The Relationship between School and City Planning in the Austin-Round Rock MSA

by

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Approved by
Supervising Committee:

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DEDICATION

This professional report is dedicated to my entire family and especially my husband, Brett, and our son, Connor, who provided me with the unconditional support and encouragement necessary to complete this project.

ACKNOWLEDGEMENTS

I am very grateful to all of the survey respondents who provided the invaluable data for this professional report. I am also appreciative of the school and planning officials who met with me to discuss this research for their additional time and feedback. Lastly, this project would not have been possible without the direction of my advisor, Tracy McMillan, Ph.D. Her guidance and input, along with that from Terry Kahn, Ph.D., were very helpful to me throughout my research.

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ABSTRACT

The Relationship between School and City Planning in the Austin-Round Rock MSA

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This professional report examined the relationship between school and city planning in the Austin-Round Rock Metropolitan Statistical Area (MSA). Six municipalities were selected for the study based on their type of locale: Large or Mid-size Central City, Urban Fringe of Large City, or Rural. Both elected or appointed and staff officials were invited to participate in an electronic survey. Through the survey, data was collected on the current interactions and communications between school and city planning officials. The survey also asked respondents their opinions on the desired relationship between school and city planning and the importance of various influencing factors on school planning. The data was examined by the size of the municipality and type of position held by the respondent to look for similarities or anomalies across the various classifications. The conclusions of this report provide recommendations for the desired relationship between school and city planning based on the survey conducted locally and the background information gained through research.

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CHAPTER 1 – INTRODUCTION

This professional report studies the relationship between school and city planning in the Austin-Round Rock Metropolitan Statistical Area (MSA). The primary data source for this report was a survey of selected local city and school officials in the Austin-Round Rock MSA. The main purpose of the survey was to gain a greater understanding about the current interactions and idealized relationships between school and city planning in the region. The survey also explores how school planning fits within city planning mechanisms related to the land development process, such as zoning and site plan review.

One of the goals of this report is to contribute to the dialogue between school and city officials regarding the impacts of school planning on land use and the need to coordinate efforts between the entities. The conclusions of this report provide recommendations for the desired relationship between school and city planning based on the survey conducted locally and the background information gained through research.

STATEMENT OF THE PROBLEM

In the Austin-Round Rock MSA, city and school planning functions are autonomous and performed by independent entities. While this structure is not unique to the region, it does provide challenges for cities' efforts to plan for future growth and development. Decisions made by school districts may or may not coincide with and complement cities' land use policies, and conversely, a city's land use, neighborhood, and master plans may not correspond with a school district's long-range facility plans. Therefore, coordination and collaboration between school and city officials is necessary to resolve any potential conflicts. This report illustrates how school planning relates to

the city planning framework in the Austin-Round Rock MSA and how school and city officials coordinate their planning efforts.

SIGNIFICANCE OF THE PROBLEM

These topics are important because the fields of city planning and school planning are so closely interlinked. They both deal with land use, transportation, and the built environment, among other issues. Schools can greatly influence the built environment and land use patterns of communities; yet, the extent that cities may influence these decisions is unknown and dependent on the municipalities and school districts involved. The coordination between governing agencies regarding school planning decisions is crucial to the management of land use and development patterns. Further, schools are a significant factor in determining residential housing location preferences, and therefore influence residential growth patterns. The placement of new schools, like other infrastructure, not only responds to these growth patterns, but also encourages them.

With the population increases anticipated for the Austin-Round Rock MSA region in the next 20 years, the need to plan for growth and schools is paramount. It is imperative that cities and schools work together to plan for future growth. Without coordination between school districts and local governments, cities and school districts may be left in the position of responding to growth patterns rather than guiding them. Additionally, in this era of increasing public needs and reductions in resources, any increases in efficiency and collaboration would benefit both school districts and cities, and hence, taxpayers.

INFORMATION SOURCES

Two major sources of data were used for this professional report. First, a review of current literature provided background information and context on the subject matter. The second source of information was a survey conducted of local school and city officials. This primary data source provided current information about the participants' understanding of the relationships between school and city planning in the region. It also asked respondents their opinions on the importance of various influencing factors on school planning decisions and what the idealized relationship between school and city planning should be; these questions were useful to provide recommendations for the desired future relationships between school and city planning.

Current Literature

A literature review was conducted to gain background information. This review helped to set the conceptual framework and guide the study. The review examined reports, studies, articles, and other documents to understand the current issues related to school planning on a national level. The background information provides a summary of some of the main issues related to school and city planning.

There are several national agencies that have published key reports and studies on school planning. Two reports were used extensively for the background information of this professional report. The first is a report titled "Schools for Successful Communities: An Element of Smart Growth" by the Council of Educational Facility Planners (CEFPI). The other report is "Linking School Siting to Land Use Planning" authored by the Atlanta Regional Commission (ARC). Additional articles and reports written by a variety of agencies, organizations, and individuals provided additional context and background information for this report.

Survey

Representatives of six school districts and cities from a cross-section of the Austin-Round Rock MSA were selected to participate in this study by completing an online survey. The districts and cities chosen for the study were Austin, Dripping Springs, Leander, Manor, Pflugerville, and Round Rock. Each of the school districts selected represent one of the following three classification types, which are defined by the National Center for Education Statistics (NCES) in Chapter 3:[1]

- Large or Mid-size Central City
- Urban Fringe of Large City
- Rural

The survey inquired about the frequency and types of interaction between school and city planning staffs. It asked what types of communications schools had with city officials and the community over proposed "major facilities initiatives," which are defined as the construction of new facilities, the major renovation of existing facilities, and the closing or consolidation of existing facilities. It also addressed how school planning relates to city planning mechanisms regarding land use, such as zoning regulations and site plan review. The survey asked participants their opinions on the influencing factors regarding major facility initiatives and what the idealized relationship should be between city and school planning.

[1] Nancy Speicher, U.S. Department of Education, NCES *School Locale Codes 1987 – 2000*

CHAPTER SUMMARY

The following list provides a brief summary of each of the chapters included in this professional report.

- ***Chapter 2 – Background Information*** reviews current national and industry reports, research, and standards to provide background information about school and city planning, recent trends, and national best practices.

- ***Chapter 3 – Research Methods*** presents the research methodology used for the case study and survey and an overview of the region and the six school districts and cities selected for the study.

- ***Chapter 4 – Data Summary*** reports and interprets the aggregated results of the survey.

- ***Chapter 5– Conclusions and Recommendations*** summarizes the conclusions for this professional report based on the background research and survey results. It provides recommendations for how to improve and modify the coordination of school and city planning practices in the Austin-Round Rock MSA. Also included are recommendations for areas of additional research and limitations to this study.

CHAPTER 2 – BACKGROUND INFORMATION

It is necessary to understand and explore the relationship between school and city planning to appreciate the impacts that school planning has on cities, and vice versa. City officials are charged with operating their municipalities and planning for growth. At the same time, school districts are responsible for operating and maintaining their existing facilities and planning for new schools. High quality schools and education are an amenity and attractor for a city. In turn, school districts are dependent on city services and infrastructure, including transportation and utilities.

The importance of school and city planning can be characterized in the following quote from the Council of Educational Facility Planners (CEFPI) report titled "Schools for Successful Communities: An Element of Smart Growth[2]"

> Over the next few decades, thousands of school facilities around the country will be built and renovated. Where and how schools are built or rebuilt will profoundly affect the communities they serve…Although challenging, the boom in school construction offers an unprecedented opportunity to improve the quality of schools and communities together, by applying the principles of smart growth to educational facility planning.

Further, CEFPI reported that "In revaluating growth patterns, communities are also assessing how and where they spend their education dollars. Investments in schools at once respond to and influence growth."[2] Additionally, "investments in educational facilities represent one of the largest capital outlays governments make."[3] It is estimated that $127 billion would be needed to bring all schools in the United States into overall

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[2] CEFPI, *Schools for Successful Communities: An Element of Smart Growth*, pg. 7
[3] Tim Torma, "Back to School for Planners," Planning Commissioners Journal, pg. 3

"good" condition.[4] Given the shear amount of money and resources that will be spent on schools in the future, it is imperative that schools be properly planned for the maximum benefit of the school districts, cities, and their residents. Resources can also be allocated to strengthen and enhance existing communities.[5] By working together, schools and cities have the challenge and opportunity to create better planned and functioning communities, while at the same time seeking to minimize costs.

DYNAMICS OF SCHOOL AND CITY PLANNING

The relationship between school and city planning is limited in part by the fact that each is performed by a separate, autonomous agency. School planning is based on federal, state, and district regulations and performed by school district staff, school boards, and their consultants, while city planning is performed separately by the city staff, city officials, and their consultants. Historically, prior to the Brown v. Board of Education System Supreme Court case, city planners performed school planning in conjunction with other city services and infrastructure. The shift to separate systems was the result of national and state mandates to correct the injustices of past discrimination and segregation.[6]

Some state legislatures have mandated better coordination and collaboration between the two entities. For example, in Florida legislation was passed that requires communication and collaboration between local governments and school district boards for school planning and land development. The "newly required interlocal agreement of school facility planning establishes the legal mandate for intergovernmental

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[4] Steven Bingler, Linda Quinn, and Kevin Sullivan, NCEF, "Schools as Centers of Community: A Citizen's Guide for Planning and Design," pg. 2
[5] CEFPI, "Schools for Successful Communities: An Element of Smart Growth," pg. 10
[6] Steve Donnelly, "A Toolkit for Tomorrow's Schools," *Planning*, October 2003, pg. 6

coordination."[7] Interlocal agreements are defined as "a legal pact authorized by state law between two or more units of government, in which the parties contract for or agree on the performance of a specific activity through either mutual or delegated provision."[8] Interlocal agreements allow for costs to be shared and for each entity to retain their authority and jurisdiction.[8] In addition, the Michigan State House passed a bill that would require school districts to submit plans for new school facilities to the local planning bodies for review.[9]

Demographic projections and forecasts are paramount for planning cities and schools. Both entities rely on these estimates to plan for services and growth. "Underestimating enrollments can cause crises in school assignment, and overestimated enrollments can cost districts millions of dollars in unnecessary construction."[10] Housing starts are also used as an indicator of population growth. However, for revitalizing urban areas that experience densification or change in ownership of existing housing, this information would not accurately predict potential student growth.[11] Further, it is not possible to predict how economic downturns or decreases in new housing starts could reduce the number of future students.[12] Therefore, it is essential that cities and school districts agree on and share demographic projections.

As previously mentioned, schools respond to residential development and growth, but they also can influence land use and development patterns. For example, a new school may be built in a previously undeveloped area due to acreage and enrollment

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[7] Atlanta Regional Commission, "Linking School Siting to Land Use Planning," pg. 9
[8] ICMA "Local Intergovernmental Agreements: Strategies for Cooperation," pgs. 1-2
[9] Mac McClelland, " Slowing Edge-ucation," 2004
[10] Nancy Myers and Sue Robertson, "Data collection: using demographics (Before You Build)," *School Planning and Management*, February 2005
[11] Stephen Spector , NCEF, "Creating Schools and Strengthening Communities through Adaptive Reuse," pg. 3
[12] Lawrence Hardy, "Grappling with Growth," *American School Board Journal*, September 2004, pgs. 20-21

policies that favor larger schools. This would require new infrastructure, such as roads, sidewalks, and utilities. It would also induce secondary growth of goods and services to meet the school population and additional residential growth to fill the capacity of the new school. The initial costs of the new infrastructure and expanded city services to meet the growth would be born by the city, since there is no existing tax base. Whereas, if a new school is placed in an existing community, or if an existing school is expanded and renovated, the infrastructure impacts and costs to the city would be less. Conversely, new residential growth and development puts creates pressure on schools facilities and districts to accommodate the new students,[13] and school districts and taxpayers must bear the costs of building new facilities.

Schools also impact housing location preference and home values. The Atlanta Regional Commission stated in a recent report that "Good schools are an important determinant in where people choose to live and where companies choose to locate."[14] Further, home values are tied to quality of the school district they are located in. An *USA Today* study found that on average, a comparable home in a "highly rated" school district is worth at least ten percent more than a comparable home in school district with a much lower rating.[15] Also, a Michigan Land Use Institute Study compared the housing values for ten years in two comparable neighborhoods, one with an "operating" school and one with a school that had closed. The study found that home values in the neighborhood with the operating school "increased 3 percent a year faster in the neighborhood with the open school than in the one with the closed school."[16] These studies both indicate that home values increase when they are in close proximity to existing schools or located in highly

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[13] Atlanta Regional Commission, "Linking School Siting to Land Use Planning," pg. 6
[14] Atlanta Regional Commission, "Linking School Siting to Land Use Planning," pg. 3
[15] Del Jones, "Location, location, location," *USA Today*, May 1996
[16] Mac McClelland and Keith Schneider, Michigan Land Use Institute, "Hard Lessons," pg. 17

rated school districts. Higher home values translate to higher property tax income for both cities and schools.

SCHOOL PLANNING ISSUES

There are several school planning issues frequently mentioned in recent school planning and siting literature. The specific issues that primarily relate to city planning, land use, and development are school size, the location of schools (school siting), and community-centered or joint use schools.

School Size

The amount of space required for school facilities and the size of the student body both influence a school's impact on a community. The National Center for Education Statistics (NCES) published statistics comparing the current student populations and number of schools in the United States to past figures. In 2001, there were 53.5 million students enrolled in 93,000 schools, compared to 28 million students in 238,000 schools in 1930.[17] The figures indicate that the number of schools has decreased, while the number of students has dramatically increased. Generally, schools are larger today then they were in the past. This trend to have larger schools has increased since World War II.[18] Further, new, larger schools are often built outside of urbanized areas, where parcels are more easily assembled. [19]

In the past, CEFPI published minimum acreage standards for elementary, middle, and high schools, and these standards were adopted by several states. Although CEFPI has since rescinded the minimum requirements, they became the basis for planning and

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[17] Tim Torma, "Back to School for Planners," *Planning Commissioners Journal*, pg. 3
[18] EPA "Travel and Environmental Implications of School Siting," pg. 3
[19] Tim Torma, "Back to School for Planners," *Planning Commissioners Journal*, pg. 4

building schools in many states.[19] Table 2.1 indicates a typical formula for minimum school sizes. In order to obtain parcels this size, schools often are built on the edges of cities, on previously undeveloped greenspace lands. [19]

Table 2.1 Typical Minimum School Acreage Requirements

Type of School	Acreage Standard
Elementary	10 acres, plus 1 acre for every 100 students
Junior High/Middle	20 acres, plus 1 acre for every 100 students
Senior High	30 acres, plus 1 acre for every 100 students

Source: CEFPI Brief on State Acreage Policies[20]

There is a debate in school planning literature on the ideal size of school enrollment. Advocates for larger, more consolidated schools argue that these types of schools provide students with greater class, elective, and extracurricular activity options. Also, there is some economy of scale by having larger schools. However, some research has found that students in larger schools do not perform as well their peers in smaller schools, and this is especially true for students from lower economic groups.[21] Further, larger schools have higher drop out rates; it is contended that this offsets the economy of scale argument that is used to justify larger schools. On a per student basis, smaller schools costs match more closely to larger schools when considering the "actual costs per graduate."[21] The Atlanta Regional Commission presented the matrix located in Table 2.2 in their "Linking School Siting to Land Use Planning" report. It provides an excellent summary of some of the issues surrounding school size and enrollment.

[20] Janell Weihs, "State Acreage Policies," A CEFPI Brief on Educational Facility Issues.
[21] TEA "School Size and Class Size in Texas Public Schools," pgs 2-3

Table 2.2 Matrix of School Size Considerations

	Smaller Schools	Larger Schools
Advantages	School safety/violence prevention	Higher percent of student involvement in activities
	Personal touch with students	Enhanced course offerings
	Advances "Smart Growth" principles	Less expensive per student for construction, operation, & administration
	Potential improved learning	More/higher-league athletics and student activities
	Less bus distance/time	Can achieve diversity with normal bussing
	Potential Walkable Schools	Less susceptible to family aging of neighborhoods
Disadvantages	Basics-only course offerings	School safety/violence problems
	More expensive per student for construction, operation, and administration	Impersonal student/staff relationships
	Fewer/lower-league athletics and student activities	"Institutional" rather than "community" feel
	Difficult to achieve diversity without bussing	Contributes to sprawl
	Susceptible to family aging of neighborhood	Potential reduced learning
		More bus distance/time
		Less percent of student involvement in activities

Source: ARC "Linking School Siting to Land Use Planning"[22]

School Location

Where a school is sited impacts a city in several ways. Most immediately, schools impact the built environment of a community. If schools are planned and sited without consultation with city master plans and planning officials, then cities are faced with responding to any potential negative impacts of a school location decision. For example, is the school placed in an existing, well established area, or has it been placed in an

[22] Atlanta Regional Commission, "Linking School Siting to Land Use Planning," pg. 15

outlying area due to availability of land or minimum acreage requirements? Further, is the school accessible by public transportation, bicycling, or walking, or is the primary mode of access by personal vehicle? Each of these school siting decisions produces different impacts to the built environment and neighboring areas around the school.

