Higher Education Needs Assessment Report

Proposal for: Board of Regents, State of Iowa
Prepared by: SIS International Research

October 7, 2015

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1. Basic Data on SIS International Research

Basic Data	
Bidder and Means of Contact during the proposal evaluation process	Ruth E. Stanat President and CEO 11 E 22nd Street 2nd floor New York, NY 10010 research@sisinternational.com (212) 505-6805
Form of Business	Privately held corporation
Parent corporation	There is no parent corporation.
Whether the Bidder is a small business or certified target small business as defined in Iowa Code (2015) Section 15.102.	SIS is a WBENC company, a Woman-Owned Business.

2. Executive Summary

a. Bidder's understanding of Regents' needs

SIS understands that the Board of Regents is in need to determine:

- The current and long-term demand for various undergraduate and graduate degree programs and certificates in greater Des Moines
- The optimal location in the Des Moines metro area for a Regents Resource Center (RRC) from which to deliver the majority of educational programs
- The motivations of current and prospective students, both undergraduate and graduate, to pursue education at the RRC in Des Moines rather than on the main campuses, online, or at another institution
- The best days of the week and times of the day to offer classes
- The attractiveness of blended degree and certificate programs at the RRC

b. Scope of services being proposed

SIS is proposing a methodology of desk research, qualitative research [in-depth interviews], and quantitative research [online surveys] to determine the following:

- The composition of the programs
- The demand for Des Moines PRC among main campus programs
- The location of the RRC
- The motivations of current and prospective students

This qualitative research will elicit "the voice of the current and prospective customer," and the quantitative research will determine the demand for the program. The desk research will support the location of the RRC with demographic data.

c. Qualifications and Experience in higher education research and needs assessments

SIS International Research has over 30 years of experience with similar projects. Below is our resume of experience in education and specifically, with projects conducted for universities.

SIS Experience in the Education Sector

United States

Site and Market Feasibility

- Conducted over 20 of site feasibility assessments for a private educational institutional facility.
- Market feasibility study to assess the market for students who might leave their public schools and enroll in new charter schools in Ohio.
- Market feasibility study in New York City to determine demographic profile of students.
- Conducted research to identify potential customers for providers of educational services.
- Conducted an international due-diligence report / ground assessment of a group of college preparatory schools.
- Conducted market feasibility study for a planned school in the United States.
- Conducted a market assessment study to identify the potential market for test item writers who would freelance for publishers of test materials or for companies offering English language assessment tests.

Education & Testing

- Conducted a low-incidence large data collection project for educational testing among 600 young children across the United States.
- Conducted large scale educational data collection, norming and tracking across the United States.
- Conducted international student focus groups at a US university regarding corporate education.
- Conducted focus groups with Mathematics teachers about a new teaching product.
- Conducted focus groups and in-depth interviews with English teachers and students about a new teaching product.

Technology

- Conducted an opinion research study among eLearning executives via focus groups on the reception to a new eLearning product
- Conducted interviews and reports of university librarians regarding eBooks.
- Research amongst teachers in the United States with regards to their machines and mechanisms product range.
- Conducted secondary research on the market for educational electronic products such as projectors and electronic dictionaries

Other Education Projects

- Conducted an in-depth CAWI study among 200 US C-Level executives.
- Conducted recruitment of professors and librarians for IDIs.
- Conducted focus groups and in-depth interviews with students and professors at a university about their image in the community.
- Conducted low-incidence recruitment on parents, students, and teachers for classroom technology study in NYC.
- Conducted market intelligence study on market environment and competition with public schools in NYC.
- Conducted a wine market intelligence study for an American university.
- Research on the impact of GAC Accreditation toward benefits as well as expectations regarding accreditation.
- Collected data of school-age children and parents by online survey.
- Online survey among parents of children in grades 3 to 8 for a New York day school.
- Demographic study among school children and their parents in the United States.
- Conducted interviews on the topic of white boards.
- Conducted a benchmarking study for staff education
- Conducted a math teachers focus group study
- Conducted a focus group study regarding educational teachers
- Conducted focus groups with Science teachers in NYC
- Conducted focus group with kaleidoscopic learning
- Conducted a research study regarding student's values and opinions.
- Conducted a online focus group for students
- Conducted a study regarding GEMS (Girls Education and Mentoring Service) program in New York City
- Conducted a research study regarding parents of children in grades 3 to 8 for an educational email

Selected Experience in Education

International

Market Assessment

- Conducted a market study on international competition and market environment for a major provider of English language training material.
- Conducted thorough study of the South Korean and Asian higher education market.
- Conducted a study to identify colleges and universities with selective graduate schools in the Arts & sciences that offer programs taught in English located in Europe, Australia, Canada, and New Zealand.
- Conducted a Market Intelligence Study to evaluate the global business capabilities of major publishers of school books and providers of teaching material.
- Conducted an online research study among students branding perceptions at a university.
- Conducted a qualitative study in Asia, Europe, and Latin America for the introduction of a new English language training course and product.
- Conducted a global market assessment study on the reception to a new eLearning tool
- Designed a study to evaluate the global business and the capabilities of global publishing firm.
- Conducted market intelligence study for educational software in English speaking countries worldwide.

School Admission

- Conducted market study about business school admission requirements in 71 countries.
- Market study on college enrollment and admission policies in Europe and Latin America.
- Conducted a Business Intelligence Study for admissions policies and assessments in the EU countries.
- Conducted a Business Intelligence Study for university admissions and teacher's training in Latin America, Central America, EU countries, and Canada.
- Conducted a Business Intelligence Study for global academic English language assessment in Europe, Asia, and Latin America.
- Global market assessment on current entrance exams for secondary schools and colleges.

School Examinations

- Conducted a Business Intelligence Study for school leaving examinations in the EU countries.

A Sample of Past and Present Clients

- North Carolina State University
- Taylor University
- Duke University
- Easy Reader
- Educational Testing Service (ETS)
- GEMS Education
- Global Partnership Schools
- Kaplan
- Lego
- Meritas Family of Schools
- MHS
- Pearson
- Salanter Akiba Riverdale Academy
- Springer-Verlag
- Thomson Reuters
- Thunderbird School of Management
- University of Delaware

d. Brief List and Description of Similar Projects Completed (client, scope and duration of assessment, outcome, and client contact name)

Below are case studies of similar projects including the objective of the project, the recommended methodology, the deliverables, and the outcome of the project for other universities.

Qualifications and Experience in Higher Education Research and Needs Assessments

Please find below a high-level overview of two case studies: Taylor University and North Carolina State University

CASE STUDY 1: TAYLOR UNIVERSITY

Address: 236 W. Reade Ave
Upland, IN 46989

Year Established: 1846

Student Population: 2,589

Website: www.taylor.edu

CLIENT OVERVIEW

Taylor University is a private, interdenominational, evangelical Christian college with a focus on incorporating the Christian perspective into everything it teaches. There is a consensus by many in the area that it is a college with strong outreach to the community.

CLIENT NEED

The client requires a thorough understanding of Taylor University so that its place in the community may be clarified, leading to any necessary changes to curriculum or structure to allow an increasing of the ratio of inquiries to enrollees to graduates. Also of importance are any organizational or structural changes Taylor University needs to make to reflect its accredited status.

METHODOLOGY APPLIED

The findings are gathered from 33 in depth interviews of opinion leaders among 7 categories within the Fort Wayne community:

- Non-Profits
- Social Work
- Elementary Education
- Pastoral Ministries
- Diversity Programs/Ministries
- Public Relations
- Criminal Justice
- Political Leaders

The responses were grouped under:

- Community Perception
- Perception of Competitive Universities
- Organization Needs

OVERALL FINDINGS

Community Perception

- Many view TUFW as a Christian liberal arts college; it has differentiated itself from other colleges in the community due to its Christian affiliation and community outreach
- Some respondents were not aware of the majors and programs regarding their respective fields offered at TUFW
- Students with a firm Christian background who wanted an education with a Christian emphasis were those most likely to apply to TUFW
- Most respondents had good opinions on hiring TUFW students; three-fourths of the respondents took the school seriously.
- Many are disappointed by the inability to obtain a Masters at TUFW
- Adding more sports and student activities will attract students

- Some students and faculty felt The Life Together Covenant was controversial
- TUFW outranked others with its Criminal Justice and Social Work programs

Perception of Competitive Universities

- Mixed, with the distinctions often highlighting the larger number of courses, ability to obtain a Master's Degree, better facilities, and social and recreational offerings to help socialize people.

Organization Needs

- Organizations needed communication/interpersonal skills, business skills, specialized knowledge, managerial skills, technology and computer skills, leadership, and writing skills
- Most felt the educational community met their needs
- Unsure if TUFW specifically was meeting those needs, also felt this way regarding other local universities
- TUFW wasn't meeting their needs in church planting, special education, and master's degrees.

Future Needs

- People skills, business skills, language skills, leadership skills, and writing skills are the most commonly required
- Respondents felt that the school was not always teaching the students for this millennium

CONCLUSIONS BASED ON FINDINGS

- TUFW's position as a Christian liberal arts college attracts the type of student body it desires
- Its Criminal Justice, Social Work, and Elementary Education are its most popular programs. The Christian perspective gives students an advantage in the interpersonal skills necessary for these.
- More majors/courses needed along with master's program.
- More sports and social activities would aid in attracting students
  Repairing the campus so the structures do not seem neglected means students will stop and look

ACTIONS AS A RESULT OF THE FINDINGS

- Increased enrollment by 10% a year (Due to expansion of Criminal Justice, Social Work, and Elementary Education Programs)
- Higher retention of students

CASE STUDY 2: NORTH CAROLINA STATE UNIVERSITY

Address: Raleigh, NY 27695

Year Established: 1887

Student Population: 34,767

Website: www.ncsu.edu

CLIENT OVERVIEW

North Carolina State University is a public, coeducational research school. The school has a history if strength in the engineering, life science, and agriculture fields. They are considering expanding overseas.

CLIENT NEEDS

To analyze the market conditions for opening a campus for a US university within China. This would allow for the development of a strategic roadmap for the university to utilize. The market conditions and nature of the key players have been utilized as a comparative measure.

METHODOLOGY APPLIED

The market potential regarding a US University in China was analyzed by:

- Gap analysis
- Comparative SWOT
- Radar Chart
- Best in Class Marketing Approach

At least one analytical tool per segment was used to generate the data. The following 8 parameters were set for qualitative and quantitative data:

- Cost effectiveness
- Course Offering
- Student Profile
- International Partnerships
- Faculty
- Reputation

All parameters are given different weight and average based on the perception of the respondents of the study and personal interpretation of the team based on the results of the first two phases of the report.
For the quantified analysis, the perception of the respondents regarding the operation of U.S. universities in China is computed using this formula:

$$\text{Percentage1 (\%)} = \frac{\text{Number of Respondents who thinks that U.S. provide the highest quality education}}{\text{Total Number of Respondents}}$$

$$\text{Percentage2 (\%)} = \frac{\text{Number of Respondents who are willing to enroll in U.S. university based in China}}{\text{Total Number of Respondents}}$$

- Marketing Campaigns
- Physical Location

OVERALL FINDINGS

- Low market potential for US school due to preference of local students for local institutions
- Local students prefer to study abroad rather than at an extension university for a US university in China
- Local students will pay $600-1000. International students will pay $3,300-4,400. Students and Families expected higher quality facilities and education with higher costs.
- Peking University has the best social science and humanities programs while Tsinghua has the best Engineering program
- Top students attend the top 5 universities
- All key players have joint partnership and student exchange programs with other universities and research institutions in the country.
- Partnership with multinational companies are considered as significant partnerships as well, as it indicated potential for employment
- All key players have local professor affiliated with an industry organization.
- Local key players rarely use advertising campaigns to attract students. The reputation of the schools is considered as the advertising campaign used by local universities.
- All key players are located in urban cities, with campuses on neighboring suburban cities.
- Majority of respondents of the research prefer to study in Beijing and Shanghai.
- Only 30% of students desired to attend China based US Universities; of those students from international schools, those who failed the entrance exams, and the middle class are the most likely to go.
- A large stigma is attached to extension colleges because it is assumed they lack the resources of the main campus.

CONCLUSIONS BASED ON FINDINGS

- Implementation will require a substantial dedication of top resources
- Partnership with local players (businesses and other colleges)
- A strong marketing campaign including the use of the yearly education expo
- Limited use of scholarships because they are viewed as a negative in terms of quality
- Curriculum focus needs to be at industry standards per subject; English is an area of focus that would be very useful
- SWOT analysis reveals major weaknesses in 5 major universities. US universities should take advantage of their strengths: e.g., highly regarded standards/curriculum and more relaxed and holistic student development

e. High Level Project Execution Plan

Given our experience with similar projects, SIS proposes the following high level project execution plan.

Qualitative Research: In-Depth Interviews

SIS plans to conduct in-depth interviews with the stakeholders, listed below, to determine the following:

- Their perception of the current and long-term demand for various undergraduate and graduate degree programs and certificates in greater Des Moines
- Their perception of the demand for various degree and certificate programs in the Des Moines area
- Their perception of the list of possible degree and certificate programs
- Their perception of the optimal location in the Des Moines metro area for a Regents Resource Center [RRC]

List of Stakeholders

- Students and Related Groups
  - Prospective and current students (traditional and non-traditional students)
  - Parents of prospective and current students
  - High school career advisors
  - University of Iowa, Iowa State University, and University of Northern Iowa admissions personnel
- Employers and Related Groups
  - Business and non-profit HR directors and CEOs
  - City managers and HR directors
  - State agency HR directors
  - Chamber of commerce CEOs and other business association leaders
- Policymakers
  - Des Moines area state legislators
  - Selected state agency directors
- Des Moines Area Higher Education Institutions
  - Des Moines University
  - Drake University
  - Grand View University
  - Des Moines Area Community College

Quantitative Research

SIS will conduct quantitative research to quantify the perceptions and attitudes of the stakeholders regarding the demand for educational programs in the greater Des Moines area. We propose 10-15 minute online surveys due to the cost and efficiency of online research. The quantitative survey will deliver the following results:

- Quantify the current and long-term demand for various undergraduate and graduate degree programs and certificates in the greater Des Moines Area
- Rank ordering of a list of programs
- Quantify the perceived optimal location in the Des Moines metro area for a Regents Resource Center [RRC]
- Quantify the motivations of current and prospective students, both undergraduate and graduate, to pursue education at the RRC in Des Moines, rather than on the main campuses, online or at another institution
- Rank order the best days of the week and times of the day to offer the classes
- Determine the degree of attractiveness of blended degree and certificate programs at the RRC

Desk Research

SIS will conduct desk research to support the location of the RRC. The desk research will support the qualitative and quantitative research on this issue.

3. Company Background

a. Length of time that SIS has been in business

Over 30 years of exceptional market intelligence

SIS International Research is a leading global Market Research & Market Intelligence firm, providing comprehensive research services and strategic analysis of information. Since its foundation in 1984, SIS has worked with over 70% of the Fortune 500 companies and partnered with the world's most influential organizations.

We are an industry leader in "Hybrid" research approach, integrating market research and competitive intelligence, covering the full spectrum of our clients knowledge needs. SIS is a proud member of ESOMAR, AMA, MRA, AIMRI, SCIP and PBIRG.

b. Company size and organizational structure

Domestic and Global platform of over 120 countries across over 50 industries

Client-oriented, we focus on helping clients make informed decisions, create strategic and tactical growth initiatives, and attain a leadership position in the market.

At SIS, our dedicated teams in 9 locations spread in 4 continents offer clients access to knowledge from developed to emerging markets. Our extensive partner network further extends our geographic reach providing both local insights and global perspectives.

PROFILE	
Year Established	1984
Years in the Industry	30 years
Public or Private	Private
Years SIS has offered the service described herein	30 years

SIZE	
Total number of corporate clients	**200**
Total number of customers	**250**
Total number of global and domestic locations	**10**

COMPETITIVE ADVANTAGE
Expertise in the Education sector Strong data collections resources and strong analytical staff
Developed a strong platform allowing a wide range of research services and methods
Innovative research methods for comprehensive understanding of education markets

Worked with premier clients, served over 70% of the Fortune 500 companies

30 years experience in market intelligence and site feasibility projects

c. Length of time SIS has been working with the following clients:

1. Higher education clients: 30 years
2. Government clients: 10 years
3. Commercial clients performing similar services: 30 years

d. Recent annual financial report or bank references for evaluation

SIS International Research, Inc. is a privately held Sub-S corporation for the past 30 years. We will submit financials if we are selected as one of the finalists and deliver the documents before the presentation.

4. Qualifications and Experience

b. List of the personnel to be assigned to the RFP

Ruth Stanat
President, Founder

Ruth Stanat is the Founder and President of SIS International Research. Since 1984, SIS International has provided assistance to organizations with strategic planning, market research reports, market expansion or business development studies and ad hoc research for answers to specific business issues. SIS International Research is also a recognized worldwide leader in providing customized tracking for competitive intelligence. Stanat is a Charter Member of the Society for Competitive Intelligence Professionals and a recipient of the SCIP Fellows Award. During 1990-1993, Stanat personally traveled and expanded the SIS International organization, which spans over 120 countries in Asia, Europe, Latin America and the Middle East.

Ruth Stanat is the founder of the concept and implementation of "corporate intelligence networks." In her first book, *"The Intelligent Corporation,"* published by AMACOM, the publishing division of the American Management Association, 1990, Stanat provides a methodology for the implementation of corporate intelligence networks. Stanat is also author of *"Global Gold - Panning for Profits in Foreign Markets,"* published by AMACOM, 1998. This book is

a guide on how to succeed in international markets. It contains contributions from over 30 authors from Asia, Latin America, Europe and the Middle East. It also contains the marketing successes and failures, cultural dos and don'ts and a complete reference guide. Her third book, *"Global Jumpstart - The Complete Resource for Expanding Small and Mid-Sized Businesses,"* was published in January 1999, by Perseus Books. This book instructs small businesses ($1 million - $100 million) on how to expand their business globally.

Ruth Stanat was formerly a Vice President of Strategic Planning for the Chase Manhattan Bank, a Senior Planning Officer of the Mars Corporation and has held senior marketing and strategic planning positions with International Paper Company, Spring Mills, Inc. and United Airlines. She has made several media appearances on CNN Financial News, CNN Airport Channel, CNBC, NBC Biznet, Nations First Business, WCIU-TV, Business News Makers and WTLK-TV Daybreak. On radio, she has given interviews on the topic of global business expansion. Specifically, she has given interviews on Bloomberg Business Journal and Tracking Business Leaders. Stanat has been featured in Time Inc., Sales & Marketing Management, Industry Week and Working Woman Magazine.

Ruth Stanat was appointed by the Secretary of Defense to serve a three-year term on the Defense Advisory Committee on Women in the Services (DACOWITS) committee for the Pentagon. The DACOWITS committee is comprised of 34 civilian members from throughout the United States, selected on the basis of achievements in business, their professions and in civic affairs. The Secretary of Defense appoints members for a three-year term, without compensation, to advise him on matters relating to the effective utilization of women in the services.

Ruth Stanat is also a member of the Breton Woods committee. Ruth has traveled extensively and has lived and worked in Europe. She is conversant in French and German. Stanat holds a BS degree from Ohio University, graduating Cum Laude, and was a member of Phi Gamma Mu honorary society. She also holds an MA degree in Psychology and Statistics from New York University, Phi Beta Kappa and an MBA degree in Finance from New York University, Beta Gamma Sigma honor society (Phi Beta Kappa equivalent).

Chirag Vyas
Director of Global Operations

Chirag is in charge of SIS Global Operations and quantitative research functions. He directs quantitative proposals for customer satisfaction, brand research, brand equity, brand health, customer loyalty and market segmentation. Prior to SIS, he has 15 years of experience in Brand Research and Communications Consulting for Harris Interactive. Chirag's expertise includes brand research, and advanced statistics analytics in big data. Prior to Harris, Chirag was the Director of Financial Services of TNS Brand and Communications where he added the value of best practices and the implementation of new concepts or models to optimally address the requirements of his clients. He is also an expert at carrying out multivariate analysis such as Key Driver, Partial Least

Square, Factor Analysis, Segmentation, etc. Chirag has an MBA in Marketing and Finance from Rutgers and has an Bachelor's Degree in Marketing and Statistics from Rutgers with honors.

Ralph Pagan
Vice President of Strategy and Market Intelligence

Ralph Pagan is an integrated marketing consultant who has worked across diverse global markets and industries over his 25-year career, including retail, e-commerce, food and beverages, investment banking, real estate, insurance, sports and entertainment, and media and marketing research. He has worked with powerhouse brands such as Hershey, Captain Morgan Spiced Rum, Neiman Marcus, UBS, Ultimate Beverage Challenge and ERA Real Estate. He currently works with start-ups and small companies to create social media plans that integrate into their overall marketing strategy and encourage future business investment. He holds an A.B. from Harvard University in Psychology, and an MBA in Marketing from The Wharton School of the University of Pennsylvania.

Michael Stanat
Director of Global Marketing

Mr. Stanat is a global research executive at SIS international, offering project management experience from 3 continents. He is also the published author of "*China's Generation Y: Understanding the Future Leaders of the World's Next Superpower*" (Homa & Sekey Books 2005). His project experience range from largescale multicity research projects to in-depth strategic assessments and consulting engagements. Michael Stanat has previously worked in project operations at market research firms in Dubai, United Arab Emirates and Shanghai, China since 2005. He has traveled extensively to over 60 countries. Michael supports SIS International's global team through project operations, client servicing, internal strategic marketing efforts, global online operations and other activities. Michael Stanat attended the United Nations International School in New York City with an International Baccalaureate diploma in Economics and Anthropology. He graduated *cum laude* with a BSBA in International Business and Marketing from Georgetown University in Washington, DC. Michael is an active member of the National Press Club in Washington DC.

Damir Gilyazov
Manager of Competitive and Market Intelligence

Damir Gilyazov has over 15 years' experience in strategy, management and marketing of complex equipment. Damir began his career at German engineering company identifying potential user of equipment across numerous industries in Eastern Europe, including food processing. His primary responsibility included conducting primary and secondary research, conducting technical and technological due diligence for clients from Western Europe, including companies, such KHS, world leader in Beer packaging technology. Damir Gilyazov received technological training at numerous world leading German manufacturer, including Westfalia Separator and EPC Group.

After graduating from Hult IBS MBA program, Damir worked with US based private clients and created market entry strategy, including direct and indirect sales channels.

Sean Ryan
Senior Research Manager

Mr. Ryan has a multifaceted role at SIS International that includes project management, recruitment, content development, client-facing, data management, handling of on-site fieldwork, and moderating. He has extensive project experience on large multicity nationwide fieldwork projects, and in moderating. He has dealt extensively with qualitative research in areas including consumer goods, retail/shopping, technology products/services, B2B markets, and entertainment. His areas of expertise include: Psychological Research, Brand Image/Essence, Product Development, In-home report writing, Ethnography based research, Developing target-based profiles and storytelling scenarios (video/written). Previously he was a contributing writer for the Danbury News-Times and held positions at Maplegate Media, Path Media, and the Rosen Group. Sean has a degree in History and English from Hamilton College.

Melissa Goldstein
Manager of Recruitment and Interviewing

Melissa Goldstein has managed recruiting projects for over 15 years. At SIS, Melissa has worked on in-depth projects including complex automotive car clinic fieldwork, cell phone usability testing, testing of children, and many other fieldwork projects. Melissa manages "hard to reach" respondent profiles in the healthcare and B2B sectors. Prior to SIS, Mellissa was a Recruiter for several research firms. She also has experience in moderating and interviewing. Melissa received her degree in Communications. Ms. Goldstein has previously worked on multiple recruiting projects including focus groups for teachers as well as students in addition to parents of students ranging from grade school up through university. Most recently we completed a recruiting project for teachers who work in various New York City Public schools teaching grades from Pre-K to 6th grade. She has also completed a large study in San Francisco with University students who were studying various sciences such as Biology, Chemistry and Physics. This study also included respondents who were recent grads with science degrees who were already working in their chosen field early in their career. Building on past projects, Ms. Goldstein has led the process in building internal panels to begin recruitment efforts, leveraging social media, networking, and various educational groups, associations, clubs, and street intercepts.

Martin Reynado
Project Manager, Strategy

Martin Reynado is a project manager at SIS International as a part of the strategy team. Prior to joining he worked with Asia Society, YEOHLEE, and Media Diversity Institute mainly in the capacity of creating and directing social media contents and accounts as well as logistical support. He received his BA in International Studies from Richmond University along with an NYU SCPS

Certificate in Marketing Fundamentals. Martin Reynado is also fluent in both English and Tagalog along with his proficiency in French and German.

Kacy Ross
Interviewer

Kacy Ross is a recruiter at SIS and specializes in "low incidence" recruitment projects. He has over 15+ years experience as an interviewer. He was educated at Iowa Central College and has spent many years in the broadcast industry. He continues to produce a weekly show on WFMU in Jersey City, NJ, which features extensive on-the-street interviews with everyone from celebrities to the homeless. Kacy brings his valuable interviewing and one-on-one experience to SIS International Research.

Delores DiGiovanni
Interviewer

Delores DiGiovanni has over 15 years' experience in the automotive and general recruitment space, having worked with SIS since 2009 in qualitative market research. Prior to her role with SIS, Delores was a qualitative researcher ad Team Leader at Telesession, a market research firm, focusing on product launches, market research studies and conference coordination. Delores has additional experience with the ICD Group, a commodities trading firm and Ralph Lauren. She began her career in production and design with a fashion company in New York. Delores received her Bachelors of Arts, and Bachelors of Science in Marketing at New York University, and her Masters in Marketing and Industrial Psychology at the City University of New York City College.

Stephanie Echeverria
Project Manager

A vital member of the SIS International team, Stephanie is closely involved in a variety of project management and fieldwork functions here at SIS. Stephanie's expertise is focused on the Latin American region, as she has managed several studies in the consumer, healthcare, and B2B sectors, domestically and internationally. Prior to joining SIS, Stephanie held several marketing research and social media positions. She graduated from the Gabelli School of Business at Fordham University with a BS in Marketing and a minor in Psychology. She is a native from Ecuador and is fluent in Spanish.

Catherine Satterwhite
Project Manager

Catherine is a skilled versatile professional, manager and moderator with a diverse international background in the United States, Venezuela, Colombia and Puerto Rico. She has managed and operated SIS in-depth projects across Consumer, B2B and Medical verticals. She also has in-depth capabilities in low incidence studies. Ms Satterwhite has previous work experience in

media and entertainment, story development, and in-depth project management capacities at Saatchi & Saatchi, XS Games and Istros Media. Her project experience involves Tide, Pampers and Head & Shoulders. While in entertainment and media, Catherine was a producer on various films and a writer/director for films focused on the Hispanic community. She has also held positions at CBC Television and the Academy Awards in Los Angeles. Ms Satterwhite is fluent in both English and Spanish, and moderates in both languages. She received a Bachelor's degree from Northwestern University. Catherine has extensive fieldwork experience in Brazil and the Latam countries.

Ana Rangel
Interviewer

Ana Rangel is a marketing consultant who has worked as project manager in the US, Mexico, and South America for end clients including Fortune 500 organizations PepsiCo, LG, Shiseido, Canon, Colgate-Palmolive, Ericsson, and Hyundai. She is fluent in Spanish, English, and Italian languages, and can be a translator. She holds a B.A. in Marketing from Tec de Monterrey, one of the top Universities in Mexico.

c. Information concerning terminations, litigation and debarment. Bidder shall provide answers to the following questions:

i. During the last five (5) years, has the Bidder had a contract for services terminated for any reason? If so, provide full details related to the termination.
No.

ii. During the last five (5) years, describe any order, judgment or decree of any Federal or State authority barring, suspending, or otherwise limiting the right of the Bidder to engage in any business, practice, or activity.
None in the past 5 years.

iii. During the last five (5) years, list and summarize pending or threatened litigation, administrative or regulatory proceedings, or similar matters that could affect the ability of the Bidder to perform the required services. The Bidder must also state whether it or any owners, officers, or primary partners have ever been convicted of a felony. Failure to disclose these matters may result in rejection of the bid proposal or in termination of any subsequent contract. This is a continuing disclosure requirement. Any such matter commencing after submission of a bid proposal, and with respect to the successful Bidder after the execution of a contract, must be disclosed in a timely manner in a written statement to the Board.
None.

iv. During the last five (5) years, have any irregularities been discovered in any of the accounts maintained by the Bidder on behalf of others? If so,

describe the circumstances of irregularities
None.

5. Statement of Scope

The following is our understanding of the background of the project:

Background

The Board of Regents governs Iowa's three public universities: the University of Iowa, Iowa State University, and the University of Northern Iowa. In January 2015, the AIB College of Business in Des Moines gifted its campus to the University of Iowa. Located three miles south of downtown Des Moines, the 20-acre campus is being considered as the new RRC. This is operated by the University of Iowa but is able to be used by all three state universities for educational programming and related services. The AIB campus includes classroom and administrative buildings, residential housing, and recreational facilities.

Four institutions of higher education are located in the metro: Des Moines University, Drake University, Grand View University, and the Des Moines Area Community College. Several other institutions offer limited educational programming in the area, including Buena Vista University, Simpson College, and Upper Iowa University.

The three state universities are interested in further expanding on-site education programming in greater Des Moines. The Board expects that this report will provide information to help ensure that this expansion is effective, efficient, and responsive to the educational needs of the region and the universities.

The following is our understanding of the scope of the project:

Project Scope/Objectives:

1. To determine the current and long-term demand for various undergraduate and graduate degree programs and certificates in greater Des Moines
    a. To determine a list of possible undergraduate and graduate degrees and certificate programs
        i. Most of these programs will be among those currently offered on the main campus, but the list may include some potential new programs identified through the analysis.
            1. Business
            2. Education
            3. Engineering
            4. Health sciences
            5. Liberal arts and science
    b. To research the perceptions of the following stakeholders

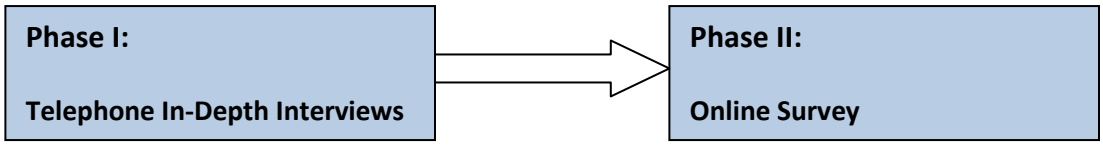
i. Students and related groups
ii. Employers and related groups
iii. Policymakers
iv. Des Moines Area Higher Education Institutions

2. To determine the optimal location in the Des Moines metro area for a Regents Resource Center (RRC) from which to deliver the majority of the educational programs
    a. To access the value of a Des Moines RRC for programs back at the home universities
        i. Provosts and associate provosts
        ii. Deans and associate deans
    b. To assess the desirability of the AIB site against other general locations in the Des Moines metro area
        i. Stakeholders (especially current and prospective students)
        ii. Current and projected demographic statistics for greater Des Moines

3. To provide additional information that will impact this demand and location
    a. To identify the motivations of current and prospective students, both undergraduate and graduate, to pursue education at the RRC in Des Moines rather than on the main campuses, online, or at another institutions
    b. To identify the best days of the week and times of the day to offer classes
    c. To determine the attractiveness of blended degree and certificate programs at the RRC (some classes in-person and some classes online)

6. Methodology

6.1 Demand for Educational Programs in Greater Des Moines



SIS recommends both telephone in-depth interviews and online surveys for key academic stakeholders to assess the value of a Des Moines RRC for programs back at the home universities.

Phase I: Telephone In-Depth Interviews

SIS recommends telephone in-depth interviews with the stakeholders to determine the following:

- Their perception of the current and long-term demand for various undergraduate and graduate degree programs and certificates in greater Des Moines
- Their perception of the list of possible degree and certificate programs

- N=169 to yield a 85% confidence level in the data

Students and Related Groups	
Prospective and current students	N=25
Parents of prospective and current students	N=25
High school career advisors	N=25
University of Iowa, Iowa State University, and University of Northern Iowa Admissions Personnel	N=3

Employers and Related Groups	
Business and Non-profit HR Directors and CEOs	N=25
City Managers and HR Directors	N=10
State Agency HR Directors	N=5
Chamber of Commerce CEOs and Other Business Association Leaders	N=5

Policymakers	
Des Moines Area State Legislators	N=3
Selected State Agency Directors	N=3

Des Moines Area Higher Education Institutes	
Des Moines University	N=10
Drake University	N=10
Grand View University	N=10
Des Moines Area Community College	N=10

- Length of Interview=15-20 minutes
- 80% quantitative questions and 20% open-ended questions

SIS Responsibilities:

- Design questionnaire
- Fieldwork
- Analysis reporting

Client Responsibilities:

- Approve questionnaire

Deliverables:

- Full report
  1. Executive Summary
  2. Key Findings
     a. Their perception of the current and long-term demand for various undergraduate and graduate degree programs and certificates in greater Des Moines
     b. Their perception of the list of possible degree and certificate programs
  3. Conclusions
  4. Recommendations

*SIS will take the learning from **Phase I: Telephone In-Depth Interviews** to develop a questionnaire for **Phase II: Online Surveys**.*

Phase II: Online Surveys

SIS will conduct quantitative research to quantify the perceptions and attitudes of the stakeholders regarding the demand for educational programs in the greater Des Moines area. We propose 15-20 minute online surveys due to the cost and efficiency of online research.

SIS recommends a sample size of N=725 to achieve a 95% confidence level in the data.

Students and Related Groups	
Prospective and current students	N=100
Parents of prospective and current students	N=100
High school career advisors	N=25
University of Iowa, Iowa State University, and University of Northern Iowa Admissions Personnel	N=15

Employers and Related Groups	
Business and Non-profit HR Directors and CEOs	N=50
City Managers and HR Directors	N=15
State Agency HR Directors	N=5
Chamber of Commerce CEOs and Other Business Association Leaders	N=5

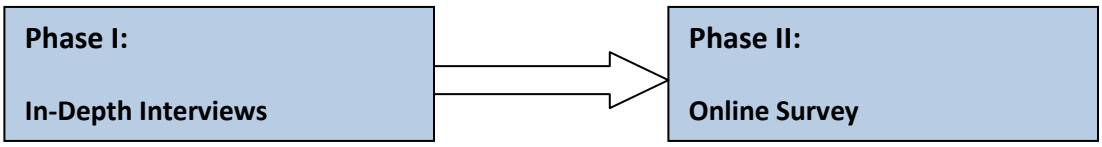
Policymakers	
Des Moines Area State Legislators	N=5
Selected State Agency Directors	N=5

Des Moines Area Higher Education Institutes	
Des Moines University	N=100
Drake University	N=100
Grand View University	N=100
Des Moines Area Community College	N=100

Deliverables:

SIS will deliver a full report quantifying the current and long-term demand for various undergraduate and graduate degree programs and certificates in the greater Des Moines area and ranking order a list of programs.

6.2 Demand for Des Moines RRC among Main Campus Programs



SIS recommends both in-depth interviews and online surveys for key academic stakeholders to assess the value of a Des Moines RRC for programs back at the home universities.

Phase I: In-Depth Interviews

SIS recommends in-depth interviews with provosts, associate provosts, deans, and associate deans.

- Total N=6
  - Provosts and associate provosts: N=3
  - Deans and associate deans: N=3
- Length of Interview=15-20 minutes
- 80% close-ended questions and 20% open-ended questions

SIS Responsibilities:

- Develop questionnaire
- Execute fieldwork
- Deliver analysis and reporting

Client Responsibilities:

- Deliver telephone numbers, where possible
- Approve the questionnaire

Deliverables:

SIS will deliver a full detailed report of the perceptions of these respondents as to the demand for the RRC, the curriculum, and the location of the RRC.

1. Executive Summary
2. Key Findings
   a. Their perception of the current and long-term demand for various undergraduate and graduate degree programs and certificates in greater Des Moines
   b. Their perception of the list of possible degree and certificate programs
3. Conclusions
4. Recommendations

Phase II: Online Survey

SIS will conduct an online survey to quantify the perceptions and attitudes of university students regarding the demand for the Des Moines RRC among Main Campus Programs. We propose 10-15 minute online surveys due to the cost and efficiency of online research.

SIS recommends an online survey as follows:

- Total N=300
  - Students of University of Iowa: N=100
  - Students of Iowa State University: N=100
  - Students of University of Northern Iowa: N=100
- Length of Interview=10-15 minutes
- 90% close-ended questions and 10% open-ended questions

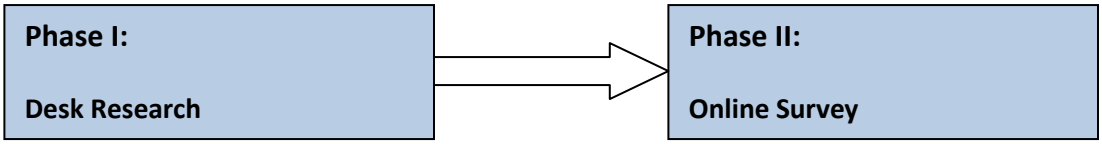
Deliverables:

SIS will deliver a full report assessing the value of a Des Moines RRC for programs back at the home universities.

The report will contain the following topics:

I. Executive Summary
II. Key Findings
III. Student perceptions and demand for the courses
IV. Student expectations
V. Students' needs and unmet needs
VI. Propensity of the students to attend courses at the RRC location
VII. Conclusions/Recommendations

6.3 Location of the RRC



Phase 1: Desk Research

To determine if the AIB campus is the best site for the RRC, SIS will conduct desk research to assess the desirability of the AIB site compared to the other general locations in the Des Moines metro area. The desk research will deliver demographics of the region with analysis of the demand factors in the site location.

*SIS will take the learning from **Phase I: Desk Research** and develop a questionnaire for **Phase II: Online Survey**.*

Phase 2: Online Survey

The online survey will deliver a quantification of the projected number of students who would attend courses at the RRC. We recommend a sample size of N=300 respondents for a 95% confidence level in the data.

- N=300
  - N=200 current students
  - N=100 prospective students
- Assumes SIS will receive a list of current students

Deliverables:

SIS will deliver a full report regarding the optimum location and demand factors that influence this location.

7. References

1. Saibaba Tata
GEMS Americas Inc & GEMS Edsol Americas Inc
555 Madison Avenue, 18th Floor
New York, NY 10022
Phone: +12126448619 Extn 104
Fax: +12126448749
Email: stata@gemsamericas.com
Projects: conducted numerous site feasibility projects in the US including market demand, tuition, locations

2. Victoria Jones
UCLA Consultant
Tori777mir@yahoo.com
Project: Conducted site feasibility for a campus for UCLA

3. Molly Peterson
Product Portfolio Manager
Continuing Medical Education
American Academy of Family Physicians
11400 Tomahawk Creek Parkway Leawood, KS 66211
Office: (913) 906-6000 x6538
mpeterson@aafp.org

8. Sample Documents

Please find the sample feasibility project document enclosed.

9. Cost of Services

9. 1 Demand for Educational Programs in Greater Des Moines

Phase I: Telephone In-Depth Interviews

SIS Quotation for Demand for Educational Programs in Greater Des Moines			
N=169 Telephone IDI ; LOI= 15-20mins	**Cost per Unit**	**Unit**	**Total**
Project Management	$2,500	1	$2,500
Questionnaire Design	$750	1	$750
Cost per Interview for Prospective and Current Students	$75	25	$1,875
Cost per Interview for Parents of Prospective and Current Students	$75	25	$1,875
Cost per Interview for High School Career Advisors	$75	25	$1,875
Cost per Interview for Admissions Personnel	$85	3	$255
Cost per Interview for Business and Non-profit HR Directors and CEOs	$95	25	$2,375
Cost per Interview for City Managers and HR Directors	$150	10	$1,500
Cost per Interview for State Agency HR Directors	$150	5	$750
Cost per Interview for Chamber of Commerce CEOs and Other Business Association Leaders	$200	5	$1,000
Cost per Interview for Des Moines Area State Legislators	$200	3	$600
Cost per Interview for Selected State Agency Directors	$200	3	$600
Cost per Interview for Des Moines University	$150	10	$1,500
Cost per Interview for Drake University	$150	10	$1,500
Cost per Interview for Grand View University	$150	10	$1,500
Cost per Interview for Des Moines Area Community College	$150	10	$1,500
Analysis and Reporting	$5,500	1	$5,500
Total			**$27,455**

Timeframe	
Questionnaire Design	1 week
Fieldwork	2 - 3 weeks
Analysis and Reporting	1 week
Total Timeframe	**4 - 5 weeks**

Phase II: Online Survey

SIS Quotation for Demand for Educational Programs in Greater Des Moines			
N=725 Online Survey ; LOI= 15-20mins	**Cost per Unit**	**Unit**	**Total**
Project Management	$2,500	1	$2,500
Programming and Hosting	$2,500	1	$2,500
Cost per Interview for Prospective and Current Students	$12	100	$1,200
Cost per Interview for Parents of Prospective and Current Students	$12	100	$1,200
Cost per Interview for High School Career Advisors	$45	25	$1,125
Cost per Interview for Admissions Personnel	$45	15	$675
Cost per Interview for Business and Non-profit HR Directors and CEOs	$50	50	$2,500
Cost per Interview for City Managers and HR Directors	$50	15	$750
Cost per Interview for State Agency HR Directors	$12	5	$60
Cost per Interview for Chamber of Commerce CEOs and Other Business Association Leaders	$12	5	$60
Cost per Interview for Des Moines Area State Legislators	$12	5	$60
Cost per Interview for Selected State Agency Directors	$12	5	$60
Cost per Interview for Des Moines University	$10	100	$1,000
Cost per Interview for Drake University	$10	100	$1,000
Cost per Interview for Grand View University	$10	100	$1,000
Cost per Interview for Des Moines Area Community College	$10	100	$1,000
Data Entry	$1,500	1	$1,500
Analysis and Reporting	$4,500	1	$4,500
Total			**$22,690**

Timeframe	
Project Set-up and Programming and Hosting	1 week
Questionnaire Design	1 week
Fieldwork	2 weeks
Analysis and Reporting	1 week
Total Timeframe	**5 weeks**

9.2 Demand for Des Moines RRC among Main Campus Programs

Phase I: In-Depth Interviews

SIS Quotation for Demand for Des Moines RRC Among Main Campus Programs			
N=6 IDI; LOI= 15-20mins	**Cost per Unit**	**Unit**	**Total**
Project Management	$350	1	$350
Questionnaire Design	$500	1	$500
Cost per Interview for Provosts and Associate Provosts	$150	3	$450
Cost per Interview for Deans and Associate Deans	$150	3	$450
Analysis and Reporting	$1,000	1	$1,000
Total			**$2,750**

Timeframe	
Questionnaire Design	1 week
Fieldwork	1 week
Analysis and Reporting	1 week
Total Timeframe	**3 weeks**

Phase II: Online Survey

SIS Quotation for Demand for Des Moines RRC Among Main Campus Programs			
N=100 per University Online Survey; LOI= 10-15mins	**Cost per Unit**	**Unit**	**Total**
Project Management	$1,000	1	$1,000
Questionnaire Design	$750	1	$750
Programming and Hosting	$2,500	1	$2,500
Cost per Interview for University of Iowa	$12	100	$1,200
Cost per Interview for Iowa State University	$12	100	$1,200
Cost per Interview for University of Northern Iowa	$12	100	$1,200
Data File	$1,500	1	$1,500
Analysis and Reporting	$2,500	1	$2,500
Total			**$11,850**

Timeframe	
Project Set-up and Programming and Hosting	1 week
Questionnaire Design	1 week
Fieldwork	2 - 3 weeks
Analysis and Reporting	1 week
Total Timeframe	**5 - 6 weeks**

9.3 Location of the RRC

Phase 1: Desk Research

The cost for the desk research is **$3,500**.

Timeframe: **2 weeks**

Phase 2: Online Survey

SIS Quotation for Location of the RRC			
N=300 Online Survey; LOI= 10-15mins	**Cost per Unit**	**Unit**	**Total**
Project Management	$1,000	1	$1,000
Questionnaire Design	$750	1	$750
Programming and Hosting	$2,500	1	$2,500
Cost per Interview for Current Students	$9	200	$1,800
Cost per Interview for Prospective Students	$9	100	$900
Data File	$1,500	1	$1,500
Analysis and Reporting	$3,500	1	$3,500
Total			**$11,950**

Timeframe	
Project Set-up and Programming and Hosting	1 week
Questionnaire Design	1 week
Fieldwork	2 - 3 weeks
Analysis and Reporting	1 week
Total Timeframe	**5 - 6 weeks**

9.4 Strategic Analysis

The strategic analysis, the final summary report, states the findings for the demand of educational programs in Greater Des Moines, the demand for Des Moines RRC among Main Campus Programs, and the optimal location for a RRC.

The cost for the strategic analysis is **$2,500**.

Timeframe: **1 week**

TOTAL PROJECT COST AND TIMEFRAME SUMMARY

Research Phase	Cost	Timeframe
Demand for Educational Programs in Greater Des Moines		
Telephone In-Depth Interviews	$27,455	4 – 5 weeks
Online Surveys	$22,690	5 weeks
Demand for Des Moines RRC among Main Campus Programs		
In-Depth Interviews	$2,750	5 – 6 weeks
Online Surveys	$11,850	3 weeks
Location of the RRC		
Desk Research	$3,500	2 weeks
Online Surveys	$11,950	5 -6 weeks
Final Summary Report		
Strategic Analysis	$2,500	1 week
Total Cost	**$82,695**	

JUDITH A. LEAVITT
Coralville, IA

MAJOR ACCOMPLISHMENTS

- Chaired Rockwell Collins enterprise Competitive Intelligence Council for over 5 years, growing the Council from 9 original members to 21 members (including 4 international members) and developed monthly programs designed to transfer knowledge of competitive intelligence frameworks, techniques and processes

- Developed all-day and ½ day competitive intelligence training curriculum for Rockwell Collins University School of Business; 4-6 instructor-led training sessions were conducted annually for business development, sales, marketing and engineering staff

- Conducted LEAN workshops annually for Competitive Intelligence Council, resulting in Rockwell Collins Core Process/CI measures of effectiveness matrix that was adopted by the business units

- Participated on the ARINC acquisition team, conducting primary and secondary research; continuous monitoring of the external environment resulted in the discovery of the 'aerotropolis' concept which helped to frame the long-term value of the largest acquisition in Rockwell Collins' history

- Developed unique 'Leavitt's 13 Industry Influences' framework, a process for strategy development incorporating enterprise risk management, competitive intelligence, and strategic futures techniques

- With co-author, Jan Herring, developed the Herring-Leavitt World-Class Competitive Intelligence Program Roadmap, a process designed to help corporations implement a sustainable corporate competitive intelligence program

CAREER SKILLS/COMPETENCIES

Competitive intelligence: competitive intelligence systems and analytical frameworks, competitor and technology scanning, strategic planning, scenario planning, primary and secondary research, patent searching, early warning and enterprise risk management

Management/Personnel: budget & project management, best practices and benchmarking, productivity improvements, customer service, business development, enterprise contract negotiation, promotion and marketing, staff development, rewards and recognition, mentoring

Communications: oral and written presentations, curriculum development, teaching, group facilitation, networking, writing and editing, published author

M.L.S.	Beta Phi Mu honorary society	Indiana University	1977
B.A.	French, With Distinction	University of Iowa	1970

International: foreign languages, international travel and study abroad

CAREER ACHIEVEMENTS

Competitive Intelligence

- Awarded SCIP Best Conference Presentation Award 2009 (SCIP)
- Awarded the Society of Competitive Intelligence Professionals (SCIP) Fellows Award for speaking, teaching, publishing in CI [SCIP 2008]
- Awarded the SCIP Catalyst Award for volunteer and leadership contributions to the Society (SCIP 2006]
- Developed and implemented Competitive Technical Intelligence process for Rockwell Colllins' Global Technology Open Innovation initiative (2005-2007)
- Achieved Masters of CI certification from Academy of Competitive Intelligence (2005)
- Created and led competitive intelligence organization at Rockwell Collins
- Communicated early market warnings to key senior leadership via weekly Competitive Alert
- Managed project to develop and implement competitive intelligence web site
- Negotiated annual enterprise contracts & corporate memberships for web-accessible online databases
- Taught Competitive Intelligence and Special Libraries courses at university graduate school of library and information science and new MBA program
- Achieved Rockwell Collins Lean Champion Certification

Library and Information Science

- Planned and implemented Information Center intranet web site
- Expanded library services from traditional transactional functions to research, web development, and competitive intelligence functions
- Automated corporate library functions, initiated CD-ROM and Internet technologies
- Developed strategic plans for Rockwell Technical Information Council
- Coordinated the selection and implementation of online public access catalog system
- Received Collins Pioneer Leadership Award for information services and research support to Advanced Technology & Engineering
- Authored three books on women in management; numerous articles/monographs

PROFESSIONAL EXPERIENCE

Rockwell Collins, Inc.

2012-2015 - Strategic Intelligence Manager, Corporate Development
2007-2011 - Market Research Manager, Corporate Development
2004-2007 - Principal Market Research Analyst – Strategic Planning
2000-2003 - Manager, Competitive Intelligence Services

- Wrote monthly Rockwell Collins Board of Directors letters & Strategic Initiatives Roadmaps
- Served on Enterprise Risk Management Advisory (ERM) Council - developed sustainable ERM process
- Designed and implemented competitive technical intelligence external scanning process
- Researched and analyzed numerous corporate business development/acquisition opportunities
- Performed competitive intelligence and research for Corporate Development, Advanced Technology Center, Strategic Planning, and business units: bid/proposals, alliance/JV partnerships evaluation, technology assessments, competitor and market assessments
- Gained research proficiency in wide variety of business and technical online databases

1982-1999

Mgr., Information Center & Supervisor, Regional Information Center II/Supervisor, Information Center

Ball State University, Muncie, IN 1979-81

Periodicals Librarian and Catalog Librarian

Purdue University Libraries, Lafayette, IN 1970-76

Bibliographic Searcher, Acquisitions Department

INTERNATIONAL: Junior Year Abroad in Grenoble and Rouen, France
Travel in France, Germany, Sweden, Britain, Canada, Netherlands
LANGUAGES: Conversational French, some German, Spanish, and Russian

Memberships: Strategic and Competitive Intelligence Professionals (SCIP), Association for Strategic Planning, Association of Professional Futurists (Certificate in Strategic Foresight 2011), Conference Board Council on Competitive Intelligence, World Future Society

PROFESSIONAL & COMMUNITY VOLUNTEER ACTIVITIES

Professional

- Developed World Class CI Program Roadmap with Jan Herring, SCIP09, April 2009
- Adjunct Professor, MBA class on Competitive Intelligence and Analysis, Mt. Mercy College, Fall 2008
- Panel member, 1st SCIP Women's Leadership Council Symposium, November 13-14, 2008, Chicago, IL
- Chair and Panel member, SCIP/SLA IA Chapter all-day workshop, "Introduction to Competitive Intelligence, October 31, 2008
- Conference Board Council on Competitive Analysis – Member, 2004-2014
  Chair 2008, Program Chair 2007, Membership Committee Co-Chair, 2004-2006
- Strategic and Competitive Intelligence Professionals - Board Member, 2002-2005
  - SCIP Competitive Intelligence Foundation Board Member, 2008
  - Competitive Intelligence Magazine Advisory Board, 2007
  - Iowa Chapter Co-Chair, 2007- 2009
  - Educational Advisory Committee, 2006-2007
  - Core Member Strategy Task Force 2005; Education Strategy Task Force 2005
  - Member, SCIP's Strategic Plan Steering Committee (Networking) 2005
  - Founding Member, Women's Leadership Council 2004 and Co-Chair, 2006
  - SCIP Awards Committee, Nominating Committee, Chapter Board Liaison and Chapter Leadership Development Committee, Conference Planning Committee, Bylaws Taskforce
- University of Iowa School of Library & Information Science – Advisory Panel Member, 1998-2001; adjunct faculty member (Competitive Intelligence; Special Libraries), practicum supervisor
- University of Iowa Beta Phi Mu chapter – President, 2001
- Completed Rockwell Executive Development Programs I & II
- Collins Leadership Club, Secretary
- Chair, Special Libraries Roundtable, Iowa Library Association
- Chair, Rockwell Technical Information Council

Community Volunteer

- Cedar Rapids Public Library Foundation Board Member, 2005-2010
- Iowa Women's Foundation - Advisory Board Member and Board Member, 1997-2003, 2014-
- Iowa Breast Cancer Action Foundation – Board Member, 2000-2002
- United Way of East Central Iowa – Aging Services Panel Member, 1996-2000
- Professional Women's Network – Chair, Program Committee, 1997
- Leadership for Five Seasons, Cedar Rapids Community Leadership Program - 1995

PUBLICATIONS

Books/Book Chapters

"The FED Framework: Focus, Execution and Discipline", Chapter 4 in the Competitive Intelligence Foundation's Competitive Technical Intelligence book, 2009.

Women in Administration and Management: An Information Sourcebook – (Oryx Press, 1988)

American Women Managers and Administrators: Twentieth-Century Leaders in Business, Education, and Government (Greenwood Press, 1985)

Women in Management: An Annotated Bibliography and Sourcelist (Oryx Press, 1982)

Articles/Monographs/Conference Presentations

- "The Roadmap to a World-Class CI Program", SCIP11, May 2011.
- "The Roadmap to a World-Class CI Program" CI Magazine, Jan/March 2011.
- "Creating a World Class CI Capability", SCIP09, April 2009
- Webinar on Distraction for SCIP Women's Leadership Council, March 2009
- "7 Highly Effective Steps to Creating a CTI Capability", SCIP08, April 2008
- Intro to Futures Studies and Scenario Planning, Conference Board Council meeting, January 2008
- "CTI and Open Innovation", Wisconsin SCIP Chapter/PDMA meeting, September 2007
- "CI and Enterprise Risk Management", Frost & Sullivan CI Conference, Anaheim, CA, February 7, 2007
- "Executive Personality Profiles", Conference Board Council on Competitive Analysis, Boston, MA October 6, 2006
- Coach for Practitioner Presentation Workshop, SCIP 2006, Orlando, FL, April 26, 2006
- "Competitive Intelligence and Enterprise Risk Management", IEEE Procon 2006, Cedar Rapids, IA, May 2, 2006
- "Running the CI Function", panel discussion at SCIP 2006, Orlando, FL, April 27, 2006
- "Mapping Enterprise Risks with Porter's Five Forces to Develop a CI Early Warning System", SCIP 2006, Orlando, FL, April 27, 2006
- "CI & ERM", Conference Board Council on Competitive Analysis, NY, November 2005
- "CI & ERM: Combining Forces to Create a Strategic Early Warning System", Austin SCIP Chapter, September 15, 2005
- "The CI Buddy System" SCIP 2005 Chicago, IL, April 2005
- "CI Tools" Madison, WI SCIP Chapter January 25, 2005
- "Slime Mold: Systems Thinking and CI", DC Area SCIP Chapter, October 14, 2004
- "Just Do It! The Nike School of CI for Librarians", SCIP 2004, Boston, MA
- "Turning Insights into Action for Competitive Advantage: Moving Your CI Team from Data Gathering to Interpretation and Analysis", Presentation with Mike Thome at Institute for International Research Strategic Competitive Intelligence conference, Chicago, IL November 2003
- "Just Do It! The Nike School of CI for Librarians", Presentation at Iowa SLA Fall meeting, Des Moines, IA October 2003
- "Rockwell Collins Competitive Intelligence Community of Practice", Presentation at SCIP Europe Conference, Munich, Germany October 2001
- "What is a Special Library?" in Door to the World, State Library of Iowa, 1994
- "Rockwell International's Cedar Rapids Information Center", presentation at Special Libraries Association Conference, Waterloo, IA 1992
- "CD-ROM: Part IV" Library Hi-Tech Bibliography, v. 5, 1990
- Resource Guide to Continuing Education for Engineers, ASTD, 1989
- "Linn County Library Consortium: Twenty Years of Cooperation" Iowa Library Quarterly, v. 26 no. 1, 1989
- "Promoting Library Services" SLA Sci-Tech News, v. 43, no. 1, 1/89
- "CD-ROM: Part III" Library Hi-Tech Bibliography, v. 4, 1989
- "CD-ROM: Part II" Library Hi-Tech Bibliography, v. 3, 1988
- "CD-ROM: Part I" Library Hi-Tech Bibliography, v. 2, 1987
- "Local Area Networks" Library Hi-Tech Bibliography, v. 1, 1986
- "Telecommuting" Library Hi-Tech Bibliography, v. 1, 1986
- "Dual-Career Families" Behavioral and Social Sciences Librarian, Fall 1983
- Dual-Career Families: A Bibliography, Council of Planning Librarians, 1982
- Women in Management: 1970-79, Council of Planning Librarians, 1980
- Title Changes, Reprint Publishers, and Libraries, ERIC ED 116679, 1976

Education Site Feasibility

New York City – Site Feasibility Study

Prepared by: SIS International Research
Prepared for: XXX

October 6, 2015

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I. Executive Summary:
Desk Research, In-depth Interviews and Focus Groups

Top line findings and strategic implications for XXX for the 111 East 59th Street location and the 323 East 61st street location:

According to our desk research in-depth interviews and focus groups, there is a significant opportunity for investment in the 111 East 59th Street property for the following reasons:

- Due to the favorable demographics and wealth concentration in this area
- High need for the "XXX international curriculum type of school"

Overall, the parents indicated that the curriculums in the competitive schools in the neighborhood were not "academically competitive." Secondly, they were also dissatisfied with the student - teacher ratio and they expressed a need for their children to be in a school with an international diverse background.

Some parents expressed that proximity to the school was important, however, the majority were more concerned with the quality of the school than the proximity of the school to their home.

Our supply/demand analysis indicates that in 2015, 27,500 students applied to private schools in the Upper East Side, but only 17,000 were accepted. This reflects a current "gap" of 10,500 students. By the year 2020, we project a 1.8% increase in school age population children in Manhattan. If we assume this projection, there will be a "gap" of 10,995 students in 2020 who will be seeking application to private schools in the Upper East side in Manhattan. This presents an opportunity for XXX to invest in the 111 East 59th street location.

Specifically in one focus group, the respondents expressed that they were neutral to both sites. However, if they had to choose one location, they would choose the 111 East 59th street location. The second focus groups unanimously voted for the 111 East 59th street location.

The respondents, however, indicated that this location was located in a "very congested area" and they voiced concern that there could be too many distractions for the students. On the other hand, they also expected that the school would provide a private bus service to minimize this distraction. With regard to the 323 East 61st Street location, the respondents perceived that this location was "unsafe" and too far over on the East Side. They also indicated that it is too far from transportation hubs.

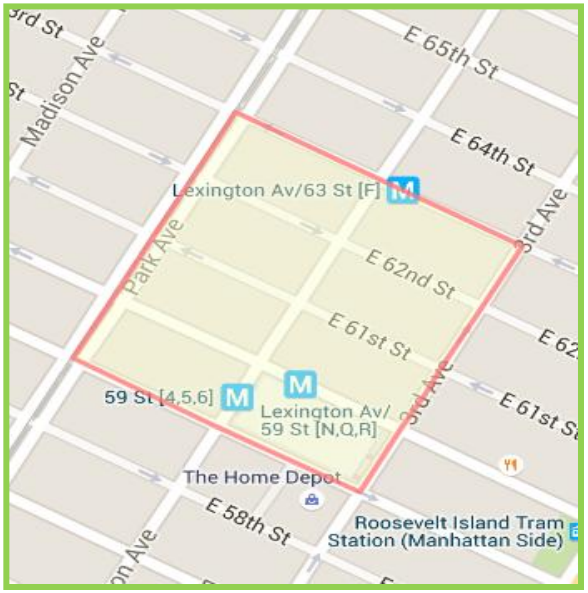
In summary, the 111 East 59 street location presents an attractive investment opportunity for XXX.

Executive Summary

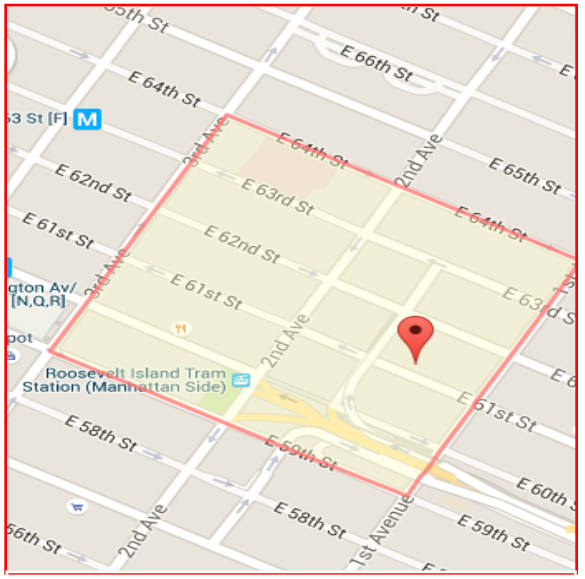
SIS conducted secondary (Desk Research) and primary research (In-depth Interviews and Focus Groups with Parents) to conduct a site feasibility study for XXX. The two sites under evaluation and analysis are 111 E 59th Street and 323 East 61st Street. The Upper East Side (UES) is a desirable location to open a school due to the combination of favorable demographics, wealth concentration and high demand for private schools like XXX in the UES.

There are 201 private schools in Manhattan serving 55,520 students and approximately 37 private schools on the UES serving approximately 17,000 Students. With the average New York City private school acceptance rate at 62%, the current demand for private schools in the UES is 27,500 seats. In 2015, the demand/supply gap for private school seats in the UES is 10,500. In 2020, the demand/supply gap for private school seats is projected to be 10,995 seats. This projection is supported by the 1.8% growth in school age population in New York City from 2010-2020.

Respondents from the focus groups found the 111 East 59th Street site more favorable and convenient than the 323 East 61st Street Site. Overall, respondents from the in-depth interviews and focus groups were receptive to the XXX Educational concept and expressed a high need for a XXX like school.



111 East 59th Street, New York, NY 10022 is found within the neighborhood called E 62nd St / Lexington Ave neighborhood of New York.



323 East 61st Street, New York, NY 10065 is found within the neighborhood we called E 63rd St / 3rd Ave neighborhood of New York.

Favorable conditions for the XXX school within the selected areas:

- The school-age population for New York City, which stood at 1,260,000 in 2010, is projected to increase modestly (1.8 percent) over the current decade and reach 1,283,000 in 2020. It is projected to grow 5 percent to 1,347,000 by 2030.
- In 2015, the school age population in Manhattan is 156,339. In 2010, the school age population in Manhattan was 157,856 and was projected to grow by 1.8% in 2020 to 162,931. As a result, we are using this 1.8% growth rate for the next 5 years [from 2015 – 2020].
- Tuition rates at private schools are forecasted to rise steadily over the next 8-10 years, reaching $50,000 by 2015-2017.
- 111 East 59th Street and 323 East 61 Street are located in one of the wealthiest neighborhoods in the U.S. which suggests immediate affordability of private schools for families.
- The residents within 111 East 59th Street and 323 East 61 Street are highly educated and foresee the value of sending their kids to a private school.
- The selected areas represent one of the most densely populated areas in the U.S. which is a great appeal for the proposed project.

Potential drawbacks for the XXX school within the selected areas:

- There is a great deal of competition within the selected areas given that there are over 30 high - end private schools.
- The selected areas have the largest volume of single households within the U.S.

- There are 201 private schools in Manhattan serving 55,520 students and approximately 37 private schools on the UES serving approximately 17,000 Students. With the average New York City private school acceptance rate at 62% the current demand for private schools in the UES is 27,500 seats. In 2015, the demand/supply gap for private school seats in the UES is 10,500.

- In 2020, the demand/supply gap for private school seats is projected to be 10,995 seats. This is based on the assumption of the projected 1.8% growth in school age population in New York City from 2010-2020.

- New York City is projected to grow from 8.2 million persons in 2010 to 9 million in 2040, an increase of 783,000 or 9.5 percent.

- In Manhattan, Queens, and Staten Island, the highest level of growth is projected to be in the 2010-2020 period, with growth slowing thereafter.

- Manhattan is projected to see the largest overall percentage increase in school-age children between 2010 and 2040 (7.8 percent).

- Manhattan is projected to grow the most between 2020 and 2030, with an increase of 8.9 percent, or 15,000 school-age children.

- However, in the final decade of the projection period (2030 to 2040), the overall school-age population is projected to decline in Manhattan and Brooklyn by 4.1 and 1.5 percent, respectively.

- 57% of In-depth Interview respondents are satisfied with their current school choice.
- At least 14% of In-depth interview respondents are dissatisfied with their current school choice. The reasons for dissatisfaction were non-competitive curriculum, large class sizes, high student to teacher ratios and expensive tuition.
- In-depth interview respondents had generally positive response to the XXX concept. Respondents felt there was a high need for a school like XXX and the GEM's concept, mission statement offerings were widely accepted. Respondents felt that that were wiling to pay at a range from $24,000 - $37,000. Within this tuition parents would expect top tier amenities, facilities and services.
- 52% of in-depth interview respondents stated there was a high level of need of the XXX type of school at that location.
- 67% of in-depth interview respondents stated a high level of need for a school that is heavily geared towards preparing its students for success in the modern globalized economy.
- 70% of in-depth interview respondents stated a high level of need for a school that places a strong emphasis on integrating parents into a student's education, and creating a holistic educational experience that integrates the home and school environments.
- 77% of in-depth interview respondents responded they were extremely likely to pay $24,000. 68% of in-depth interview respondents responded they were extremely likely to pay $30,000. 40% of in-depth interview respondents stated they were likely to pay $36,000 but only 30% of in-depth interview respondents were extremely likely.
- In-depth interview respondents stated they would expect the following facilities and amenities for a $30,000 tuition: Swimming Pool, School Bus, Theatre, Athletics, Play Area, Grass Field, Graphs Center/Lab, Dinning Room and Drama Center.
- In-depth interview respondents stated they would expect the following service for a $30,000 tuition: High Level of security and variety of school trips were the most important followed by bus services and summer activities.

- The focus group respondents expressed that the most important factors of a school are: reputation, high top college placement for graduates, experienced and qualified staff, reasonable student to teacher ratio, diverse student population, academically competitive, and a multicultural and diverse curriculum.

- In general, the focus group respondents agreed there is a need for a XXX type of school in New York City.

- The respondents reacted to the XXX concept statement by stating: "XXX needs to emphasize multiculturalism and diversity into the curriculum. The experience also needs to "immersive," and specifically begin language programs at an early age. They also expect qualified and experienced teachers with at least a Masters degree. They also expect an academically competitive curriculum, reasonable student to teach ratios, fully equipped facilities, and amenities and services.

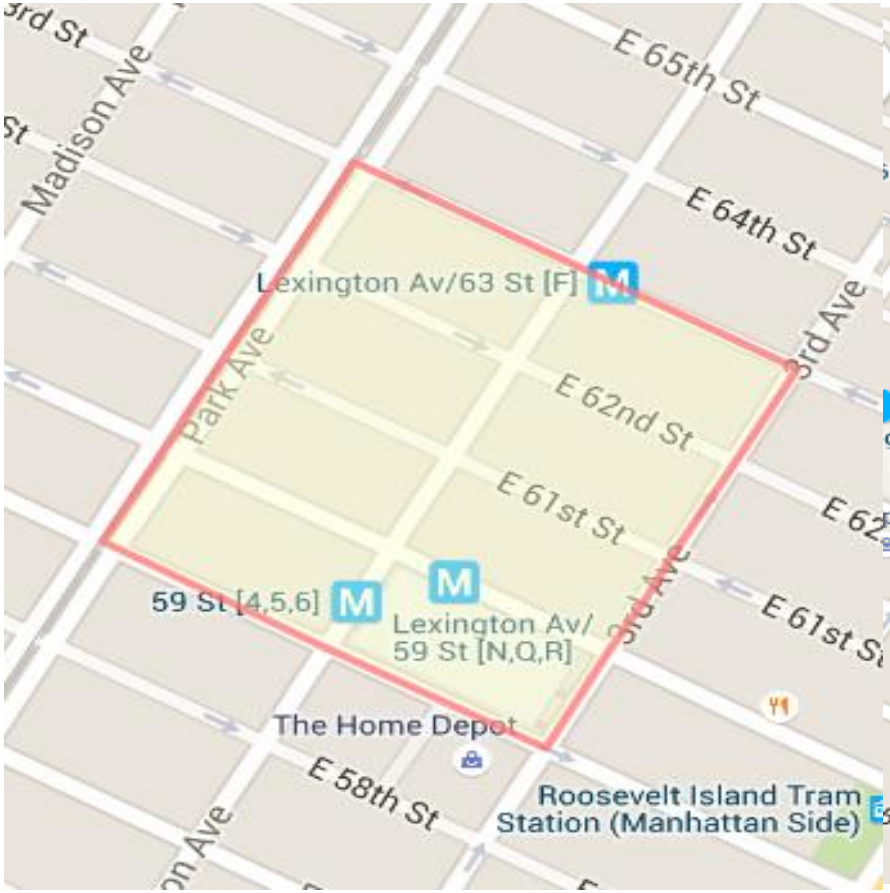
- Overall, the focus group respondents generally felt that 111 East 59th Street was a good location due to its proximity to a transportation hub as well as the attractions (businesses, restaurants, and shopping area, and parks in the area. However, they indicated that the area was "congested." The respondents indicated that the are would be a good fit for high school students but not for younger grades. They felt that there were too many distractions and not enough open space for younger children..

- While some of the parents felt that 323 East 61st Street was an acceptable location because it was located in a quiet and spacious area. Several of the parents expressed concern regarding the safety of the area due to the 59th bridge. In addition, several of the respondents also found the area to be desolate and did not like that it was far from transportation or entertainment hubs.

- The respondents expected different price ranges or tuition levels according to the children's grade. They also felt that the grade ranges should have "locked in " tuition fees, such as Kindergarten – 3rd grade they would be willing to pay $23,000, 3rd Grade to 6th Grade they would be willing to pay $25,000, 6th grade to 9th grade they would be willing to pay $30,000 and 9th Grade to 12th grade they would be willing to pay $35,000

II. Phase I Key Findings:
Desk Research

111 East 59th Street, New York, NY 10022 is found within the neighborhood called E 62nd St / Lexington Ave neighborhood of New York.



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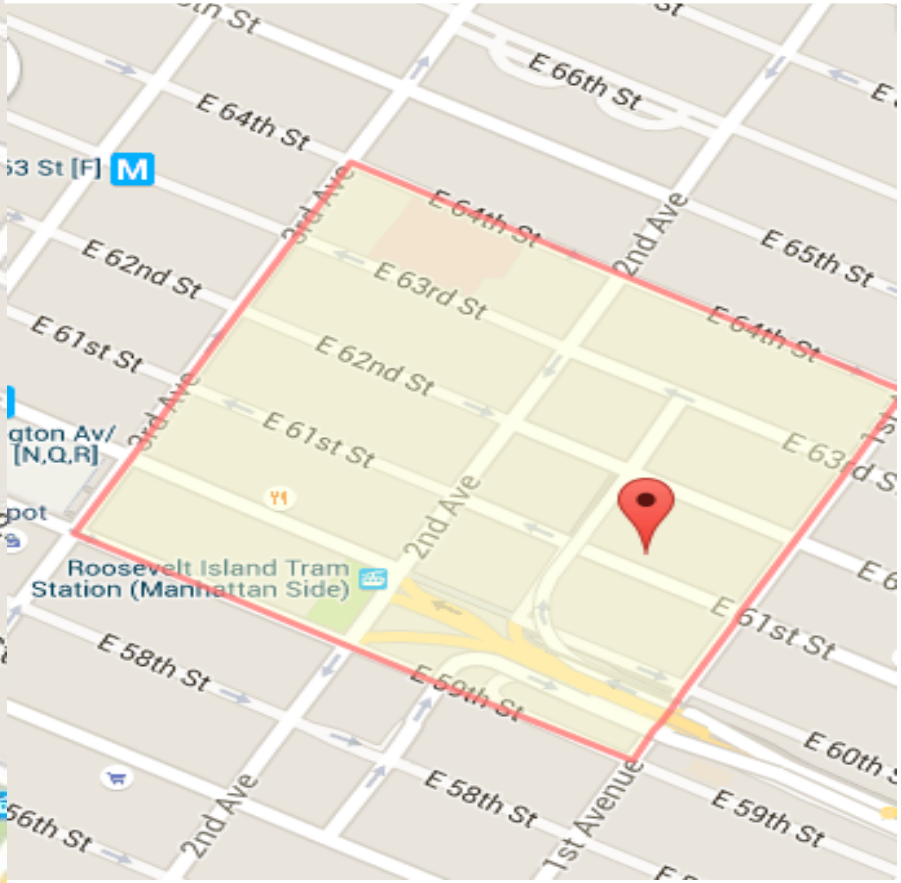

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- Tuition rates at private schools are forecasted to rise steadily over the next 8-10 years, reaching $50,000 by 2015-2017.
- 111 East 59th Street and 323 East 61 Street are one of the wealthiest neighborhoods in the U.S. which suggests immediate affordability of private schools for families.
- The residents within 111 East 59th Street and 323 East 61 Street are highly educated and foresee the value of sending their kids to a private school.
- The selected areas represent one of the most densely populated areas in the U.S. which is a great appeal for the proposed project.

Potential drawbacks for the XXX school within the selected areas:

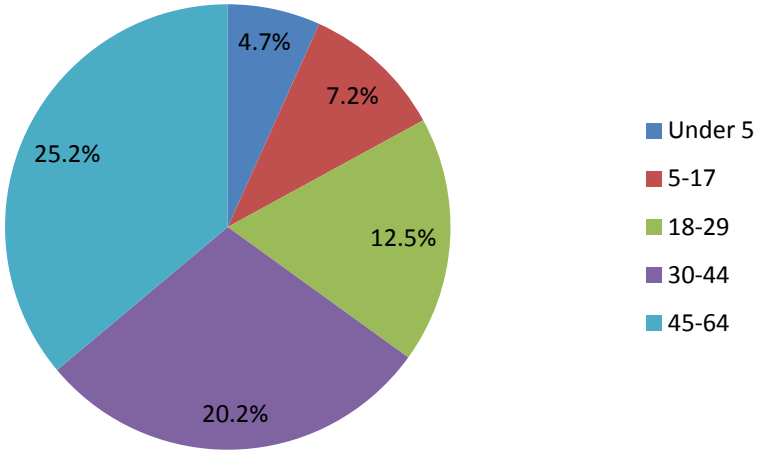
- There is a great deal of competition within the selected areas given that there are over 30 high - end private schools.
- The selected areas have the largest volume of single households within the U.S.

