

Feasibility Report



Havasu Homework Helpers
Helping Children Succeed

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COM 430 Group Project

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Executive Summary

After school programs provide unique opportunities for children who are at risk for academic disengagement, and difficulties in obtaining future work. Research has found that children who actively engage in high-quality after-school programs yield positive outcomes, including increased self-confidence, civic interest, and improved academic performance. Arizona ranks 47th in the nation for student performance in education. The children in Lake Havasu City schools are just getting by. Less than 85% of pupils can read at their grade level, and only 51% are proficient in math. Typically the marks get worse as the child passes from grade to grade; they lose confidence and disconnect from academic activities, these challenges result in very few students earning a college degree. Lake Havasu High School students have an average college readiness index¹ of 2.3 this value places them less than qualified to succeed in college. The children of Arizona competing with other students in the country have a significant disadvantage in education. We have failed our children and, as a consequence, we have failed our communities. Havasu Homework Helpers is an independently financed and staffed after-school program designed to help children develop a positive attitude through an enjoyable, effective and productive learning environment that amplifies their regular school day.

An analysis of the Lake Havasu Unified Schools District identifies that while the eight schools achieve Arizona School Rankings of A and B, the resulting test scores of students are painfully weak. The salary levels of teachers are more than 21% less than the national average. Because of the low wages the Lake Havasu Unified School District has attraction and retention issues for qualified, well-trained teachers. Furthermore because of inadequate school funding

¹ An average score of 2.3 out of 5 indicates that students are possibly qualified for college and have a moderate probability of success based on the ACT College Readiness examinations.

teachers do not get the necessary additional education to remain proficient with their profession. As a result, children suffer. There are several afterschool programs in the elementary schools run by the Lake Havasu Parks and Recreation department. These programs are not academic based, even though they provide some homework help, Parks and Rec is primarily for supervised play time. Some schools provide remedial education help, but it is available only for children who are severely behind in work or at near failing level. As such, many students view afterschool tutoring programs as punishment and their grades rarely improve long term.

The Havasu Homework Helpers program will utilize well-paid qualified teachers, college students, and interns to help children stay on track with their school work and help them get ahead. The program limits staff-to-student ratios of 1:4 so students can get the direct attention they need in all subject areas. The program uses an enterprise system integrated into the PowerSchool grading system for compiling data on student performance. Research shows that when students can visualize their success they develop a desire to do better. The Havasu Homework Helpers program will help students realize goals, develop better social skills, and create a stronger connection to the importance of education.

The estimated costs of the program are under \$500K annually. More than \$3 million of grants are available for programs like this. It is expected that as much as 30% of the operating budget will come from private donations and contributions. Three benefactors have already pledged the initial seed capital of \$78K. This study examines the issues Lake Havasu City faces in educating its children and proposes a program that can successfully assist the children to improve their education and develop into creative, productive and responsible citizens of the community. Havasu Homework Helpers gives children, teachers, and the community the ability to realize excellence and exceed the bar.

Background

Arizona ranks 47th for education placing it as one of the lowest performing public education systems in the nation (Ruf, 2015). In 2014, Lake Havasu City was ranked as the least educated city in the nation. Just 11.3% of residents hold college degrees (Edsitty, 2014). The problem of a population that does not value education becomes exacerbated by a state education system that is underfunded and understaffed. An Arizona Department of Education survey from 2014 showed that 62 percent of public schools had unfilled teaching positions (Irish, 2015). The result is Arizona children who should be poised to compete with other students around the country are at a significant disadvantage. An independent purposely designed program that utilizes the resources of qualified staff, the community, and the university will provide students in grades 1 - 6 an opportunity to receive the much-needed help with their homework and assignments on a daily basis. This friendly and real help will encourage students to strive for greater achievement and ultimately seek higher education.

Participation in afterschool programs has shown students produce improved test scores through helpful learning environments. Programs of this type have also shown an increase in academic achievement, improved personal, social skills and health, as well as less engagement in risky behavior as students age. These positive effects have been linked directly to afterschool programs (Little, Wilmer & Weiss, 2008).

This feasibility report is to assist in the planning and evaluation of the project's potential success before the program begins. The research developed shows a significant need for a new and vibrant program for children. This report outlines the formation of the organization and effective means of developing an educational support program.

Havasus Homework Helpers initial program will focus solely on the Lake Havasu Community. The research indicated that expanding the program to the surrounding cities of Parker, Kingman, and Mohave Valley would be premature. The greatest opportunity for measurable success is to work within Lake Havasu City where a high level of community involvement and a growing university exists. Havasu Homework Helpers will work with teachers, university students and parents to help students in grades 1-12 begin to enjoy completing homework and get more one-to-one attention. In addition, new ideas on how to better prepare the children for success in higher education can be evaluated. This program utilizes the resources of the community as well as those of ASU Colleges at Lake Havasu. By utilizing students from ASU Colleges at Lake Havasu, the children who use the Havasu Homework Helpers program would be exposed to the immediate benefits and possibilities of higher education.

