on a 100' basis.	States, counties, SMSA's by urban-rural parts), urbanized areas, places of 1,000+ population.	
		HC(1)-B	Detailed Housing Characteristics.....	Data on the housing subjects collected on a sample basis.	States, counties (by urban, rural-nonfarm, and rural-farm parts), SMSA's, urbanized areas, places of 100+ population.	United States, each State; District of Columbia; and Puerto Rico.
HC(2)		Volume II, Metropolitan Housing Characteristics.....	Data covering most of the 1970 census housing subjects in considerable detail and cross-classification.	SMSA's and their component large cities.	United States; each SMSA.	
	HC(3)	Volume III, Block Statistics.....	Selected data, 100' population and housing subjects.	Blocks.	Each urbanized area; tract block statistics areas by State.	
	HC(4)	Volume IV, Components of Inventory Change.....	Data on components of change based on a sample survey conducted in late 1970 and early 1971.	Fifteen SMSA's, separately for central city and balance of SMSA.	United States and regions; each of 15 SMSA's.	

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FIGURE H-3.—Continued

	HC(5)	Volume V, Residential Finance....	Data on financing characteristics of homeowner properties and rental and vacant properties. Based on a sample survey conducted in early 1971.	United States, regions, presented by size of place and by type of area.	One report.
	HC(6)	Volume VI, Plumbing Facilities and Estimates of Dilapidated Housing.	Data on plumbing facilities reported in the census and estimates of dilapidation.	United States, regions, divisions, States, SMSA's, central cities and other cities of 50,000+ population, and constituent counties.	One report.
	HC(7)	Volume VII, Subject Reports.....	Detailed information and cross-classifications for selected housing characteristics.	United States, regions; for some reports, States and SMSA's.	Selected subjects.
	HC(S1)	Supplementary Reports.....	Open series presenting miscellaneous types of housing data such as special compilations and selected tables.	United States, regions, divisions, States, urbanized areas, Congressional districts, SMSA's, urbanized areas, counties, places of 2,500+ population, tracts.	Selected subjects.
JOINT POPULATION- HOUSING:	PHC(1)	Census Tract Reports.....	Data for post 1970 census population and housing subjects.	SMSA's by census tract.	Each SMSA.
	PHC(2)	General Demographic Trends for Metropolitan Areas, 1960 to 1970.	Comparative 1960 and 1970 data on population counts and selected 100% population and housing subjects.	State, counties (population counts only), SMSA's and their central cities and constituent counties.	United States; each State; District of Columbia.
	PHC(3)	Employment Profiles of Selected Low-Income Areas.....	Data on social and economic characteristics of residents of low-income areas based on sample surveys conducted during late 1970 and early 1971.	Selected poverty neighborhoods in cities.	Sixty reports for 51 cities, 1 report each for 7 rural areas.
METHODOLOGICAL REPORTS:	PHC(E)	Evaluation Reports.....	Open series presenting results of the 1970 census evaluation program.	United States	
	PHC(R)	Procedural Reports.....	Open series presenting information on administrative and methodological aspects of the 1970 census, including a comprehensive procedural history.		
		Other assorted titles.....	Includes technical papers, working papers, and coding manuals.		
OTHER REPORTS:	GE40	Census Tract Papers.....	Open series; papers on small-area research.		
	GE60	Computerized Geographic Coding....	Open series.		
	GE50	United States Maps.....	Open series.	United States; counties.	Selected subjects.
	GE70	United States Maps.....	Open series.	United States; counties.	Selected subjects.
	GE80	Urban Atlases.....	12 maps showing population and housing characteristics.	Census tracts within 65 SMSA's	Each of 65 SMSA's
		Index to 1970 Census Summary Tapes	Subject index to 1-6th summary tape counts		
		Index to Selected 1970 Census Reports.....	Subject index to PHC(1), HC(1,2,3), and PHC(1,2).		
		1970 Census Users' Guide.....	Description of census concepts and procedures with census users' dictionary.		
		Assorted titles.....	Documentation to computerized files.		
		Data Access Descriptions.....	Papers on specific 1970 census data products.		