School Year	Total Independent School Enrollment	Average Median Tuition (USD)	Median Endowment per Student (USD)	Median Student to Teacher Ratio
2011 – 2012	48,940	30,613	19,768	7.6
2012 – 2013	50,621	32,604	25,005	7.7
2013 – 2014	48,235	34,883	15,756	7.8
2014 – 2015	60,406	34,407	21,149	7.4

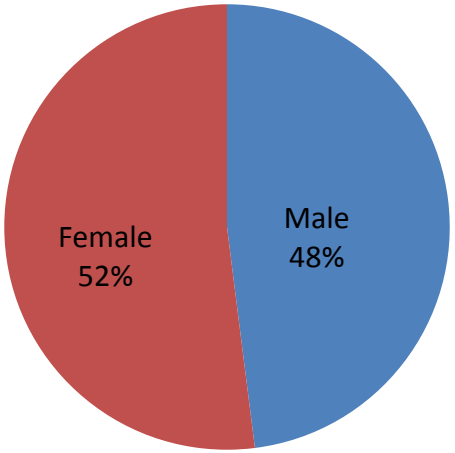
111 East 59th Street 10022 New York, NY

Desk Research: Key Findings 111 East 59th Street (10022 Area)

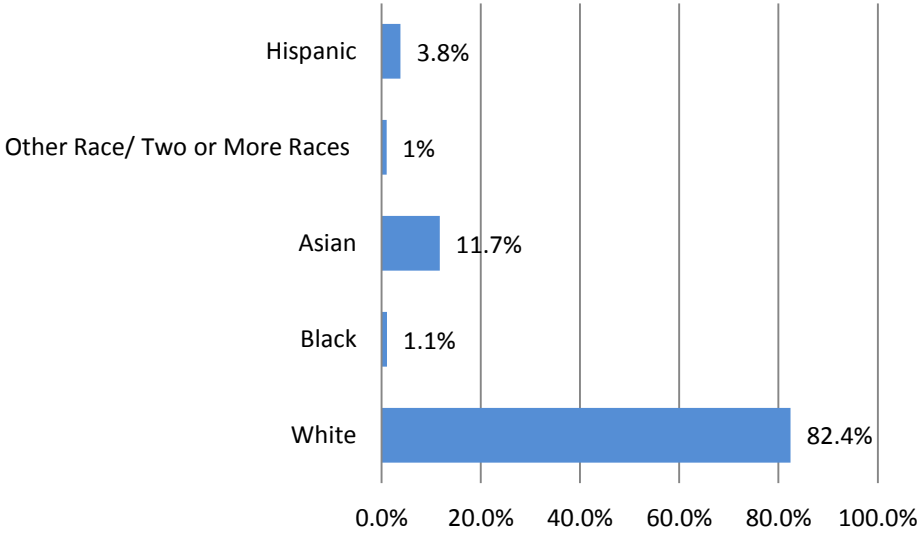
Population by Age (%)



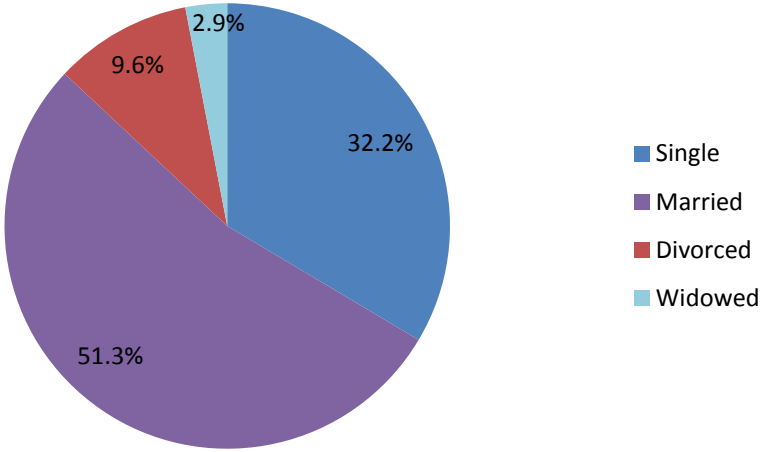
Population by Gender (%)



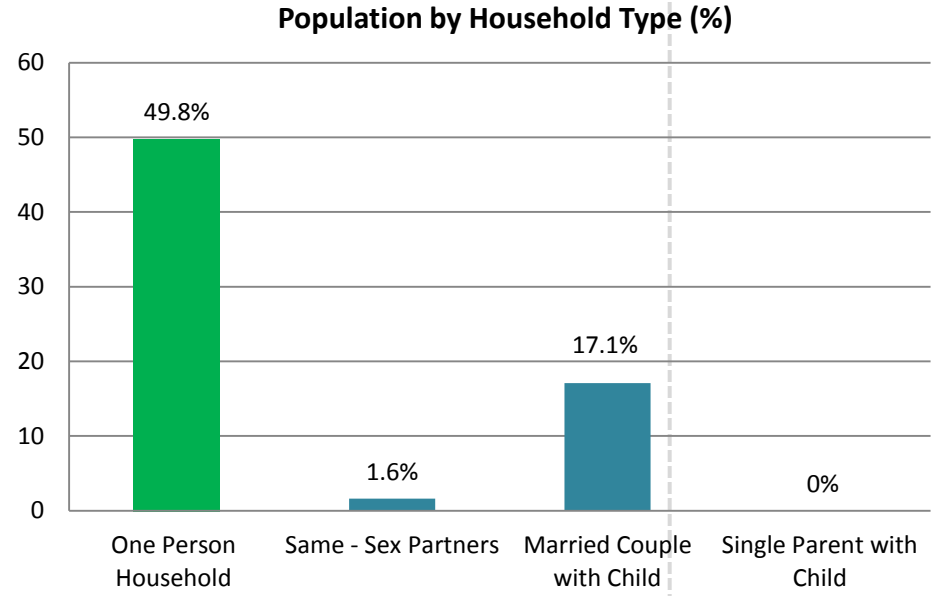
Population by Race (%)

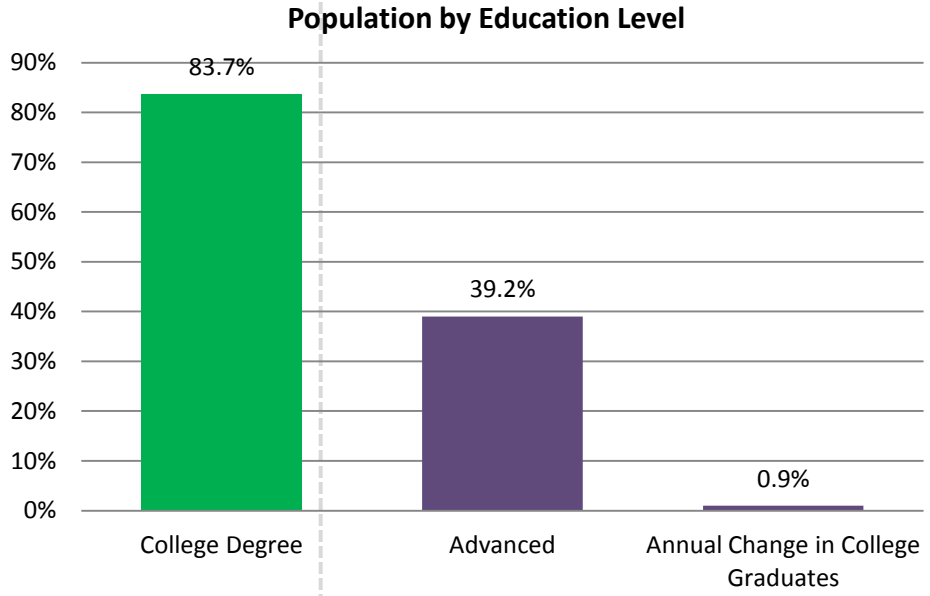


Population by Marital Status(%)

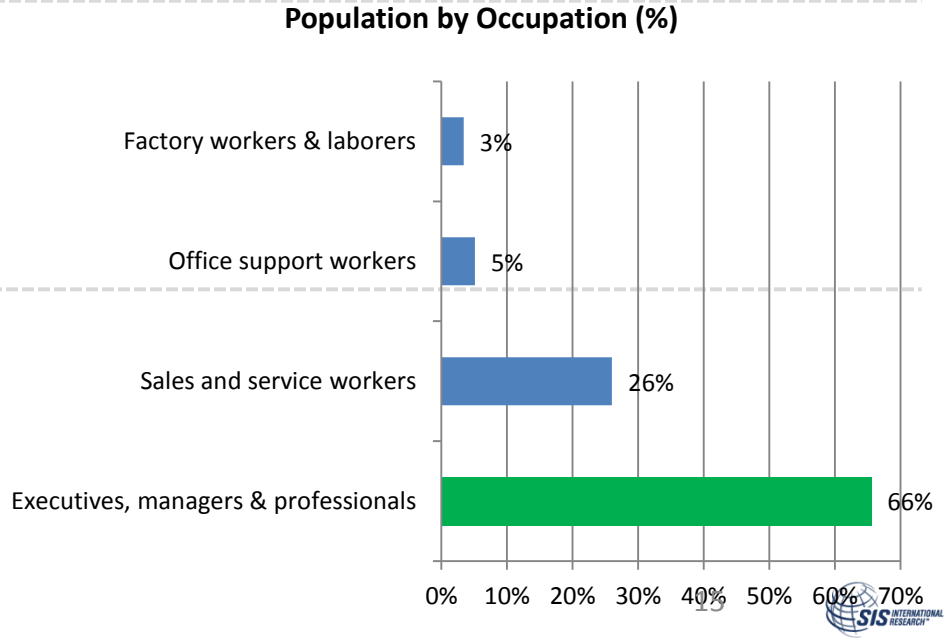


Desk Research: Key Findings 111 East 59th Street (10022 Area)





Per Capita Income: $139, 313
Median Household Income: $132, 500
Unemployment Rate: 4.2%
Crime Index: 79 (100 is Safest) Safer than 79% of U.S. Neighborhoods



E 62nd St / Lexington Ave Neighborhood

Wealth: Wealthier than 97.9% of the neighborhoods in the United States.

Lifestyle: More "urban sophisticates" live in this neighborhood than 99.8% of neighborhoods across the U.S. The people in this area are defined as having urbane tastes in literature, music, live theatre and the arts. They are wealthy, educated, and travel in style.

Education: 83.7% of adults here have received at least a 4-year bachelor's degree, compared to the average neighborhood in America, where 22.6% of the adults have a bachelor's degree. The rate here is higher than found in 99.5% of all U.S. neighborhoods.

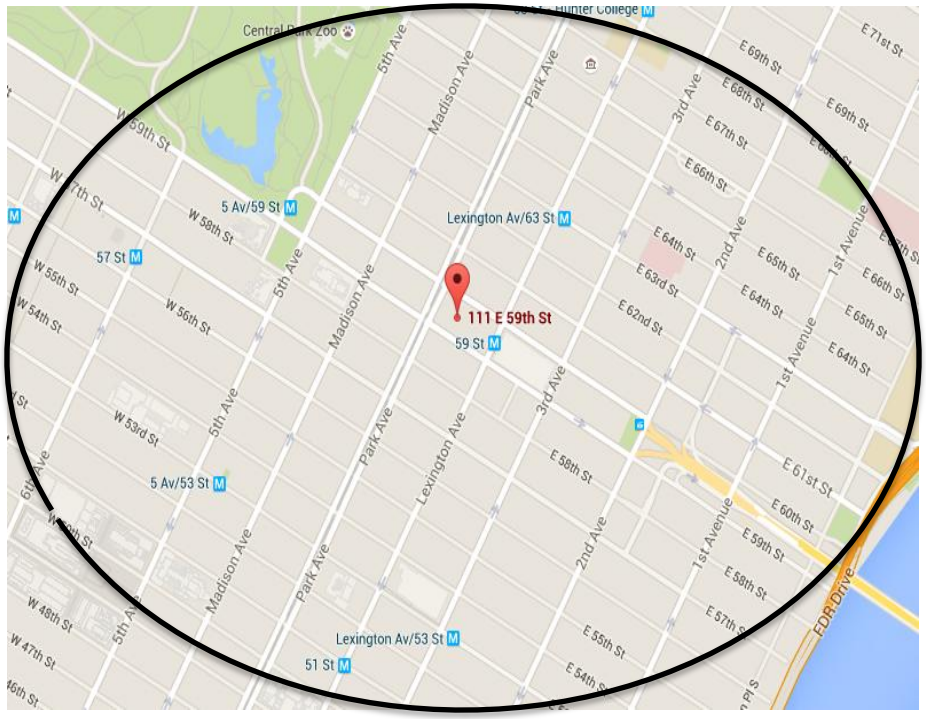
Single Households: This neighborhood, above nearly every neighborhood in America, has a greater percentage of its residents living alone: 49.8%. This is a higher percent living alone than found in 96.8% of all U.S. neighborhoods.

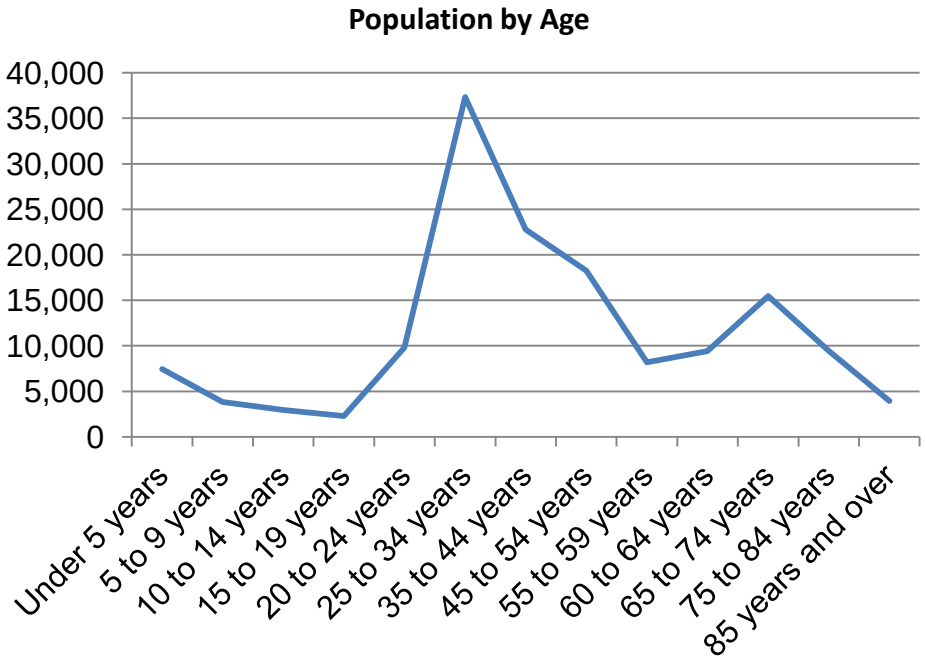
Car ownership :66.9% of the households in this neighborhood do not own a car at all. This is more carless households than 99.5% of U.S. neighborhoods.

Population Density: With an incredible 62,837 people per square mile, it is more densely populated than 99.1% of America's neighborhoods.

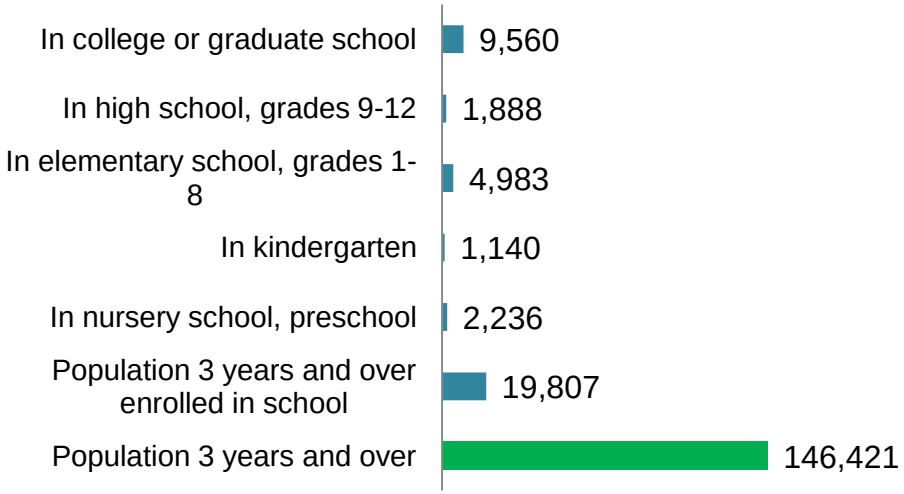
Residents: Executives, managers and professionals make up 65.5% of the workforce in this neighborhood which is a higher proportion of such high-level people than is found in 96.5% of the neighborhoods in America.

Total Population: 151,212

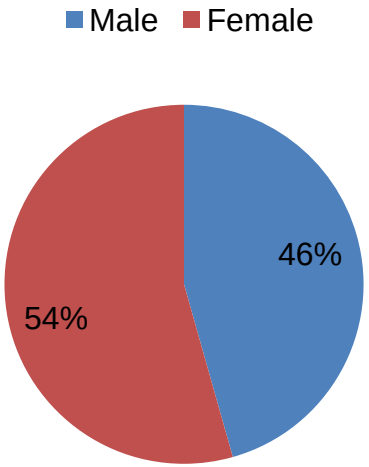




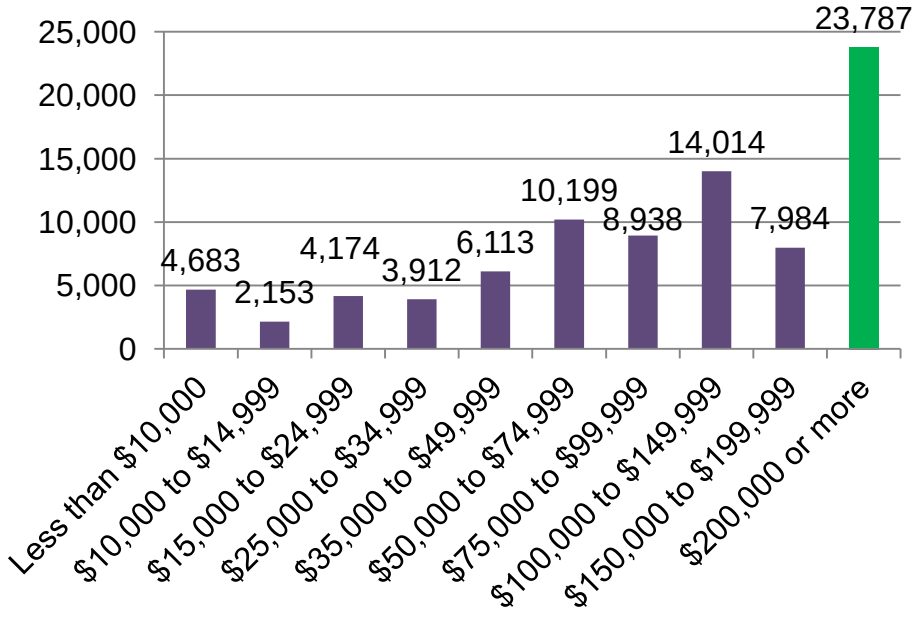
School Enrollment



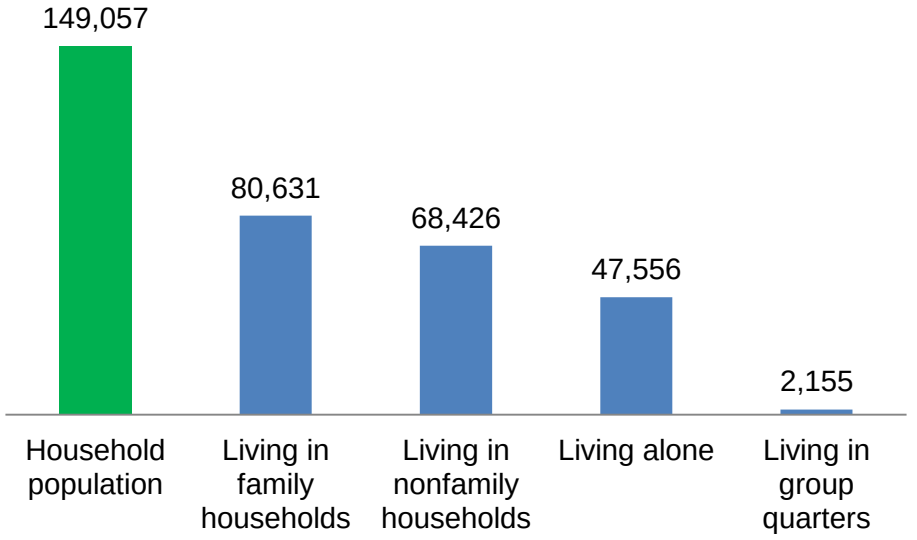
Population by Gender



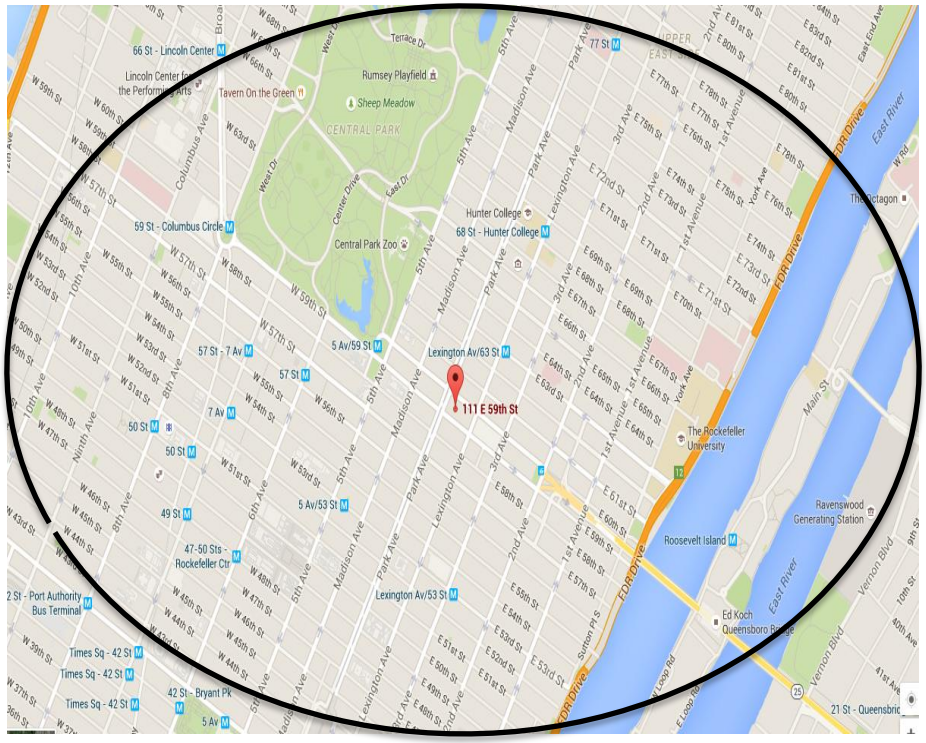
Population by Income

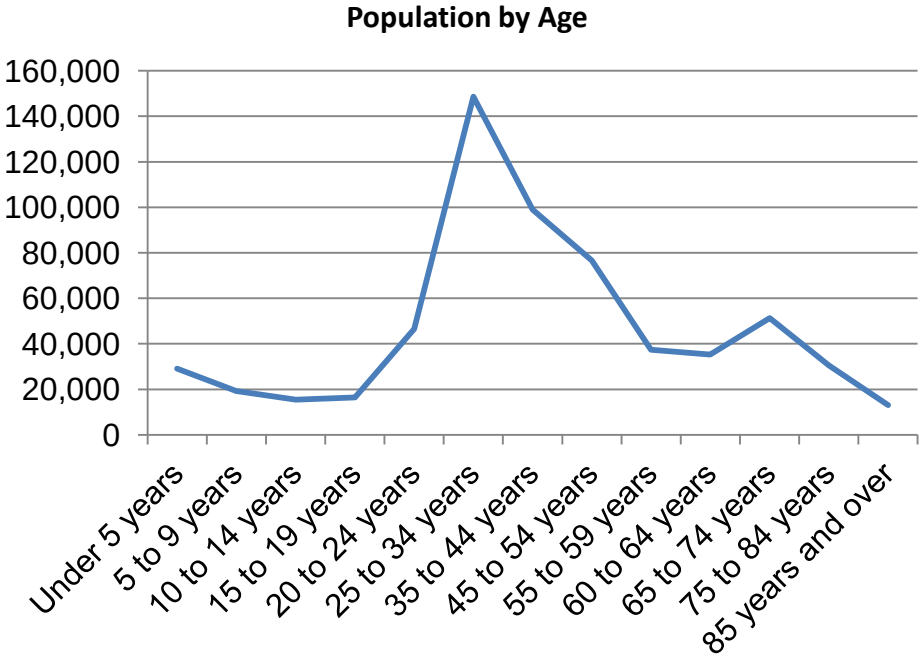


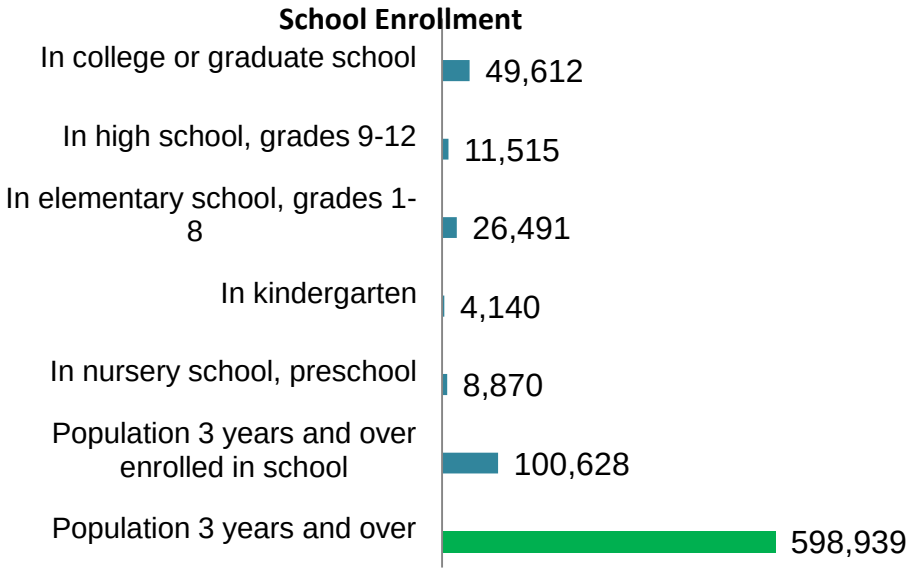
Population by Household Type

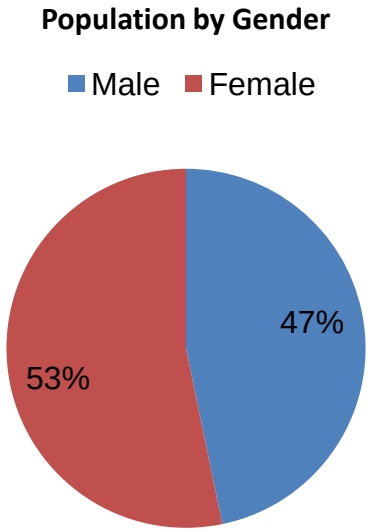


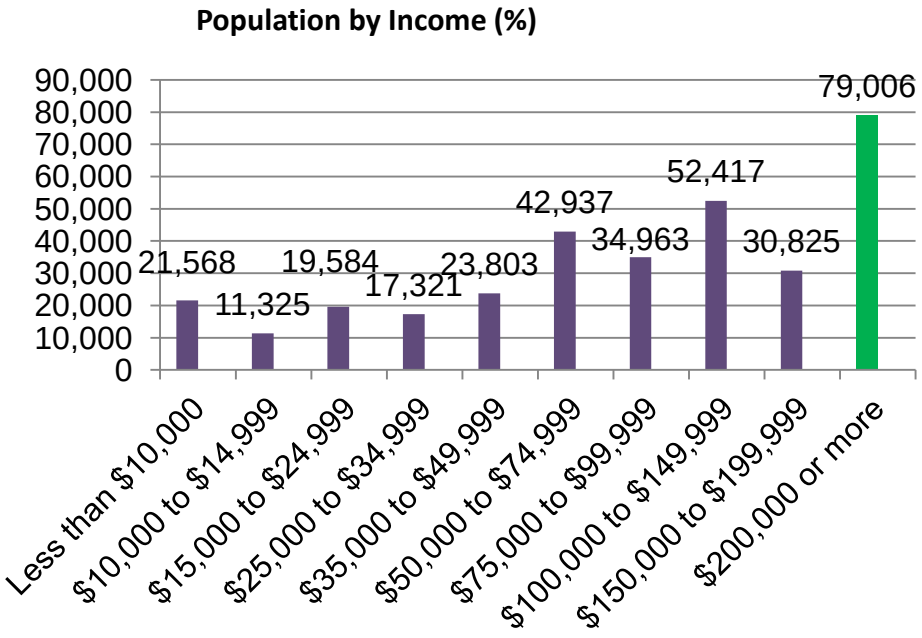
Total Population: 618,416

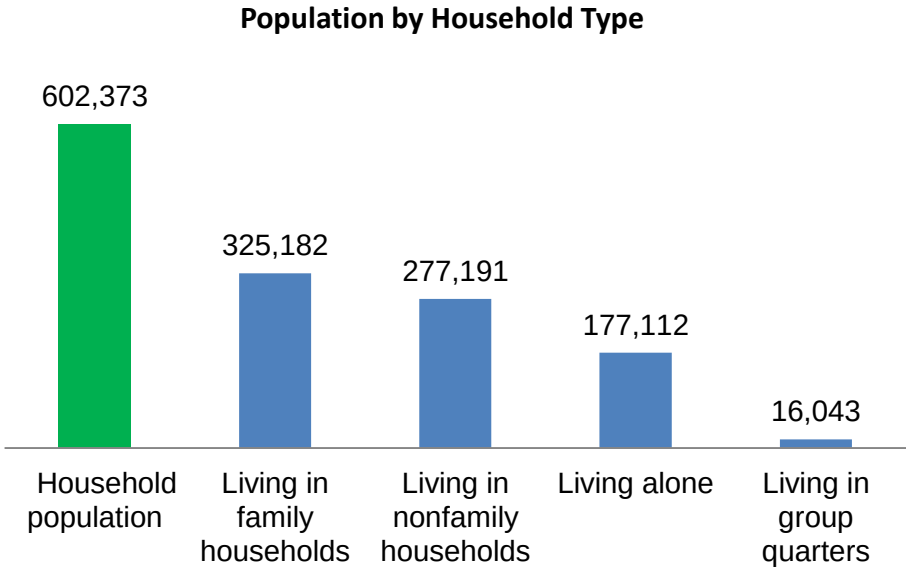




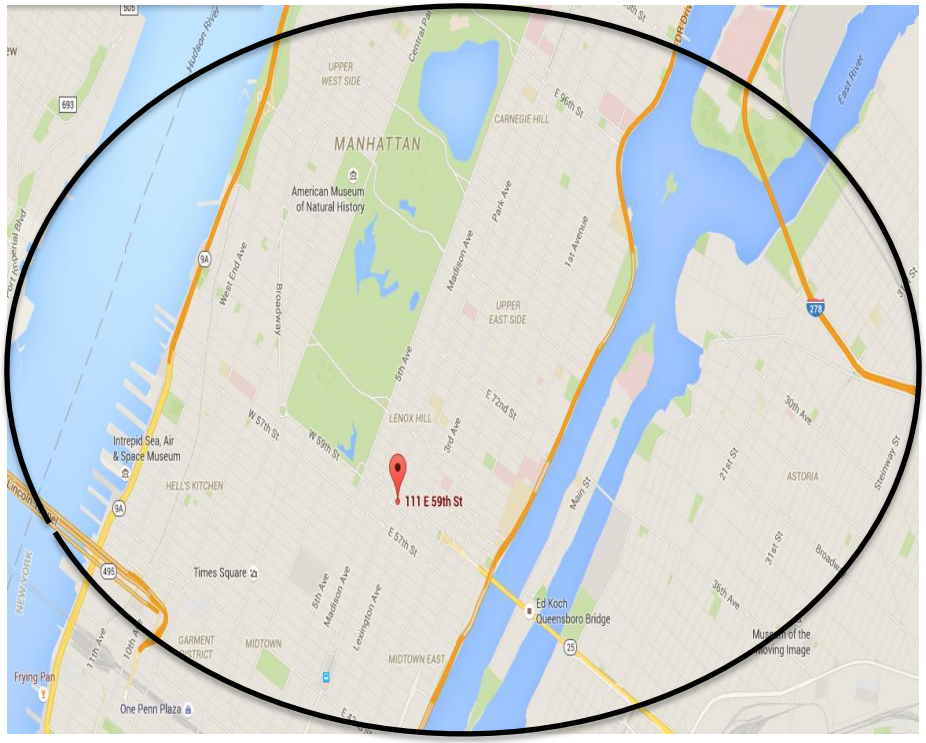

School Enrollment
In college or graduate school
49,612
In high school, grades 9-12
11,515
In elementary school, grades 1-8
26,491
In kindergarten
4,140
In nursery school, preschool
8,870
Population 3 years and over enrolled in school
100,628
Population 3 years and over
598,939

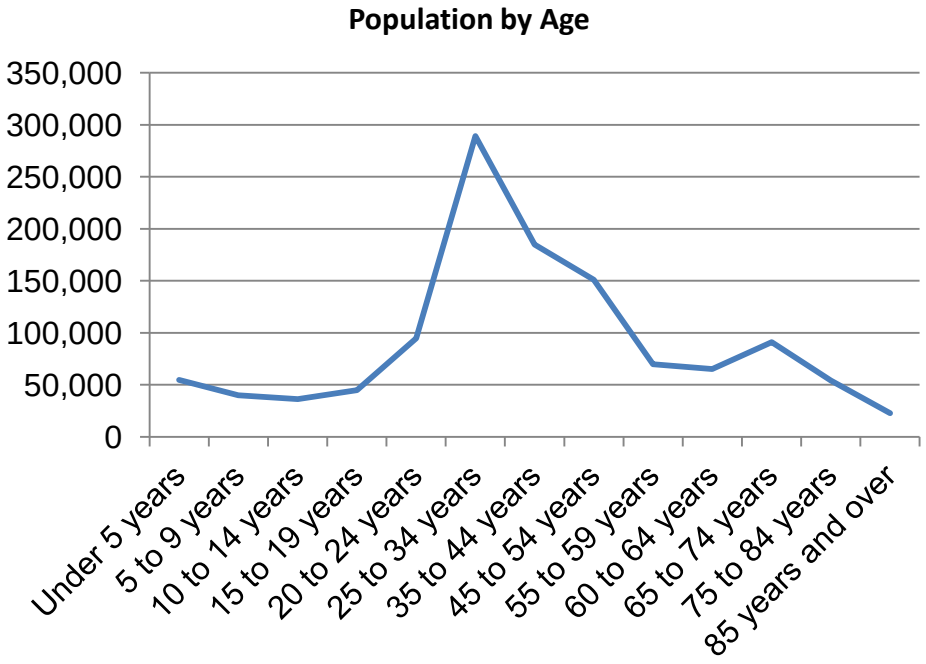

Population by Gender
Male
Female
47%
53%


Population by Income (%)
90,000
80,000
70,000
60,000
50,000
40,000
30,000
20,000
10,000
0
21,568
11,325
19,584
17,321
23,803
42,937
34,963
52,417
30,825
79,006
Less than $10,000
$10,000 to $14,999
$15,000 to $24,999
$25,000 to $34,999
$35,000 to $49,999
$50,000 to $74,999
$75,000 to $99,999
$100,000 to $149,999
$150,000 to $199,999
$200,000 or more

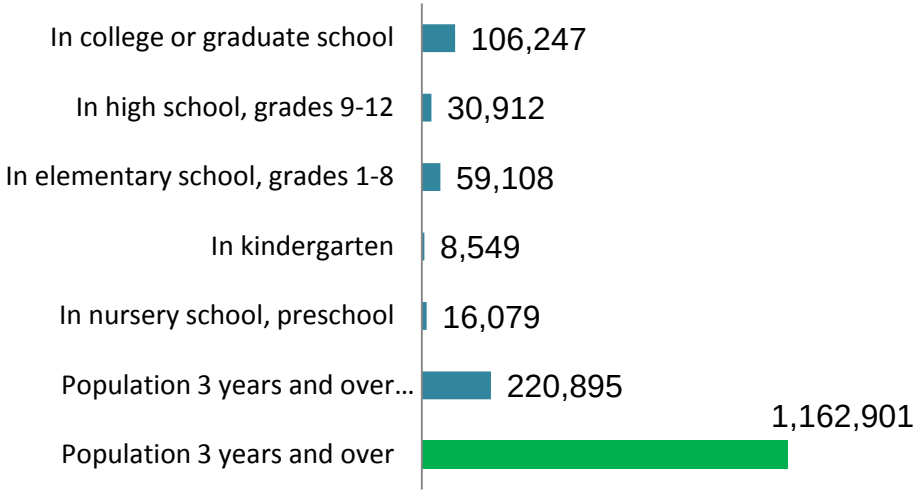

Population by Household Type
602,373
325,182
277,191
177,112
16,043
Household population
Living in family households
Living in nonfamily households
Living alone
Living in group quarters

Total Population: 1,198,217

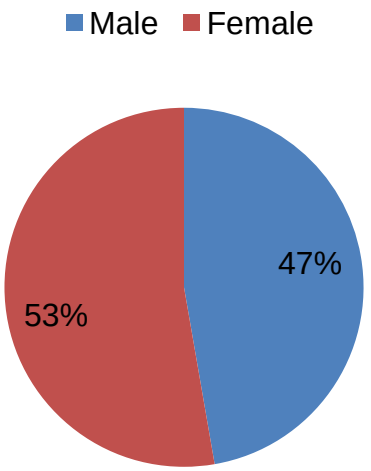




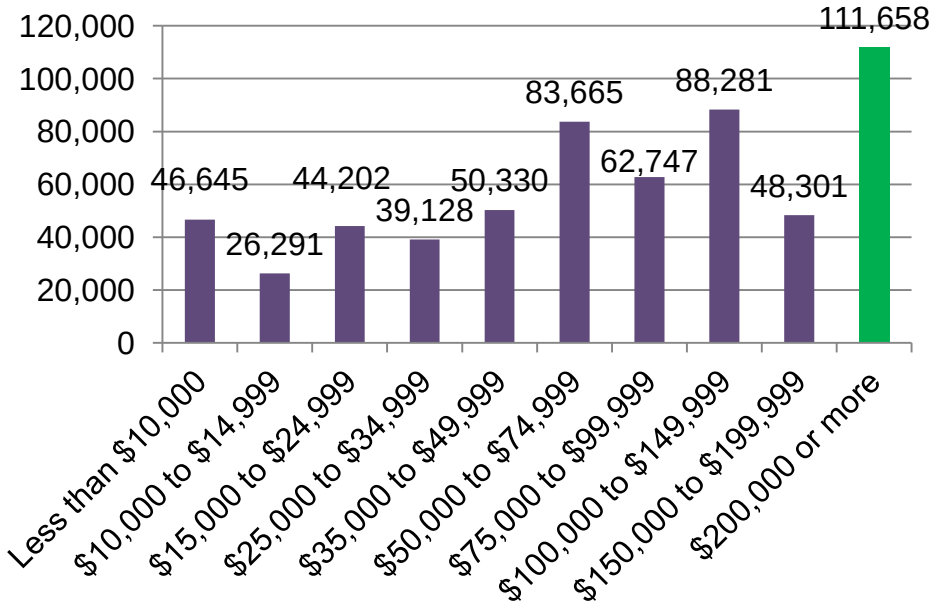
School Enrollment



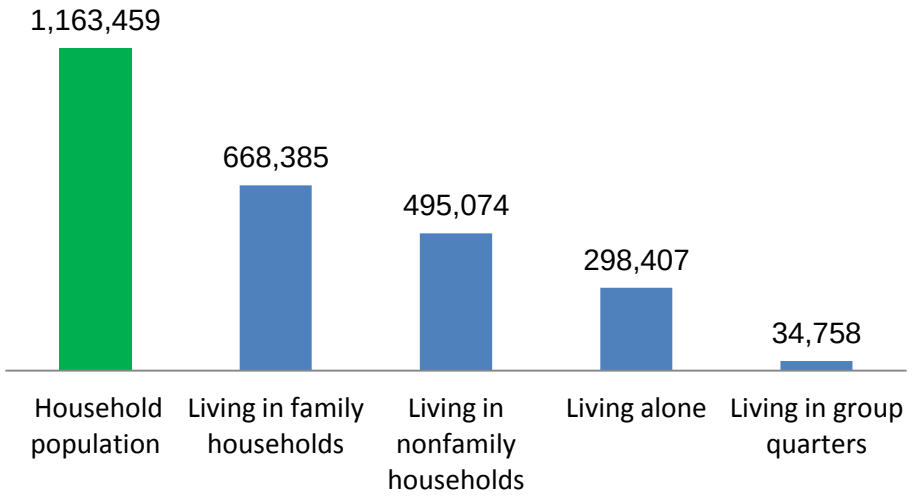
Population by Gender



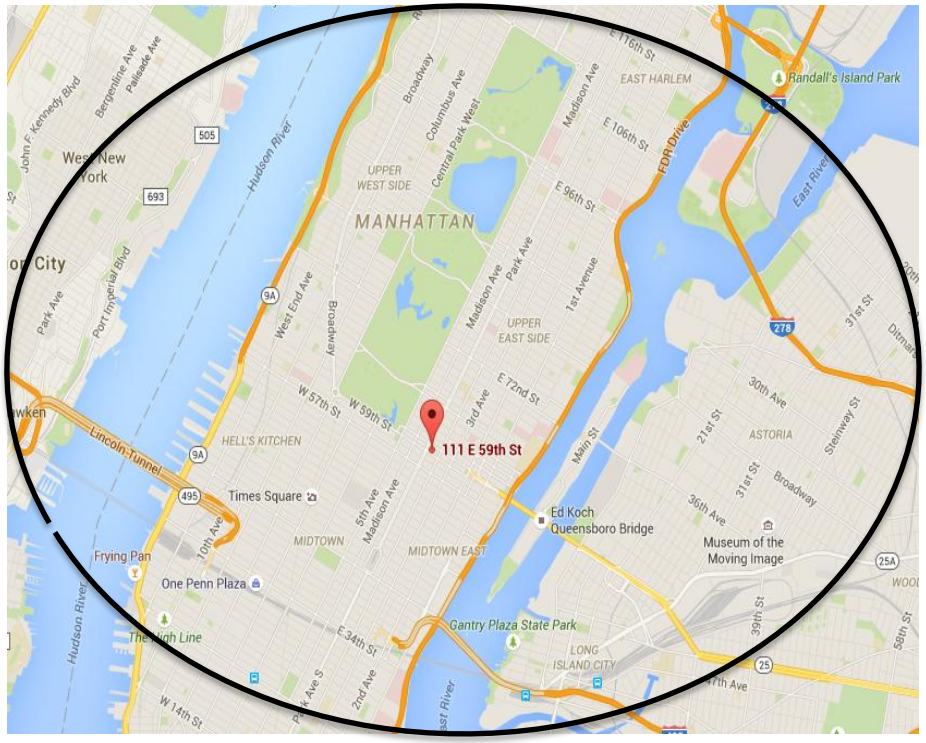
Population by Income

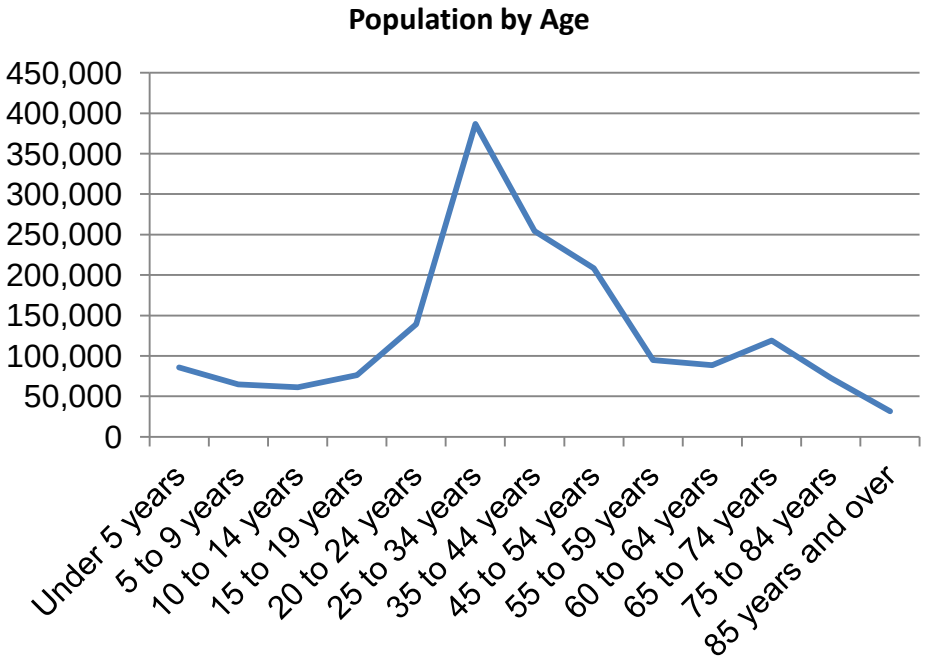


Population by Household Type

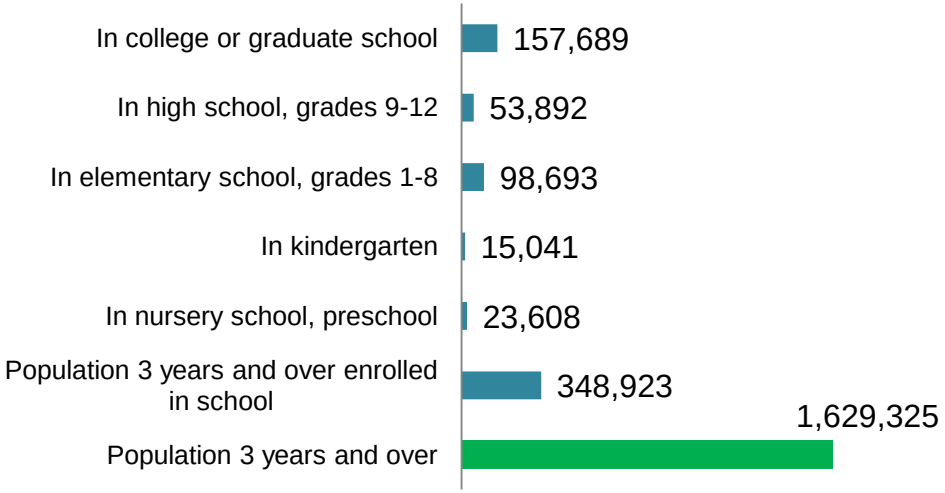


Total Population: 1,683,719

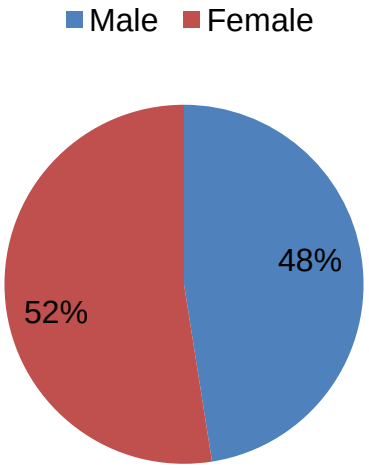




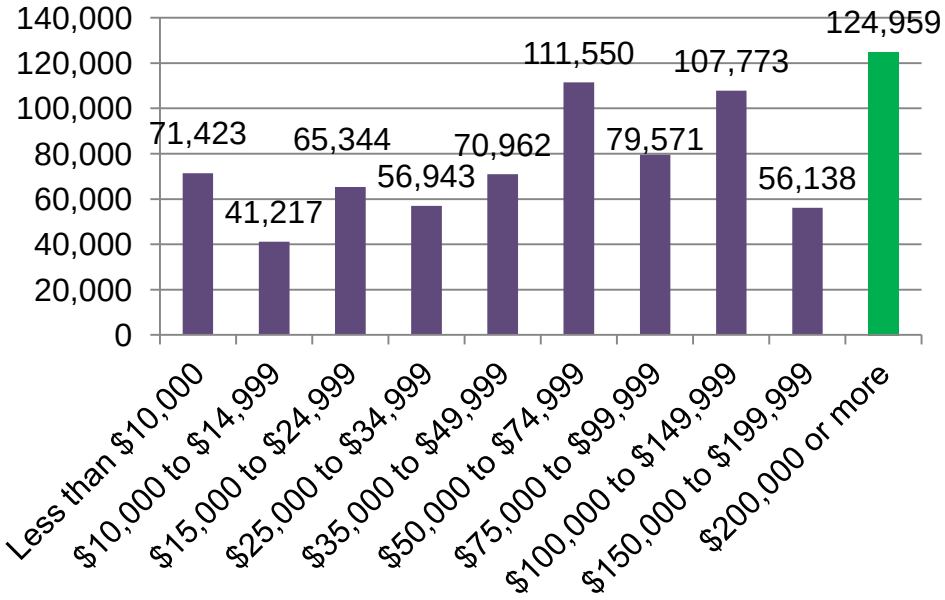
School Enrollment



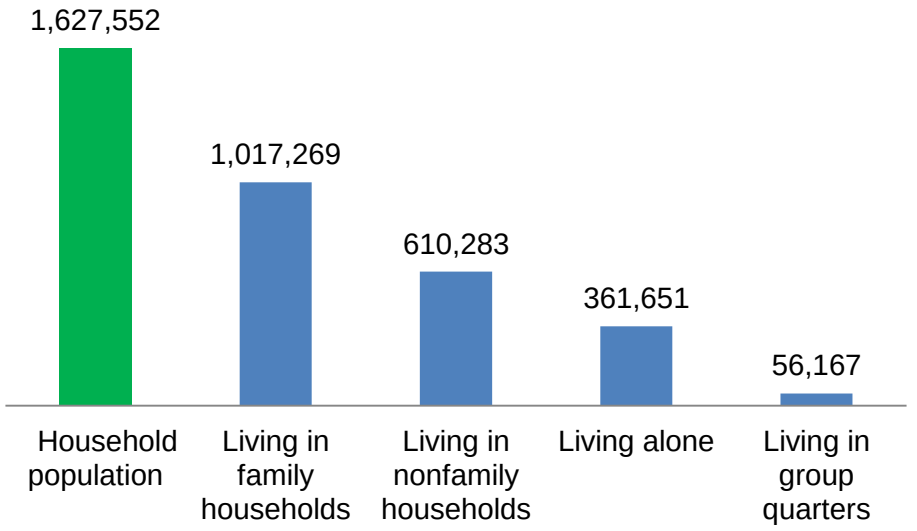
Population by Gender



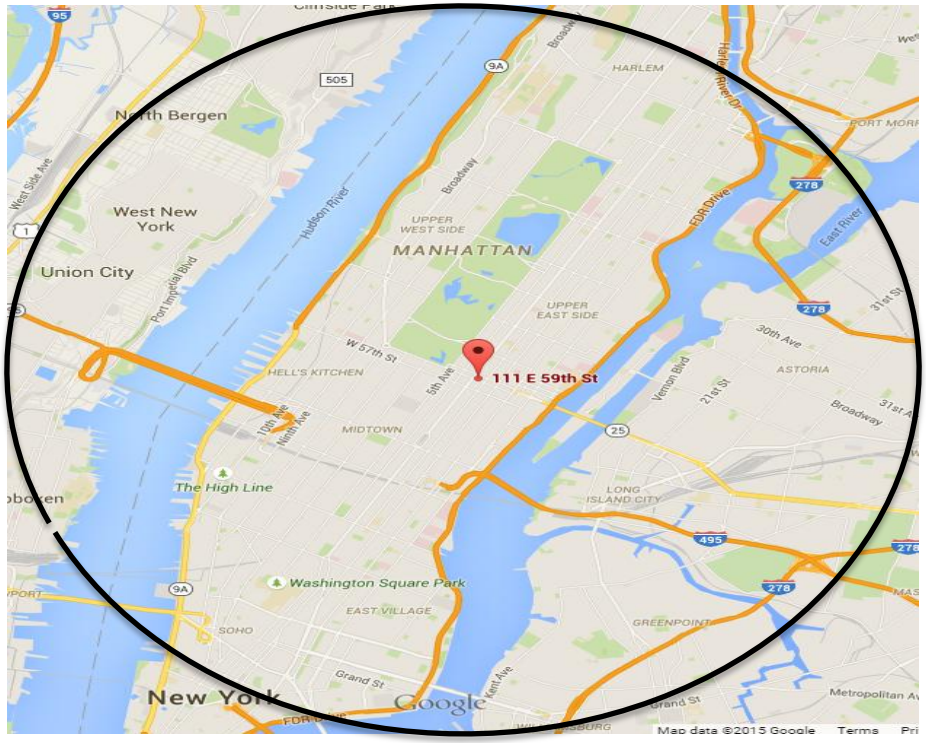
Population by Income

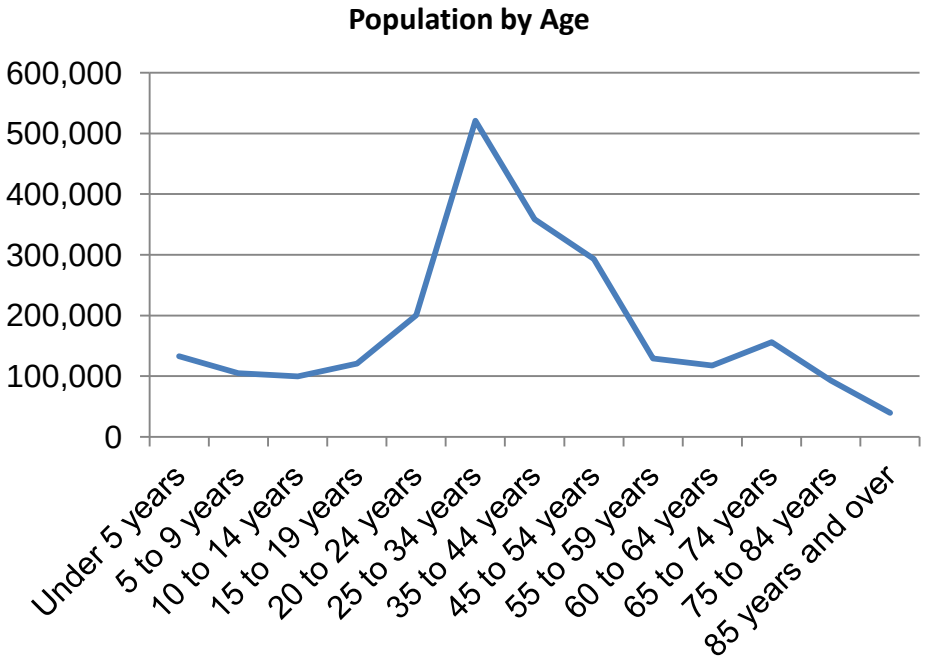


Population by Household Type

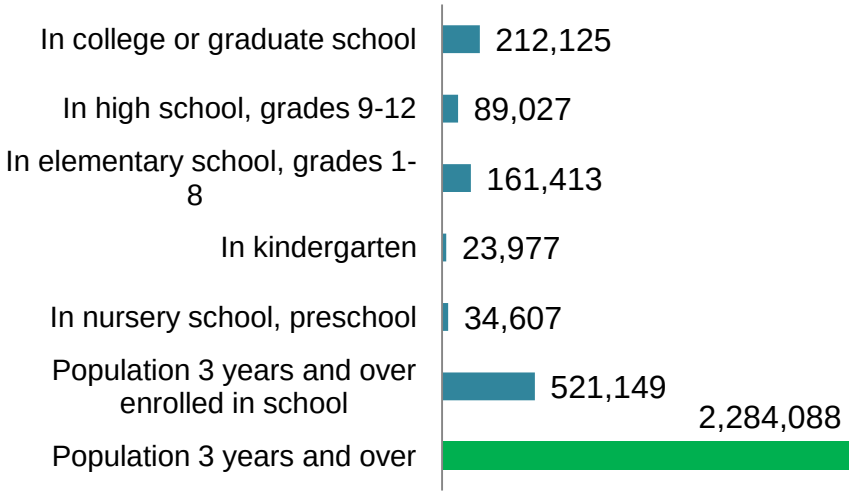


Total Population: 2,366,554

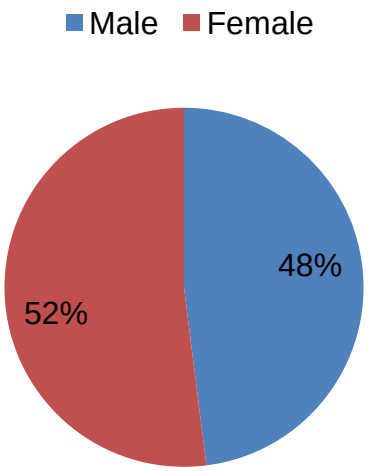




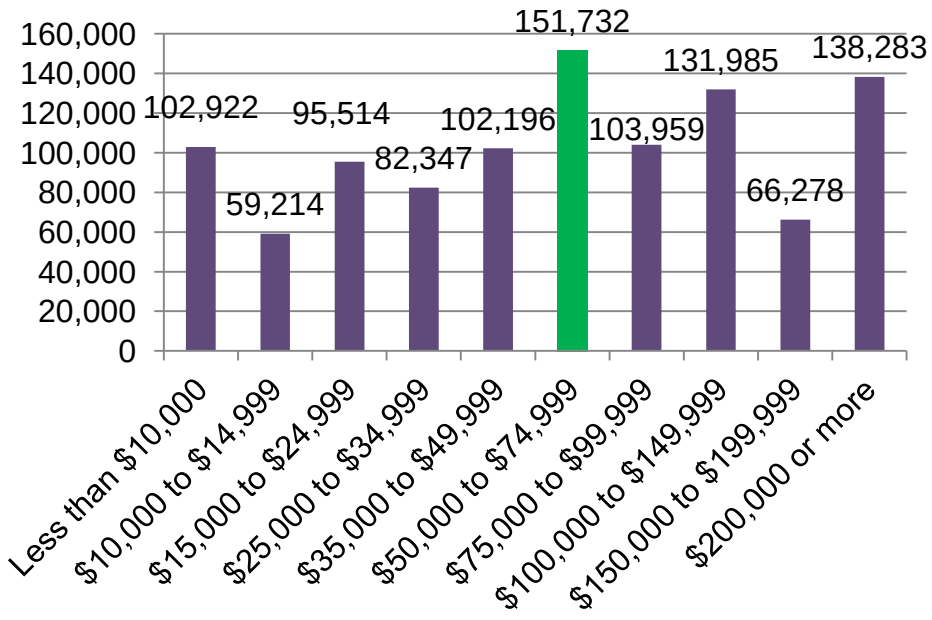
School Enrollment



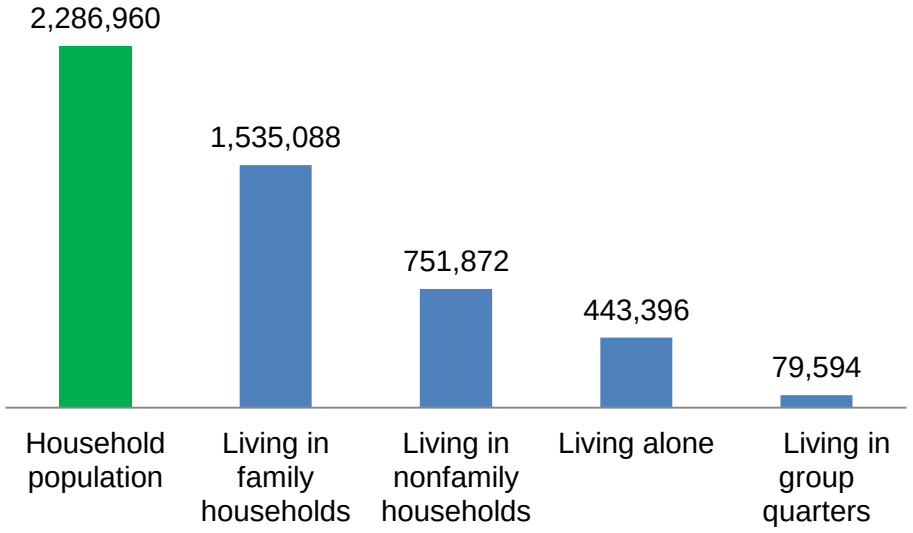
Population by Gender

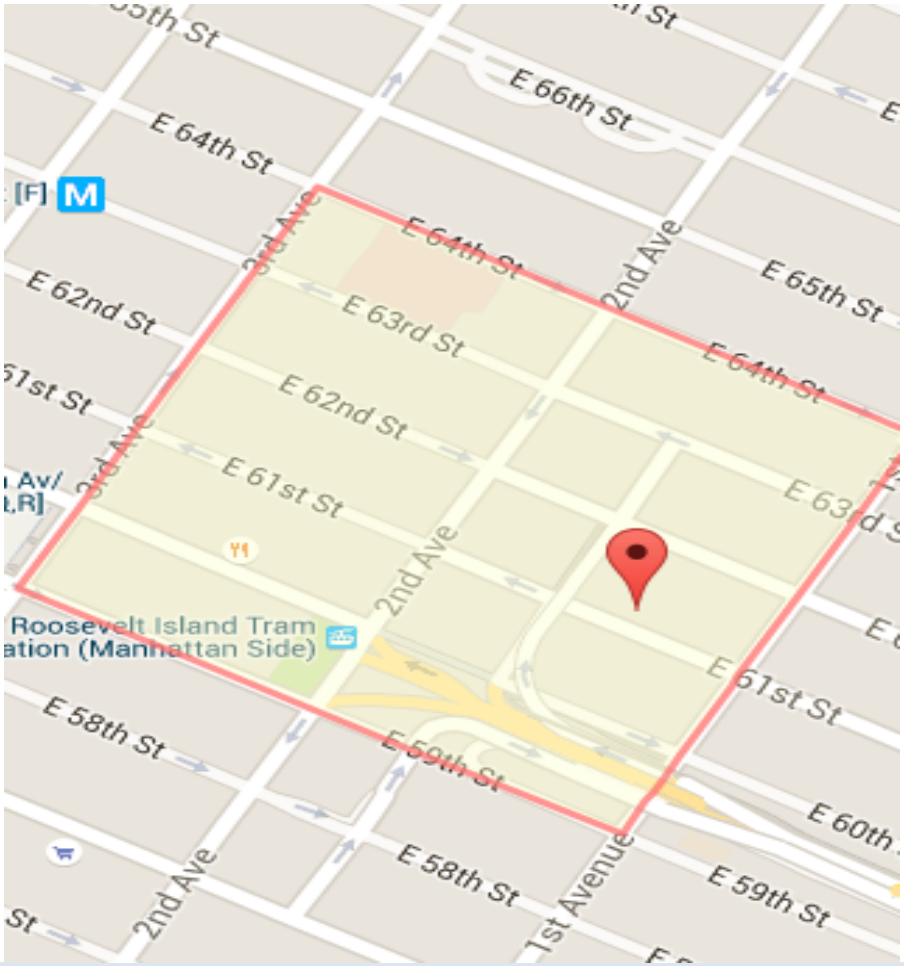


Population by Income



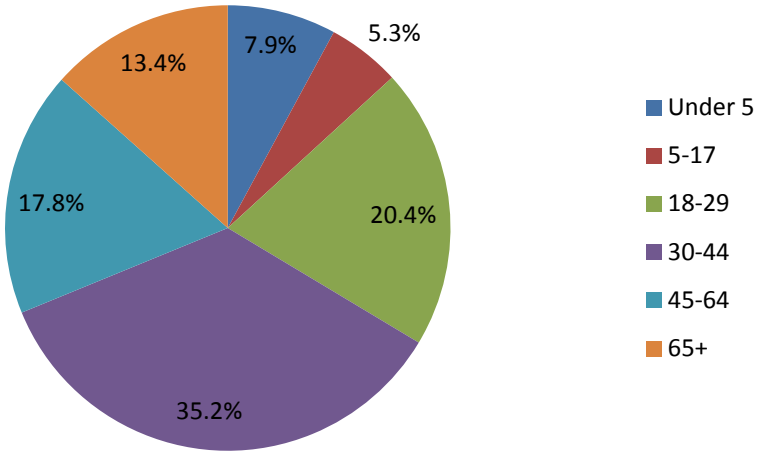
Population by Household Type



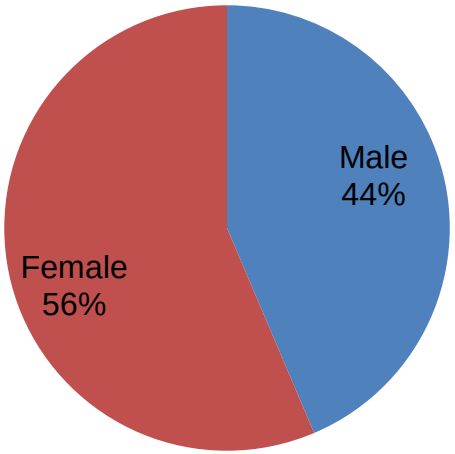


323 East 61st Street 10065 New York, NY

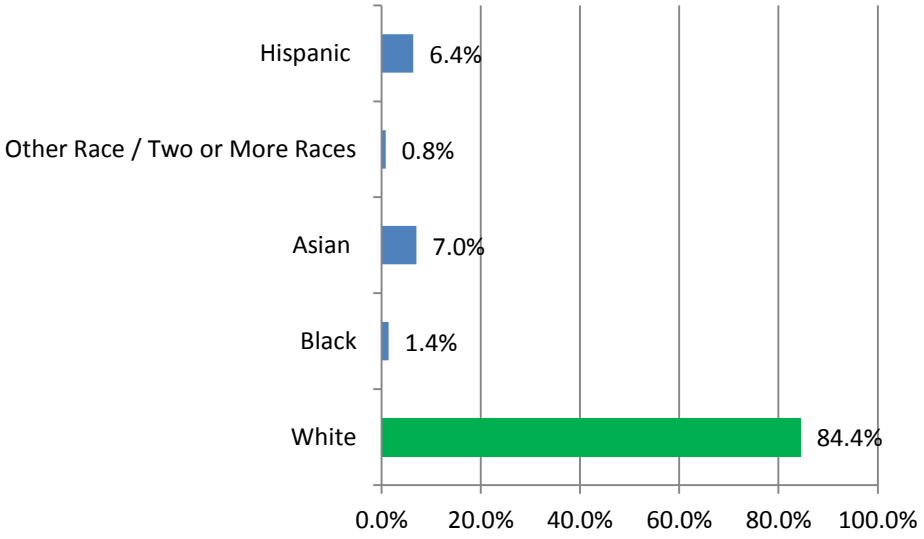
Population by Age (%)



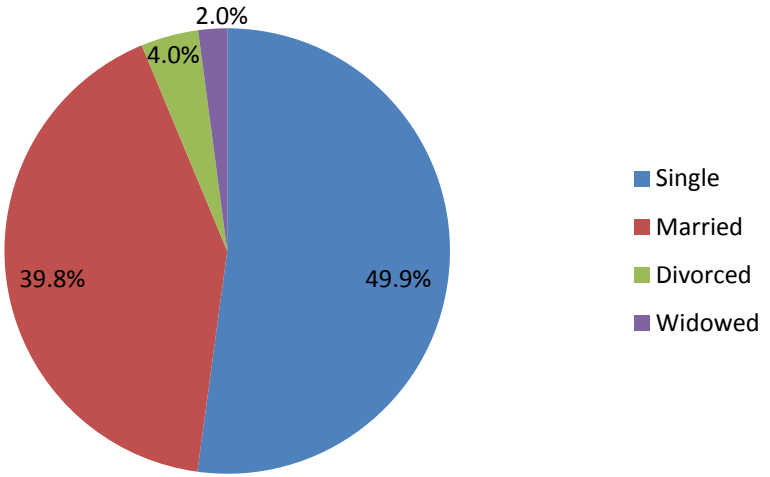
Population by Gender (%)



Population by Race(%)

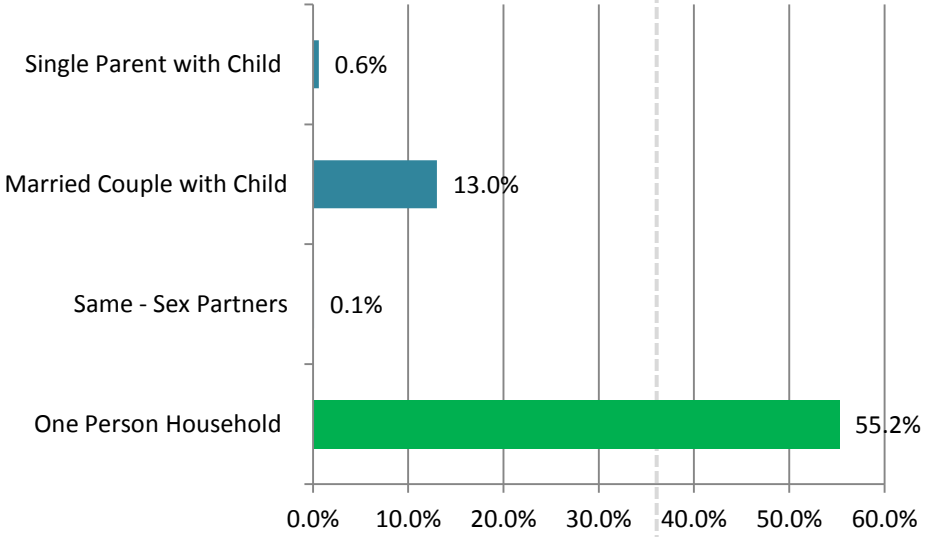


Population by Marital Status(%)



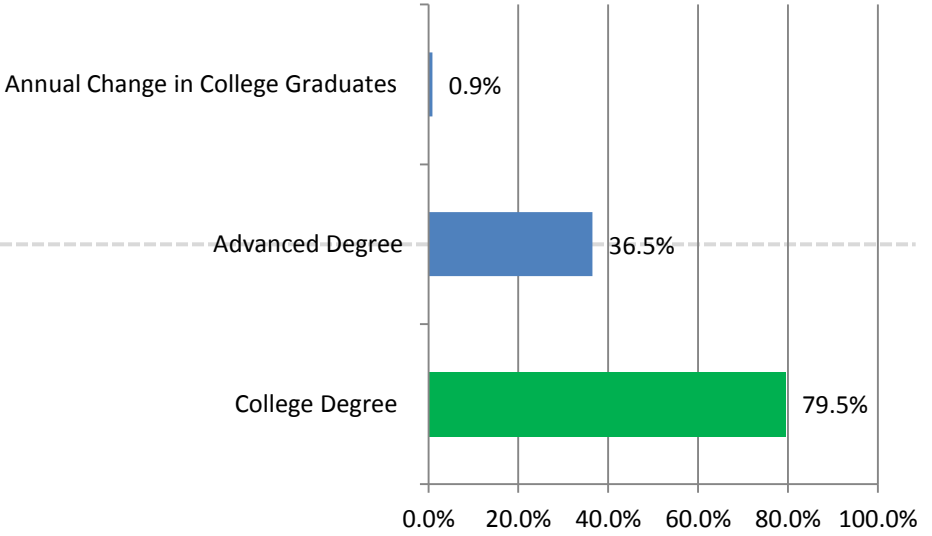
Desk Research: Key Findings 323 East 61st Street (10065 Area)

Population by Household Type (%)



Population by Occupation(%)

Population by Education Level (%)



Per Capita Income: $112, 565
Median Household Income: $108, 672
Unemployment Rate: 5.7%
Crime Index: 73 (100 is Safest) Safer than 73% of U.S. Neighborhoods

E 63rd St / 3rd Ave Neighborhood

Lifestyle: More "urban sophisticates" live in this neighborhood than 98.5% of neighborhoods across the U.S. The people in this area are defined as having urbane tastes in literature, music, live theatre and the arts. They are wealthy, educated, and travel in style.

Education: 79.5% of adults here have received at least a 4-year bachelor's degree, compared to the average neighborhood in America, where 22.6% of the adults have a bachelor's degree. The rate here is higher than found in 98.9% of all U.S. neighborhoods.

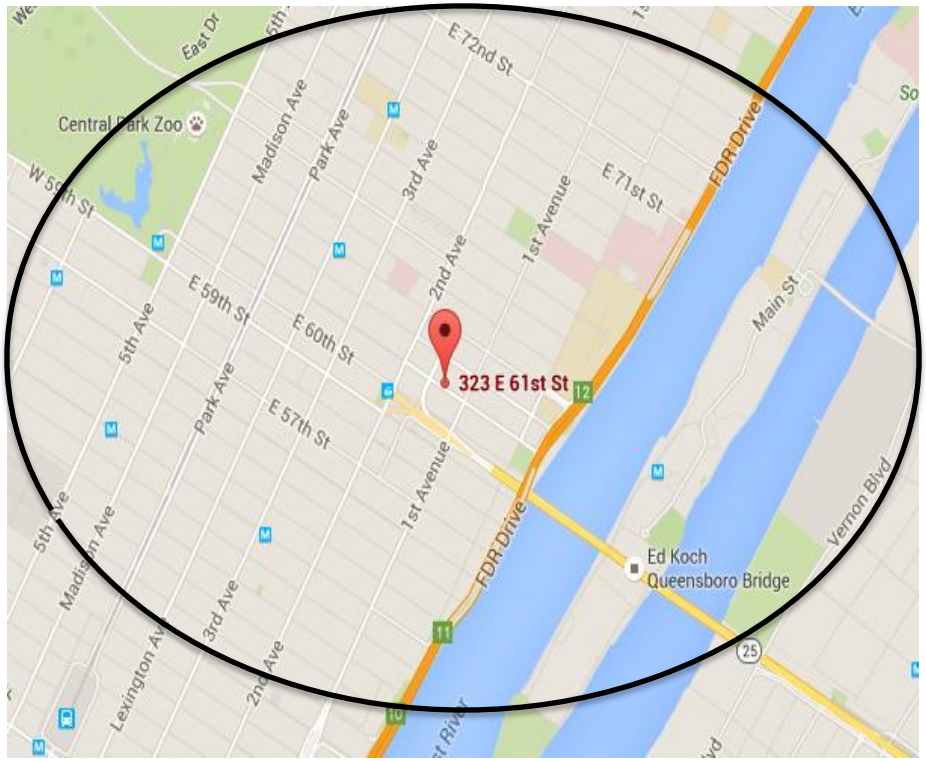
Single Households: This neighborhood, above nearly every neighborhood in America, has a greater percentage of its residents living alone: 55.2%. This is a higher percent living alone than found in 98.4% of all U.S. neighborhoods.