Key Topics Addressed:

- Why a new program is needed.
- What the program will accomplish.
- How the program will be developed.
- Timeline for establishing organization.
- Funding and finance.
- Potential longevity.
- Staffing.
- Marketing and promotion.
- Stakeholders.
- Cost of Operations.

Why A New Program Is Needed

Lake Havasu City, Arizona has committed teachers, principals, intervention specialists, and an active school district; regrettably the city also has a contingent that is unsupportive and indifferent to educational needs. Unfortunately, the lack of support outside the classroom has created challenges for students to succeed. In addition teachers struggle with overloaded schedules and insufficient funding. The result is children who eventually graduate from high school are less prepared for higher education opportunities or entering the workforce.

Establishing a program that would assist the educators to empower their students by providing a safe environment to complete homework and receive assistance on schoolwork. By helping children realize their ability to succeed encourages and enables them to move forward with a successful education.

Analysis of Lake Havasu School Performance

The Lake Havasu Unified School District #1 continues to work tirelessly to motivate the principals, teachers and staff of the schools in order to help students succeed. The goal of LHUSD #1 is to encourage students to become lifelong learners and to incorporate the community in those efforts. The schools have continued those efforts and ensure that families are aware and involved in school events. LHUSD #1 receives grants for Title I, a federal program that provides funding to school districts with disadvantaged students, Title II, a federal program that aids in the preparation, training and recruiting of high quality teachers and principals, and Title II D, a federal program that provides funding in order to enhance education through

technology (M. Youso, personal correspondence, October 1, 2015). Despite those efforts, students are still facing challenges. Many students do not have the resources or support to succeed academically and often do not seek higher education. More than half of the schools in LHUSD #1 qualify for Title I funding, which is determined by having more than 40 percent of the student population qualifying for the free or reduced price lunch program. The economic situation of many families with school-aged children places them in the low-income category. In addition many students are not being raised by their biological parents, or are responsible for the upbringing of younger siblings. LHUSD #1 is overwhelmed due to underfunding. The political climate of the city has stonewalled efforts to float bond initiatives and budget overrides to provide additional financing to the public schools.

In the face of adversity, Lake Havasu Unified School District #1 has maintained standards and been recognized for some academic achievement. The AIMS passing rate over a period of two years (2012 – 2014) has seen a minimal decline in the four test subjects’ mathematics, reading, writing, and science. Two of the elementary schools have been recognized as National Blue Ribbon schools. The National Blue Ribbon Schools Program is to recognize public and private schools based on overall academic excellence, or their progress in closing achievement gaps (Duncan, 2015B). Four of the elementary schools in the district have received an “A” rating from the Arizona Department of Education. The elementary schools that have a “B” ratings have dedicated and motivated staff, however both schools qualify for Title I funds and must spend an enormous amount of time helping students with non-traditional home lives. The middle school and high school also receive a “B” rating; the high student-teacher ratio is a contributing factor to the lower rating.

Initial efforts of Havasu Homework Helpers will focus on schools within LHUSD # 1. There are two public charter schools and multiple private church affiliated schools that will not be incorporated into this program as it could affect the grants HHH is eligible to receive. Appendix I includes a description of each school within the LHUSD. Figure 1 provides a snapshot of the schools and their Arizona Department of Education Academic Ranking.

School Name	Grades	Students	Teachers	Ratio	Title I	AZ Rank	Remedial Help	Parks/Rec
Havasupai	K-6	363	22	18.15 : 1.1	YES	A	YES	YES
Jamaica	K-6	587	25	29.35 : 1.25	NO	A	YES	YES
Nautilus	K-6	346	23	17.3 : 1.15	YES	A	YES	YES
Oro Grande	K-6	364	18	18.2 : 0.9	YES	B	YES	YES
Smoketree	K-6	504	22	25.2 : 1.1	YES	B	YES	YES
Starline	K-6	624	29	31.2 : 1.45	NO	A	YES	YES
Thunder Bolt	7-8	870	35	43.5 : 1.75	YES	B	YES*	NO
Lake Havasu High	9-12	1860	88	37.2 : 1.76	NO	B	YES	YES

Figure 1

Current Tutoring Programs

The *No Child Left Behind Act of 2001* forced educators to push children through testing programs. This gave children and teachers, for that matter, a system that did not encourage education. The NCLB system had both teachers and children working only towards passing a test and not developing good educational habits. This created an environment where teachers did not have the flexibility to adapt to the needs of children as a result students did not enjoy school because they were not treated as individuals (Walker, 2015). When children were unable to perform and parents were fearful that the child would be held back they seek assistance in a remedial way. Parents first seek out free school programs and when unavailable they seek private tutors and tutorial systems when they can afford it. .

Parks and Recreation After School Program

The *After School Enrichment Program* is facilitated through the *Parks and Recreation Department After School Program* for students 1st through 6th grade. Prior to 2011, Tax Credit money and some Title I funding was used for after school tutoring and homework help in the elementary schools. Those sources are no longer available to fund those programs. Funding for the *After School Enrichment* program is currently through Community Services Department Recreation Division for LHUSD #1.