There are several transportation and traffic issues related to schools and school siting. Automobile or bus dependence is increased if schools are not sited within walking or bicycling distances of residential neighborhoods, or if they are sited on major routes that are not safely accessible by walking or bicycling. Additionally, there is a significant amount of traffic generated by schools. It is estimated that 10 to 15 percent of morning rush hour traffic is generated by schools.[23] Further, the amount of money spent on transportation costs to schools has "doubled in the past 25 years as schools were built farther from the students they serve."[24] CEFPI recommends the following:

> "When selecting a site for building a new school or an existing property for renovation, facility planners should consider the long-term costs of student transportation… Any cost-benefit analysis should include projected travel distances for the majority of students and related transportation costs to the school district and taxpayers over fifty years."[25]

There also are health impacts related to school siting and accessibility. A 2001 survey provided statistics on the number of school aged children who walked to school compared to the numbers in 1969. The study found that only 15 percent of children walked to school and one percent biked to school, versus 48 percent of children who walked or biked to school in 1969.[26] The reasons for these decreases are complex and include issues related to personal safety, but in large part they are also due to the conditions of the built environment – how far schools are located from residential

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[23] Tim Torma, "Back to School for Planners," *Planning Commissioners Journal*, pg. 6
[24] Barbara McCann and Constance Beaumont, "Build 'Smart'," *American School Board Journal*, October 2003, pg. 25
[25] CEFPI, "Schools for Successful Communities: An Element of Smart Growth," pg. 17
[26] EPA, "Travel and Environmental Implications of School Siting," pg. 2

communities and how accessible the route to school is by walking or bicycling. Further, the rise in childhood obesity rates has been attributed to a decrease in regular physical activity.[27]

Many school planning and Smart Growth advocates agree that schools should be located within the "center of community". This can be accomplished in two ways, either by physically placing schools within a community's physical space or by providing ways for the school to be integrated into the community by "extending the learning environment to use the community's full range of resources."[28] Hence, community-centered schools offer numerous benefits to the community and can strengthen neighborhoods.[29] Shared-use facilities and sites are an illustration of how to create a community-centered school that ties into a community's fabric. For example, in Sacramento, California, a school, library, community college, and regional park were all combined at one site and shared by both the school and public. As another benefit, this solution provided cost savings for all agencies involved.[30] CEFPI also agrees that shared-used facilities save communities money by distributing "the costs of site acquisition, construction, operations, and maintenance" amongst the partnering parties.[31]

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[27] Susan Cummins and Richard Jackson, "The Built Environment and Children's Health," pg. 4
[28] Steven Bingler, Linda Quinn, and Kevin Sullivan, NCEF, "Schools as Centers of Community: A Citizen's Guide for Planning and Design," pg. 3
[29] CEFPI, "Schools for Successful Communities: An Element of Smart Growth," pg. 13
[30] Steve Donnelly, "A Toolkit for Tomorrow's Schools," *Planning*, October 2003, pg. 8
[31] CEFPI, "Schools for Successful Communities: An Element of Smart Growth," pg. 18

CHAPTER 3 – RESEARCH METHODS

This chapter outlines the research methods used for this professional report. The basic research methodology is an exploratory case study. The chapter also details which school districts and cities in the region were selected to survey. In addition, the survey procedures followed, including the notification and data collection processes, are described. Finally, this chapter addresses how the data was reported and analyzed.

CASE STUDY DESIGN

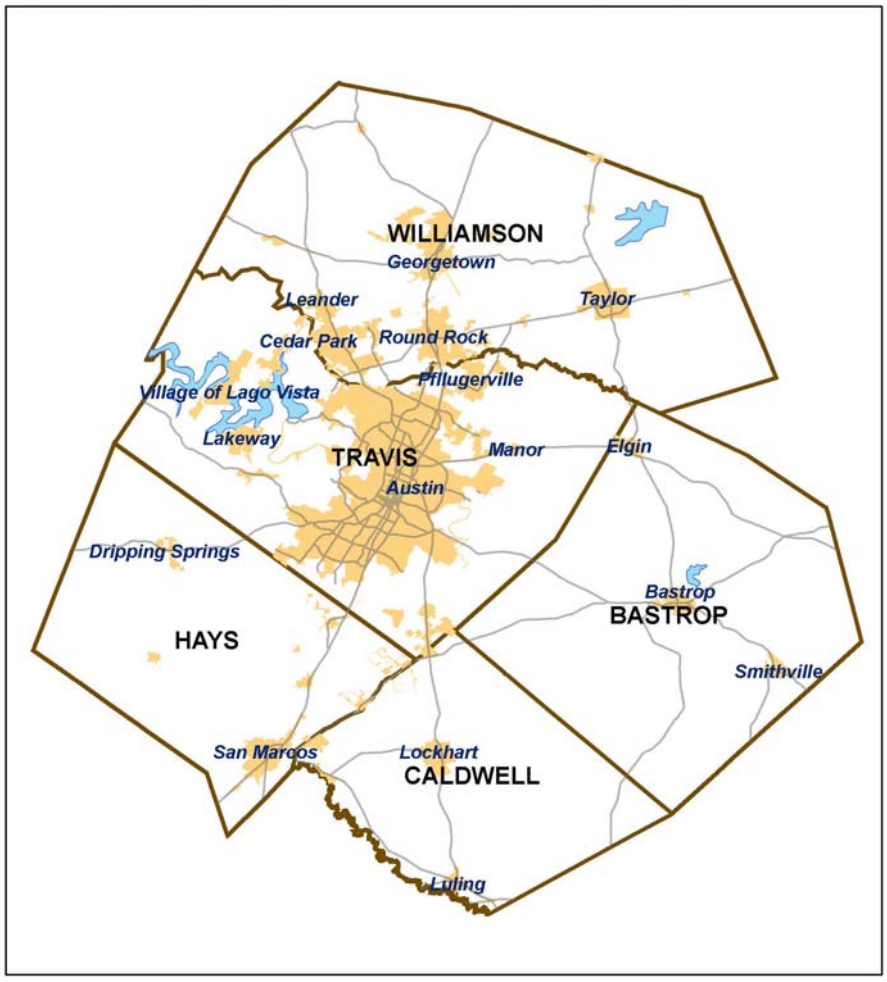
This professional report is a comparative case study of school and city planning in the Austin-Round Rock MSA. A survey was used to collect information about the current relationships between these two entities, and specifically how school planning fits within current city planning land use and development mechanisms. The survey contained both quantitative and qualitative questions, and it was given to both school district and city officials to understand both sides of the relationship. The survey and results is discussed in detail Chapter Four – Data Summary. The complete text of the survey can is located in Appendix B. Appendix C contains additional data from the survey results.

The survey was the primary source of information for this report. In addition, a literature review was conducted to gain additional background information. All of this information was synthesized and used to make recommendations regarding the relationship between school and city planning and for additional areas of research.

OVERVIEW OF REGION

The Austin-Round Rock MSA is comprised of 5 counties: Bastrop, Caldwell, Hays, Travis, and Williamson. Map 3.1 depicts the counties and major cities in the Austin-Round Rock MSA. A more detailed map can be found in Appendix A.

Map 3.1 Austin-Round Rock MSA Counties and Major Cities



Population Growth and Projections

According to US Census data, the estimated 2005 total population for the MSA is 1,432,165.[32] This region has experienced significant past growth in population. Table 3.1 Austin-Round Rock MSA County Population Changes and Growth provides the growth rates from 1990 to 2000 and from 2000 to 2005.

All of the counties in the MSA had double-digit growth rates from 1990 to 2000. Williamson County had the highest change in that period with 79.1 percent, and Caldwell County had the lowest with 22.2 percent. The US Census Bureau's 2005 Population estimates provide intercensal population figures. Hays County experienced the largest growth rate from 2000 to 2005, 27.5 percent. Travis County had the lowest change in population, 9.3 percent. As the base population number increases, such as with Travis County, it is increasingly difficult to sustain large percentages of growth. The smaller counties are all continuing to have population growth rates in the double-digits.

Table 3.1: Austin-Round Rock MSA County Population Changes and Growth

Counties	1990 Population	2000 Population	% Change 1990-2000	2005 Population Estimate	% Change 2000-2005
Travis	576,407	812,280	40.9%	888,185	9.3%
Bastrop	38,263	57,733	50.9%	69,932	21.1%
Caldwell	26,392	32,194	22.0%	36,523	13.4%
Hays	65,614	97,589	48.7%	124,432	27.5%
Williamson	139,551	249,967	79.1%	313,093	25.3%
MSA Totals	846,227	1,249,763	47.7%	1,432,165	14.6%
Average County % Change			48.3%		19.3%

Sources: US Census Bureau 1990 Census, 2000 Census, 2005 County Population Estimates

[32] U.S. Census Bureau American Fact Finder http://factfinder.census.gov/home/saff/main.html?_lang=en

The Texas State Data Center (TSDC) provides various population projections for MSA based on different growth scenarios. "These scenarios assume the same set of mortality and fertility assumptions in each scenario but differ in their assumptions relative to net migration."[33] Three categories used by TSDC are reflected in Table 3.2 below. Over the next 35 years, the population growth in the Austin-Round Rock MSA is projected to be 22.7 to 277.4 percent[34], depending on the growth scenario. The TSDC recommends using the 0.5 Scenario to be conservative. The comparable 2005 to 2040 Texas population projections are 25.1 to 148.0 percent[34]. Hence, the Austin-Round Rock MSA population is anticipated to grow at least as much as the State of Texas', but likely will increase at a higher rate. Further, the Texas Education Agency (TEA) predicts that for Texas, the "public school enrollment [is] projected to increase at more than twice the national rate over the next decade…[35]" Therefore, population growth and associated school development pressures are common themes across the region and state and are expected to continue well into the future.

Table 3.2: Texas and Austin-Round Rock MSA Population Projections

Scenario	2000 Texas Population	2040 Texas Population Projection	% Change	2000 MSA Population	2040 MSA Population Projection	% Change
0.0	20,851,820	26,085,101	25.1%	1,249,763	1,533,800	22.7%
0.5		35,761,159	71.5%		2,663,542	113.1%
1.0		51,707,489	148.0%		4,717,184	277.4%

Source: Texas State Data Center Population 2000 and Projected Population 2005-2040

[33] Texas State Data Center 2004 Methodology for Texas Population Projections
[34] Texas State Data Center Population 2000 and Projected Population 2005-2040
[35] TEA *School Size and Class Size in Texas Public Schools,* pg. 1

Regional Governance and Planning

The Capital Area Planning Council of Governments (CAPCOG) provides regional governance for a 10-county region that includes the Austin-Round Rock MSA. The following information from the CAPCOG web site clearly defines the scope and limitations of its role,

> The primary focus of CAPCOG is to serve as advocate, planner and coordinator of initiatives that, when undertaken on a regional basis, can be more effective and efficient. These include emergency services, elderly assistance, law enforcement training, criminal justice planning, solid waste reduction, infrastructure development, and housing and economic development.
>
> A council of governments is defined by law as political subdivision of the state, but it has no regulatory power or the authority possessed by cities, counties or other local governments. Decisions by a council of governments are not binding on member governments.[36]

The Capital Area Metropolitan Planning Organization (CAMPO) is another regional planning organization that oversees transportation planning and funding for a 3-county area. That area currently includes Hays, Travis, and Williamson counties; Bastrop and Caldwell counties, also part of the Austin-Round Rock MSA, are not included in the CAMPO planning area.[37]

Finally, Envision Central Texas (ECT) is a non-profit organization that led the Austin-Round Rock MSA through a visioning exercise to create a "preferred regional growth strategy."[38] However, this is a voluntary regional planning exercise. At this time, no municipality has formally adopted the ECT goals. The ECT report titled "A Vision for Central Texas[39]" mentions the importance of education several times, but it does not specifically discuss how to address education and schools.

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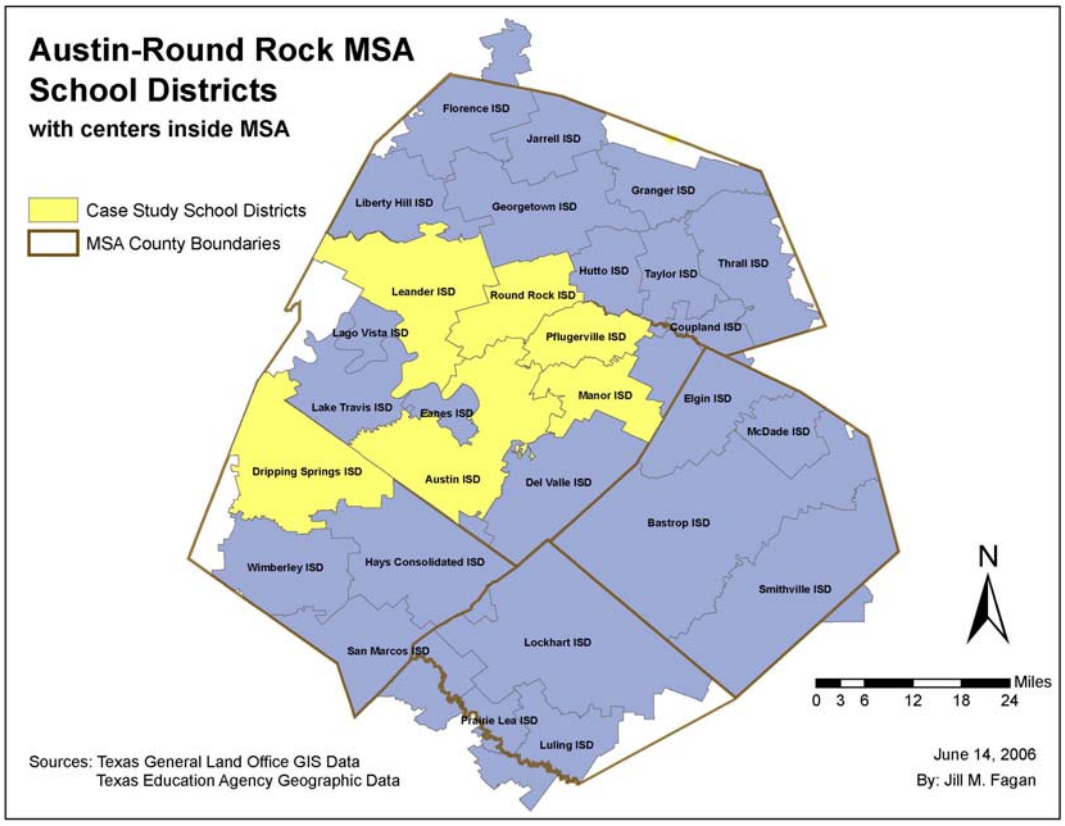
[36] Capital Area Council of Governments http://www.capco.state.tx.us/About_CAPCOG/
[37] Capital Area Metropolitan Planning Organization http://www.campotexas.org/about_planning.php
[38] Envision Central Texas http://envisioncentraltexas.org/faq.php
[39] ECT "A Vision for Central Texas" http://envisioncentraltexas.org/makingvisionreal.php

School Districts

Table A.1 Austin-Round Rock MSA County and School District Population Data (located in Appendix A) contains a list of all the school districts located primarily within these counties, along with the current district and county population statistics. School district populations were provided by the TEA District Directory.[40] Map 3.2 identifies the locations of these districts. The school districts selected for the case study are highlighted. The TEA School District Locator mapping function[41] also lists additional school districts that are only partially located within the Austin-Round Rock MSA, but these additional districts are not included in Table A.1 or on Map 3.2.

Map 3.2 Austin-Round Rock MSA School Districts



[40] TEA District Directory http://askted.tea.state.tx.us/org-bin/menus/public_schools.pl
[41] TEA School District Locator http://deleon.tea.state.tx.us/SDL/

JURISDICTION AND PARTICIPANT SELECTION

Six school districts and their associated cities were selected from the MSA for the case study – Austin, Dripping Springs, Leander, Manor, Pflugerville, and Round Rock. The selected school districts are located in Hays, Travis, and Williamson counties.

