AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New Public Early Childhood Program, Educare, with Existing School P.S. 41 Francis White (23K041) in Building K041 Beginning in 2013-2014

I. Summary of Proposal

On October 25, 2012, the New York City Department of Education ("DOE") proposed to site Educare ("Educare NYC"), a new full-day, year-round public early childhood program that will serve children from ages six-weeks to five-years-old in Building K041 ("K041"), located at 411 Thatford Avenue, Brooklyn, NY 11212, in Community School District 23 beginning in the 2013-2014 school year. Educare NYC would be co-located in K041 with P.S. 41 Francis White ("P.S. 41"), an existing zoned district school that serves students in kindergarten through eighth grades. A "co-location" means that two or more organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

This amended EIS clarifies information regarding the kindergarten admissions process for Educare NYC students to P.S. 41. The amended information is provided below in Section III. A. and does not significantly revise the proposal.

Educare NYC is a new year-round, public early childhood program. The Educare Learning Network ("Educare") is a partnership between the Ounce of Prevention Fund, the Buffett Early Childhood Fund, and other national philanthropies and public-private partners. Educare currently serves over 2,600 children at 17 schools across the United States. The Educare model draws from a wide range of research-based practices that foster learning environments that support infants, toddlers and young children who are growing up in high-needs communities.

Educare NYC will be Educare's first pilot program in New York City and will provide full-day and year-round early childhood services for children and their families based on their residence and family income. Educare NYC will be supported by a local public-private partnership and will provide children and families with programming and instructional support which increases school readiness and strengthens the ability of families to support their children's learning in K-12.

If this pilot proposal is approved, Educare NYC would open in September 2013 in K041 and would serve approximately 35-55 children from ages six-weeks to five years-old. Educare NYC would reach full scale in 2014-2015, at which point it would serve approximately 115-135 children. The program would admit children based on their zip code and their family's income. A percentage of seats will likely also be reserved for the students from the most vulnerable families, as described in further detail in Section III below. K041 would also house Educare NYC's Leadership Institute, which will serve as a training hub for aspiring and current directors of early childhood education programs in Brownsville and across New York City.

A local community-based organization ("CBO") will be responsible for the day-to-day program delivery at Educare NYC. The DOE and the Administration for Children's Services ("ACS") are currently conducting a search to determine the local CBO partner that will provide these services. ACS and DOE expect the local CBO partner will be announced by the end of November 2012.

K041 has been identified as an under-utilized building.[1] K041 has the capacity to serve 885 students, but in

[1] The 2012-2013 Under-Utilized Space Memorandum and List was published on the DOE's website on October 24, 2012. It can be accessed at http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/132938/UnderutilizedSpaceMemorandum102412.pdf

2012-2013,[2] P.S. 41 is projected to serve 642 students in kindergarten through eighth grades.[3] This yields a building utilization rate of approximately 73%, which demonstrates that the building is "under-utilized" and has space to accommodate additional students. If this proposal is approved, in 2014-2015 when Educare NYC is fully phased in, K041 would serve approximately115-135 children from Educare NYC and 585-675 students from P.S. 41, which yields a projected utilization rate of 79%-92%. Thus, K041 has sufficient space to accommodate the proposed co-location.

II. Proposed or Potential Use of Building

Over the next three years, the proposed grade spans for the schools in the building are as follows:

		Grade Spans		
DBN	**School/Program Name**	**2012-13**	**2013-14**	**2014-15**
23K041	P.S. 041 Francis White	K-8	K-8	K-8
TBD	Educare NYC	-	Ungraded	Ungraded

If this proposal is approved, in 2013-2014, Educare NYC will open in the building and will serve approximately 35-55 children, and P.S. 41 will serve a total of 595-685 students in 2013-2014, yielding a projected building utilization rate of 71%-84%.

The table below demonstrates the projected enrollment for each school and the building's target utilization rates.[4]

DBN	School/Program Name	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
23K041	P.S. 041 Francis White	642	595 - 685	585 - 675
TBD	Educare NYC	-	35 - 55	115 - 135
Total Building Enrollment		642	630 - 740	700 - 810

[2] Based on the 2011-2012 Enrollment Capacity Utilization Report (the "Blue Book")
[3] Based on the 2012-2013 budgeted projections.
[4] All projections referenced for P.S. 41 for 2013-2014 and beyond are based on the 2012-2013 budgeted projections and reflect the forward promotion of the current cohorts by grade.