Students are recommended by their primary teacher for the *After School Enrichment* on the basis of grades and performance on Benchmark Testing (DIBELS, AIMS and Galileo). Stephanie McCorkle oversees the program to ensure it meets LHUSD #1 curriculum standards, is properly staffed, and tracks the attendance and performance levels of students in the program. Each school has a Site Coordinator who reports to McCorkle² and works with the teachers at their school to best meet student needs. *After School Enrichment* ensures a 1:15 tutor to student ratio, and meets from 2:45 until 3:45 on Tuesdays and Wednesdays. Teachers who have determined that other children, not enrolled in the program, would benefit from additional help can recommend the program to parents who can then enroll their child to attend.

LHUSD Remedial Program

The Lake Havasu Unified School District #1 receives funding for several remedial programs in the district. There is a counselor at the high school that is solely dedicated to the *Neglected and At Risk Student Tutoring Program*. Students are typically identified as students

² Stephanie McCorkle and the School Site Coordinators are all full time teachers at the elementary schools.

with legal issues (e.g. parole, or jail time) or teen pregnancies. The high school also offers remedial programs for AIMS test failures. The Fall State and Spring State tutoring programs are designed to help students who have failed the standardized state tests pass the tests.³ LHUSD #1 also provides compensatory language tutoring for students in the *English Language Learners* (ELL) program at two of the elementary schools.

Private Tutoring Systems

Private tutoring programs fall under two models. The classic private tutor operates as an independent contractor, working part time, tutoring a few students a week. These tutors will help with homework and projects and help improve comprehension of specific subjects. The other model is the private learning center such as Huntington and Sylvan Learning Centers, both franchises and Kaplan Learning, a private organization. Each of these companies provide tutorial and test preparation programs. While Huntington and Sylvan work primarily with k-12 students, Kaplan services k-12 as well as having its own accredited university and professional CEU⁴ programs. For the purposes of this feasibility study we do not examine Kaplan.

The franchise system is parent-pay. Huntington Learning System indicates that parents who can afford the program will commit to a learning program with average fees of \$4,600 per child. With Lake Havasu's median family income at less than \$40,000 it would be difficult at best for parents to pay for these types of private pay tutorial systems (Kellog & Gray, 2013). A complete evaluation of parent pay tutorial programs is included in Appendix II

³ LHUSD #1 has requested funds for remediation for students who fail the AZ Merit test. AZ Merit replaced AIMS testing in 2014.

⁴ Continuing Education Units – additional training required to maintain license each year.

Goal of Program

The Havasu Homework Helpers program will assist students in grades 1-12 with homework, school projects, and assignments. The program provides a safe, comfortable, and encouraging environment to help students recognize their individual potential. Students have the opportunity to learn in a stress-free and encouraging atmosphere with teachers and tutors whose sole purpose is to provide educational assistance to complete their daily homework, on time, and with greater accuracy.

The goal of the program is to help students develop the self-confidence and skills to complete homework without assistance. Rather than initiate a program where children feel tutoring is a result of failure, this program takes a more organic open-door approach where students can seek help for whatever reason. With accomplishment, the students will recognize an increase their self-esteem and improved academic achievements.

The education system in Arizona has been comfortable with children being “average.” Yet average students do not become leaders, do not invent new medicines, and do not make significant impacts in the world. Havasu Homework Helpers is designed to help children be more than average and seek higher achievements through measurable goals utilizing progressive learning techniques so children want to learn.

Program Development

Development will be implemented in four phases.

- Establishing the Organization and develop Operating Plan
- Recruiting and Training Staff
- Integration with existing school programs
- Program expansion through measured success

1. Establishing the Organization

- Corporation, directors, fundraiser, advisors, & liaisons

Initial phase will be to establish the corporation and obtain the not-for-profit organization with appropriate staff including, a director, a board of advisors and fundraising department. We will initiate a relationship with the Lake Havasu City School District and develop liaisons between the organization and each school that will be integrated into the program that include the principal, a school advisor and Parent Teacher Association (PTA) leader. Establishing a relationship with ASU Colleges at Lake Havasu in order to incorporate this program into the student work-study, internship and community involvement programs is essential to the success of Havasu Homework Helpers.

2. Recruiting and Training Staff

- Teachers, Tutors, Interns, Advisors

Directors will recruit teachers, university students, and local volunteers to work with the program. The staff will be trained in the appropriate methods of helping students with their

homework. Training includes tutoring strategies that address; reading and comprehension, how to understand questions, math and math procedures, science experiments and theories, vocabulary, and writing. The internal training program will integrate each school's curriculum to ensure uniformity between teacher, student, and helper.