SOURCE: *The 1970 Census and You*. Washington: U.S. Department of Commerce, Bureau of the Census, September 1977 (Rev.).

OBTAINING AND USING CENSUS BUREAU DATA

# Appendix I

## THE ROLE OF NCES IN GATHERING AND COMPILING DATA AND INFORMATION ABOUT EDUCATION

This handbook is one of several in the State Educational Records and Reports (SERR) Series, sponsored by the National Center for Education Statistics (NCES) is a coordinated attempt to produce a comprehensive and compatible set of standardized terminology for use in education.

NCES has a responsibility to provide and interpret comprehensive statistics about the condition of education in the United States. In addition it has mandates calling for conducting and publishing specialized analyses and for providing assistance to State and local education agencies in improving their statistical activities.

To fulfill its role, NCES sponsors a number of programs, ranging from regular data collection to the development of materials and techniques that facilitate the compilation and comparison of statistical information. One of these programs is the development and periodic revision of manuals of standardized terminology. One set of handbooks, the State Educational Records and Reports (SERR) Series, is directed primarily toward elementary and secondary education and has

sprung from a long-expressed need by educators to have statistical information available to them in more uniform and compatible formats. The first handbook in this series dealt with a common core of general information related to education. That handbook, as did the handbooks that followed it, stressed standardized terms and definitions, along with a classification scheme and coding structure for those terms. Handbook VIII continues this tradition. Other handbooks in the SERR Series are listed in the following pages.

Adoption of the SERR Series (or the "handbook series," as it is most often called) is not required by Federal law. NCES does not, nor can it, mandate the use of any handbook at the State, intermediate, or local level. However, more and more State and local school system administrators have begun to realize the value of having well-organized, standard items of data at their disposal for management and reporting purposes. As a result, many of the handbooks in the SERR Series have come into use in a number of the Nation's school systems. At the same time, many Federal and State reports utilize terms and definitions from these handbooks.

### STATE EDUCATIONAL RECORDS AND REPORTS SERIES

Handbook I: *The Common Core of State Educational Information: Bulletin 1953, No. 8.* Compiled by Reason, Paul L., Emery M. Foster, and Robert F. Will. Washington: U.S. Office of Education, 1953. 116 pp.

"This handbook contains the items, with their definitions, which comprise the common core of State educational information that should be available an-

nally in each State department of education." The 516 listed items pertain to State Education Agencies, Intermediate Administrative Unit Organization, Personnel and Finance for Public Elementary, Secondary, Adult, and Community College Programs of Education, Nonpublic Elementary and Secondary Day Schools, and other Full Time Day Schools and

Institutions, excluding Colleges and Universities. A minimum list of items which should be available in the fall is given. (Out of print)

Handbook II: *Financial Accounting for Local and State School Systems*. Bulletin 1957, No. 4. Compiled by Reason, Paul L., and Alpheus L. White. Washington: U.S. Office of Education, 1957. 235 pp.

"This Handbook is the basic guide to financial accounting for local and State school systems in the United States." It was "recommended that Federal, State and local agencies effect its use promptly and completely". There was recognition that "Handbook II will need to be revised from time to time to meet changing financial accounting needs" and that "through such action, its effectiveness may be maintained." (Out of print)

Handbook II, Revised: *Financial Accounting: Classifications and Standard Terminology for Local and State School Systems*. DHEW Publication No. (OE) 73-11800. Compiled by Roberts, Charles T. and Allan R. Lichtenberger. Washington: National Center for Education Statistics, 1973. 194 pp.

"This handbook . . . replaces original Handbook II. . . . The revision has been cooperatively developed, as was the original, and is designed to serve the same users more effectively as a vehicle for accumulating data for management decisions concerning educational programs and students." It was recognized that "Handbook II is subject to updating and revision at short intervals. . . for management purposes. . . ."