Case Study School District and City Information

The selected school districts for the study are identified in Table 3.3, along with their geographic classification. Map 3.3 shows the boundaries of the case study school districts and municipalities, which are all clustered around the City of Austin. The districts are classified based on their locale as defined by the National Center for Education Statistics (NCES). There are 7 NCES "school locale codes." The following four classifications, as defined by NCES, were used to code the school districts in this case study[42]:

1. Large City: Central city of a metropolitan statistical area (MSA) or consolidated MSA (CMSA); with a population of at least 250,000.
2. Mid-size city: Central city of an MSA or CMSA; with a population less than 250,000.
3. Urban fringe of large city: Any incorporated place, Census designated place (CDP), or non-place territory within a CMSA or MSA of a large city and defined as urban by the U.S. Bureau of the Census.
4. Rural: Any incorporated place, CDP, or non-place territory designated as rural by the U.S. Bureau of the Census.

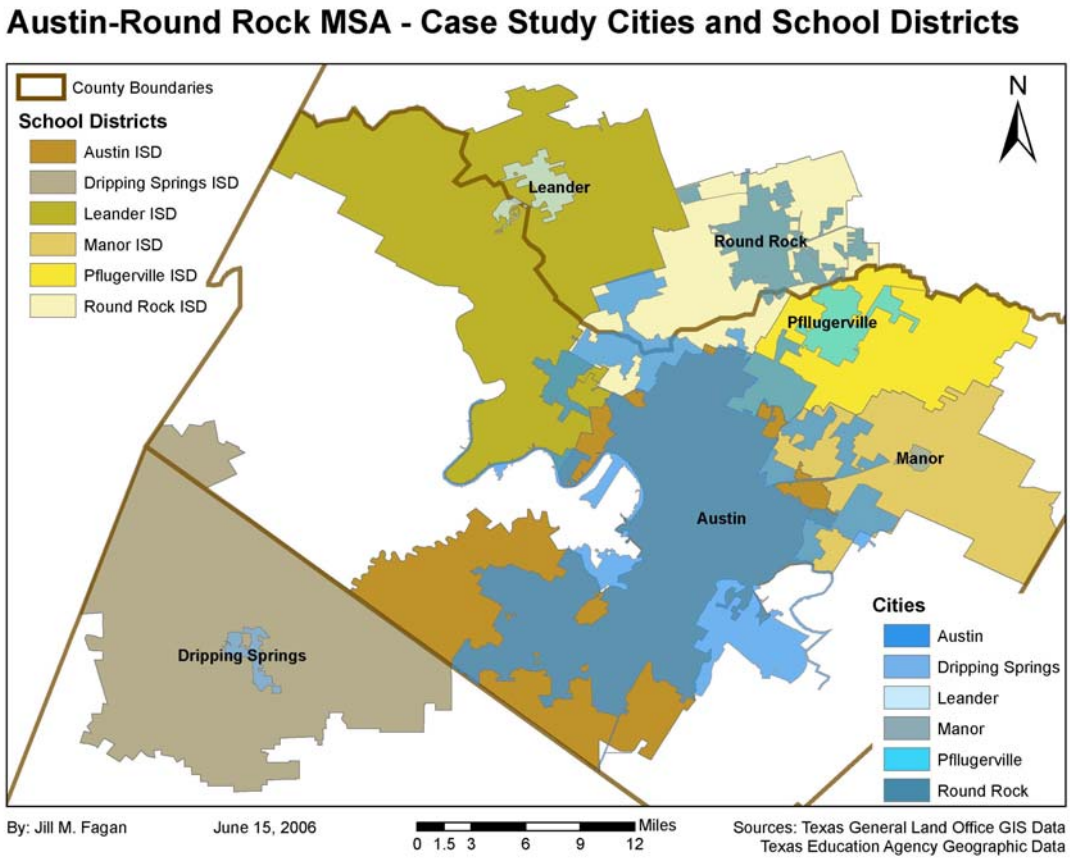
[42] Nancy Speicher, U.S. Department of Education NCES *School Locale Codes 1987 – 2000*

Table 3.3 Summary Data for Selected Case Study Cities and School Districts

School District and City	2004 City Population Estimate	October 2005 District Enrollment	Locale
Austin	681,804	81,057	Large Central City
Dripping Springs	1,664	3,562	Rural, inside CMSA
Leander	15,784	22,077	Urban Fringe of Large City
Manor	1,165	4,549	Rural, inside CMSA
Pflugerville	25,911	18,761	Urban Fringe of Large City
Round Rock	82,040	37,847	Mid-size Central City

Source: US Census Bureau 2004 Population Estimate, TEA District Directory, NCES School Locale Codes and District Information

Map 3.3 Case Study School District and City Boundaries



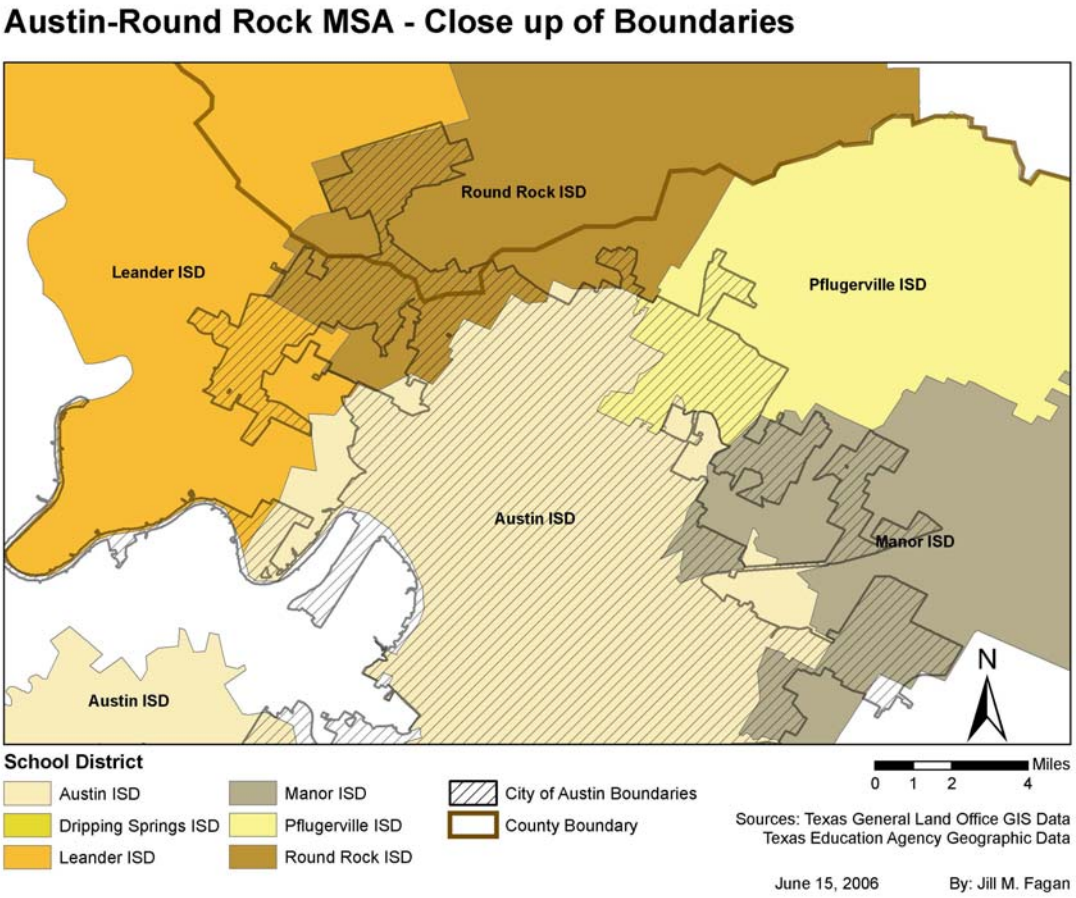
The school districts and cities were selected so that a comparative analysis can be performed within and across three main types of locales: Central City (Large and Mid-size), Urban Fringe, and Rural. Since Austin is the only "Large Central City" in the MSA, Austin and Round Rock, which is a "Mid-Size Central City," were compared. Hence, there is a pair of school districts for each of the classification categories. This allowed the comparison of one school district and city to another of similar characteristics and dynamics. This also allowed for the comparison across locale classifications to determine if there are differences in the way that larger and smaller, or urban and rural, school districts and cities plan for schools and land use.

It should be noted that some school districts pull students from various municipalities; the city and school district boundaries not exactly aligned. For example, students within the City of Austin may be assigned to any of the following school districts based on the district jurisdictional boundaries: Austin, Del Valle, Eanes, Lake Travis, Leander, Manor, Pflugerville, or Round Rock. The conflicts between City of Austin boundaries and some of the various school boundaries are depicted in Map 3.4 on the following page. For the purpose of this case study, the survey was limited to the primary city associated with each school district.

City Governance and Planning

All of the case study cities have a city council-mayor form of government. The larger cities, including Austin, Leander, Pflugerville, and Round Rock also have city managers that work in connection with the council, otherwise known as council-manager governance. In addition, all of the cities have planning departments that vary in size (number of staff) and scope.

Map 3.4 City of Austin and Selected School District Boundaries



School District Administration and Facility Planning

All of the school districts selected for the case study contain the same type of administration. Each district has a School Board or Board of Trustees, which is an elected body that governs over the district. According to Austin Independent School District, their board also establishes "policies for operation of the district and for ensuring its financial viability."[43] Each district has a Superintendent and other administrative officials

[43] Austin Independent School District Board of Trustees web site http://www.austinisd.org/inside/board/

who oversee the operation and maintenance of the schools and district. The school facilities planning staff vary in size and scope by district.

Case Study Population Statistics and Demographics

As was the case with all of the counties in the MSA, all of the case study cities had double-digit growth rates from 1990 to 2000. According to the population estimates for 2004, the growth rates appear to have slowed in many of these cities. However, many of the outlying cities and areas are continuing to experience strong residential growth, and therefore, the 2004 Population Estimates may not be a clear indicator of the population growth for the case study cities. The 2010 Census population figures should provide a more accurate account of the case study populations and growth rates.

Table 3.4: Case Study City Population Changes and Growth

County	1990 Population	2000 Population	% Change 1990-2000	2004 Population Estimate	% Change 2000-2004
Austin	465,622	656,562	41.0%	681,804	3.8%
Dripping Springs	1,033	1,548	49.9%	1,664	7.5%
Leander	3,398	7,596	123.5%	15,784	107.8%
Manor	1,041	1,204	15.7%	1,165	-3.2%
Pflugerville	4,444	16,335	267.6%	25,911	58.6%
Round Rock	30,923	61,136	97.7%	82,040	34.2%
Case Study Totals	506,461	744,381	47.0%	808,368	8.6%
	Average City % Change		99.2%		34.8%

Sources: US Census Bureau 1990 Census, 2000 Census, 2004 City Population Estimates

Baseline demographic information for the cities selected for the case study was gathered using the U.S. Census Bureau 2000 Census data. This data is presented in Table 3.5. The case study cities vary greatly in their population and size, as previously mentioned under the discussion of school district classification. They also vary in their ethnicity and race and household income levels. Austin and Manor had the greatest racial and ethnic diversity, while Pflugerville and Round Rock had the highest median household income levels. Only Dripping Springs had a median age that was greater than the other case study cities; it is also slightly higher than the United States median age, 35.3 years[44].

Table 3.5: Case Study City Demographics

	Austin	Dripping Springs	Leander	Manor	Pflugerville	Round Rock
Population	656,562	1,548	7,596	1,204	16,335	61,136
Median Age	29.6	36.3	30.2	31.9	31.6	30.1
Median Household Income	$42,689	$47,212	$53,504	$37,500	$71,985	$60,354
Race and Ethnicity						
White	65.4%	86.5%	86.2%	53.2%	77.2%	76.8%
Black or African American	10.0%	0.3%	2.9%	16.9%	9.5%	7.7%
American Indian and Alaska Native	0.6%	0.5%	0.9%	1.5%	0.2%	0.5%
Asian	4.7%	0.2%	0.5%	0.1%	4.3%	2.9%
Native Hawaiian and Other Pacific Islander	0.1%	0.0.%	0.1%	0.6%	0.1%	0.1%
Some other race	16.2%	10.6%	6.9%	25.7%	6.0%	9.5%
Hispanic or Latino (of any race)	30.5%	18.7%	15.9%	48.8%	16.7%	22.1%

Sources: US Census Bureau 1990 Census

[44] U.S. Census Bureau American Fact Finder http://factfinder.census.gov/home/saff/main.html?_lang=en

Participant Selection

Officials representing school districts and cities were selected to participate in the study based on their role or position within their organization and information provided by contacting their organization. For example, there was not always just one person who served as a facilities planner for a school district. A mix of both elected and bureaucratic or staff positions were chosen to determine if they were any differences of opinion or viewpoints based on the stakeholder's position within the organization and community. From each school district, a facilities director, planner, or business administrator and a school board member were invited to participate. For the cities, a City Council member, Planning Commissioner, and planning staff member were invited to participate.

SURVEY DESIGN

The survey for this case study was based on surveys designed and used by Richard Norton, Ph.D. with the University of Michigan Urban & Regional Planning Research Collaborative Center for Local, State, and Urban Policy. Questions from the Michigan survey were edited and modified to fit the content, purpose, and Texas context of this survey. In addition, new questions were crafted to obtain additional information for the Austin-Round Rock MSA.

The survey was set up electronically for ease of access and use through "Survey Monkey."[45] The Survey Monkey web site used data encryption software to strip any source information from the responses to help protect the respondent's identities and information; however, it was also noted on the survey that no guarantees were made regarding the interception of data by third parties. A separate "opt out" survey was set up,

[45] Survey Monkey http://www.surveymonkey.com/

and its link was provided to the invited participants. Participants were under no obligation to answer the survey. Further, there was no penalty for not answering all questions.

Survey Content

The survey contained ten questions, plus space to provide additional comments at the end. The survey contained mostly quantitative, close-ended questions; however, there were two open-ended, qualitative questions. The first three questions obtained background information from the participant. Next, the questions focused on the types and frequency of communication between schools and city staff members, city officials, and the community on school planning and major facility initiatives. The next group of questions related school planning to the land development process. The final questions asked respondents their opinions on the influencing factors regarding school planning decisions and what the idealized relationship should be between school and city planning. Also, survey respondents were provided an opportunity to request a summary of the study once the analysis was completed. The survey questions are covered in more detail in Chapter Four – Data Summary. A complete copy of the survey text and questions is located in Appendix B – Survey of Local Officials on School and City Planning.

Survey Procedures

Contact information for the school and city officials was identified and gathered using the internet and telephone calls to their respective offices. There were some limitations to the availability of data, however. Some cities preferred to route the surveys through administrative or assistant personnel, rather than communicating directly with the selected participant. In addition, some positions, such as Planning Commissioners or School Board Trustees, are not directly employed by a municipality or school district and therefore may not have contact information through the city or school district. In these

instances, personal contact information is used instead, and this information was sometimes guarded. In general, it was also harder to obtain contact information for the smaller municipalities, which in turn also have smaller numbers of staff and resources.

Each survey respondent was initially contacted via electronic mail that provided introductory information and invited the participant to respond to an online, Internet-based survey. The electronic mail provided the link to the electronic survey and instructions; it also provided a link to an "opt out" survey if the person elected not to participate. Attached to the electronic mail was a more formal written letter of introduction that identified the purpose of the study, provided background information, and both survey links as well. For some selected participants, the initial emails were sent to a third party, by their organization's request.

A telephone call and/or electronic mail were used to follow up on the survey if no response was received. This process was repeated several times until either the respondents completed the survey or simply did not respond back. At which time, these participants were marked as responsive or non-responsive, respectively. No school or city officials elected not to participate by completing the opt out survey. A follow up email that contains a summary of the final study findings will be sent to all participants who responded to thank them for their participation. Most respondents indicated that they were interested in receiving the summary.

The survey results were studied quantitatively and qualitatively. Basic data analysis was performed to look for trends and anomalies among the responses, both overall and within and across the various classifications and groups. The results were synthesized and are discussed in aggregate in Chapter Four –Data Summary.