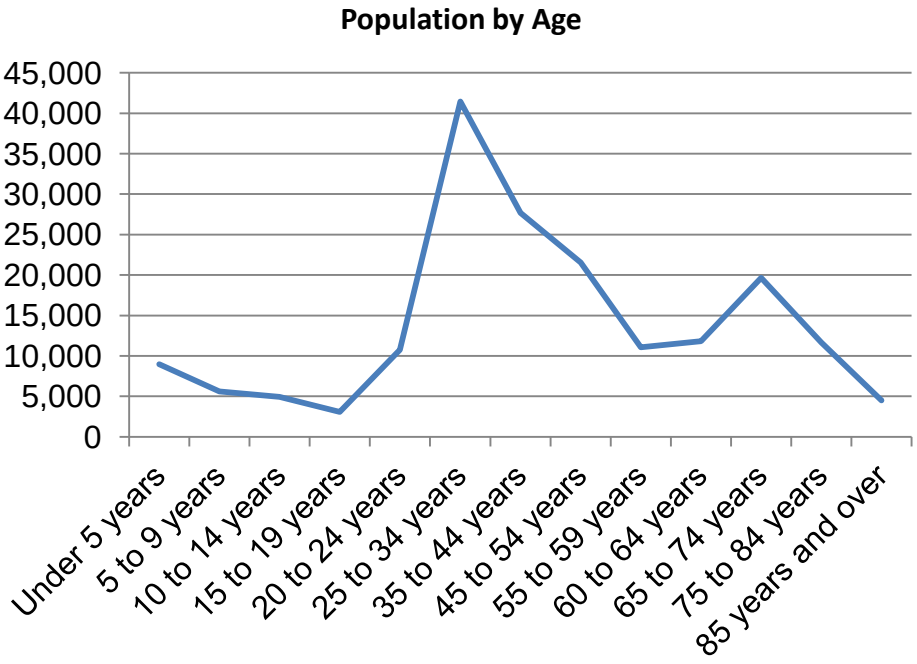
Car ownership :69.9% of the households in this neighborhood don't own a car at all. This is more carless households than 99.6% of U.S. neighborhoods.

Population Density: With an incredible 105,163 people per square mile, it is more densely populated than 99.7% of America's neighborhoods.

Real Estate: This neighborhood has a higher proportion of apartment complexes or high-rise apartments than nearly every neighborhood in the country. 97.7% of the real estate here is classified as apartment complexes or high-rise apartments, which is more than is found in 99.7% of American neighborhoods. 82.7% of the real estate in the E 63rd St / 3rd Ave neighborhood is occupied by renters, which is nearly the highest rate of renter occupancy of any neighborhood in America.

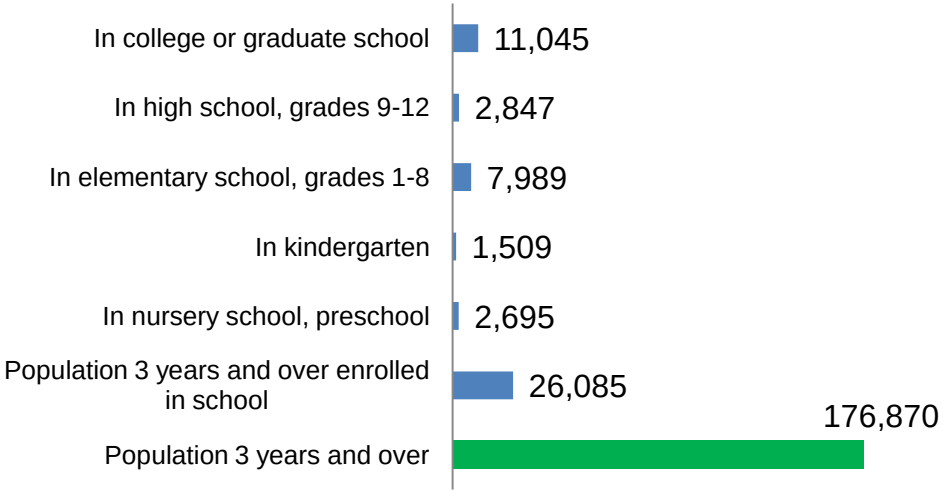
Total Population: 182,795



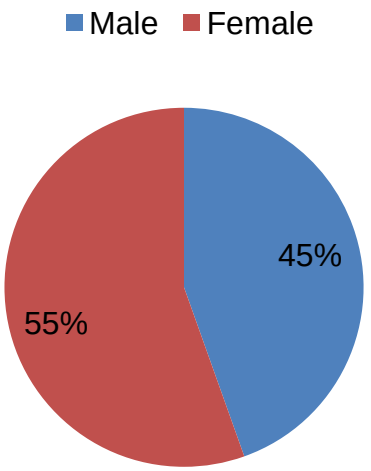


Desk Research: Key Findings 323 East 61st Street (1 Mile Radius)

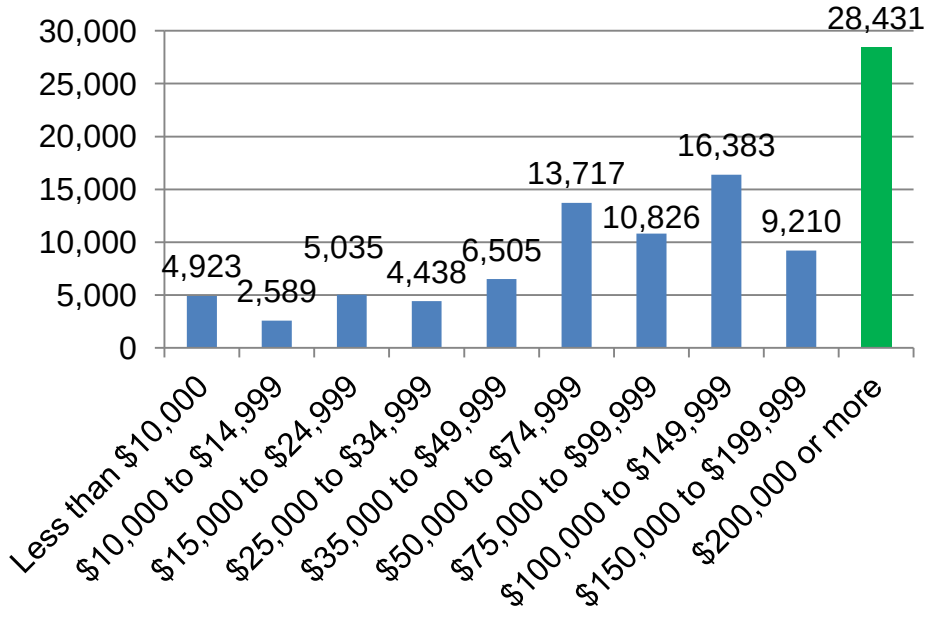
School Enrollment



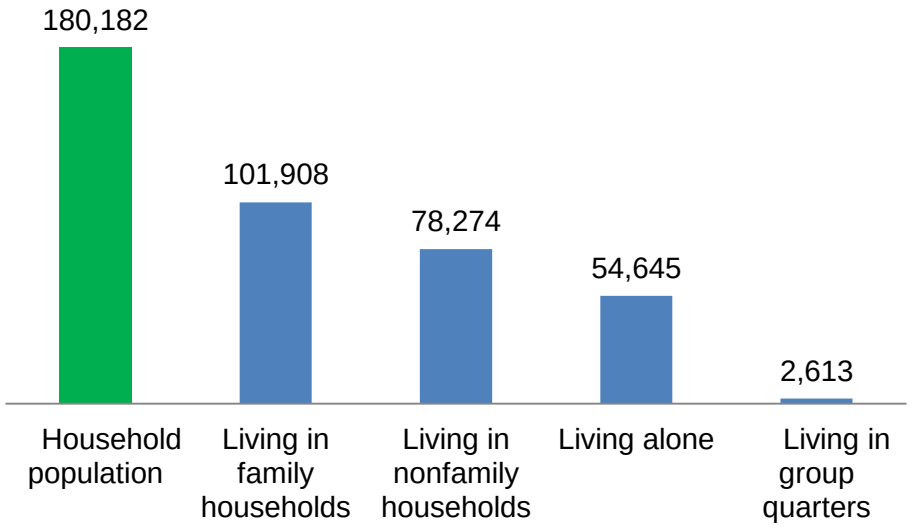
Population by Gender



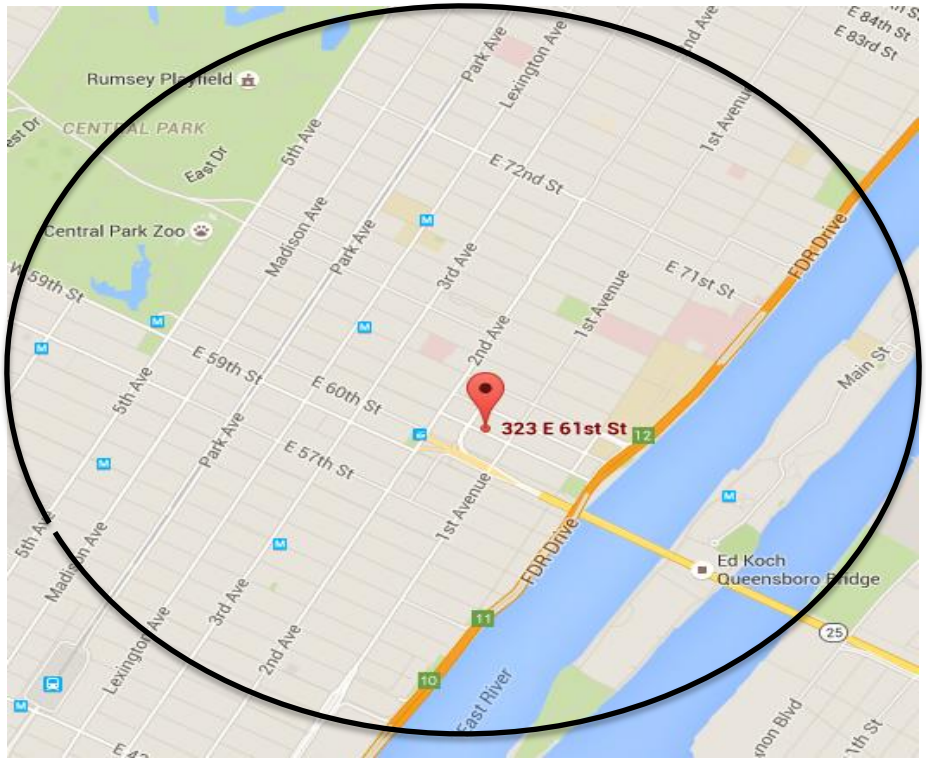
Population by Income

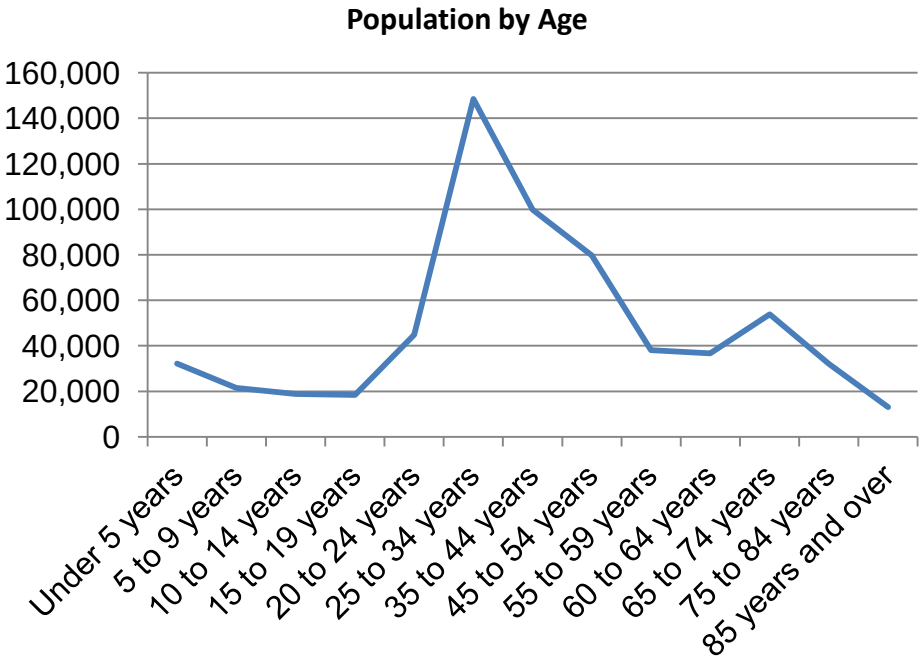


Population by Household Type



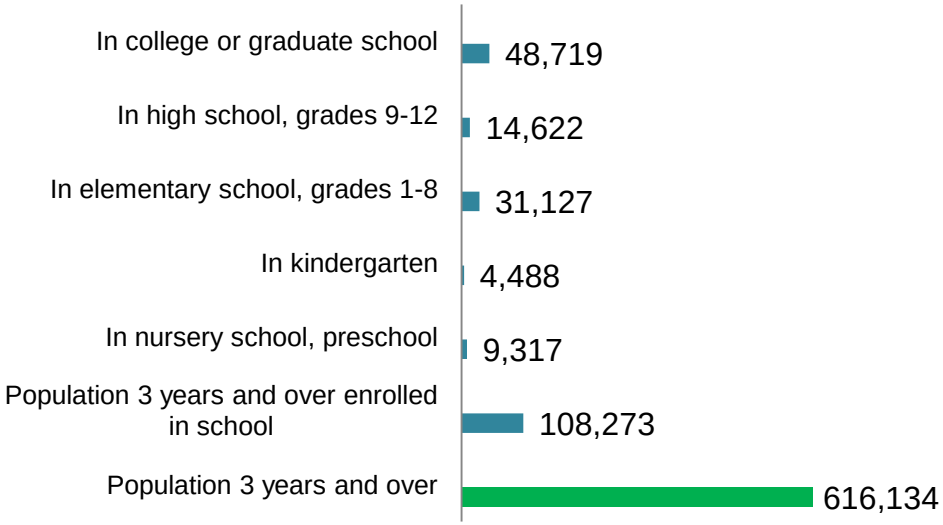
Total Population: 637,562



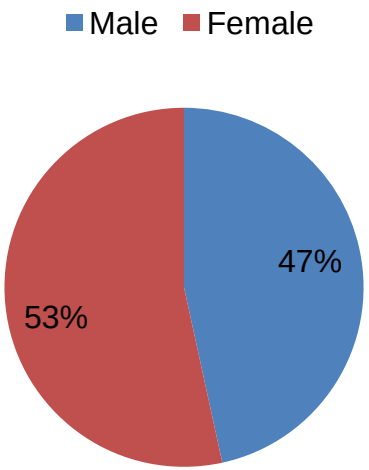


Desk Research: Key Findings 323 East 61st Street (2 Mile Radius)

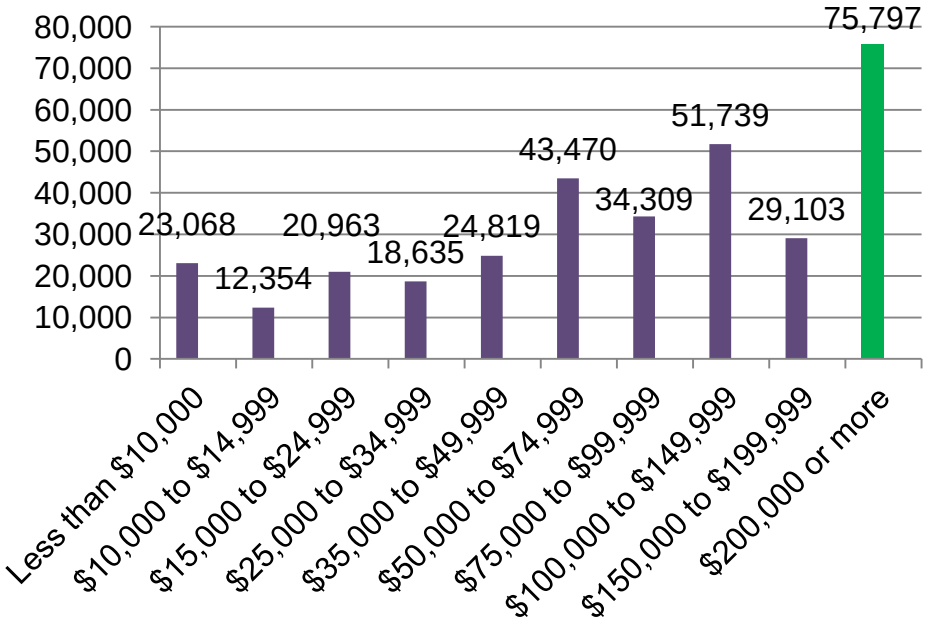
School Enrollment



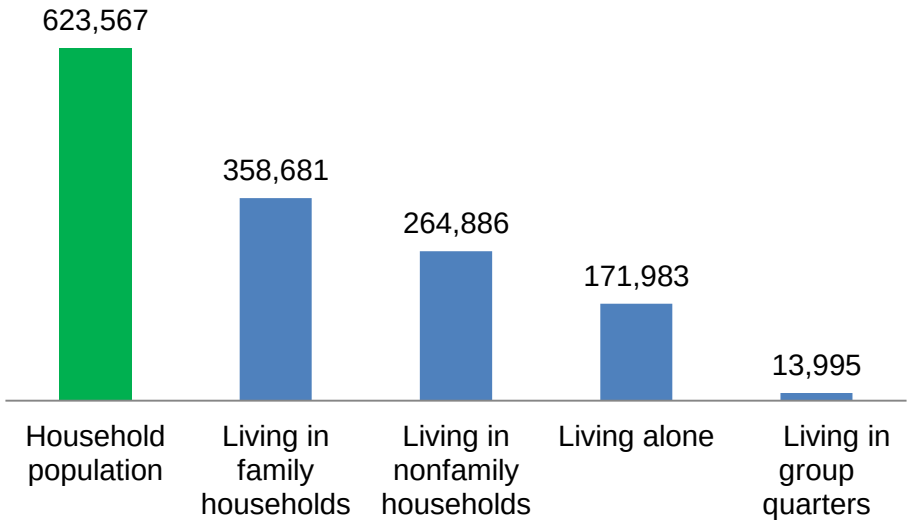
Population by Gender



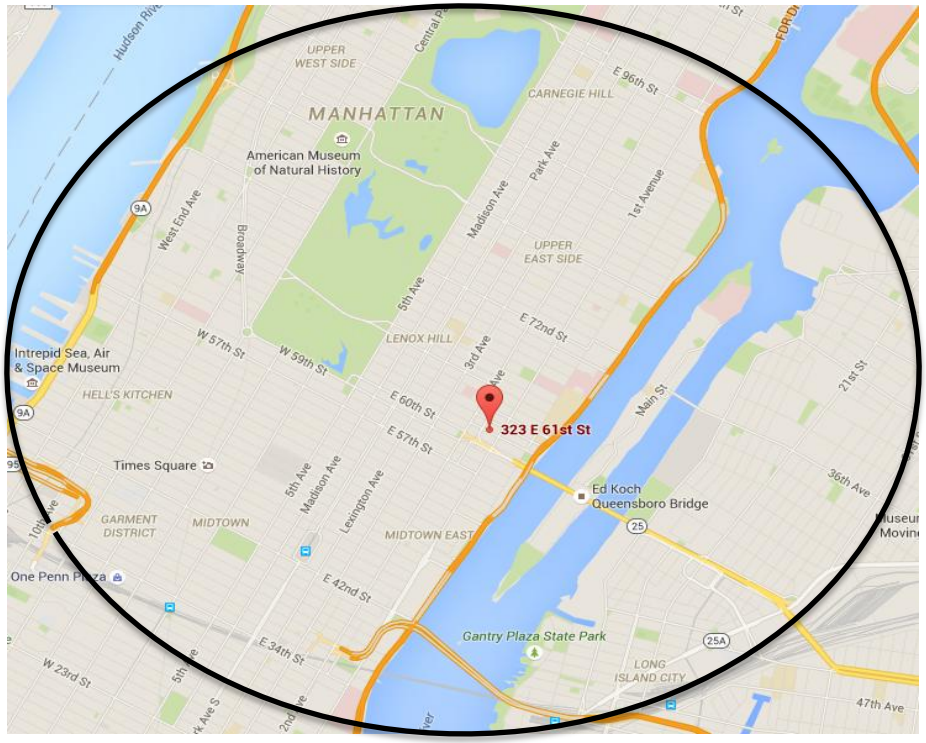
Population by Income

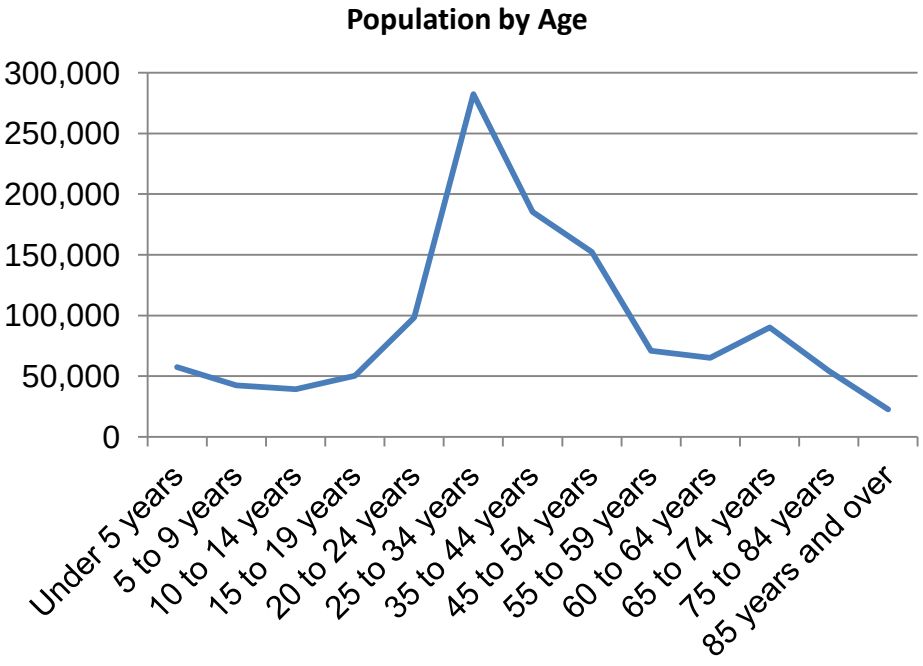


Population by Household Type

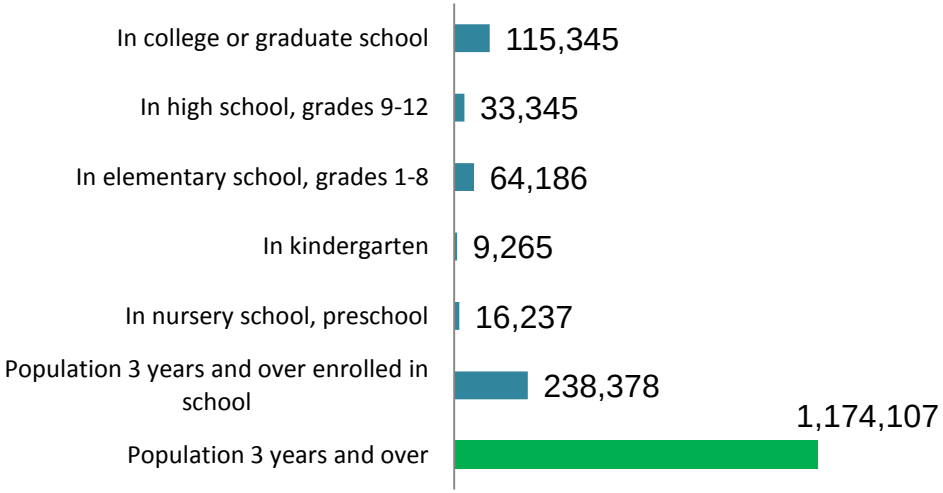


Total Population: 1,211,032

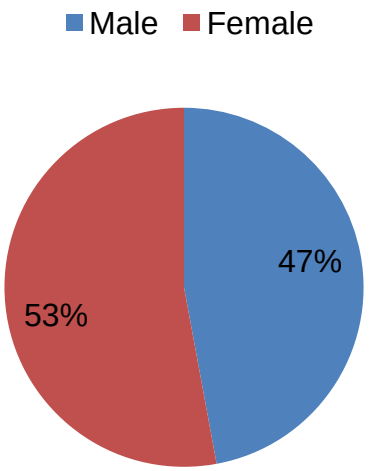




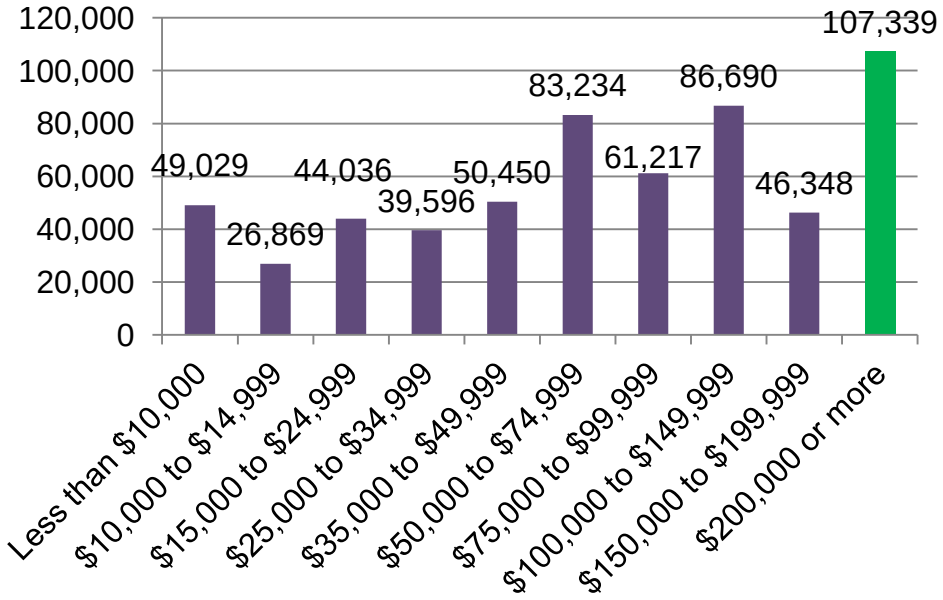
School Enrollment



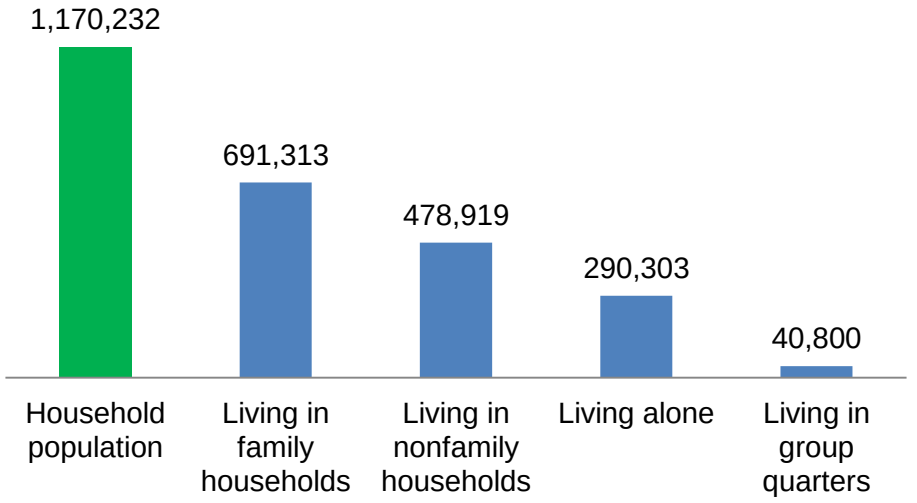
Population by Gender



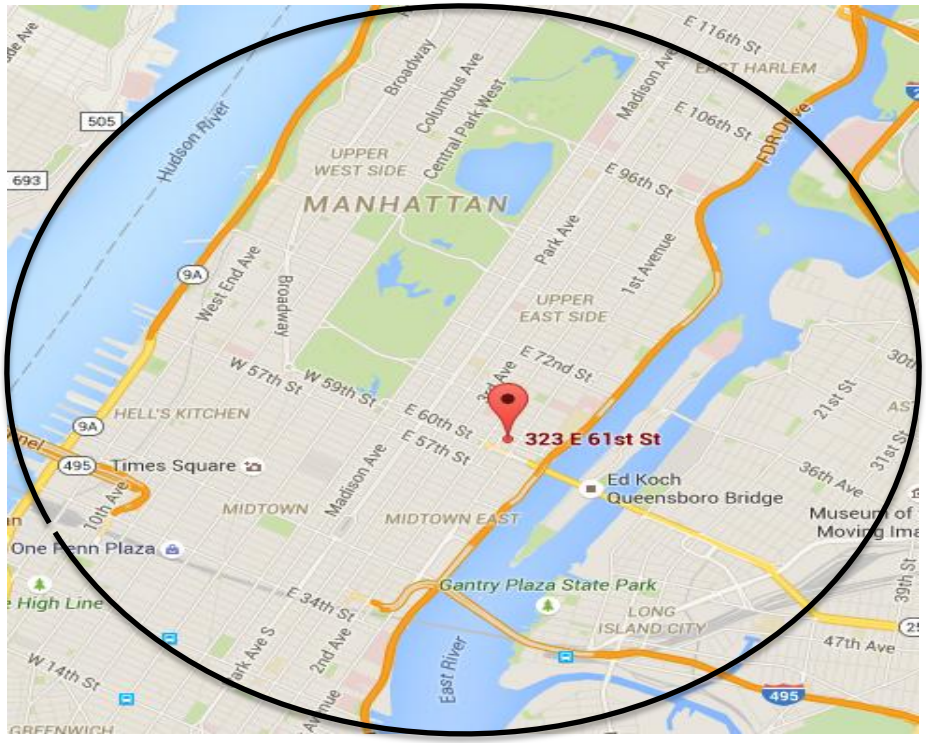
Population by Income

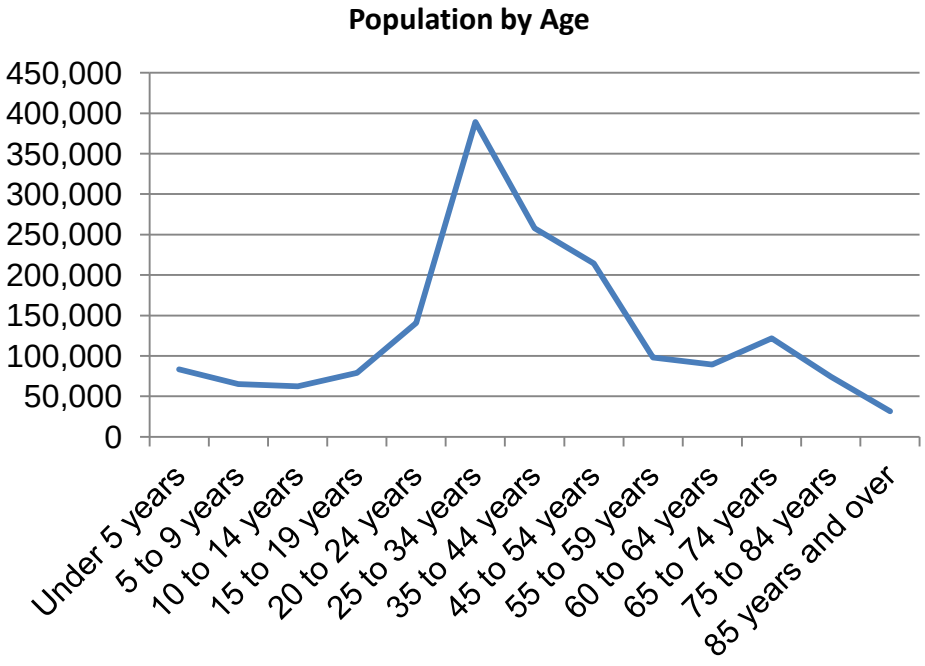


Population by Household Type



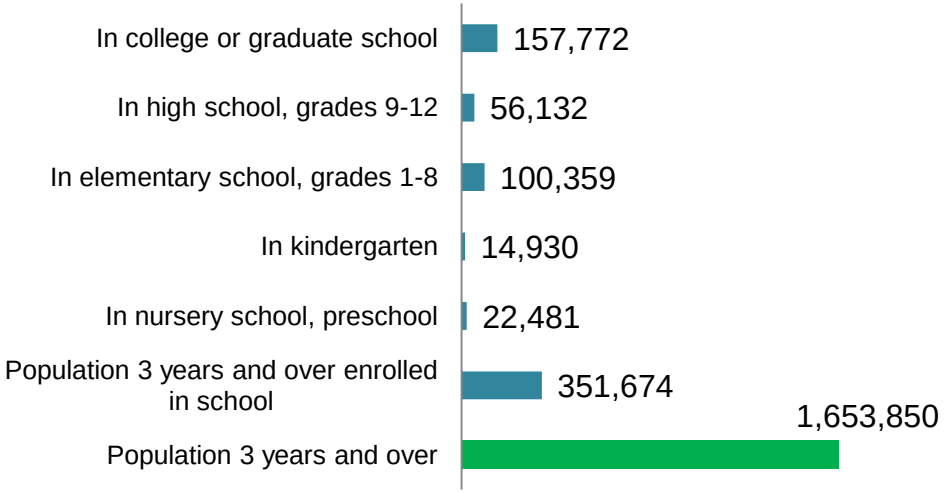
Total Population: 1,707,010



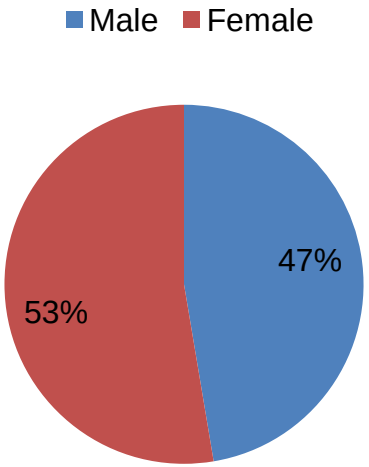


Desk Research: Key Findings 323 East 61st Street (4 Mile Radius)

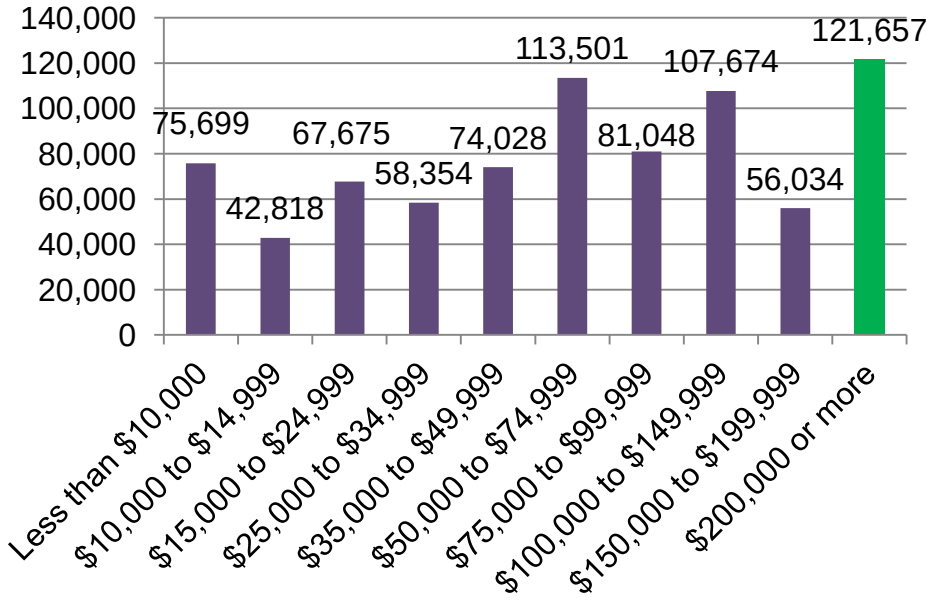
School Enrollment



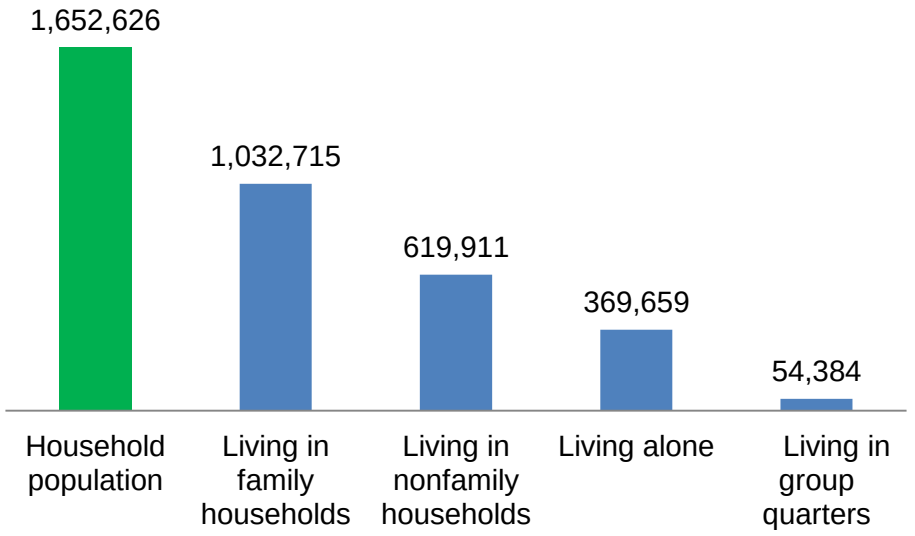
Population by Gender



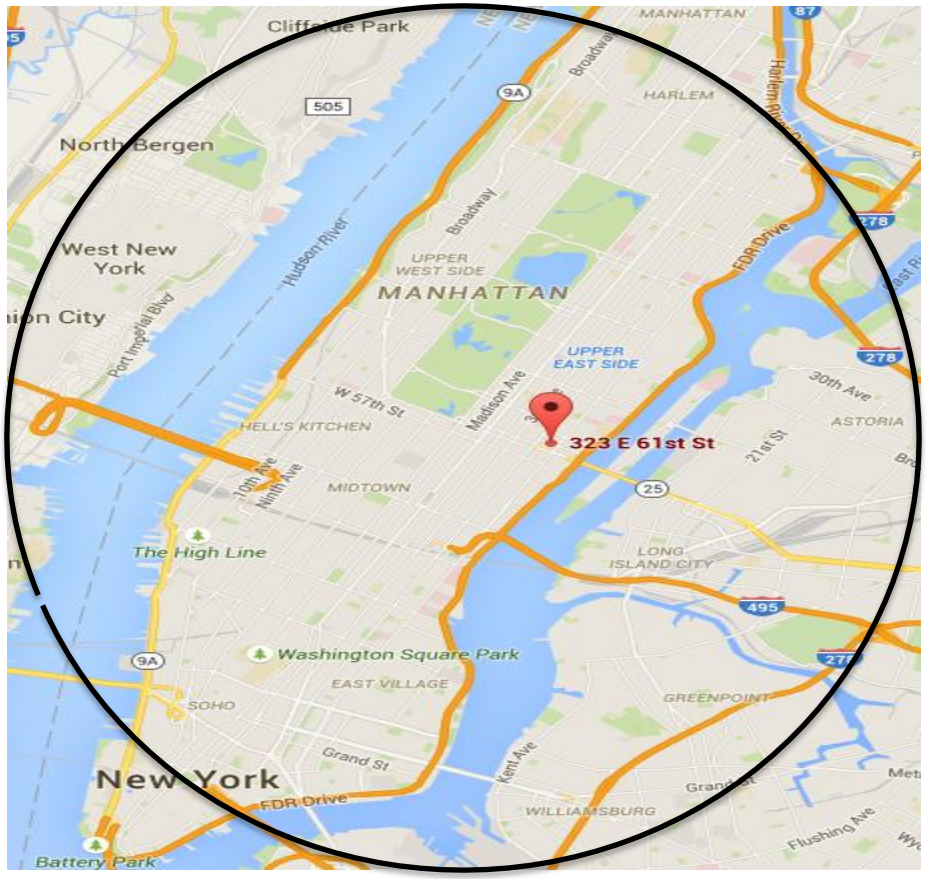
Population by Income

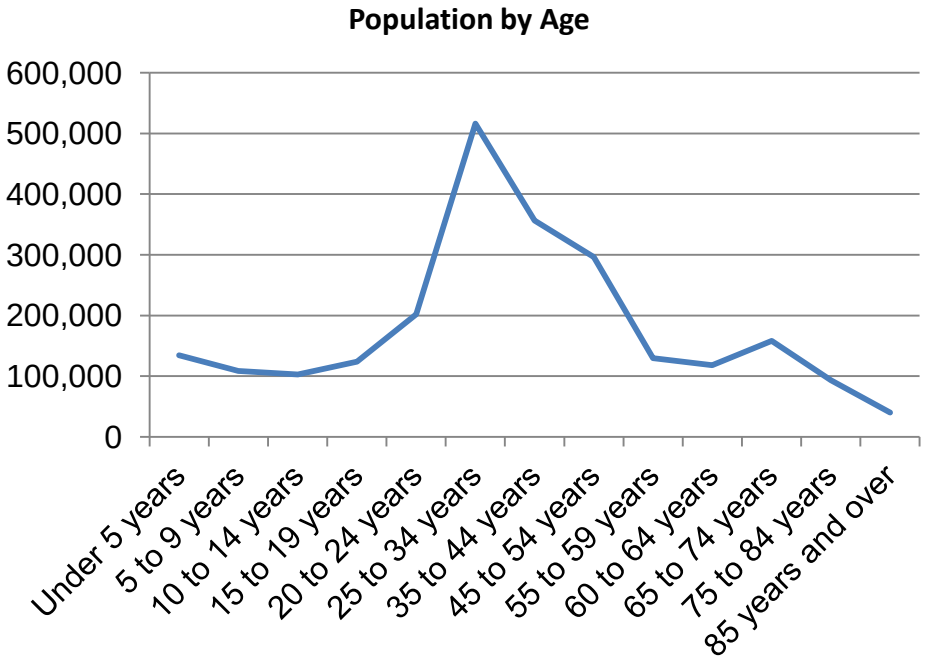


Population by Household Type



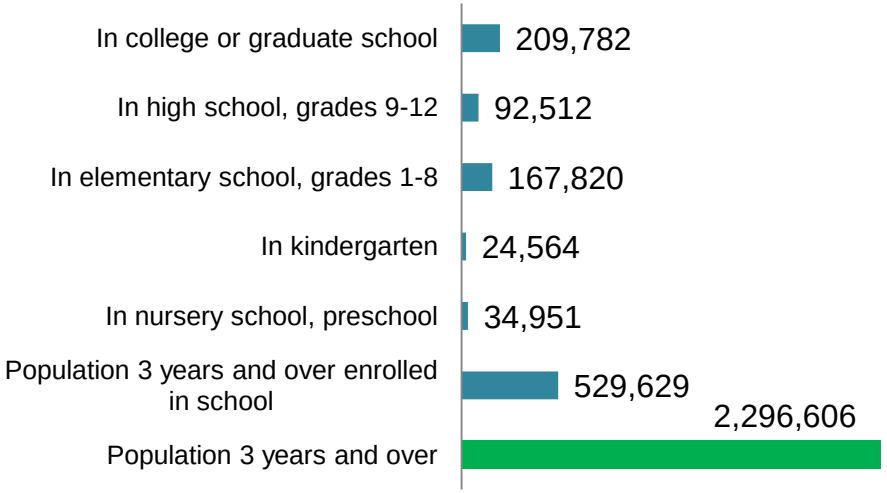
Total Population: 2,380,028



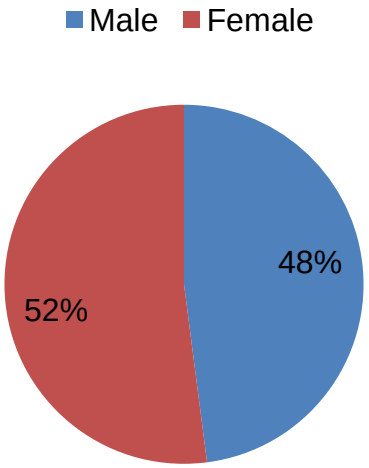


Desk Research: Key Findings 323 East 61st Street (5 Mile Radius)

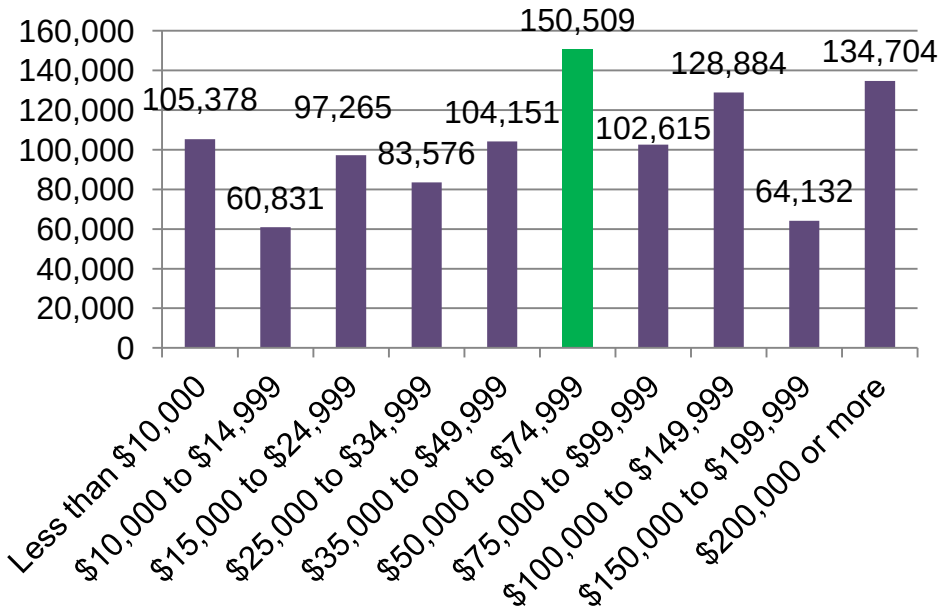
School Enrollment



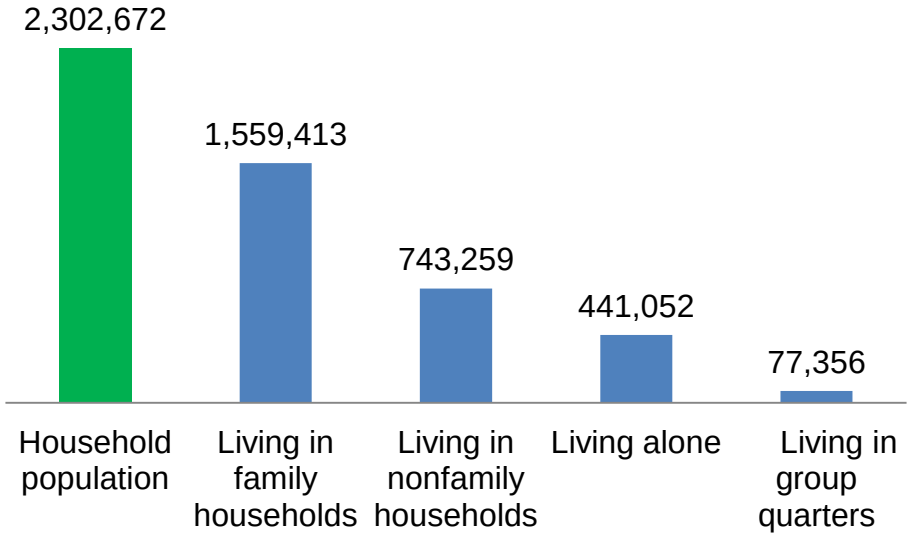
Population by Gender

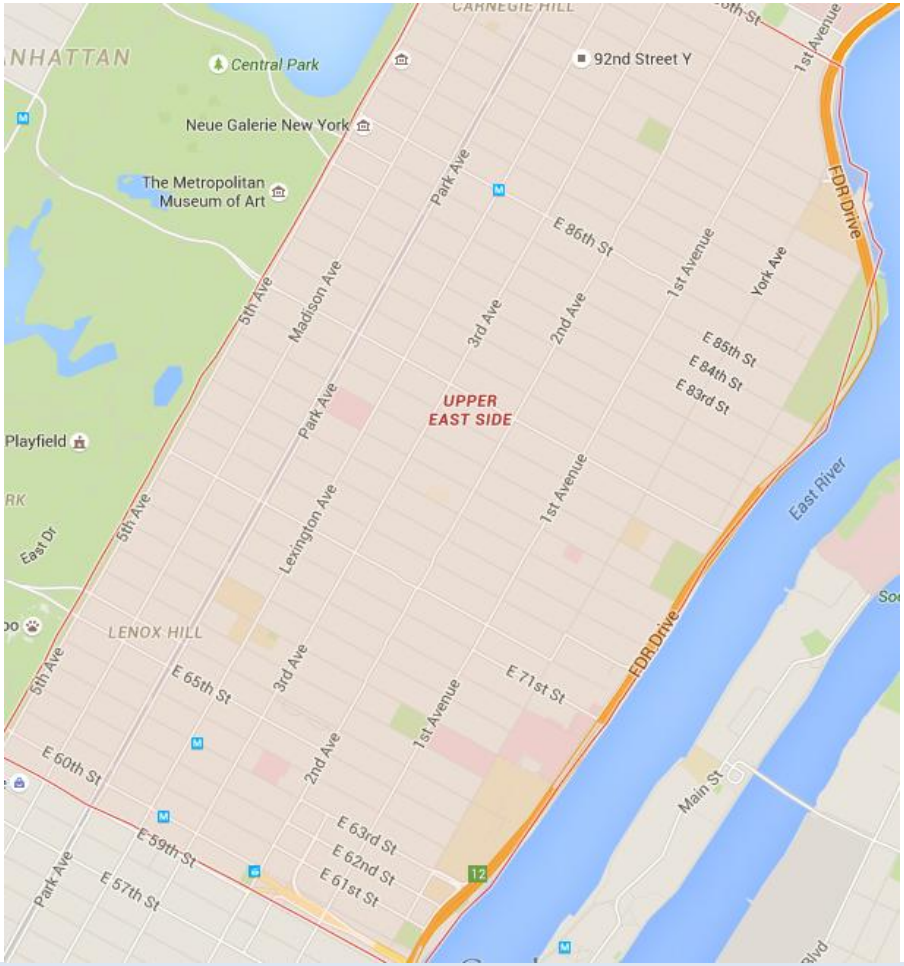


Population by Income



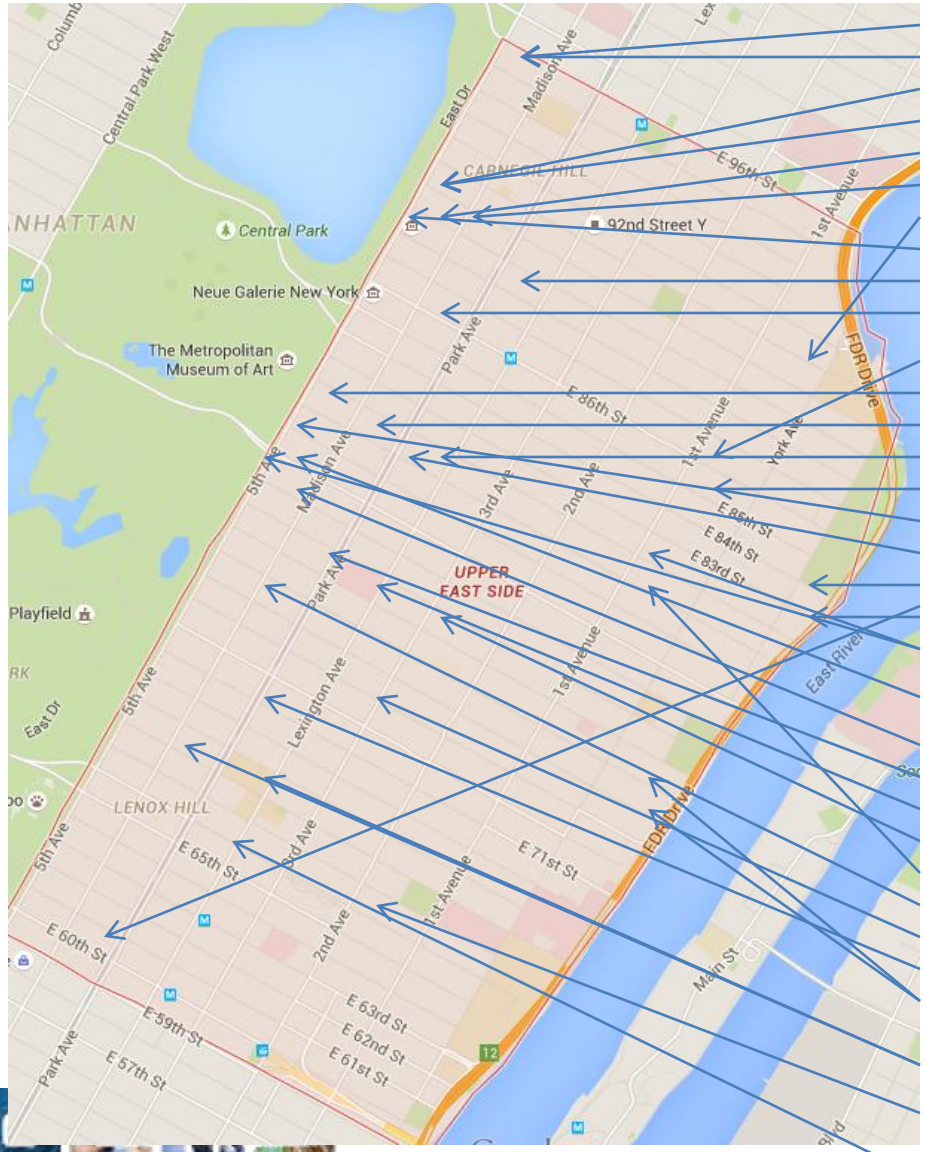
Population by Household Type





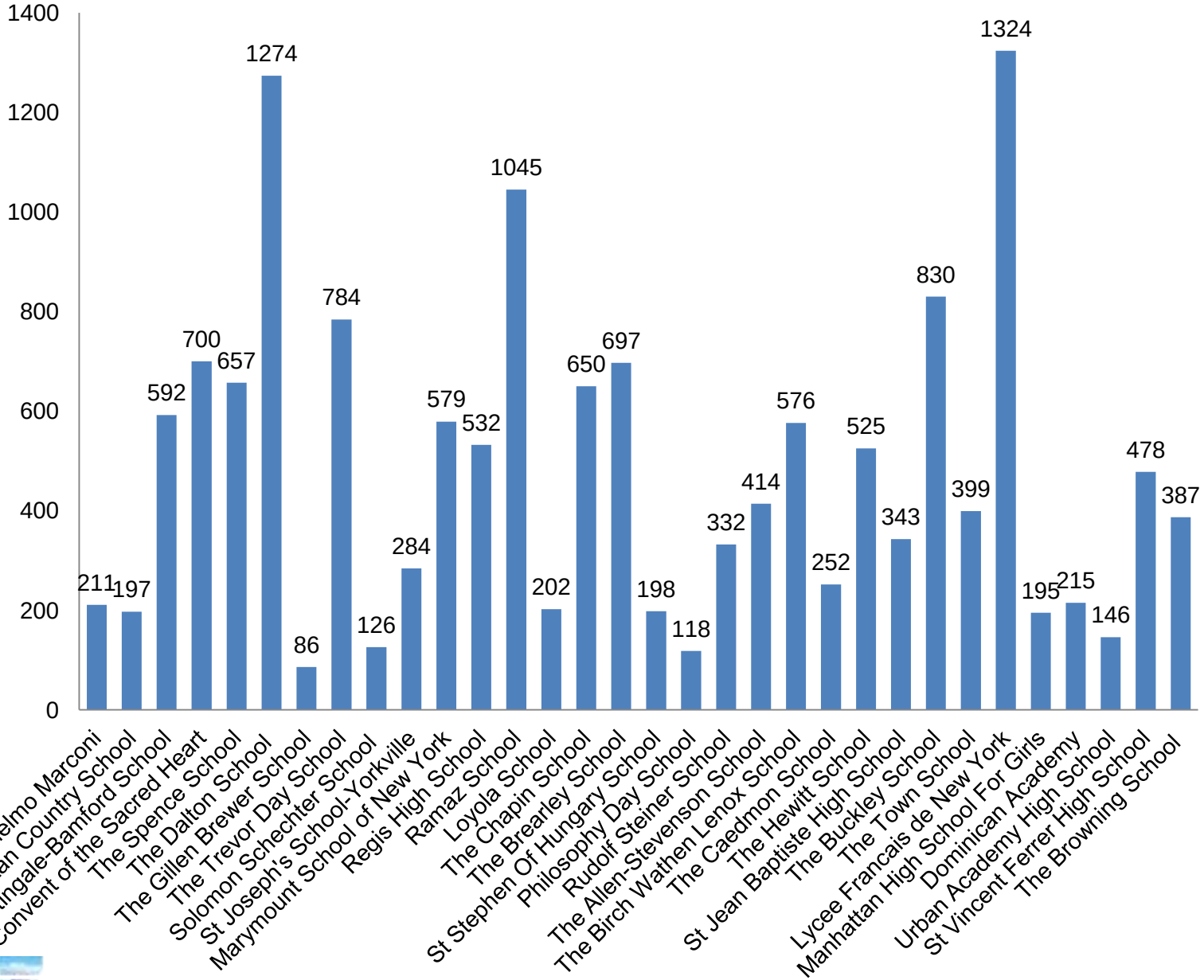
Public and Private Schools in the Upper East Side

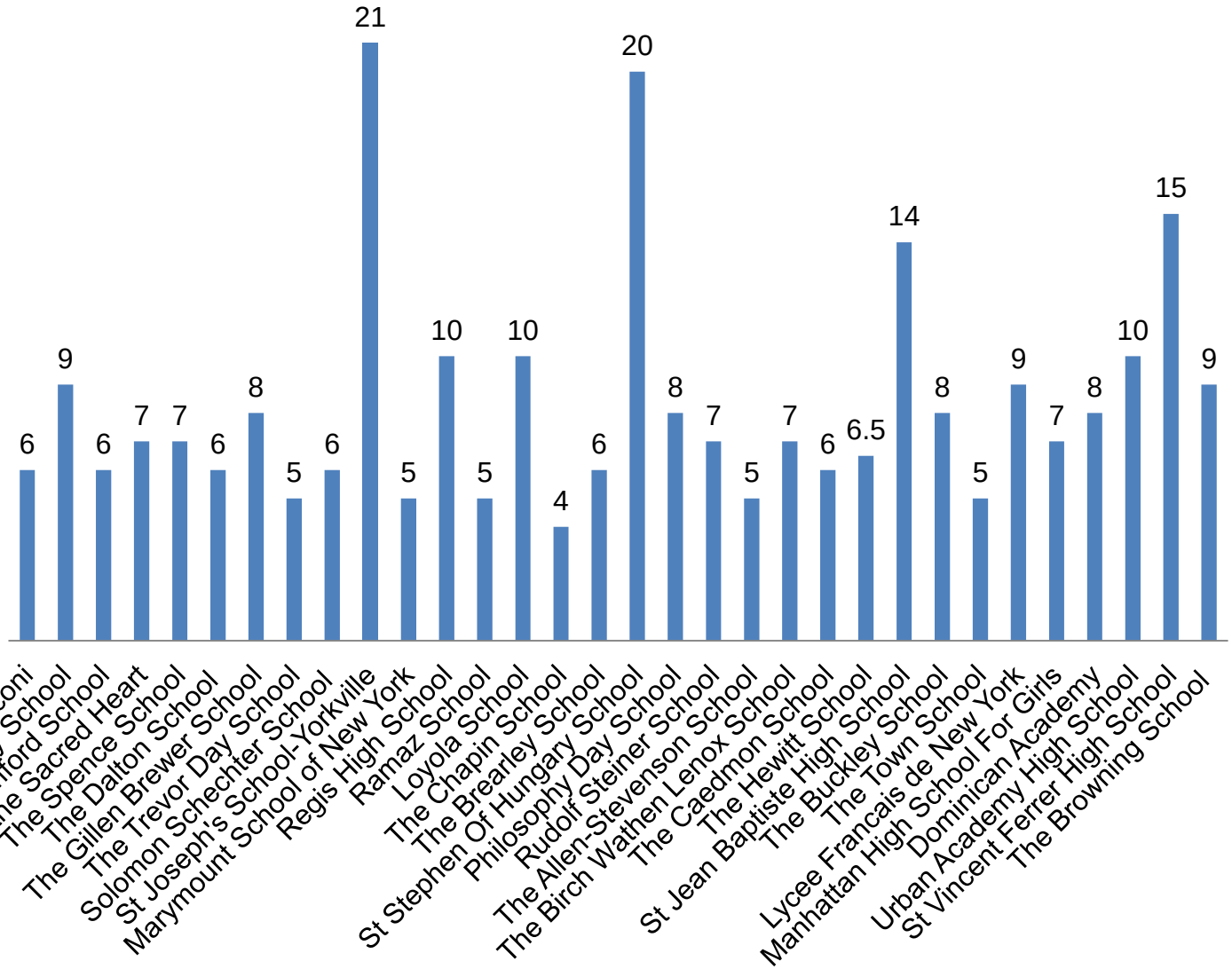
There are 37 Private Schools in the Upper East Side area of NYC.



La Scuola D'Italia Guglielmo Marconi
Manhattan Country School
The Nightingale-Bamford School
Convent of the Sacred Heart
The Spence School
The Dalton School at 53 E 91st Street
The Gillen Brewer School
The Trevor Day School
The Dalton School
Solomon Schechter School
St Joseph's School-Yorkville
Marymount School of New York
Regis High School
Ramaz School
St Joseph's School-Yorkville
Marymount School of NY at 2 E 82nd Street
Loyola School
The Chapin School
The Brearley School
St Stephen Of Hungary School
Philosophy Day School
Rudolf Steiner School
Rudolf Steiner High School
The Rabbi Joseph H. Lookstein Upper School
The Allen-Stevenson School
The Birch Wathen Lenox School
The Caedmon School
The Hewitt School
St Jean Baptiste High School
The Buckley School
The Town School
Lycee Francais de New York
Manhattan High School For Girls
Dominican Academy
Urban Academy High School
St Vincent Ferrer High School
The Browning School

Desk Research: Key Findings Private School Enrollment

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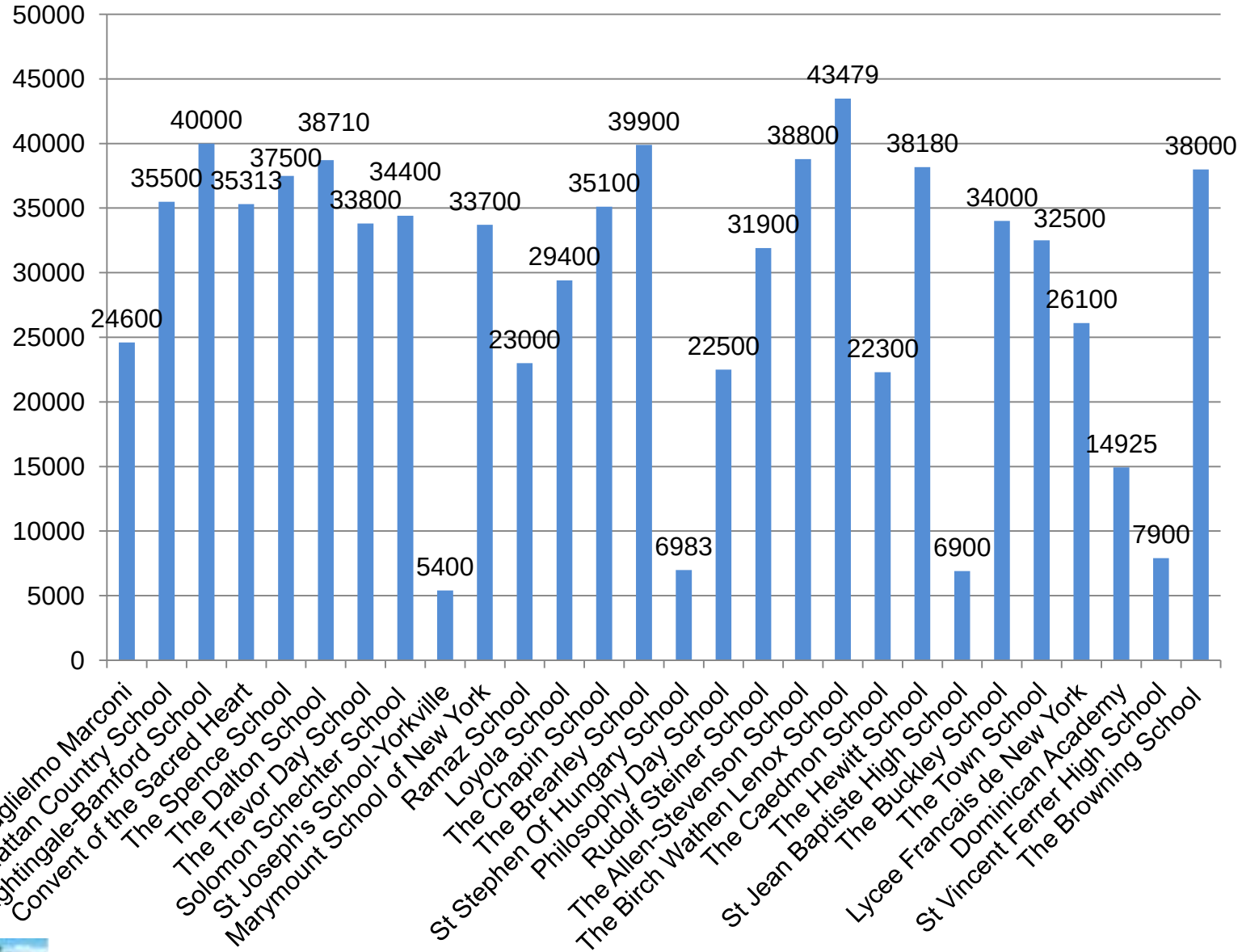
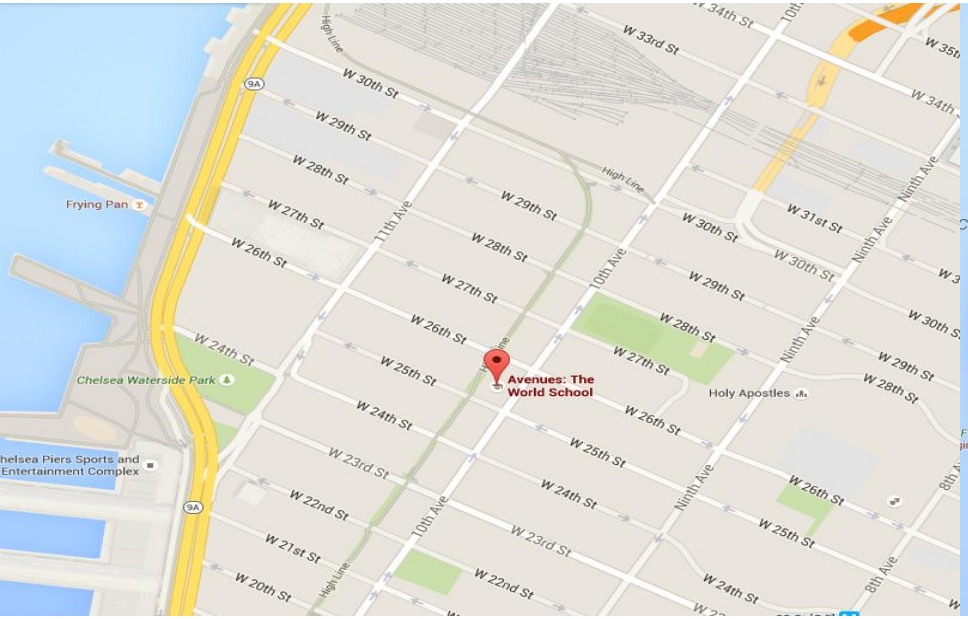
La Scuola D'Italia Guglielmo Marconi
Manhattan Country School
The Nightingale-Bamford School
Convent of the Sacred Heart
The Spence School
The Dalton School
The Gillen Brewer School
The Trevor Day School
Solomon Schechter School
St Joseph's School-Yorkville
Marymount School of New York
Regis High School
Ramaz School
Loyola School
The Chapin School
The Brearley School
St Stephen Of Hungary School
Philosophy Day School
Rudolf Steiner School
The Allen-Stevenson School
The Birch Wathen Lenox School
The Caedmon School
The Hewitt School
St Jean Baptiste High School
The Buckley School
The Town School
Lycee Francais de New York
Manhattan High School For Girls
Dominican Academy
Urban Academy High School
St Vincent Ferrer High School
The Browning School

Desk Research: Key Findings Private School Tuition (Full Year)

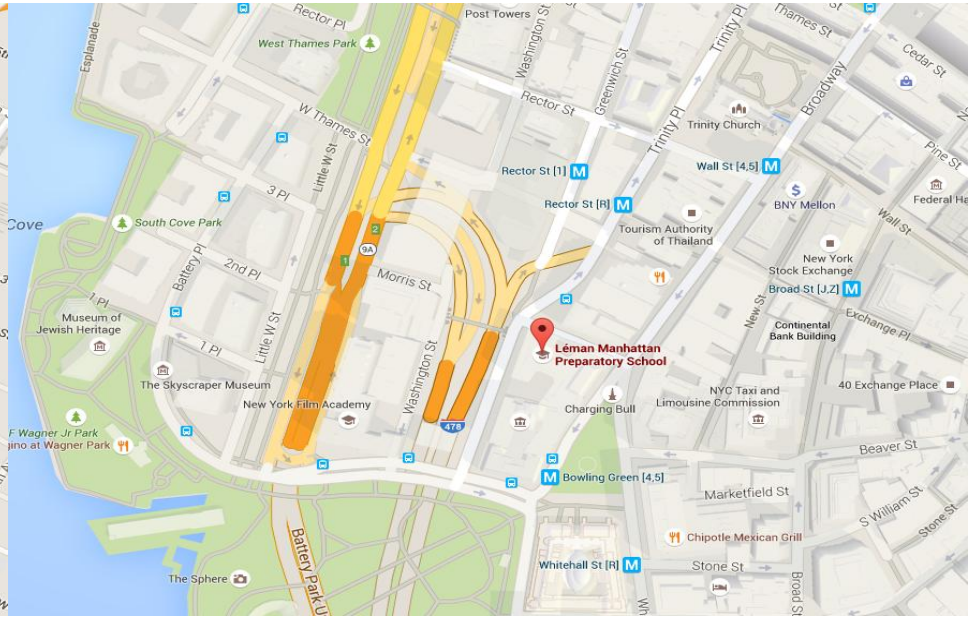


Avenues: The World School



The Avenues school is located in Chelsea in a landmark building that the school had converted. There are four schools including an early childhood center, lower school, middle school, and upper school. A unique feature of the school is its international approach to education and study abroad programs. The average tuition for a full school year is $45,350. Over the next decade or so Avenues plans to build campuses in 20 or more of the world's leading cities.

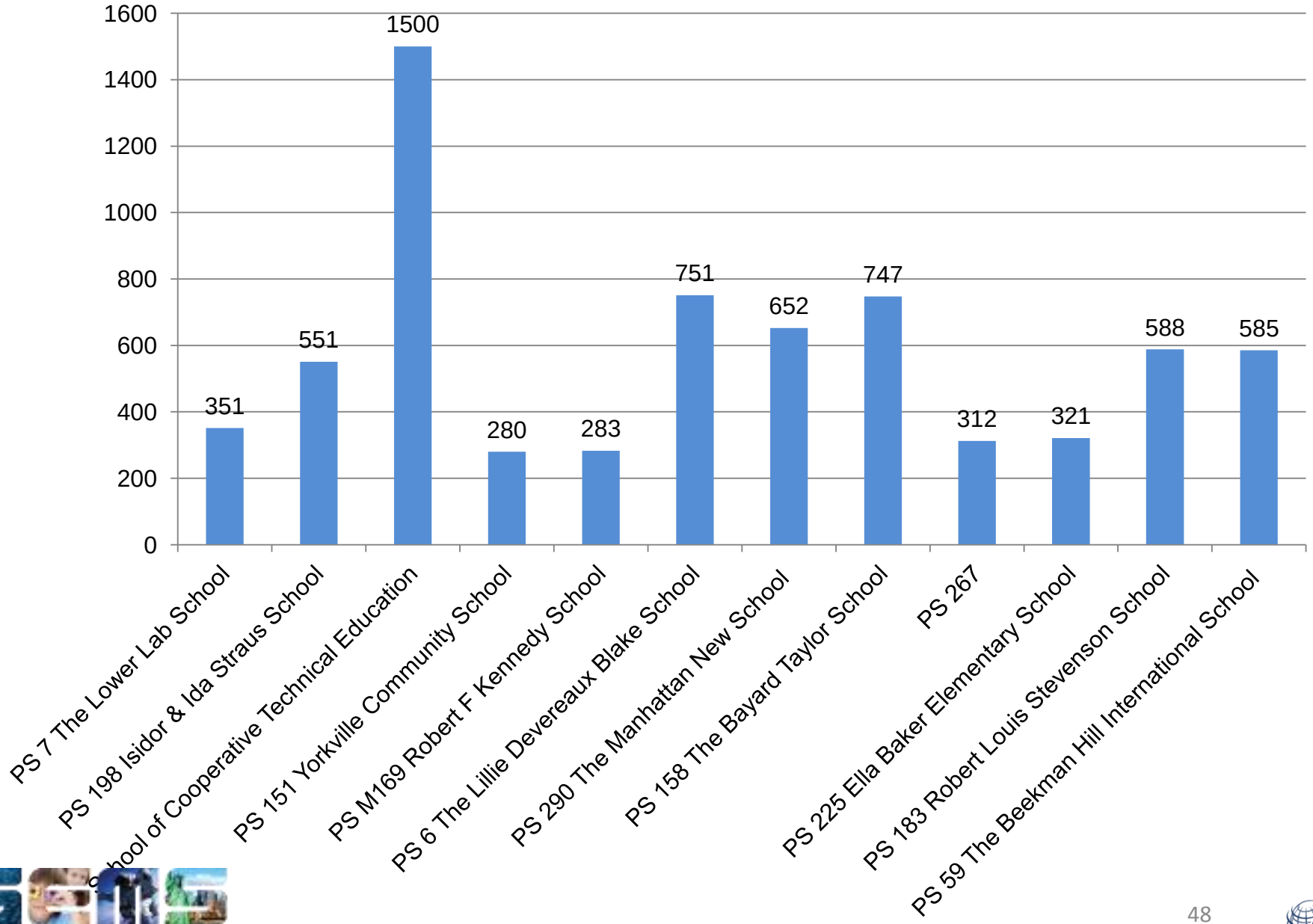
Leman School



The Leman school is located in the heart of downtown Manhattan and founded in 2005. The school has 600 students representing more than 50 countries of origin. There is a lower and upper school. It is one of only four Manhattan private schools to offer the International Baccalaureate Diploma, and the only independent school in the city with established international sister campuses. The average tuition for a full school year is $40,200.

This area is served by District 2 and there are 13 Public Schools around the selected areas.