Bulletin No. 21. *Financial Accounting for School Activities*. Compiled by Samuelson, Everett V., George G. Tankard, Jr., and Hoyte W. Pope. Washington: U.S. Office of Education, 1959. 109 pp.

This handbook is a supplemental volume to Handbook II: *Financial Accounting for Local and State School Systems*. It contains a standard classification and definitions of accounts for handling receipts and expenditures for school activities and presents a fund system of accounting to illustrate how these accounts may be used. It is recommended that the handbook be used as "the guide for financial accounting for school activities in every school throughout the Nation." Revisions are recommended based on "experience gained through use of the handbook." (Out of print)

Handbook IIB: *Principles of Public School Accounting*. OE 22025. Adams, Bert K., Quentin Hill, Joseph A. Perkins, Jr., Philip S. Shaw. Washington: National Center for Education Statistics, 1967. 272 pp.

As an extension of the State Educational Records and Reports Series, this handbook is a procedural manual, supplementing the other handbooks in the Series. It is designed for persons not having extensive training and experience in school finance accounting and is intended to be useful in all schools as a means of self-improvement, inservice development, and a ready reference. (Out of print)

Guide for Implementing Handbook III: *Property Accounting for Local and State School Systems*. OE-23029, Cir. 797. Roberts, Charles T. Washington: U.S. Office of Education, 1966. 54 pp.

"This Guide has been developed to serve as a suggested procedural manual for local and State school systems officials seeking assistance in setting up school facilities data systems." It contains suggestions about types of organizations to implement the project, to stimulate interest, to operate the project, and to evaluate its use. Some manual and automatic data systems for recording and reporting on sites, buildings, and equipment are illustrated. (Out of print)

Handbook III, Revised: *Property Accounting: A Handbook of Standard Terminology and a Guide for Classifying Information about Education Property*. Seibert, Ivan N., Project Officer. Washington: National Center for Education Statistics, 1977. 131 pp.

"This revised edition of Handbook III provides property terminology, definitions, concepts, and a classification structure for property information." These are intended to assist in planning and decision-making to help ensure compatible and comparable recording and reporting of data on education property. This handbook addresses property used in elementary, middle, secondary, and community (adult) education.

Handbook IV, Revised: *Staff Accounting: Classifications and Standard Terminology for Local and State School Systems 1974*. Roberts, Charles T. Washington: National Center for Education Statistics, 1974. 139 pp.

This revision of Handbook IV contains "classifications, definitions and coding schemes for the data elements about staff members necessary to assist ad-

ministrative decision making. . . . The handbook covers information about staff members in both public and nonpublic educational institutions, including elementary, middle/junior high, and high schools, vocational-technical schools, and special education and adult/continuing education learning centers. . . . The basic purpose of Handbook IV is to provide a framework for the accumulation of necessary data about staff members. . . . The handbook is intended only as a guide. . . ."

**Handbook V, Revised: *Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education.*** Putnam, John F. Washington: National Center for Education Statistics, 1974. 239 pp.

The new edition of the handbook is similar to its predecessor in its organization, and its prime function remains to identify the terms and definitions most needed at the current time for collecting, using, and reporting data about students. There are major differences in scope and content. Confidentiality of student information is treated. The concept of continuous student accounting is stressed.

**Handbook VI: *Standard Terminology for Curriculum and Instruction in Local and State School Systems.*** Compiled and edited by Putnam, John F. and W. Dale Chismore. Washington: National Center for Education Statistics, 1970. 319 pp.

"Terminology, definitions, and classifications in this handbook—representing, in effect, a language of communication—are the result of 5 years of cooperative effort of some 70 national organizations and the U.S. Office of Education. The handbook is a guide for local and State school systems for items of information used in keeping records and making reports about curriculum and instruction." It classifies and defines specific items of information about the organization, administration, content, resources, and processes of curriculum development and instruction, and includes related terminology. The handbook applies to elementary, middle and secondary schools, junior colleges and adult education arrangements. Consistent "use of the terminology in this handbook can help improve the quality of education by facilitating meaningful evaluation, realistic planning, and efficient operation of educational systems throughout the United States." It is anticipated

that it will be necessary to reappraise all items and definitions at some future date.