Utilization[5]	73%	71% - 84%	79% - 92%

In 2014-2015, once Educare NYC is fully phased in, it is projected to serve approximately 115-135 children, and P.S. 41 is projected to serve 585-675 kindergarten through eighth grade students. Combined, there will be approximately 700-810 students served in K041, which yields a projected utilization rate of 79%-92%.

According to the 2011-2012 Enrollment Capacity Utilization Report (the "Blue Book"),[6] a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for goal classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. The DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for goal classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

III. Impact of the Proposal on Affected Students, Schools, and Community

A. Students

The proposed co-location of Educare NYC in K041 is not expected to impact instructional programming at P.S. 41. If this proposal is approved, Educare NYC will be co-located in K041and the program will admit children based on the admission criteria described below beginning in 2013-2014.

Impact on Students Attending P.S. 41

[5] All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 budgeted register projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

[6] The Blue Book is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf

P.S. 41 is a District 23 zoned school that serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained ("SC") special education classes, as well as students receiving Special Education Teacher Support Services ("SETSS").

The existing ICT, SC, and SETSS classes at P.S. 41 will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"). Current and future students with IEPs will continue to receive appropriate services at P.S. 41.

Additionally, P.S. 41 has an English as a Second Language program for its English Language Learner ("ELL") students. Current and future ELL students at P.S. 41 will continue to receive mandated services.

P.S. 41 currently offers the following extracurricular activities and partnerships in the K041 building:

- KidWitness News program;
- Drama (grades 6-8);
- CHAMPS Middle School Sports;
- Stars of Tomorrow;
- Single Parent Resource Center; and
- Life-Skills (grades 3-4 and 7-8).

The DOE does not anticipate that the proposed co-location of Educare NYC would impact P.S. 41's ability to continue to offer extracurricular activities based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours.

Enrollment Impact on Future Elementary School Students in District 23

P.S. 41 is a zoned school and will continue to give priority to students who live in its zone, as it has in the past, and in accordance with Chancellor's Regulation A-101. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families register. The full details of A-101[7] may be found at: http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm.

Educare NYC is the first Educare pilot program in New York City. In order to further study the link between early childhood education and K-12 education, to support Educare's continuity of care strategy, and to build the DOE's understanding of how direct feeder patterns from birth through upper elementary school impact student outcomes, the DOE proposes that Educare NYC students receive priority in the P.S. 41 kindergarten admissions process. Zoned students would still retain same priority in the admissions process as they have in the past.

The DOE proposed amendments to Chancellor's Regulation A-101 on October 26, 2012. The proposed amendments to Chancellor's Regulation A-101 must be voted on and approved by the Panel for Educational Policy ("PEP") at the December 12, 2012 PEP meeting. The proposed amendments to Chancellor's Regulation A-101 would allow for the Chancellor to waive provisions of the regulation if it is determined to be in the best interests of school system.

[7] Please be advised that the DOE anticipates proposing certain amendments to Chancellor's Regulation A-101, which may impact the admissions policy for elementary school students. More information concerning the proposed amendments is available at http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Dec2012PEPRegulations.html

To that extent, the if the proposed amendments to Chancellor's Regulation A-101 are approved, the DOE intends to request a waiver from the Chancellor in order to provide priority to Educare NYC students in the kindergarten admissions process for P.S. 41. The following describes the order in which students will be admitted to P.S. 41's kindergarten if the amendments to Chancellor's Regulation A-101 are approved and if the Chancellor grants a waiver:

a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
b. Zoned students other than those in (a) above applying to the zoned school;
c. Students currently attending the Educare NYC program, who reside outside of P.S. 41's zone, but reside in the school's district;

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school but are residents of that district;
e. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
f. Students other than those in (c) above who are residents of that district;
g. Students without siblings in the school who are residents of another district.

Students with IEPs (with the exception of those recommended for a District 75 or a non-public school placement) will follow the same process as their non-disabled peers. The DOE will support schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education environment to the greatest extent possible consistent with their IEPs. Any students with IEPs will continue to receive required services at their zoned elementary school.

In accordance with DOE policy, ELL students will also be placed admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at the school.

In addition, in a separate proposal the DOE anticipates that it will propose to unzone elementary schools in District 23, which means that DOE schools would no longer admit students based on their home address or zone. A decision to unzone a district is subject to a separate public process and must be approved by the Community Education Council of District 23 before any decision may be implemented. The proposed unzoning proposal for District 23 will be discussed at various future meetings in the District that will be announced or publicized and open to the public.