CHAPTER 4 – DATA SUMMARY

This chapter presents the results of the survey titled "Survey of Local Officials on School and City Planning" conducted during the spring of 2006. It provides a detailed summary of the questions and data gathered from the survey responses. Basic quantitative and qualitative analysis was performed to examine the survey results to look for any trends, comparisons, or anomalies within and across the three main categories represented by the participants: jurisdiction, affiliation, and position. Statistical software, SPSS, was used to assist in the analysis and to cross-tabulate the data.

RESPONSE RATE

Thirty-eight respondents were invited to participate in the study. Twenty responses were received from the invited participants, for a total survey response rate of 52.6 percent. Table 4.1 provides the response rate by cities and schools, 61.1 percent and 45.0 percent respectively. However, two surveys contained a significant amount of missing data and were therefore not included in the analysis. The remainder of the participants answered all of the questions. Hence, the true response rate for this study was 47.4 percent.

In addition, there was one partial survey response from a city employee who was not initially invited to participate in the study. The few answers provided by this unknown respondent were not included in the survey response rates or data summary results either.

Table 4.1: Summary of Survey Response Rates

	No. Surveys Sent	No. Surveys Received	Response Rates
Cities	18	11	61.1%
Schools	20	9	45.0%
Total	38	20	52.6%

Source: Primary

Table 4.2 provides the counts of the number of surveys sent and received by jurisdiction, for both cities and schools. The numbers are not equal for all municipalities. This is in part based on the contacts and information obtained during the survey participant selection process. For example, all of the Pflugerville School Board Members were sent the survey invitation, as opposed to one only school board member per school district, which was the case for other jurisdictions.

Table 4.2: Summary of Survey Responses by Jurisdiction

	No. Sent	No. Received	Response Rate	Overall Response Rate
Austin				80%
City	3	3	100%	
School	2	1	50%	
Dripping Springs				20%
City	3	1	33%	
School	2	0	0%	
Leander				50%
City	3	2	67%	
School	3	1	33%	
Manor				40%
City	3	1	33%	
School	2	1	50%	
Pflugerville				36%
City	3	1	33%	
School	8	3	38%	
Round Rock				100%
City	3	3	100%	
School	3	3	100%	
	38	20		**52.6%**

Source: Primary

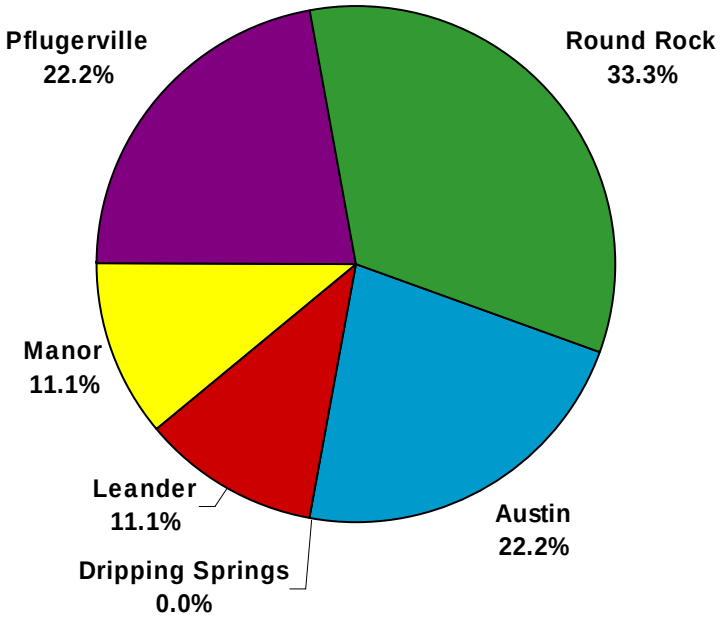
BACKGROUND INFORMATION

This section reports the background information gathered from the survey responses. It includes the jurisdiction, position, affiliation, and involvement with school planning for all participants who provided a responsive survey reply.

Jurisdiction

Survey responses were received from five of the six municipalities and school districts in the Austin-Round Rock MSA invited to participate. Figure 4.1 below provides a break-down by jurisdiction of the responses received. Round Rock had the greatest number of respondents with six, or 33.3 percent. Austin and Pflugerville were the next highest responses, with 22.2 percent each. Leander and Manor each had a response rate of 11.1 percent. No responsive surveys were received from a Dripping Springs representative.

Figure 4.1: Survey Respondents by Jurisdiction



Source: Primary

Jurisdiction Classifications

The jurisdictions were grouped in pairs according to the NCES classifications, as discussed in Chapter Three – Research Methods. Table 4.3 provides a summary of these classifications.

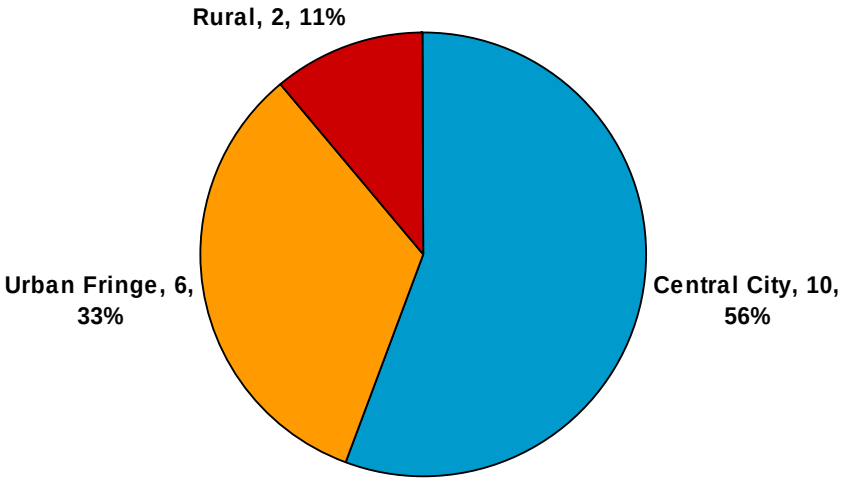
Table 4.3: Case Study Jurisdiction Classifications

School District and City	Locale
Austin	Central City (Large)
Round Rock	Central City (Mid-size)
Dripping Springs	Rural
Manor	Rural
Leander	Urban Fringe of Large City
Pflugerville	Urban Fringe of Large City

Source: NCES CCD public school district data for the 2003-2004 school year

By using these classifications, it is possible to pair the survey responses by the three main categories: Central City (Large and Mid-size), Urban Fringe, and Rural. Figure 4.2 illustrates the responses by jurisdiction classification.

Figure 4.2: Survey Responses by Jurisdiction Classification

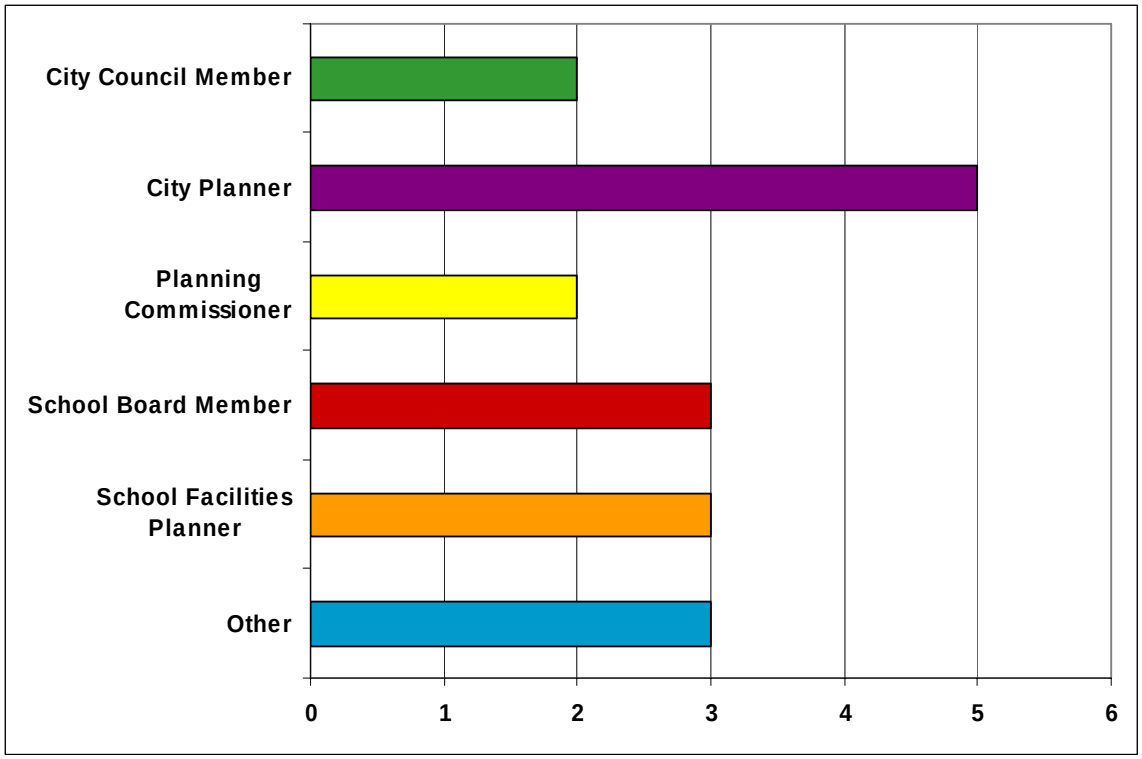


Source: Primary

Position

A cross-section of elected and bureaucratic positions in both school districts and cities were represented in the survey responses. Figure 4.3 illustrates the various positions held by the survey respondents. City planners comprised 27.8 percent of the responses. Two of the people who listed their position in the "Other" category are also school district employees, a facilities administrator and a central office administrator. The category "School/Facilities Planner" was not broad enough to capture these administrative positions. The remaining person who responded in the "Other" category is a former school board member.

Figure 4.3: Positions of Survey Respondents



Source: Primary

Position Classifications

The positions of survey respondents were categorized in two different ways: by affiliation and by position. In the first categorization, the respondents were grouped by affiliation or entity, with either a school or city. The second method considered whether the position held by the respondent is elected, appointed, or staff, with elected and appointed positions grouped together. Tables 4.4 and 4.5 present the data by these two categories. There is an even split between school and city responses. Also, the responses are rather closely divided between elected or appointed and staff positions.

Table 4.4: Positions of Survey Respondents, School or City

Classification	No. of Responses	
School	9	50%
City	9	50%
	18	100%

Source: Primary

Table 4.5: Positions of Survey Respondents, Elected/Appointed or Staff

Classification	No. of Responses	
Elected/Appointed	8	44%
Staff	10	56%
	18	100%

Source: Primary

School Planning Involvement

Question Three was an open-ended, qualitative question that asked respondents to briefly describe their involvement with school and/or city planning. The answers to this question were varied. Many respondents provided more detail regarding their position. The school or facility planners generally described their involvement with school location

and siting decisions and long-range planning; most also mentioned working with city officials during these processes. One school facilities planner stated that they coordinate "with developers and City officials [and] make decisions based on population, expected growth, utility infrastructure and roads." Another respondent from the school side said that they are the "liaison with the planning functions of the other public entities," including the city, county, and local transportation authority.

Some city planners focused on their responsibilities with land development issues, such as zoning and site plan review, but many did relate their work back to school planning. For example, a city planner described in detail the coordination between schools and city planning for their jurisdiction:

> [We have] quarterly meetings to discuss proposed developments and their effect on the school district. We have provided demographic studies to the district to better understand the effect of types of apartments on the schools. We assist in identifying needed school sites and connecting the district with the developer for negotiation of land purchases for schools.

Some of the responses from city council members and planning commissioners were generally more of an advisory or recommendations role, as opposed to directly working together with school districts. One school board member shared their previous recommendation to set "…subdivision codes [in] the planning phase to require set asides of property to build schools just as we have greenspace set asides."

INTERACTION AND COMMUNICATION

The next series of questions explored the communication between schools, cities, and the community by asking the frequency of interaction between schools and city planning staffs, the level of discussion between school and city officials regarding the impacts of a school's major facility initiatives, and the extent to which the community raised issues related to the impacts of major facility initiatives.

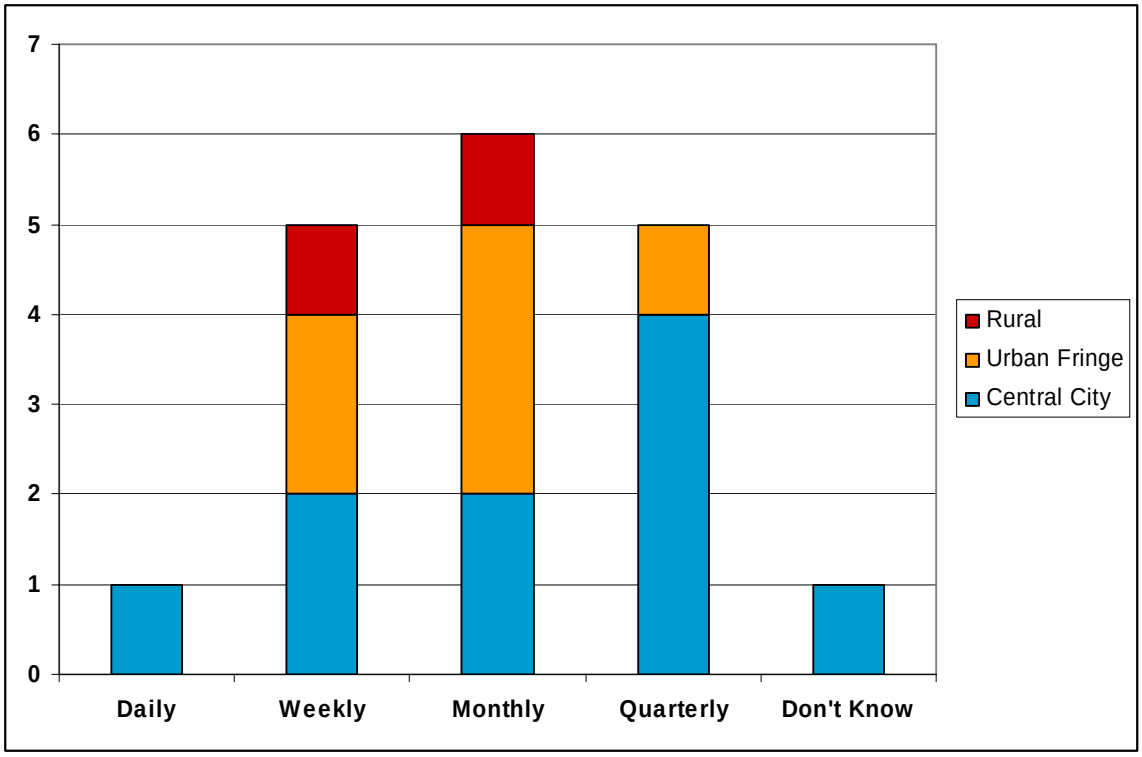
Planning Staff Interaction

The purpose of Question Four, regarding the frequency of formal or informal interaction between school district and city planning staffs, was to understand how often information is shared between the two entities. One-third of respondents indicated that monthly interaction occurred. Further, two-thirds said that daily, weekly, or monthly coordination occurs.

By Jurisdiction

Figure 4.4 illustrates the school and city planning staff interaction data by jurisdiction classification. For Urban Fringe cities, monthly interaction occurred most frequently. For Central Cities, quarterly interaction was indicated by the majority of the respondents. Rural cities were split between weekly and monthly interaction.