The Homework Helpers will be trained in the necessary techniques needed to help a child who may be struggling to learn. This training will include information on:

- Learning disabilities: Dyslexia, ADD / ADHD
- Research-based strategies
- Phonemic Awareness & Phonics
- Multisensory techniques

Teachers from each school will work with our certified, part-time employees and volunteers in the school environment where they can provide assistance in current class curriculums.

3. Integration with established Afterschool Programs

Lake Havasu City offers limited options for afterschool programs for the six elementary schools and is organized through the Lake Havasu City Parks and Recreation Department. Students participate in group activities including; arts and crafts, performing arts, supervised play and unassisted homework supervision. Many parents utilize this program as a method of afterschool childcare at a modest cost. The *After School Enrichment Program* is for referred students who have already fallen behind in their studies and need immediate remediation and additional learning time. The middle and high school only offer tutoring programs for at-risk or failing students. The Havasu Homework Helpers Program will supplement existing programs with a model designed to help students before they fall behind and encourages them to excel.

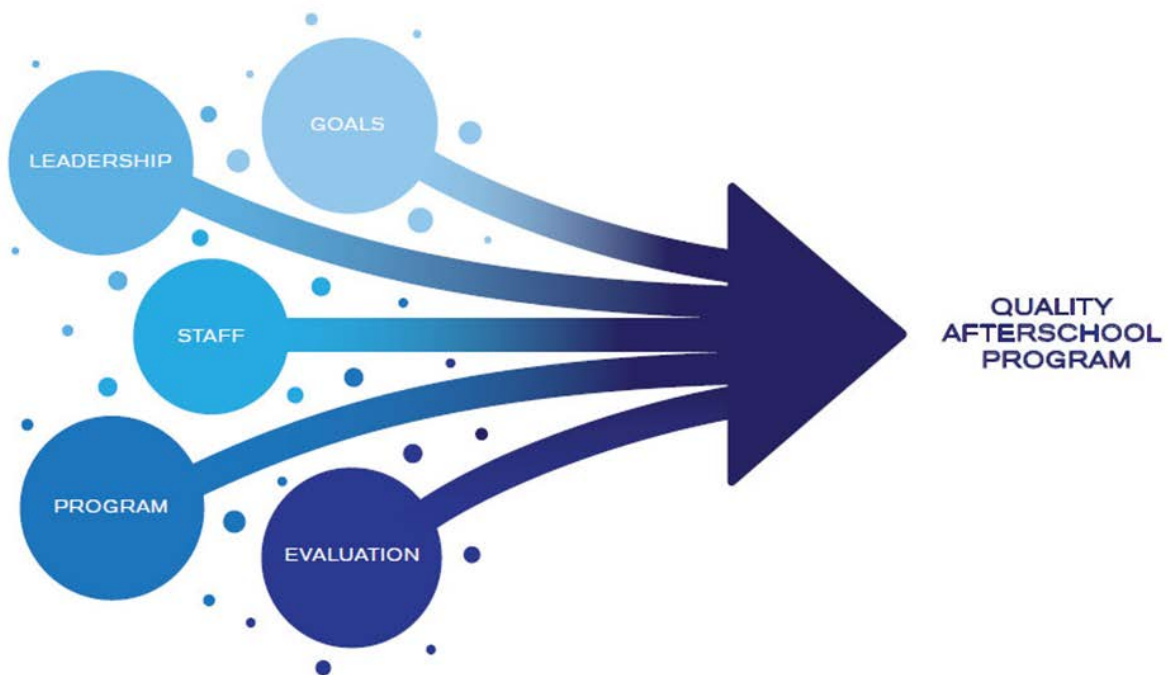
4. Measuring Success and Program Expansion

The Havasu Homework Helpers Program will create a comprehensive electronic database that integrates with the Pearson Education PowerSchool Student Information System (SIS). PowerSchool provides access for Teachers, Parents, and Students to real-time student information and creates better communication, collaboration, and success within a child's learning experience. PowerSchool is the most widely used SIS in K12 education, supporting millions of students and parents around the globe.

PowerSchool is utilized in the Lake Havasu School District. Through special database permissions, this program will track participating students' progress while in the Homework Helpers program while maintaining compliance with Family Educational Rights and Privacy Act (FERPA). This PowerSchool integration provides multi-channel communication between, school, teacher, student, parent, and Havasu Homework Helpers. This data will be utilized for critically measuring the success of the student within the tutoring program and will aid in understanding areas that may need improvement.

Analysis of data available through the HHH integration with Powerschool allows for creating comprehensive achievement reports that illustrate measurable results. This data is critical to the decision to expand the program to the middle and high school. Should results be positive expansion would occur for the second year. If results are marginal, the expansion target will be re-evaluated to a later date. The goal with expansion is to provide students who graduate from the elementary schools and move to the middle school to have an opportunity to continue with Havasu Homework Helpers and not lose a valuable resource as they move ahead with their education.

Regardless of where funding originates from, quantitative data results are an important part of disclosure reporting. Many state, federal and private funding organizations require measurable data so grants can be extended and renewed. Utilising modern technology allows the organization to provide justification of on-going financial support.



