THE NAIS DEMOGRAPHIC CENTER
Metropolitan Area Reports

CBSA[1]: Miami-Fort Lauderdale-Miami Beach, FL[2]

Metropolitan Area Reports summarize key demographic changes for a specific geographic region, suggest strategic considerations for schools given these changes, and offer resources that can help schools deal with an ever-changing marketplace. For specific demographic reports for your geographic region, please visit the NAIS Demographic Center at www.nais.org/go/demographics.

Key Findings

Increasing School Age Population

1. During 2000-2007, the metropolitan area of Miami-Fort Lauderdale-Miami Beach reported a small increase in the number of households with children of school age from 636,199 to 647,631 (1.80 percent). However, this number is expected to grow by 10.23 percent during the next five years, totaling 713,880 in 2012.
2. In addition, all school population groups are expected to increase during the next five years, with the only exception of children between five and nine years old. After recording a growth rate of 7.88 percent during the period 2000-2007, this school age population is projected to decline by 0.73 percent from 363,205 in 2007 to 360,563 in 2012. All other groups expect a growth rate ranging from 2.81 percent (children aged 10 to 13 years old) to 4.96 percent (children younger than five years).
3. By gender, the female school population is expected to grow by 2.00 percent by the year 2012, from 624,912 to 637,406; while the male school population is predicted to grow by 3.45 percent from 674,241 in 2007 to 697,528 in 2012.

Moderate Rising Numbers of Younger and Older Children

4. In absolute numbers, the largest group in 2007 was children between five and nine years old at 363,205, followed by children younger than five years old at 352,887. Nevertheless, the latter group recorded the highest percent increases between 2000 and 2007 at 13.21 percent, and it is expected to achieve the highest growth rate during the next five years at 4.96 percent, becoming the largest subgroup of school age children at 370,383 by 2012.
5. By gender and age, male children age zero to four years old are expected to be the largest group in the Miami-Fort Lauderdale-Miami Beach metropolitan area by 2012. They are also expected to record the highest growth rate in the next five years at 6.02

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[1] CBSAs are Core Based Statistical Areas, a new census geographic area stemming from the results of the Census 2000. CBSAs combine both Metropolitan Areas (formerly MSAs) and new Micropolitan Areas.

[2] This CBSA area includes the following counties: Broward, FL 12011; Miami-Dade, FL 12086; and Palm Beach, FL 12099.

percent (from 183,513 in 2007 to 194,565 in 2012). Male teenagers of ages 14 to 17 years old are predicted to report the second highest growth rate at 4.85 percent (from 150,062 in 2007 to 157,338 in 2012).

6. Among female students, the most significant increase is predicted in the number of girls between 14 to 17 years old at 3.87 percent (from 140,824 in 2007 to 146,278 in 2012) , followed by the forecasted growth among girls younger than five years old at 3.80 percent (from 169,374 in 2007 to 175,818 in 2012). In contrast, the number of girls age five to nine years is forecasted to drop from 173,005 in 2007 to 169,536 in 2012 (2.01 percent decline).
7. Given the previous trends, for the next five years, it is anticipated that the population attending nursery or preschool will expand by 7.40 percent (from 104,783 in 2007 to 112,535 in 2012), while the student population attending grades 9 to 12 will expand by 7.81 percent (from 329,245 in 2007 to 354,958 in 2012). When broken down by gender, the number of boys attending nursery or preschool and grades nine to 12 are projected to rise by 8.49 percent and 8.30 percent, respectively, during the period 2007-2012. Also, the female population in nursery or preschool is projected to rise by 6.22, while the number of girls attending grades nine to 12 is anticipated to increase by 7.29 percent during the period 2007-2012.

Moderate Growth in Private School Enrollment

8. While population enrolled in private schools grew by more than 22.00 percent, from 170,364 in 2000 to 209,251 in 2007; public school enrollment recorded an increase of 15.54 percent during the same period (from 836,550 in 2000 to 966,578 in 2007). By the year 2012, both private and public enrollments are expected to continue growing at substantially lower rates of 5.41 percent and 5.49 percent, respectively.
9. By gender, during the period 2007 to 2012, male preprimary enrollment in private schools is anticipated to grow by 9.21 percent, down from 27.66 during 2000-2007, while the female preprimary enrollment is expected to grow by 6.92 percent, down from 24.08 percent. The anticipated male and female enrollment growth rates for elementary and high school are only 4.73 percent and 3.54 percent, respectively, both of which show a difference of more than 16 percentage points with respect to the growth levels recorded during 2000-2007.