Figure 4.4: Frequency of Interaction, by Jurisdiction

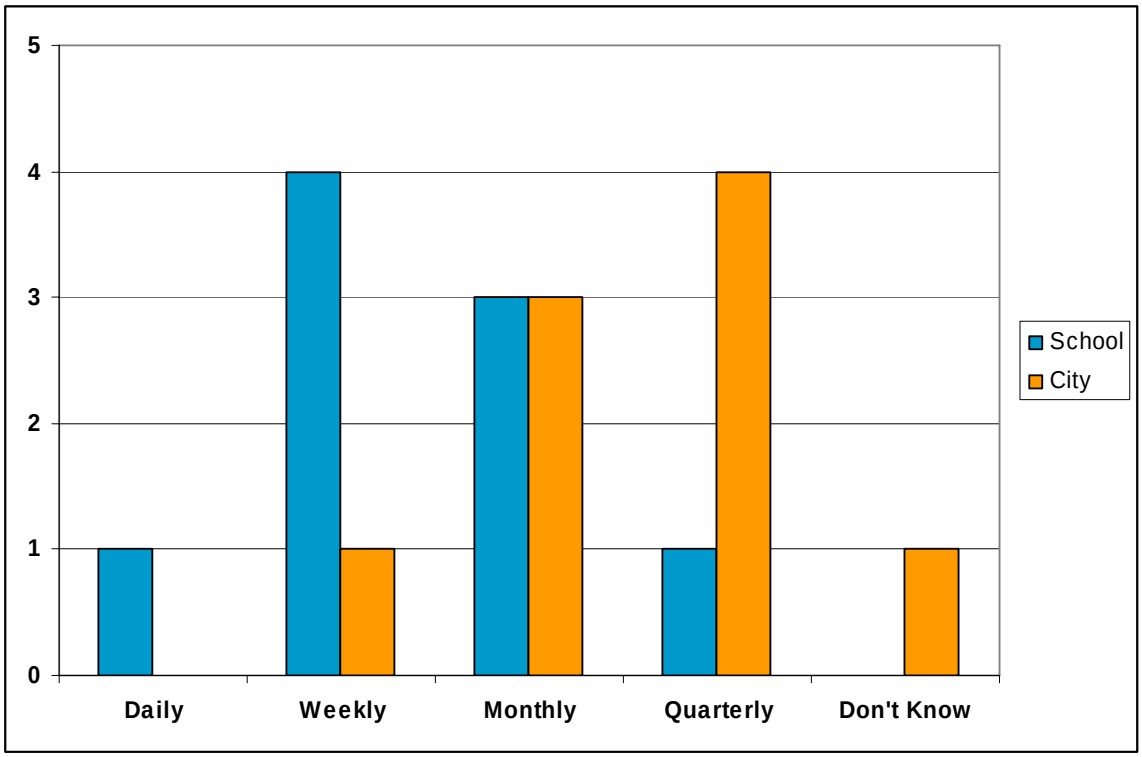


Source: Primary

By Position

Figure 4.5 illustrates the interaction data by affiliation, either school or city. From the school perspective, most respondents answered that weekly interaction occurred. On the other hand, the experience with city respondents appears to have been that less frequent interaction occurs, with the greatest number of respondents answering that quarterly interaction occurred. An equal number of school and city respondents indicated that monthly interaction occurred.

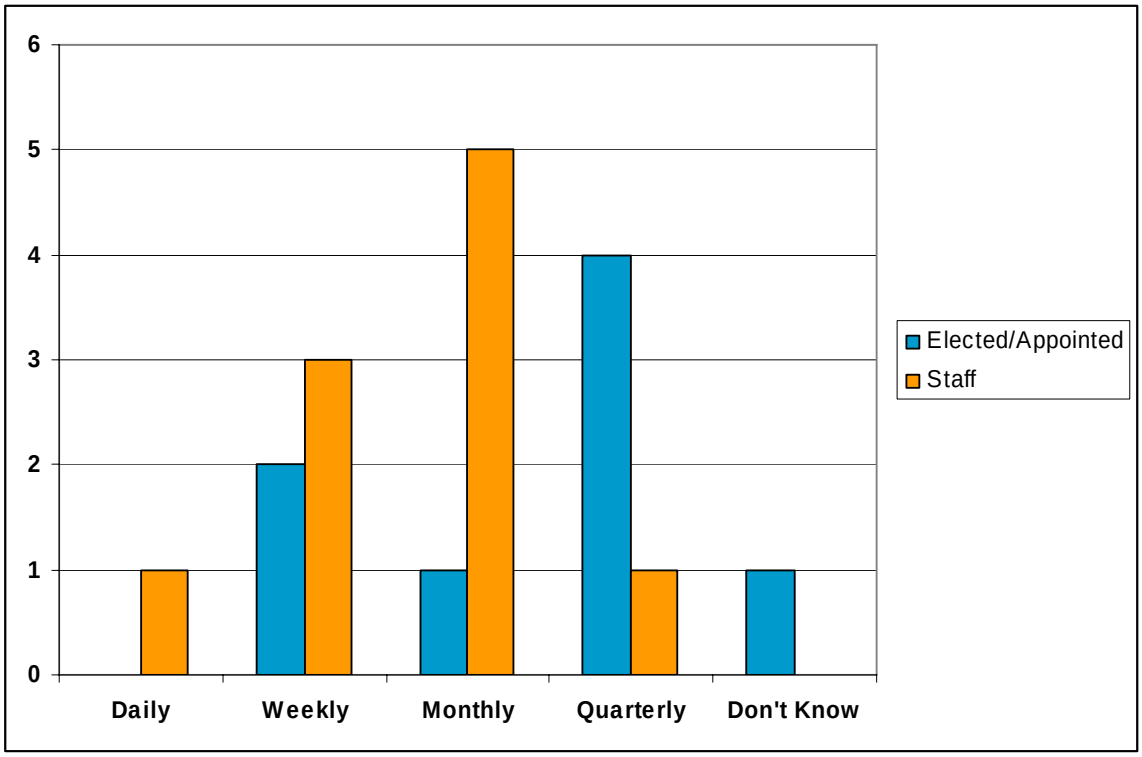
Figure 4.5: Frequency of Interaction, by Affiliation



Source: Primary

Figure 4.6 illustrates the interaction data by the type of position held by the respondent, either elected/appointment or staff. It is clear that from the respondents' experiences, interaction occurs more frequently for staff employees, compared to elected or appointed officials.

Figure 4.6: Frequency of Interaction, by Type of Position



Source: Primary

Major Facility Initiatives Discussions

Survey Questions Five and Six were designed to understand the extent of input from local city officials and residents regarding the potential impacts of a schools' major facilities initiatives on a community. Major facilities initiatives were defined for this case study and survey as the construction of new facilities, the major renovation of existing facilities, and the closing or consolidation of existing facilities.

Schools' Consultation with Cities

By Jurisdiction

When asked if schools (school board members and/or district staff) consult with local city officials regarding potential impacts to the community from proposed major facilities initiatives or making site-related decisions, 66.7 percent of all respondents said that there is periodic or informal communication. A clear majority of respondents from Central City and Urban Fringe jurisdiction provided this answer, as seen in Table 4.6. It is not known, however, what these formal or informal processes entail. There was not a question included in the survey to clarify or explain these responses.

Table 4.6: Schools Consultation with Cities, by Jurisdiction

	Type of Interaction			
Jurisdiction	Yes formal process	Yes informally	No	Don't Know
Central City	2	7	1	0
Urban Fringe	1	4	0	1
Rural	1	1	0	0
	22.2%	66.7%	5.6%	5.6%

Source: Primary

By Position

Table 4.7 and 4.8 provide the same data by the two position classifications. The results are similar, given that a majority of the respondents indicated that there is periodic or informal communication. For both of the position classifications, an equal number of school and city respondents and elected/appointed and staff respondents indicated that there is an informal interaction between schools and city officials regarding the impacts of major facility initiatives.

Table 4.7: Schools Consultation with Cities, by Affiliation

	Type of Interaction			
Classification	**Yes, formal process**	**Yes, informally**	**No**	**Don't know**
School	3	6	0	0
City	1	6	1	1
	22.2%	66.7%	5.6%	5.6%

Source: Primary

Table 4.8: Schools Consultation with Cities, by Type of Position

	Type of Interaction			
Classification	**Yes, formal process**	**Yes, informally**	**No**	**Don't know**
Elected/Appointed	1	6	1	0
Staff	3	6	0	1
	22.2%	66.7%	5.6%	5.6%

Source: Primary

Citizen Concerns

Question Six is related to the previous question. It asked to what extent citizens raised concerns regarding the potential impacts on community growth and development from major facility initiatives. Table 4.9 provides the four response options and the number of answers recorded for each. The second and third responses received nearly equal votes, which depicts a split over to what extent this was a primary issue to citizens overall. However, it still indicates that a majority of residents did at least raise the issue.

Table 4.9: Citizen Concern over Impacts of Major Facility Initiatives

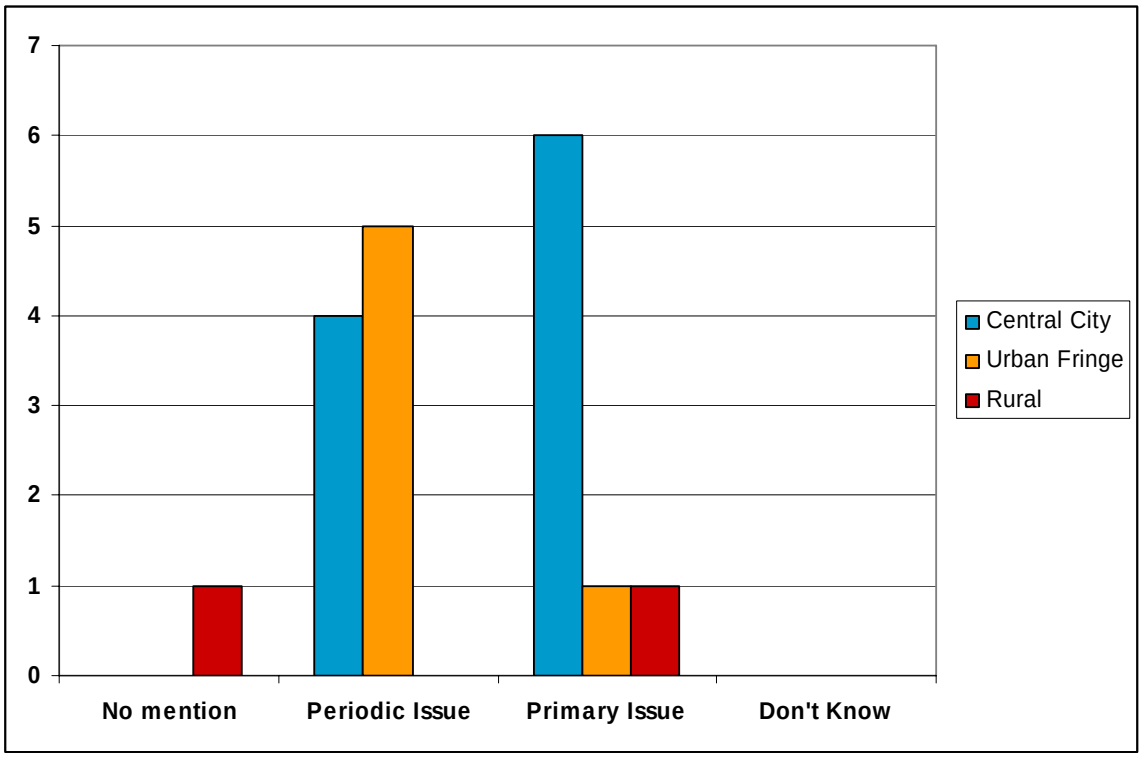
No.	Response	Rate
1	Local residents made no real mention of this topic.	5.6%
2	Local residents raised the topic briefly or periodically but it did not appear to be an issue of primary concern overall.	50.0%
3	Local residents raised the topic at some length and it became an issue of primary concern overall.	44.4%
4	Don't Know	0%

Source: Primary

By Jurisdiction

Analyzing the results by jurisdiction, as depicted in Figure 4.7 on the following page, provides additional information. More Central City respondents believed that local residents raised the issue of impacts from major facility initiatives at some length, and that it became a primary issue, compared to the other jurisdictions. However, a majority of Urban Fringe respondents categorized the local residents' response to this topic as a brief or periodic issue, not one that was a primary concern overall. There was a distinct split in the Rural responses about whether major facility initiatives were an issue for the local residents.

Figure 4.7: Citizen Concern over Impacts of Major Facility Initiatives, by Jurisdiction



Source: Primary

By Position

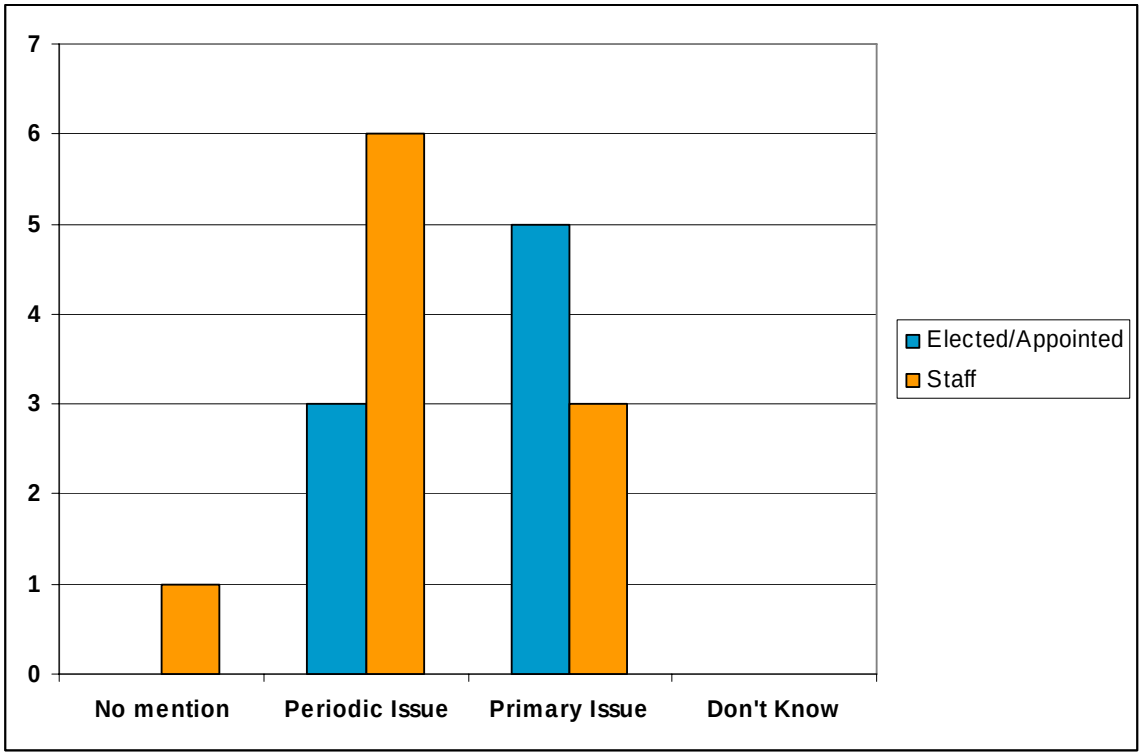
Table 4.10 and Figure 4.8 present the results to Question Six by the two position classifications. The school and city officials' responses to this question were split fairly evenly; there was not a strong indication whether this was a primary or periodic issue to citizens. However, when looking at this data by the type of position held, there was a noticeable difference in the answers. For elected or appointed officials, the majority of their survey responses indicated this was a primary issue with citizens. Conversely, a majority of staff officials indicated that impacts from major facility initiatives was a brief or periodic issue with citizens.

Table 4.10: Citizen Concern over Impacts of Major Facility Initiatives, By Affiliation

Classification	No mention	Periodic Issue	Primary Issue	Don't Know
School	0	5	4	0
City	1	4	4	0
	5.6%	50.0%	44.4%	0.0%

Source: Primary

Figure 4.8: Citizen Concern over Impacts of Major Facility Initiatives, by Position



Source: Primary

SCHOOL PLANNING AND THE LAND DEVELOPMENT PROCESS

This section of questions relates schools to the land development process. It queried whether schools follow the same steps and processes as private land developers, or in other words, whether schools are exempted from these. It also asked respondents how influential a series of factors are to planning for major facility initiatives.

Zoning and Land Development Codes

Question Seven asked whether land development codes and zoning regulations apply to schools or if they are exempted. Nearly 67 percent of all respondents said that they do apply, as indicated in Table 4.11 on the following page.

The available answers to this question were either yes, no, or don't know. Some of the additional comments at the end of the survey indicated this question needed a fourth, "other," response and an opportunity for respondents to explain or elaborate on their responses. For example, one respondent indicated that "inter-local agreements allow for the city to waive code requirements for schools;" therefore, this question did not allow for a straight yes or no answer. Another comment was that "Schools do have the option to opt out of being regulated by city zoning." One other comment noted two important distinctions – that site development regulations do apply, but they do not regulate land use, and further, that "our zoning regulations allow schools in most zoning districts."

By Jurisdiction

Table 4.11 provides the results to Question Six by jurisdiction classification. The anomalies in the answers may be attributed to the selection of responses for the question.

Table 4.11: Applicability of Zoning and Development Codes, by City

Jurisdiction	Yes	No	Don't know
Central City	7	2	1
Urban Fringe	3	2	1
Rural	2	0	0
	66.7%	22.2%	11.1%

Source: Primary

By Position

Tables 4.12 and 4.13 present the results to Question Six by the two position classifications. The breakdown of majority, "yes" responses by affiliation and position are identical. As previously mentioned, the wording of the question and responses may explain the "no" responses.