The unique concept of the Havasu Homework Helpers program combines attainable goals, a quality staff, leadership and a means of evaluation. This solid foundation leads to a quality afterschool program.

Timeline for Establishment

Havasus Homework Helpers program will take approximately seven months from initiation to launch. This includes establishment of the organization, selecting key staff, and obtaining funding. The program connects with established programs, partners with schools, recruit locals, train tutors, and creates trust with the community. Initial set up and development of the program will begin in January 2016, with launching the program in August 2016 when Lake Havasu Unified School District returns to class. During fall 2016 the program will work with the elementary schools and expand to the middle and high school the following school year.

TASKS				
Jan	Establish Organization	Establish Board	501 C 3	Set Up Office
Feb	Hire Executive Staff	Fund Raising Lunch	LHUSD Conference	Hire Grant Exec
Mar	Web Development	Marketing Development	Relationships with Schools	Relationship with ASU
Apr	Announce Program	Submit Grants	Fund Raising Lunch	Purchase Equipment
May	Interview Teachers	Intern Applications	Develop Teaching Materials	Background Checks
June	Hire Teachers	Select Interns	Set Up Office Classroom	Submit Grants
July	Teacher Training	Train Interns	Proof / Print	Integrate PowerSchool
Aug	Launch In School	Train Interns	Budget Assessment	Fund Raising Lunch
Sept	1-6 Schools	6 Week Review	Budget Modification	Integrate Grant Monitoring
Oct	1-6 Schools	Intern Applications	Middle School Conference	Teacher Interviews
Nov	1-6 Schools	12 Week Review	High School Conference	Fund Raising Dinner
Dec	1-6 Schools	Hire Middle & HS Staff	LHUSD Conference	Report Results

Funding the Program

Substantial money is needed for the Havasu Homework Helpers program. The board of directors will be helpful in obtaining funding, as they have been selected not only for their interest in helping students, business and community acumen but also for their ability to attract and secure financing. Havasu Homework Helpers is careful in that it will not pull financing away from the already established afterschool programs in Lake Havasu City. However, for the program to succeed raising money is a primary activity.

Start Up Funding

During the research phase the principals obtained letters of intent from two private individuals and one bank to provide start-up capital. In addition they secured a two-year rent-free lease for administrative offices. Total value of startup funding is \$72,000. This is sufficient to cover initial startup costs and reach the first fundraising event. These generous contributions are an indication of the perceived value of the program and the trust established.

Types of Funding

Fund raising efforts will be focused in three areas:

- Federal, State, and Corporate Grants.
- Donations from private citizens and corporations.
- In-Kind Donations and Partnerships.

Havasus Homework Helpers will be established as a 501(c)(3) tax-exempt not-for-profit educational organization. This status allows for seeking grants and private donations on a tax advantaged basis for the donor. Our research has shown that obtaining funding directly from

Lake Havasu City is a challenging prospect. Given the city's limited educational budget Havasu Homework Helpers will not seek finance from the city during the initial phases of the organization. Once the organization is established, board members will approach the city council for additional funding from the city. Sponsorships or partnerships, and in-kind donations from local businesses will also be encouraged after the initial start-up phases are completed.

Grant Sources

The *21st Century Community Learning Centers* programs are funded through the U.S. Department of Education. These programs support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools (Duncan, 2015A). Havasu Homework Helpers is eligible to apply for the 21st CCLC grants through the Arizona Department of Education, which awards sub grants to Local Education Agencies (LEAs) and nonprofit organizations (Douglas, 2015).

The *Arizona Community Foundation* awards discretionary and advised grants year-round to community organizations, educational institutions and government agencies. Since 1978 more than half a billion dollars in grants and scholarships have been awarded to organizations working to meet community needs and enhance a shared quality of life in Arizona (Seleznov, 2014).

The *Arizona Center for Afterschool Excellence* focuses on improving access to high quality, affordable out-of-school learning opportunities for Arizona youth. They belong to the National Network of Statewide Afterschool Networks, and partner with multiple nationwide afterschool professionals and advocates such as the Afterschool Alliance. They are funded by the Arizona Governor's Office for Children, Youth and Families; the Arizona Department of

Education, the C.S. Mott foundation, and provide multiple resources that offer funding for afterschool programs such as Havasu Homework Helpers (McClintock, 2013).

AmazonSmile a program that is operated through Amazon donates 0.5 percent of the sale price of eligible purchases toward the charitable organizations selected by customers. This program relies on a customer's gross purchases to generate the donation. Board members and shareholders of Havasu Homework Helpers would create a social media campaign that encourages community members to select Havasu Homework Helpers as their charity when shopping on *AmazonSmile* (Bezos, 2015).