**Handbook VII: *The State Education Agency: A Handbook of Standard Terminology and A Guide for Recording and Reporting Information About State Education Agencies.*** Compiled and edited by Harris, Yeuell Y. and Ivan N. Seibert. Washington: National Center for Education Statistics, 1973. 168 pp.

This handbook is "devoted to the work of the State instrumentalities which serve as trustees of American education." State education agencies "are the fulcrum in the American system of education." The handbook is intended to comprehensively reflect the broad responsibility of State education agencies, current and future. Appropriate revision will be necessary to keep abreast of the emerging responsibilities of State education agencies. The handbook classifies and defines terms concerned with State education authority, the functions of State departments of education, the personnel and property of State education authorities and State departments of education, and the financial operations of State departments of education. The terminology contained in this handbook provides a plan according to which information about State education agencies can be recorded, reported, and studied, and it permits records and reports to be prepared with greater speed, accuracy, and flexibility.

**Handbook VIII: *Community Information: Its Collection and Use in Education.*** Harris, Yeuell Y., Project Officer. Washington: National Center for Education Statistics, forthcoming (1978) 256 pp.

A handbook of terminology and definitions about community characteristics which are significant in educational administration and planning. It is designed for a wide range of users, not professional statisticians, and is for units as small as a school attendance area and as large as a State. It encompasses a variety of statistical data with particular emphasis on Census data and locally generated data. The handbook intends to aid in the solution of such community educational issues as securing financial support for schools, reorganizing curriculum, involving citizenry in school planning, and utilizing community resources. This handbook is primarily external to the school and its operation and as such departs from the other handbooks in the series. Periodic revisions are expected.

*Handbook X: Educational Technology: Handbook of Standard Terminology and a Guide for Recording and Reporting Information about Educational Technology.*

Seibert, Ivan N., Project Officer. Washington: National Center for Education Statistics, 1975. 276 pp.

This handbook is intended to aid in the gathering, compiling, and interpreting of data relating to the application of technology to instruction. It assists the user by providing standardized terms and definitions

and by providing a structure showing the interrelationships of those terms.

*Combined Glossary.* Compiled and edited by Seibert, Ivan N. and W. Dale Chismore. Washington: National Center for Education Statistics, 1974. 293 pp.

An alphabetical listing of terms and definitions covering the following handbooks: I, II, III, IV, V, IIB, VI, VII, IIR, IVR, VR. Coded to indicate source.

## Appendix J

# A GUIDE TO THE LITERATURE

Although Handbook VIII is designed to be self-sufficient, users who want a greater depth of information on certain subjects may want to consult other sources. A Guide to the Literature supplements chapters 4 through 7, and provides a listing of agencies that provide information services, standard reference books, and journals. The guide is organized by major topics and subtopics as follows:

- Population
  - Research Organizations
  - Books
    - General
    - Planning for an Aging Population
- Planning, Land Use, and Economy
  - Public Organizations
  - Private Organizations
  - Books
    - Planning
    - Land Use
    - Futurism
- Social Structure and Dynamics
  - Public Organizations
    - School and Community Relations
    - Educational Planning
  - Private Organizations
    - School and Community Relations
    - Educational Planning
  - Books
    - Citizen Participation in Education
    - Community Education
    - Community Power
    - Educational Planning
    - Future Planning in Education
    - Information Systems
    - School Enrollment Projections
- Surveys Research Methods
- Basic Statistics Texts
- Journals
  - Social and Political Characteristics, and Surveys
  - General Education
- ERIC - Educational Resources Information Center
- Bibliographies
- Bibliography of Footnotes Used in Handbook VIII

### POPULATION

The U.S. Bureau of the Census (referred to herein as "Census Bureau") is the main source of population information and analysis within the United States. The Census Bureau's Data User Services Division provides numerous information and referral services. Appendix G lists address and phone numbers for the Washington offices of the Division and the 12 Census Bureau Regional Offices. The Census Bureau also publishes *Data User News*, which provides current information on data services.