Table 4.12: Applicability of Zoning and Development Codes, By Affiliation

Classification	Yes	No	Don't Know
School	6	3	0
City	6	1	2
	66.7%	22.2%	11.1%

Source: Primary

Table 4.13: Applicability of Zoning and Development Codes, By Position

Classification	Yes	No	Don't Know
Elected/Appointed	6	1	1
Staff	6	3	1
	66.7%	22.2%	11.1%

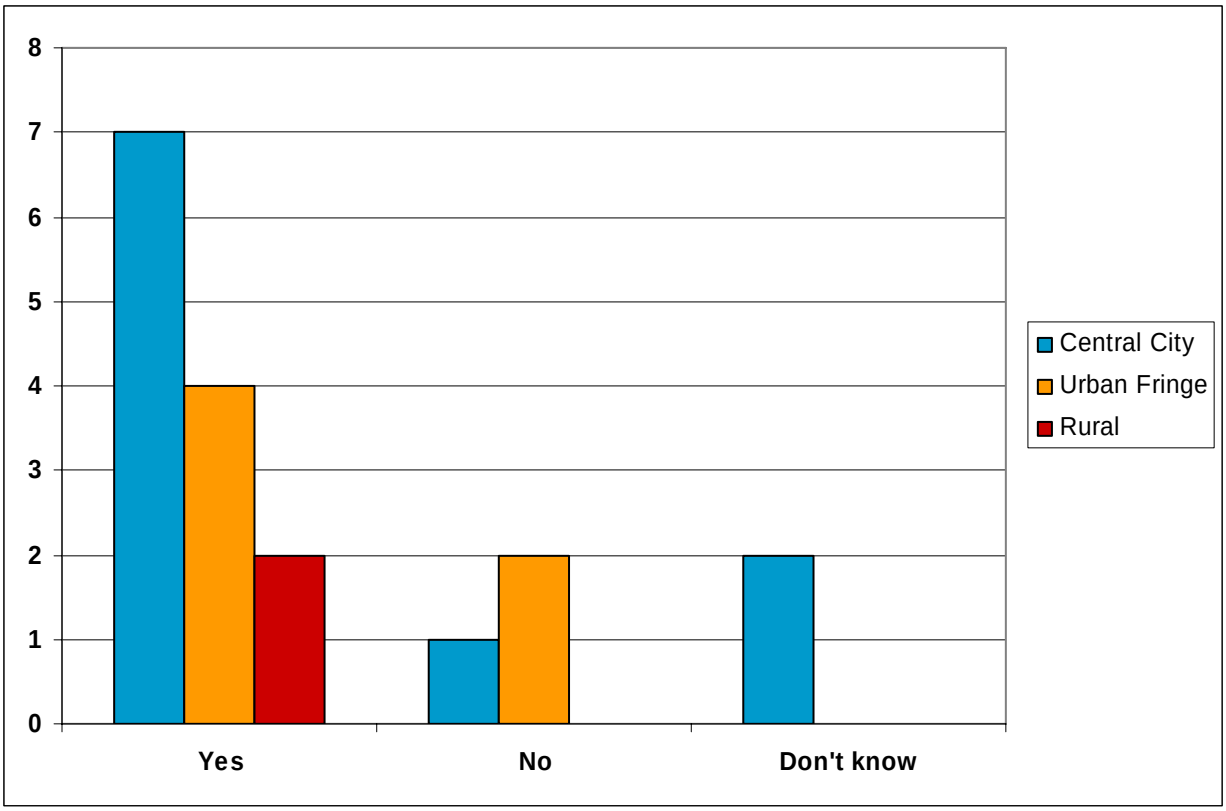
Source: Primary

Site Plan Review

Question Eight was a follow up to the previous question. It asked whether school boards submit site plans for new or renovated facilities to the appropriate local planning commission(s) for review and comment. A majority of respondents, 72.2 percent indicated that they did.

By Jurisdiction

Figure 4.9: Review of Schools' Site Plans, by City

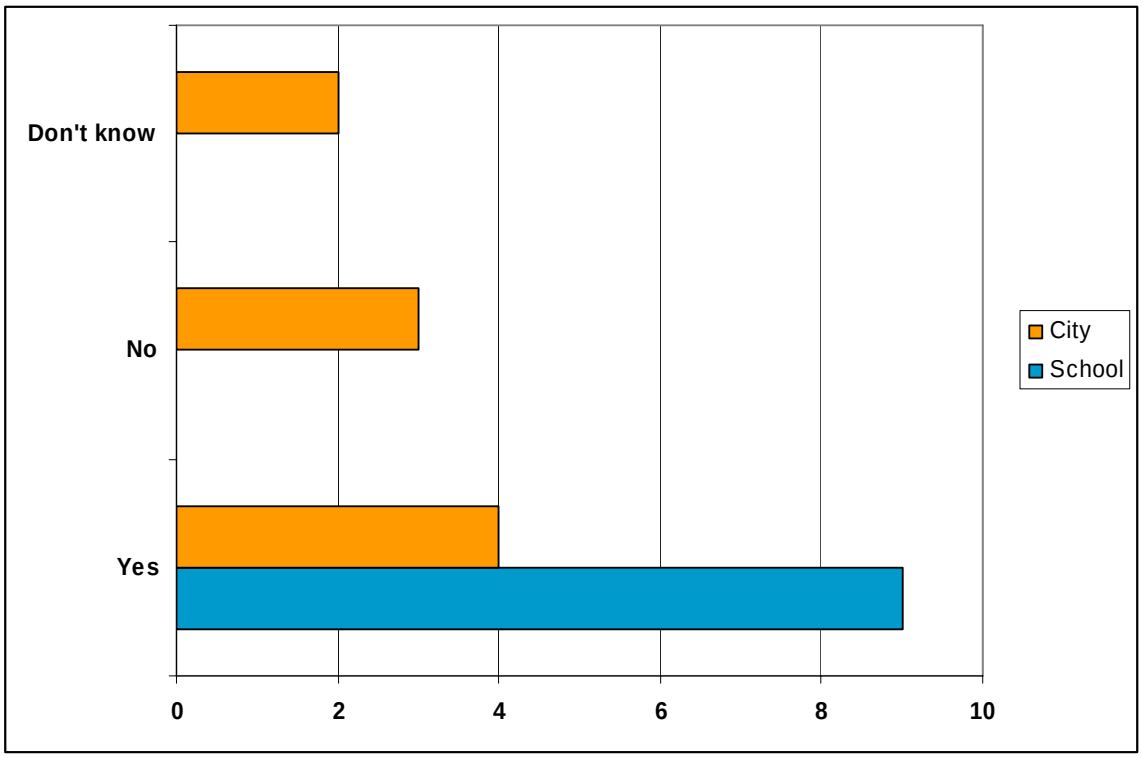


Source: Primary

By Position

Reviewing this question by position affiliation reveals useful information. All of the school respondents indicated that schools do submit plans to cities for approval. There were some discrepancies in the city respondents' answers.

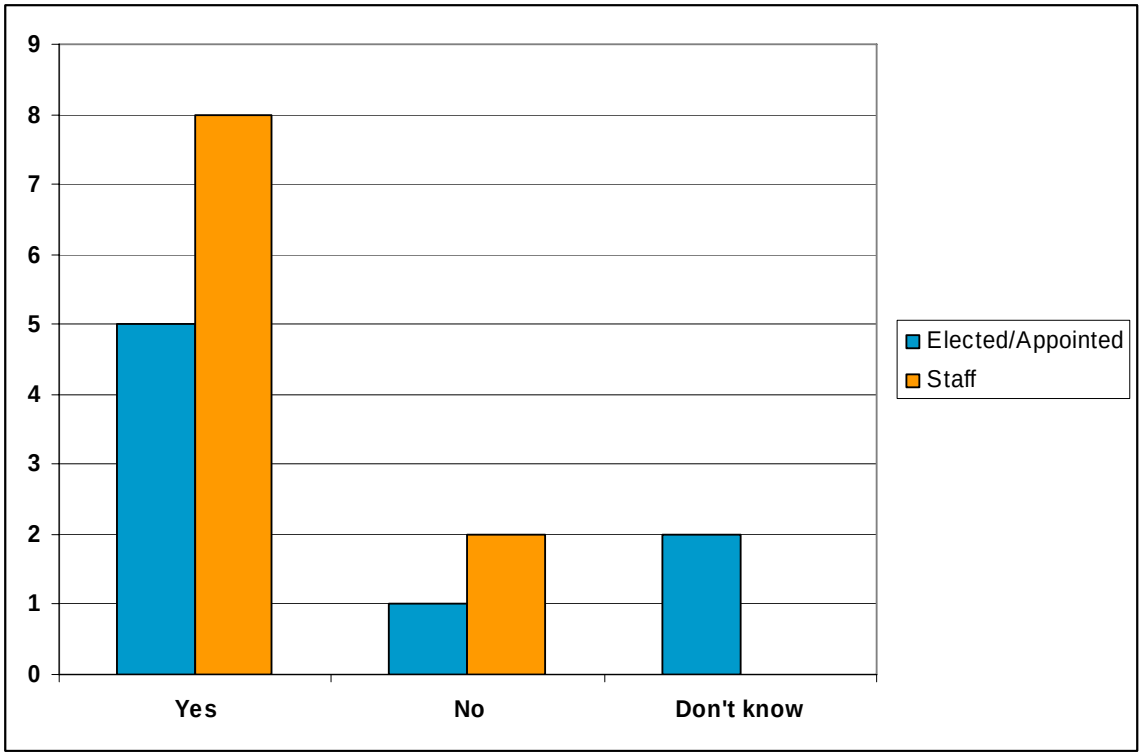
Figure 4.10: Review of Schools' Site Plans, by Affiliation



Source: Primary

Figure 4.11 on the following page indicates the respondents' answers to Question Eight by position type. A majority of elected/appointed and staff officials indicated that schools do submit plans to cities for approval.

Figure 4.11: Review of Schools' Site Plans, by Position



Source: Primary

School Planning Influencing Factors

Question Nine provided an opportunity for survey respondents to indicate, in their opinion, how influential a series of twelve factors should be to schools for planning major facilities initiatives (the construction of new facilities, the major renovation of existing facilities, and the closing or consolidation of existing facilities). The answers were on a scaled response, from "not a factor" to "very influential," with also an option to not provide an opinion ("don't know" response). The survey did not ask respondents to rank the factors in order of importance.

Data Summary

Table 4.14 presents the relationship scenarios and total votes recorded for each choice, by percentage. The bolded numbers represent the response in each category with the most votes garnered. All of the factors were considered to be influential or very influential by a majority of respondents.

Table 4.14: Influencing Factors on Major facility Initiatives Planning

No.	Influencing Factors	Not a Factor	Somewhat Influential	Influential	Very Influential	Don't Know
1	Recommendations made by the architect/consultant.	5.6%	16.7%	27.8%	**50.0%**	0.0%
2	The location of current or anticipated student residential populations.	0.0%	0.0%	16.7%	**83.3%**	0.0%
3	Local city land use or master plan policies related to future residential development.	0.0%	0.0%	11.1%	**88.9%**	0.0%
4	Local city land use or master plan policies related to schools.	0.0%	5.6%	5.6%	**88.9%**	0.0%
5	The availability of existing roads and infrastructure to the site.	0.0%	5.6%	22.2%	**72.2%**	0.0%
6	The availability of land suitable for new facilities.	0.0%	5.6%	27.8%	**66.7%**	0.0%
7	Differences in land prices across potential new school sites.	11.1%	16.7%	**44.4%**	27.8%	0.0%
8	Minimum or maximum school acreage standards (or other similar standards).	0.0%	16.7%	33.3%	**50.0%**	0.0%
9	Space requirements for desired athletic facilities.	0.0%	22.2%	**38.9%**	**38.9%**	0.0%
10	Space requirements for staff/student parking.	5.6%	0.0%	**66.7%**	27.8%	0.0%
11	Comments made by local government officials located within the school district.	0.0%	5.6%	**61.1%**	33.3%	0.0%
12	Comments made by residents located within the school district.	0.0%	5.6%	**50.0%**	44.4%	0.0%

Source: Primary

Factors Two, Three, and Four had the strongest agreement and were considered to be very influential. Factor Two asked about the importance of current and anticipated student populations. Factors Three and Four addressed local land use plans' policies on residential development and schools.

In contrast, Factors One, Seven, Eight, and Nine had rather divergent responses overall. Factor One, recommendations made by professionals, whether architects or consultants, was not given a uniform value. It was interesting to note that differences in land prices (Factor Seven) received the most votes for not being an influencing factor to school planning, and only 27.8 percent of respondents believe that they are very influential. In addition, respondents did not strongly believe that acreage requirements or athletics space requirements (Factors Eight and Nine) are very influential; a significant number of participants rated these as only somewhat influential or influential.

Data by Jurisdiction and Position

The answers for this question were cross-tabulated by the jurisdiction and position categories. Tables C.1, C.2, and C.3 located in Appendix C present this data in tabular format to study the similarities and differences across the various categories. More sophisticated data analysis to determine correlations in the data by jurisdiction, affiliation, and position was unable to be performed due to the small sample size of survey respondents. Larger and smaller municipalities appeared to answer the questions in similar fashion; there were no obvious response patterns based on the size of the municipality. The same is also true when looking at the answers by affiliation and position. The strong agreement on the degree of some influencing factors and small sample size may likely contribute to this.

IDEALIZED RELATIONSHIP BETWEEN SCHOOL AND CITY PLANNING

The final survey question asked respondents their opinion on the ideal relationships between school and city planning. Several scenarios were presented, each with varying degrees of autonomy and coordination. The available responses were not mutually exclusive or part of a scaled response.

Data Summary

Table 4.15 presents the relationship scenarios and total votes recorded for each choice, by percentage. The bolded numbers represent the response in each category with the most votes garnered. A majority of survey respondents "agreed" with or "somewhat agreed" with all of the scenarios presented, except for the first one. Almost 78 percent of respondents disagreed with Scenario One, that schools should plan at their own discretion.

Overall, there was strongest agreement on the fourth and sixth relationship scenarios. A majority of respondents believe that schools should review local land use plans to determine if their plans are consistent with them (Scenario Four), and further, that cities should include schools in their local land use and master plans (Scenario Six). By contrast, Scenario Two, that schools should perform their own planning but submit plans to cities for their planning purposes, was the most divisive scenario. Only 55.6 percent of respondents agreed with this scenario, while 16.7 percent disagreed with it.

Table 4.15: Summary of Relationship Scenarios

No.	Relationship Scenario	Disagree	Neutral	Somewhat Agree	Agree	No Opinion
1	Schools should plan at their own discretion independent from municipalities.	**77.8%**	5.6%	16.7%	0.0%	0.0%
2	Schools should perform their own planning but submit plans to cities for their planning purposes.	16.7%	0.0%	27.8%	**55.6%**	0.0%
3	Schools should be required to submit plans to cities for review and approval.	5.6%	0.0%	33.3%	**61.1%**	0.0%
4	Schools should review local land use or master plans to determine whether their proposed plans are consistent with local planning policies.	0.0%	0.0%	11.1%	**88.9%**	0.0%
5	Schools and cities should jointly determine school and city master plans.	5.6%	0.0%	38.9%	**55.6%**	0.0%
6	Cities should include schools in their local land use and master plans.	0.0%	0.0%	11.1%	**88.9%**	0.0%

Source: Primary

Data by Jurisdiction and Position

The answers for this question were also cross-tabulated by the jurisdiction and position categories. The data can be found in Tables C.4, C.5, and C.6 located in Appendix C. Similar to Question Nine, the sample size precluded performing more sophisticated analysis on this data. There was again a fair amount of agreement in the answers; the size of the municipality did not appear to influence the responses.

ADDITIONAL COMMENTS

There was a portion at the end of the survey where respondents could provide additional comments or clarifications to any of the survey questions or issues raised. Several respondents took this opportunity to expand on any of their given answers and to provide feedback on the questions, supplemental information that was not captured by any of the questions, or their thoughts in general on the subject matter. These comments were qualitative in nature. The following two sections provide portions of some of the additional comments and issues raised categorized by two topics: coordination and planning and transportation and infrastructure.