Additional Agencies:

- Arizona Cardinals Charities
- Arizona Coyotes Foundation - \$2,500.00
- Arizona Diamondbacks Foundation – up to \$100,000.00
- Community Education Program Grants – The Harry Chapin Foundation - \$10,000.00
- Office Depot Foundation Grants - \$3,000.00
- Safeway Foundation Grant - \$10,000.00
- State Farm Youth Advisory Board Service-Learning Grants – up to \$100,000.00
- The Carnegie Corporation of New York
- The William and Flora Hewlett Foundation
- The W. K. Kellogg Foundation
- The Charles Stewart Mott Foundation
- The Wallace Foundation

A review of the funding opportunities available that Havasu Homework Helpers could qualify for yields a potential pool of over \$2.5 million. This does not include donations from private citizens and corporations or in-kind donations and sponsorships. Additional grants will be available after the organization has been established for more than a year.

Potential Longevity

For an afterschool program to be successful longevity is critical. This may be the hardest issue this program faces. Too many urban programs fail because they lose focus of the constant need to promote positive youth development and generate funding. The problem develops because programs are understaffed, lack leadership and organizational initiatives, and are severely underfunded (Hirsch, Deutsch & DuBois, 2011). However, when a program is established correctly, keeps its goals and objectives in order, and gains the proper support from the community, the school district and the parents, it becomes part of a community for quite some time. One such program, *The Havasu for Youth* program had been in existence for 35 years yet it failed when it lost funding. The afterschool homework program in New York City has survived successfully for more than forty years. According to the After School Alliance organization, programs that have been established for two years or longer *and* have sufficient funding have produced positive results for the students who benefit from the program (Grant, 2008).

The Havasu Homework Helpers program can have longevity so long as the organization keeps its goals and priorities in order. Key areas of concentration include:

- Explicit focus on promoting positive youth development
- Regular review of youth and staff progress
- Encourage collective mentoring
- Train staff both in-house and off-site
- Require leadership to engage in regular supervision and coaching
- Maintain fundraising, marketing, and promotional efforts

Staff

With most nonprofits, the staff is comprised of both paid employees and volunteers. These are the people who get the day to day operations done. Yet the entire staff needs to be built upon people who are committed to the mission and are like-minded. Because finances are limited, people with diverse talents who can work together and are invested for reasons other than money will be the backbone of the organization.

Staff and Advisors

- Board of Directors
- Executive Director
 - Operations, Finance, Communications
- Fund Raising Director
 - Marketing, Promotion
- Program Director
- Advisory Board
- Staff
 - Teacher/Tutors, Part Time Tutors, Work-Study
- Volunteers
 - Volunteers and Interns

*** Teachers, who are certified, will meet the criteria necessary to work as a substitute teacher in the Lake Havasu Unified School District. Second, University Students will be in their Junior or Senior year, must have a GPA of 3.33 (B+) or greater as well as commit to working a minimum of 5 hours per week. Lastly, volunteers are to have a minimum of an Associate's Degree and commit to working a minimum of 5 hours per week. All employees and volunteers will undergo a background check and fingerprint check to ensure the safety of the children.

Marketing and Promotion

Recruiting students into the Havasu Homework Helpers program requires an active and informative marketing and promotional program. Many parents and teachers recognize that their children need additional help but often they limit involvement because of competing activities, busy schedules and active family lives. Havasu Helpers will develop a comprehensive strategy that can attract and retain students. We will utilize all the media forms to have significant impact. These include a web site integrated into social media sites including Facebook and Twitter. In addition we will use print advertising, public relations releases, and television and radio pieces talking about benefits of the program. In addition there will be public events that encourage and support participation. The campaign is based upon the following criteria.

A Brighter Future: The critical first step in selling the program is helping the children and their families understand how frequent participation yields great benefits. Not only does the program provide a safe, supervised environment but an opportunity to receive help with homework and other enrichment activities. This leads to a brighter future.

Building Connections: Our directors and marketing staff will work with school administrators to increase and sustain the program by helping school staff buy-in to the program and develop relationships with school teachers and parents. These strategies include employing a few teachers from each school to provide continuity within the schools curriculum and the Havasu Homework Helpers program. Involving the school's teachers in the program has both strengths and weaknesses. The teachers can interact in a less formal manner than in traditional classroom and can concentrate on helping students because our staff is running the show. This method allows

the student-teacher relationship to grow. The prime weakness with involving day teachers is it suggests an extension of the regular school day for some students. We will carefully balance the involvement. A solid relationship between school staff, parents, and community members is essential to the success of the program. A key role of administrators is to convince parents and community members of the value of the program. The children participating will be the most effective recruiters. By helping students succeed with their homework they will have pride and will encourage others to join. This role allows them to build their leadership skills.

Leveraging Resources: at Havasu Homework Helpers students will be more likely to utilize the program when the school leaders can leverage the resources available. Havasu Homework Helpers will use its own funds to ensure an appropriate space is available in each school where children can work as well as provide access to all materials, computers and support supplies necessary. Part of the overall marketing program is to ensure that HHH is fully funded and does not draw any capital resources away from the schools. In this manner the schools and their administration will be encouraged to support the program.