PS 77 The Lower Lab School
PS 198 Isidor & Ida Straus School
School of Cooperative Technical Education
PS 151 Yorkville Community School
PS M169 Robert F Kennedy School
PS 66
PS 6 The Lillie Devereaux Blake School
PS 290 The Manhattan New School
PS 158 The Bayard Taylor School
PS 267
PS 225 Ella Baker Elementary School
PS 183 Robert Louis Stevenson School
PS 59 The Beekman Hill International School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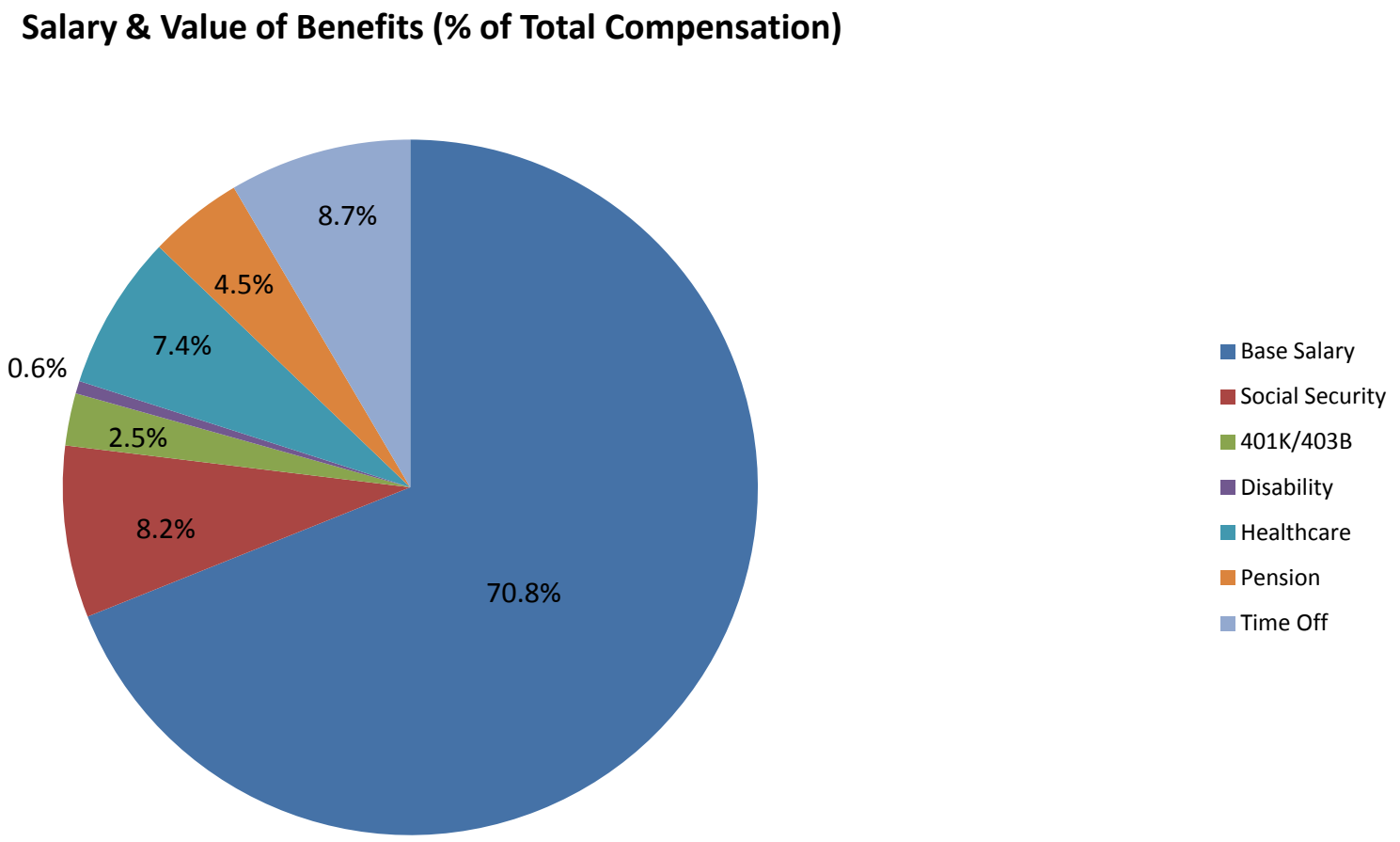
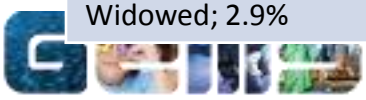
PS 7 The Lower Lab School
PS 198 Isidor & Ida Straus School
School of Cooperative Technical Education
PS 151 Yorkville Community School
PS M169 Robert F Kennedy School
PS 6 The Lillie Devereaux Blake School
PS 290 The Manhattan New School
PS 158 The Bayard Taylor School
PS 267
PS 225 Ella Baker Elementary School
PS 183 Robert Louis Stevenson School
PS 59 The Beekman Hill International School

Average teacher salaries in Public Schools within District 2 in NYC:

School District	County	5h Percentile	25th Percentile	Median	75th Percentile	95th Percentile
NYC District 2	Manhattan	$45,530	$57,678	$69,901	$78,885	$100,049



I. 111 East 59th Street 10022 New York, NY Total Population: 2,366,554 (5 Mile Radius)	II. 323 East 61st Street 10065 New York, NY Total Population: 2,380,028 (5 Mile Radius)
Local Area	**Local Area**
Population by Age (%): Under 5 Years; 4.7% 5 to 17 Years; 7.2% 18 to 29 Years; 12.5% 30 to 44 Years; 20.2% **45 to 64 Years; 25.2%** 65+ Years; 30.2%	Population by Age (%): Under 5 Years; 7.9% 5 to 17 Years; 5.3% 18 to 29 Years; 20.4% **30 to 44 Years; 35.2%** 45 to 64 Years; 17.8% 65+ Years; 13.4%
Population by Gender (%): Female; 52% Male; 48%	Population by Gender (%): Female; 56% Male; 44%
Population by Race (%): White; 82.4% Black; 1.1% Asian; 11.7% Other Race/ Two or More Races; 1% Hispanic; 3.8%	Population by Race (%): White; 84.4% Black; 1.4% Asian; 7.0% Other Race/ Two or More Races; 0.8% Hispanic; 6.4%
Population by Marital Status(%): Single; 32.2% **Married; 51.3%** Divorced; 9.6% Widowed; 2.9%	Population by Marital Status(%): **Single; 49.9%** Married; 39.8% Divorced; 4.0% Widowed; 2.0%



Desk Research: Key Findings 11 East 59th Street vs 323 East 61st Street

111 East 59th Street 10022 New York, NY Total Population: 2,366,554 (5 Mile Radius)	323 East 61st Street 10065 New York, NY Total Population: 2,380,028 (5 Mile Radius)
Local Area	**Local Area**
Population by Household Type (%): **One Person Household; 49.8%** Same - Sex Partners; 1.6% **Married Couple with Child; 17.1%** Single Parent with Child; 0%	Population by Household Type (%): **One Person Household; 55.2%** Same - Sex Partners; 0.1% **Married Couple with Child; 13.0%** Single Parent with Child; 0.6%
Population by Education Level (%): College Degree; 83.7% Advanced; 39.2% Annual Change in College Graduates; 0.9%	Population by Education Level (%): College Degree; 79.5% Advanced; 36.5% Annual Change in College Graduates; 0.9%
Population by Income: Per Capita Income: $139, 313 **Median Household Income: $132, 500** Unemployment Rate: 4.2% Crime Index: 79 (100 is Safest) Safer than 79% of U.S. Neighborhoods	Population by Income: Per Capita Income: $112, 565 **Median Household Income: $108, 672** Unemployment Rate: 5.7% Crime Index: 73 (100 is Safest) Safer than 73% of U.S. Neighborhoods
Population by Occupations **Executives, managers & professionals; 66%** Sales and service workers; 26% Office support workers; 5% Factory workers & laborers; 3%	Population by Occupations **Executives, managers & professionals; 61%** Sales and service workers; 30% Office support workers; 9% Factory workers & laborers; 1%

I. 111 East 59th Street 10022 New York, NY 1 Mile Radius	II. 323 East 61st Street 10065 New York, NY 1 Mile Radius
School Enrollment Population 3 years and over; 146,421 Population 3 years and over enrolled in school; 19,807 In nursery school, preschool; 2,236 **In kindergarten; 1,140** **In elementary school, grades 1-8; 4,983** **In high school, grades 9-12; 1,888** In college or graduate school; 9,560	School Enrollment Population 3 years and over; 176,870 Population 3 years and over enrolled in school; 26,085 In nursery school, preschool; 2,695 **In kindergarten; 1,509** **In elementary school, grades 1-8; 7,989** **In high school, grades 9-12; 2,847** In college or graduate school; 11,045
Population by Income Less than $10,000; 4,683 $10,000 to $14,999; 2,153 $15,000 to $24,999; 4,174 $25,000 to $34,999; 3,912 $35,000 to $49,999; 6,113 $50,000 to $74,999; 10,199 $75,000 to $99,999; 8,938 **$100,000 to $149,999; 14,014** **$150,000 to $199,999; 7,984** **$200,000 or more; 23,787**	Population by Income Less than $10,000; 4,923 $10,000 to $14,999; 2,589 $15,000 to $24,999; 5,035 $25,000 to $34,999; 4,438 $35,000 to $49,999; 6,505 $50,000 to $74,999; 13,717 $75,000 to $99,999; 10,826 **$100,000 to $149,999; 16,383** **$150,000 to $199,999; 9,210** **$200,000 or more; 28,431**
Population by Household Type: Household population; 149,057 **Living in family households; 80,631** Living in nonfamily households; 68,426 Living alone; 47,556 Living in group quarters; 2,155	Population by Household Type: Household population; 180,182 **Living in family households; 101,908** Living in nonfamily households; 78,274 Living alone; 54,645 Living in group quarters; 2,613

I. 111 East 59th Street 10022 New York, NY 3 Mile Radius	II. 323 East 61st Street 10065 New York, NY 3 Mile Radius
School Enrollment Population 3 years and over; 1,162,901 Population 3 years and over enrolled in school; 220,895 In nursery school, preschool; 16,079 In kindergarten; 8,549 In elementary school, grades 1-8; 59,108 In high school, grades 9-12; 30,912 In college or graduate school; 106,247	School Enrollment Population 3 years and over; 1,174,107 Population 3 years and over enrolled in school; 238,378 In nursery school, preschool; 16,237 In kindergarten; 9,265 In elementary school, grades 1-8; 64,186 In high school, grades 9-12; 33,345 In college or graduate school; 115,345
Population by Income Less than $10,000; 46,645 $10,000 to $14,999; 26,291 $15,000 to $24,999; 44,202 $25,000 to $34,999; 39,128 $35,000 to $49,999; 50,330 $50,000 to $74,999; 83,665 $75,000 to $99,999; 62,747 $100,000 to $149,999; 88,281 **$150,000 to $199,999; 48,301** **$200,000 or more; 111,658**	Population by Income Less than $10,000; 49,029 $10,000 to $14,999; 26,869 $15,000 to $24,999; 44,036 $25,000 to $34,999; 39,596 $35,000 to $49,999; 50,450 $50,000 to $74,999; 83,234 $75,000 to $99,999; 61,217 $100,000 to $149,999; 86,690 **$150,000 to $199,999; 46,348** **$200,000 or more; 107,339**
Population by Household Type: Household population; 1,163,459 **Living in family households; 668,385** Living in nonfamily households; 495,074 Living alone; 298,407 Living in group quarters; 34,758	Population by Household Type: Household population; 1,170,232 **Living in family households; 691,313** Living in nonfamily households; 478,919 Living alone; 290,303 Living in group quarters; 40,800

I. 111 East 59th Street 10022 New York, NY 5 Mile Radius	II. 323 East 61st Street 10065 New York, NY 5 Mile Radius
School Enrollment Population 3 years and over; 2,284,088 Population 3 years and over enrolled in school; 521,149 **In nursery school, preschool; 34,607** **In kindergarten; 23,977** **In elementary school, grades 1-8; 161,413** **In high school, grades 9-12; 89,027** In college or graduate school; 212,125	School Enrollment Population 3 years and over; 2,296,606 Population 3 years and over enrolled in school; 529,629 **In nursery school, preschool; 34,951** **In kindergarten; 24,564** **In elementary school, grades 1-8; 167,820** **In high school, grades 9-12; 92,512** In college or graduate school; 209,782
Population by Income Less than $10,000; 102,922 $10,000 to $14,999; 59,214 $15,000 to $24,999; 95,514 $25,000 to $34,999; 82,347 $35,000 to $49,999; 102,196 $50,000 to $74,999; 151,732 $75,000 to $99,999; 103,959 $100,000 to $149,999; 131,985 **$150,000 to $199,999; 66,278** **$200,000 or more; 138,283**	Population by Income Less than $10,000; 105,378 $10,000 to $14,999; 60,831 $15,000 to $24,999; 97,265 $25,000 to $34,999; 83,576 $35,000 to $49,999; 104,151 $50,000 to $74,999; 150,509 $75,000 to $99,999; 102,615 $100,000 to $149,999; 128,884 **$150,000 to $199,999; 64,132** **$200,000 or more; 134,704**
Population by Household Type: Household population; 2,286,960 **Living in family households; 1,535,088** Living in nonfamily households; 751,872 Living alone; 443,396 Living in group quarters; 79,594	Population by Household Type: Household population; 2,302,672 **Living in family households; 1,559,413** Living in nonfamily households; 743,259 Living alone; 441,052 Living in group quarters; 77,356

II. Phase I Desk Research:
Demand and Supply Analysis

- In 2015, the school age population in Manhattan is 156,339. In 2010, the school age population in Manhattan was 157,856 and was projected to grow by 1.8% in 2020 to 162,931.
- There are 201 private schools in Manhattan serving 55,520 students and approximately 37 private schools on the UES serving approximately 17,000 Students. With the average New York City private school acceptance rate at 62%, the current demand for private schools in the UES is 27,500 seats. In 2015, the demand/supply gap for private school seats in the UES is 10,500.
- In 2020, the demand/supply gap for private school seats is projected to reach 10,995 seats, based on the assumption of the projected 1.8% growth in school age population in New York City from 2015-2020.
- New York City is projected to grow from 8.2 million persons in 2010 to 9 million in 2040, an increase of 783,000 or 9.5 percent.
- In Manhattan, Queens, and Staten Island, the highest level of growth is projected to be in the 2010-2020 period, with growth slowing thereafter.
- Manhattan is projected to see the largest overall percentage increase in school-age children between 2010 and 2040 (7.8 percent).
- Manhattan is projected to grow the most between 2020 and 2030, with an increase of 8.9 percent, or 15,000 school-age children.
- In the final decade of the projection period (2030 to 2040), the overall school-age population is projected to decline in Manhattan and Brooklyn by 4.1 and 1.5 percent, respectively.

Source: http://www.nyc.gov/html/dcp/pdf/census/projections_report_2010_2040.pdf

New York City is projected to grow from 8.2 million persons in 2010 to 9 million in 2040, which reflects an increase of 783,000 or 9.5 percent. In 2010-2020, the first decade of the projection, New York City's population was projected to increase by 3.7 percent. This growth, however, is expected to slow to 3.2 percent in the following decade, with the population reaching 8,821,000 in 2030. Between 2030 and 2040, the growth rate in New York City is projected to decrease once again to 2.3 percent .

In Manhattan, Queens, and Staten Island, the highest level of growth is projected to be in the 2010-2020 period, with growth slowing thereafter. In the Bronx and Brooklyn, however, the highest growth rates are projected to occur one decade later, between 2020 and 2030. In the final decade, 2030-2040, growth is projected to slow in all five boroughs, with growth rates at their lowest levels for the entire projection period

Table 1: Projected Total New York City Population by Borough, 2010-2040

					CHANGE							
	2010	2020	2030	2040	2010-2020		2020-2030		2030-2040		2010-2040	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
NYC	8,242,624	8,550,971	8,821,027	9,025,145	308,347	3.7	270,056	3.2	204,118	2.3	782,521	9.5
Bronx	1,385,108	1,446,788	1,518,998	1,579,245	61,680	4.5	72,210	5.0	60,247	4.0	194,137	14.0
Brooklyn	2,552,911	2,648,452	2,754,009	2,840,525	95,541	3.7	105,557	4.0	86,516	3.1	287,614	11.3
Manhattan	1,585,873	1,638,281	1,676,720	1,691,617	52,408	3.3	38,439	2.3	14,897	0.9	105,744	6.7
Queens	2,250,002	2,330,295	2,373,551	2,412,649	80,293	3.6	43,256	1.9	39,098	1.6	162,647	7.2
Staten Island	468,730	487,155	497,749	501,109	18,425	3.9	10,594	2.2	3,360	0.7	32,379	6.9

Source: http://www.nyc.gov/html/dcp/pdf/census/projections_report_2010_2040.pdf

The table below displays the overall number of school-age children (ages 5 to 17) by borough in 2010, as well as the projected school-age population for each decade through 2040. **The school-age population, which stood at 1,260,000 in 2010, was projected to increase modestly (1.8 percent) over the current decade, reaching 1,283,000 in 2020. It is projected to grow 5 percent to 1,347,000 by 2030.**

Larger cohorts of women born in the late 1980s and early 1990s, along with modest positive net migration in the older school-age population are driving these changes. By 2040, however, the school-age population is projected to dip slightly to 1,342,000 (a 0.4 percent decline). Given the higher growth of the overall population, the share of school-age children is projected to decline from 15.3 percent in 2010 to 14.9 percent in 2040.

Table 2: Projected New York City School-Age Population by Borough, 2010-2040

					CHANGE							
	2010	2020	2030	2040	2010-2020		2020-2030		2030-2040		2010-2040	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
NYC	1,260,400	1,282,814	1,347,036	1,342,097	22,415	1.8	64,222	5.0	-4,939	-0.4	81,697	6.5
Bronx	265,052	259,013	277,830	281,688	-6,039	-2.3	18,817	7.3	3,858	1.4	16,636	6.3
Brooklyn	424,704	441,049	461,688	454,949	16,345	3.8	20,639	4.7	-6,739	-1.5	30,245	7.1
Manhattan	157,856	162,931	177,440	170,114	5,075	3.2	14,509	8.9	-7,326	-4.1	12,258	7.8
Queens	331,926	341,062	350,544	355,340	9,137	2.8	9,482	2.8	4,796	1.4	23,414	7.1
Staten Island	80,862	78,759	79,535	80,005	-2,103	-2.6	776	1.0	471	0.6	-857	-1.1

Source: http://www.nyc.gov/html/dcp/pdf/census/projections_report_2010_2040.pdf

Manhattan is projected to see the largest overall percentage increase in school-age children between 2010 and 2040 (7.8 percent), followed closely by Brooklyn and Queens (7.1 percent each). **Manhattan's school-age population was projected to grow from 158,000 in 2010 to 170,000 in 2040.** Brooklyn is projected to grow from 425,000 in 2010 to 455,000 in 2040. Queens, which in 2010 had the second largest school-age population after Brooklyn, will see its school-age population grow from 332,000 in 2010 to 355,000 in 2040.

The Bronx is projected to have a 6.3 percent increase, from 265,000 in 2010 to 282,000 in 2040. Staten Island is the only borough that is not expected to change much over the projection period. The projections show a slight decline in school-age population, from 81,000 in 2010 to about 80,000 (-1.1 percent) in 2040. Though the school-age population in most boroughs will be growing over time, other age groups are expected to increase even faster. **As a result, the share of the school-age population in the Bronx, Brooklyn, and Staten Island is expected to decline between 2010 and 2040, with the share remaining largely unchanged in Manhattan and Queens.**

The five boroughs display important differences in each decade of the projection period. The school-age populations in the Bronx and Staten Island are expected to decline in the current decade, by 2.3 percent and 2.6 percent, respectively. In contrast, Brooklyn is expected to see a 3.8 percent increase this decade, followed by Manhattan (3.2 percent), and Queens (2.8 percent). The highest growth, however, is projected to occur in 2020-2030 when each borough will gain a sizable number of school-age children.

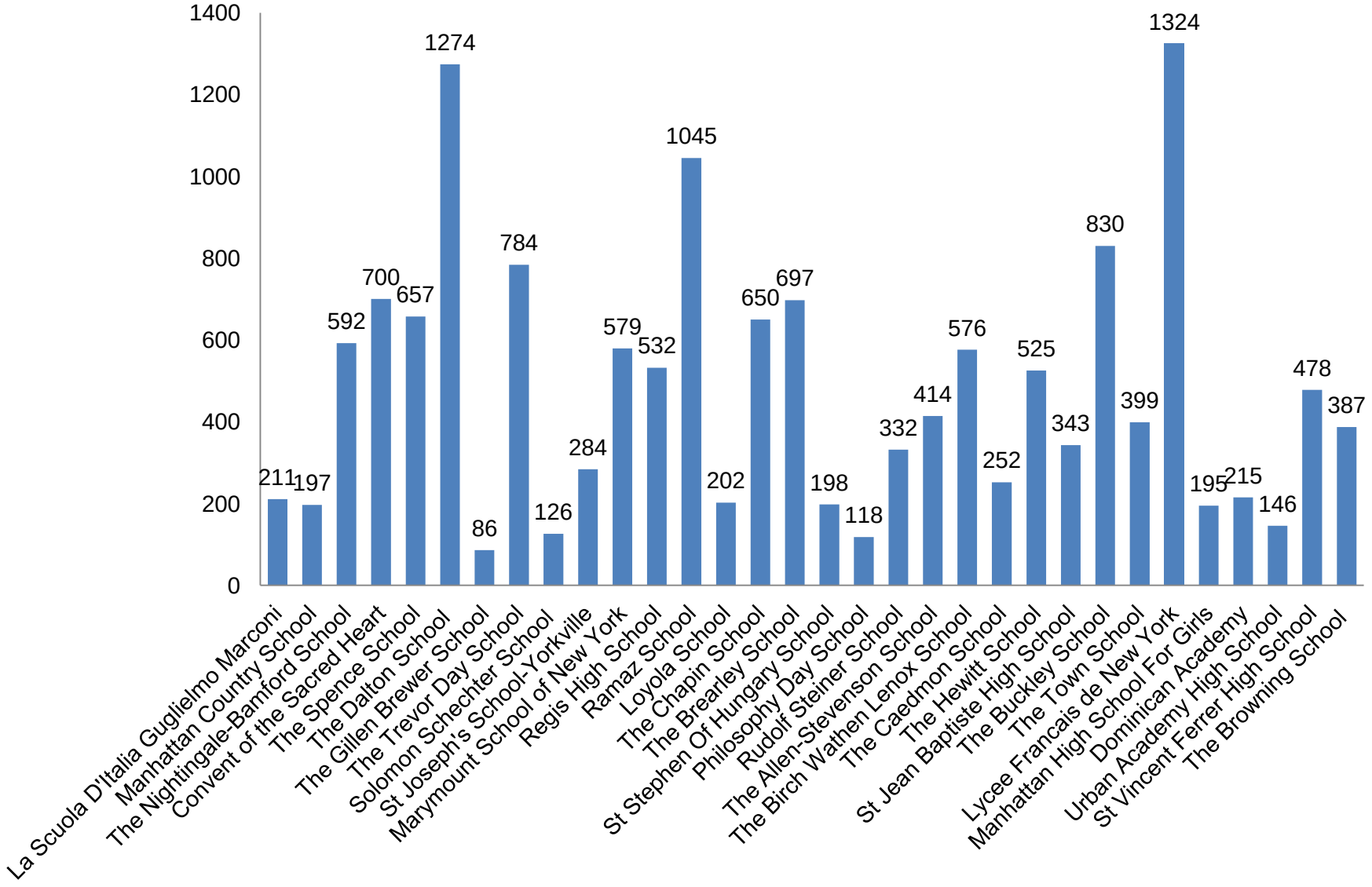
Manhattan is projected to grow the most between 2020 and 2030, with an increase of 8.9 percent, or 15,000 school-age children. The Bronx is projected to grow by 7.3 percent, an increase of 19,000 school-age children, offsetting losses in the previous decade. The school-age population in Brooklyn is projected to increase by 21,000, or 4.7 percent, while that of Queens is projected to grow by 2.8 percent, an increase of 9,000 school-age children. Staten Island will see only a modest change in its school-age population, increasing from 79,000 to 80,000.

In the final decade of the projection period (2030 to 2040), the overall school-age population is projected to decline in Manhattan and Brooklyn by 4.1 and 1.5 percent, respectively. These losses, however, are expected to be partially offset by increases in the Bronx and Queens (1.4 percent each), and a modest increase in Staten Island (0.6 percent).

Source: http://www.nyc.gov/html/dcp/pdf/census/projections_report_2010_2040.pdf

New York City – Manhattan Private Schools
There are 201 private schools in New York County, NY, serving 55,520 students.
The average private school tuition is $17,954 for elementary schools and $33,634 for high schools
The average acceptance rate is 62%
Minority enrollment is 36% of the student body, and the student: teacher ratio is 8:1.
50% of schools are religiously affiliated (most commonly Roman Catholic and Jewish)
New York City – Manhattan – Private High Schools
There are 73 private high schools in New York County, NY, serving 30,310 students.
The average private school tuition is $17,954 for elementary schools and $33,634 for high schools
The average acceptance rate is 62%
Minority enrollment is 24% of the student body, and the student: teacher ratio is 8:1.
45% of schools are religiously affiliated (most commonly Roman Catholic and Jewish)
New York City – Manhattan – **Elementary Schools**
There are 168 private elementary schools in New York County, NY, serving 47,715 students.
The average private school tuition is $17,954 for elementary schools and $33,634 for high schools
The average acceptance rate is 62%
Minority enrollment is 28% of the student body, and the student: teacher ratio is 8:1.
48% of schools are religiously affiliated (most commonly Roman Catholic and Jewish)
New York City – Manhattan – **Pre-School**
There are 97 private preschools in New York County, NY, serving 27,520 student
The average private school tuition is $17,954 for elementary schools and $33,634 for high schools
The average acceptance rate is 62%
Minority enrollment is 26% of the student body, and the student: teacher ratio is 9:1.
56% of schools are religiously affiliated

Total Private School Enrollment in Midtown East is approximately. 17,000 Students



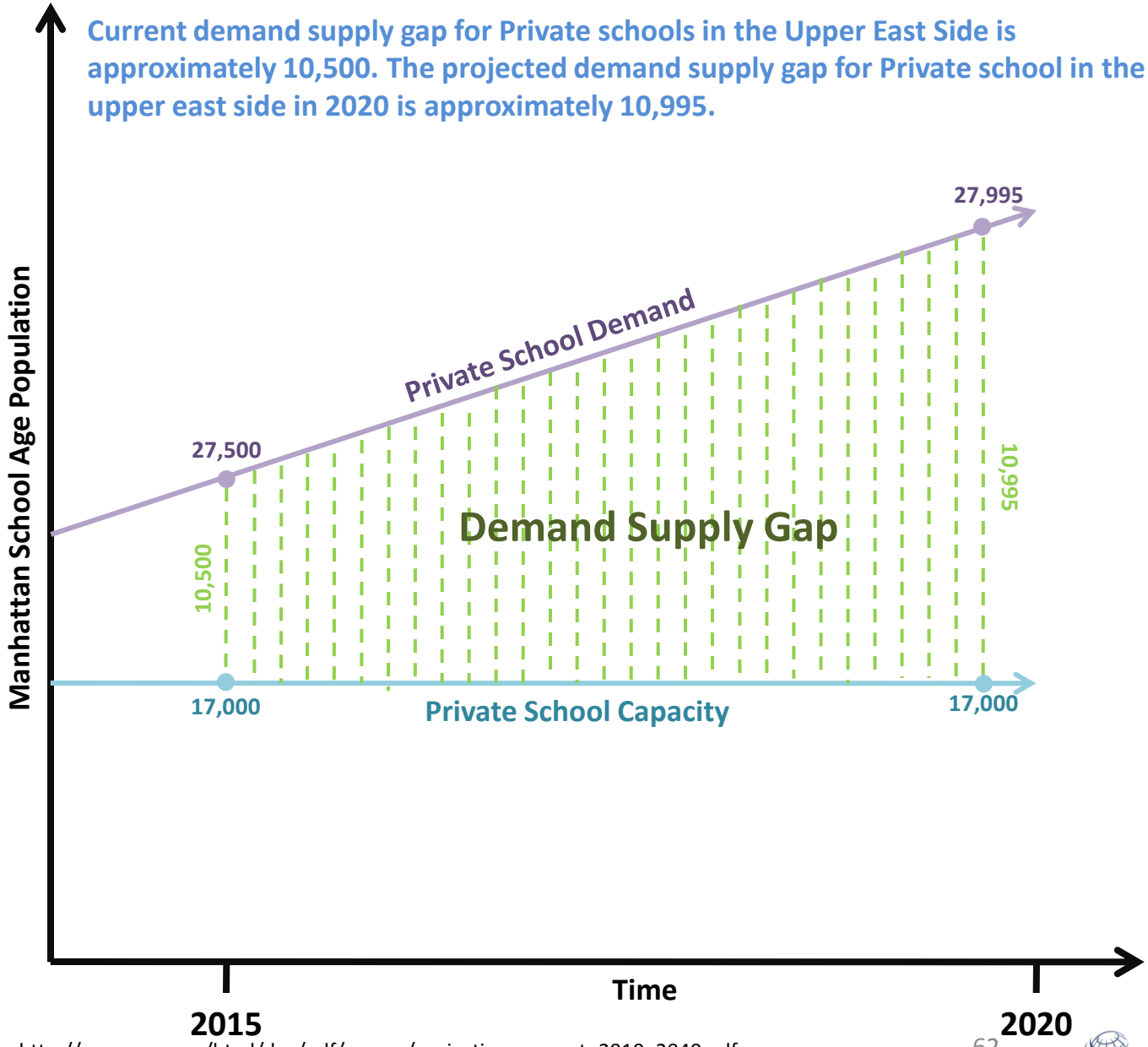
2015	2020
# Students who applied for private school: 27,500	# Students who will apply for private school: 27,995
# Students got accepted for private school: 17,000	# Students who will get accepted private school: 17,000
# Students Rejected (Demand Supply Gap): 10,500	# Students Rejected (Demand Supply Gap): 10,995

Assumptions

- Demand Supply Gap based on 62% New York Private School Acceptance Rate
- Student Projection based on School Age 1.8% 2020 projected increase
- Assuming no new schools in the Upper East Side and current Private School capacity remains the same
- No Defection from Current Schools or waitlist

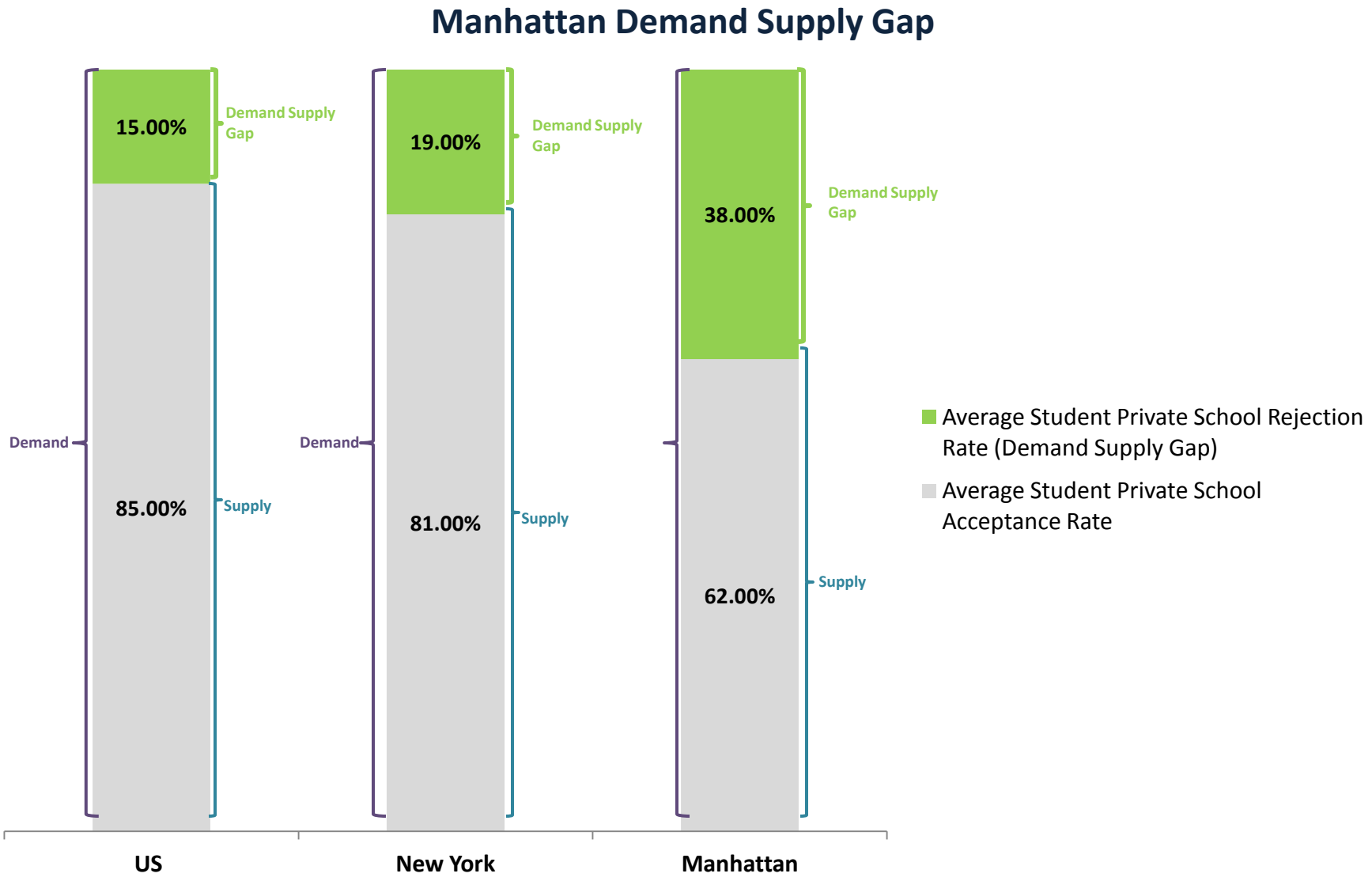
Private School Demand & Supply Analysis for Upper East Side NYC 2015-2020

Current demand supply gap for Private schools in the Upper East Side is approximately 10,500. The projected demand supply gap for Private school in the upper east side in 2020 is approximately 10,995.



Source: http://www.nyc.gov/html/dcp/pdf/census/projections_report_2010_2040.pdf
Source: http://www.privateschoolreview.com/new-york

Private School Demand & Supply Analysis for Upper East Side NYC 2015-2020



Source: http://www.privateschoolreview.com/new-york

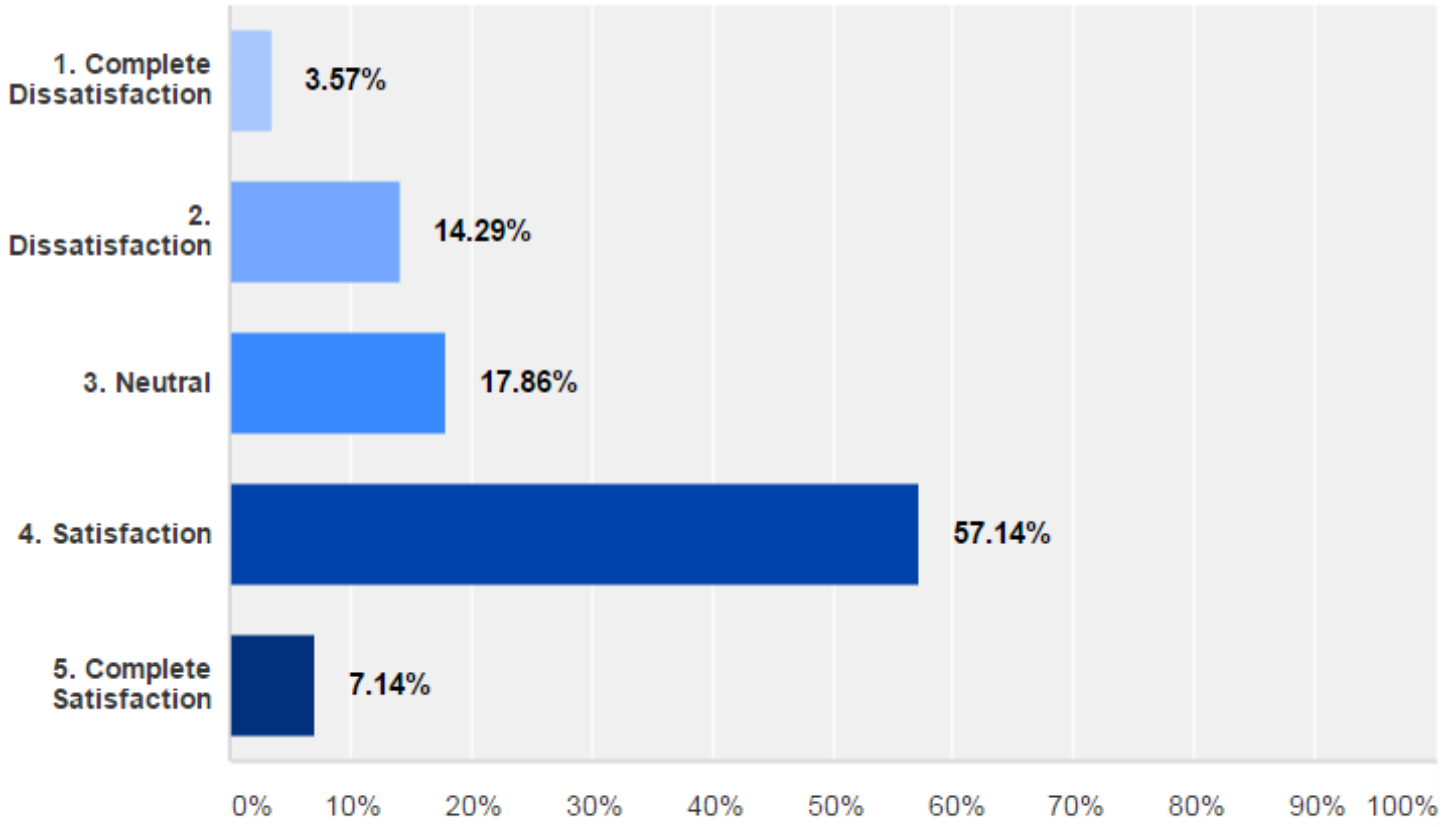
III. Phase II Key Findings:
In-depth Interviews

- 57% of In-depth Interview respondents are satisfied with their current school choice.
- At least 14% of In-depth interview respondents are dissatisfied with their current school choice. The reasons for dissatisfaction were non-competitive curriculum, large class sizes, high student to teacher ratios and expensive tuition.
- In-depth interview Respondents had generally positive response to the XXX concept. Respondents felt there was a high need for a school like XXX and the GEM's concept, mission statement offerings were widely accepted. Respondents felt that that were wiling to pay at a range from $24,000 - $37,000. Within this tuition range, parents would expect top tier amenities, facilities and services.
- 52% of in-depth interview respondents stated there was a high level of need of the XXX type of school at that location.
- 67% of in-depth interview respondents stated a high level of need for a school that is heavily geared towards preparing its students for success in the modern globalized economy.
- 70% of in-depth interview Respondents stated a high level of need for a school that places a strong emphasis on integrating parents into a student's education, and creating a holistic educational experience that integrates the home and school environments.
- 77% of in-depth interview respondents responded they were extremely likely to pay $24,000. 68% of in-depth interview respondents responded they were extremely likely to pay $30,000. 40% of in-depth interview respondents stated they were likely to pay $36,000 but only 30% of in-depth interview respondents were extremely likely.
- In-depth interview respondents stated they would expect the following facilities and amenities for a $30,000 tuition: Swimming Pool, School Bus, Theatre, Athletics, Play Area, Grass Field, Graphs Center/Lab, Dinning Room and Drama Center.
- In-depth interview respondents stated they would expect the following service for a $30,000 tuition: high Level of security and variety of school trips were the most important followed by bus services and summer activities.

Current School Satisfaction

Question	Key Finding	Quotes
How satisfied would you say you are with the school your child (children) currently attend?	More than half the parents were satisfied with their current school choice	**Respondents stated the following reasons for being current school choice satisfaction:** • Excellent curriculum, small classes, Outstanding staff • the quality of the instructors, the curriculum, the opportunities for overall growth • It's a great school. It's very diverse and provides a wonderful progressive education. • I like the rigorous curriculum • The curriculum • Diversity, small classes
What are the main reasons you cannot say you are completely satisfied?	Some/Few of the parents were dissatisfied with their current school choice	**Respondents stated the following reasons for being current school choice satisfaction:** • Would love a more challenging curriculum and more focus on social responsibility. Less expensive would be better, but we would pay more for a better school. • I would like a smaller class size for my child who is going into Kindergarten. At that age, they need extra attention. • The school is too progressive. I would like more structure in the education. School is also very pricey.

Q: How satisfied would you say you are with the school your child (children) currently attend?



Need for XXX Type of School

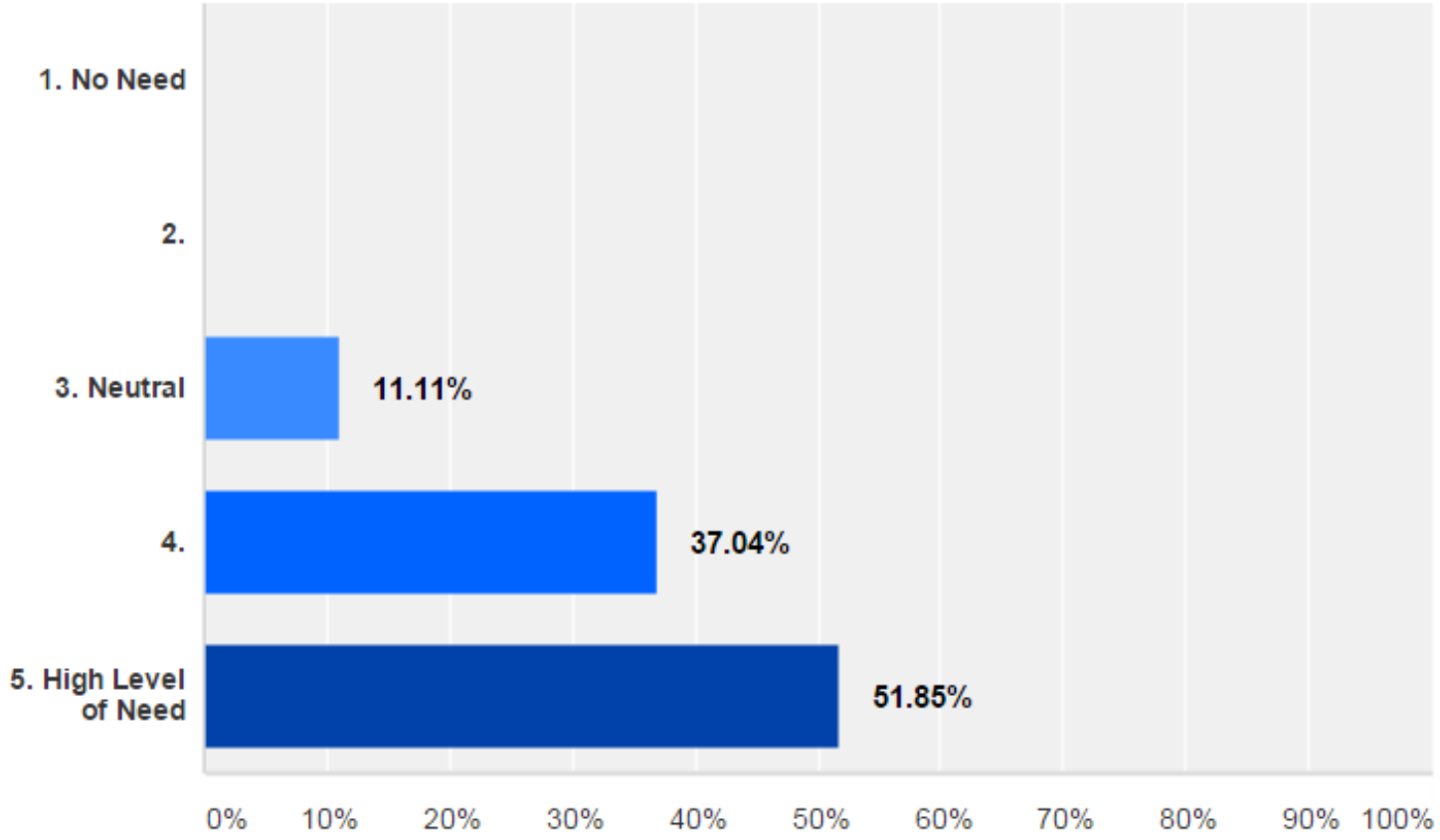
XXX Questionnaire Description:
Our client is interested in starting a new school at either at 111 East 59th St. or 323 East 61st Street. The school would follow the International Baccalaureate (IB) program or offer comparably challenging and engaging curriculum.

The school would have the following attributes:

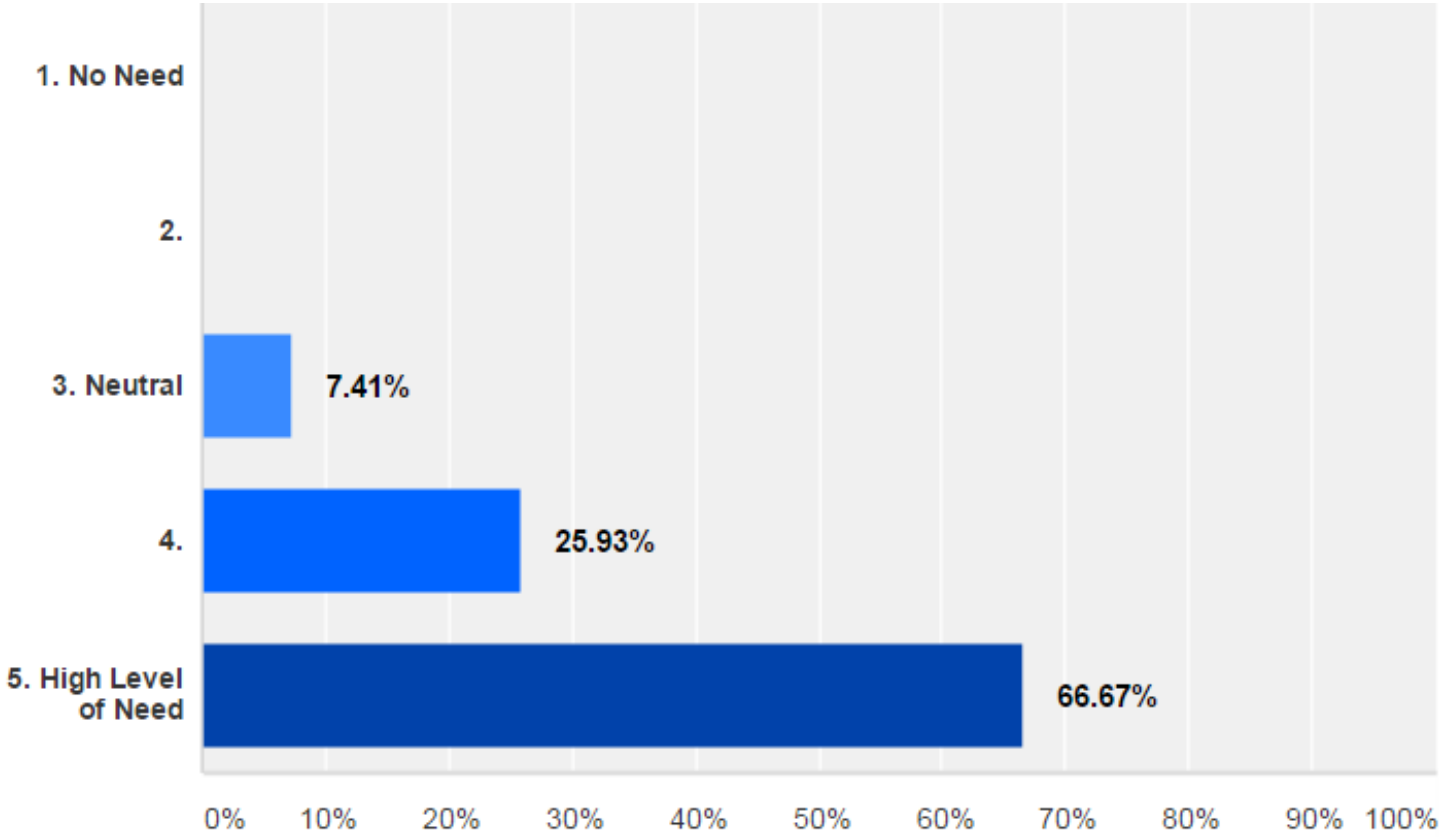
- Reputable and experienced leadership and administration
- High quality teachers
- Outstanding academic results
- Enquiry-based, hands-on teaching methods and learning strategies geared to individualized instruction
- Strong support for children to achieve
- Focus on extra-curricular activities
- International awareness and opportunities for global learning experiences

Question	Key Finding	Quotes
How would you evaluate your interest in a school such for your child as this at the mentioned location?	52% of the in-depth respondents stated there was a high level of need of the XXX type of school at that location. 67% of in-depth interview respondents stated high level of need for a school that is heavily geared towards preparing its students for success in the modern globalized economy. 70% of in-depth interview respondents stated high level of need for a school that places a strong emphasis on integrating parents into a student's education, and creating a holistic educational experience that integrates the home and school environments.	Respondents stated the following reasons for having a high level of need for XXX type of school: • "It seems like an environment where everyone would be accountable for success administrators, students, teachers and families. What you describe is a healthy balance of what is required to raise and educate a wonderful and successful adult." • "I'd be very interested to learn more. The location is much more convenient than my child's current school." • "I like the international aspect of the schools curriculum." • "I desire a school that has highly trained, highly qualified teachers whose purpose is to provide student-centered education that focuses on bringing out the best possible potential of each student."

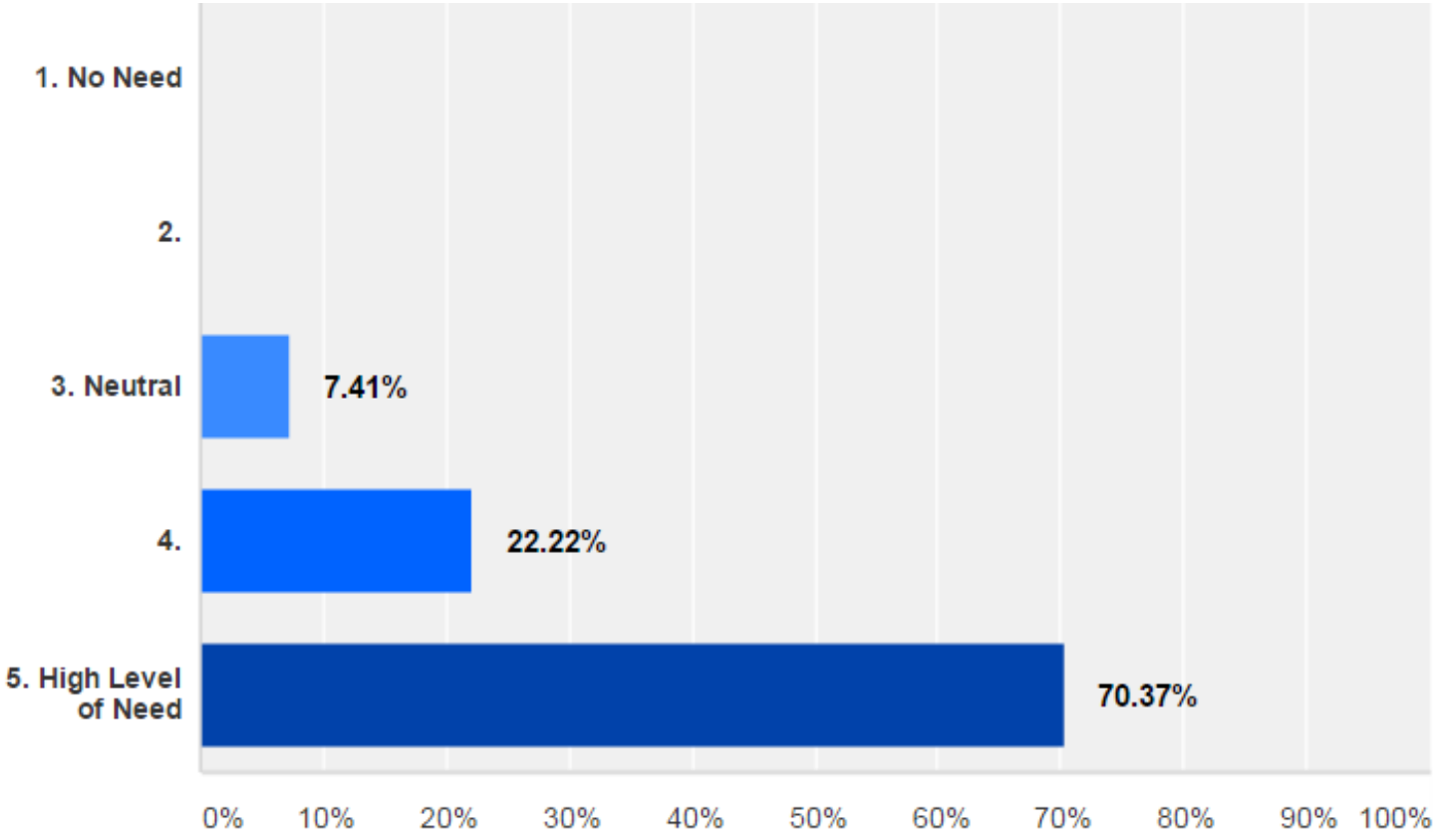
Q: How would you evaluate your interest in a school such for your child as this at the mentioned location?



Q: Our client's school model is heavily geared towards preparing its students for success in the modern globalized economy. For this reason, an emphasis on international and multicultural awareness pervades all aspects of the curriculum. How important is it that your child's school have this type of global focus?

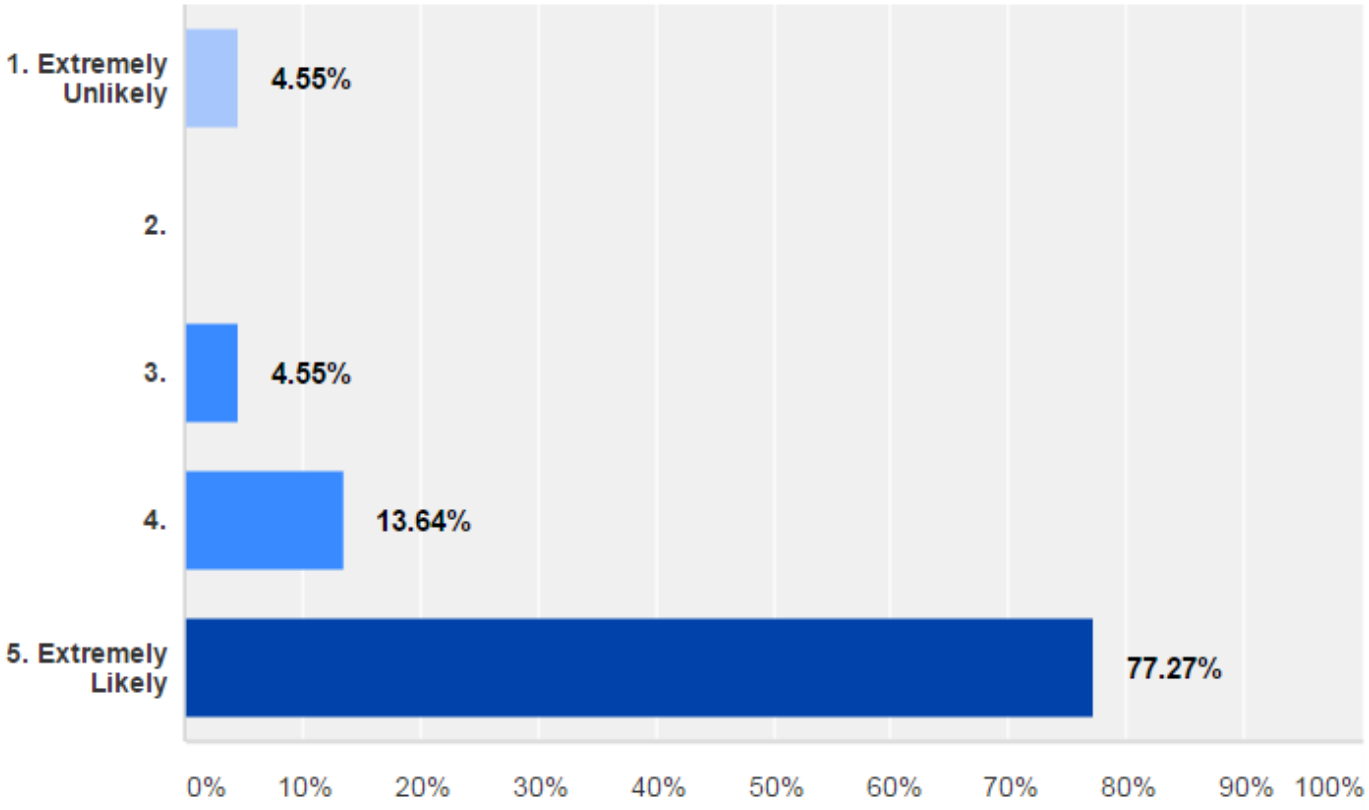


Q: Our client's school places a strong emphasis on integrating parents into a student's education, and creating a holistic educational experience that integrates the home and school environments. How important is it that your child's school hold this philosophy?

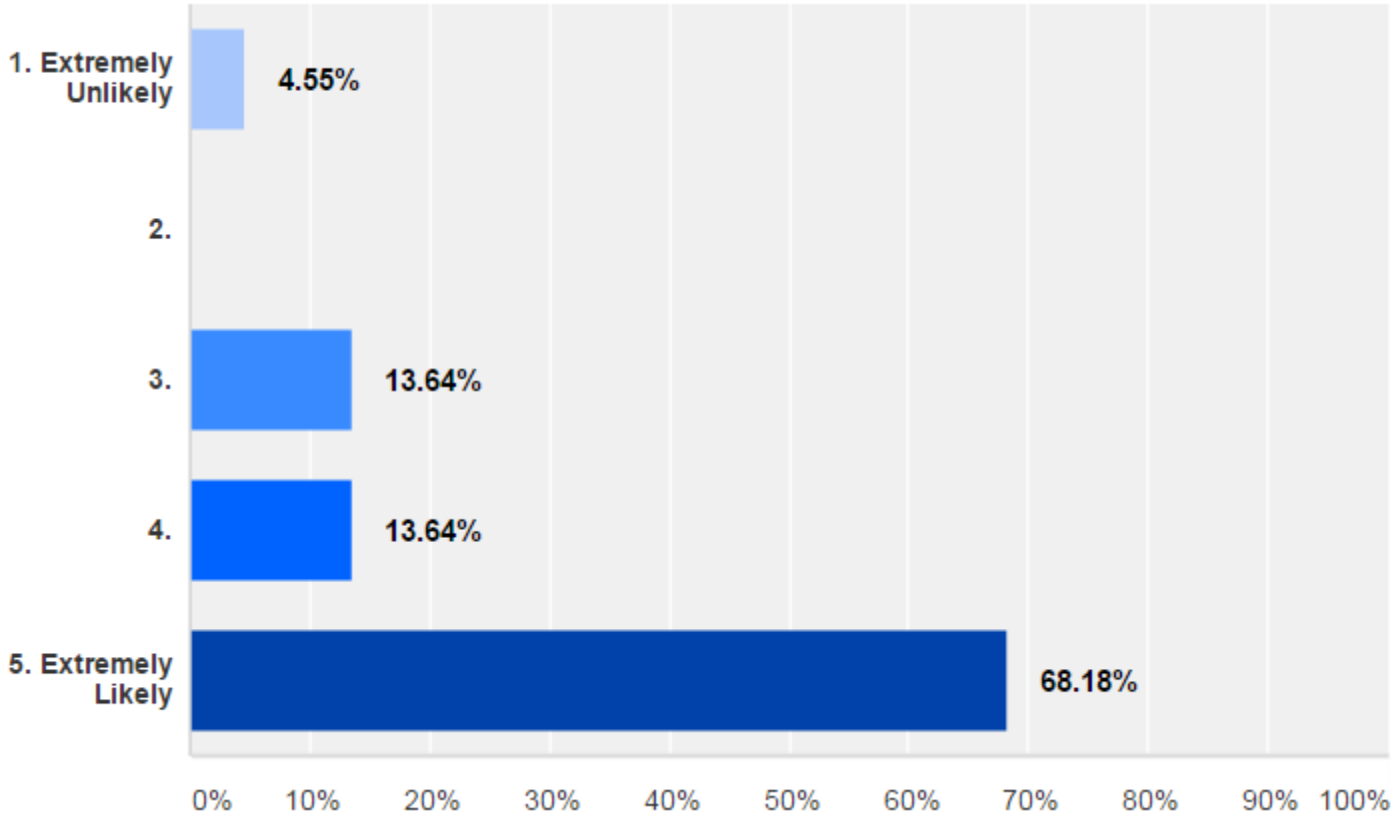


Question	Key Finding
How likely would you be to pay $ 24,000 tuition for a school with these features?	77% of in-depth interview respondents responded they were extremely likely to pay $24,000
How likely would you be to pay $ 30,000 tuition for a school with these features?	68% in-depth interview respondents responded they were extremely likely to pay $30,000
How likely would you be to pay $ 36,000 tuition for a school with these features?	40% in-depth interview respondents responded they were likely to pay $36,000 but only 30% respondents were extremely likely
How many children would you send to this private school that charged $ 30,000 per year in tuition? (Most respondents had 2 kids)	54% of in-depth interview respondents with 2 kids would send both their kids
Would the number of children you send to this private school decrease if tuition rose to $ 38,000 annually?	40% of in-depth interview respondents stated yes, 60% stated no
If you are not willing to pay $ 38,000 in tuition, what would you be willing to pay?	31% of in-depth respondents are willing to pay $36,000-$37,000
For a $ 30,000 tuition, (regardless of whether you would be willing to pay this), please tell us what facilities and amenities would you expect?	In-depth interview respondents stated they would expect the following facilities and amenities: Swimming Pool, School Bus, Theatre, Athletics, Play Area, Grass Field, Graphs Center/Lab, Dinning Room and Drama Center
Which of the following services do you feel are essential at the $ 30,000 tuition level? (CHECK ALL THAT APPLY)	In-depth interview respondents stated they would expect the following services: High Level of security and variety of school trips were the most important followed by bus services and summer activities
What is your preference for transportation of your children to and from school?	In-depth interview respondents stated bus provide by the school was their highest preference for transportation

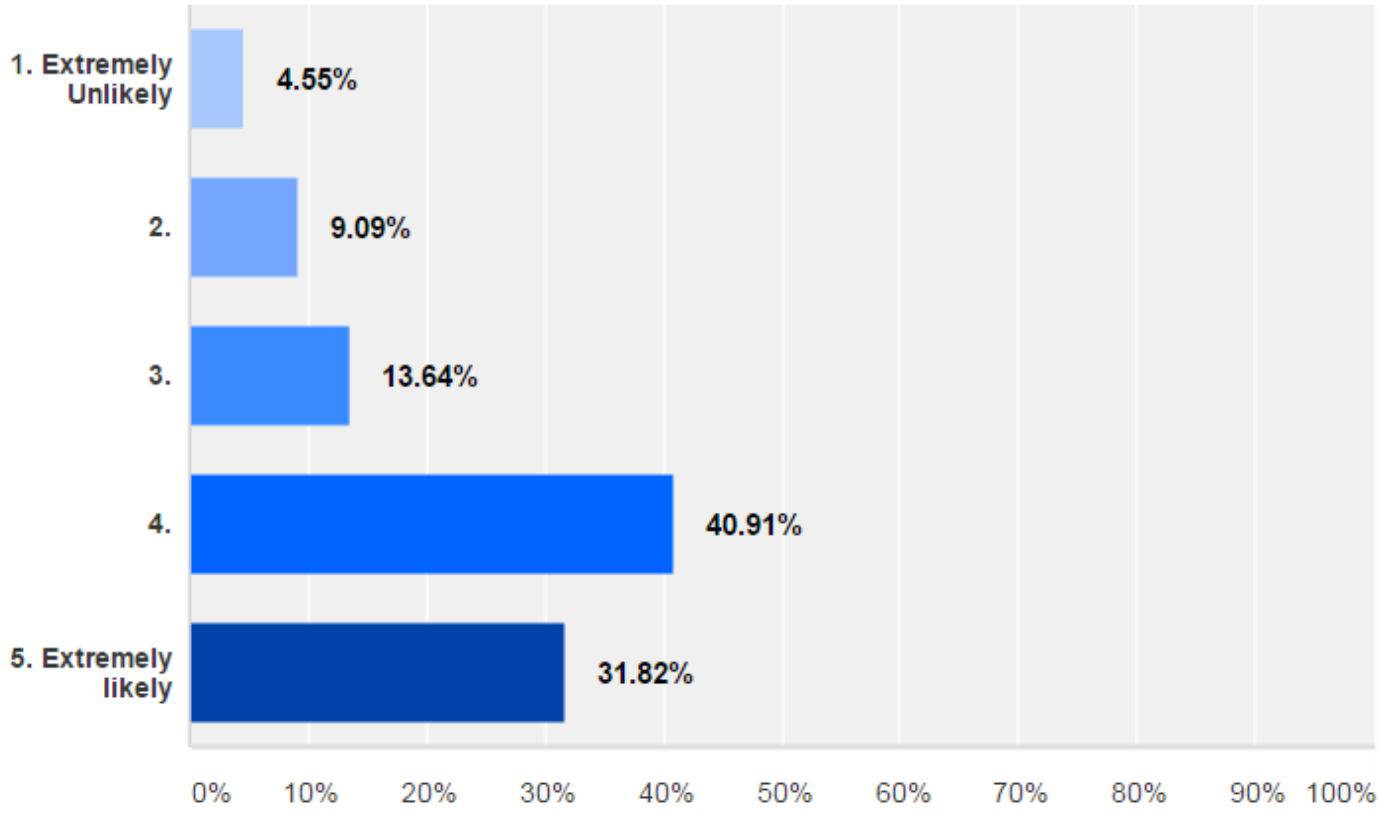
Q. How likely would you be to pay $ 24,000 tuition for a school with these features?



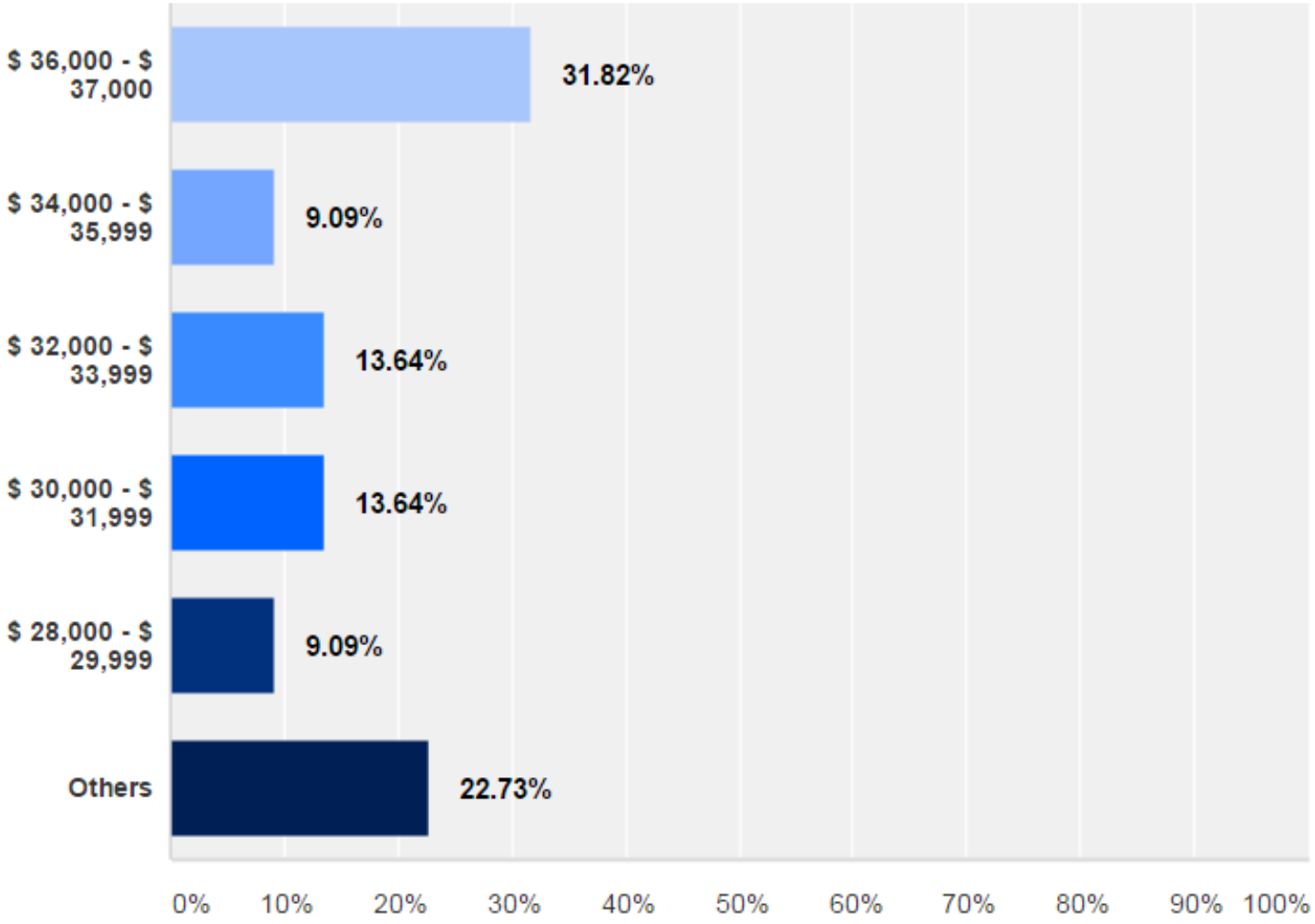
Q. How likely would you be to pay $ 30,000 tuition for a school with these features?



Q. How likely would you be to pay $ 36,000 tuition for a school with these features?

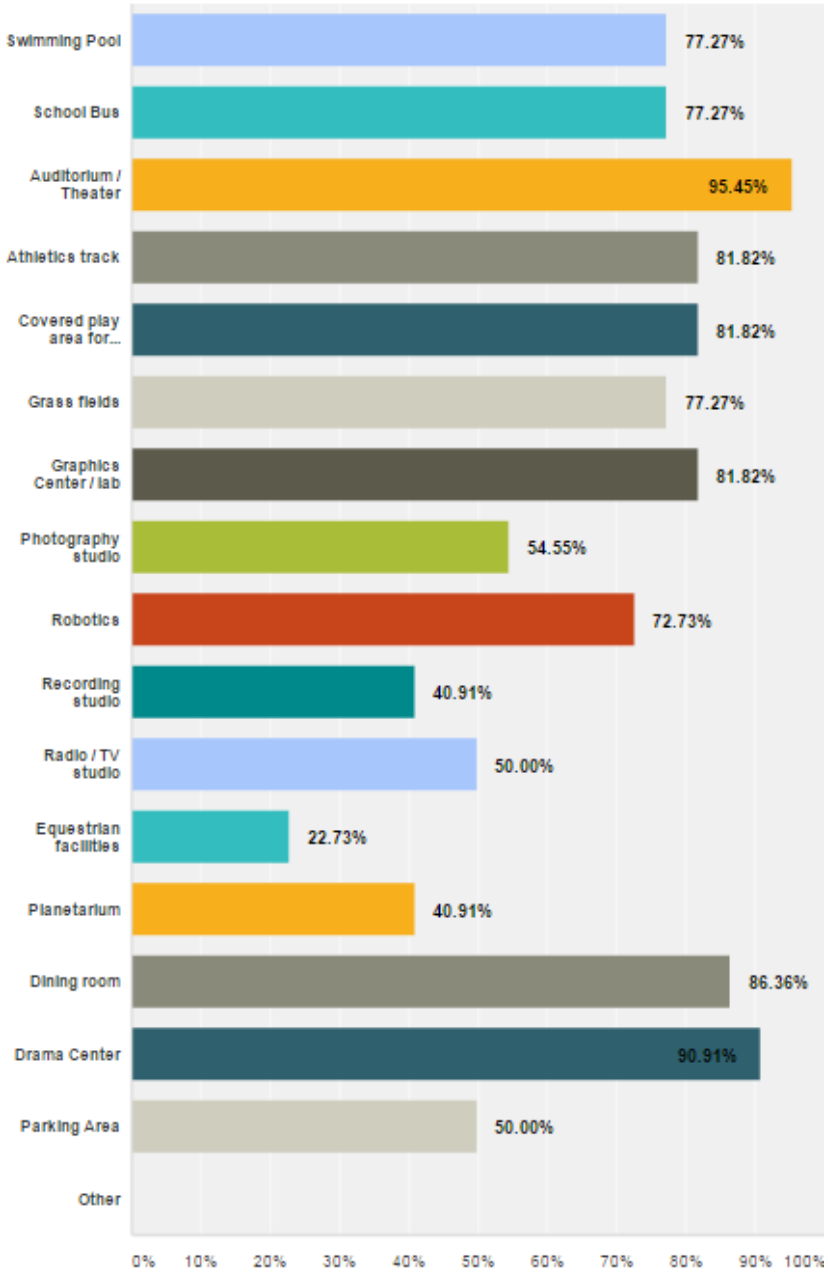


Q. If you are not willing to pay $ 38,000 in tuition, what would you be willing to pay?



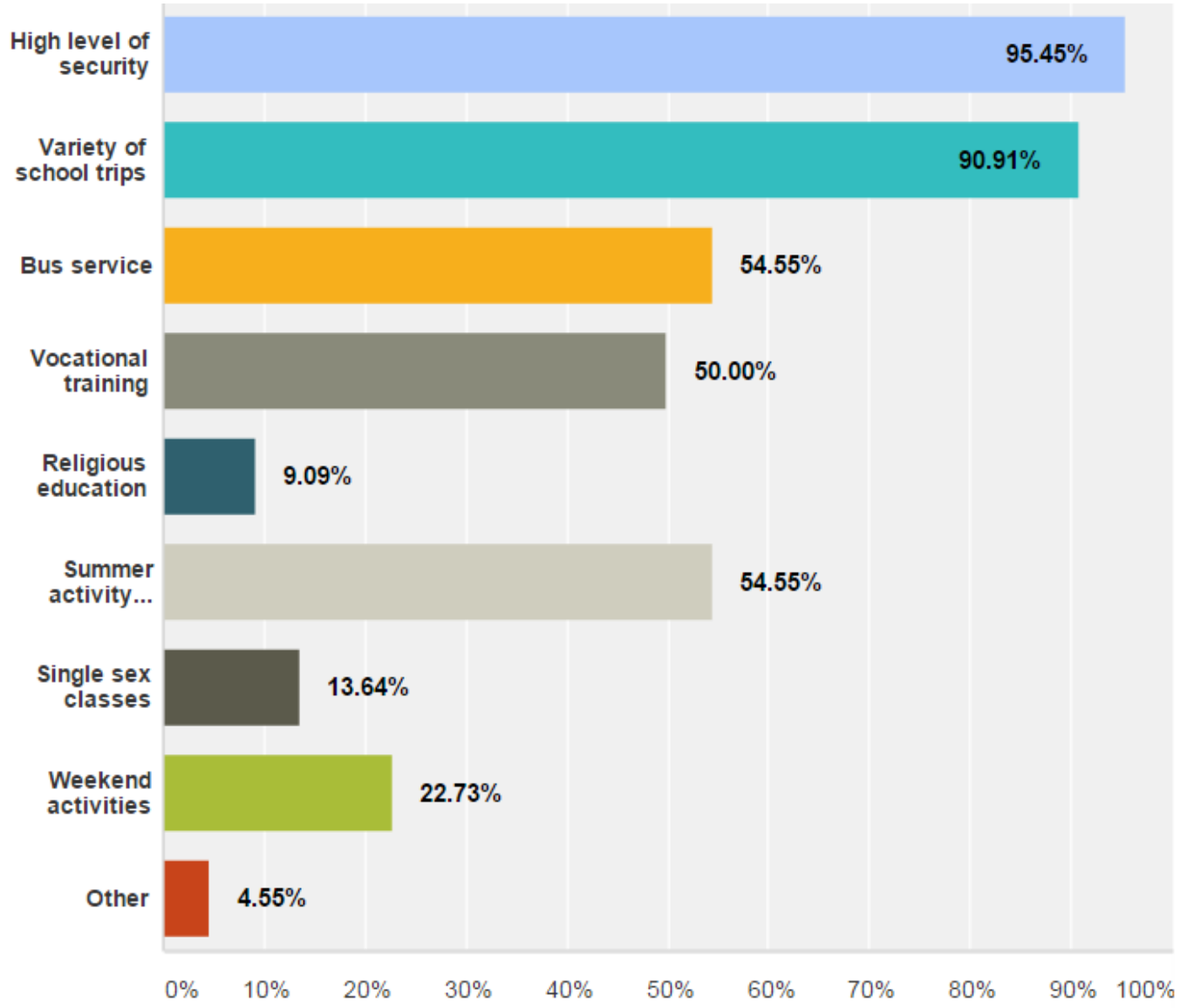
Q: For a $ 30,000 tuition, please indicate all of the following amenities that you would consider to be essential.