### Research Organizations

Local and regional population analyses are conducted by university-based population research organizations. The following is a selective list:

Carolina Population Center  
University of North Carolina  
123 E. Franklin St.  
Chapel Hill, North Carolina 27514



Center for Demography and Ecology  
University of Wisconsin  
Madison, Wisconsin 53706

Center for Population Research  
Georgetown University  
Washington, D.C. 20007

Center for Population Studies  
Harvard University  
9 Bow Street  
Cambridge, Massachusetts 02138

Center for Studies in Demography and Ecology  
University of Washington  
Seattle, Washington 98105

Demographic Research and Training Center  
University of Georgia  
Athens, Georgia 30601

East-West Population Institute  
The East-West Center  
Honolulu, Hawaii 96822

Institute of Population and Urban Research  
University of California  
2234 Piedmont Avenue  
Berkeley, California 94720

Minnesota Population Studies Center  
University of Minnesota  
Minneapolis, Minnesota 55455

Office of Population Research  
Princeton University  
Princeton, New Jersey 08540

Population Research Center  
University of Chicago  
1413 E. 60th St.  
Chicago, Illinois 60637

Population Research Center  
University of Texas  
Austin, Texas 78705

Population Research Lab  
University of Southern California  
Los Angeles, California 90007

Population Studies Center  
University of Michigan  
Ann Arbor, Michigan 40014

Population Studies Center  
University of Pennsylvania  
3718 Locust St.  
Philadelphia, Pennsylvania 19104

Scripps Foundation for Research  
in Population Problems  
Miami University  
Oxford, Ohio 45056

## Books

### General

Shryock, Henry S. and Jacob S. Siegel. *The Methods and Materials of Demography*. Vols. I and II. Washington, D.C.: United States Government Printing Office, 1973.

U.S. Department of Health, Education and Welfare, National Institute of Education. *Declining Enrollment: The Challenge of the Coming Decade*. Washington, D.C.: U.S. Government Printing Office, March 1978.

U.S. Department of Commerce, Office of Federal Statistical Policy and Standards, Bureau of the Census. *Social Indicators 1976*. Washington, D.C.: U.S. Government Printing Office, December 1977. (Superintendent of Documents Stock No. 041-001-00156-5)

### Planning for an Aging Population

Atchley, Robert C. *Social Forces in Later Life*. Belmont, California: Wadsworth, 2nd edition, 1977.

DeCrow, Roger. *New Learning for Older Americans: An Overview of National Effort*. Washington, D.C.: Adult Education Association, 1975.

Grabowsky, S. and W. D. Mason. *Learning for Aging*. Washington, D.C.: Adult Education Association, 1974.

Hendrickson, A. *A Manual on Planning Educational Programs for Older Adults*. Tallahassee: Florida

State University, Department of Adult Education,  
1973.

Korim, Andrew. *Older Americans and Community Colleges: An Overview*. Washington D.C.: American Association of Community and Junior Colleges, 1974.

Korim, Andrew. *Older Americans and Community Colleges: A Guide for Program Implementation*. Washington, D.C.: American Association of Community and Junior Colleges, 1974.

## **PLANNING, LAND USE, AND ECONOMY**

The literature on planning, land use, and the local economy is enormous and is growing daily. Standard works are listed at the end of this section, but public and private organizations are important sources of bibliographic information and trends in these fields and can aid in developing a more current set of data. Because the professional and agency literature in these fields comes from a very diverse array of sources, it is difficult to maintain an updated listing.

### **Public Organizations**

The public information offices of three Federal Government departments are initial reference points. The Department of Housing and Urban Development (HUD), the Department of the Interior, and the Department of Transportation all generate relevant information, including bibliographies. Numerous other Federal and State agencies are also good information sources. Inquiries concerning specific issues should be sent to the Office of Public Information of the individual agencies to assure reaching the right office.