Flexibility: Havasu Homework Helpers will require flexibility in its marketing and promotion. While it will utilize classic methods it also understands that in a challenging marketplace where competition actually does not exist maintaining the ability to shift and modify marketing and promotional programs quickly is necessary.

Stakeholders

Community will be the largest benefactor and the most benefitted. The students who attend this program will benefit by succeeding in school and higher education. The teachers will benefit from having assistance with after school tutoring. The community will benefit by setting an example for other school districts and communities. In addition to the community there are two categories of stakeholders who gain significant benefits from the program.

Primary Stakeholders

- Children who participate in the program.
- Parents and their surrogates (parents, grandparents, guardians)
- Educational Partners, (schools, teachers, afterschool programs, tutors)

Within these categories, we recognize the service may also benefit those students who are not having challenges with schoolwork, yet need a safe, supportive environment including those students with special social and cultural needs.

- Immigrant or cultural populations
- Foster Children
- Homeless students
- LGBT youth and parents
- Single parent families

Secondary Stakeholders

Secondary stakeholders are those who will not reap the direct benefits of the educational portion of the program but will gain benefits through association with the program. These are people and organizations that have a passion and caring for the community's children. The secondary stakeholders are partners in success for they get to boast about supporting the program. They include, people of influence, partnering agencies, local business, children's support groups, cultural and special interest, and the philanthropic individuals and groups who donate generously to the program.

What Can Go Wrong

It would be disingenuous to avoid exploring the issues that could affect the success and longevity of Havasu Homework Helpers. After school programs typically have enthusiastic staff and serve as a great resource for all the stakeholders involved. However even the best programs are presented with challenges from time to time. Typically programs fail for four primary reasons: lack of funding, lack of results, lack of interest, and lack of leadership.

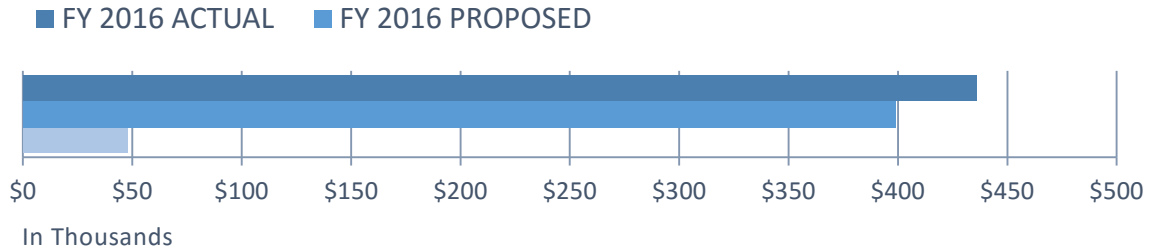
While many afterschool programs draw resources from existing school budgets Havasu Homework Helpers is a stand-alone organization. To that end the operating budget is higher than many programs. If leadership is unable to secure appropriate financing on a regular and ongoing basis the program could fail. Ongoing funding from most sources is tied directly to results. If over time it is identified that the Havasu Homework Helpers program is not having a positive effect on student performance then not only will interest in the program decline but financial support may not be available. It would then be necessary to terminate the program.

Based upon the research, competitive analysis, and confidence of the initial donors that provided the seed capital the initial probability of success of the program is approximately 75%. By utilizing grant management technology Havasu Homework Helpers can create stronger grant applications, obtain grants quicker, and provide result data to grantors and streamline renewal process (Benson, 2011). Once the first wave of grants are issued the probability of success goes up to 85%. After the first year of reporting student results (either positive or negative) and the second wave of grants are issued probability of success for year two increases to 92%.

Pro Forma Budget

YEAR 2016

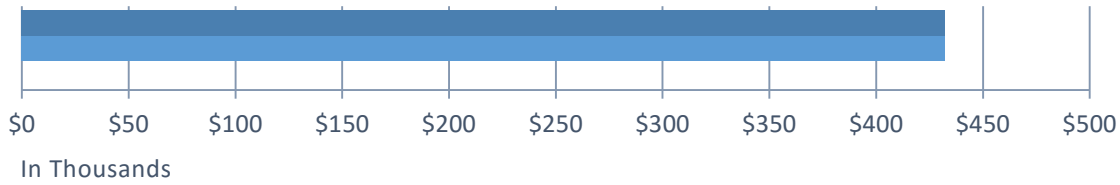
REVENUE



REVENUE	FY 2015 PRIOR YEAR	FY 2016 PROPOSED	FY 2016 ACTUAL
Fundraisers and events	0.00	55000.00	92000.00
Grants	0.00	235000.00	235000.00
Donations	48000.00	85000.00	85000.00
Rent Abatement		24000.00	24000.00
Miscellaneous			
TOTALS	\$48,000.00	\$399,000.00	\$436,000.00