In-depth Interview respondents stated they would expect the following facilities and amenities: Swimming Pool, School Bus, Theatre, Athletics, Play Area, Grass Field, Graphs Center/Lab, Dinning Room and Drama Center



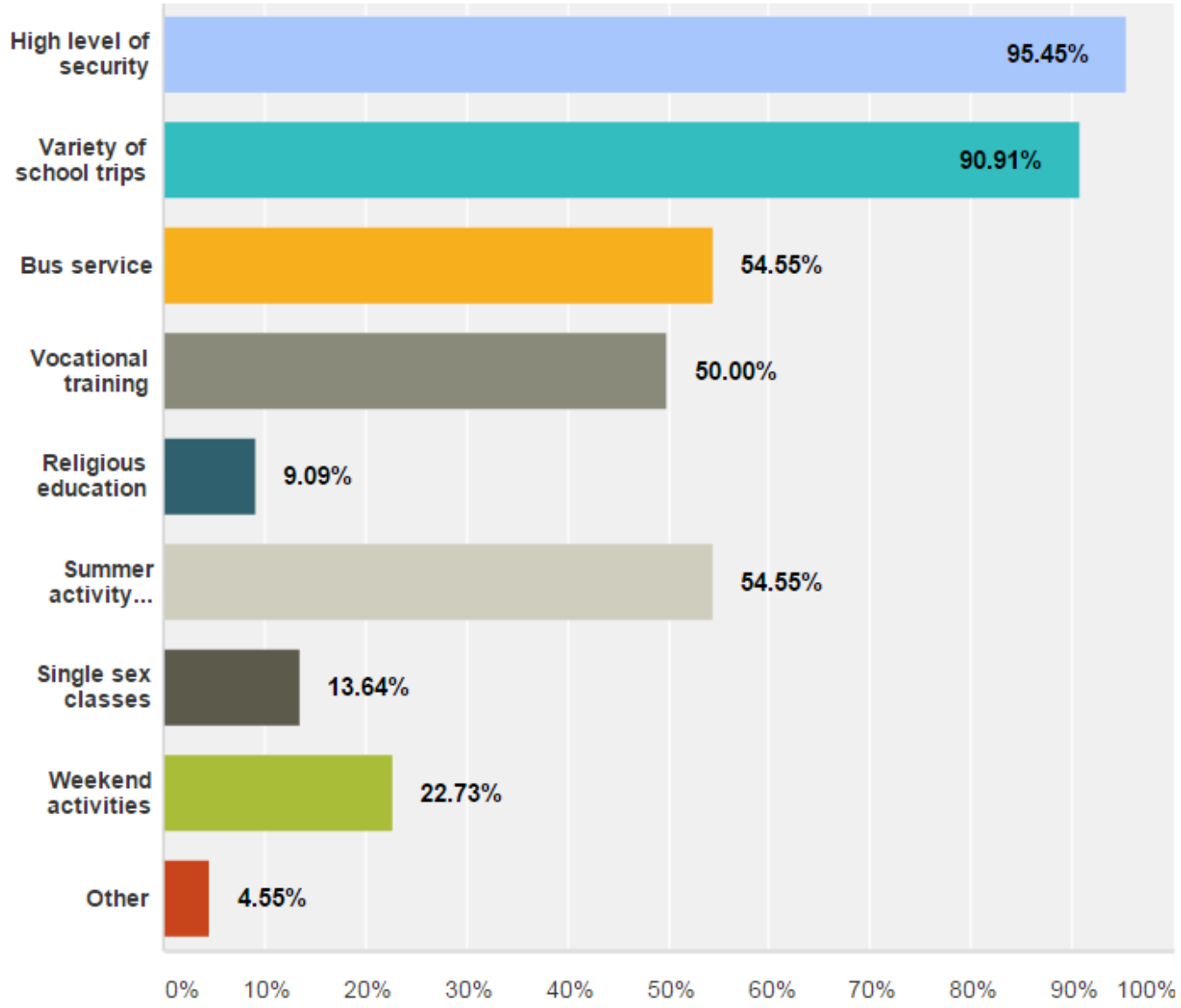
Q: Which of the following services do you feel are essential at the $ 30,000 tuition level?

In-depth interview respondents stated they would expect the following services: High Level of security and variety of school trips were the most important followed by Bus services and Summer activities



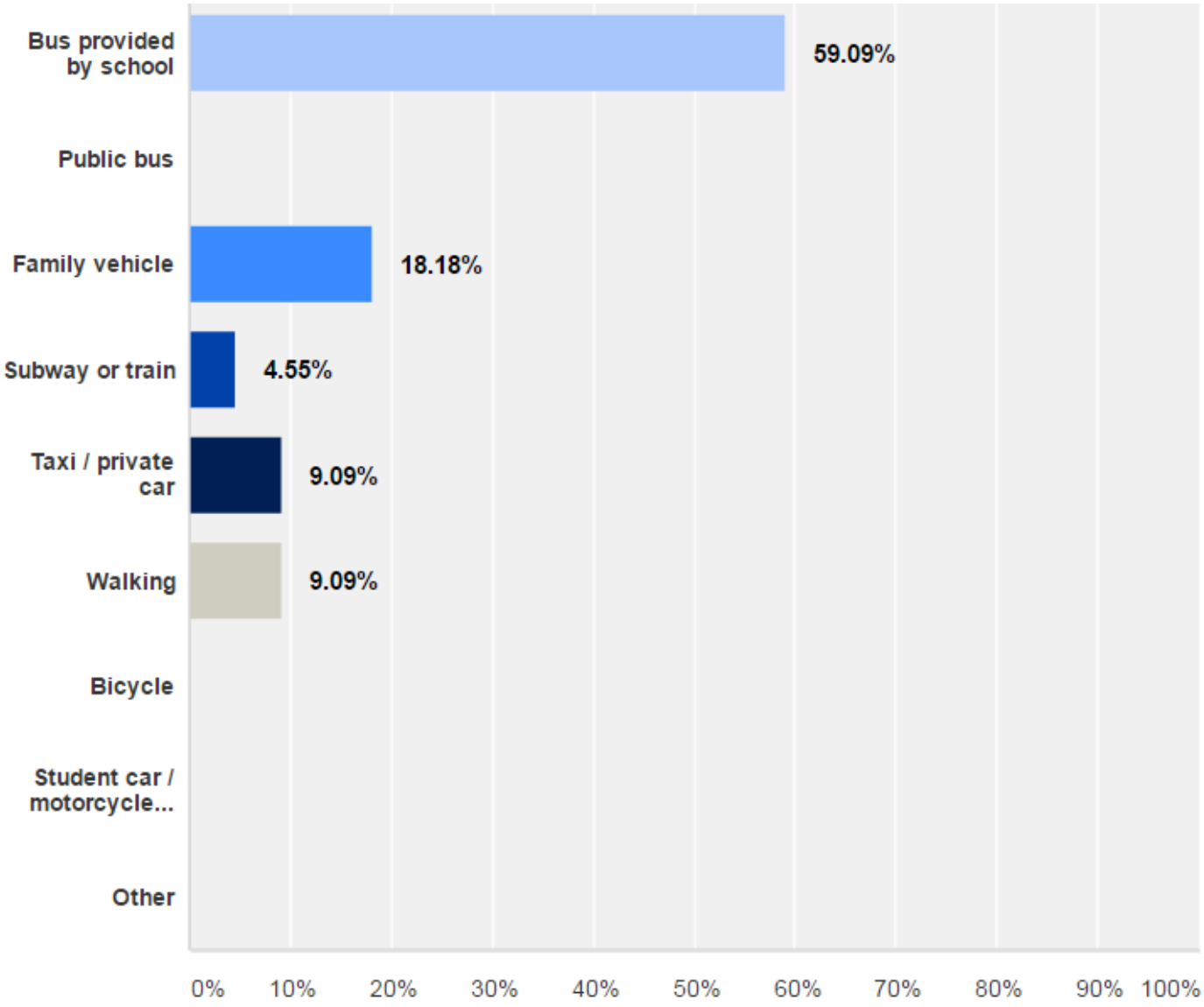
Q: Which of the following services do you feel are essential at the $ 30,000 tuition level?

In-depth respondents stated they would expect the following services: High Level of security and variety of school trips were the most important followed by Bus services and Summer activities



What is your preference for transportation of your children to and from school?

59% of in-depth interview respondents stated Bus provide by the school was their highest preference for transportation



IV. Phase III Key Findings:
Focus Groups

- Focus group respondents expressed that the most important factors of a school are: Reputation, High top college placement for graduates, Experienced and qualified staff, Reasonable student to teacher ratio, Diverse student population, Academically competitive, multicultural and diverse curriculum.

- Focus group respondents typically agreed there is a need for XXX type of school in New York City.

- Focus group respondents reacted to XXX concept statement by stating: XXX needs to ingrain multiculturalism and diversity into the curriculum and the experience needs to be immersive, begin language programs at an early age, need qualified, experience teachers with at the minimum master's degrees, academically competitive curriculum, reasonable student to teach ratios, fully equipped facilities, amenities and services.

- Focus group respondents generally felt that 111 East 59th Street was a good location due to being close to a transportation hub as well as the attractions (Businesses, Restaurants, Shopping, Parks etc) in that area. However focus group respondents also felt the area to be congested. Focus group respondents felt that the area would be a good fit for High School students but not for younger grades. They felt that there were too many distractions and no open space.

- Focus group respondents generally felt that 323 East 61st Street was an acceptable location due to being a quiet and spacious area. Some parents expressed concern in regards to the safety of the area due to the 59th bridge. Some Focus group respondents also found the area to be desolate and did not like that it was far from transportation or entertainment hubs.

- Focus group respondents expected different price ranges by their kid's grade. They also felt that the grade ranges should have locked prices. Kindergarten – 3rd grade they would be willing to pay $23,000, 3rd Grade to 6th Grade they would be willing to pay $25,000, 6th grade to 9th grade they would be willing to pay $30,000 and 9th Grade to 12th grade they would be willing to pay $35,000

Question: What were the main factors that you guys considered when you were in that decision making process?”,” What attributes of your current school are you satisfied with?”

Important Attribute	Questions Parents Asked Themselves	Key Findings and Quotes
College Placement	What Colleges did the students place in? What is the Schools Reputation?	It was important for the school to have a good reputation and placed graduating students in top colleges
Staff	How experienced is the staff? What are the staff qualifications?	Focus Group (FG) Respondent: “I thought it was important to see who is on board, who’s the principal, meeting the teachers and staff.” FG Respondent: “Actually I went to the school. I met the principal, took a tour and also got information as to how they hired the teachers because they themselves had a process as to what kind of faculty they will hire and what their requirements are…” FG Respondent: “I think its more important, not to disagree, but I actually think experience is probably more important than degree…” FG Respondent: “I’d say pedigree of faculty” FG Respondent: “We went and met the principal and tried to look around. I did some research online…I didn't want to completely just go on the things that is written on the internet because anybody can write it.” FG Respondent: “Open houses are very helpful. .. Especially when you meet other parents whose kids have gone there previously.”

Question: What were the main factors that you guys considered when you were in that decision making process?"," What attributes of your current school are you satisfied with?"

The respondents listed the following factors as important to their decision making process:		
Class Size	What is the schools' student to teacher ratio?	Responses varied from 18:1, 6:1 also depended on where the kids strengths and weaknesses were FG Respondent: "He, in a big environment, he just finds a way to get through it….my youngest went to beacon, and seventh grade we had to take him out. He couldn't follow…he was getting lost." FG Respondents stated 1:20 is a good ratio for high school and 1:8 Max Kindergarten
Sports Programs	What sports programs do they have? How intense are they?	FG Respondent: "Its been about the…My kids…It's always been about, honestly, tennis as a stepping stone to get into a good college to get a good education and then from there you branch out."
Student Diversity	Does the school have a culturally diverse student population?	FG Respondents stated this was very important.
Multiculturalism infused into the curriculum	Does the school have a multicultural and internationally scoped curriculum?	FG Respondent: I'm satisfied, I'm very satisfied with our school, but I always want more, and I think that if we can have more languages Interviewer asked the group if they wanted a little more diversity and one FG respondent stated: "Yeah, I would like to see that. I would like to see that, because that's actually the way that the world is."

Question: What were the main factors that you guys considered when you were in that decision making process?”,” What attributes of your current school are you satisfied with?”

The respondents listed the following factors as important to their decision making process:		
Environmental Studies	Does the school have environmentally oriented classes?	FG Respondent: “I'm looking more for a school that's more environmental friendly, it's more focused on the oceans, more focused on the water quality, and there aren't that many schools that focus that, and that's a need, and I don't think that many schools are filling that void. It's like geography, I don't think many schools focus on that. They also don't focus on three languages. “
Outdoor activities	Does the School engage students in outdoor activities?	FG Respondent: “A couple respondents voiced their need for their kids to be exposed to more out door activities – learn survival skills, gardening and cooking.”
Faith Based	Does the school offer religion studies?	FG Respondent: “Mainly it's faith-based. My son's in a private school, faith-based Catholic school, so pretty much from the beginning he's been in that environment, but I am considering for next year changing only because he needs to be around more multi-cultural. He's an artist, likes to paint, so it's just something that ...” FG Respondent: “I'm still looking for a Catholic school, I'm still looking for a Catholic school, but I need to know, I would consider a non-Catholic as long as there is some kind of religion study.”

The respondents listed the following factors as important to their decision making process:		
Diverse Range of Classes – Music, Technology, Environment	Does the school offer a diverse range of classes?	FG Respondent: "For example, little bit of music, some technology, little bit of environment and I guess different culture."
Academically Competitive Courses	Does the school offer academically competitive courses?	FG Respondent: "More rigorous in math and science. FG Respondent: "Exactly, yes, so that it is more competitive." FG Respondent: "My thing is very strong academics"
Location/Proximity	Where is the school located?	FG Respondent: "Two of the things that I think were the most important for us were location…"
IB Program	What programs does the school have?	What is your perception of the International Baccalaureate Program?. FG Respondent: "Fantastic." FG Respondent: "Very good." FG Respondent: "Very nice." FG Respondent: "Good. Yes. Great." FG Respondent: "My daughter's going to be going to a school like that."
Parent Teacher Collaboration	Is there a high parent teacher collaboration?	FG Respondent: "Also the school has a very good program of teachers and parent…there is a tight collaboration...I think that's priority…so I think that interaction is very important. I think that's the number one factor."
Community	Does the school have a sense of community?	FG Respondent: "To go back to something, one of the most important things I think with schools, at least private schools, is a sense of community. That's something you really don't see with public schools."

Respondents mentioned the following schools when they were asked what schools came to mind regarding competitive curriculums:

- Bronx Science
- LaGuardia
- The Hungerford College Campus School
- Dalton
- Day School
- Montessori
- Country Day School
- Horace Mann
- Trinity
- Xavier
- Berkley Carroll
- LREI

Introducing XXX: I wanted to give you an idea of the kind of school that our client is interested in opening up. They are interested in starting a school in New York City, and this particular high school would follow the IB, international Baccalaureate, Program and offer a very rigorous and challenging curriculum comparable to other high private schools in New York. It would be based on a couple different key pillars. It would have a reputable experienced leadership administration, high quality teachers with a high level education in their respective fields be drive towards outstanding academic results, but at the forefront of the curriculum would be to focus on both extracurricular activities and international awareness, and what that means is multiculturalism is kind of infused into all aspects of the curriculum to whatever extent that is can be, and that's really kind of a defining and focal feature of the school and it's curriculum. Do you think there is a need for a school like that in New York City right now?

Respondents typically agreed there is a need for this type of school in New York City

Focus Groups: Key Findings Need for XXX type of School

Key Finding	Quote
Focus group respondents felt multiculturalism and diversity need to be ingrained into the Curriculum and need to be immersive.	FG Respondent: "I agree that multicultural there's not enough of it so to offer that, but it just can't be a sham like the gentleman was saying. Are they kind of just going to kind of entertaining or are they going to really focus on the different cultures?" FG Respondent: "It can't just be about the language. You could put Rosetta Stone for that. You know what I mean? Obviously if you're going to teach them Spanish, then you got to teach them Spanish culture, the foods, the habits."
Focus group respondents felt language programs need to begin at an early age	FG Respondent: "Okay because I would think high school would be too late to learn another language. It needs to start at a very early age if you have the expectation."
Focus group respondents debated native speaker teachers vs non native speaker but experienced teachers. **Focus group respondents universally agreed all teachers needed to have a masters**	FG Respondent: "To add to that it would be very important for the professor to definitely be of that culture because you don't want somebody who learned from Rosetta Stone again." FG Respondent: "I disagree with only a person of assume culture can teach. Not only have experience it personally, but one of the best teachers that I ever had was someone who taught Spanish literature at a high level and was American and yet chose to travel through many countries and learn and was very versatile." FG Respondent: "Minimum of a Masters or equivalent."

Key Finding	Quote
Expected Class Size: Focus group respondents favored smaller class sizes for their kids. However a couple of focus group respondents also noted that the effective class size was dependent on the kid's age and their individual strengths and weaknesses.	15:18 students per Teacher. 15 is the optimal according to the respondents. FG Respondent: "Every child is different, but I think somewhere in the middle not too little and not too big something..."
Facilities and classes: Focus group respondents stated having the facilities are not enough it is important to invest in those programs/courses to capitalize on the facilities	FG Respondent: "Just having the auditorium is not enough. I think having the program is more important than anything else."
Focus group respondents expect the following added value and services: ADHD Centers, Writing Centers, Teach Visit Hours, Good Cafeteria, School Trips, Library, greenhouse, Labs, Buses. Respondents expected facilities such as pools, sports fields, athletic fields and facilities.	FG Respondent: "I would say, there'd be two things. One of them would be a learning center for those who have ADHD, for those that have Dyslexia, have some sort. The other one, which just sort of slipped my mind here, was the writing center." FG Respondent: "You would have instructors there who might be there during school hours, who might be there after hours. If a student is assigned a paper, they're able to assist them, not actually write it for them, but to assist them." FG Respondent: "If it's technology, if it's music, if it's science, there has to be an appropriate lab for it. In other words, you can't expect that the kid has got a computer at home and he is going to be able to do the project you gave him for homework." All agreed School Buss, gym and auditorium
Focus group respondents wanted music, cooking, technology, survival, gardening classes, etc	FG Respondent: "I think there should be something more than, these are just common things that we should expect. But, like Isabelle was saying, something natural like garden where they are actually learning how things grow or how you make stuff. I think if you have those, you."

Q: Is there school in New York right now that is along the lines of what I'm saying?

Respondents stated the below international schools came to their minds:

Avenues
THE WORLD SCHOOL

a better world
unis
united nations international school

Pros	Cons
Close to Transportation Hub	Congested Area
Many restaurants for the Older kids to eat (High School students out for lunch)	Bad Traffic
Central Park is nearby	Too many distractions
Central Area for Food, Shopping, Museums, Technology, Corporations	Not Outdoorsy no Open Space
Safe	

- Focus group respondents generally felt that 111 East 59th Street was a good location due to being close to a transportation hub as well as the attractions (Businesses, Restaurants, Shopping, Parks etc) in that area. However focus group respondents also felt the area to be congested. Focus group respondents felt that the area would be a good fit for High School students but not for younger grades. They felt that there were too many distractions and no open space.

Pros	Cons
Quiet Area	Desolate Area
Less Distraction	Area attracts unsavory characters
Safer for kids at a younger age	2nd Avenue Subway Construction
Natural Open Space	Not a Transportation Hub
Near Hospital	Far from the Subway
Near UN	Far from Central Park
	Bridge brings terrible traffic
	Too far east

- Focus group respondents generally felt that 323 East 61st Street was an ok location due to being a quiet and spacious area. Some parents expressed concern in regards to the safety of the area due to the 59th bridge. Some Focus group respondents also found the area to be desolate and did not like that it was far from transportation or entertainment hubs.

Respondents Picked:
111 East 59th Street between Park and Lexington Reactions

In group 1 Respondents generally we not excited or open to either location. If they had to chose between the 59th Street and 61st street location they would chose the 59th Street.

Respondent "I'm with everybody. I don't really like either one, but if ... I always say, gun to your head, I'll got 59th street in that sense, [crosstalk 00:04:58] but I don't like 59th street either."

However in group 2 it was a unanimous decision to pick 111 East 59h Street between Park and Lexington

Focus group respondents expected different price ranges by grade. They also felt that the grade ranges should have locked prices. Kindergarten – 3rd grade they would be willing to pay $23,000, 3rd Grade to 6th Grade they would be willing to pay $25,000, 6th grade to 9th grade they would be willing to pay $30,000 and 9th Grade to 12th grade they would be willing to pay $35,000

Grade Range	Respondents Avg. Expected Price
Kindergarten – 3rd Grade	$23,000
3rd Grade to 6th Grade	$25,000
6th Grade – 9th Grade	$30,000
9th Grade – 12th Grade	$35,000

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Education Site Feasibility

New York City – Site Feasibility Study

Prepared by: SIS International Research
Prepared for: XXX

October 6, 2015

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- E. Demand and Supply Analysis

III. Phase II: In-depth Interviews
- A. Summary Overview
- B. Current School Satisfaction/Dissatisfaction
- C. Need for XXX type of School
- D. Pricing
- E. Facilities, Amenities and Services Expectations

IV. Phase III: Focus Groups
- A. Summary Overview
- B. Decision Making Process and Valued Attributes
- C. Private School Awareness
- D. Need for XXX type of School
- E. Competitor Private School Awareness
- F. 111 East 59th Street
- G. 323 East 61st Street
- H. 111 East 59th Street vs. 323 East 61st Street
- I. Pricing

I. Executive Summary:
Desk Research, In-depth Interviews and Focus Groups

Top line findings and strategic implications for XXX for the 111 East 59th Street location and the 323 East 61st street location:

According to our desk research in-depth interviews and focus groups, there is a significant opportunity for investment in the 111 East 59th Street property for the following reasons:

- Due to the favorable demographics and wealth concentration in this area
- High need for the "XXX international curriculum type of school"

Overall, the parents indicated that the curriculums in the competitive schools in the neighborhood were not "academically competitive." Secondly, they were also dissatisfied with the student - teacher ratio and they expressed a need for their children to be in a school with an international diverse background.

Some parents expressed that proximity to the school was important, however, the majority were more concerned with the quality of the school than the proximity of the school to their home.

Our supply/demand analysis indicates that in 2015, 27,500 students applied to private schools in the Upper East Side, but only 17,000 were accepted. This reflects a current "gap" of 10,500 students. By the year 2020, we project a 1.8% increase in school age population children in Manhattan. If we assume this projection, there will be a "gap" of 10,995 students in 2020 who will be seeking application to private schools in the Upper East side in Manhattan. This presents an opportunity for XXX to invest in the 111 East 59th street location.

Specifically in one focus group, the respondents expressed that they were neutral to both sites. However, if they had to choose one location, they would choose the 111 East 59th street location. The second focus groups unanimously voted for the 111 East 59th street location.

The respondents, however, indicated that this location was located in a "very congested area" and they voiced concern that there could be too many distractions for the students. On the other hand, they also expected that the school would provide a private bus service to minimize this distraction. With regard to the 323 East 61st Street location, the respondents perceived that this location was "unsafe" and too far over on the East Side. They also indicated that it is too far from transportation hubs.

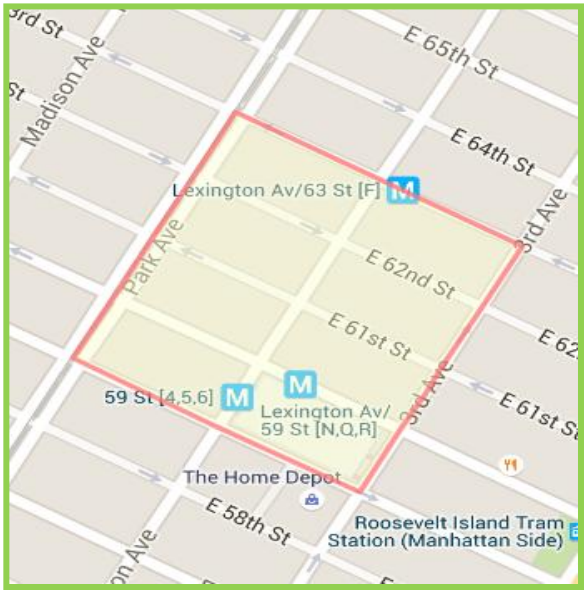
In summary, the 111 East 59 street location presents an attractive investment opportunity for XXX.

Executive Summary

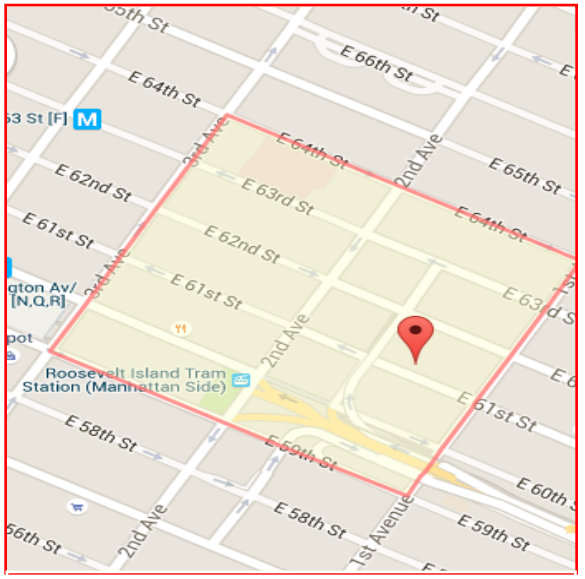
SIS conducted secondary (Desk Research) and primary research (In-depth Interviews and Focus Groups with Parents) to conduct a site feasibility study for XXX. The two sites under evaluation and analysis are 111 E 59th Street and 323 East 61st Street. The Upper East Side (UES) is a desirable location to open a school due to the combination of favorable demographics, wealth concentration and high demand for private schools like XXX in the UES.

There are 201 private schools in Manhattan serving 55,520 students and approximately 37 private schools on the UES serving approximately 17,000 Students. With the average New York City private school acceptance rate at 62%, the current demand for private schools in the UES is 27,500 seats. In 2015, the demand/supply gap for private school seats in the UES is 10,500. In 2020, the demand/supply gap for private school seats is projected to be 10,995 seats. This projection is supported by the 1.8% growth in school age population in New York City from 2010-2020.

Respondents from the focus groups found the 111 East 59th Street site more favorable and convenient than the 323 East 61st Street Site. Overall, respondents from the in-depth interviews and focus groups were receptive to the XXX Educational concept and expressed a high need for a XXX like school.



111 East 59th Street, New York, NY 10022 is found within the neighborhood called E 62nd St / Lexington Ave neighborhood of New York.



323 East 61st Street, New York, NY 10065 is found within the neighborhood we called E 63rd St / 3rd Ave neighborhood of New York.

Favorable conditions for the XXX school within the selected areas:

- The school-age population for New York City, which stood at 1,260,000 in 2010, is projected to increase modestly (1.8 percent) over the current decade and reach 1,283,000 in 2020. It is projected to grow 5 percent to 1,347,000 by 2030.
- In 2015, the school age population in Manhattan is 156,339. In 2010, the school age population in Manhattan was 157,856 and was projected to grow by 1.8% in 2020 to 162,931. As a result, we are using this 1.8% growth rate for the next 5 years [from 2015 – 2020].
- Tuition rates at private schools are forecasted to rise steadily over the next 8-10 years, reaching $50,000 by 2015-2017.
- 111 East 59th Street and 323 East 61 Street are located in one of the wealthiest neighborhoods in the U.S. which suggests immediate affordability of private schools for families.
- The residents within 111 East 59th Street and 323 East 61 Street are highly educated and foresee the value of sending their kids to a private school.
- The selected areas represent one of the most densely populated areas in the U.S. which is a great appeal for the proposed project.

Potential drawbacks for the XXX school within the selected areas:

- There is a great deal of competition within the selected areas given that there are over 30 high - end private schools.
- The selected areas have the largest volume of single households within the U.S.

- There are 201 private schools in Manhattan serving 55,520 students and approximately 37 private schools on the UES serving approximately 17,000 Students. With the average New York City private school acceptance rate at 62% the current demand for private schools in the UES is 27,500 seats. In 2015, the demand/supply gap for private school seats in the UES is 10,500.

- In 2020, the demand/supply gap for private school seats is projected to be 10,995 seats. This is based on the assumption of the projected 1.8% growth in school age population in New York City from 2010-2020.

- New York City is projected to grow from 8.2 million persons in 2010 to 9 million in 2040, an increase of 783,000 or 9.5 percent.

- In Manhattan, Queens, and Staten Island, the highest level of growth is projected to be in the 2010-2020 period, with growth slowing thereafter.

- Manhattan is projected to see the largest overall percentage increase in school-age children between 2010 and 2040 (7.8 percent).

- Manhattan is projected to grow the most between 2020 and 2030, with an increase of 8.9 percent, or 15,000 school-age children.

- However, in the final decade of the projection period (2030 to 2040), the overall school-age population is projected to decline in Manhattan and Brooklyn by 4.1 and 1.5 percent, respectively.

- 57% of In-depth Interview respondents are satisfied with their current school choice.
- At least 14% of In-depth interview respondents are dissatisfied with their current school choice. The reasons for dissatisfaction were non-competitive curriculum, large class sizes, high student to teacher ratios and expensive tuition.
- In-depth interview respondents had generally positive response to the XXX concept. Respondents felt there was a high need for a school like XXX and the GEM's concept, mission statement offerings were widely accepted. Respondents felt that that were wiling to pay at a range from $24,000 - $37,000. Within this tuition parents would expect top tier amenities, facilities and services.
- 52% of in-depth interview respondents stated there was a high level of need of the XXX type of school at that location.
- 67% of in-depth interview respondents stated a high level of need for a school that is heavily geared towards preparing its students for success in the modern globalized economy.
- 70% of in-depth interview respondents stated a high level of need for a school that places a strong emphasis on integrating parents into a student's education, and creating a holistic educational experience that integrates the home and school environments.
- 77% of in-depth interview respondents responded they were extremely likely to pay $24,000. 68% of in-depth interview respondents responded they were extremely likely to pay $30,000. 40% of in-depth interview respondents stated they were likely to pay $36,000 but only 30% of in-depth interview respondents were extremely likely.
- In-depth interview respondents stated they would expect the following facilities and amenities for a $30,000 tuition: Swimming Pool, School Bus, Theatre, Athletics, Play Area, Grass Field, Graphs Center/Lab, Dinning Room and Drama Center.
- In-depth interview respondents stated they would expect the following service for a $30,000 tuition: High Level of security and variety of school trips were the most important followed by bus services and summer activities.

- The focus group respondents expressed that the most important factors of a school are: reputation, high top college placement for graduates, experienced and qualified staff, reasonable student to teacher ratio, diverse student population, academically competitive, and a multicultural and diverse curriculum.

- In general, the focus group respondents agreed there is a need for a XXX type of school in New York City.

- The respondents reacted to the XXX concept statement by stating: "XXX needs to emphasize multiculturalism and diversity into the curriculum. The experience also needs to "immersive," and specifically begin language programs at an early age. They also expect qualified and experienced teachers with at least a Masters degree. They also expect an academically competitive curriculum, reasonable student to teach ratios, fully equipped facilities, and amenities and services.

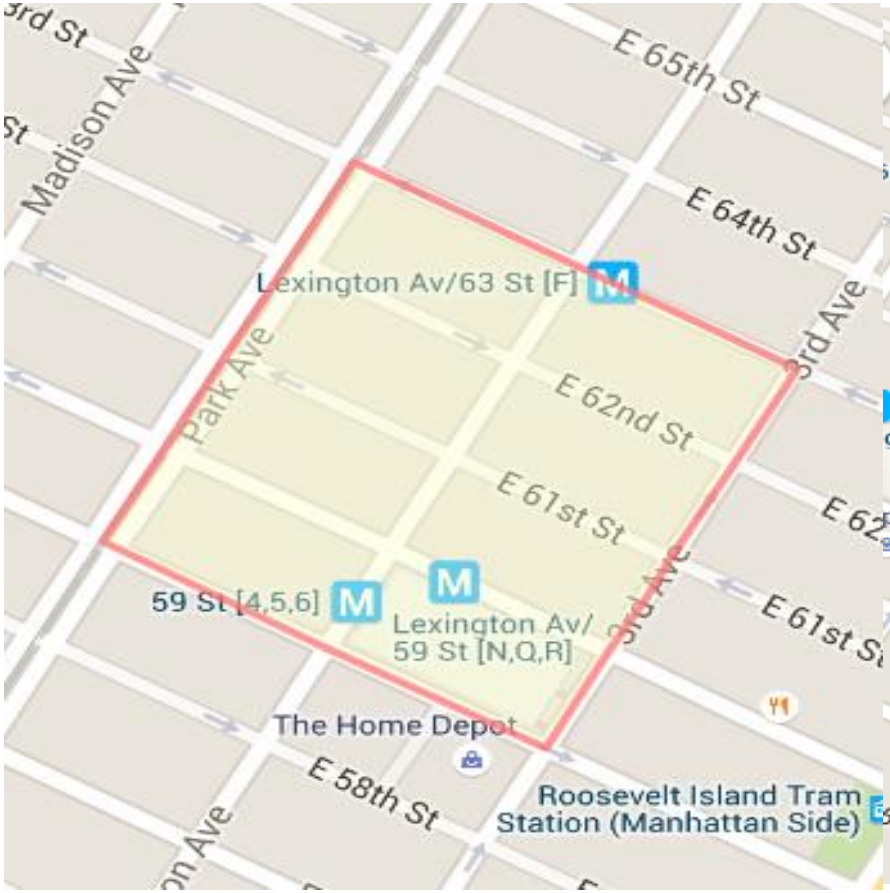
- Overall, the focus group respondents generally felt that 111 East 59th Street was a good location due to its proximity to a transportation hub as well as the attractions (businesses, restaurants, and shopping area, and parks in the area. However, they indicated that the area was "congested." The respondents indicated that the are would be a good fit for high school students but not for younger grades. They felt that there were too many distractions and not enough open space for younger children..

- While some of the parents felt that 323 East 61st Street was an acceptable location because it was located in a quiet and spacious area. Several of the parents expressed concern regarding the safety of the area due to the 59th bridge. In addition, several of the respondents also found the area to be desolate and did not like that it was far from transportation or entertainment hubs.

- The respondents expected different price ranges or tuition levels according to the children's grade. They also felt that the grade ranges should have "locked in " tuition fees, such as Kindergarten – 3rd grade they would be willing to pay $23,000, 3rd Grade to 6th Grade they would be willing to pay $25,000, 6th grade to 9th grade they would be willing to pay $30,000 and 9th Grade to 12th grade they would be willing to pay $35,000

II. Phase I Key Findings:
Desk Research

111 East 59th Street, New York, NY 10022 is found within the neighborhood called E 62nd St / Lexington Ave neighborhood of New York.



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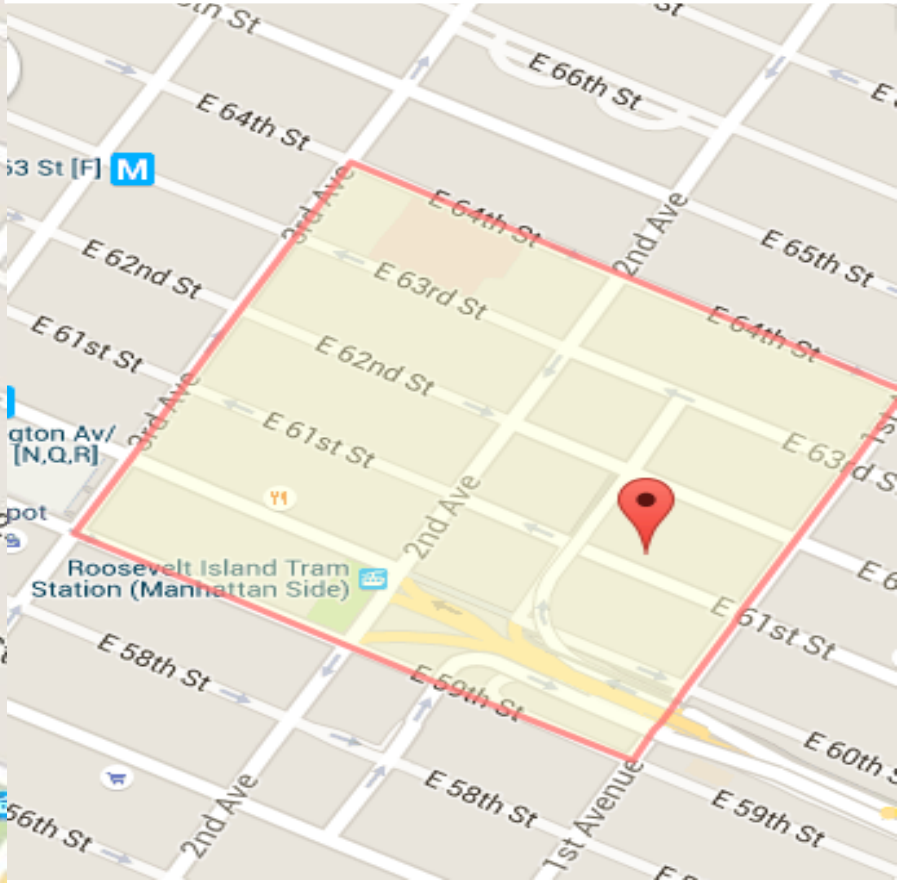

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- 111 East 59th Street and 323 East 61 Street are one of the wealthiest neighborhoods in the U.S. which suggests immediate affordability of private schools for families.
- The residents within 111 East 59th Street and 323 East 61 Street are highly educated and foresee the value of sending their kids to a private school.
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Potential drawbacks for the XXX school within the selected areas:

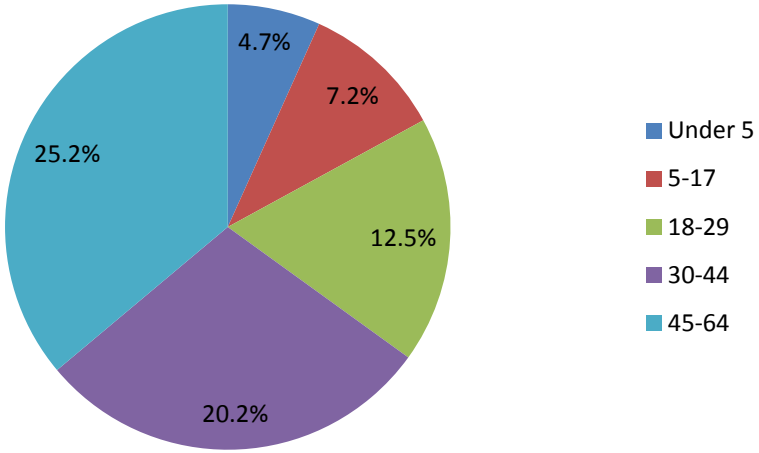
- There is a great deal of competition within the selected areas given that there are over 30 high - end private schools.
- The selected areas have the largest volume of single households within the U.S.

School Year	Total Independent School Enrollment	Average Median Tuition (USD)	Median Endowment per Student (USD)	Median Student to Teacher Ratio
2011 – 2012	48,940	30,613	19,768	7.6
2012 – 2013	50,621	32,604	25,005	7.7
2013 – 2014	48,235	34,883	15,756	7.8
2014 – 2015	60,406	34,407	21,149	7.4

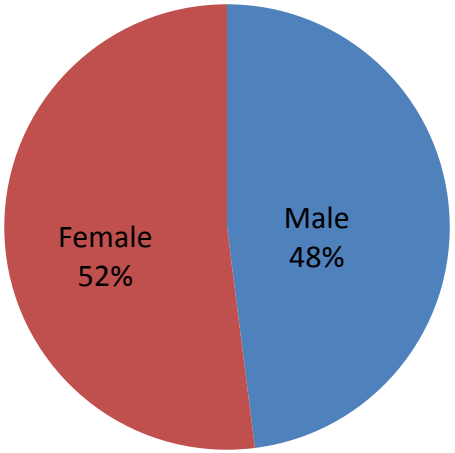
111 East 59th Street 10022 New York, NY

Desk Research: Key Findings 111 East 59th Street (10022 Area)

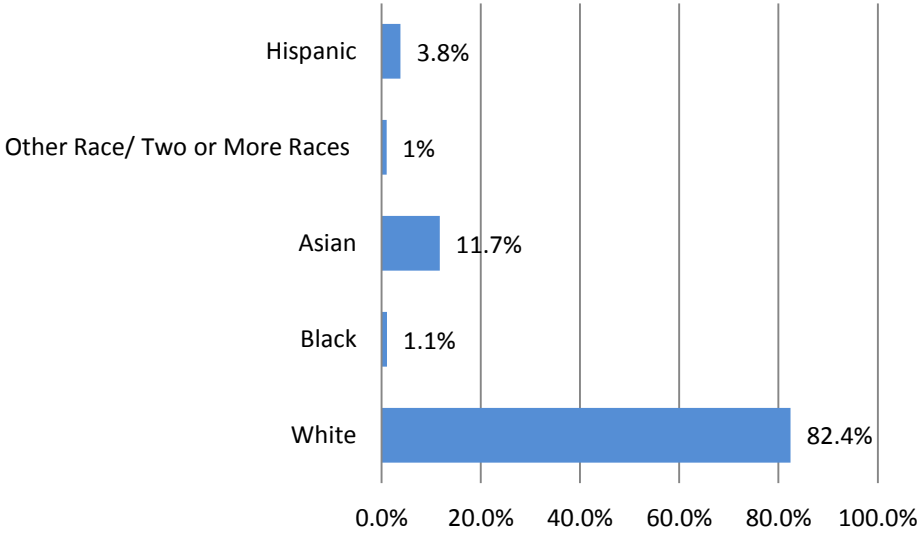
Population by Age (%)



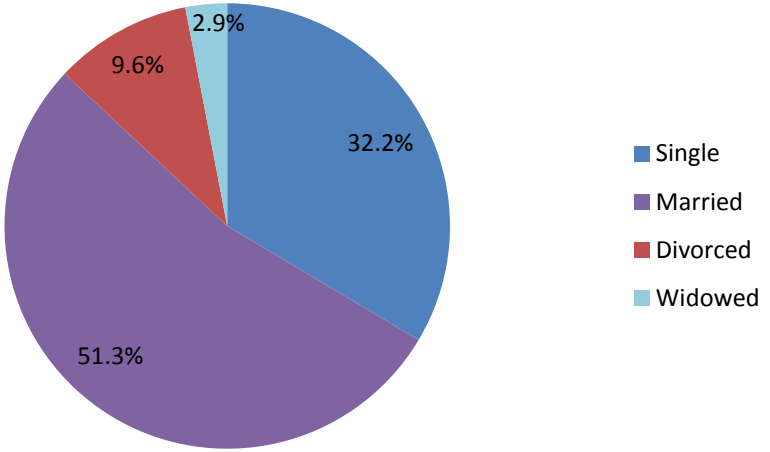
Population by Gender (%)



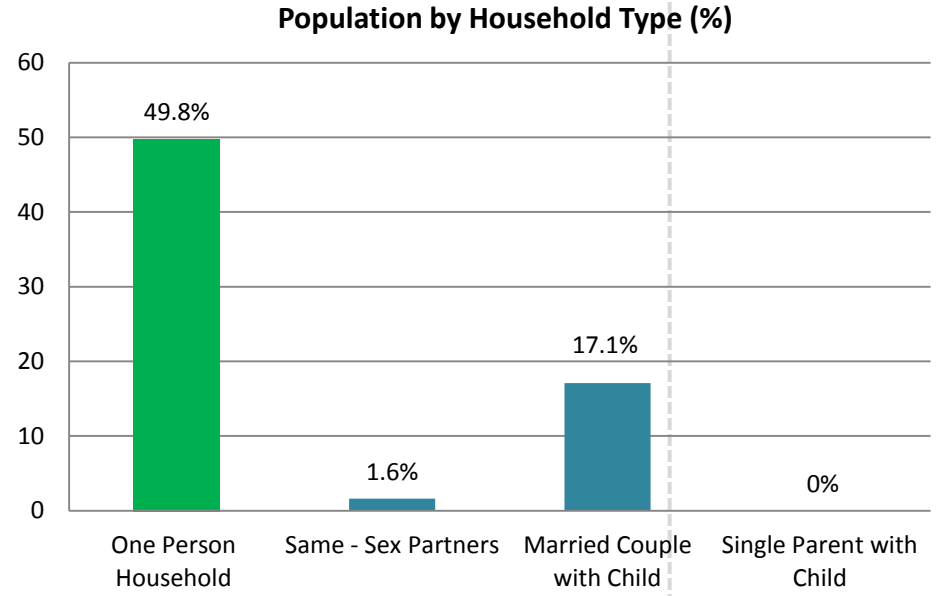
Population by Race (%)

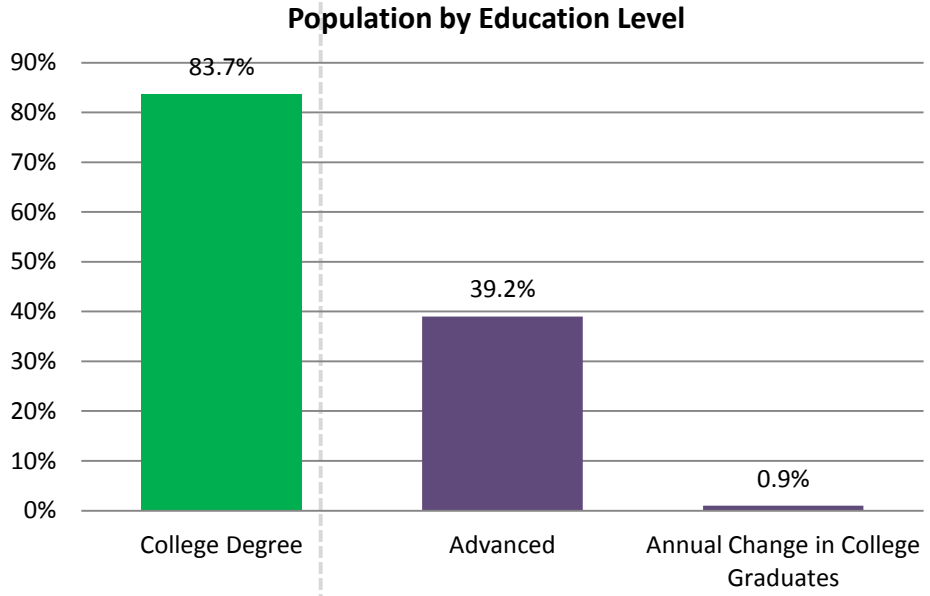


Population by Marital Status(%)

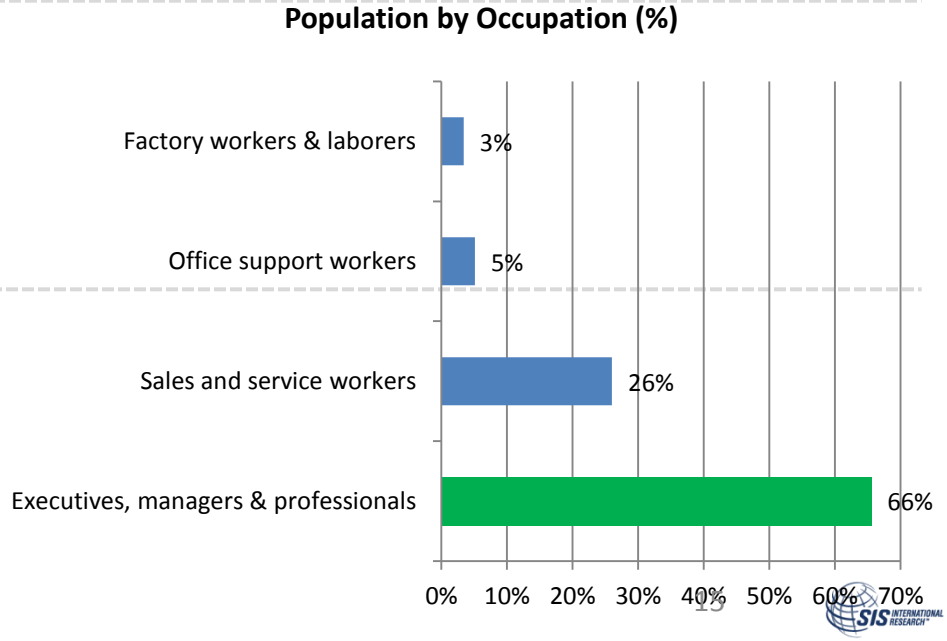


Desk Research: Key Findings 111 East 59th Street (10022 Area)





Per Capita Income: $139, 313
Median Household Income: $132, 500
Unemployment Rate: 4.2%
Crime Index: 79 (100 is Safest) Safer than 79% of U.S. Neighborhoods



E 62nd St / Lexington Ave Neighborhood

Wealth: Wealthier than 97.9% of the neighborhoods in the United States.

Lifestyle: More "urban sophisticates" live in this neighborhood than 99.8% of neighborhoods across the U.S. The people in this area are defined as having urbane tastes in literature, music, live theatre and the arts. They are wealthy, educated, and travel in style.

Education: 83.7% of adults here have received at least a 4-year bachelor's degree, compared to the average neighborhood in America, where 22.6% of the adults have a bachelor's degree. The rate here is higher than found in 99.5% of all U.S. neighborhoods.

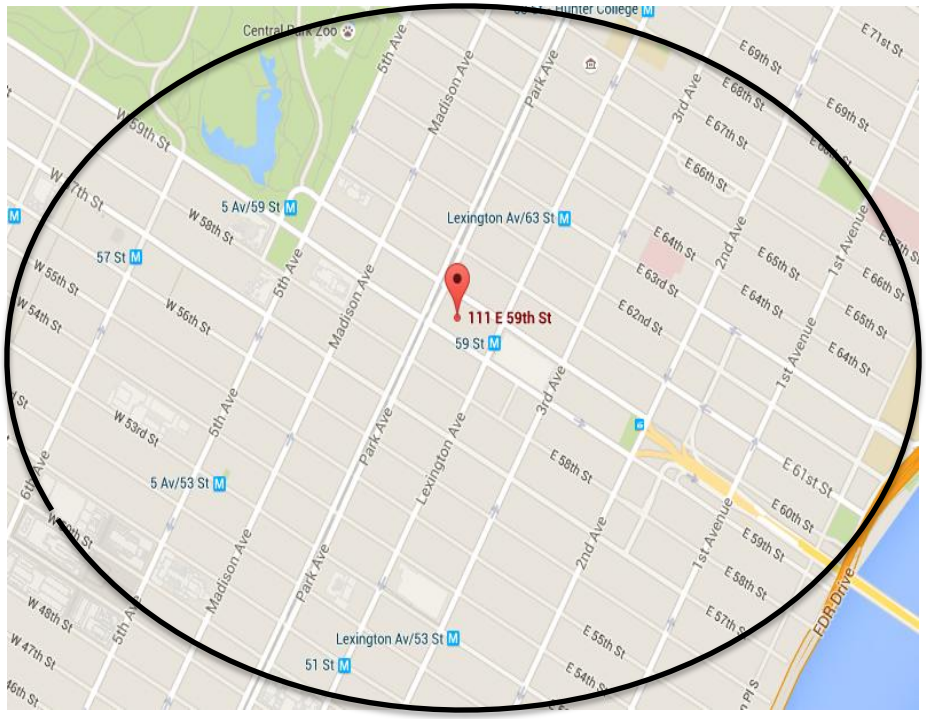
Single Households: This neighborhood, above nearly every neighborhood in America, has a greater percentage of its residents living alone: 49.8%. This is a higher percent living alone than found in 96.8% of all U.S. neighborhoods.

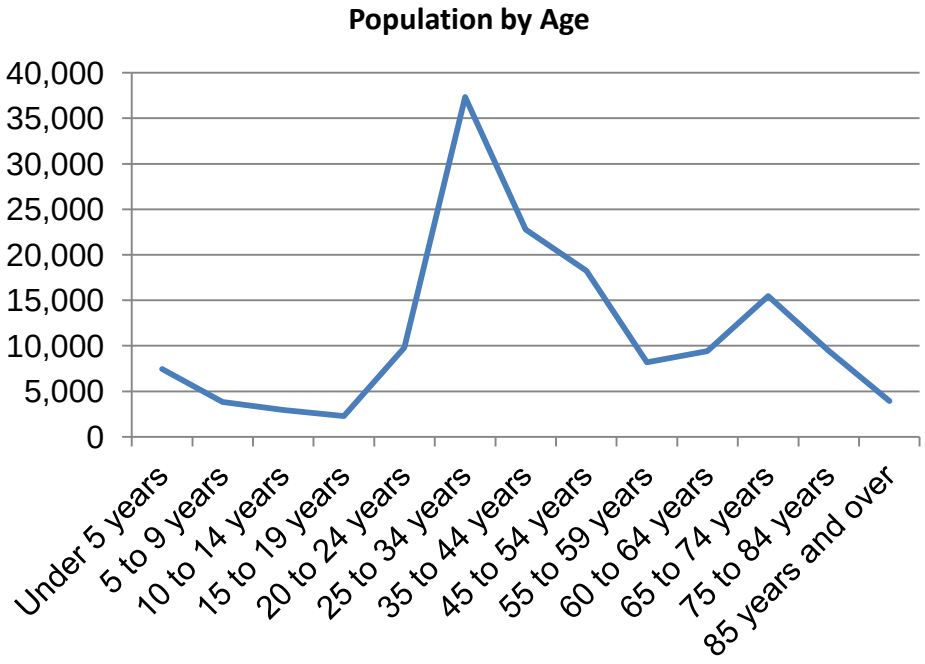
Car ownership :66.9% of the households in this neighborhood do not own a car at all. This is more carless households than 99.5% of U.S. neighborhoods.

Population Density: With an incredible 62,837 people per square mile, it is more densely populated than 99.1% of America's neighborhoods.

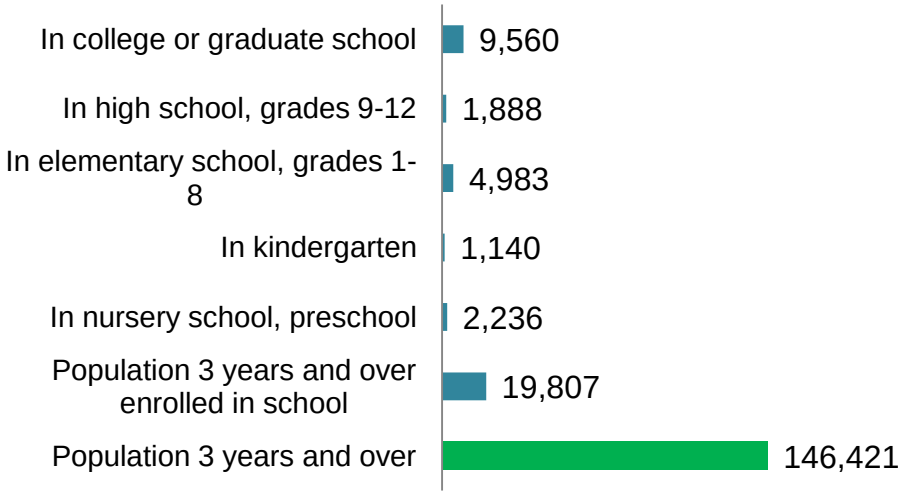
Residents: Executives, managers and professionals make up 65.5% of the workforce in this neighborhood which is a higher proportion of such high-level people than is found in 96.5% of the neighborhoods in America.

Total Population: 151,212

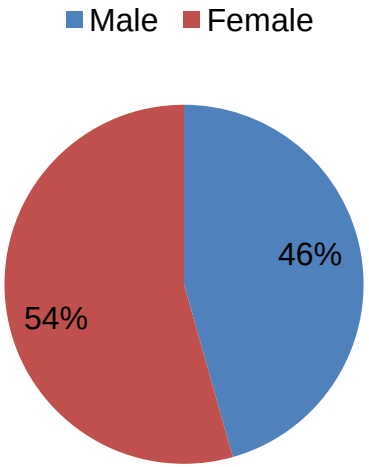




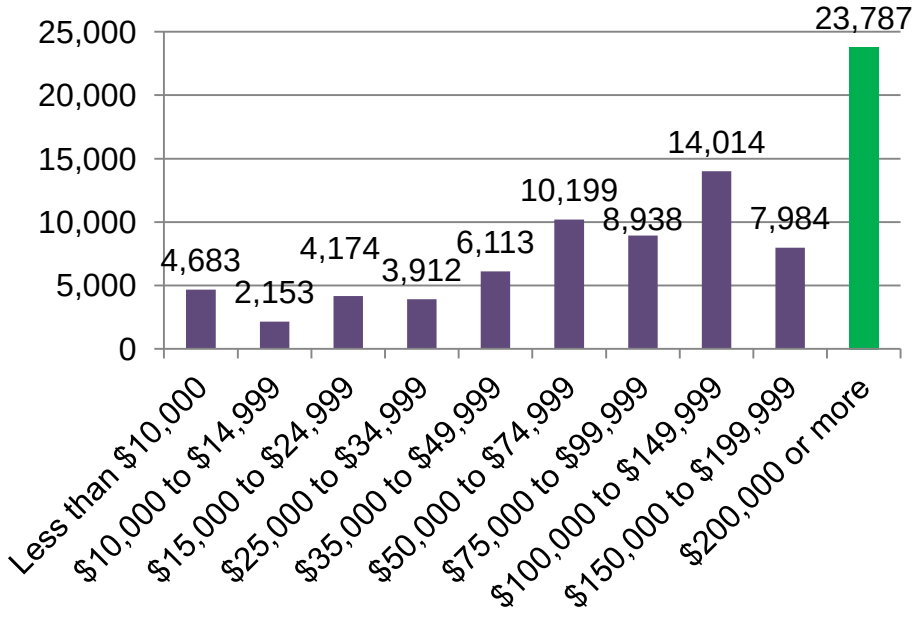
School Enrollment



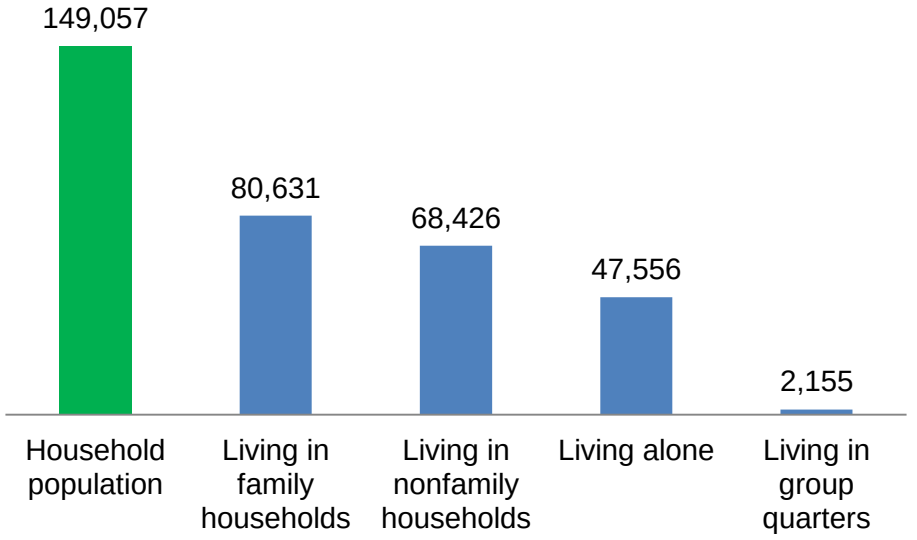
Population by Gender



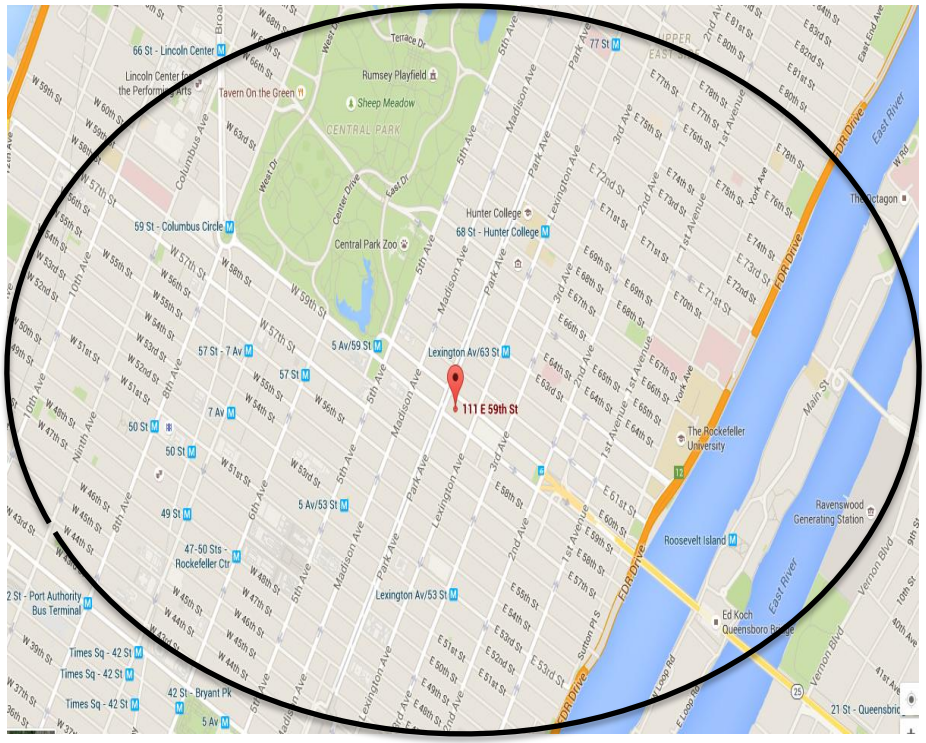
Population by Income

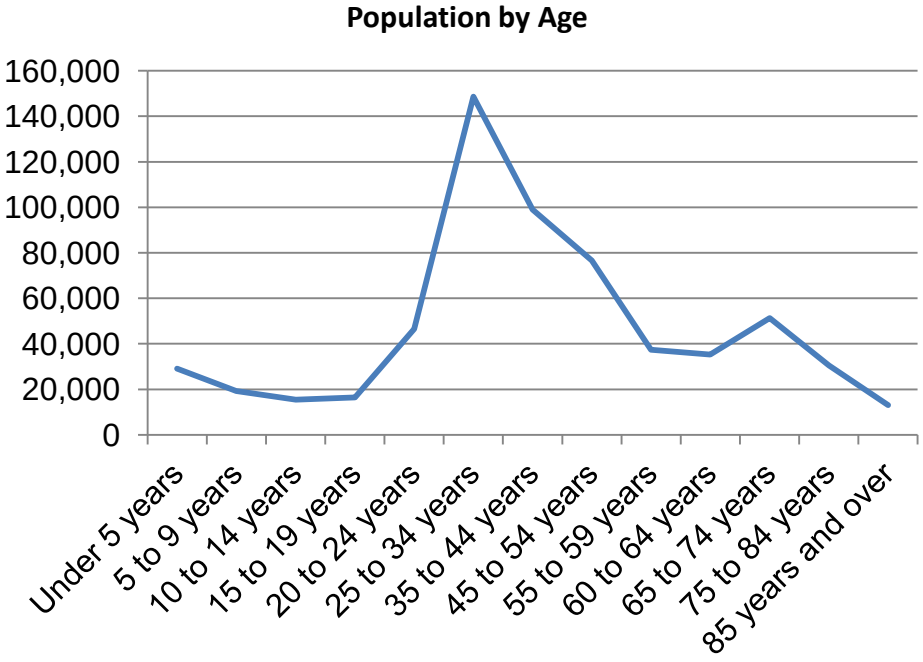


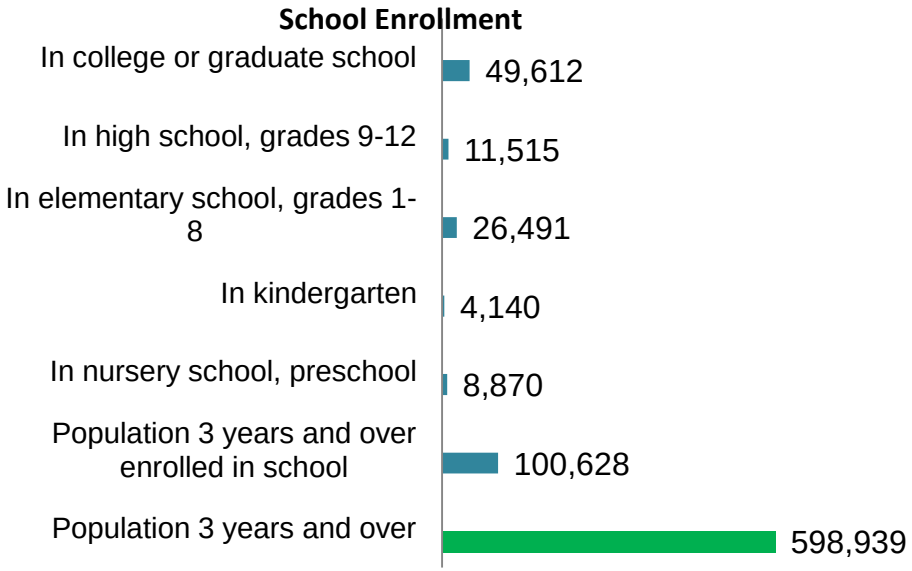
Population by Household Type

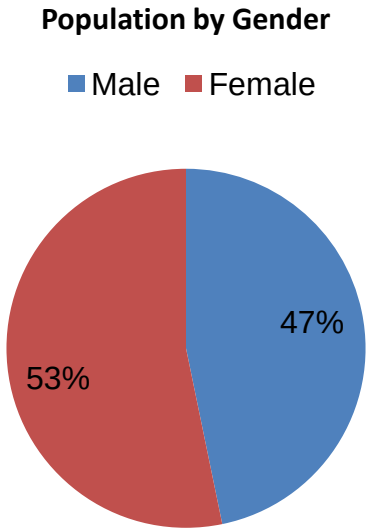


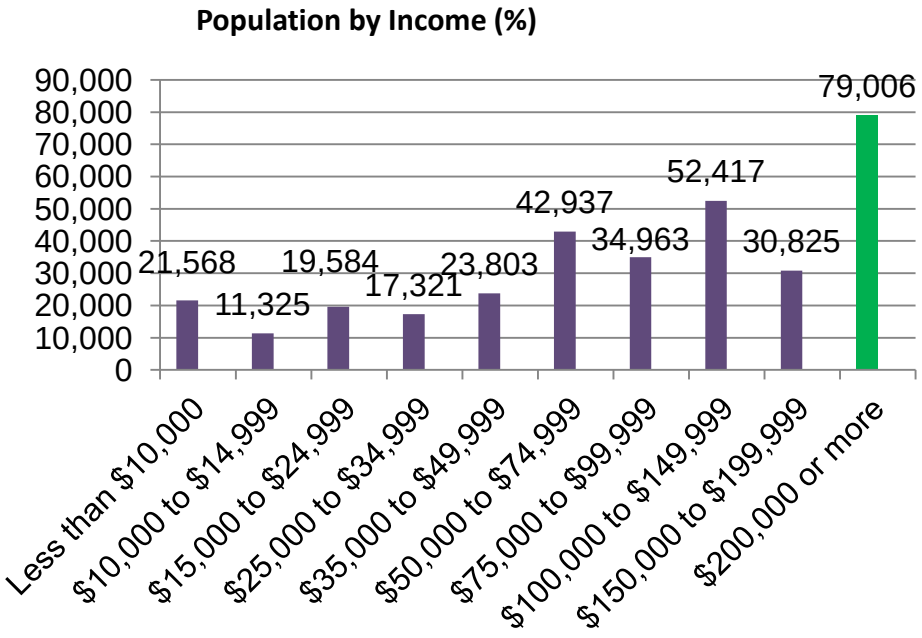
Total Population: 618,416

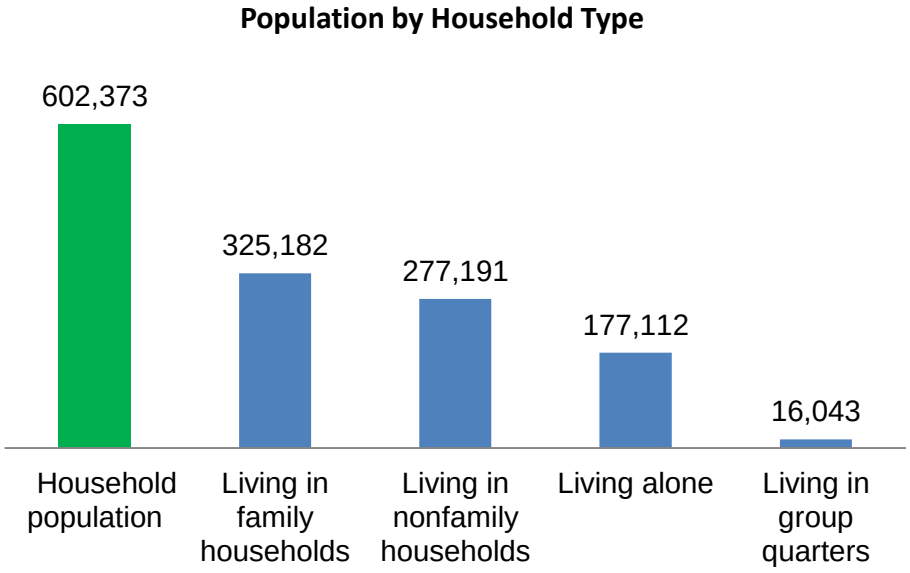




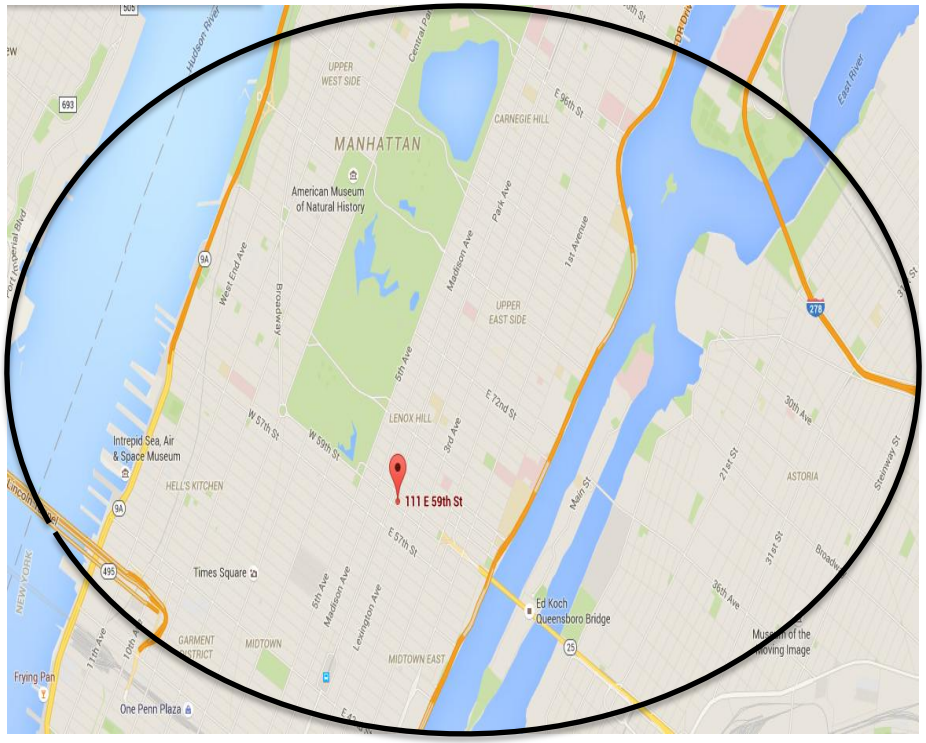

School Enrollment
In college or graduate school
49,612
In high school, grades 9-12
11,515
In elementary school, grades 1-8
26,491
In kindergarten
4,140
In nursery school, preschool
8,870
Population 3 years and over enrolled in school
100,628
Population 3 years and over
598,939