Office of Public Information  
Department of Housing and Urban Development  
451 7th Street SW.  
Washington, D.C. 20401

Office of Public Information  
Department of Interior  
"C" Street  
Between 15th and 19th Street NW.  
Washington, D.C. 20240

Office of Public Information  
Department of Transportation  
400 7th Street SW.  
Washington, D.C. 20590

### **Private Organizations**

The number of private organizations with planning and land use concerns are also quite numerous. The Urban Institute, the Urban Land Institute, and Resources for the Future are three representative organizations, each a source of important studies. Two major planning organizations in the United States are the American Society of Planning Officials and the American Institute of Planners. The former publishes a monthly journal, *Planning*, which includes a current listing of books and reports. As a major national organization it tends to receive most important items. The *Journal*, American Institute of Planners, also includes a listing of articles published in a variety of related professional journals. It tends to focus on theoretical and conceptual issues, whereas *Planning* addresses more immediate needs, trends, and problems in planning and the community. Another good reference is the journal of the American Institute of Planners, *The Practicing Planner*.

The urban research centers at the Johns Hopkins University, Rutgers, Harvard, Massachusetts Institute of Technology and other universities provide many sound studies and are particularly useful when a variety of questions relating to planning and land use are being considered instead of the actual plan for land use of local communities. For specific local information, the reports and maps produced by the local or regional planning agency are useful.

American Institute of Planners  
1776 Massachusetts Avenue NW.  
Washington, D.C. 20036

American Society of Planning Officials  
1313 E. 60th St.  
Chicago, Illinois 60637

Resources for the Future  
1755 Massachusetts Avenue NW.  
Washington, D.C. 20036

The Urban Institute  
2100 M Street NW.  
Washington, D.C. 20037

## Books

### Planning

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## **SOCIAL STRUCTURE AND DYNAMICS**

There is much literature from many disciplines and there are many public and private organizations that address the areas included under Social Structure and Dynamics. What follows is a highly selective list of references that can serve as sources of information for local educational planners. It may be necessary to combine references from this section with sources from other sections of the Handbook for more indepth research needs.

### **Public Organizations**

#### *School and Community Relations*

National Joint Continuing Committee on Community Education  
1601 N. Kent Street  
11th Floor  
Arlington, Virginia 22209

Office of Community Education  
U.S. Office of Education  
ROB No. 3  
7th and D Streets SW.  
Washington, D.C. 20202

Office of Community Education Research  
3112 School of Education Building  
University of Michigan  
Ann Arbor, Michigan 48104

#### *Educational Planning*

National Center for Education Statistics  
Federal Office Building #6  
400 Maryland Avenue SW.  
Washington, D.C. 20202

The National Institute of Education  
U.S. Department of Health, Education, and Welfare  
Office of Public Affairs  
Washington, D.C. 20208

### **Private Organizations**

#### *School and Community Relations*

Charles S. Mott Foundation  
Mott Foundation Building  
Flint, Michigan 48502

Institute for Neighborhood Studies  
1901 Q Street NW.  
Washington, D.C. 20009

Institute for Responsive Education  
704 Commonwealth Avenue  
Boston, Massachusetts 02215

Institute for Self-Reliance  
1717 18th Street NW.  
Washington, D.C. 20009

National Center for Voluntary Action  
1785 Massachusetts Avenue NW.  
Washington, D.C. 20036

National Community Education Association  
1030 15th Street NW., Suite 536  
Washington, D.C. 20005

National School Public Relations Association  
1801 N. Moore Street  
Arlington, Virginia 22209

National Self-Help Resource Center, Inc.  
1800 Wisconsin Avenue NW.  
Washington, D.C. 20007

Northwest Community Education Center  
University of Connecticut  
Storrs, Connecticut 06268

The Twentieth Century Fund  
41 E. 70th Street  
New York, New York 10017

**Educational Planning**

American Association of School Administrators  
1801 North Moore Street  
Arlington, Virginia 22209

American Sociological Association  
1722 N St. NW.  
Washington, D.C. 20036

Association for Supervision and Curriculum Development  
1201 Sixteenth St. NW.  
Washington, D.C. 20036