Increasing Numbers of Minority Population

10. By race and ethnicity, the principal change in the Miami-Fort Lauderdale-Miami Beach area is the declining growth rate of the white population, while 'Other[3] population, Asians, and Hispanics have increased substantially during the years 2000-2007 at 37.74 percent, 37.09 percent, and 20.98 percent, respectively.
11. While the white population is expected to slightly increase from 3,856,181 in 2007 to 3,935,926 in 2012 (2.07 increase, down from 6.82 in 2000-2007), minority groups are

[3] "Other race" includes all other responses not included in the "white", "black or African American", "American Indian and Alaska Native", "Asian" and "Native Hawaiian and Other Pacific Islander" race categories. Respondents providing write-in entries such as multiracial, mixed, interracial, or a Hispanic/Latino group (for example, Mexican, Puerto Rican, or Cuban) are included here.

predicted to continue increasing by 2012, especially the 'Other' population that is forecasted to grow from 500,101 in 2007 to 637,895 in 2012 (27.55 percent). The Hispanic population is forecasted also to continue growing at a lower, but still significant rate of 11.08 percent by the year 2012. By that year, Hispanics are expected to represent 39.25 percent of the population in this area, up by more than five percentage points from the percentage recorded in 2000.

Considerable Growth of Affluent Families

12. The number of families with school-age children and income of at least $100,000 a year is predicted to increase throughout 2012. In particular, families with children younger than five years old and income of $200,000+ are expected to increase from 9,967 in 2007 to 15, 538 in 2012 (55.89 percent), followed by families with teenagers between 14 and 17 years old and income of $200,000+, who are expected to grow from 8,216 in 2007 to 12,737 in 2012 (55.03 percent). In absolute numbers, the largest group is expected to be families with children younger than five years old and income between $100,000 and $199,999, at 47,545 by 2012.
13. The number of African American households with income of at least $100,000 a year is projected to continue growing through 2012. In particular, households with an annual income between $125,000 and $149,999 are projected to record an increase of 92.77 percent, from 6,704 in 2007 to 12,923 in 2012. A similar trend is expected for Asian households with incomes of at least $100,000 a year. The highest growth rate is projected for Asian households with an annual income of $125,000 to $149,000 at 147.97 percent from 1,353 in 2007 to 3,355 in 2012.
14. Although their numbers are not that large, 'Other households' with annual incomes of at least $100,000 a year are also predicted to more than double in number by 2012, especially those households with income between $125,000 to $149,999 a year, who are expected to more than triple their numbers from 1,922 in 2007 to 6,746 in 2012 (250.99 percent).
15. Likewise, the number of Hispanic households with annual incomes of at least $100,000 is forecasted to expand. For example, Hispanic families with annual incomes of $125,000 to $149,999 are projected to rise from 20,553 in 2007 to 42,456 in 2012 (106.57 percent).
16. In general, the number of households with home values of $500,000+ reported record growth numbers during the period 2000-2007. In particular, the number of households with homes valued between $750,000 and $999,999 increased by 709.59 during this period. This positive trend is projected to continue through 2012. For instance, the number of owner households with homes valued between $500,000 and $749,999 is expected to increase from 39,042 in 2007 to 91,630 in 2012 (134.70 percent).

Considerable Numbers of Population with Higher Education

17. The number of people older than 25 years of age who hold a college degree in this area increased by 19.10 percent, from 504,627 in 2000 to 601,035 in 2007. This number is foreseen to continue growing, but at a lesser rate, by 2012 (8.28 percent

increase). A similar pattern is observed for people older than 25 years old who hold a graduate degree. Their numbers increased from 319,222 in 2000 to 376,381 in 2007 (17.91 percent), and it is forecasted that their numbers will grow at 7.52 percent by the year 2012.

Strategic Considerations for Schools

Given the findings of this report, independent schools in the Miami-Fort Lauderdale-Miami Beach metropolitan area need to consider what strategies they will implement now to ensure full classrooms in the years ahead. For example, this may mean further diversifying their enrollment in terms of gender, ethnicity, and income. Some of the questions that schools should consider are:

General Considerations

- Considering these demographic changes, on which areas does our school most need to focus?
- Have we benchmarked our school's admission statistics? How do they look in comparison to other schools in our community? Do we understand the strengths and weaknesses of our own numbers?
- How well do we know our market? Do we know who our competitors are (other independent schools, magnet schools, charter schools, Catholic schools, home schoolers, etc.)? How familiar are people in our community with our school mission and value proposition?
- If we have feeder schools, are we watching their enrollment changes to understand how our school could be impacted?

Responding to Increasing School Age Population

- Does our school have a waiting list? Is the school working at maximum enrollment capacity already? What do our admission statistics look like (inquiries, applications, acceptances, enrollees)? Are there changes that need our attention?
- If our school is in high demand, what tuition policy should it follow?
- What are the demographic changes in the geographic areas from which we recruit students? Are the statistics more favorable in surrounding areas from which we have not traditionally recruited students? Do we need to attract this population?
- What is the typical profile of families in our school? Do we know why are they enrolling their children in our school?