Enrollment Impact on Future Middle School Students in District 23

This proposal would not impact P.S. 41's current admissions process for middle school. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at P.S. 41. P.S. 41 does not currently participate in the District 23 Middle School Choice Process. Existing fifth-grade students at P.S.

41 are given priority to continue to attend P.S. 41 for middle school. All remaining seats are filled by those students who reside in P.S. 41's elementary school zone. If this proposal is approved, P.S. 41 will continue to admit middle school students in the same manner.

District 23 fifth-grade students who meet promotional standards are eligible to apply to the following District 23 middle school options through the District 23 Middle School Choice process:

- Choice middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with an unscreened admissions method that have available seats for middle school students;
- 6-12 school with a limited unscreened method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

Students may also choose to apply to a number of schools that manage their own admissions process. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

P.S. 41 also admits students through the over-the-counter ("OTC") admissions process and would continue to do so if this proposal is approved. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);[8] or
- Students who did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the school year.

Middle school students with IEPs and ELLs are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring them access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs and ELLs is the same as described above.

Information about all of these options is printed in each district's Middle School Choice Directory, which can be found on the DOE's Web site at:

[8] As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school within one calendar year following discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school. Chancellor's Regulation A-101 can be accessed at: http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf.

http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm#brooklyn (Please note that this directory is updated yearly). General information about the Middle School Choice Process can be found on the DOE's Web site at: http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm.

Educare NYC's Admission Process

If this proposal is approved, families will have the opportunity to participate in Educare NYC beginning in September 2013. Educare NYC will likely admit children based on the following admission priorities, but the definitive admission process for Educare NYC will be announced after a local CBO is chosen to run the program. It is anticipated that Educare NYC will admit students based on the following criteria:

- Children residing in Brownsville/Ocean Hill neighborhoods (zip codes 11212 and surrounding zip codes) and;
- Children from families where the family income is at or below federal poverty level, with 10% of seats reserved for families with additional high-risk factors (i.e. foster care, homeless, receiving cash assistance through Temporary Assistance for Needy Families (TANF), etc.)

A limited number of families with incomes above the federal poverty level may also be served based upon standards that are developed in conjunction with the selected local CBO for Educare NYC.

B. Schools

As discussed above, K041 has adequate capacity to accommodate Educare NYC at full scale. Building K041 would serve approximately 115-135 children from Educare NYC and 585-675 students from P.S. 41 in 2014-2015. At that point, the projected utilization rate for K041 will be approximately 79%-92%.

The estimated respective enrollments for P.S. 41 and Educare NYC are shown in Sections II and IV.

If the proposal is approved, there will continue to be sufficient space in K041 to serve P.S. 41 and Educare NYC pursuant to the Citywide Instructional Footprint ("The Footprint"). Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools.[9]

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size would remain constant. A representative from the Office of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every

[9] The Footprint is available at: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf

teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

Because the Footprint does not set a baseline for programs serving children before kindergarten, the DOE and Educare NYC are currently collaborating to address the amount of space that Educare will need to successfully run its program in building K041 according to the general guidelines of the Footprint. Currently, Educare has the following staff to student ratios at its existing schools across the country: 3:8 per infant/toddler classroom and 3:17 per pre-school classroom. Moreover, Educare's classroom size requirements include 40 square feet per child.

According to a building walk-through and survey conducted by the Office of Space Planning on August 8, 2012, K041 has 46 full-size instructional rooms, 11 half-size instructional rooms and 4.0 full-size equivalent rooms of designed administrative office space. Additionally, the gymnasium, cafeteria, auditorium, library, nurse's office (1.0 designed administrative space), custodian's office (one half-size room), teacher's lounge (one half-size room), outdoor courtyard, and kindergarten playground would be shared between P.S. 41 and Educare NYC.

Excluding the spaces described above, the following rooms remain in the K041 building that may be allocated to P.S. 41 and Educare:

Summary	Full Size Rooms	Half Size Rooms	Quarter Size Room	Designed Admin (FSE)
Building Total	46	11	0	4.0
Building Spaces allocated as shared spaces	0	2	0	1.0
Total Rooms Remaining to be Allocated	**46**	**9**	**0**	**3.0**

In 2013-2014, the DOE projects that P.S. 41 will enroll between 595-685 students. P.S. 41 is projected to serve 25 general education/integrated co-teaching sections and 7 self-contained special education sectuions.

If this proposal is approved, in 2013-2014, the DOE projects the enrollment at Educare NYC will be approximately 35-55 students.