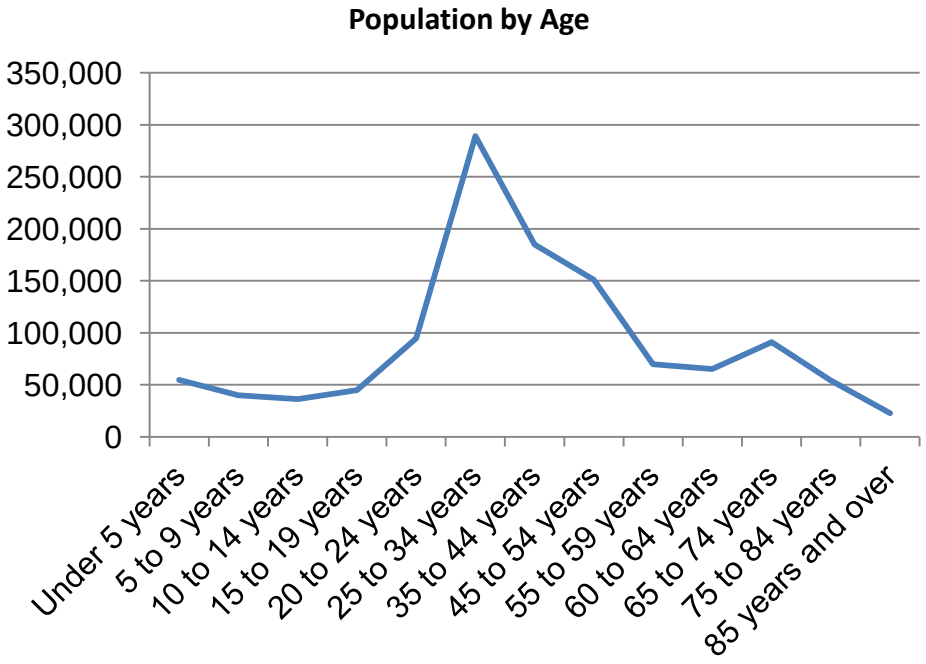

Population by Gender
Male
Female
47%
53%


Population by Income (%)
90,000
80,000
70,000
60,000
50,000
40,000
30,000
20,000
10,000
0
21,568
11,325
19,584
17,321
23,803
42,937
34,963
52,417
30,825
79,006
Less than $10,000
$10,000 to $14,999
$15,000 to $24,999
$25,000 to $34,999
$35,000 to $49,999
$50,000 to $74,999
$75,000 to $99,999
$100,000 to $149,999
$150,000 to $199,999
$200,000 or more

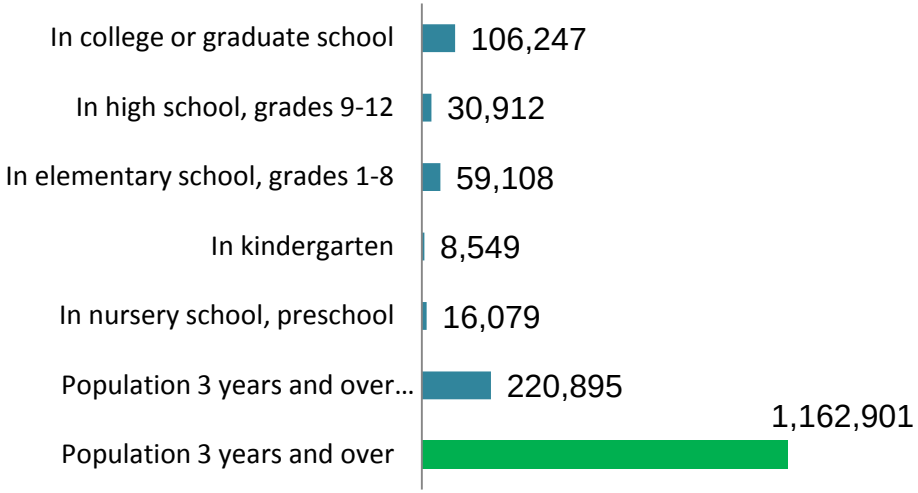

Population by Household Type
602,373
325,182
277,191
177,112
16,043
Household population
Living in family households
Living in nonfamily households
Living alone
Living in group quarters

Total Population: 1,198,217

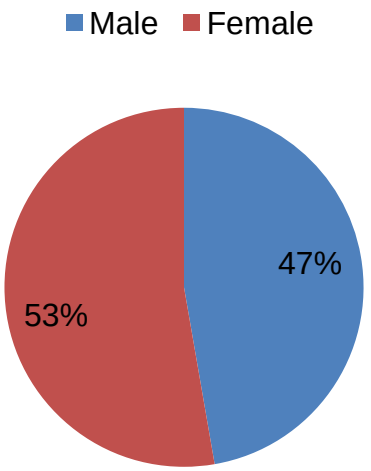




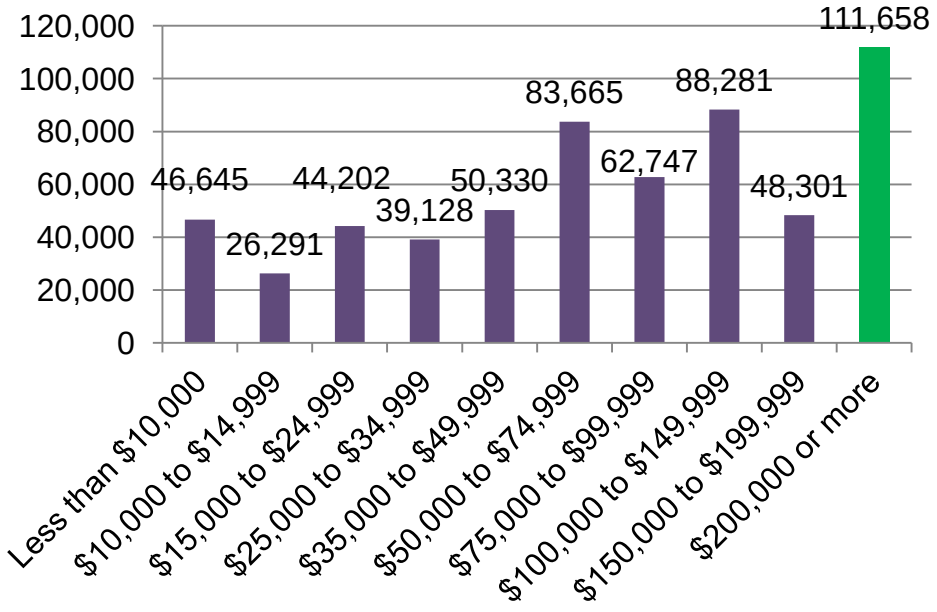
School Enrollment



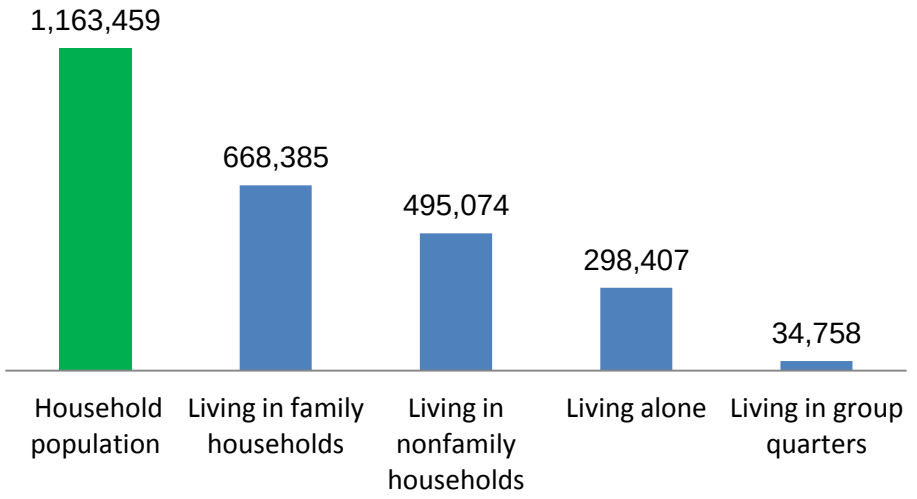
Population by Gender



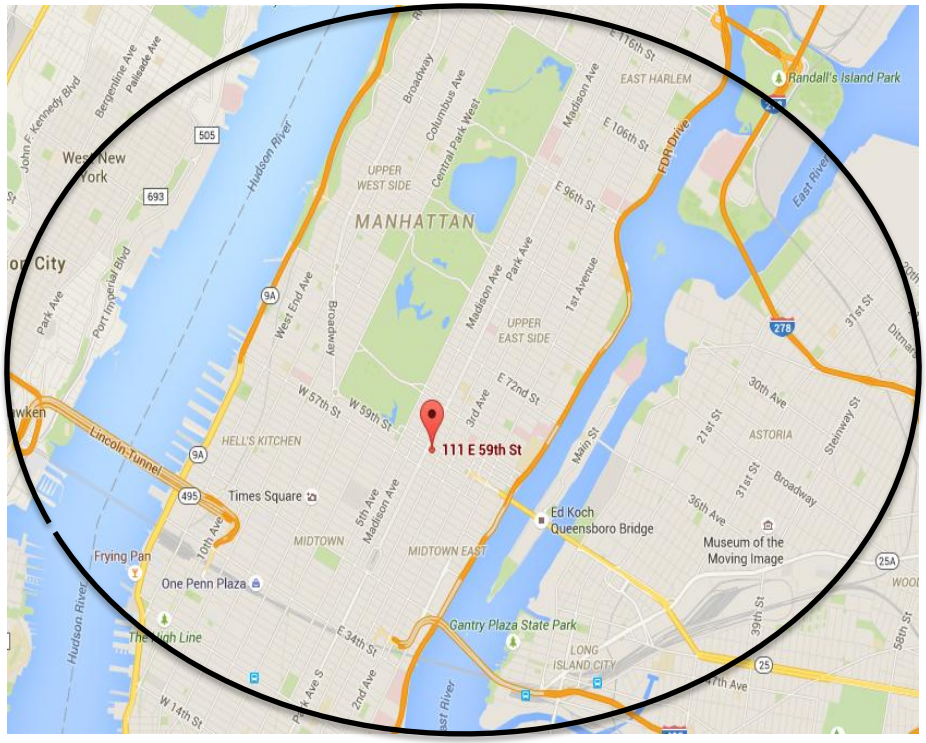
Population by Income

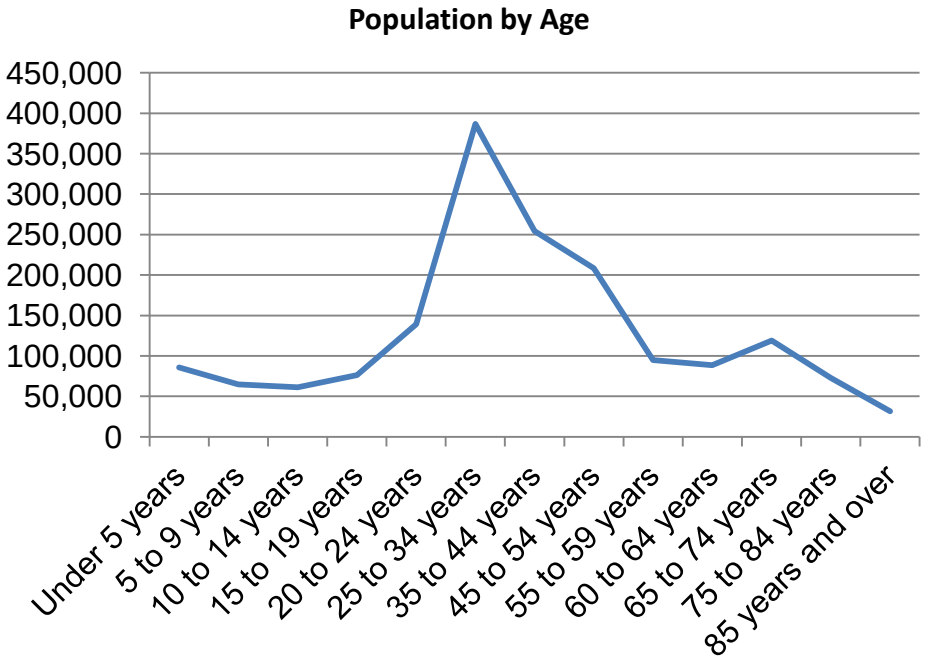


Population by Household Type

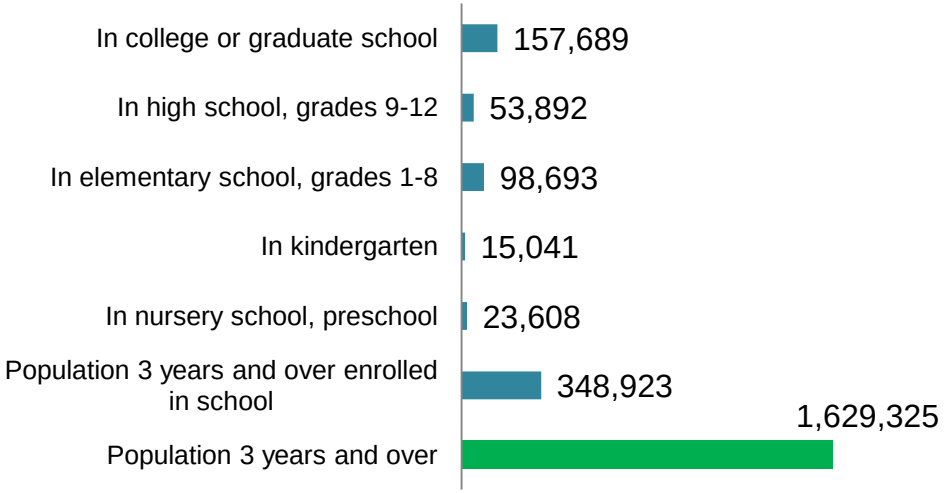


Total Population: 1,683,719

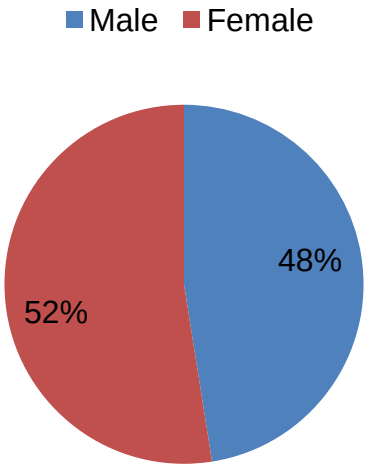




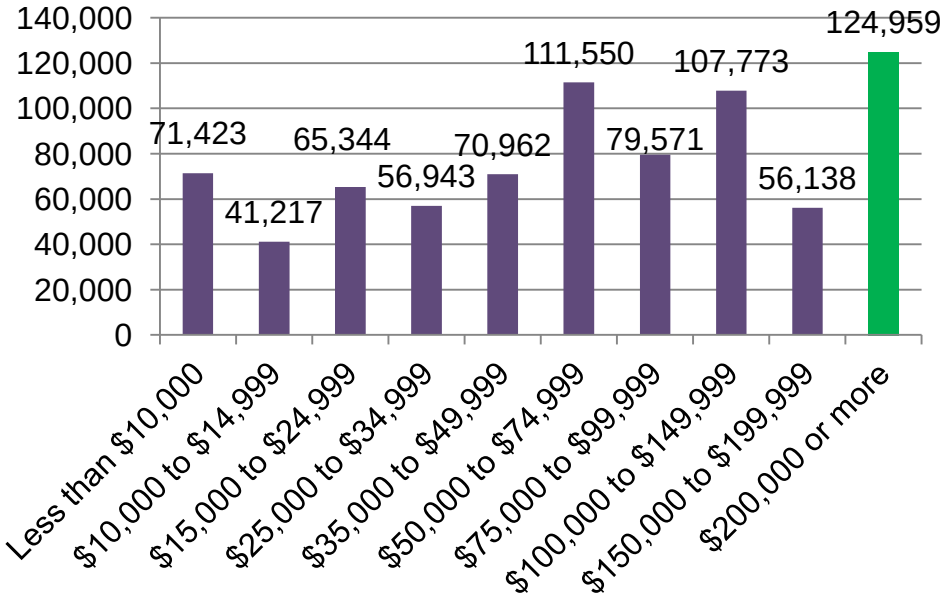
School Enrollment



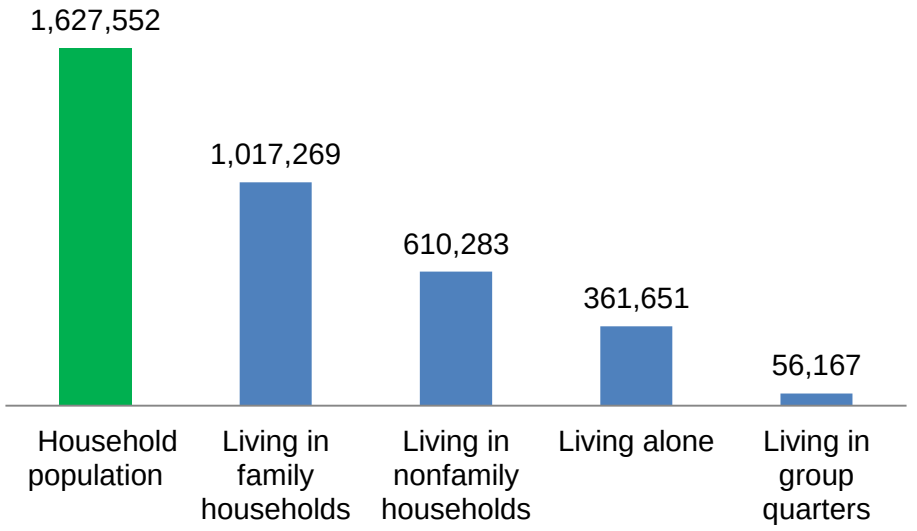
Population by Gender



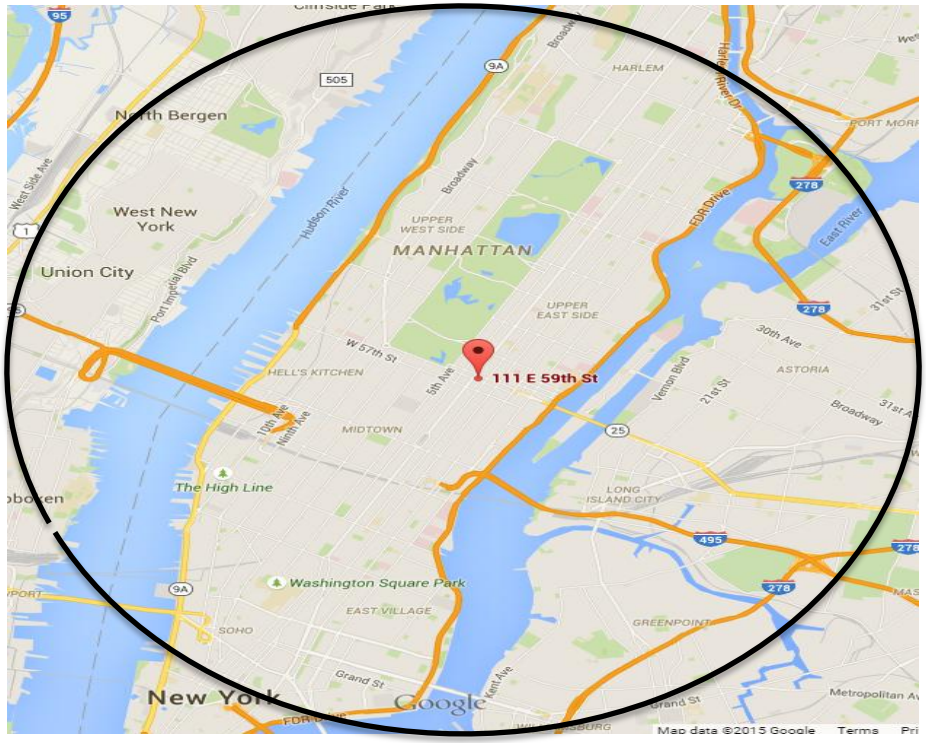
Population by Income

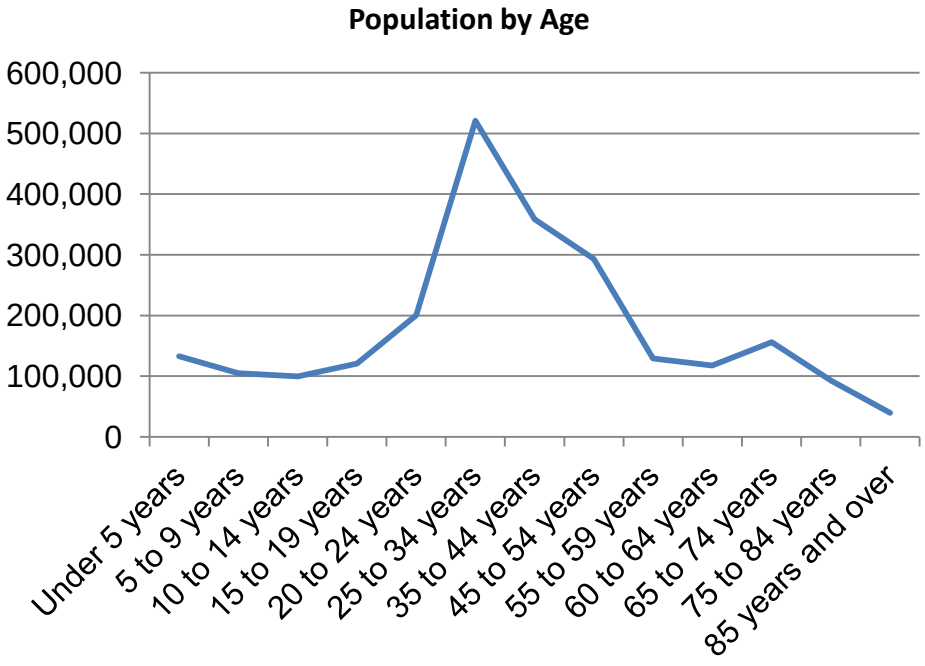


Population by Household Type

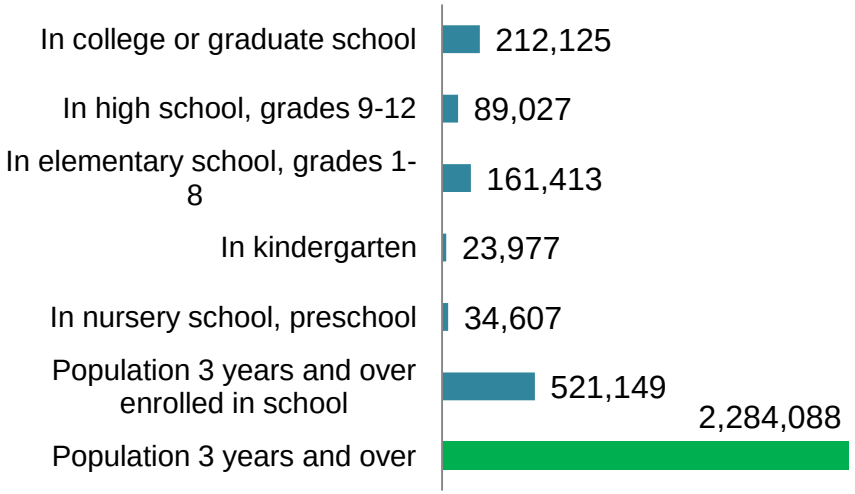


Total Population: 2,366,554

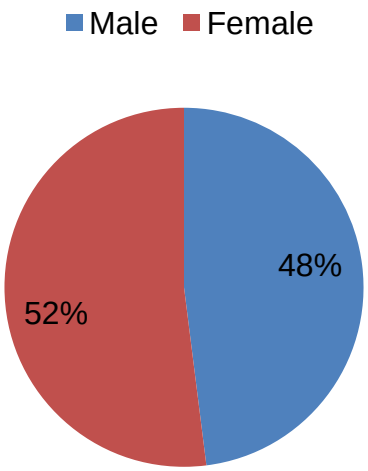




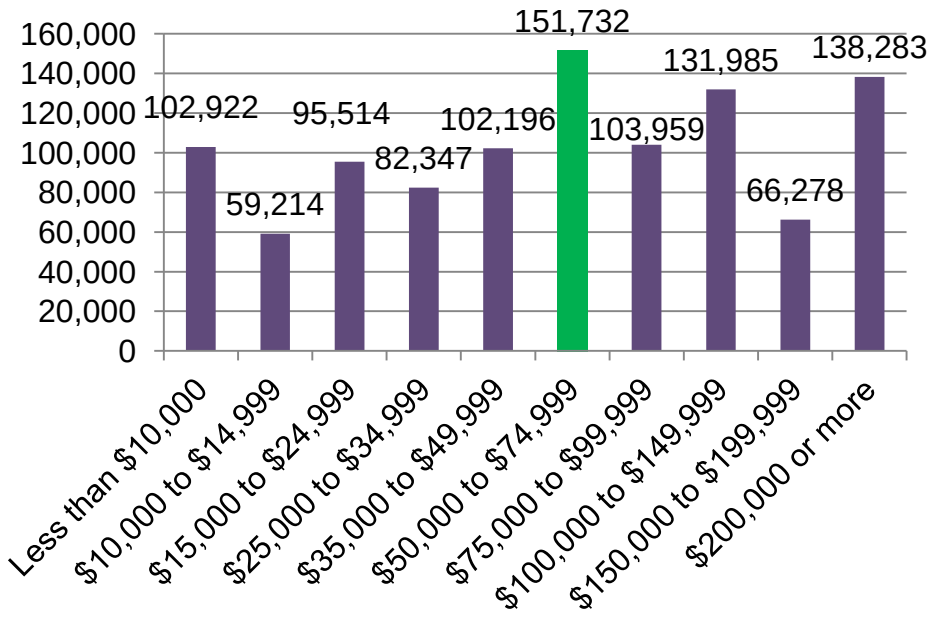
School Enrollment



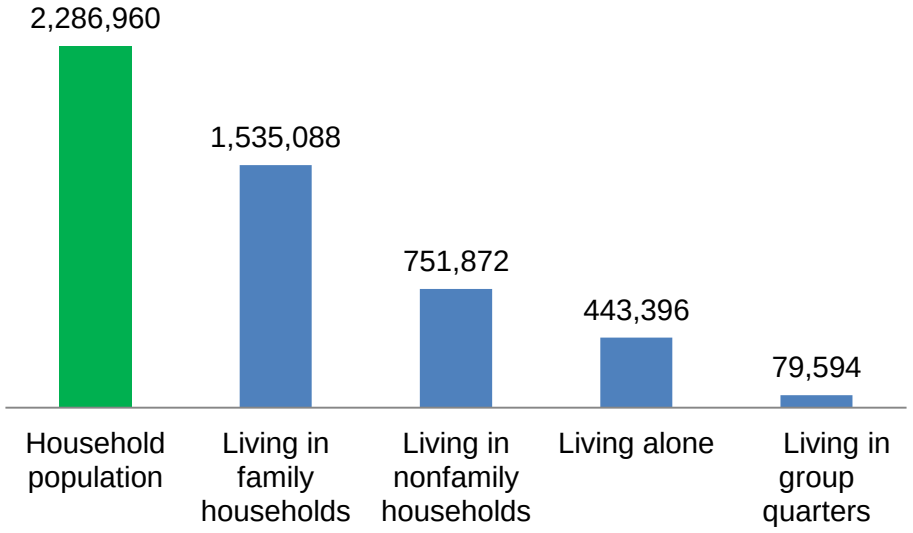
Population by Gender

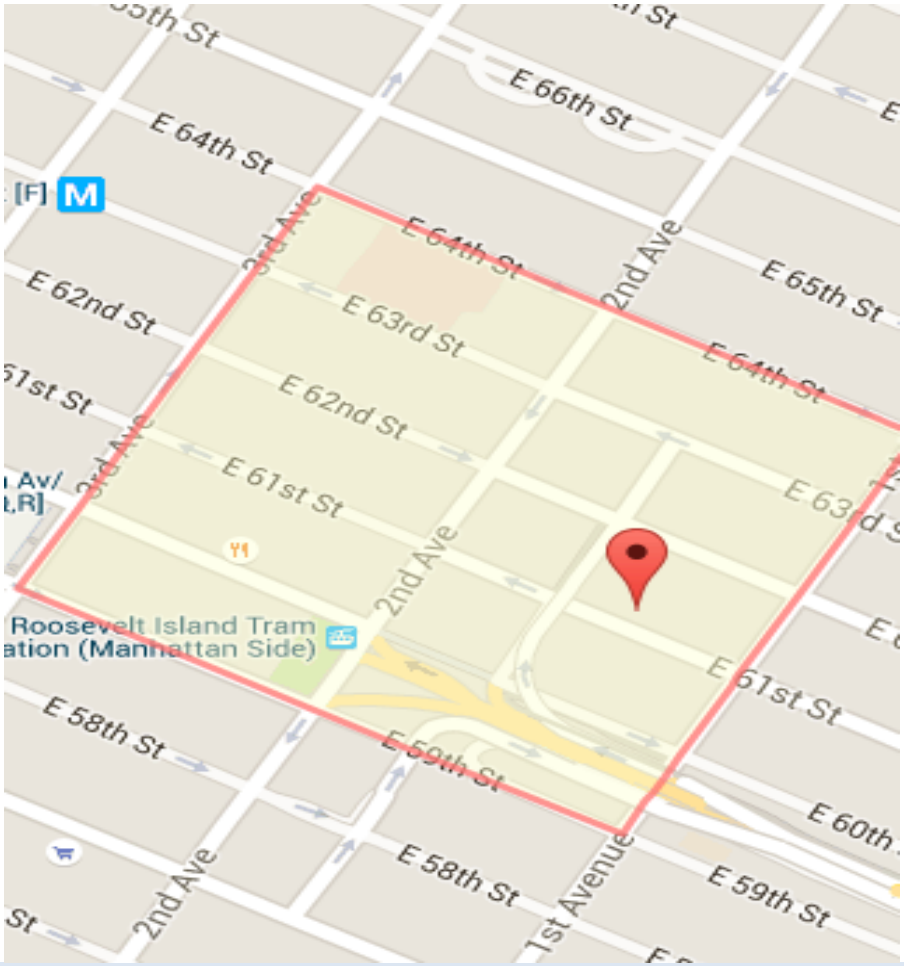


Population by Income



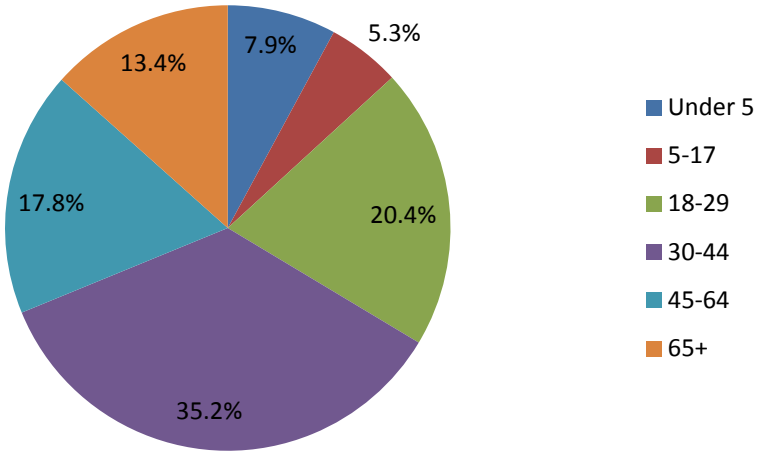
Population by Household Type



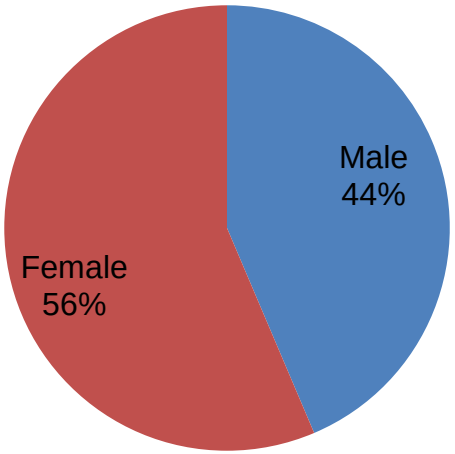


323 East 61st Street 10065 New York, NY

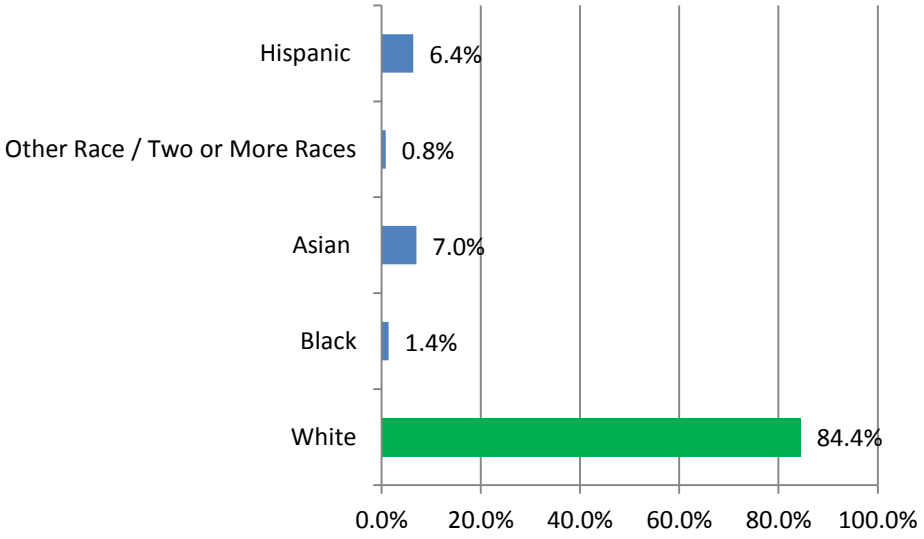
Population by Age (%)



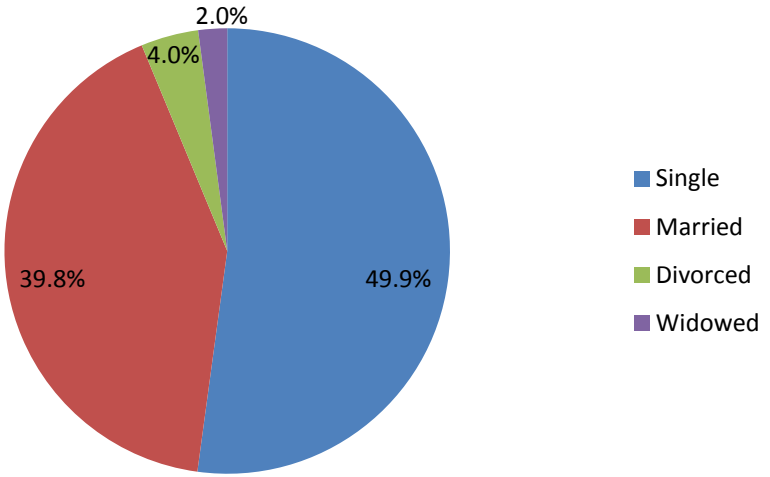
Population by Gender (%)



Population by Race(%)

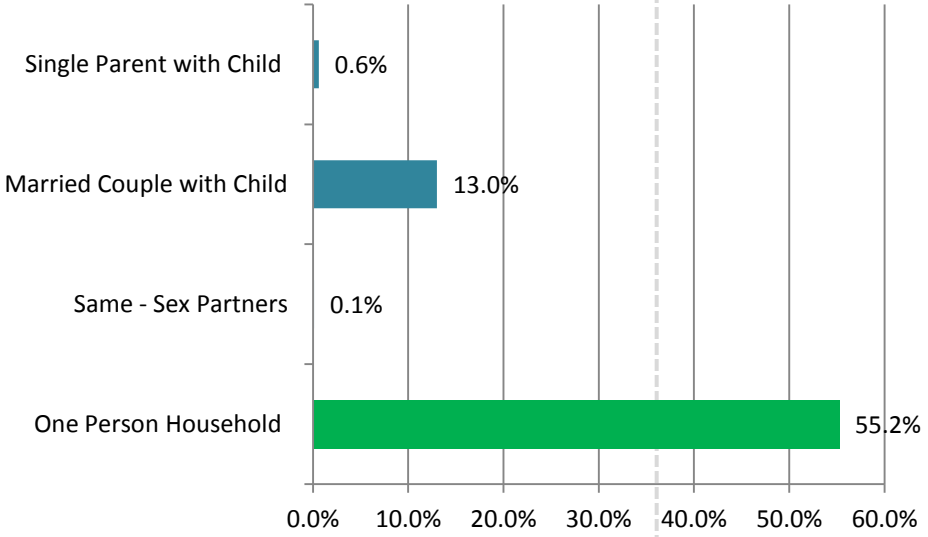


Population by Marital Status(%)



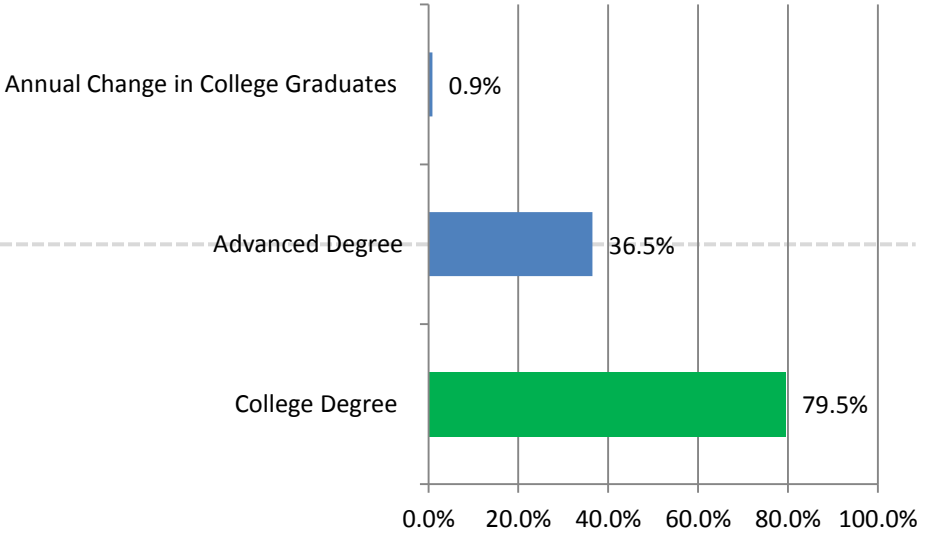
Desk Research: Key Findings 323 East 61st Street (10065 Area)

Population by Household Type (%)



Population by Occupation(%)

Population by Education Level (%)



Per Capita Income: $112, 565
Median Household Income: $108, 672
Unemployment Rate: 5.7%
Crime Index: 73 (100 is Safest) Safer than 73% of U.S. Neighborhoods

E 63rd St / 3rd Ave Neighborhood

Lifestyle: More "urban sophisticates" live in this neighborhood than 98.5% of neighborhoods across the U.S. The people in this area are defined as having urbane tastes in literature, music, live theatre and the arts. They are wealthy, educated, and travel in style.

Education: 79.5% of adults here have received at least a 4-year bachelor's degree, compared to the average neighborhood in America, where 22.6% of the adults have a bachelor's degree. The rate here is higher than found in 98.9% of all U.S. neighborhoods.

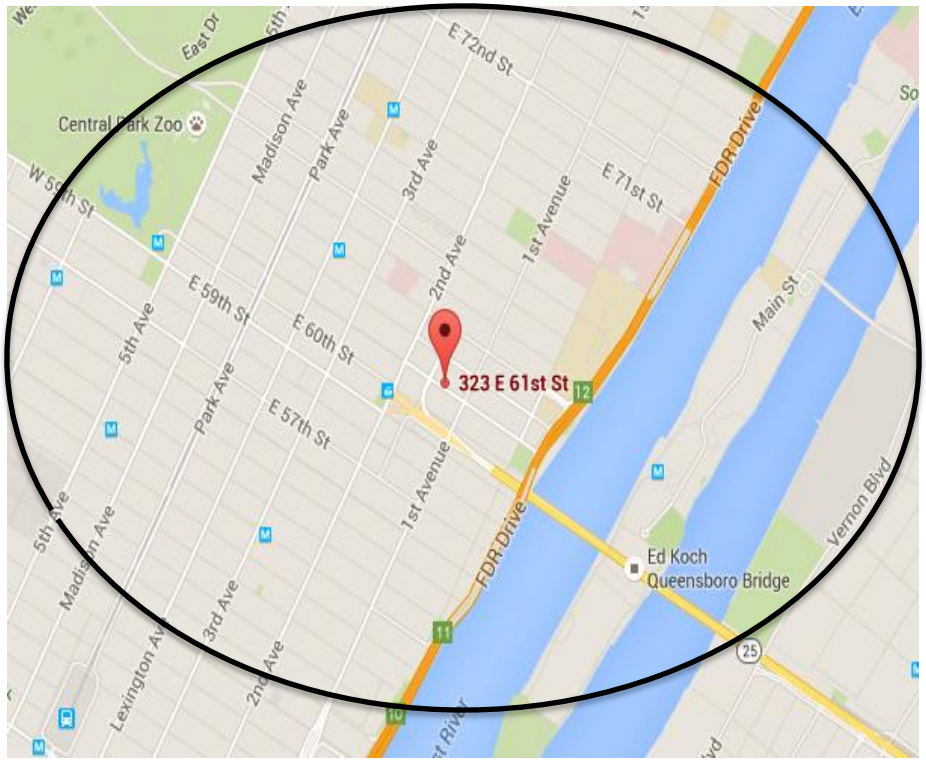
Single Households: This neighborhood, above nearly every neighborhood in America, has a greater percentage of its residents living alone: 55.2%. This is a higher percent living alone than found in 98.4% of all U.S. neighborhoods.

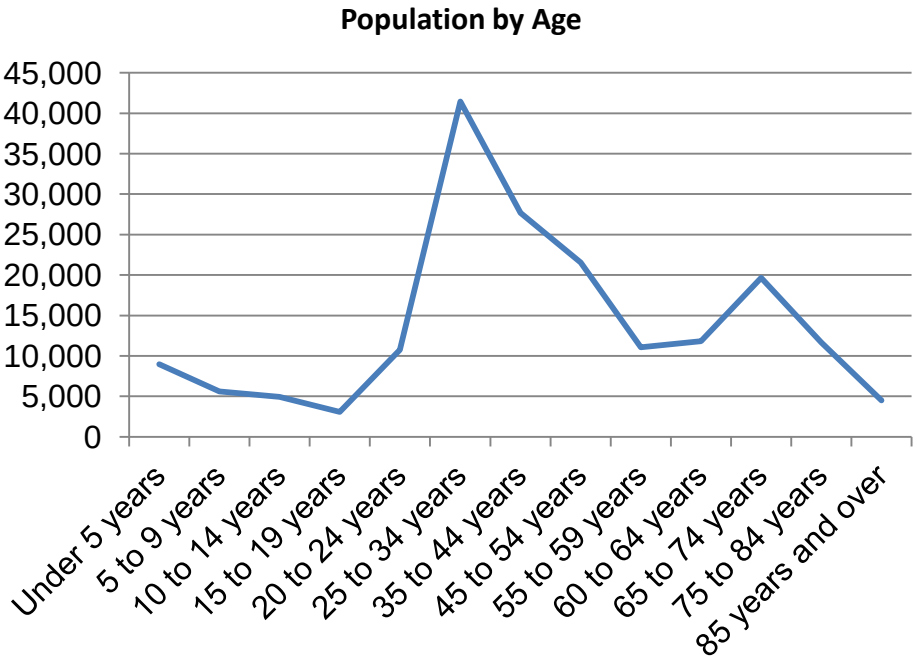
Car ownership :69.9% of the households in this neighborhood don't own a car at all. This is more carless households than 99.6% of U.S. neighborhoods.

Population Density: With an incredible 105,163 people per square mile, it is more densely populated than 99.7% of America's neighborhoods.

Real Estate: This neighborhood has a higher proportion of apartment complexes or high-rise apartments than nearly every neighborhood in the country. 97.7% of the real estate here is classified as apartment complexes or high-rise apartments, which is more than is found in 99.7% of American neighborhoods. 82.7% of the real estate in the E 63rd St / 3rd Ave neighborhood is occupied by renters, which is nearly the highest rate of renter occupancy of any neighborhood in America.

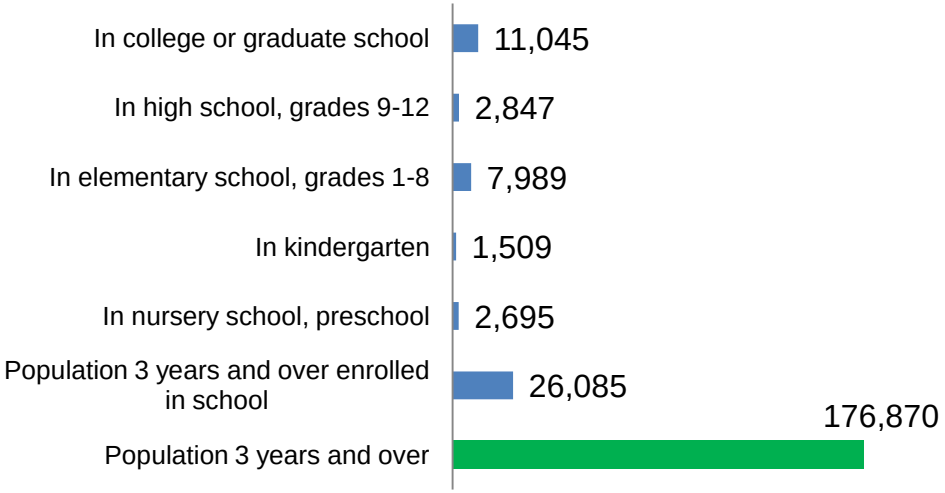
Total Population: 182,795



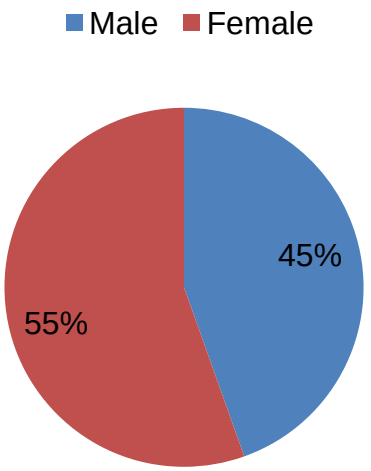


Desk Research: Key Findings 323 East 61st Street (1 Mile Radius)

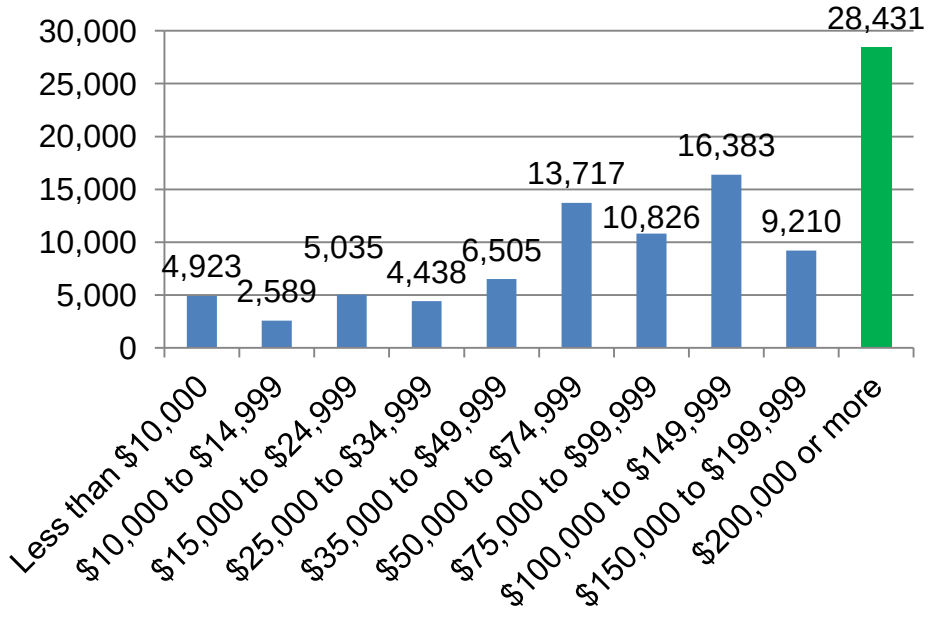
School Enrollment



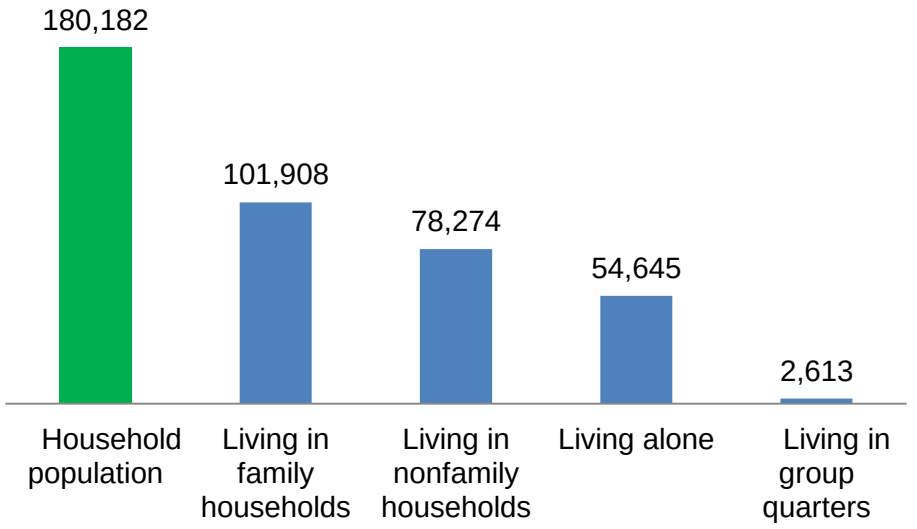
Population by Gender



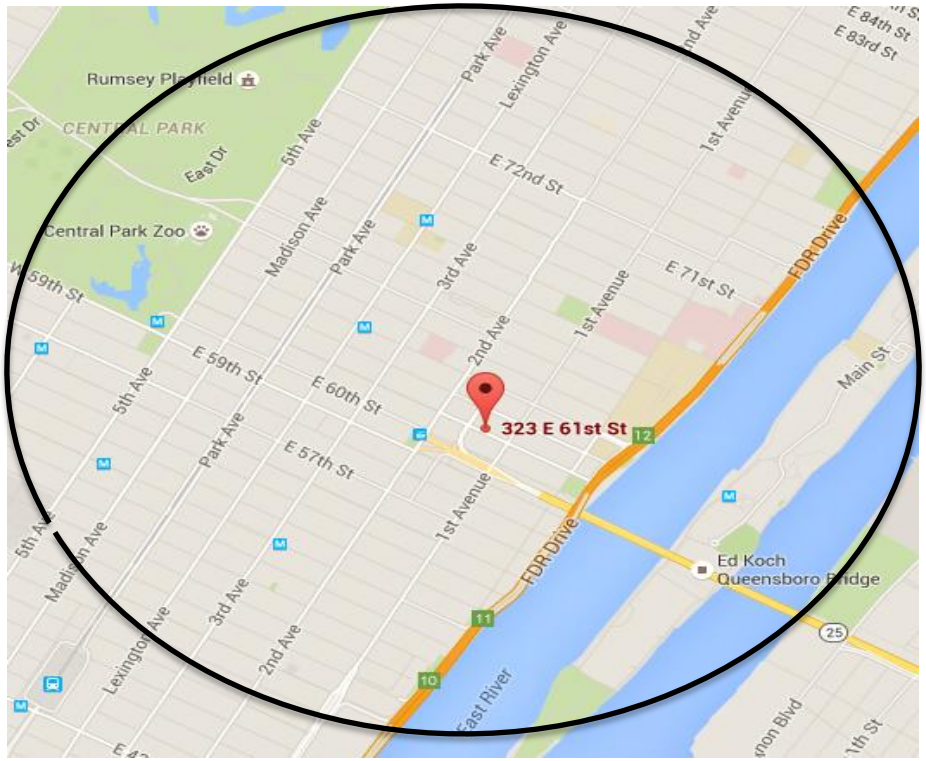
Population by Income

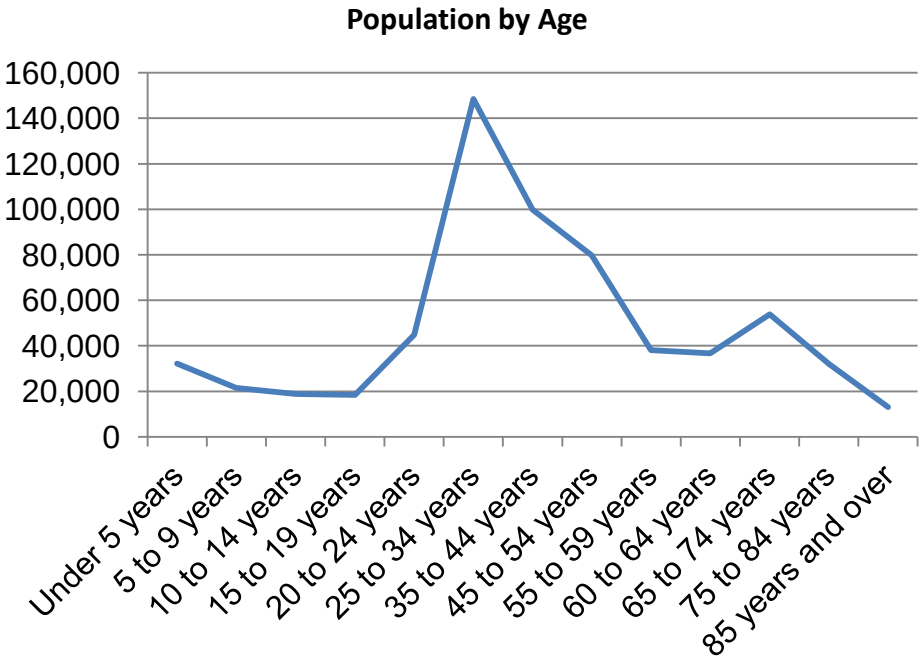


Population by Household Type



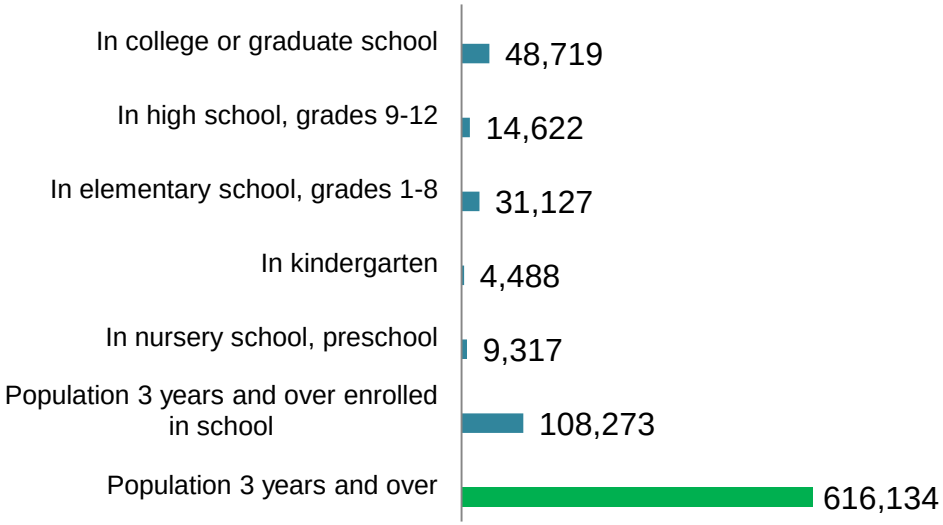
Total Population: 637,562



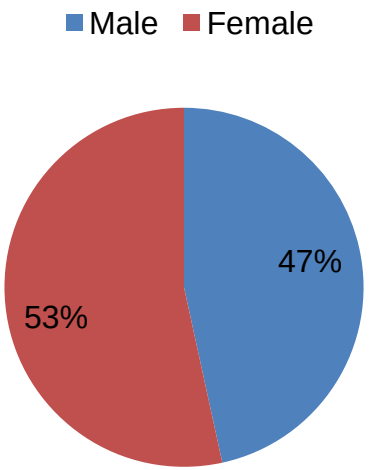


Desk Research: Key Findings 323 East 61st Street (2 Mile Radius)

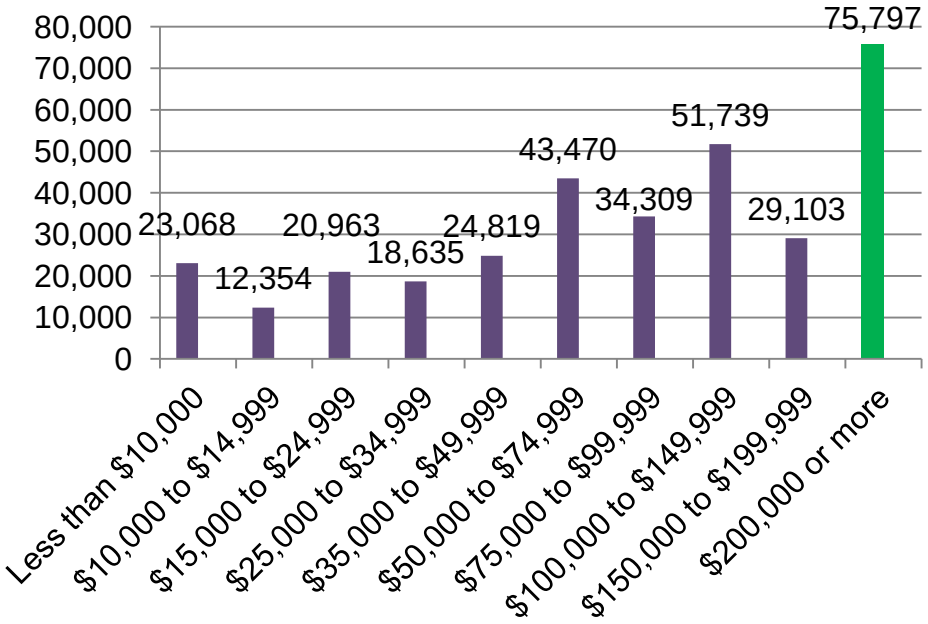
School Enrollment



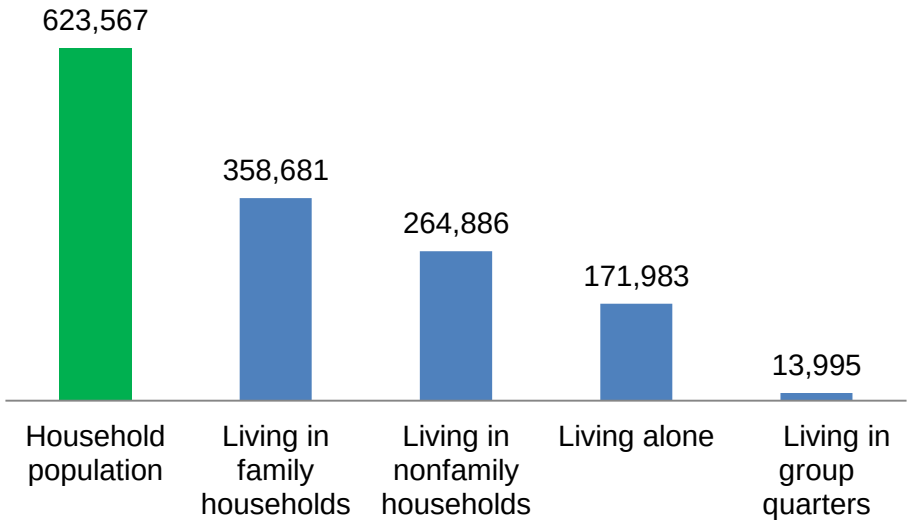
Population by Gender



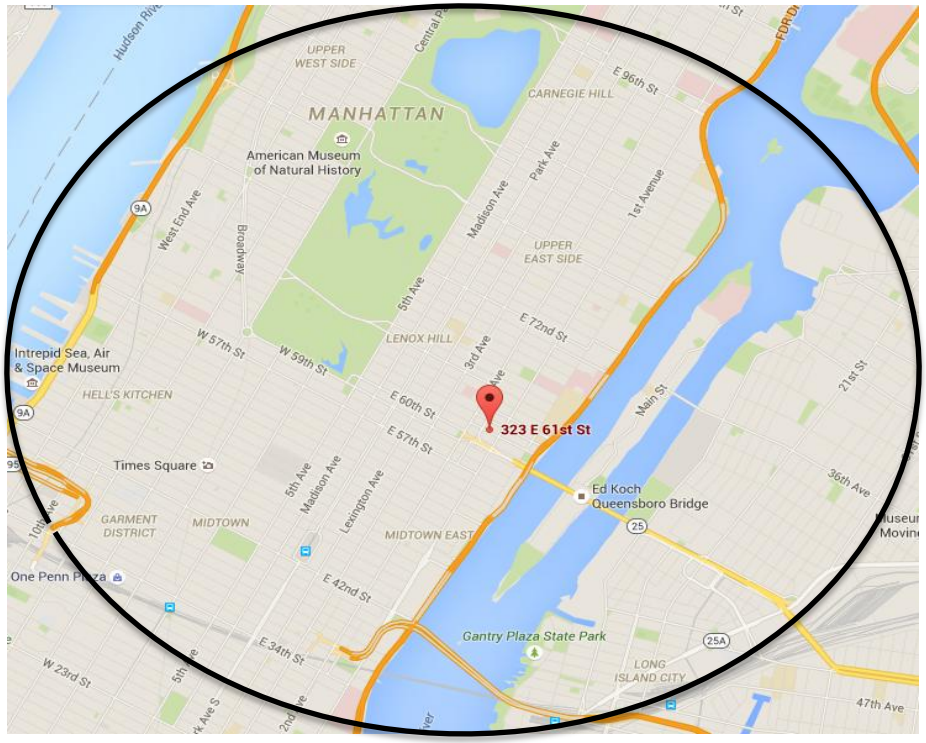
Population by Income

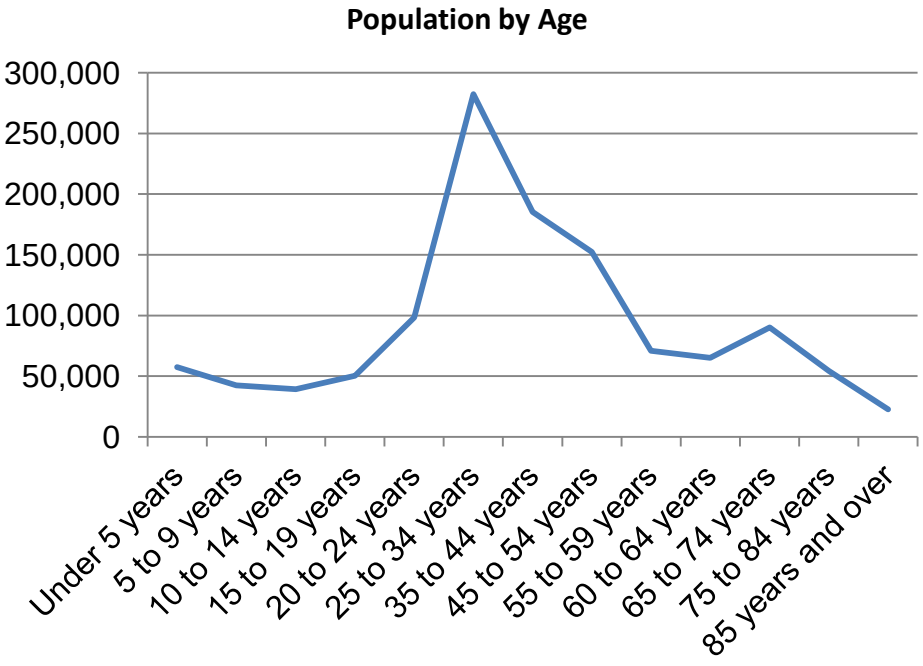


Population by Household Type

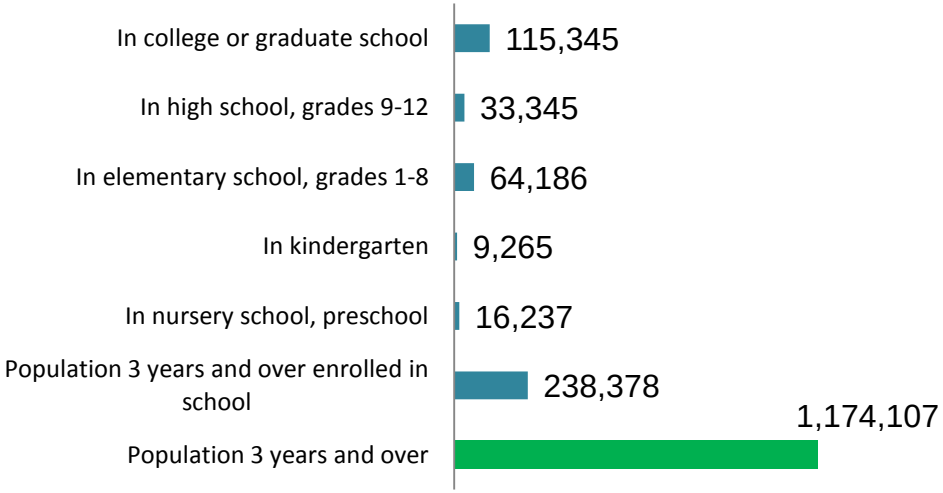


Total Population: 1,211,032

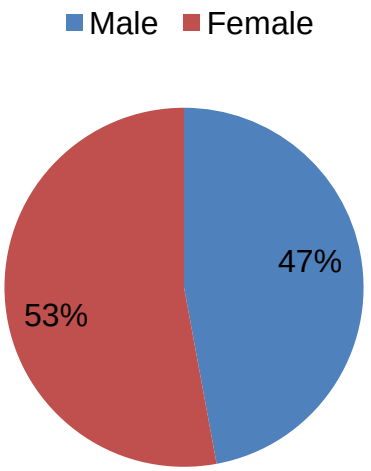




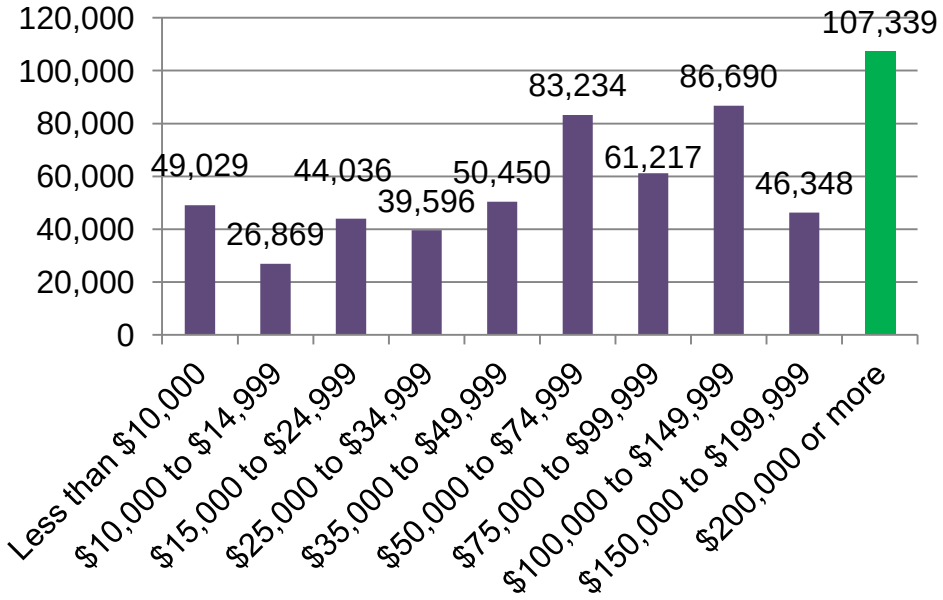
School Enrollment



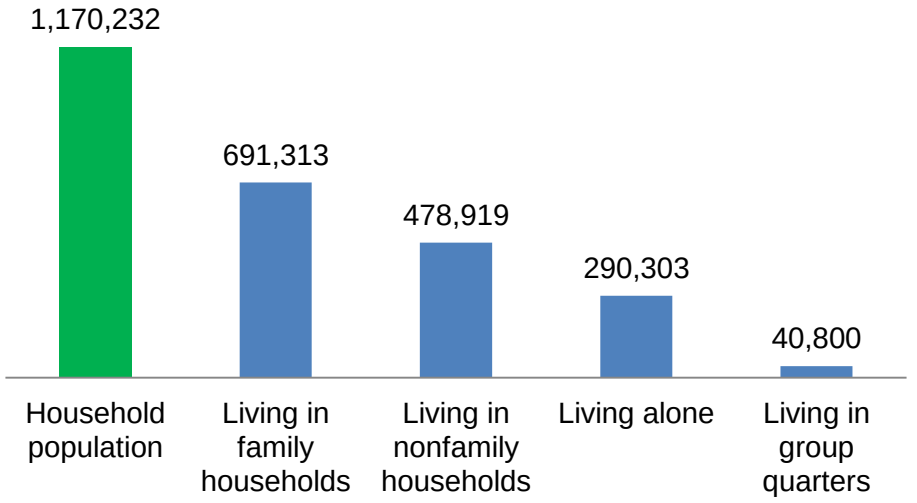
Population by Gender



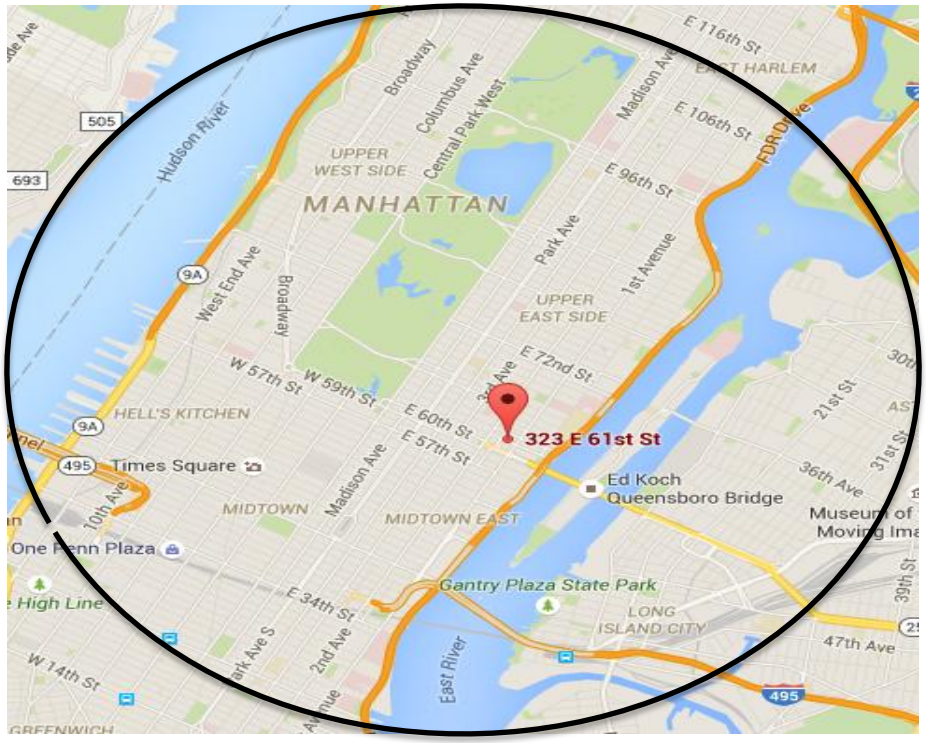
Population by Income

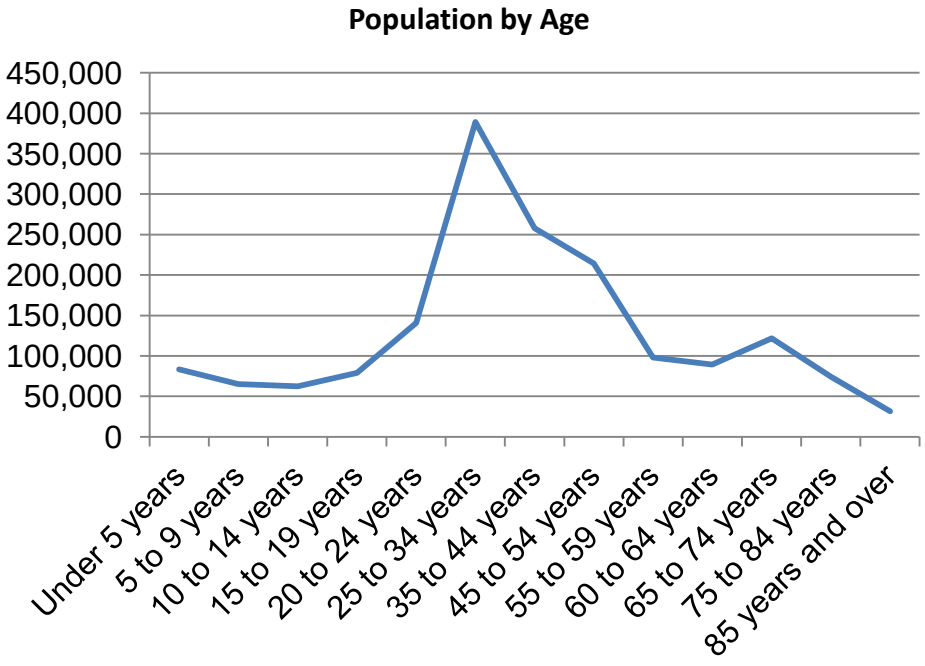


Population by Household Type



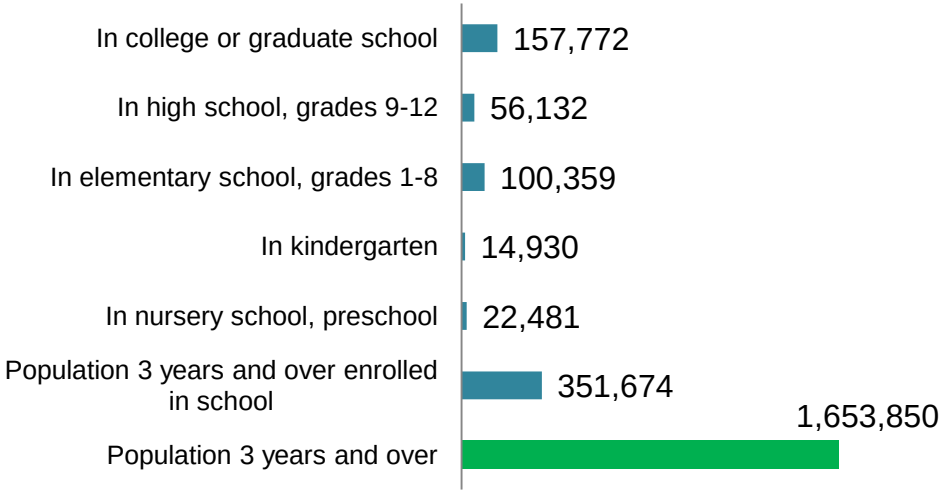
Total Population: 1,707,010



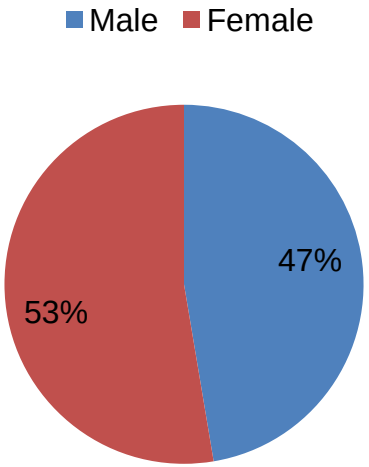


Desk Research: Key Findings 323 East 61st Street (4 Mile Radius)