Coordination and Planning

- "…The biggest problem is no consultation between the ISD [Independent School District] and the cit(ies) on master plans…"
- "…As cities undertake an aggressive strategy of economic growth, there is no way that schools and a community's investment in them can be overlooked or undervalued. They are part and parcel of any community's ability to attract economic investment not to mention any community's interest in improving its quality of life. City government and a school district need to create visible and sustained relationships for their own mutual benefit…"
- "In a rapidly growing district that is transitioning from family farms to the suburbs, it is very difficult to plan for schools on a long term basis."
- "School planners and city planners should absolutely share the same demographic database. Hopefully they agree on the population projections."

- "…Round Rock has 2 cities in its jurisdiction: Austin and Round Rock and hence must deal with codes and plans for each."
- "Our school district and city do a poor job of coordination on long term planning in the interests of the *entire* community..."

Transportation and Infrastructure

- "…Schools need to understand their effect on traffic and coordinate their plans with cities to minimize negative effects on traffic…"
- "…Our zoning ordinance has locational criteria for schools related to collector and arterial roads…"
- "…School districts should take a more active role in transportation issues relating to sidewalks and safe routes to schools…"
- "…Things like sidewalks in developments can make a significant difference in whether or not school buses are required at taxpayer cost…"
- "… A number of safety issues being dealt with by school districts can be alleviated through proper collaboration and planning with the municipalities…"
- "… [School] locations should be considered based on available infrastructure…"

DATA INTERPRETATION

Analyzing the data by jurisdiction, affiliation, and position provided an opportunity to look for any similarities and/or differences amongst the classifications. On several questions, there was a fair amount of accord and agreement. It reaffirmed the assumption that the issues discussed in the survey are relevant and topical.

The Central Cities, Austin and Round Rock, had the highest response rates from the invited participants. They also combined for a majority of the overall survey responses. There were fewer responses from Urban Fringe respondents, and Rural respondents had the lowest participation rate and fewest responses overall. The varying response rates could be indicative of several things. The larger cities and school districts have larger staffs and personal devoted to planning, which may make it easier to participate in outside studies. Also, there could be issues of hesitation from respondents from smaller cities and school districts who did not want to disclose personal information. Further, city planners and school facility planners and school board members had the highest response rates, which indicates that the issues discussed in the survey are important and relevant to them.

It is clear from the survey responses that the Austin-Round Rock MSA municipalities and school districts included in the case study work together on regular basis, as indicated by the frequency of communication question. The majority of respondents indicated that communication occurs at least monthly. Also, staff respondents answered that they communicated more frequently than elected or appointed respondents. This finding is logical because it is the city and school planning staffs who would work together on a regular basis. In addition, school respondents also experienced more frequent communication compared to city respondents. This may indicate that the city officials who responded to the survey are not whom the school officials work with on a regular basis.

The question about citizen concern over major facility initiatives, Question Six, was a primary concern to a majority of Central City respondents and elected or appointed officials. The importance of these issues to Central City residents and voters would appear to be the reason why. Also, it is elected or appointed officials who typically

receive public input and feedback. Further, decisions related to major facility initiatives tend to be political in nature. For example, when the Austin Independent School District (AISD) announced that they intended to close two central Austin elementary schools due to declining enrollments, it sparked a public outcry and debate. Parents and residents voiced their concerns to the Board of Trustees and through the media. AISD later voted to postpone the closings temporarily and perform additional studies before recommending future closures.

The majority of survey responses indicated that schools submit their major facility initiative plans to cities informally for review. But as previously mentioned, it is unknown exactly what the informal or formal processes are for schools to request feedback on the potential impacts from major facility initiative plans. Also, schools generally follow the land development process (including zoning and site plan review), with a few exceptions. Zoning does apply to schools, unless an interlocal or other agreement is in place between the school district and city to exempt them. Since land development regulations apply to schools, this allows cities to comment on school plans on a case-by-case basis.

All of the influencing factors in Question Nine were considered to be influential or very influential by a majority of respondents, indicating that the factors presented are important to the school planning process. Within the responses, some of the factors stood out as being more important – demographic projections and local land use policies on residential development and schools. This highlights the necessity for demographic information to be shared and agreed on by schools and cities, since both are so dependent on it. It also affirms that cities have the duty to plan for residential development and schools and communicate their policies clearly and effectively. On the other hand, minimum acreage requirements, athletics space requirements, and land prices were not

given very influential ratings. These are the types of factors that have typically drive school construction to greenspace lands at the edges of cities in the past. This indicates that school facilities' planning based minimum acreage requirements is antiquated. It opens the possibility for schools to be planned and built differently. For example, a multi-story building with a smaller footprint could be built; it would not require as much acreage and could possibly be integrated into a developed community. Also, comments made of local officials and the public were both considered to be influential factors. This indicates the need for both parties to be involved in the planning process for major facility initiatives.

The final question of the survey, about the idealized relationship between school and city planning, was important to understand how the school planning process could be better coordinated with city planning. The majority of answers in the relationship scenarios indicated that most survey respondents want schools and cities to continue to do their own planning and retain their autonomy. However, a majority of respondents indicated that there should be a strong level of coordination and review between the two entities and planning processes – that schools should review local land use or master plans to determine whether their proposed plans are consistent with local planning policies and cities should include schools in their local land use and master plans. The desired relationship scenarios require cities to proactively plan for schools in their master plans and policies. This information needs to be current and readily available for schools to consult during their own planning processes. Additionally, there was some agreement that schools and cities should jointly determine school and city master plans. Although this would be a complex process, it would allow for information to be shared between cites and school districts in real time and for clear plans to be produced.

The additional comments provided by survey respondents at the end of the survey were extremely useful for several reasons. It allowed respondents the opportunity to provide feedback on the survey questions and to share their salient issues on school and city planning. The comments in the Coordination and Planning section related to several of the topics presented in this report, for example, the importance of schools as an investment and attractor of economic development and business. In addition, one comment pointed out the difficulty of long-term planning in a high growth, rapidly transitioning area and the need to share demographic data between schools and cities. Another respondent pointed out the complexity of jurisdictional boundaries between cities and school districts. The number of comments related to transportation and infrastructure also indicate the impacts that schools have these issues. One comment addressed the impact the schools have on traffic. The importance of school siting, accessibility, sidewalks, and safe routes to schools were also noted concerns. Further, one respondent indicated the possibility of reduced school bus transportation costs if sidewalks are available.

CHAPTER 5 – CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents the conclusions and recommendations for this case study and professional report on The Relationship between School and City Planning in the Austin-Round Rock MSA. It also provides limitations to the study and ideas for future research on this topic.

CASE STUDY LIMITATIONS

There were some limitations regarding this survey and the data collected. It is not known how much these limitations influence the overall results. The following list identifies the known limitations:

1. The small amount of data collected from the survey responses limited what type of analysis could be performed. With a larger sample size and an expanded data set, more sophisticated data analysis could be performed to look for stronger relationships and correlations between the classification variables.
2. Larger cities are over-represented in sample. There is not as much information available from the smaller municipalities and school districts due to their lower response rates.
3. There is no substantive data for Dripping Springs because the one respondent did not answer most of the questions.
4. It was difficult to obtain survey responses from some of the invited school and city officials when it was necessary to work through others to contact them or their contact information was not readily available.

5. The survey was designed to be brief and take approximately 10 minutes. Thus, most questions were short and specific and did not provide much room for detailed or qualitative data.
6. The available responses to Question Seven, whether zoning applies to schools, did not allow for the survey respondents to indicate whether there are development agreements in place between schools and cities, or to describe any of these arrangements.
7. The survey respondents were strategically selected based on their position and in part on their expressed interests or commitments (for example, a City Council member who is involved on a school committee). The goal was to gain information from participants who are actively involved in school or city planning. This interest could be perceived as bias.
8. The electronic format of the survey may have been a technological barrier to some of the invited participants.

RECOMMENDATIONS FOR FUTURE RESEARCH

The survey could be edited and sent to additional Austin-Round Rock MSA school and city officials to collect more data or even implemented in a much larger area, such as the State of Texas. With additional survey data, not only could more sophisticated data analysis be performed, but also comparisons could be made across various regions and MSAs.

It would be also useful to collect more qualitative data from the survey respondents. This could be accomplished through focus groups or interviews to follow up on their answers to the survey questions and to collect additional information on the topic. This dialogue on school and city planning would be beneficial to both parties.

In order for school and city officials and residents to realize its importance and benefits, a cost benefit analysis of better coordinated school and city planning could be performed. For example, any savings and benefits from shared or joint use facilities could be calculated and tracked over time. These costs could be compared to the expenses of separate facilities to determine what, if any, savings or benefits are realized through joint use facilities. Another illustrative cost benefit analysis would be of the long-term transportation costs and environmental impacts of where a school is sited.

CONCLUSIONS

The Austin-Round Rock MSA has been and will continue to be a high growth region. The anticipated population growth also indicates student and school growth. Planning, building, and operating existing and new schools will become an increasingly costly item in the future. Looking for ways now to improve these functions reduces the future cost for schools, cities, and taxpayers.

The complexity of school and city boundaries and jurisdictions complicates the planning process. For example, City of Austin residents can potentially attend several different school districts, and the Round Rock Independent School District crosses both the City of Round Rock and the City of Austin boundaries. Coordinating amongst all of the various entities is a multifaceted and difficult process. This complexity calls for a more regional planning approach. School planning and education could be formally addressed by CAPCOG, the existing regional planning authority in the Austin-Round Rock MSA area and beyond. Additionally, ECT could expand its scope on how education and schools impact the quality of life for residents, and in turn, additional information on schools could be added to the ECT goals and preferred regional growth strategy.

Although CAPCOG's recommendations and the ECT vision are not binding, both provide direction to cities and citizens for their planning purposes.

With participation from most of the municipalities, the survey responses indicated a significant amount of awareness and interest in the issues. Generally, schools and cities are working together and communicate on a regular basis. It is just a question of how the coordination can made be stronger and more efficient. There is also a question of resources and who would pay for the additional work necessary for improved coordination and planning. Although it requires an upfront investment from both schools and cities, there are numerous long-term benefits to better coordination and planning. For example, a city and taxpayers could save money if they co-located city services at school sites. Also, there are health, environmental, and social benefits from siting schools within existing communities, such as better access to public transportation and walkability. Finally, citizens who participated in a coordinated planning effort would be able to influence the ways that their communities and schools grow and change.

RECOMMENDATIONS

It is recommended that the amount and level of coordination between schools and cities be improved. One way to accomplish this is to formalize and clarify the school planning and development process for all involved, city and school officials and the public. This would remove and eliminate any discrepancies regarding the process and provide for transparency of government. In addition, the use of interlocal agreements could allow schools and cities to work together on coordinated projects by defining the roles of each partner and distributing the costs of the project. It would also resolve some of the complexity from multi-jurisdictional school and city boundaries. Interlocal

agreements could also be implemented at the regional level. In addition, informal working arrangements could be expanded and increased.

Cities should proactively include schools in their master plans and designate where they want residential and school growth to occur. Existing infrastructure capacity and access to transportation are examples of a few of the variables that should be considered during that planning process. In turn, schools should consult city master plans and provide their own master plans for school growth to inform the public and cities of their plans. Both of the planning processes should reach out to a large stakeholder group that includes community and neighborhood groups and other public agencies, such as Capital Metro. Also, all plans should be updated every five years at a minimum to remain current and respond to changing conditions. Finally, all of these plans could be consolidated under a regional education and school plan. By working together, schools and cities can better prepare for the future residential and student growth in the Austin-Round Rock MSA.

Appendix A – Additional Austin-Round Rock MSA Data

Map A.1 Detailed Map of the Austin-Round Rock MSA

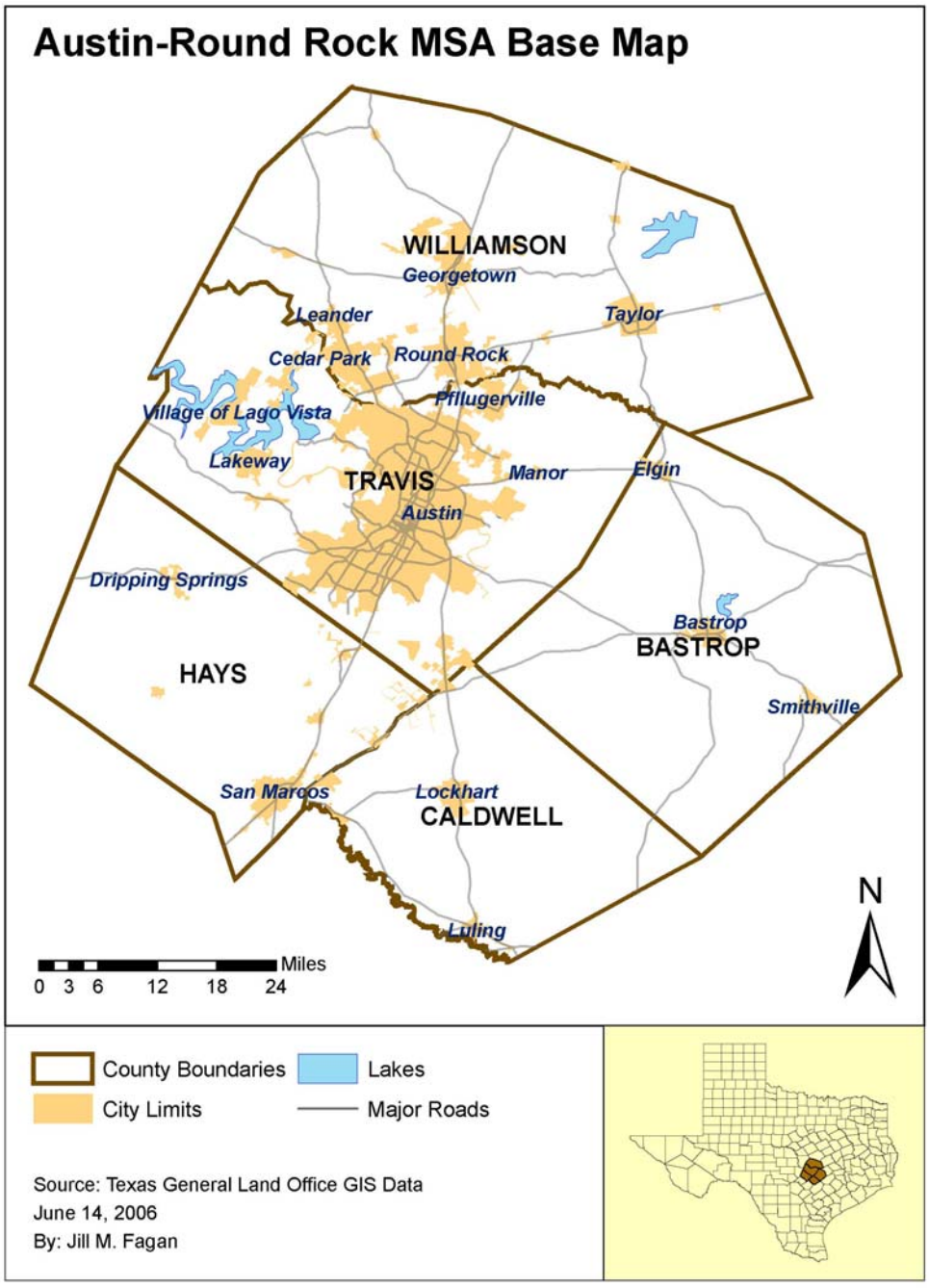


Table A.1: Austin-Round Rock MSA County and School District Population Data

County	2005 Population	School District	October 2005 Enrollment
Bastrop	69,932	Bastrop ISD	7,983
		Elgin ISD	3,371
		McDade ISD	1,830
		Smithville ISD	232
Caldwell	36,523	Lockhart ISD	4,551
		Luling ISD	1,596
		Prairie Lea ISD	212
Hays	124,432	**Dripping Springs ISD**	**3,562**
		Hays Consolidated ISD	10,615
		San Marcos ISD	7,181
		Wimberly ISD	1,953
Travis	888,185	**Austin ISD**	**81,057**
		Del Valle ISD	8,242
		Eanes ISD	7,155
		Lago Vista ISD	1,194
		Lake Travis ISD	5,307
		Manor ISD	**4,549**
		Pflugerville ISD	**18,761**
Williamson	313,09`3	Coupland ISD	103
		Florence ISD	1,031
		Georgetown ISD	9,104
		Granger ISD	481
		Hutto ISD	3,004
		Jarrell ISD	660
		Leander ISD	**22,077**
		Liberty Hill ISD	2,056
		Round Rock ISD	**37,847**
		Taylor ISD	3,096
		Thrall ISD	560
Total MSA County Population	1,432,165	Total MSA School District Enrollment	249,370
		Case Study School District Enrollment	**167,853**
		% of Total MSA District Enrollment	67.3%

Note: Bolded school districts selected for case study

Sources: US Census Bureau 2005 Population Estimates, Texas Education Agency District Directory

Appendix B – Survey of Local Officials on School and City Planning

Background

This is a survey of local officials from six school districts and municipalities in the Austin-Round Rock MSA. The goal of the survey is to better understand the relationship between school and city planning. The results of this survey will be used in my masters' report. Your input and participation are crucial to the success of this study.