Association of Collegiate Schools of Planning  
237 Arden Road  
Pittsburgh, Pennsylvania 15216

Building Systems Information Clearinghouse/Educational Facilities  
Laboratories (BSIC/EFL)  
3000 Sand Hill Road  
Menlo Park, California 94025

Council of Educational Facility Planners  
29 West Woodruff Avenue  
Columbus, Ohio 43210

The Council for Exceptional Children  
1920 Association Drive  
Reston, Virginia 22091

Council of the Great City Schools  
1819 H Street NW., Suite 850  
Washington, D.C. 20006

Designing Education for the Future  
1362 Lincoln Street  
Denver, Colorado 80203

Educational Facilities Laboratories  
850 Third Avenue  
New York, New York 10022

Eric Clearinghouse on Educational Management  
University of Oregon  
Eugene, Oregon 97403

Future Information Network  
% Michael Marien  
World Institute  
777 United Nations Plaza  
New York, New York 10017

Institute for the Future  
2725 Sand Hill Road  
Menlo Park, California 94025

International Institute for Educational Planning  
UNESCO  
7 rue Eugene-Delacroix  
75 Paris, France

International Society of Educational Planners  
Mankato State College  
Mankato, Minnesota 56001

Metropolitan Toronto School Board Study of Educational Facilities  
155 College Street  
Toronto 2B, Ontario, Canada

National Association of Elementary School Principals  
1801 North Moore St.  
Arlington, Virginia 22209

National Association of Secondary Schools Principals  
1904 Association Drive  
Reston, Virginia 22091

National Education Association  
1201 16th Street NW.  
Washington, D.C. 20036

National Society for the Study of Education  
5835 Kimbark Avenue  
Chicago, Illinois 60637

Ontario Institute for Studies in Education  
252 Bloor Street West  
Toronto, 2B Ontario, Canada

Phi Delta Kappa  
Eighth & Union Streets  
Bloomington, Indiana 47401

Society for College and University Planning  
% Columbia University  
616 West 114th Street  
New York, New York 10025

Special Libraries Association  
Planning, Building, and Housing Section of  
Social Science Division  
235 Park Avenue S.  
New York, New York 10003

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### *Community Power*

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**Social and Political Characteristics**

*American Journal of Political Science* (formerly The Midwest Journal of Political Science), published by the Midwest Political Science Association.

*American Journal of Sociology*, published by the University of Chicago Press.

*American Political Science Review*, journal of the American Political Science Association.

*American Sociological Review*, journal of the American Sociological Association.

*Public Opinion Quarterly*, journal of the American Association for Public Opinion Research.

*Rural Sociology*, journal of The Rural Sociological Society.

**General Education**

The addresses of periodicals can be located in the guides to periodicals listed below:

*Current Index to Journals in Education*

*Education Index*

*Ulrichs-International Periodicals Directory*

*American School and University*

*American School Board Journal*

*Association of Collegiate Schools of Planning Bulletin*

*Bulletin of National Association of Secondary School Principals*

*Change Magazine*, formerly *Change in Higher Education*

*Changing Education*

*Chronicle of Higher Education*

*Citizen Action in Education*

*Council of Educational Facilities Planners Journal*

*Education Tomorrow*

*Educational Leadership*, official publication of ASCD



*Educational Planning*  
*Forum for the Discussion of New Trends in Education*  
*Journal of Education Finance*  
*Long-Range Planning*  
*National Elementary Principal*  
*Nation's Cities*  
*Nation's School Report*  
*Notes on the Future of Education*  
*Phi Delta Kappan*  
*Planning and Changing*  
*Planning for Higher Education*  
*School and Community*  
*Urban Education*

## ERIC—EDUCATIONAL RESOURCES INFORMATION CENTER\*

Each year many educational documents are not commercially or professionally published. However, an excellent source for such documents is the Educational Resources Information Center (ERIC), a nationwide system that collects and disseminates educational information throughout the United States. The documents are collected by the 16 ERIC clearinghouses, published in microfiche form by the central ERIC Clearinghouse in Washington, D.C., and listed in a monthly catalog, *Research in Education*. Many State and local departments of education, as well as colleges and universities, have ERIC collections and catalogs. In addition to ERIC article abstracts, the American Association of School Administrators publishes abstracts of ERIC publications called *The Best of ERIC*.