The DOE has adjusted P.S. 41's baseline allocation in the table below to provide seven full-size rooms in lieu of seven half-size rooms to serve P.S. 41's self-contained sections.

The room allocations for both schools during the 2013-2014 school year is described in detail below:

School Program/Name		Non-Admin Spaces		Administrative Spaces				
		Full Size Rooms	Half Size Rooms	Designed Admin (FSE)	Full Size Rooms	Half Size Rooms	Quarter Size Rooms	Total Admin (FSE)
P.S. 041 Francis White	Baseline Footprint Allocation	27	9	2.0	-	4	-	4.0
	Adjusted Baseline Allocation	34	2	2.0	-	4	-	4.0
Educare		12	1	1.0	-	-	-	1.0

In 2013-2014, after P.S. 41 and Educare NYC have received the adjusted baseline allocation of full-size classrooms, 2 half-size spaces would remain unallocated in the K041 building.

The space allocated to Educare NYC in the building during the 2013-2014 school year would serve as its final allocation of space going forward, and the DOE anticipates that this allocation of space will continue to meet Educare NYC's needs for the 2014-2015 school year when it is fully phased in.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the gymnasium, cafeteria, auditorium, library, nurse's office, custodian's office, teacher's lounge, outdoor courtyard, and kindergarten playground. Specific decisions regarding the allocation of the shared space will be made by the Building Council, consisting of the P.S. 41 principal and Educare NYC director, in conjunction with the DOE Office of Space Planning.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located program and school, the instructional and programmatic needs of the co-located program and school, and the physical location of the excess space within the building. In addition, the Office of Space Planning will work with Educare NYC and P.S. 41 to ensure a smooth transition, if necessary, of any rooms currently being used above P.S. 41's baseline footprint allocations.

C. Community

The DOE supports the co-location of Educare NYC in District 23 because it will offer a year-round and full-day early childhood program for the most vulnerable children in the area and their families. Educare NYC will provide early childhood education services to underprivileged children and families, with staff committed to using research based practices and continuous improvement, in order to close the achievement gap and help children of all backgrounds achieve academically.

The Educare Learning Network emphasizes continuity of care and seamless transitions from one stage of the development to the next as a vehicle for laying a solid foundation in academic, social/emotional, cognitive, and physical development. Programmatic and design features supporting this continuum of healthy development include:

- Instructional staffing models – Teachers remain with children from six-weeks to three-years-old; another team of teachers work with children from three to five-years-old;
- Design parameters – Infants and toddlers are clustered in neighborhoods, adjacent to preschoolers, with observation rooms in between to allow educators and other visitors to see child development along the birth to five years-old continuum at the same time;
- Family partnerships – Teachers, Family Support Specialists, and other staff build relationships with families from the beginning and provide trainings to families throughout their time at Educare which focus on equipping families with tools for supporting school readiness;
- Partnerships with adjacent or nearby elementary schools – Educare staff work closely with elementary schools to facilitate smooth transitions of children into kindergarten; and
- Long term child and family outcomes – Educare is increasingly focused on tracking the impact of its model on student achievement and parent involvement over time through national and local research.

A local CBO will be responsible for the day-to-day program delivery at Educare NYC. The DOE and ACS are currently conducting a search to determine the local CBO partner that will provide these services. ACS and DOE expect the local CBO partner will be announced by the end of November.

Along with the co-location of Educare NYC's full-day and all year-round program for children, K041 would also house Educare NYC's Leadership Institute, which will extend the impact of Educare NYC beyond the children served on-site by providing a training hub for aspiring and current directors of early childhood education programs in Brownsville and across New York City. Training activities will be embedded within the Educare NYC site so that Leadership Institute participants can learn first-hand how best teaching and administrative practices are implemented in a high-quality program setting.

The DOE anticipates the Leadership Institute will operate under the space allocated to Educare NYC as described in Section III. B. If this proposal is approved, the Building Council will address any requests by the Leadership Institute to use shared spaces.

Educare NYC will be overseen by a shared governance board made up by the DOE, the selected local CBO, and an anchor philanthropy. The board will oversee the program, serve as the public voice, evaluate the Leadership Institute and partner with the national Educare Learning Network to ensure adherence to the model. Additional members of the board may include parents and other community representatives. The local CBO will manage the Leadership Institute and will designate a staff member responsible for running the day-to-day operations at the Leadership Institute. The designated staff member will report to the board on the Leadership Institute's progress periodically throughout the year.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K041.