Please respond to the questions to the best of your knowledge or simply provide your opinion when asked. In addition, there is no penalty for not answering or skipping any questions. You can stop the survey at any time, and come back to it later.

The survey does not ask for any information that would identify your responses by name. If you choose to respond on-line, data gathering software will strip any source information from your responses. No guarantees can be made, however, regarding the interception of data sent via the internet by any third parties.

However, if would prefer not to participate in the study, please copy the following URL, paste it into your web browser, and follow the directions. You will not be contacted again. https://www.surveymonkey.com/s.asp?u=443751828511

Introduction

Question 1: Please identify your jurisdiction.

- Austin
- Dripping Springs
- Leaner
- Manor
- Pflugerville
- Round Rock

Question 2: Please identify your current position.

- School Board Member
- School/Facilities Planner
- City Council Member
- Planning Commissioner
- City Planner
- Other (Please specify)

Question 3: Please briefly explain your involvement with school and/or city planning.

Communication and Collaboration

Question 4: Based on your experience, how much interaction, formal or informal, occurs between school and city planning staffs?

- Daily
- Weekly
- Monthly
- Quarterly
- Annually
- None
- Don't Know

For purposes of this study, the "major facilities initiatives" referred to in some questions include the construction of new facilities, the major renovation of existing facilities, and the closing or consolidation of existing facilities.

Question 5: While planning for major facilities initiatives or making site-related decisions, do school board members and/or district staff consult with local city officials regarding potential impacts to the community from the proposed decision?

- No
- Yes, periodically or informally.
- Yes, through a request for comments or some other formal process.
- Don't Know

Question 6: To what extent have community residents raised issues or concerns regarding the potential impacts on community growth and development from constructing new schools, renovating existing schools, or closing existing schools?

- Local residents made no real mention of this topic.
- Local residents raised the topic briefly or periodically but it did not appear to be an issue of primary concern overall.
- Local residents raised the topic at some length and it became an issue of primary concern overall.
- Don't Know

Planning and Land Use

Question 7: In your jurisdiction, do land development codes and zoning regulations apply to schools, or are they exempted?

- Yes, apply
- No, do not apply (schools are exempted)
- Don’t know

Question 8: Do school boards submit site plans for new or renovated facilities to the appropriate local planning commission(s) for review and comment?

- No
- Yes
- Don't Know

Question 9: In your opinion, how important should the following considerations regarding major facility initiatives planning be to schools?

- Not a Factor, Somewhat Influential, Influential, Very Influential, Don't Know
    - Recommendations made by the architect/consultant.
    - The location of current or anticipated student residential populations.
    - Local land use or master plan policies related to future residential development.
    - Local city land use or master plan policies related to schools.
    - The availability of existing roads and infrastructure to the site.
    - The availability of land suitable for new facilities.
    - Differences in land prices across potential new school sites.
    - Minimum or maximum acreage standards (or other similar standards).
    - Space requirements for desired athletic facilities.
    - Space requirements for staff/student parking.
    - Comments made by local government officials located within the school district.
    - Comments made by residents located within the school district.

Final Questions

Question 10: What is your opinion on the following statements regarding idealized relationships between school and city planning?

("Schools" is broadly meant to include school board members, superintendents, district planning staff, and/or their consultants)

- Disagree, Neutral, Somewhat Agree, Agree, No Opinion
    - Schools should plan at their own discretion, independent from municipalities.
    - Schools should perform their own planning, but submit plans to cities for their planning purposes.
    - Schools should be required to submit plans to cities for review and approval.
    - Schools should review local land use or master plans to determine whether their proposed plans are consistent with local planning policies.
    - Schools and cities should jointly determine school and city master plans.
    - Cities should include schools in their local land use and master plans.

Please provide any additional thoughts you might have regarding any of the questions asked or issues raised.

Closing

Thank you for participating in this survey. If you have any questions, please contact Jill Fagan: jmfagan@mail.utexas.edu or 512-658-5194, or her advising professor Tracy McMillan, PhD: tmcmillan@mail.utexas.edu or 512-471-2708.

If you would like to receive a short summary of my findings once the study is completed, please provide your email address.

Appendix C – Additional Survey Data

Question Nine

Table C.1: Major Facility Initiatives Planning Influencing Factors, by Jurisdiction

1) Recommendations made by the architect/consultant

Jurisdiction	Not a factor	Somewhat Influential	Influential	Very Influential
Central City	1	1	3	5
Urban Fringe	0	1	1	4
Rural	0	1	1	0
Total	5.6%	16.7%	27.8%	50.0%

2) Location of current or anticipated student residential populations.

Jurisdiction	Influential	Very Influential
Central City	3	7
Urban Fringe	0	6
Rural	0	2
Total	16.7%	83.3%

3) Local land use or master plan policies related to future residential development.

Jurisdiction	Influential	Very Influential
Central City	1	9
Urban Fringe	1	5
Rural	0	2
Total	11.1%	88.9%

4) Local city land use or master plan policies related to schools.

Jurisdiction	Somewhat Influential	Influential	Very Influential
Central City	1	0	9
Urban Fringe	0	1	5
Rural	0	0	2
Total	5.6%	5.6%	88.9%

5) The availability of existing roads and infrastructure to the site.

Jurisdiction	Somewhat Influential	Influential	Very Influential
Central City	1	2	7
Urban Fringe	0	0	6
Rural	0	2	0
Total	5.6%	22.2%	72.2%

6) The availability of land suitable for new facilities.

Jurisdiction	Somewhat Influential	Influential	Very Influential
Central City	1	1	8
Urban Fringe	0	3	3
Rural	0	1	1
Total	5.6%	27.8%	66.7%

7) Differences in land prices across potential new school sites.

Jurisdiction	Not a factor	Somewhat Influential	Influential	Very Influential
Central City	2	1	3	4
Urban Fringe	0	1	5	0
Rural	0	1	0	1
Total	11.1%	16.7%	44.4%	27.8%

8) Minimum or maximum acreage standards (or other similar standards).

Jurisdiction	Somewhat Influential	Influential	Very Influential
Central City	2	4	4
Urban Fringe	1	2	3
Rural	0	0	2
Total	16.7%	33.3%	50.0%

9) Space requirements for desired athletic facilities.

Jurisdiction	Somewhat Influential	Influential	Very Influential
Central City	4	3	3
Urban Fringe	0	4	2
Rural	0	0	2
Total	22.2%	38.9%	38.9%

10) Space requirements for staff/student parking.

Jurisdiction	Not a factor	Influential	Very Influential
Central City	1	7	2
Urban Fringe	0	4	2
Rural	0	1	1
Total	5.6%	66.7%	27.8%

11) Comments made by local government officials located within the school district.

Jurisdiction	Somewhat Influential	Influential	Very Influential
Central City	0	7	3
Urban Fringe	1	3	2
Rural	0	1	1
Total	5.6%	61.1%	33.3%

12) Comments made by residents located within the school district.

Jurisdiction	Somewhat Influential	Influential	Very Influential
Central City	1	5	4
Urban Fringe	0	4	2
Rural	0	0	2
Total	5.6%	50.0%	44.4%

Source: Primary

Table C.2: Major Facility Initiatives Planning Influencing Factors, by Affiliation

1) Recommendations made by the architect/consultant

Classification	Not a factor	Somewhat Influential	Influential	Very Influential
School	0	1	4	7
City	1	2	1	2
Total	5.6%	16.7%	27.8%	50.0%

2) Location of current or anticipated student residential populations.

Classification	Influential	Very Influential
School	1	8
City	2	7
Total	16.7%	83.3%

3) Local land use or master plan policies related to future residential development.

Classification	Influential	Very Influential
School	1	8
City	1	8
Total	11.1%	88.9%

4) Local city land use or master plan policies related to schools.

Classification	Somewhat Influential	Influential	Very Influential
School	0	1	8
City	1	0	8
Total	5.6%	5.6%	88.9%

5) The availability of existing roads and infrastructure to the site.

Classification	Somewhat Influential	Influential	Very Influential
School	0	1	8
City	1	3	5
Total	5.6%	22.2%	72.2%

6) The availability of land suitable for new facilities.

Classification	Somewhat Influential	Influential	Very Influential
School	0	1	8
City	1	3	5
Total	5.6%	22.2%	72.2%

7) Differences in land prices across potential new school sites.

Classification	Not a factor	Somewhat Influential	Influential	Very Influential
School	0	1	4	4
City	2	2	4	1
Total	11.1%	16.7%	44.4%	27.8%

8) Minimum or maximum acreage standards (or other similar standards).

Classification	Somewhat Influential	Influential	Very Influential
School	0	3	6
City	3	3	3
Total	16.7%	33.3%	50.0%

9) Space requirements for desired athletic facilities.

Classification	Somewhat Influential	Influential	Very Influential
School	1	3	5
City	3	4	2
Total	22.2%	38.9%	38.9%

10) Space requirements for staff/student parking.

Classification	Not a factor	Influential	Very Influential
School	0	6	2
City	1	6	3
Total	5.6%	66.7%	27.8%

11) Comments made by local government officials located within the school district.

Classification	Somewhat Influential	Influential	Very Influential
School	1	5	3
City	0	6	3
Total	5.6%	61.1%	33.3%

12) Comments made by residents located within the school district.

Classification	Somewhat Influential	Influential	Very Influential
School	0	6	3
City	1	3	5
Total	5.6%	50.0%	44.4%

Source: Primary

Table C.3: Major Facility Initiatives Planning Influencing Factors, by Position

1) Recommendations made by the architect/consultant

Classification	Not a factor	Somewhat Influential	Influential	Very Influential
Elected/Appointed	1	0	3	4
Staff	0	3	2	5
Total	5.6%	16.7%	27.8%	50.0%

2) Location of current or anticipated student residential populations.

Classification	Influential	Very Influential
Elected/Appointed	2	6
Staff	1	9
Total	16.7%	83.3%

3) Local land use or master plan policies related to future residential development.

Classification	Influential	Very Influential
Elected/Appointed	1	7
Staff	1	9
Total	11.1%	88.9%

4) Local city land use or master plan policies related to schools.

Classification	Somewhat Influential	Influential	Very Influential
Elected/Appointed	0	1	7
Staff	1	0	9
Total	5.6%	5.6%	88.9%

5) The availability of existing roads and infrastructure to the site.

Classification	Somewhat Influential	Influential	Very Influential
Elected/Appointed	1	1	6
Staff	0	3	7
Total	5.6%	22.2%	72.2%

6) The availability of land suitable for new facilities.

Classification	Somewhat Influential	Influential	Very Influential
Elected/Appointed	1	2	5
Staff	0	3	7
Total	5.6%	27.8%	66.7%

7) Differences in land prices across potential new school sites.

Classification	Not a factor	Somewhat Influential	Influential	Very Influential
Elected/Appointed	2	1	2	3
Staff	0	2	6	2
Total	11.1%	16.7%	44.4%	27.8%

8) Minimum or maximum acreage standards (or other similar standards).

Classification	Somewhat Influential	Influential	Very Influential
Elected/Appointed	2	3	3
Staff	1	3	6
Total	16.7%	33.3%	50.0%

9) Space requirements for desired athletic facilities.

Classification	Somewhat Influential	Influential	Very Influential
Elected/Appointed	3	2	3
Staff	1	5	4
Total	22.2%	38.9%	38.9%

10) Space requirements for staff/student parking.

Classification	Not a factor	Influential	Very Influential
Elected/Appointed	1	5	2
Staff	0	7	3
Total	5.6%	66.7%	27.8%

11) Comments made by local government officials located within the school district.

Classification	Somewhat Influential	Influential	Very Influential
Elected/Appointed	1	5	2
Staff	0	6	4
Total	5.6%	61.1%	33.3%

12) Comments made by residents located within the school district.

Classification	Somewhat Influential	Influential	Very Influential
Elected/Appointed	1	3	4
Staff	0	6	4
Total	5.6%	50.0%	44.4%

Source: Primary

Question Ten

Table C.4: School and City Planning Idealized Relationships, by Jurisdiction

1) Schools should plan at their own discretion independent from municipalities.

Jurisdiction		Disagree	Neutral	Somewhat Agree
Central City		10	0	0
Urban Fringe		4	0	2
Rural		0	1	1
	Total	77.8%	5.6%	16.7%

2) Schools should perform their own planning but submit plans to cities for their planning purposes.

Jurisdiction		Disagree	Somewhat Agree	Agree
Central City		2	3	5
Urban Fringe		1	1	4
Rural		0	1	1
	Total	16.7%	27.8%	55.6%

3) Schools should be required to submit plans to cities for review and approval.

Jurisdiction		Disagree	Somewhat Agree	Agree
Central City		1	2	7
Urban Fringe		0	3	3
Rural		0	1	1
	Total	5.6%	33.3%	61.1%

4) Schools should review local land use or master plans to determine whether their proposed plans are consistent with local planning policies.

Jurisdiction		Somewhat Agree	Agree
Central City		1	9
Urban Fringe		1	5
Rural		0	2
	Total	11.1%	88.9%

5) Schools and cities should jointly determine school and city master plans.

Jurisdiction		Disagree	Somewhat Agree	Agree
Central City		0	3	7
Urban Fringe		1	2	3
Rural		0	2	0
	Total	5.6%	38.9%	55.6%

6) Cities should include schools in their local land use and master plans.

Jurisdiction		Somewhat Agree	Agree
Central City		0	10
Urban Fringe		1	5
Rural		1	1
	Total	11.1%	88.9%

Source: Primary

Table C.5: School and City Planning Idealized Relationships, by Affiliation

1) Schools should plan at their own discretion independent from municipalities.

Classification	Disagree	Neutral	Somewhat Agree
School	6	1	2
City	8	0	1
Total	77.8%	5.6%	16.7%

2) Schools should perform their own planning but submit plans to cities for their planning purposes.

Classification	Disagree	Somewhat Agree	Agree
School	1	1	3
City	2	4	7
Total	16.7%	27.8%	55.6%

3) Schools should be required to submit plans to cities for review and approval.

Classification	Disagree	Somewhat Agree	Agree
School	0	5	7
City	1	1	4
Total	5.6%	33.3%	61.1%

4) Schools should review local land use or master plans to determine whether their proposed plans are consistent with local planning policies.

Classification	Somewhat Agree	Agree
School	1	8
City	1	8
Total	11.1%	88.9%

5) Schools and cities should jointly determine school and city master plans.

Classification	Disagree	Somewhat Agree	Agree
School	1	4	6
City	0	3	4
Total	5.6%	38.9%	55.6%

6) Cities should include schools in their local land use and master plans.

Classification	Somewhat Agree	Agree
School	0	9
City	2	7
Total	11.1%	88.9%

Source: Primary

Table C.6: School and City Planning Idealized Relationships, by Position

1) Schools should plan at their own discretion independent from municipalities.

Classification	Disagree	Neutral	Somewhat Agree
Elected/Appointed	8	0	0
Staff	6	1	3
Total	77.8%	5.6%	16.7%

2) Schools should perform their own planning but submit plans to cities for their planning purposes.

Classification	Disagree	Somewhat Agree	Agree
Elected/Appointed	3	1	4
Staff	0	4	6
Total	16.7%	27.8%	55.6%

3) Schools should be required to submit plans to cities for review and approval.

Classification	Disagree	Somewhat Agree	Agree
Elected/Appointed	1	3	4
Staff	0	3	7
Total	5.6%	33.3%	61.1%

4) Schools should review local land use or master plans to determine whether their proposed plans are consistent with local planning policies.

Classification	Somewhat Agree	Agree
Elected/Appointed	0	8
Staff	2	8
Total	11.1%	88.9%

5) Schools and cities should jointly determine school and city master plans.

Classification	Disagree	Somewhat Agree	Agree
Elected/Appointed	0	1	7
Staff	1	6	3
Total	5.6%	38.9%	55.6%

6) Cities should include schools in their local land use and master plans.

Classification	Somewhat Agree	Agree
Elected/Appointed	0	8
Staff	2	8
Total	11.1%	88.9%

Source: Primary

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