Responding to Racial/Ethnic Changes

- Given the demographic changes, what percentage of students of color should the school aim for? How do our diversity numbers compare to those of this geographic region?
- What are the key characteristics that parents of color are looking for in a school? Does the school highlight these characteristics in its messages?

- What communication channels should the school use to reach out to the people of color in its community? Should the school include other languages in its communications with parents?
- Do we know why families of color who can afford our tuitions are not enrolling their children in our schools? Do we know where these families are located?

Responding to Household Income Changes

- Do we need to attract more middle-class families? Can we increase financial aid or structure it to increase enrollment among middle-class families? If so, can richer families pay for higher tuitions?
- Are middle-class families aware of all the options offered to pursue an education in our school (need-based financial aid, merit awards, tuition payment plans, and tuition loan programs)?
- Are our students' grandparents nearby? What percentage of students have their tuitions paid for by their grandparents? How can we involve grandparents in the life of the school?

Financial Considerations

- If our school is facing high demand, what financial planning do we need to do to ensure a sound use of the resources?
- Are there any building maintenance or improvements that are needed? Can we afford to offer better salaries or benefits? What major investment projects are needed?
- What are the best/most profitable fund-raising activities? Is our school relying mainly on income as a source of revenues? Are there other opportunities for revenue enhancement (non-tuition options) that our school should implement?[4]
- Who are our best donors? What is their profile? Since we are dealing with different generations, do we understand how to attract them? Are they more responsive to mail or online solicitations?
- What types of causes are our donors more inclined to support? How should the school keep them informed about the use of charitable funds?

NAIS Resources that Can Help

1. **Trends** — To stay abreast of changing trends, in addition to the NAIS Demographic Center, school administrators can check the following websites: www.trendletter.com and/or www.hermangroup.com. Also, the NAIS Opinion Leaders' Survey (free to browse at www.nais.org or buy in bulk to share) identifies what demographic, social, economic, political, scientific, and technological trends opinion leaders in education, business, and the media believe would have the greatest impact on independent

[4] The 2006 NAIS Non-Tuition Survey presents alternative sources of revenue different from tuitions, annual/capital giving, and investments that many schools have in place to achieve the balance between operating expenses and affordability. http://www.nais.org/resources/seriesdoc.cfm?ItemNumber=148270.

education. This report also suggests actions that schools should consider now to successfully manage these important trends.

2. **Benchmarking** — To gather data and conduct benchmark analysis, schools can participate in the StatsOnline[5] annual survey (www.nais.org) that collects data on admissions, annual giving, financial aid, financial operations, salaries, schools, students, staff, and tuition. Available tools include:
    - ✓ Benchmarking tools to create custom groups and reports based upon any of the survey variables,
    - ✓ Financing Schools Calculator to project budgets based on various preferred and possible scenarios to see the impact on the "bottom line" of changes in some of the variables.
    - ✓ Executive Compensation Reports that you can provide to your board or compensation committee so they can either authorize or perform a comparative compensation study (of salary, other forms of compensation, and benefits) and create a documented “rebuttable presumption” of the reasonableness of the compensation (available only to heads and business managers).

3. **Market Research** — The report, *Marketing Independent Schools to Generation X and Minority Parents* (free to download at www.nais.org/go/advocacy), provides information on the factors that are relevant to families of color and Generation X parents when selecting schools for their children. It also gives specific advice on which messages to consider when reaching out to particular groups of families. In addition, the NAIS Public Opinion Poll (for NAIS members only, free to download at www.nais.org/go/advocacy) provides information on characteristics the American public associates with a quality education and their perceptions of independent schools. It also includes implications and recommendations for ways schools can communicate with constituents about the value of independent education.

4. **Advocacy and Marketing** — NAIS has created several resources to help you communicate with important constituents like prospective students and families, prospective teachers, the media, and policymakers. They can help you explain the value of independent education and of your school:
    - ✓ Values Added: The Lifelong Returns of an Independent School Education (free to download at www.nais.org/go/advocacy).
    - ✓ Admission and Marketing Tools (brochures, ad templates, video clips, etc. at www.nais.org/advocacy).
    - ✓ Communications Handbook (free to download at www.nais.org/go/advocacy)

[5] StatsOnline is available to the five key administrators at each participating school who are responsible for providing the statistical data each year. The five administrators include: head, business manager, director of admission, director of development, and director of financial aid.

- ✓ Parent Admission Brochure (view a sample as a pdf or purchase copies from the online bookstore at http://transact.nais.org/Purchase/SearchCatalog.aspx).