IV. Enrollment, Admissions and School Performance Information

P.S. 41

Admissions Data

Current Admissions	**Grades K-5**: Zoned **Grades 6-8:** School-based admissions; priority to continuing fifth-grade students

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment[10]
2012-13 (projections)	55-65	65-75	80-90	80-90	65-75	45-55	65-75	75-85	70-80	600-690
2013-14 (projections)	55-65	65-75	65-75	80-90	80-90	65-75	45-55	65-75	75-85	595-685
2014-15 (projections)	55-65	65-75	65-75	65-75	80-90	80-90	65-75	45-55	65-75	585-675

Demographic Data[11]

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with Individualized Education Plans	23%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	98%

[10] P.S. 41's enrollment will not be impacted by this proposal. Current cohorts are projected forward and future kindergarten sections are based on projections for current sections.
[11] All figures reflect a percentage of total students from the 2011-2012 audited register.

School Performance Data

P.S. 41 Francis White	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	A	B
Quality Review Score[12]	P	N/A[13]	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	22%	25%	18%
Math % Proficient (Levels 3 and 4)	28%	37%	35%
Other Key Performance Indicators			
Attendance Rate	89.0%	90.1%	90.4%
2012-2013 State Accountability Status[14]	In Good Standing		

Admissions Data

Educare NYC will likely admit children based on the admission priorities listed in Section III. A, but the actual admission process for Educare NYC will be announced after a local CBO is chosen to run the program.

Enrollment Data

	Total Enrollment
2012-13 (projections)	-
2013-14 (projections)	35-55
2014-15 (projections)	115-135

Demographic Data

There is no demographic data available for the program because Educare NYC has not yet opened.

[12] Quality Reviews rate schools on the following four-point scale: "Underdeveloped" or "U" (the lowest possible rating), "Developing" or "D," "Proficient" or "P," and "Well Developed" or "WD" (the highest possible rating). For more information about Quality Reviews, please visit the DOE's Web site at: http://schools.nyc.gov/Accountability/tools/review.
[13] Not all schools receive a Quality Review every year.
[14] http://www.p12.nysed.gov/irs/accountability/.

V. Initial Impact on Budget and Cost of Instruction

Please refer to the Fair Student Funding ("FSF") Guide and Fiscal Year 2013 ("FY13") School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 41. The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

It is estimated that 70% to 80% of Educare NYC's operating budget will come from public funding sources for serving infants, toddlers, and pre-schoolers. These funds will likely include funding from an existing contract with the ACS, known as EarlyLearn, and other funding sources to be determined upon selection of a specific local CBO.

In addition, the DOE anticipates that Educare NYC will have an anchor philanthropist who will not only contribute financially to the program and operations, but will also serve as a key major stakeholder in the program, bringing attention to the program, and fundraising to seek private support for the program.

If this proposal is approved, the DOE estimates that $10 million in capital funding will be applied to renovate the building so that it may be used for early childhood purposes. The renovations may also provide building-wide enhancements for all organizations to increase functionality.

This proposal is not expected to impact initial costs or allocations at P.S. 41 in building K041.

VI. Effect on Personnel Needs, Administration, Transportation and Other Support Services

A. Personnel Needs

The proposed co-location of Educare NYC in K041 is not expected to change the number of personnel positions assigned to P.S. 41, nor is it expected to significantly alter the duties of current P.S. 41 staff. New administrative staff and non-pedagogical positions will be created at Educare NYC over the course of the program's phase-in. Educare NYC is expected to hire teachers and staff as the program phases in.

B. Administration

No change in school supervisory or administrator positions at P.S. 41 is expected as a result of this proposal.

Educare NYC may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the program's phase-in.

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801: http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf.

There will be no change to existing transportation practices at P.S. 41.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided consistent with Citywide policy as Educare NYC phases in.

VII. Building Information

Building		K041
Type of Building		PS
Year Built		1965
Overall BCAS rating		2.54
2011-2012 Target Building Utilization		72%
2011-2012 Target Building Capacity		885
FY 2012 Maintenance Costs	**Labor**	$40,076
	Materials	$39,227
	Maintenance and repair contracts	$73,464
	Service contracts	$917
	Custodial operations costs—Materials	$6,364
	Custodial operations costs—Custodial Allocation	$248,608
FY 2012 Energy Costs	**Electric**	$112,379
	Gas	$1,050
	Oil	$94,770
Projects completed during the current or prior school year		Roofs
Projects proposed in the capital plan		IP Surveillance Camera Installation
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office