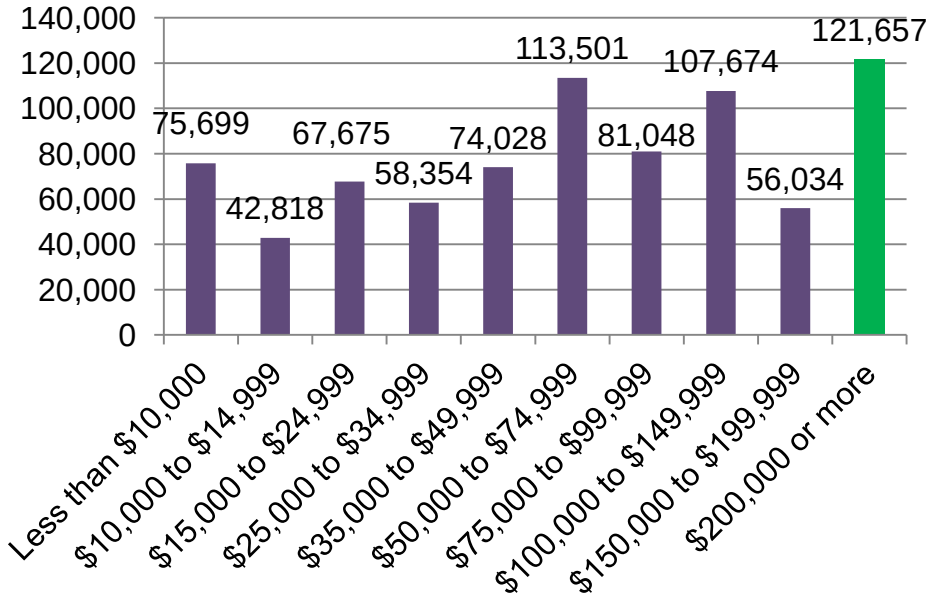
School Enrollment



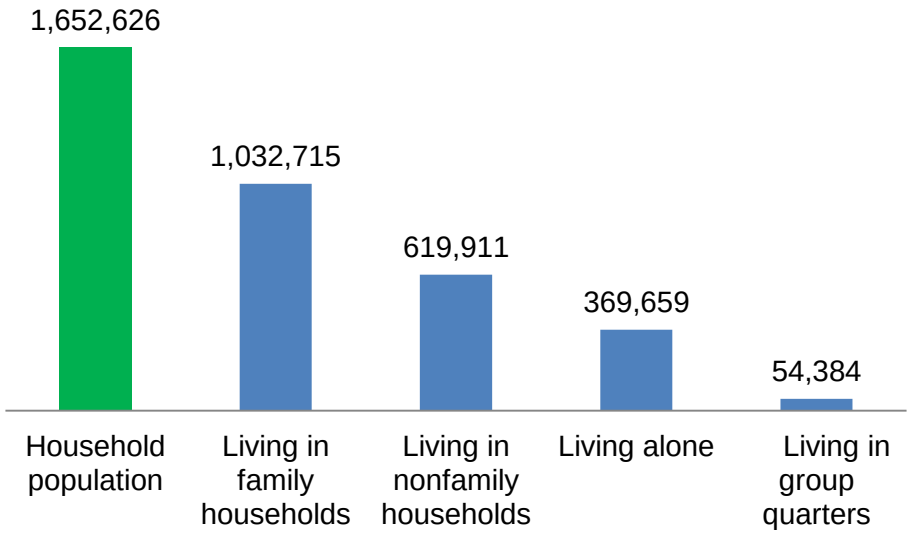
Population by Gender



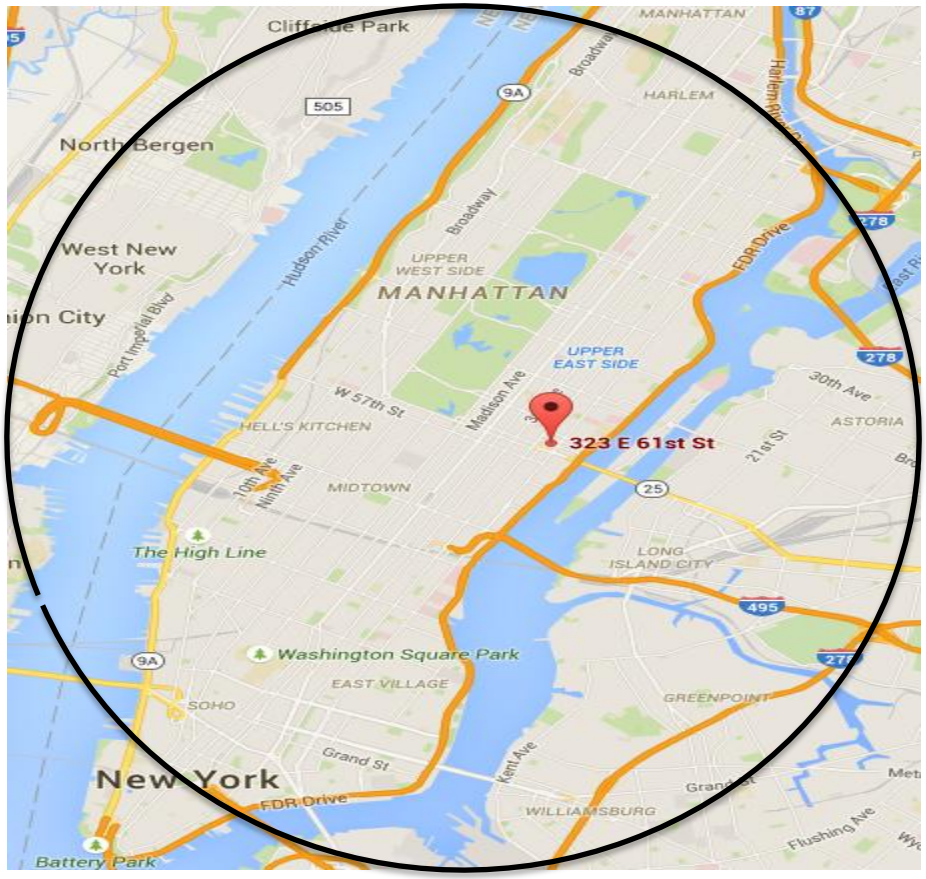
Population by Income

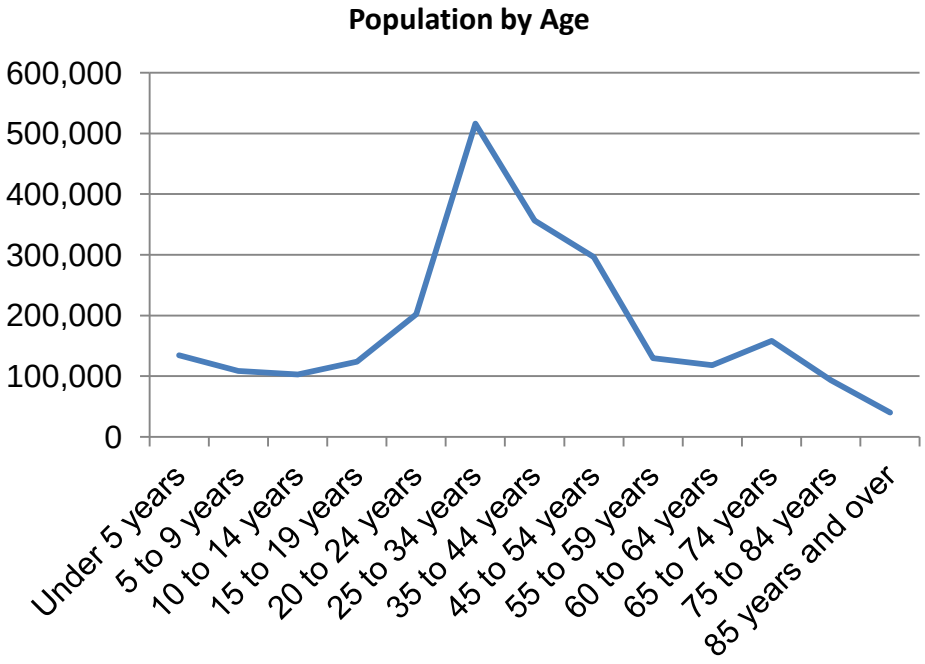


Population by Household Type



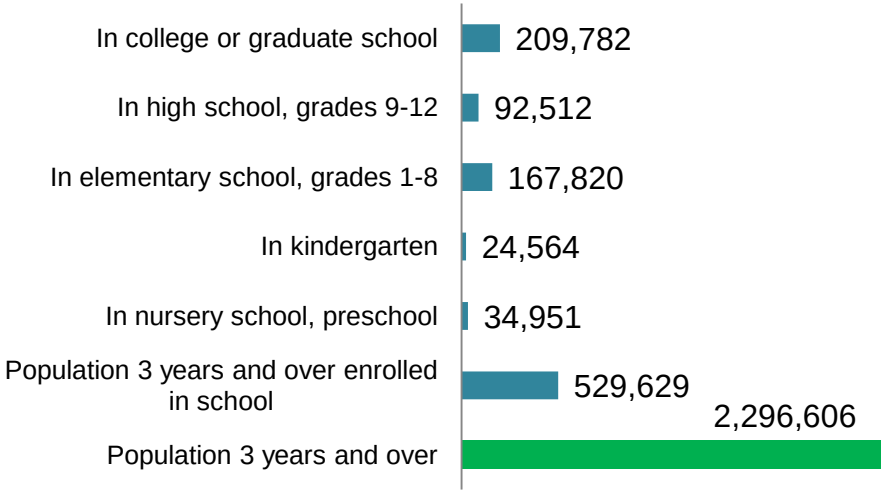
Total Population: 2,380,028



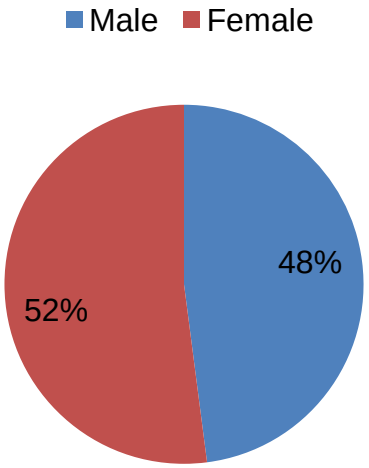


Desk Research: Key Findings 323 East 61st Street (5 Mile Radius)

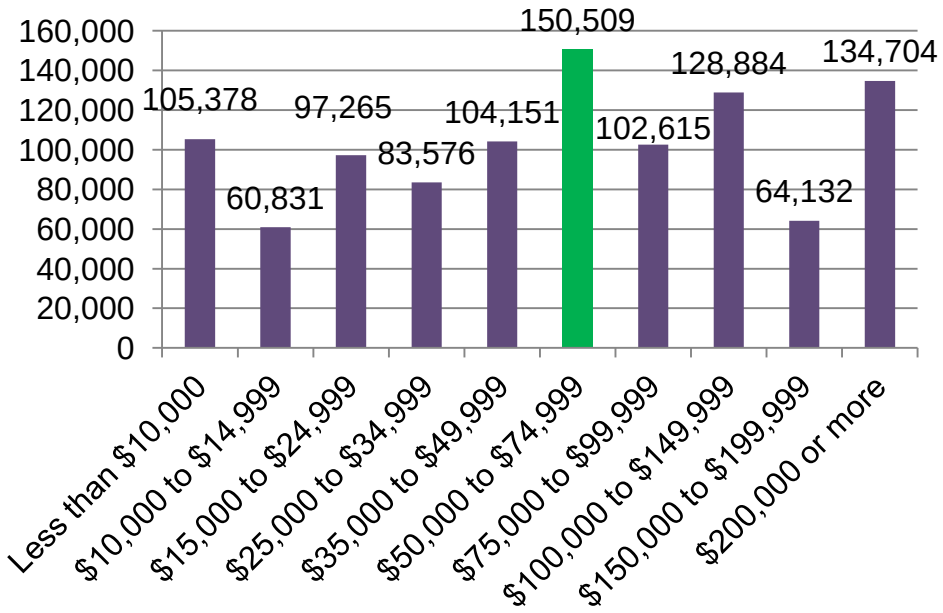
School Enrollment



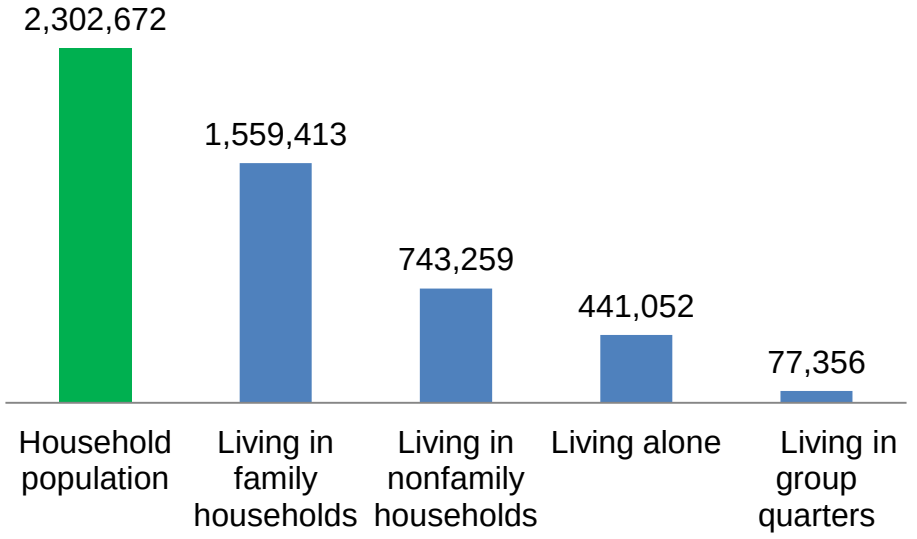
Population by Gender

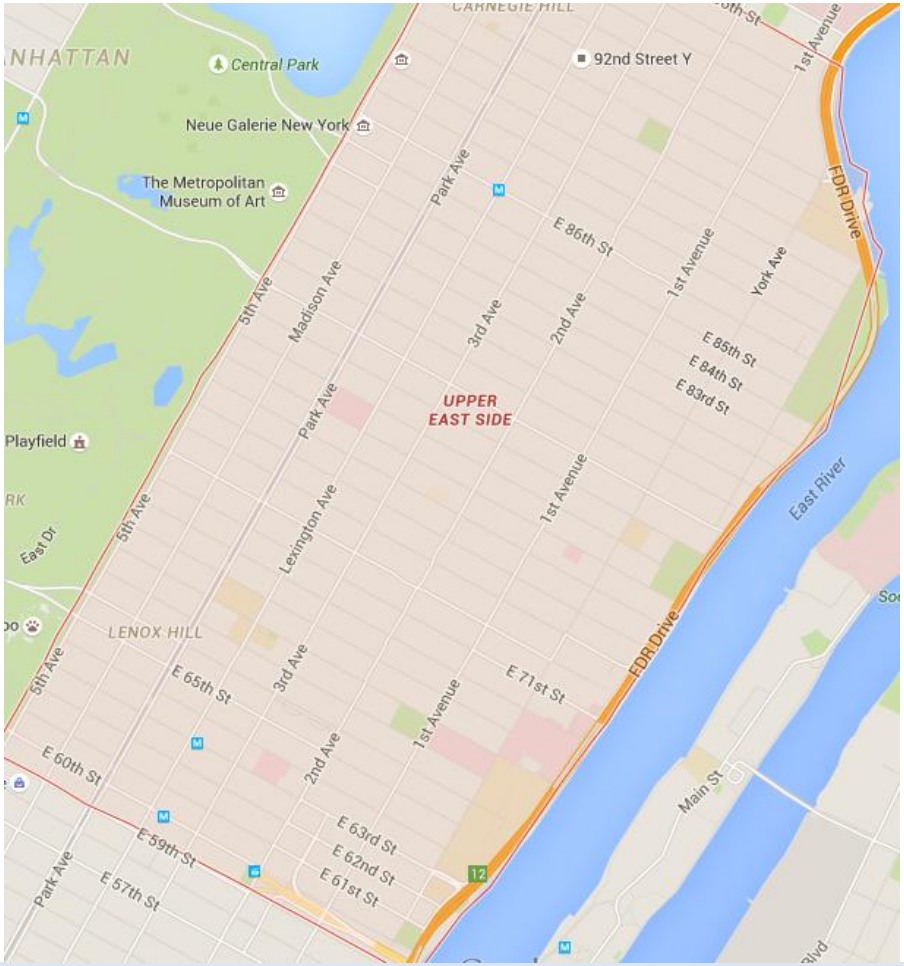


Population by Income



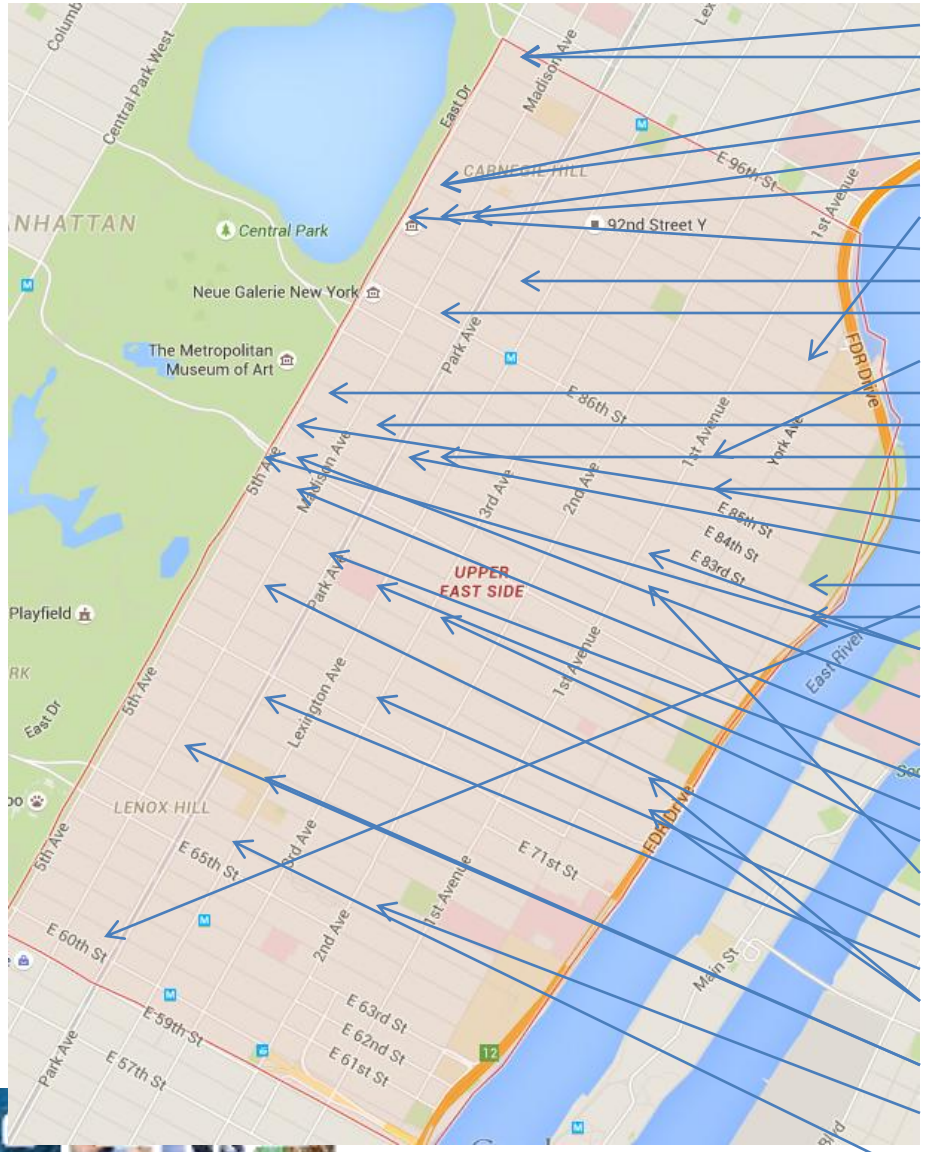
Population by Household Type





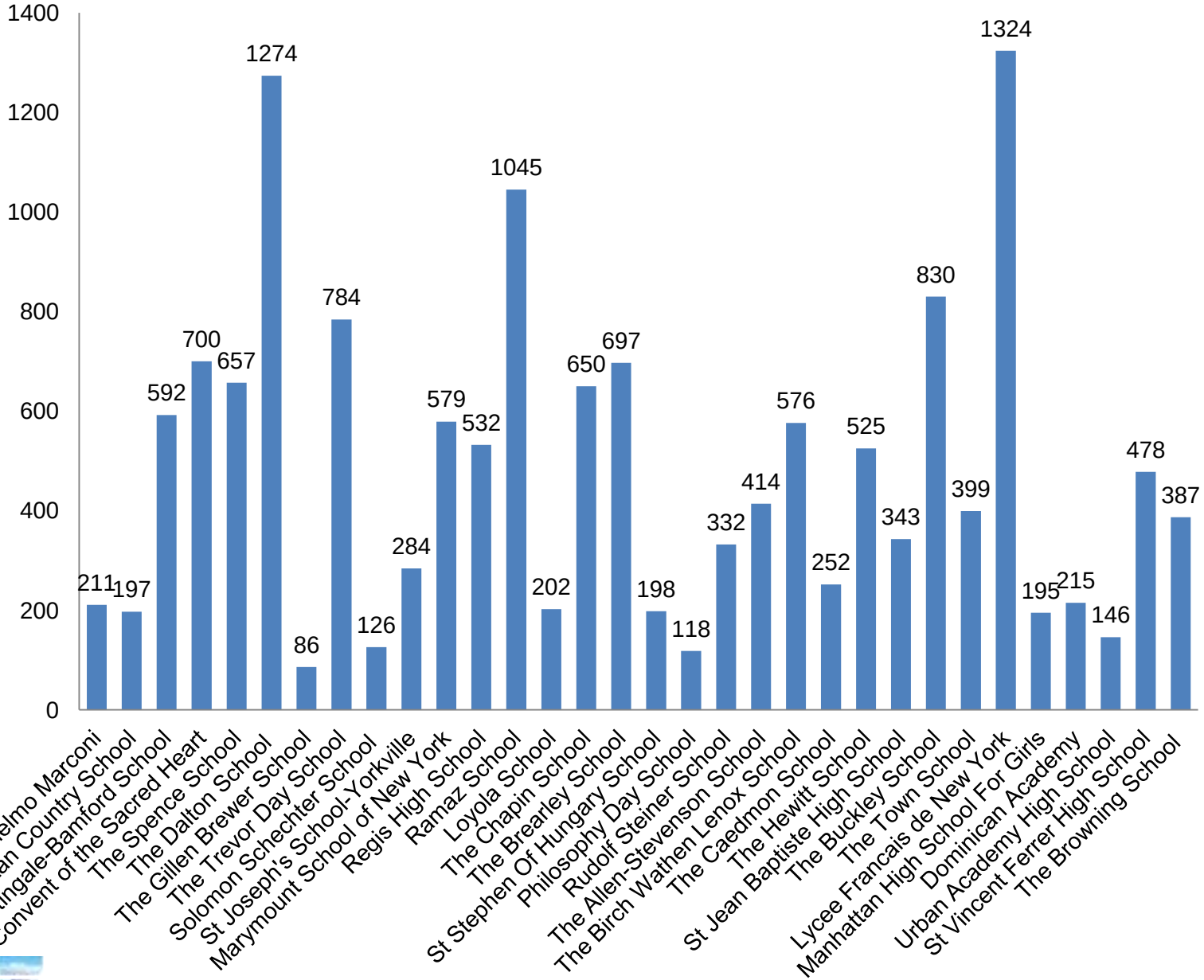
Public and Private Schools in the Upper East Side

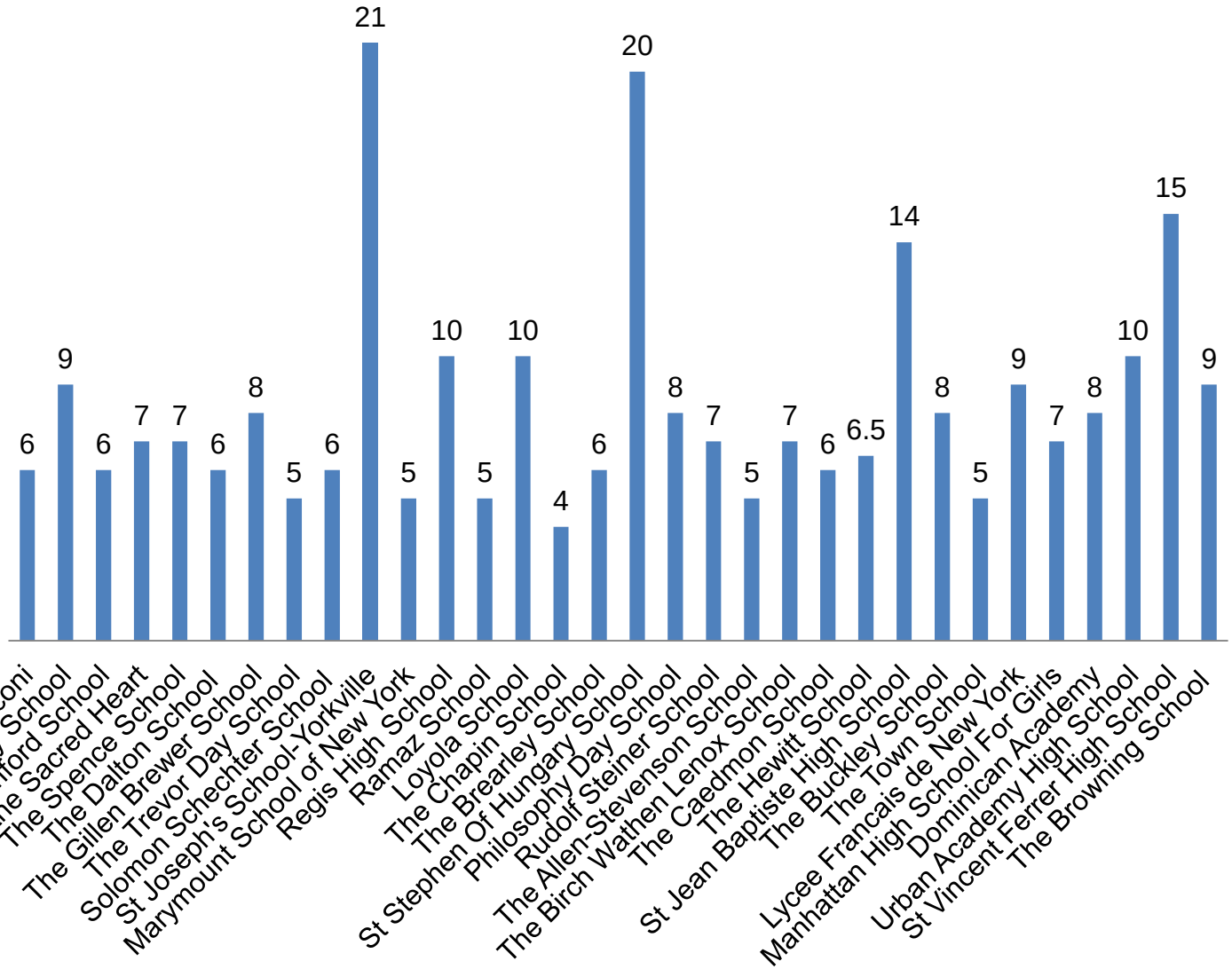
There are 37 Private Schools in the Upper East Side area of NYC.



La Scuola D'Italia Guglielmo Marconi
Manhattan Country School
The Nightingale-Bamford School
Convent of the Sacred Heart
The Spence School
The Dalton School at 53 E 91st Street
The Gillen Brewer School
The Trevor Day School
The Dalton School
Solomon Schechter School
St Joseph's School-Yorkville
Marymount School of New York
Regis High School
Ramaz School
St Joseph's School-Yorkville
Marymount School of NY at 2 E 82nd Street
Loyola School
The Chapin School
The Brearley School
St Stephen Of Hungary School
Philosophy Day School
Rudolf Steiner School
Rudolf Steiner High School
The Rabbi Joseph H. Lookstein Upper School
The Allen-Stevenson School
The Birch Wathen Lenox School
The Caedmon School
The Hewitt School
St Jean Baptiste High School
The Buckley School
The Town School
Lycee Francais de New York
Manhattan High School For Girls
Dominican Academy
Urban Academy High School
St Vincent Ferrer High School
The Browning School

Desk Research: Key Findings Private School Enrollment

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La Scuola D'Italia Guglielmo Marconi
Manhattan Country School
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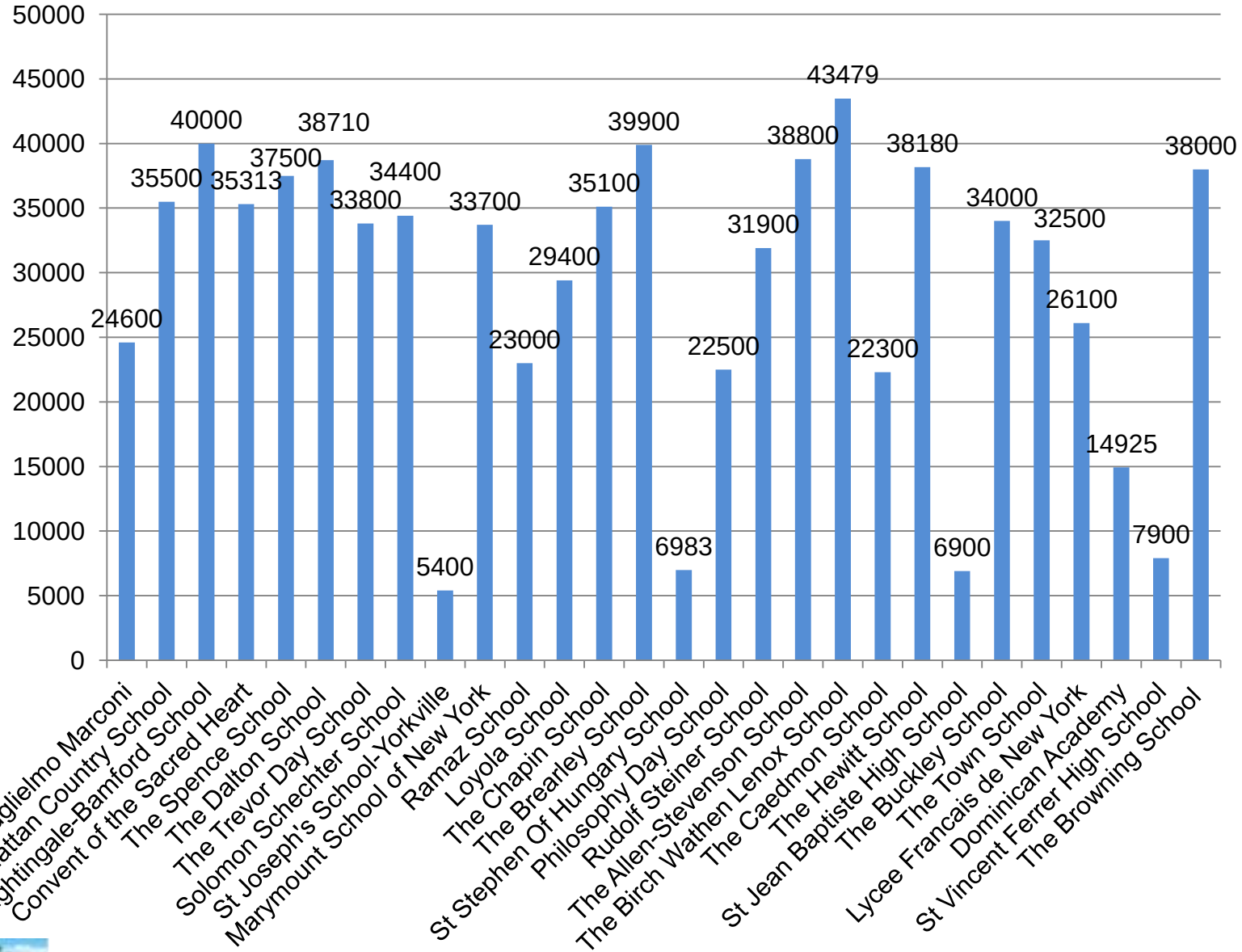
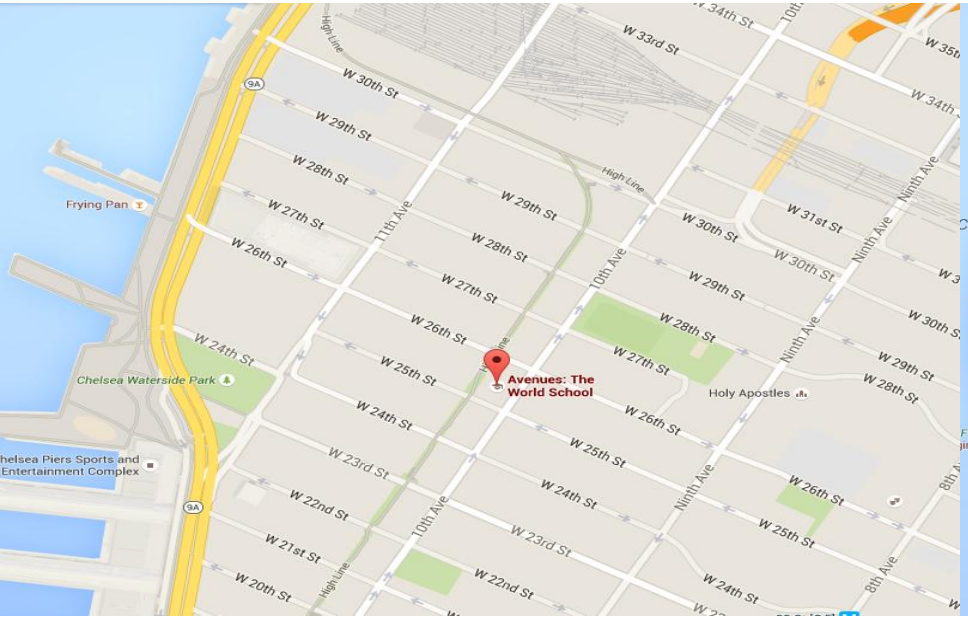
Manhattan High School For Girls
Dominican Academy
Urban Academy High School
St Vincent Ferrer High School
The Browning School

Desk Research: Key Findings Private School Tuition (Full Year)

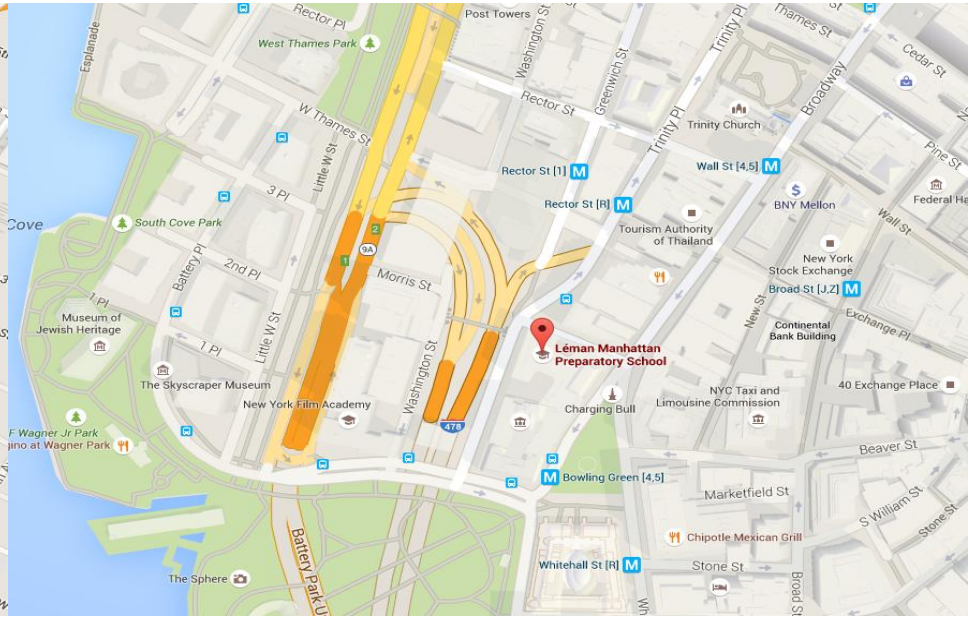


Avenues: The World School



The Avenues school is located in Chelsea in a landmark building that the school had converted. There are four schools including an early childhood center, lower school, middle school, and upper school. A unique feature of the school is its international approach to education and study abroad programs. The average tuition for a full school year is $45,350. Over the next decade or so Avenues plans to build campuses in 20 or more of the world's leading cities.

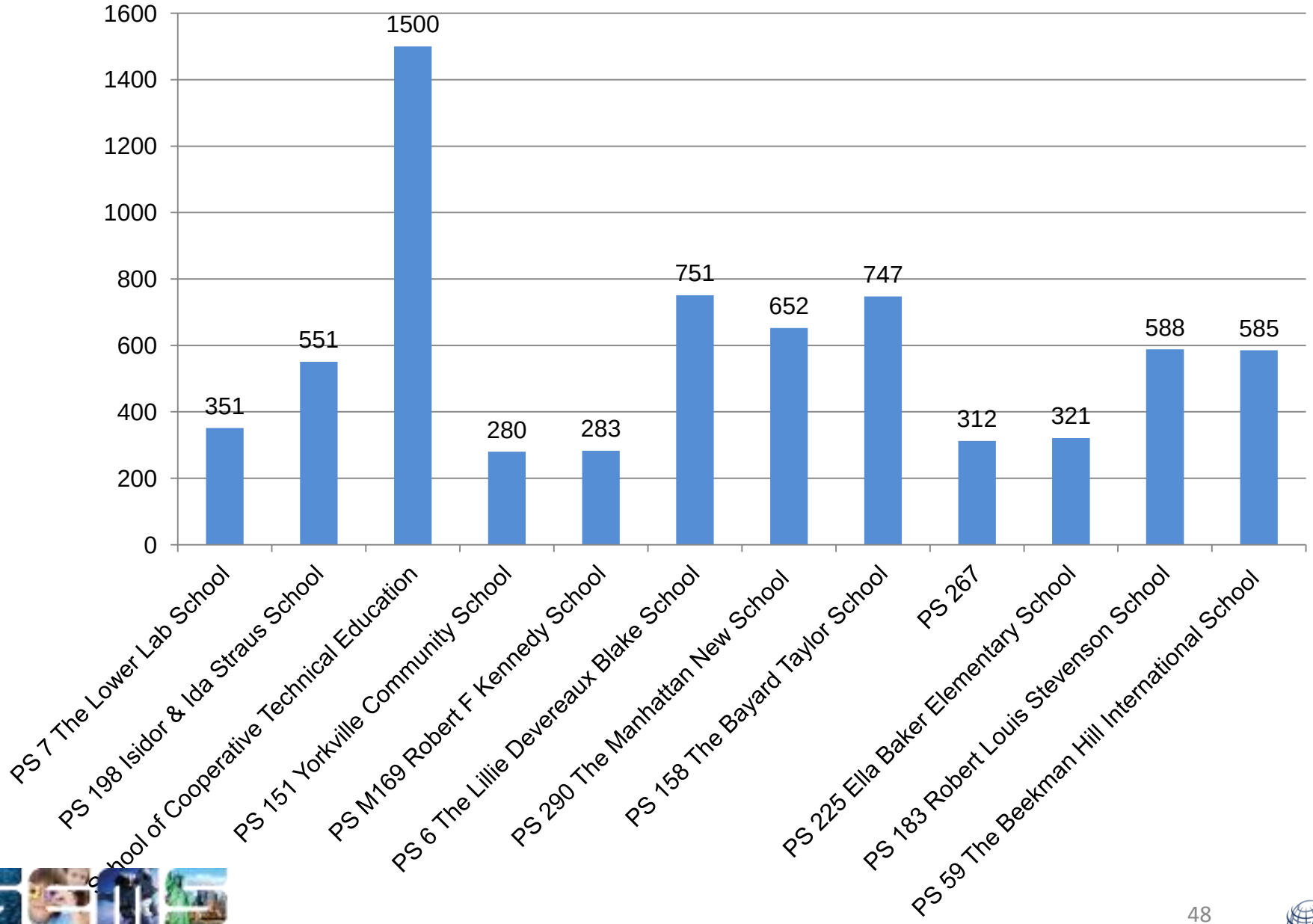
Leman School



The Leman school is located in the heart of downtown Manhattan and founded in 2005. The school has 600 students representing more than 50 countries of origin. There is a lower and upper school. It is one of only four Manhattan private schools to offer the International Baccalaureate Diploma, and the only independent school in the city with established international sister campuses. The average tuition for a full school year is $40,200.

This area is served by District 2 and there are 13 Public Schools around the selected areas.

PS 77 The Lower Lab School
PS 198 Isidor & Ida Straus School
School of Cooperative Technical Education
PS 151 Yorkville Community School
PS M169 Robert F Kennedy School
PS 66
PS 6 The Lillie Devereaux Blake School
PS 290 The Manhattan New School
PS 158 The Bayard Taylor School
PS 267
PS 225 Ella Baker Elementary School
PS 183 Robert Louis Stevenson School
PS 59 The Beekman Hill International School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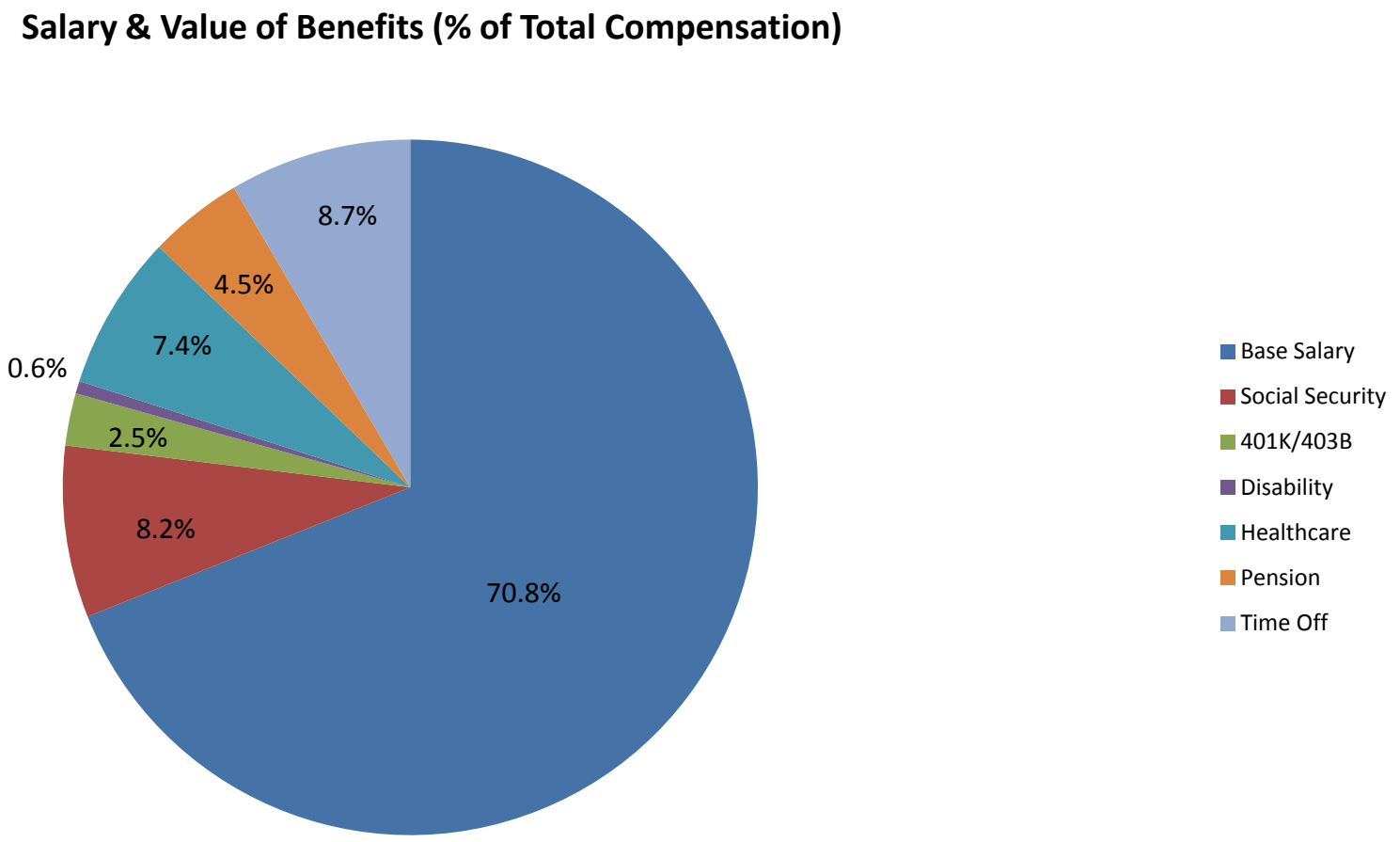
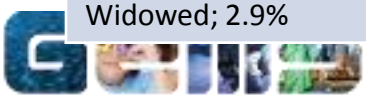
585
PS 7 The Lower Lab School
PS 198 Isidor & Ida Straus School
School of Cooperative Technical Education
PS 151 Yorkville Community School
PS M169 Robert F Kennedy School
PS 6 The Lillie Devereaux Blake School
PS 290 The Manhattan New School
PS 158 The Bayard Taylor School
PS 267
PS 225 Ella Baker Elementary School
PS 183 Robert Louis Stevenson School
PS 59 The Beekman Hill International School

Average teacher salaries in Public Schools within District 2 in NYC:

School District	County	5h Percentile	25th Percentile	Median	75th Percentile	95th Percentile
NYC District 2	Manhattan	$45,530	$57,678	$69,901	$78,885	$100,049



I. 111 East 59th Street 10022 New York, NY Total Population: 2,366,554 (5 Mile Radius)	II. 323 East 61st Street 10065 New York, NY Total Population: 2,380,028 (5 Mile Radius)
Local Area	**Local Area**
Population by Age (%): Under 5 Years; 4.7% 5 to 17 Years; 7.2% 18 to 29 Years; 12.5% 30 to 44 Years; 20.2% **45 to 64 Years; 25.2%** 65+ Years; 30.2%	Population by Age (%): Under 5 Years; 7.9% 5 to 17 Years; 5.3% 18 to 29 Years; 20.4% **30 to 44 Years; 35.2%** 45 to 64 Years; 17.8% 65+ Years; 13.4%
Population by Gender (%): Female; 52% Male; 48%	Population by Gender (%): Female; 56% Male; 44%
Population by Race (%): White; 82.4% Black; 1.1% Asian; 11.7% Other Race/ Two or More Races; 1% Hispanic; 3.8%	Population by Race (%): White; 84.4% Black; 1.4% Asian; 7.0% Other Race/ Two or More Races; 0.8% Hispanic; 6.4%
Population by Marital Status(%): Single; 32.2% **Married; 51.3%** Divorced; 9.6% Widowed; 2.9%	Population by Marital Status(%): **Single; 49.9%** Married; 39.8% Divorced; 4.0% Widowed; 2.0%



Desk Research: Key Findings 11 East 59th Street vs 323 East 61st Street

111 East 59th Street 10022 New York, NY Total Population: 2,366,554 (5 Mile Radius)	323 East 61st Street 10065 New York, NY Total Population: 2,380,028 (5 Mile Radius)
Local Area	**Local Area**
Population by Household Type (%): **One Person Household; 49.8%** Same - Sex Partners; 1.6% **Married Couple with Child; 17.1%** Single Parent with Child; 0%	Population by Household Type (%): **One Person Household; 55.2%** Same - Sex Partners; 0.1% **Married Couple with Child; 13.0%** Single Parent with Child; 0.6%
Population by Education Level (%): College Degree; 83.7% Advanced; 39.2% Annual Change in College Graduates; 0.9%	Population by Education Level (%): College Degree; 79.5% Advanced; 36.5% Annual Change in College Graduates; 0.9%
Population by Income: Per Capita Income: $139, 313 **Median Household Income: $132, 500** Unemployment Rate: 4.2% Crime Index: 79 (100 is Safest) Safer than 79% of U.S. Neighborhoods	Population by Income: Per Capita Income: $112, 565 **Median Household Income: $108, 672** Unemployment Rate: 5.7% Crime Index: 73 (100 is Safest) Safer than 73% of U.S. Neighborhoods
Population by Occupations **Executives, managers & professionals; 66%** Sales and service workers; 26% Office support workers; 5% Factory workers & laborers; 3%	Population by Occupations **Executives, managers & professionals; 61%** Sales and service workers; 30% Office support workers; 9% Factory workers & laborers; 1%

I. 111 East 59th Street 10022 New York, NY 1 Mile Radius	II. 323 East 61st Street 10065 New York, NY 1 Mile Radius
School Enrollment Population 3 years and over; 146,421 Population 3 years and over enrolled in school; 19,807 In nursery school, preschool; 2,236 **In kindergarten; 1,140** **In elementary school, grades 1-8; 4,983** **In high school, grades 9-12; 1,888** In college or graduate school; 9,560	School Enrollment Population 3 years and over; 176,870 Population 3 years and over enrolled in school; 26,085 In nursery school, preschool; 2,695 **In kindergarten; 1,509** **In elementary school, grades 1-8; 7,989** **In high school, grades 9-12; 2,847** In college or graduate school; 11,045
Population by Income Less than $10,000; 4,683 $10,000 to $14,999; 2,153 $15,000 to $24,999; 4,174 $25,000 to $34,999; 3,912 $35,000 to $49,999; 6,113 $50,000 to $74,999; 10,199 $75,000 to $99,999; 8,938 **$100,000 to $149,999; 14,014** **$150,000 to $199,999; 7,984** **$200,000 or more; 23,787**	Population by Income Less than $10,000; 4,923 $10,000 to $14,999; 2,589 $15,000 to $24,999; 5,035 $25,000 to $34,999; 4,438 $35,000 to $49,999; 6,505 $50,000 to $74,999; 13,717 $75,000 to $99,999; 10,826 **$100,000 to $149,999; 16,383** **$150,000 to $199,999; 9,210** **$200,000 or more; 28,431**
Population by Household Type: Household population; 149,057 **Living in family households; 80,631** Living in nonfamily households; 68,426 Living alone; 47,556 Living in group quarters; 2,155	Population by Household Type: Household population; 180,182 **Living in family households; 101,908** Living in nonfamily households; 78,274 Living alone; 54,645 Living in group quarters; 2,613

I. 111 East 59th Street 10022 New York, NY 3 Mile Radius	II. 323 East 61st Street 10065 New York, NY 3 Mile Radius
School Enrollment Population 3 years and over; 1,162,901 Population 3 years and over enrolled in school; 220,895 In nursery school, preschool; 16,079 In kindergarten; 8,549 In elementary school, grades 1-8; 59,108 In high school, grades 9-12; 30,912 In college or graduate school; 106,247	School Enrollment Population 3 years and over; 1,174,107 Population 3 years and over enrolled in school; 238,378 In nursery school, preschool; 16,237 In kindergarten; 9,265 In elementary school, grades 1-8; 64,186 In high school, grades 9-12; 33,345 In college or graduate school; 115,345
Population by Income Less than $10,000; 46,645 $10,000 to $14,999; 26,291 $15,000 to $24,999; 44,202 $25,000 to $34,999; 39,128 $35,000 to $49,999; 50,330 $50,000 to $74,999; 83,665 $75,000 to $99,999; 62,747 $100,000 to $149,999; 88,281 **$150,000 to $199,999; 48,301** **$200,000 or more; 111,658**	Population by Income Less than $10,000; 49,029 $10,000 to $14,999; 26,869 $15,000 to $24,999; 44,036 $25,000 to $34,999; 39,596 $35,000 to $49,999; 50,450 $50,000 to $74,999; 83,234 $75,000 to $99,999; 61,217 $100,000 to $149,999; 86,690 **$150,000 to $199,999; 46,348** **$200,000 or more; 107,339**
Population by Household Type: Household population; 1,163,459 **Living in family households; 668,385** Living in nonfamily households; 495,074 Living alone; 298,407 Living in group quarters; 34,758	Population by Household Type: Household population; 1,170,232 **Living in family households; 691,313** Living in nonfamily households; 478,919 Living alone; 290,303 Living in group quarters; 40,800

I. 111 East 59th Street 10022 New York, NY 5 Mile Radius	II. 323 East 61st Street 10065 New York, NY 5 Mile Radius
School Enrollment Population 3 years and over; 2,284,088 Population 3 years and over enrolled in school; 521,149 **In nursery school, preschool; 34,607** **In kindergarten; 23,977** **In elementary school, grades 1-8; 161,413** **In high school, grades 9-12; 89,027** In college or graduate school; 212,125	School Enrollment Population 3 years and over; 2,296,606 Population 3 years and over enrolled in school; 529,629 **In nursery school, preschool; 34,951** **In kindergarten; 24,564** **In elementary school, grades 1-8; 167,820** **In high school, grades 9-12; 92,512** In college or graduate school; 209,782
Population by Income Less than $10,000; 102,922 $10,000 to $14,999; 59,214 $15,000 to $24,999; 95,514 $25,000 to $34,999; 82,347 $35,000 to $49,999; 102,196 $50,000 to $74,999; 151,732 $75,000 to $99,999; 103,959 $100,000 to $149,999; 131,985 **$150,000 to $199,999; 66,278** **$200,000 or more; 138,283**	Population by Income Less than $10,000; 105,378 $10,000 to $14,999; 60,831 $15,000 to $24,999; 97,265 $25,000 to $34,999; 83,576 $35,000 to $49,999; 104,151 $50,000 to $74,999; 150,509 $75,000 to $99,999; 102,615 $100,000 to $149,999; 128,884 **$150,000 to $199,999; 64,132** **$200,000 or more; 134,704**
Population by Household Type: Household population; 2,286,960 **Living in family households; 1,535,088** Living in nonfamily households; 751,872 Living alone; 443,396 Living in group quarters; 79,594	Population by Household Type: Household population; 2,302,672 **Living in family households; 1,559,413** Living in nonfamily households; 743,259 Living alone; 441,052 Living in group quarters; 77,356

II. Phase I Desk Research:
Demand and Supply Analysis

- In 2015, the school age population in Manhattan is 156,339. In 2010, the school age population in Manhattan was 157,856 and was projected to grow by 1.8% in 2020 to 162,931.
- There are 201 private schools in Manhattan serving 55,520 students and approximately 37 private schools on the UES serving approximately 17,000 Students. With the average New York City private school acceptance rate at 62%, the current demand for private schools in the UES is 27,500 seats. In 2015, the demand/supply gap for private school seats in the UES is 10,500.
- In 2020, the demand/supply gap for private school seats is projected to reach 10,995 seats, based on the assumption of the projected 1.8% growth in school age population in New York City from 2015-2020.
- New York City is projected to grow from 8.2 million persons in 2010 to 9 million in 2040, an increase of 783,000 or 9.5 percent.
- In Manhattan, Queens, and Staten Island, the highest level of growth is projected to be in the 2010-2020 period, with growth slowing thereafter.
- Manhattan is projected to see the largest overall percentage increase in school-age children between 2010 and 2040 (7.8 percent).
- Manhattan is projected to grow the most between 2020 and 2030, with an increase of 8.9 percent, or 15,000 school-age children.
- In the final decade of the projection period (2030 to 2040), the overall school-age population is projected to decline in Manhattan and Brooklyn by 4.1 and 1.5 percent, respectively.

Source: http://www.nyc.gov/html/dcp/pdf/census/projections_report_2010_2040.pdf

New York City is projected to grow from 8.2 million persons in 2010 to 9 million in 2040, which reflects an increase of 783,000 or 9.5 percent. In 2010-2020, the first decade of the projection, New York City's population was projected to increase by 3.7 percent. This growth, however, is expected to slow to 3.2 percent in the following decade, with the population reaching 8,821,000 in 2030. Between 2030 and 2040, the growth rate in New York City is projected to decrease once again to 2.3 percent .

In Manhattan, Queens, and Staten Island, the highest level of growth is projected to be in the 2010-2020 period, with growth slowing thereafter. In the Bronx and Brooklyn, however, the highest growth rates are projected to occur one decade later, between 2020 and 2030. In the final decade, 2030-2040, growth is projected to slow in all five boroughs, with growth rates at their lowest levels for the entire projection period

Table 1: Projected Total New York City Population by Borough, 2010-2040

					CHANGE							
	2010	2020	2030	2040	2010-2020		2020-2030		2030-2040		2010-2040	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
NYC	8,242,624	8,550,971	8,821,027	9,025,145	308,347	3.7	270,056	3.2	204,118	2.3	782,521	9.5
Bronx	1,385,108	1,446,788	1,518,998	1,579,245	61,680	4.5	72,210	5.0	60,247	4.0	194,137	14.0
Brooklyn	2,552,911	2,648,452	2,754,009	2,840,525	95,541	3.7	105,557	4.0	86,516	3.1	287,614	11.3
Manhattan	1,585,873	1,638,281	1,676,720	1,691,617	52,408	3.3	38,439	2.3	14,897	0.9	105,744	6.7
Queens	2,250,002	2,330,295	2,373,551	2,412,649	80,293	3.6	43,256	1.9	39,098	1.6	162,647	7.2
Staten Island	468,730	487,155	497,749	501,109	18,425	3.9	10,594	2.2	3,360	0.7	32,379	6.9

Source: http://www.nyc.gov/html/dcp/pdf/census/projections_report_2010_2040.pdf

The table below displays the overall number of school-age children (ages 5 to 17) by borough in 2010, as well as the projected school-age population for each decade through 2040. **The school-age population, which stood at 1,260,000 in 2010, was projected to increase modestly (1.8 percent) over the current decade, reaching 1,283,000 in 2020. It is projected to grow 5 percent to 1,347,000 by 2030.**

Larger cohorts of women born in the late 1980s and early 1990s, along with modest positive net migration in the older school-age population are driving these changes. By 2040, however, the school-age population is projected to dip slightly to 1,342,000 (a 0.4 percent decline). Given the higher growth of the overall population, the share of school-age children is projected to decline from 15.3 percent in 2010 to 14.9 percent in 2040.

Table 2: Projected New York City School-Age Population by Borough, 2010-2040

					CHANGE							
	2010	2020	2030	2040	2010-2020		2020-2030		2030-2040		2010-2040	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
NYC	1,260,400	1,282,814	1,347,036	1,342,097	22,415	1.8	64,222	5.0	-4,939	-0.4	81,697	6.5
Bronx	265,052	259,013	277,830	281,688	-6,039	-2.3	18,817	7.3	3,858	1.4	16,636	6.3
Brooklyn	424,704	441,049	461,688	454,949	16,345	3.8	20,639	4.7	-6,739	-1.5	30,245	7.1
Manhattan	157,856	162,931	177,440	170,114	5,075	3.2	14,509	8.9	-7,326	-4.1	12,258	7.8
Queens	331,926	341,062	350,544	355,340	9,137	2.8	9,482	2.8	4,796	1.4	23,414	7.1
Staten Island	80,862	78,759	79,535	80,005	-2,103	-2.6	776	1.0	471	0.6	-857	-1.1

Source: http://www.nyc.gov/html/dcp/pdf/census/projections_report_2010_2040.pdf

Manhattan is projected to see the largest overall percentage increase in school-age children between 2010 and 2040 (7.8 percent), followed closely by Brooklyn and Queens (7.1 percent each). **Manhattan's school-age population was projected to grow from 158,000 in 2010 to 170,000 in 2040.** Brooklyn is projected to grow from 425,000 in 2010 to 455,000 in 2040. Queens, which in 2010 had the second largest school-age population after Brooklyn, will see its school-age population grow from 332,000 in 2010 to 355,000 in 2040.

The Bronx is projected to have a 6.3 percent increase, from 265,000 in 2010 to 282,000 in 2040. Staten Island is the only borough that is not expected to change much over the projection period. The projections show a slight decline in school-age population, from 81,000 in 2010 to about 80,000 (-1.1 percent) in 2040. Though the school-age population in most boroughs will be growing over time, other age groups are expected to increase even faster. **As a result, the share of the school-age population in the Bronx, Brooklyn, and Staten Island is expected to decline between 2010 and 2040, with the share remaining largely unchanged in Manhattan and Queens.**

The five boroughs display important differences in each decade of the projection period. The school-age populations in the Bronx and Staten Island are expected to decline in the current decade, by 2.3 percent and 2.6 percent, respectively. In contrast, Brooklyn is expected to see a 3.8 percent increase this decade, followed by Manhattan (3.2 percent), and Queens (2.8 percent). The highest growth, however, is projected to occur in 2020-2030 when each borough will gain a sizable number of school-age children.

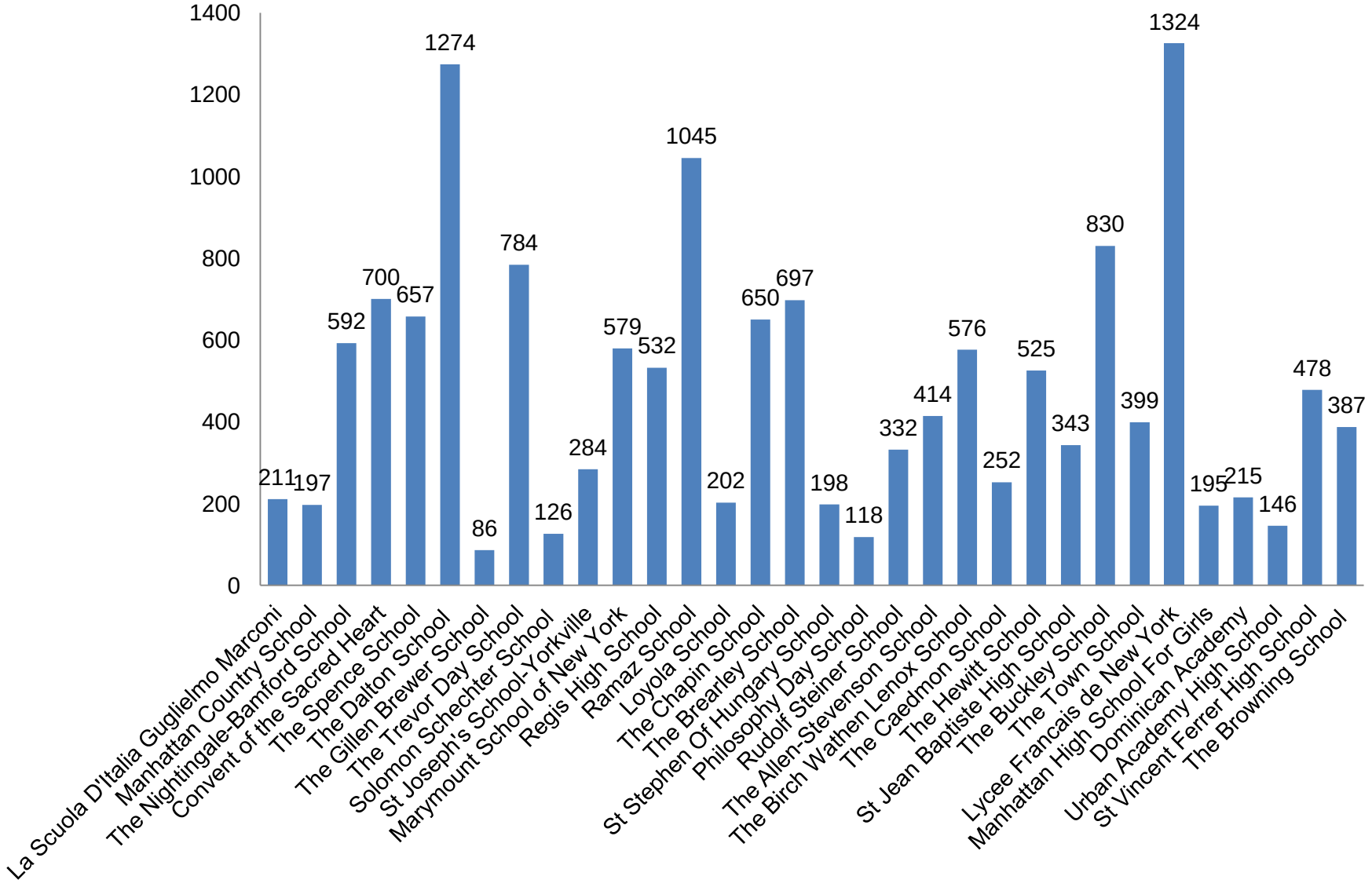
Manhattan is projected to grow the most between 2020 and 2030, with an increase of 8.9 percent, or 15,000 school-age children. The Bronx is projected to grow by 7.3 percent, an increase of 19,000 school-age children, offsetting losses in the previous decade. The school-age population in Brooklyn is projected to increase by 21,000, or 4.7 percent, while that of Queens is projected to grow by 2.8 percent, an increase of 9,000 school-age children. Staten Island will see only a modest change in its school-age population, increasing from 79,000 to 80,000.

In the final decade of the projection period (2030 to 2040), the overall school-age population is projected to decline in Manhattan and Brooklyn by 4.1 and 1.5 percent, respectively. These losses, however, are expected to be partially offset by increases in the Bronx and Queens (1.4 percent each), and a modest increase in Staten Island (0.6 percent).

Source: http://www.nyc.gov/html/dcp/pdf/census/projections_report_2010_2040.pdf

New York City – Manhattan Private Schools
There are 201 private schools in New York County, NY, serving 55,520 students.
The average private school tuition is $17,954 for elementary schools and $33,634 for high schools
The average acceptance rate is 62%
Minority enrollment is 36% of the student body, and the student: teacher ratio is 8:1.
50% of schools are religiously affiliated (most commonly Roman Catholic and Jewish)
New York City – Manhattan – Private High Schools
There are 73 private high schools in New York County, NY, serving 30,310 students.
The average private school tuition is $17,954 for elementary schools and $33,634 for high schools
The average acceptance rate is 62%
Minority enrollment is 24% of the student body, and the student: teacher ratio is 8:1.
45% of schools are religiously affiliated (most commonly Roman Catholic and Jewish)
New York City – Manhattan – **Elementary Schools**
There are 168 private elementary schools in New York County, NY, serving 47,715 students.
The average private school tuition is $17,954 for elementary schools and $33,634 for high schools
The average acceptance rate is 62%
Minority enrollment is 28% of the student body, and the student: teacher ratio is 8:1.
48% of schools are religiously affiliated (most commonly Roman Catholic and Jewish)
New York City – Manhattan – **Pre-School**
There are 97 private preschools in New York County, NY, serving 27,520 student
The average private school tuition is $17,954 for elementary schools and $33,634 for high schools
The average acceptance rate is 62%
Minority enrollment is 26% of the student body, and the student: teacher ratio is 9:1.
56% of schools are religiously affiliated

Total Private School Enrollment in Midtown East is approximately. 17,000 Students



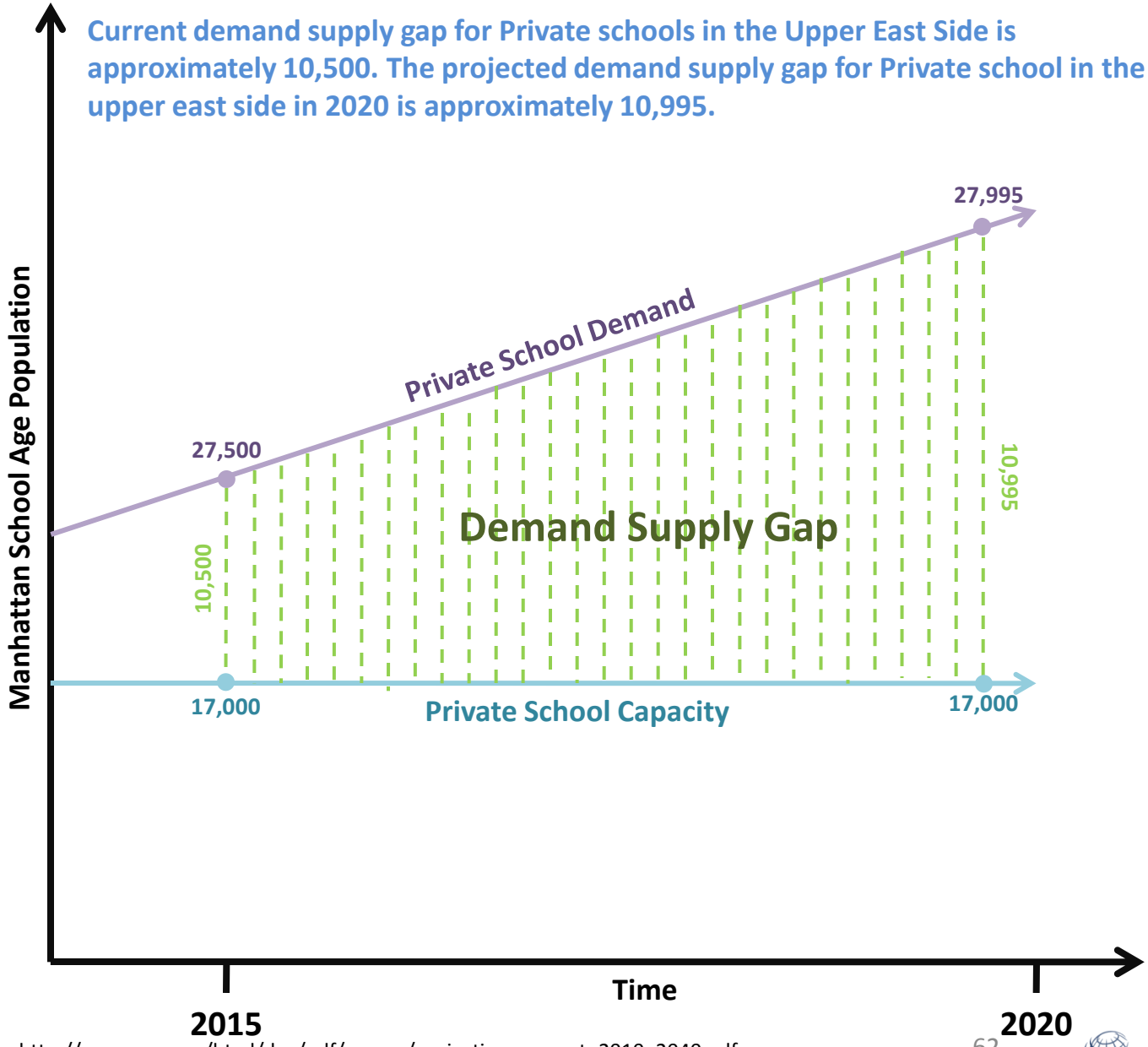
2015	2020
# Students who applied for private school: 27,500	# Students who will apply for private school: 27,995
# Students got accepted for private school: 17,000	# Students who will get accepted private school: 17,000
# Students Rejected (Demand Supply Gap): 10,500	# Students Rejected (Demand Supply Gap): 10,995

Assumptions

- Demand Supply Gap based on 62% New York Private School Acceptance Rate
- Student Projection based on School Age 1.8% 2020 projected increase
- Assuming no new schools in the Upper East Side and current Private School capacity remains the same
- No Defection from Current Schools or waitlist

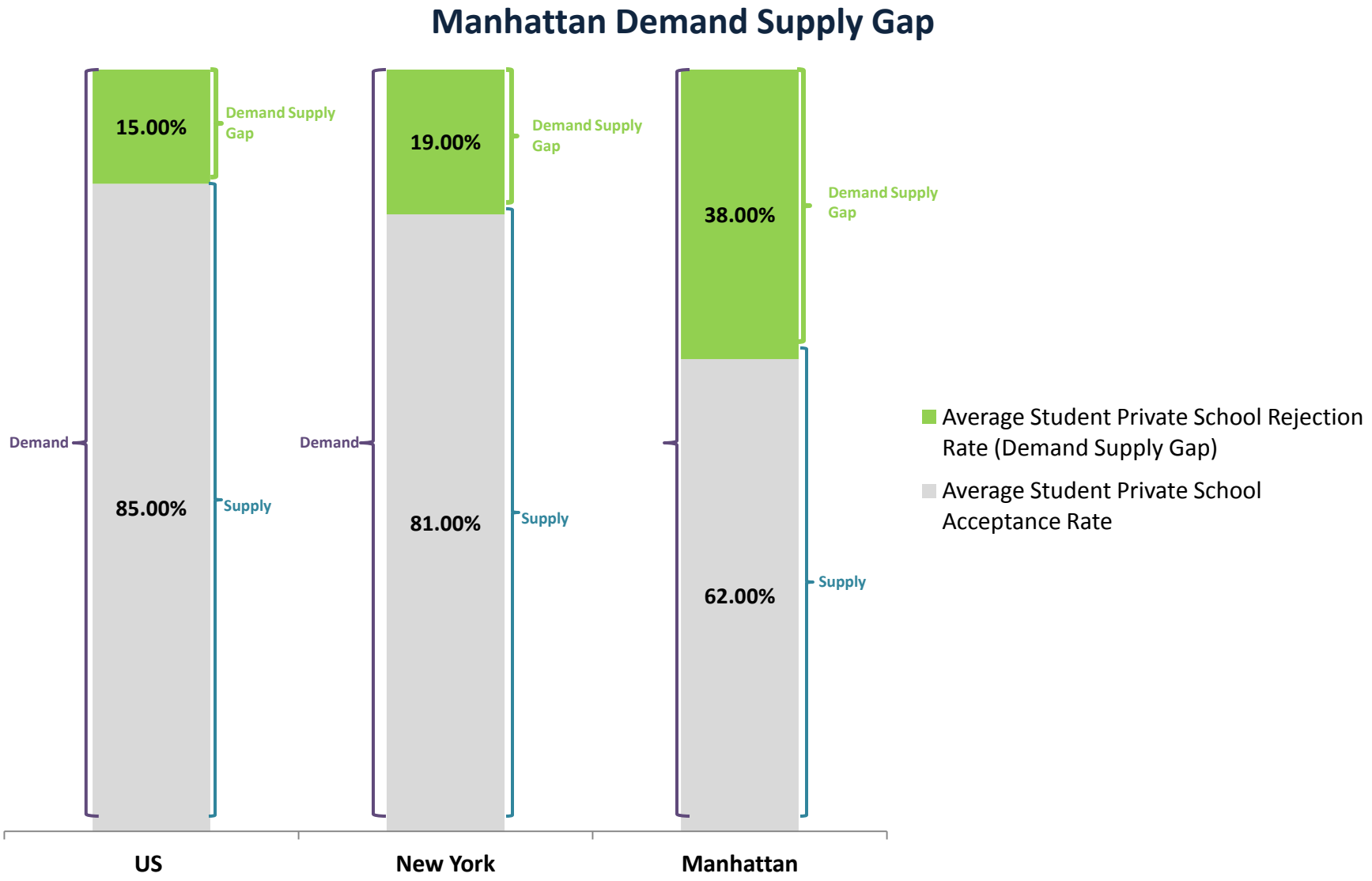
Private School Demand & Supply Analysis for Upper East Side NYC 2015-2020

Current demand supply gap for Private schools in the Upper East Side is approximately 10,500. The projected demand supply gap for Private school in the upper east side in 2020 is approximately 10,995.