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\* The Educational Resources Information Center (ERIC) is supported by the Research and Educational Practice program, National Institute of Education, Education Division, U.S. Department of Health, Education, and Welfare.

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### Appendix D

U.S. Department of Commerce, Bureau of the Census. *Data Access Descriptions* (DAD No. 38 Revised, August 1977), pp. 51-52.

## Appendix K

### ACKNOWLEDGMENTS

The development of the various drafts and revisions of Handbook VIII has been a cooperative effort involving 17 professional organizations, numerous Federal agencies, and many individuals of local and State agencies. The acknowledgments that follow generally indicate title and organizations at the time of participation in project activities.

#### NATIONAL PLANNING COMMITTEE

The project's National Planning Committee consisted of representatives selected by 17 national organizations. This group met twice to advise the Handbook Team on community information needs in education, the structure and content of the revised handbook, and the accuracy and adequacy of the draft handbook. The organizational representatives serving as members of the committee were:

#### AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

**President:** Edmund J. Gleazer, Jr.  
**Project Delegate:** Sandra Drake  
Research Associate.  
American Association of Community  
and Junior Colleges  
Washington, D.C.

#### AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

**Executive Secretary:** Paul B. Salmon  
**Project Delegate:** Kimball Salmon  
Assistant Superintendent  
Sacramento City Unified School District  
Sacramento, California

#### AMERICAN COUNCIL ON EDUCATION

**President:** Roger W. Heyns  
**Project Delegate:** Charles J. Anderson  
Coordinator of Educational Statistics  
American Council on Education  
Washington, D.C.

**AMERICAN ECONOMIC ASSOCIATION**

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**Project Delegate:** Harold F. Williamson  
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**AMERICAN SOCIETY OF PLANNING OFFICIALS**

**Executive Director:** Israel Stollman  
**Project Delegate:** Robert J. Piper  
 Metz Train Olson and Youngren  
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**AMERICAN SOCIOLOGICAL ASSOCIATION**

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 Research Scientist and Assistant  
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**ASSOCIATION OF AMERICAN GEOGRAPHERS**

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**COUNCIL OF CHIEF STATE SCHOOL OFFICERS**

**Executive Secretary:** Byron W. Hansford  
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### NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

**Executive Director:** Owen B. Kiernan  
**Project Delegate:** Nancy De Leonibus  
The National Association of Secondary School Principals  
Reston, Virginia

### NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

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National Center for Higher Education Management Systems  
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### NATIONAL COMMUNITY EDUCATION ASSOCIATION

**Executive Secretary:** Paul Tremper  
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Detroit, Michigan

### NATIONAL SCHOOL BOARDS ASSOCIATION

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Brooklyn, New York

### PHI DELTA KAPPA

**Executive Secretary:** Lowell Rose  
**Project Delegate:** Stanley M. Elam  
Editor, Phi Delta Kappan  
Bloomington, Indiana

## REGIONAL REVIEW CONFERENCES

A series of ten regional conferences of 2 days was held January through March for the purpose of reviewing Draft Three of the handbook. In these critiques the handbook was considered page by page for the purpose of soliciting suggestions for its revision. The participants in the conferences were invited from lists of nominations provided by the national organizations represented on the National Planning Committee. These review conferences were comprised of highly competent professional persons who served without compensation or remuneration for travel and per diem.

The conferences were held in the major cities where the HEW Regional Offices are located. Staff of the offices of Regional Commissioners of Education were most helpful in making the arrangements.

A feature of the conferences was the presentations made by a representative of each regional office of the User Services Division of the Bureau of the Census.

A total of 130 persons, whose names appear below, served at the regional review conferences.

### REGION I—BOSTON

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