Source: http://www.nyc.gov/html/dcp/pdf/census/projections_report_2010_2040.pdf
Source: http://www.privateschoolreview.com/new-york

Private School Demand & Supply Analysis for Upper East Side NYC 2015-2020



Source: http://www.privateschoolreview.com/new-york

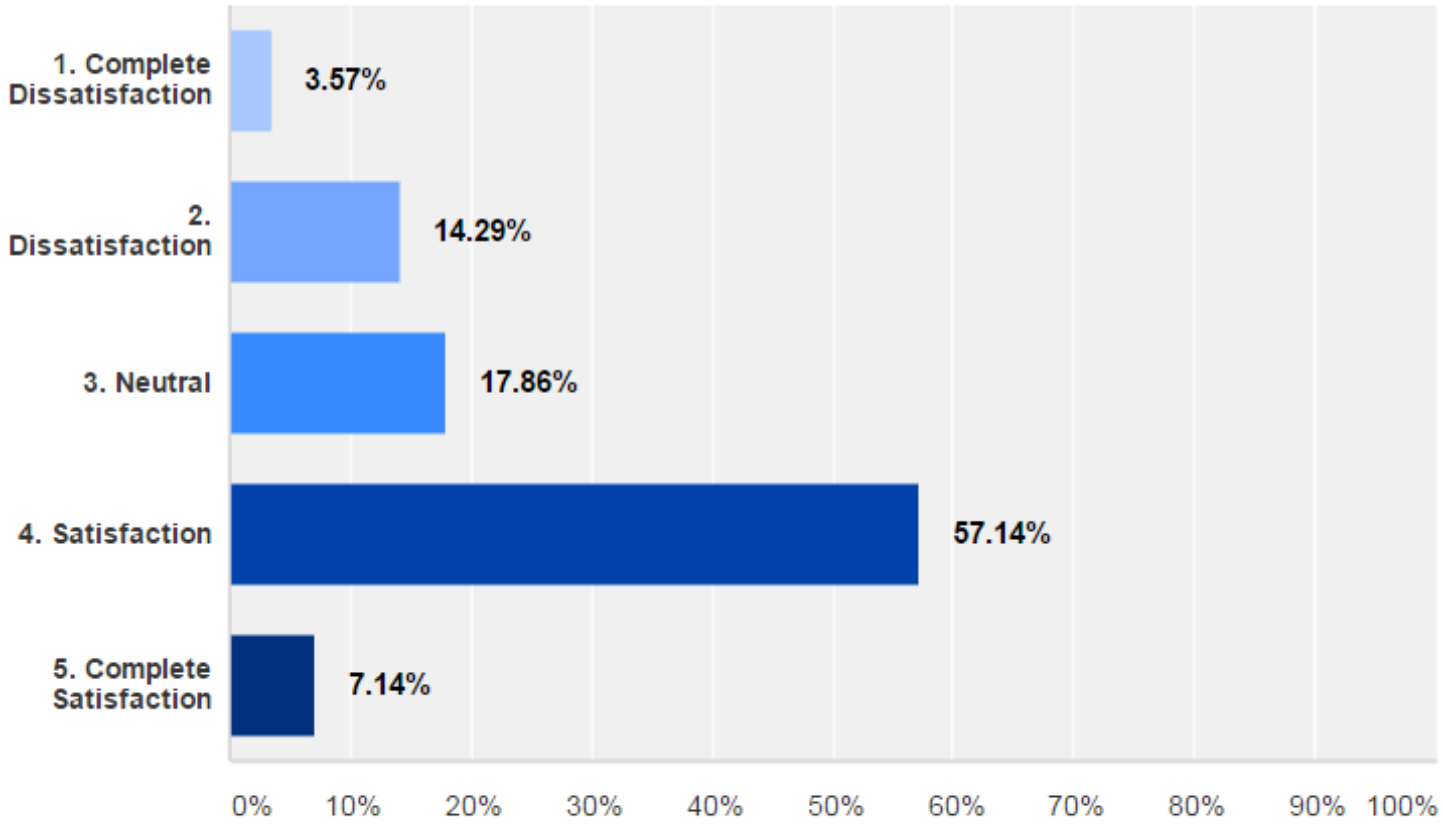
III. Phase II Key Findings:
In-depth Interviews

- 57% of In-depth Interview respondents are satisfied with their current school choice.
- At least 14% of In-depth interview respondents are dissatisfied with their current school choice. The reasons for dissatisfaction were non-competitive curriculum, large class sizes, high student to teacher ratios and expensive tuition.
- In-depth interview Respondents had generally positive response to the XXX concept. Respondents felt there was a high need for a school like XXX and the GEM's concept, mission statement offerings were widely accepted. Respondents felt that that were wiling to pay at a range from $24,000 - $37,000. Within this tuition range, parents would expect top tier amenities, facilities and services.
- 52% of in-depth interview respondents stated there was a high level of need of the XXX type of school at that location.
- 67% of in-depth interview respondents stated a high level of need for a school that is heavily geared towards preparing its students for success in the modern globalized economy.
- 70% of in-depth interview Respondents stated a high level of need for a school that places a strong emphasis on integrating parents into a student's education, and creating a holistic educational experience that integrates the home and school environments.
- 77% of in-depth interview respondents responded they were extremely likely to pay $24,000. 68% of in-depth interview respondents responded they were extremely likely to pay $30,000. 40% of in-depth interview respondents stated they were likely to pay $36,000 but only 30% of in-depth interview respondents were extremely likely.
- In-depth interview respondents stated they would expect the following facilities and amenities for a $30,000 tuition: Swimming Pool, School Bus, Theatre, Athletics, Play Area, Grass Field, Graphs Center/Lab, Dinning Room and Drama Center.
- In-depth interview respondents stated they would expect the following service for a $30,000 tuition: high Level of security and variety of school trips were the most important followed by bus services and summer activities.

Current School Satisfaction

Question	Key Finding	Quotes
How satisfied would you say you are with the school your child (children) currently attend?	More than half the parents were satisfied with their current school choice	**Respondents stated the following reasons for being current school choice satisfaction:** • Excellent curriculum, small classes, Outstanding staff • the quality of the instructors, the curriculum, the opportunities for overall growth • It's a great school. It's very diverse and provides a wonderful progressive education. • I like the rigorous curriculum • The curriculum • Diversity, small classes
What are the main reasons you cannot say you are completely satisfied?	Some/Few of the parents were dissatisfied with their current school choice	**Respondents stated the following reasons for being current school choice satisfaction:** • Would love a more challenging curriculum and more focus on social responsibility. Less expensive would be better, but we would pay more for a better school. • I would like a smaller class size for my child who is going into Kindergarten. At that age, they need extra attention. • The school is too progressive. I would like more structure in the education. School is also very pricey.

Q: How satisfied would you say you are with the school your child (children) currently attend?



Need for XXX Type of School

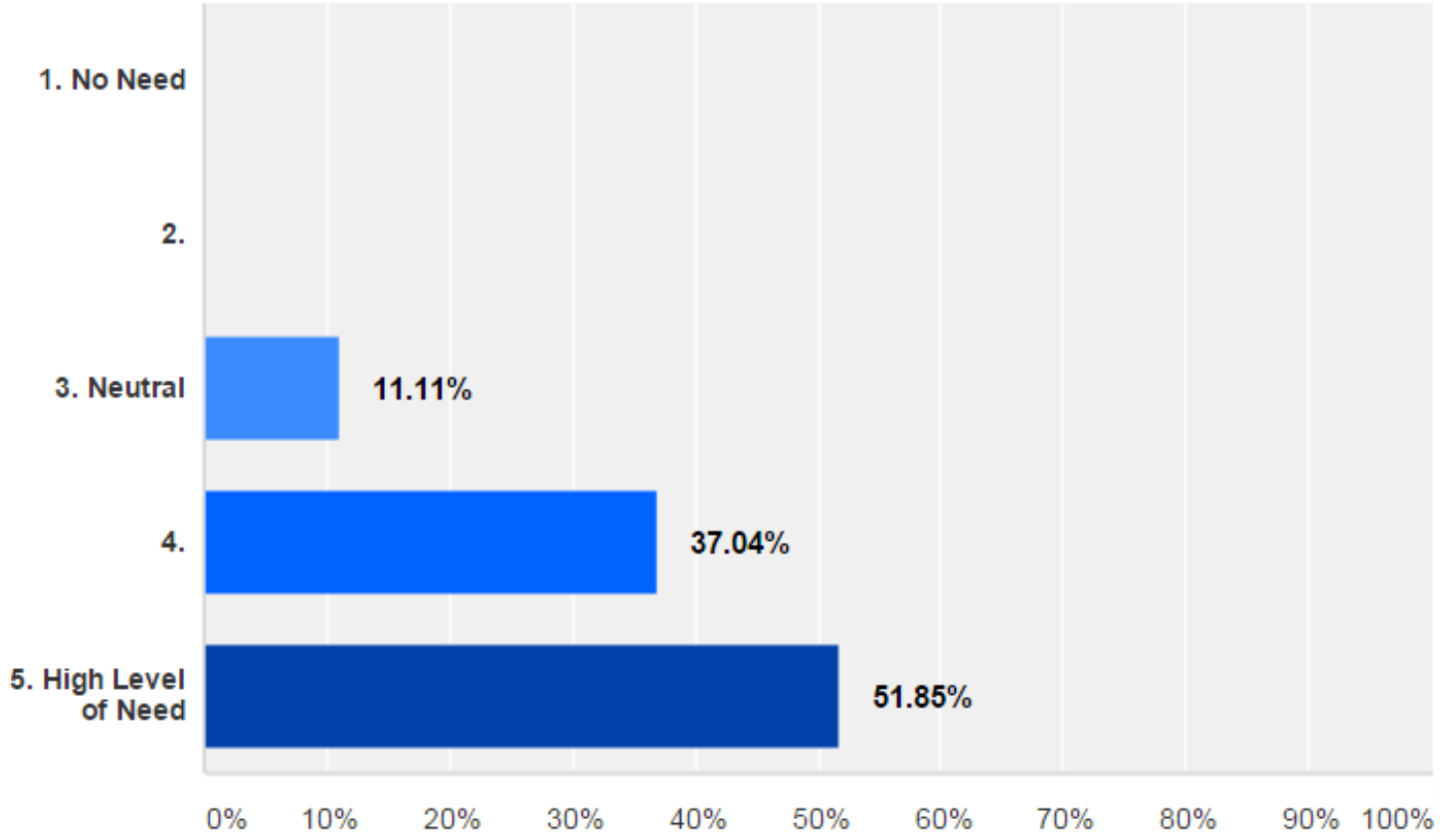
XXX Questionnaire Description:
Our client is interested in starting a new school at either at 111 East 59th St. or 323 East 61st Street. The school would follow the International Baccalaureate (IB) program or offer comparably challenging and engaging curriculum.

The school would have the following attributes:

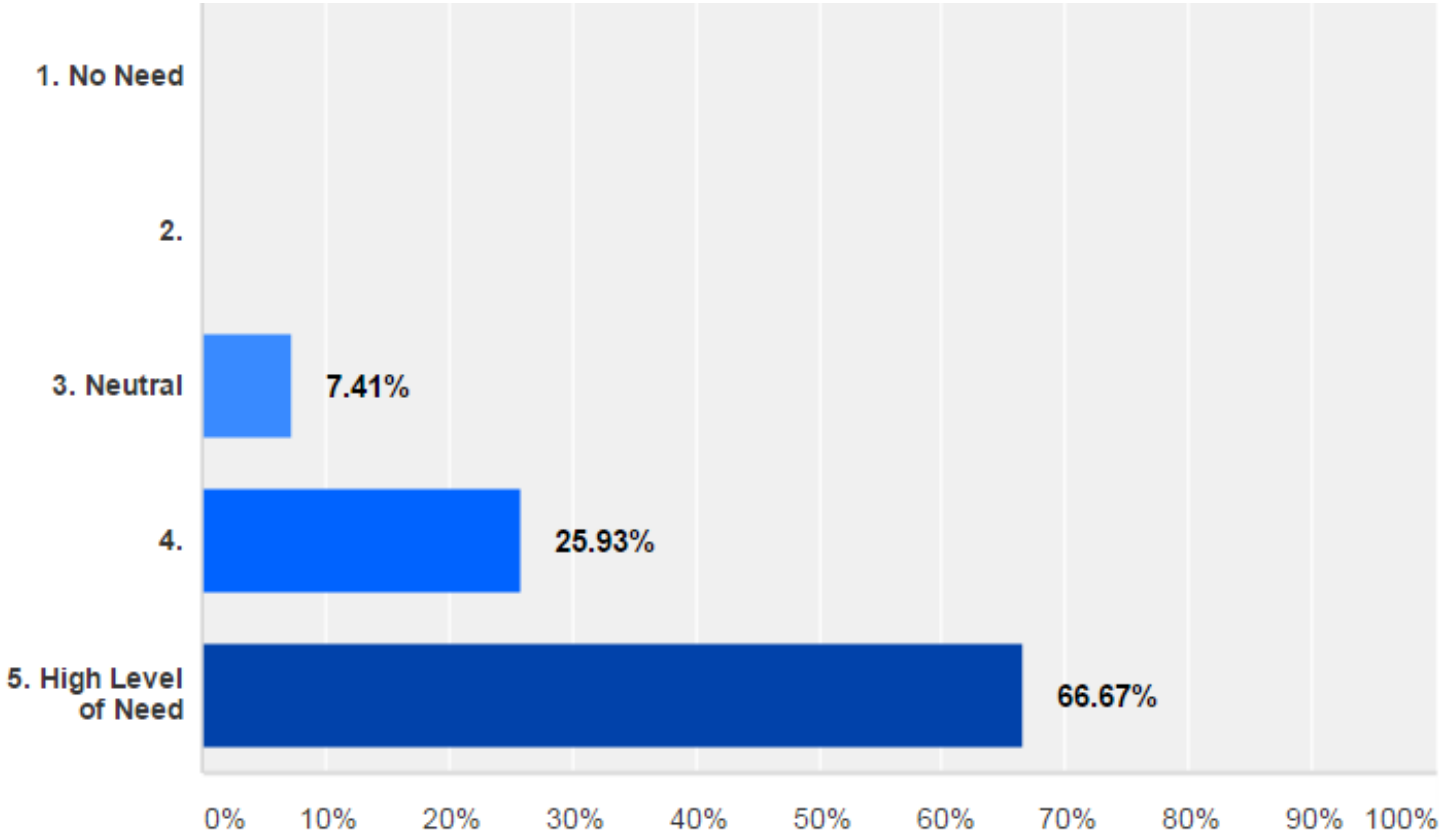
- Reputable and experienced leadership and administration
- High quality teachers
- Outstanding academic results
- Enquiry-based, hands-on teaching methods and learning strategies geared to individualized instruction
- Strong support for children to achieve
- Focus on extra-curricular activities
- International awareness and opportunities for global learning experiences

Question	Key Finding	Quotes
How would you evaluate your interest in a school such for your child as this at the mentioned location?	52% of the in-depth respondents stated there was a high level of need of the XXX type of school at that location. 67% of in-depth interview respondents stated high level of need for a school that is heavily geared towards preparing its students for success in the modern globalized economy. 70% of in-depth interview respondents stated high level of need for a school that places a strong emphasis on integrating parents into a student's education, and creating a holistic educational experience that integrates the home and school environments.	Respondents stated the following reasons for having a high level of need for XXX type of school: • "It seems like an environment where everyone would be accountable for success administrators, students, teachers and families. What you describe is a healthy balance of what is required to raise and educate a wonderful and successful adult." • "I'd be very interested to learn more. The location is much more convenient than my child's current school." • "I like the international aspect of the schools curriculum." • "I desire a school that has highly trained, highly qualified teachers whose purpose is to provide student-centered education that focuses on bringing out the best possible potential of each student."

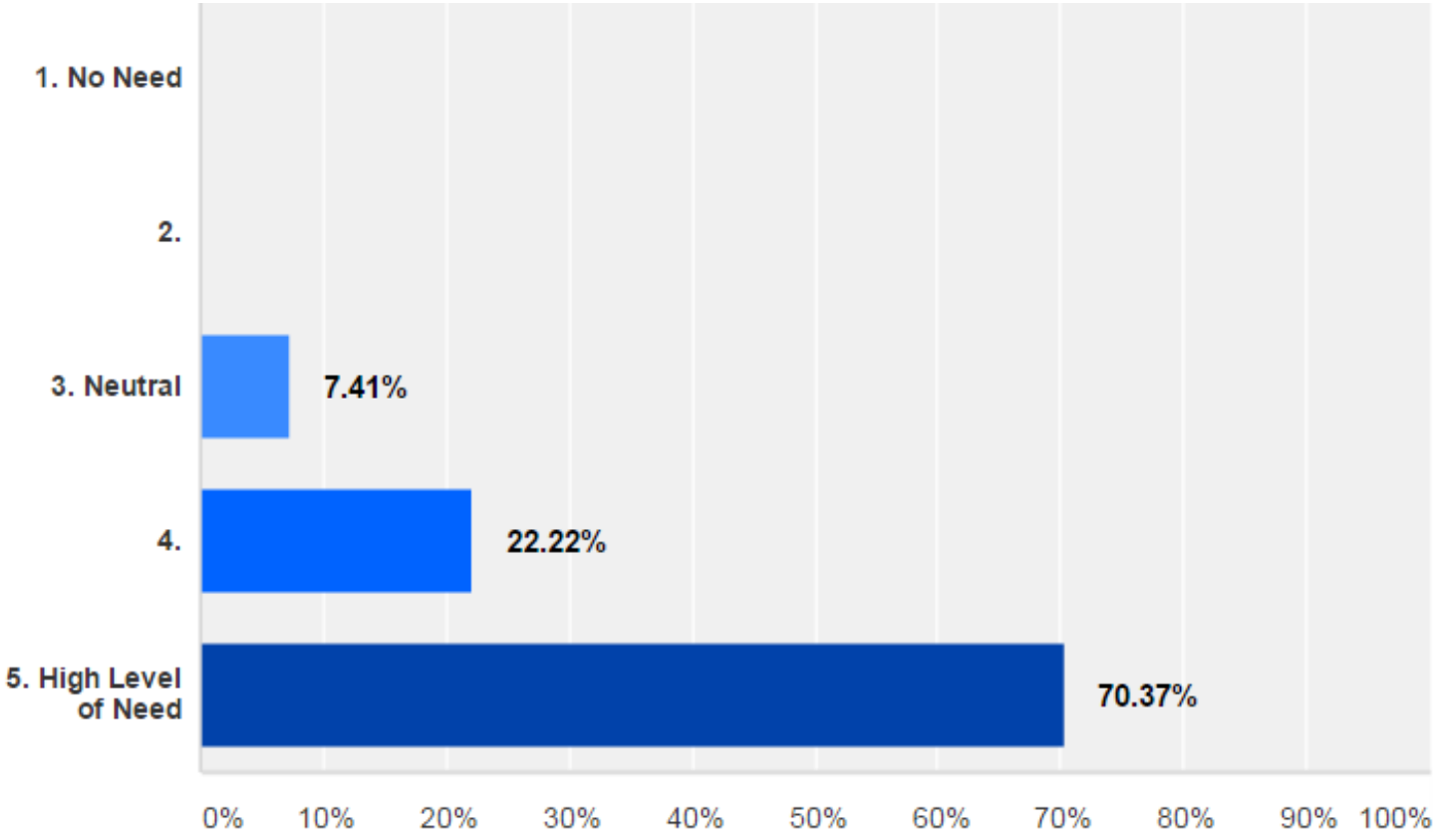
Q: How would you evaluate your interest in a school such for your child as this at the mentioned location?



Q: Our client's school model is heavily geared towards preparing its students for success in the modern globalized economy. For this reason, an emphasis on international and multicultural awareness pervades all aspects of the curriculum. How important is it that your child's school have this type of global focus?

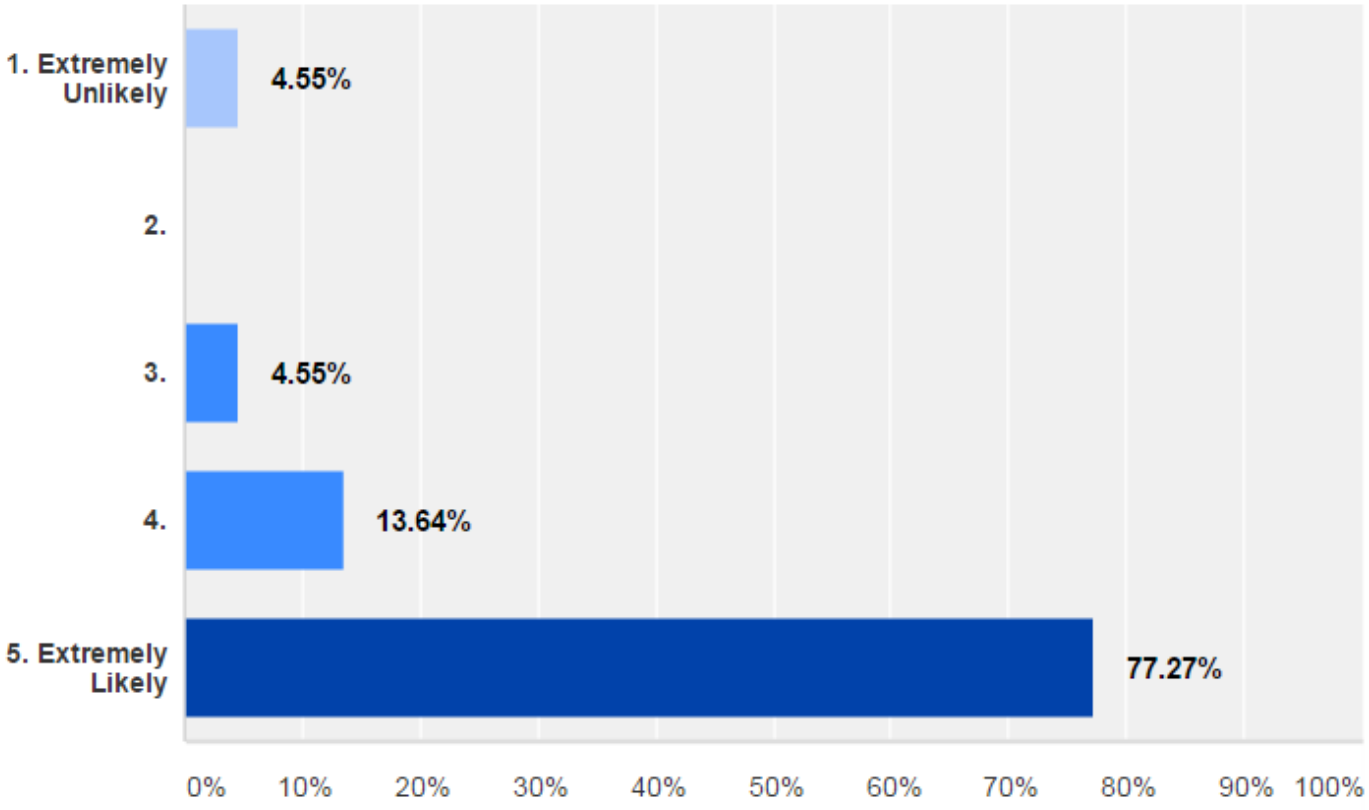


Q: Our client's school places a strong emphasis on integrating parents into a student's education, and creating a holistic educational experience that integrates the home and school environments. How important is it that your child's school hold this philosophy?

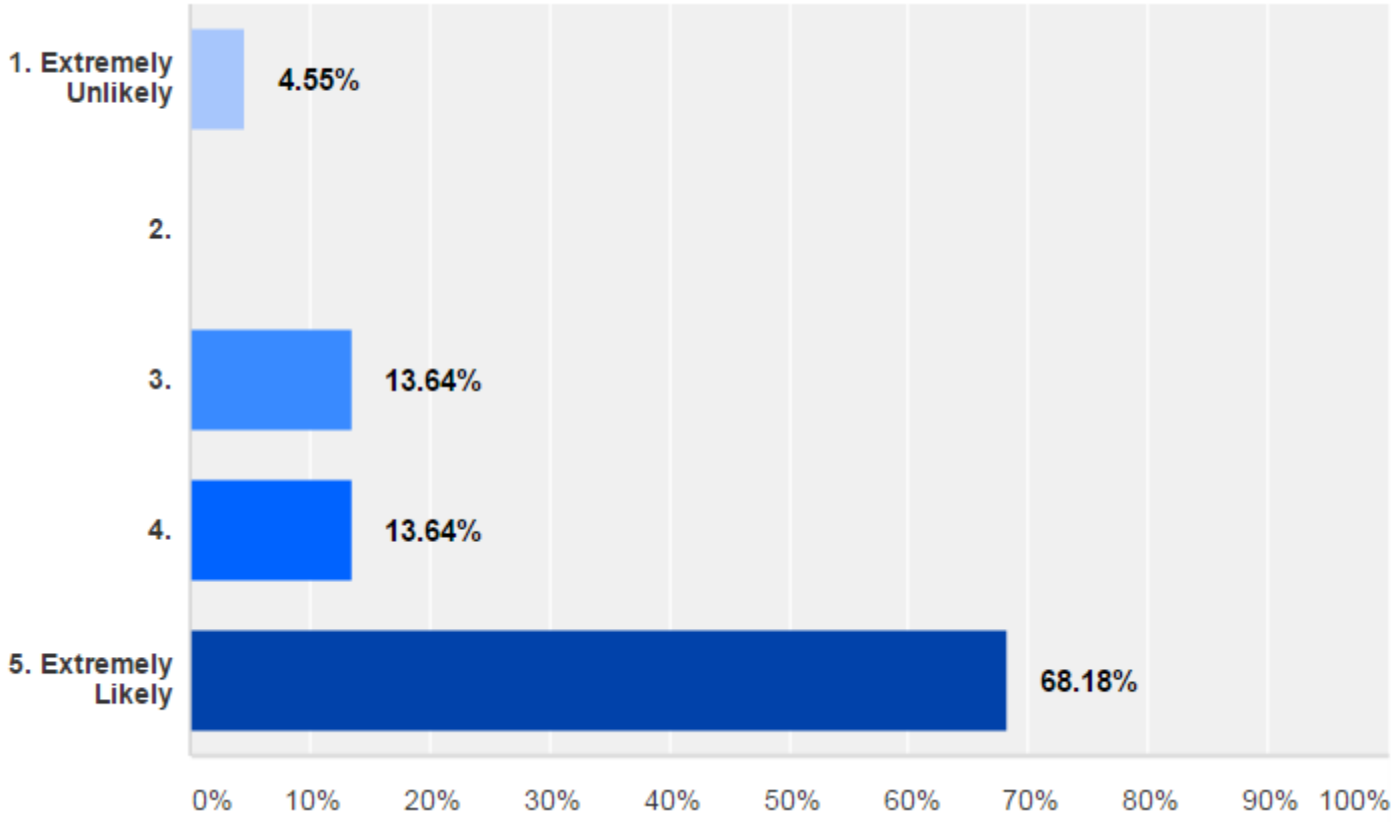


Question	Key Finding
How likely would you be to pay $ 24,000 tuition for a school with these features?	77% of in-depth interview respondents responded they were extremely likely to pay $24,000
How likely would you be to pay $ 30,000 tuition for a school with these features?	68% in-depth interview respondents responded they were extremely likely to pay $30,000
How likely would you be to pay $ 36,000 tuition for a school with these features?	40% in-depth interview respondents responded they were likely to pay $36,000 but only 30% respondents were extremely likely
How many children would you send to this private school that charged $ 30,000 per year in tuition? (Most respondents had 2 kids)	54% of in-depth interview respondents with 2 kids would send both their kids
Would the number of children you send to this private school decrease if tuition rose to $ 38,000 annually?	40% of in-depth interview respondents stated yes, 60% stated no
If you are not willing to pay $ 38,000 in tuition, what would you be willing to pay?	31% of in-depth respondents are willing to pay $36,000-$37,000
For a $ 30,000 tuition, (regardless of whether you would be willing to pay this), please tell us what facilities and amenities would you expect?	In-depth interview respondents stated they would expect the following facilities and amenities: Swimming Pool, School Bus, Theatre, Athletics, Play Area, Grass Field, Graphs Center/Lab, Dinning Room and Drama Center
Which of the following services do you feel are essential at the $ 30,000 tuition level? (CHECK ALL THAT APPLY)	In-depth interview respondents stated they would expect the following services: High Level of security and variety of school trips were the most important followed by bus services and summer activities
What is your preference for transportation of your children to and from school?	In-depth interview respondents stated bus provide by the school was their highest preference for transportation

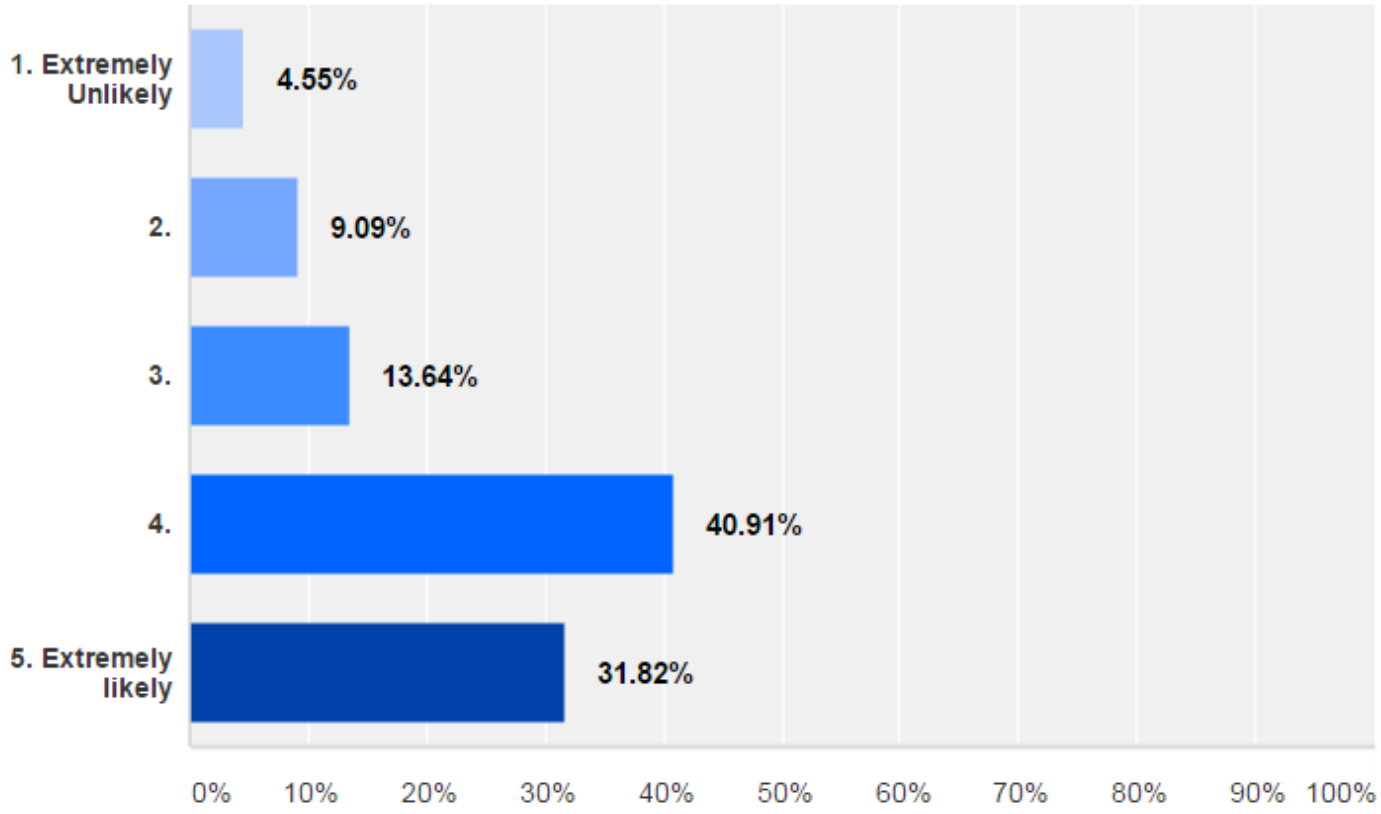
Q. How likely would you be to pay $ 24,000 tuition for a school with these features?



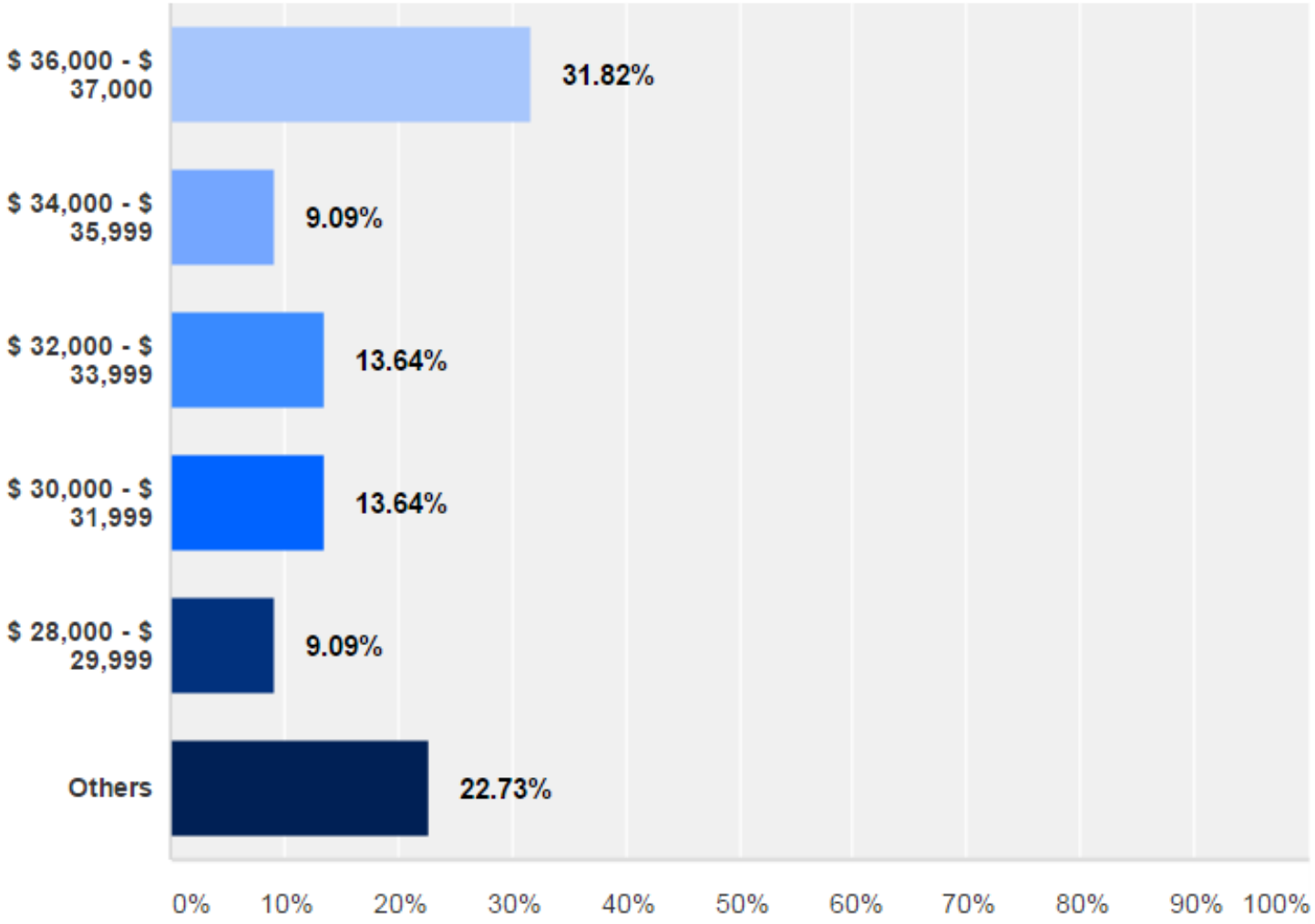
Q. How likely would you be to pay $ 30,000 tuition for a school with these features?



Q. How likely would you be to pay $ 36,000 tuition for a school with these features?

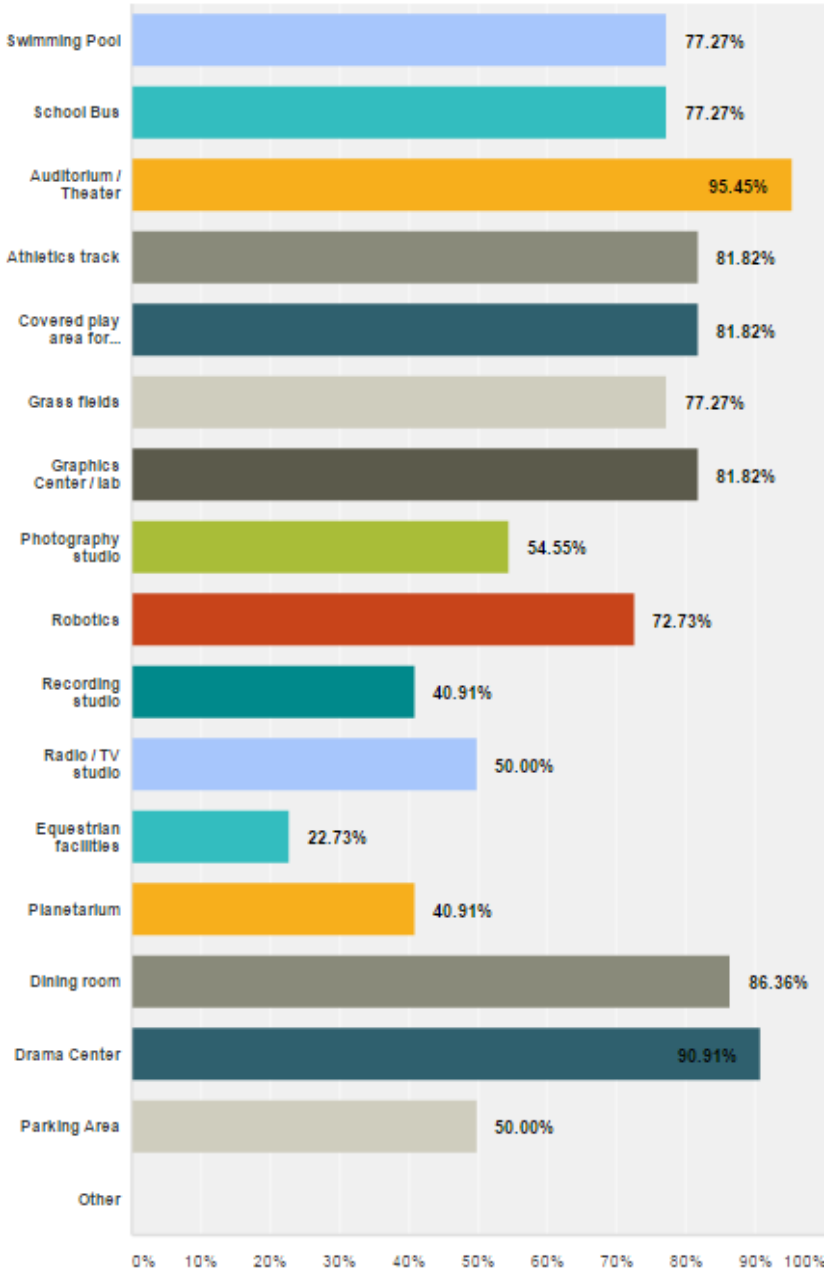


Q. If you are not willing to pay $ 38,000 in tuition, what would you be willing to pay?



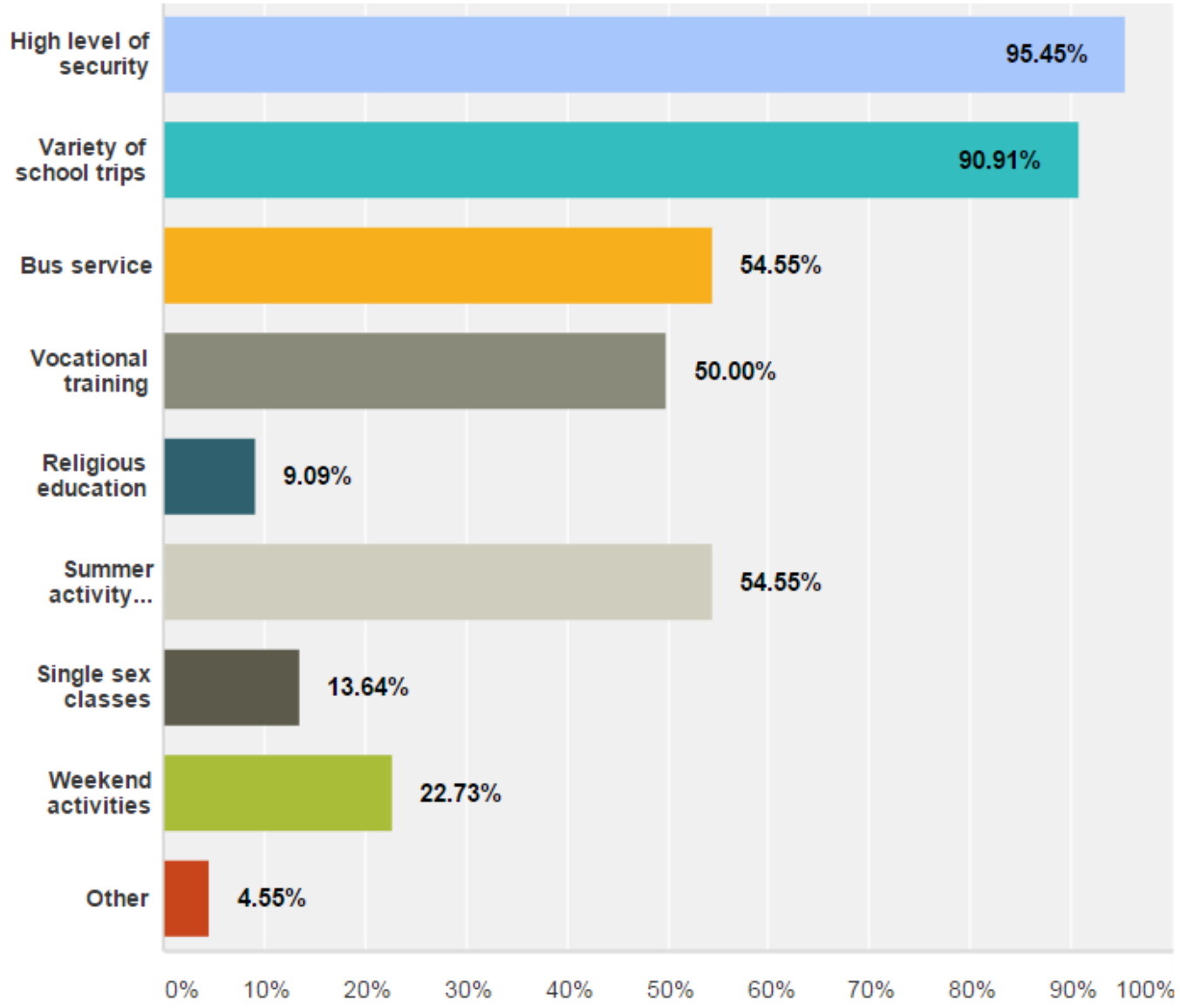
Q: For a $ 30,000 tuition, please indicate all of the following amenities that you would consider to be essential.

In-depth Interview respondents stated they would expect the following facilities and amenities: Swimming Pool, School Bus, Theatre, Athletics, Play Area, Grass Field, Graphs Center/Lab, Dinning Room and Drama Center



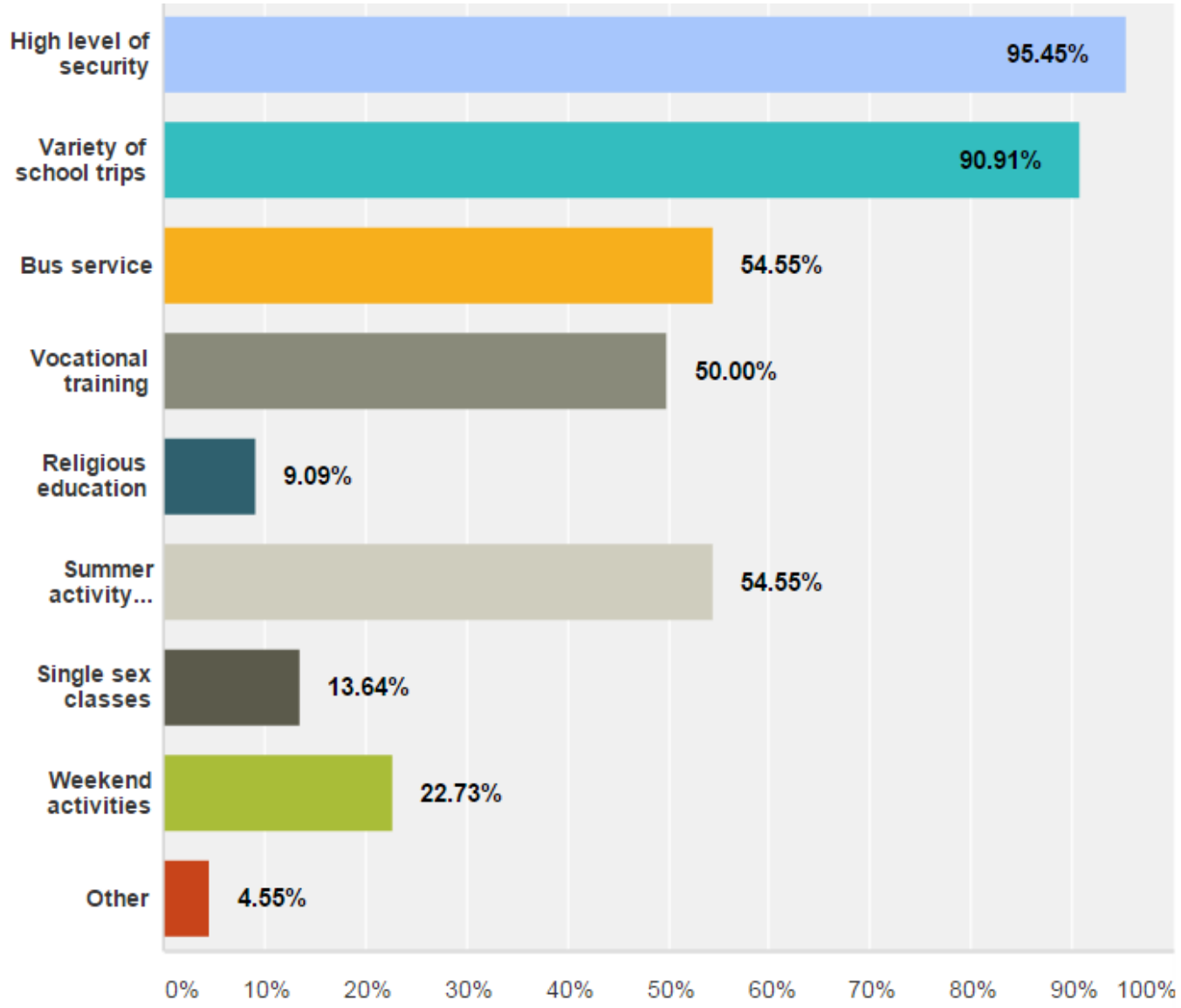
Q: Which of the following services do you feel are essential at the $ 30,000 tuition level?

In-depth interview respondents stated they would expect the following services: High Level of security and variety of school trips were the most important followed by Bus services and Summer activities



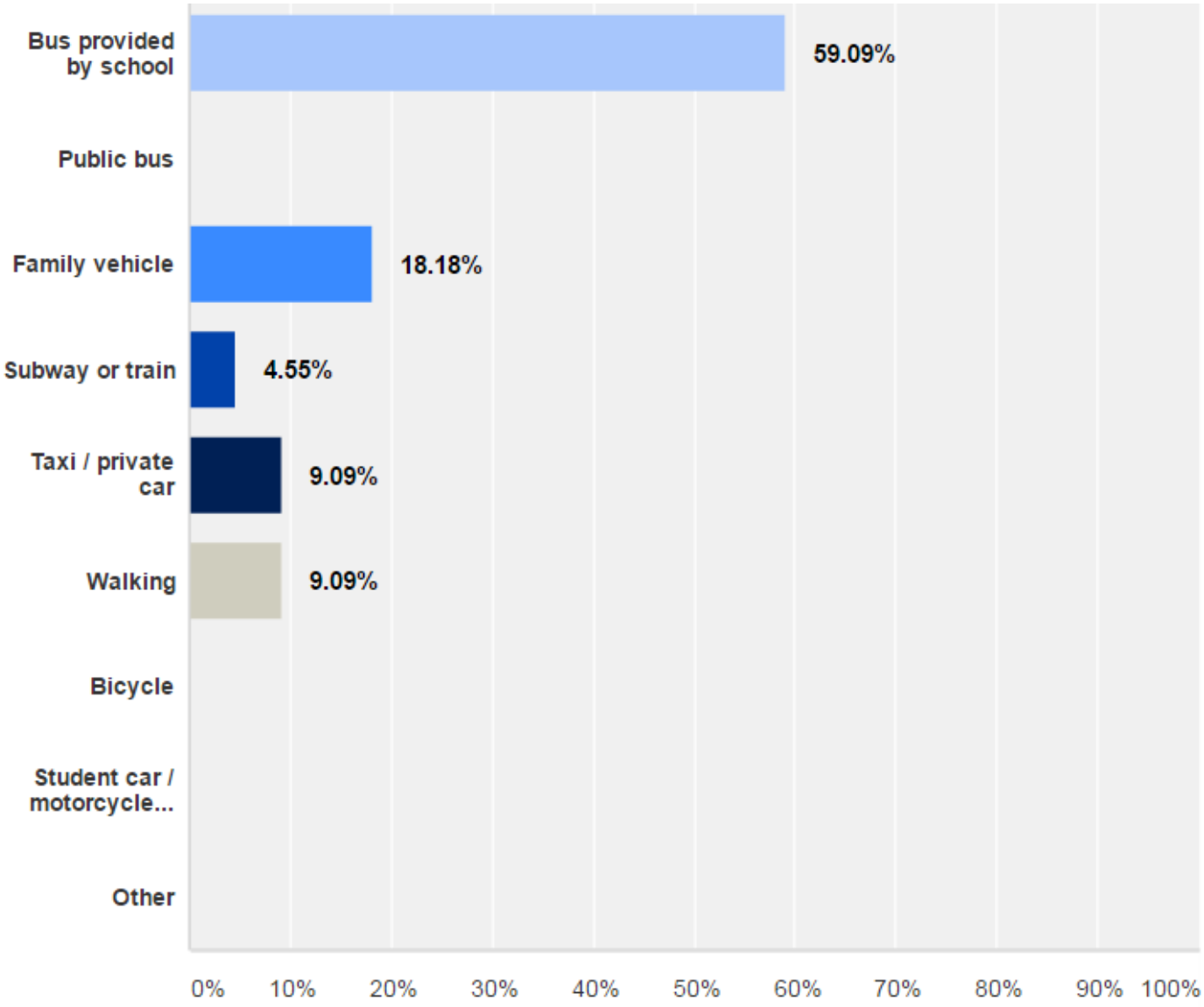
Q: Which of the following services do you feel are essential at the $ 30,000 tuition level?

In-depth respondents stated they would expect the following services: High Level of security and variety of school trips were the most important followed by Bus services and Summer activities



What is your preference for transportation of your children to and from school?

59% of in-depth interview respondents stated Bus provide by the school was their highest preference for transportation



IV. Phase III Key Findings:
Focus Groups

- Focus group respondents expressed that the most important factors of a school are: Reputation, High top college placement for graduates, Experienced and qualified staff, Reasonable student to teacher ratio, Diverse student population, Academically competitive, multicultural and diverse curriculum.

- Focus group respondents typically agreed there is a need for XXX type of school in New York City.

- Focus group respondents reacted to XXX concept statement by stating: XXX needs to ingrain multiculturalism and diversity into the curriculum and the experience needs to be immersive, begin language programs at an early age, need qualified, experience teachers with at the minimum master's degrees, academically competitive curriculum, reasonable student to teach ratios, fully equipped facilities, amenities and services.

- Focus group respondents generally felt that 111 East 59th Street was a good location due to being close to a transportation hub as well as the attractions (Businesses, Restaurants, Shopping, Parks etc) in that area. However focus group respondents also felt the area to be congested. Focus group respondents felt that the area would be a good fit for High School students but not for younger grades. They felt that there were too many distractions and no open space.

- Focus group respondents generally felt that 323 East 61st Street was an acceptable location due to being a quiet and spacious area. Some parents expressed concern in regards to the safety of the area due to the 59th bridge. Some Focus group respondents also found the area to be desolate and did not like that it was far from transportation or entertainment hubs.

- Focus group respondents expected different price ranges by their kid's grade. They also felt that the grade ranges should have locked prices. Kindergarten – 3rd grade they would be willing to pay $23,000, 3rd Grade to 6th Grade they would be willing to pay $25,000, 6th grade to 9th grade they would be willing to pay $30,000 and 9th Grade to 12th grade they would be willing to pay $35,000

Question: What were the main factors that you guys considered when you were in that decision making process?”,” What attributes of your current school are you satisfied with?”

Important Attribute	Questions Parents Asked Themselves	Key Findings and Quotes
College Placement	What Colleges did the students place in? What is the Schools Reputation?	It was important for the school to have a good reputation and placed graduating students in top colleges
Staff	How experienced is the staff? What are the staff qualifications?	Focus Group (FG) Respondent: “I thought it was important to see who is on board, who’s the principal, meeting the teachers and staff.” FG Respondent: “Actually I went to the school. I met the principal, took a tour and also got information as to how they hired the teachers because they themselves had a process as to what kind of faculty they will hire and what their requirements are…” FG Respondent: “I think its more important, not to disagree, but I actually think experience is probably more important than degree…” FG Respondent: “I’d say pedigree of faculty” FG Respondent: “We went and met the principal and tried to look around. I did some research online…I didn't want to completely just go on the things that is written on the internet because anybody can write it.” FG Respondent: “Open houses are very helpful. .. Especially when you meet other parents whose kids have gone there previously.”

Question: What were the main factors that you guys considered when you were in that decision making process?"," What attributes of your current school are you satisfied with?"

The respondents listed the following factors as important to their decision making process:		
Class Size	What is the schools' student to teacher ratio?	Responses varied from 18:1, 6:1 also depended on where the kids strengths and weaknesses were FG Respondent: "He, in a big environment, he just finds a way to get through it….my youngest went to beacon, and seventh grade we had to take him out. He couldn't follow…he was getting lost." FG Respondents stated 1:20 is a good ratio for high school and 1:8 Max Kindergarten
Sports Programs	What sports programs do they have? How intense are they?	FG Respondent: "Its been about the…My kids…It's always been about, honestly, tennis as a stepping stone to get into a good college to get a good education and then from there you branch out."
Student Diversity	Does the school have a culturally diverse student population?	FG Respondents stated this was very important.
Multiculturalism infused into the curriculum	Does the school have a multicultural and internationally scoped curriculum?	FG Respondent: I'm satisfied, I'm very satisfied with our school, but I always want more, and I think that if we can have more languages Interviewer asked the group if they wanted a little more diversity and one FG respondent stated: "Yeah, I would like to see that. I would like to see that, because that's actually the way that the world is."

Question: What were the main factors that you guys considered when you were in that decision making process?”,” What attributes of your current school are you satisfied with?”

The respondents listed the following factors as important to their decision making process:		
Environmental Studies	Does the school have environmentally oriented classes?	FG Respondent: “I'm looking more for a school that's more environmental friendly, it's more focused on the oceans, more focused on the water quality, and there aren't that many schools that focus that, and that's a need, and I don't think that many schools are filling that void. It's like geography, I don't think many schools focus on that. They also don't focus on three languages. “
Outdoor activities	Does the School engage students in outdoor activities?	FG Respondent: “A couple respondents voiced their need for their kids to be exposed to more out door activities – learn survival skills, gardening and cooking.”
Faith Based	Does the school offer religion studies?	FG Respondent: “Mainly it's faith-based. My son's in a private school, faith-based Catholic school, so pretty much from the beginning he's been in that environment, but I am considering for next year changing only because he needs to be around more multi-cultural. He's an artist, likes to paint, so it's just something that ...” FG Respondent: “I'm still looking for a Catholic school, I'm still looking for a Catholic school, but I need to know, I would consider a non-Catholic as long as there is some kind of religion study.”

The respondents listed the following factors as important to their decision making process:		
Diverse Range of Classes – Music, Technology, Environment	Does the school offer a diverse range of classes?	FG Respondent: "For example, little bit of music, some technology, little bit of environment and I guess different culture."
Academically Competitive Courses	Does the school offer academically competitive courses?	FG Respondent: "More rigorous in math and science. FG Respondent: "Exactly, yes, so that it is more competitive." FG Respondent: "My thing is very strong academics"
Location/Proximity	Where is the school located?	FG Respondent: "Two of the things that I think were the most important for us were location…"
IB Program	What programs does the school have?	What is your perception of the International Baccalaureate Program?. FG Respondent: "Fantastic." FG Respondent: "Very good." FG Respondent: "Very nice." FG Respondent: "Good. Yes. Great." FG Respondent: "My daughter's going to be going to a school like that."
Parent Teacher Collaboration	Is there a high parent teacher collaboration?	FG Respondent: "Also the school has a very good program of teachers and parent…there is a tight collaboration...I think that's priority…so I think that interaction is very important. I think that's the number one factor."
Community	Does the school have a sense of community?	FG Respondent: "To go back to something, one of the most important things I think with schools, at least private schools, is a sense of community. That's something you really don't see with public schools."

Respondents mentioned the following schools when they were asked what schools came to mind regarding competitive curriculums:

- Bronx Science
- LaGuardia
- The Hungerford College Campus School
- Dalton
- Day School
- Montessori
- Country Day School
- Horace Mann
- Trinity
- Xavier
- Berkley Carroll
- LREI

Introducing XXX: I wanted to give you an idea of the kind of school that our client is interested in opening up. They are interested in starting a school in New York City, and this particular high school would follow the IB, international Baccalaureate, Program and offer a very rigorous and challenging curriculum comparable to other high private schools in New York. It would be based on a couple different key pillars. It would have a reputable experienced leadership administration, high quality teachers with a high level education in their respective fields be drive towards outstanding academic results, but at the forefront of the curriculum would be to focus on both extracurricular activities and international awareness, and what that means is multiculturalism is kind of infused into all aspects of the curriculum to whatever extent that is can be, and that's really kind of a defining and focal feature of the school and it's curriculum. Do you think there is a need for a school like that in New York City right now?

Respondents typically agreed there is a need for this type of school in New York City

Focus Groups: Key Findings Need for XXX type of School

Key Finding	Quote
Focus group respondents felt multiculturalism and diversity need to be ingrained into the Curriculum and need to be immersive.	FG Respondent: "I agree that multicultural there's not enough of it so to offer that, but it just can't be a sham like the gentleman was saying. Are they kind of just going to kind of entertaining or are they going to really focus on the different cultures?" FG Respondent: "It can't just be about the language. You could put Rosetta Stone for that. You know what I mean? Obviously if you're going to teach them Spanish, then you got to teach them Spanish culture, the foods, the habits."
Focus group respondents felt language programs need to begin at an early age	FG Respondent: "Okay because I would think high school would be too late to learn another language. It needs to start at a very early age if you have the expectation."
Focus group respondents debated native speaker teachers vs non native speaker but experienced teachers. **Focus group respondents universally agreed all teachers needed to have a masters**	FG Respondent: "To add to that it would be very important for the professor to definitely be of that culture because you don't want somebody who learned from Rosetta Stone again." FG Respondent: "I disagree with only a person of assume culture can teach. Not only have experience it personally, but one of the best teachers that I ever had was someone who taught Spanish literature at a high level and was American and yet chose to travel through many countries and learn and was very versatile." FG Respondent: "Minimum of a Masters or equivalent."

Key Finding	Quote
Expected Class Size: Focus group respondents favored smaller class sizes for their kids. However a couple of focus group respondents also noted that the effective class size was dependent on the kid's age and their individual strengths and weaknesses.	15:18 students per Teacher. 15 is the optimal according to the respondents. FG Respondent: "Every child is different, but I think somewhere in the middle not too little and not too big something..."
Facilities and classes: Focus group respondents stated having the facilities are not enough it is important to invest in those programs/courses to capitalize on the facilities	FG Respondent: "Just having the auditorium is not enough. I think having the program is more important than anything else."
Focus group respondents expect the following added value and services: ADHD Centers, Writing Centers, Teach Visit Hours, Good Cafeteria, School Trips, Library, greenhouse, Labs, Buses. Respondents expected facilities such as pools, sports fields, athletic fields and facilities.	FG Respondent: "I would say, there'd be two things. One of them would be a learning center for those who have ADHD, for those that have Dyslexia, have some sort. The other one, which just sort of slipped my mind here, was the writing center." FG Respondent: "You would have instructors there who might be there during school hours, who might be there after hours. If a student is assigned a paper, they're able to assist them, not actually write it for them, but to assist them." FG Respondent: "If it's technology, if it's music, if it's science, there has to be an appropriate lab for it. In other words, you can't expect that the kid has got a computer at home and he is going to be able to do the project you gave him for homework." All agreed School Buss, gym and auditorium
Focus group respondents wanted music, cooking, technology, survival, gardening classes, etc	FG Respondent: "I think there should be something more than, these are just common things that we should expect. But, like Isabelle was saying, something natural like garden where they are actually learning how things grow or how you make stuff. I think if you have those, you."

Q: Is there school in New York right now that is along the lines of what I'm saying?

Respondents stated the below international schools came to their minds:

Avenues
THE WORLD SCHOOL

a better world
unis
united nations international school

Pros	Cons
Close to Transportation Hub	Congested Area
Many restaurants for the Older kids to eat (High School students out for lunch)	Bad Traffic
Central Park is nearby	Too many distractions
Central Area for Food, Shopping, Museums, Technology, Corporations	Not Outdoorsy no Open Space
Safe	

- Focus group respondents generally felt that 111 East 59th Street was a good location due to being close to a transportation hub as well as the attractions (Businesses, Restaurants, Shopping, Parks etc) in that area. However focus group respondents also felt the area to be congested. Focus group respondents felt that the area would be a good fit for High School students but not for younger grades. They felt that there were too many distractions and no open space.

Pros	Cons
Quiet Area	Desolate Area
Less Distraction	Area attracts unsavory characters
Safer for kids at a younger age	2nd Avenue Subway Construction
Natural Open Space	Not a Transportation Hub
Near Hospital	Far from the Subway
Near UN	Far from Central Park
	Bridge brings terrible traffic
	Too far east

- Focus group respondents generally felt that 323 East 61st Street was an ok location due to being a quiet and spacious area. Some parents expressed concern in regards to the safety of the area due to the 59th bridge. Some Focus group respondents also found the area to be desolate and did not like that it was far from transportation or entertainment hubs.

Respondents Picked:
111 East 59th Street between Park and Lexington Reactions

In group 1 Respondents generally we not excited or open to either location. If they had to chose between the 59th Street and 61st street location they would chose the 59th Street.

Respondent "I'm with everybody. I don't really like either one, but if ... I always say, gun to your head, I'll got 59th street in that sense, [crosstalk 00:04:58] but I don't like 59th street either."

However in group 2 it was a unanimous decision to pick 111 East 59h Street between Park and Lexington

Focus group respondents expected different price ranges by grade. They also felt that the grade ranges should have locked prices. Kindergarten – 3rd grade they would be willing to pay $23,000, 3rd Grade to 6th Grade they would be willing to pay $25,000, 6th grade to 9th grade they would be willing to pay $30,000 and 9th Grade to 12th grade they would be willing to pay $35,000

Grade Range	Respondents Avg. Expected Price
Kindergarten – 3rd Grade	$23,000
3rd Grade to 6th Grade	$25,000
6th Grade – 9th Grade	$30,000
9th Grade – 12th Grade	$35,000

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JUDITH A. LEAVITT
Coralville, IA

MAJOR ACCOMPLISHMENTS

- Chaired Rockwell Collins enterprise Competitive Intelligence Council for over 5 years, growing the Council from 9 original members to 21 members (including 4 international members) and developed monthly programs designed to transfer knowledge of competitive intelligence frameworks, techniques and processes

- Developed all-day and ½ day competitive intelligence training curriculum for Rockwell Collins University School of Business; 4-6 instructor-led training sessions were conducted annually for business development, sales, marketing and engineering staff

- Conducted LEAN workshops annually for Competitive Intelligence Council, resulting in Rockwell Collins Core Process/CI measures of effectiveness matrix that was adopted by the business units

- Participated on the ARINC acquisition team, conducting primary and secondary research; continuous monitoring of the external environment resulted in the discovery of the 'aerotropolis' concept which helped to frame the long-term value of the largest acquisition in Rockwell Collins' history

- Developed unique 'Leavitt's 13 Industry Influences' framework, a process for strategy development incorporating enterprise risk management, competitive intelligence, and strategic futures techniques

- With co-author, Jan Herring, developed the Herring-Leavitt World-Class Competitive Intelligence Program Roadmap, a process designed to help corporations implement a sustainable corporate competitive intelligence program

CAREER SKILLS/COMPETENCIES

Competitive intelligence: competitive intelligence systems and analytical frameworks, competitor and technology scanning, strategic planning, scenario planning, primary and secondary research, patent searching, early warning and enterprise risk management

Management/Personnel: budget & project management, best practices and benchmarking, productivity improvements, customer service, business development, enterprise contract negotiation, promotion and marketing, staff development, rewards and recognition, mentoring

Communications: oral and written presentations, curriculum development, teaching, group facilitation, networking, writing and editing, published author

M.L.S.	Beta Phi Mu honorary society	Indiana University	1977
B.A.	French, With Distinction	University of Iowa	1970

International: foreign languages, international travel and study abroad

CAREER ACHIEVEMENTS

Competitive Intelligence

- Awarded SCIP Best Conference Presentation Award 2009 (SCIP)
- Awarded the Society of Competitive Intelligence Professionals (SCIP) Fellows Award for speaking, teaching, publishing in CI [SCIP 2008]
- Awarded the SCIP Catalyst Award for volunteer and leadership contributions to the Society (SCIP 2006]
- Developed and implemented Competitive Technical Intelligence process for Rockwell Colllins' Global Technology Open Innovation initiative (2005-2007)
- Achieved Masters of CI certification from Academy of Competitive Intelligence (2005)
- Created and led competitive intelligence organization at Rockwell Collins
- Communicated early market warnings to key senior leadership via weekly Competitive Alert
- Managed project to develop and implement competitive intelligence web site
- Negotiated annual enterprise contracts & corporate memberships for web-accessible online databases
- Taught Competitive Intelligence and Special Libraries courses at university graduate school of library and information science and new MBA program
- Achieved Rockwell Collins Lean Champion Certification

Library and Information Science

- Planned and implemented Information Center intranet web site
- Expanded library services from traditional transactional functions to research, web development, and competitive intelligence functions
- Automated corporate library functions, initiated CD-ROM and Internet technologies
- Developed strategic plans for Rockwell Technical Information Council
- Coordinated the selection and implementation of online public access catalog system
- Received Collins Pioneer Leadership Award for information services and research support to Advanced Technology & Engineering
- Authored three books on women in management; numerous articles/monographs

PROFESSIONAL EXPERIENCE

Rockwell Collins, Inc.

2012-2015 - Strategic Intelligence Manager, Corporate Development
2007-2011 - Market Research Manager, Corporate Development
2004-2007 - Principal Market Research Analyst – Strategic Planning
2000-2003 - Manager, Competitive Intelligence Services

- Wrote monthly Rockwell Collins Board of Directors letters & Strategic Initiatives Roadmaps
- Served on Enterprise Risk Management Advisory (ERM) Council - developed sustainable ERM process
- Designed and implemented competitive technical intelligence external scanning process
- Researched and analyzed numerous corporate business development/acquisition opportunities
- Performed competitive intelligence and research for Corporate Development, Advanced Technology Center, Strategic Planning, and business units: bid/proposals, alliance/JV partnerships evaluation, technology assessments, competitor and market assessments
- Gained research proficiency in wide variety of business and technical online databases

1982-1999

Mgr., Information Center & Supervisor, Regional Information Center II/Supervisor, Information Center

Ball State University, Muncie, IN 1979-81

Periodicals Librarian and Catalog Librarian

Purdue University Libraries, Lafayette, IN 1970-76

Bibliographic Searcher, Acquisitions Department

INTERNATIONAL: Junior Year Abroad in Grenoble and Rouen, France
Travel in France, Germany, Sweden, Britain, Canada, Netherlands
LANGUAGES: Conversational French, some German, Spanish, and Russian

Memberships: Strategic and Competitive Intelligence Professionals (SCIP), Association for Strategic Planning, Association of Professional Futurists (Certificate in Strategic Foresight 2011), Conference Board Council on Competitive Intelligence, World Future Society

PROFESSIONAL & COMMUNITY VOLUNTEER ACTIVITIES

Professional

- Developed World Class CI Program Roadmap with Jan Herring, SCIP09, April 2009
- Adjunct Professor, MBA class on Competitive Intelligence and Analysis, Mt. Mercy College, Fall 2008
- Panel member, 1st SCIP Women's Leadership Council Symposium, November 13-14, 2008, Chicago, IL
- Chair and Panel member, SCIP/SLA IA Chapter all-day workshop, "Introduction to Competitive Intelligence, October 31, 2008
- Conference Board Council on Competitive Analysis – Member, 2004-2014
  Chair 2008, Program Chair 2007, Membership Committee Co-Chair, 2004-2006
- Strategic and Competitive Intelligence Professionals - Board Member, 2002-2005
  - SCIP Competitive Intelligence Foundation Board Member, 2008
  - Competitive Intelligence Magazine Advisory Board, 2007
  - Iowa Chapter Co-Chair, 2007- 2009
  - Educational Advisory Committee, 2006-2007
  - Core Member Strategy Task Force 2005; Education Strategy Task Force 2005
  - Member, SCIP's Strategic Plan Steering Committee (Networking) 2005
  - Founding Member, Women's Leadership Council 2004 and Co-Chair, 2006
  - SCIP Awards Committee, Nominating Committee, Chapter Board Liaison and Chapter Leadership Development Committee, Conference Planning Committee, Bylaws Taskforce
- University of Iowa School of Library & Information Science – Advisory Panel Member, 1998-2001; adjunct faculty member (Competitive Intelligence; Special Libraries), practicum supervisor
- University of Iowa Beta Phi Mu chapter – President, 2001
- Completed Rockwell Executive Development Programs I & II
- Collins Leadership Club, Secretary
- Chair, Special Libraries Roundtable, Iowa Library Association
- Chair, Rockwell Technical Information Council

Community Volunteer

- Cedar Rapids Public Library Foundation Board Member, 2005-2010
- Iowa Women's Foundation - Advisory Board Member and Board Member, 1997-2003, 2014-
- Iowa Breast Cancer Action Foundation – Board Member, 2000-2002
- United Way of East Central Iowa – Aging Services Panel Member, 1996-2000
- Professional Women's Network – Chair, Program Committee, 1997
- Leadership for Five Seasons, Cedar Rapids Community Leadership Program - 1995

PUBLICATIONS

Books/Book Chapters

"The FED Framework: Focus, Execution and Discipline", Chapter 4 in the Competitive Intelligence Foundation's Competitive Technical Intelligence book, 2009.

Women in Administration and Management: An Information Sourcebook – (Oryx Press, 1988)

American Women Managers and Administrators: Twentieth-Century Leaders in Business, Education, and Government (Greenwood Press, 1985)

Women in Management: An Annotated Bibliography and Sourcelist (Oryx Press, 1982)

Articles/Monographs/Conference Presentations

- "The Roadmap to a World-Class CI Program", SCIP11, May 2011.
- "The Roadmap to a World-Class CI Program" CI Magazine, Jan/March 2011.
- "Creating a World Class CI Capability", SCIP09, April 2009
- Webinar on Distraction for SCIP Women's Leadership Council, March 2009
- "7 Highly Effective Steps to Creating a CTI Capability", SCIP08, April 2008
- Intro to Futures Studies and Scenario Planning, Conference Board Council meeting, January 2008
- "CTI and Open Innovation", Wisconsin SCIP Chapter/PDMA meeting, September 2007
- "CI and Enterprise Risk Management", Frost & Sullivan CI Conference, Anaheim, CA, February 7, 2007
- "Executive Personality Profiles", Conference Board Council on Competitive Analysis, Boston, MA October 6, 2006
- Coach for Practitioner Presentation Workshop, SCIP 2006, Orlando, FL, April 26, 2006
- "Competitive Intelligence and Enterprise Risk Management", IEEE Procon 2006, Cedar Rapids, IA, May 2, 2006
- "Running the CI Function", panel discussion at SCIP 2006, Orlando, FL, April 27, 2006
- "Mapping Enterprise Risks with Porter's Five Forces to Develop a CI Early Warning System", SCIP 2006, Orlando, FL, April 27, 2006
- "CI & ERM", Conference Board Council on Competitive Analysis, NY, November 2005
- "CI & ERM: Combining Forces to Create a Strategic Early Warning System", Austin SCIP Chapter, September 15, 2005
- "The CI Buddy System" SCIP 2005 Chicago, IL, April 2005
- "CI Tools" Madison, WI SCIP Chapter January 25, 2005
- "Slime Mold: Systems Thinking and CI", DC Area SCIP Chapter, October 14, 2004
- "Just Do It! The Nike School of CI for Librarians", SCIP 2004, Boston, MA
- "Turning Insights into Action for Competitive Advantage: Moving Your CI Team from Data Gathering to Interpretation and Analysis", Presentation with Mike Thome at Institute for International Research Strategic Competitive Intelligence conference, Chicago, IL November 2003
- "Just Do It! The Nike School of CI for Librarians", Presentation at Iowa SLA Fall meeting, Des Moines, IA October 2003
- "Rockwell Collins Competitive Intelligence Community of Practice", Presentation at SCIP Europe Conference, Munich, Germany October 2001
- "What is a Special Library?" in Door to the World, State Library of Iowa, 1994
- "Rockwell International's Cedar Rapids Information Center", presentation at Special Libraries Association Conference, Waterloo, IA 1992
- "CD-ROM: Part IV" Library Hi-Tech Bibliography, v. 5, 1990
- Resource Guide to Continuing Education for Engineers, ASTD, 1989
- "Linn County Library Consortium: Twenty Years of Cooperation" Iowa Library Quarterly, v. 26 no. 1, 1989
- "Promoting Library Services" SLA Sci-Tech News, v. 43, no. 1, 1/89
- "CD-ROM: Part III" Library Hi-Tech Bibliography, v. 4, 1989
- "CD-ROM: Part II" Library Hi-Tech Bibliography, v. 3, 1988
- "CD-ROM: Part I" Library Hi-Tech Bibliography, v. 2, 1987
- "Local Area Networks" Library Hi-Tech Bibliography, v. 1, 1986
- "Telecommuting" Library Hi-Tech Bibliography, v. 1, 1986
- "Dual-Career Families" Behavioral and Social Sciences Librarian, Fall 1983
- Dual-Career Families: A Bibliography, Council of Planning Librarians, 1982
- Women in Management: 1970-79, Council of Planning Librarians, 1980
- Title Changes, Reprint Publishers, and Libraries, ERIC ED 116679, 1976