EXPENSES

■ FY 2016 ACTUAL ■ FY 2016 PROPOSED



EXPENSES	FY 2015 PRIOR YEAR	FY 2016 PROPOSED	FY 2016 ACTUAL
Salaries	0.00	132,000.00	132,000.00
Benefits	0.00	29,040.00	29,040.00
Teachers / PT	0.00	92,400.00	92,400.00
Rent	0.00	24,000.00	24,000.00
Utilities	0.00	4,800.00	4,800.00
Travel and meetings	0.00	3,800.00	3,800.00
Professional fees		22,000.00	22,000.00
Marketing/advertising/direct mail		72,000.00	72,000.00
Insurance		7,400.00	7,400.00
Telephone		4,800.00	4,800.00
Web fees (website, meeting space, etc.)		14,000.00	14,000.00
Equipment		18,000.00	18,000.00
Supplies		8,000.00	8,000.00
Postage			
TOTALS	\$0.00	\$432,240.00	\$432,240.00

Summary

Havasu Homework Helpers is a needed resource in the Lake Havasu City community. Children in Lake Havasu City are extremely bright and desire a challenge, but current education standards and mandates have negated the abilities of the individual student and strained the resources of educators. The community is not equipped to properly support and encourage students to succeed in higher education. Havasu Homework Helpers seeks to provide quality resources to enable the students and educators in Lake Havasu City to develop children's academic ability beyond the confines imposed by standardized testing.

Havasu Homework Helpers will provide positive and effective methods of productive support for learning. Utilizing talented and caring individuals from throughout the community who have a goal of helping these students to achieve a quality educational support system outside of the traditional classroom reinforces the goals of Havasu Homework Helpers. Exposing students to successful members of the community will promote the value of education and the students will be enabled and empowered to recognize personal goals. The reinforcement of a supportive community will develop a drive to give back and become leaders in response to the challenges of society.

Havasu Homework Helpers will not minimize the efforts of LHUSD #1, but will reinforce and support the tireless actions of educators, parents and the community by providing an independantly financed and staffed program. It recognizes the ideals of Lake Havasu City, emphasizes the importance of education, and provides a blueprint for other communities to follow to allow students to achieve academic excellence and continued success. Havasu Homework Helpers gives children, teachers, and the community the ability to realize excellence and exceed the bar.

Appendix I

Lake Havasu Schools Report Cards

The Arizona Department of Education publishes a report card each year on the performance of all public schools. Across the state 52% of students are classified as economically disadvantaged. Furthermore the 4-Year Graduation rate averages for all students at 75%. These values are lower than those in Lake Havasu City, but not by much. This section lists the 2014 report cards for schools (listed in alphabetical order) in the Lake Havasu Unified School District.

Havasupai Elementary School

Havasupai Elementary School is a public elementary school that serves kindergarten through 6th grade. The school has a student population of 363 with 22 teachers (LHUSD #1, 2015). The AIMS passing rate increased in mathematics, remained steady in reading, but decreased in writing and science from the previous school year, the Annual Measurable Objectives were not met (Douglas, 2014).

- AZ Department of Education Academic Rating: A
- Overall student performance: Good
- Title 1 Status: Yes
- After School Program: There is a Homework Club which meets three days a week, a Math and Computer Education Tutoring that meets twice a week, a Good News club that meets once a week and the Parks and Recreation run After School Program which also coordinates the After School Enrichment tutoring.

Jamaica Elementary School

Jamaica Elementary School is a public elementary school that serves kindergarten through 6th grade. The school has a student population of 587 with 25 teachers (LHUSD #1, 2015). The AIMS passing rate remained steady in reading and writing, decreased in math, and drastically increased in science from the previous school year, the Annual Measurable Objectives were met (Douglas, 2014).

- AZ Department of Education Academic Rating: A
- Overall student performance: Good
- Title 1 Status: No
- After School Program: There is a STEM club that is affiliated with ASU Colleges at Lake Havasu and the Parks and Recreation run After School Program, which also coordinates the After School Enrichment tutoring.

Lake Havasu High School

Lake Havasu High School is a public school that serves 9th through 12th grade. The school has a student population of 1860 with 88 teachers (LHUSD #1, 2015). The AIMS passing rate rose slightly in all four subjects from the previous school year, the Annual Measurable Objectives were not met (Douglas, 2014). There are tutoring programs offered for at-risk students (defined as students who have legal issues, or are dealing with teen pregnancies)

- AZ Department of Education Academic Rating: B
- Overall student performance: Poor
- Title 1 Status: No
- After School Program: The only after school programs available are extra-curricular activities.

Nautilus Elementary School

Nautilus Elementary School is a public school that serves kindergarten through 6th grade. The school has a student population of 346 with 23 teachers (LHUSD #1, 2015). The AIMS passing rate decreased minimally in reading, mathematics and science, but decreased markedly in writing from the previous school year, the Annual Measurable Objectives were met (Douglas, 2014).

- AZ Department of Education Academic Rating: A
- Overall student performance: Excellent
- Title 1 Status: Yes
- After School Program: There is a Good News club in addition to the Parks and Recreation run After School Program, which also coordinates the After School Enrichment tutoring.

Oro Grande Elementary School

Oro Grande Elementary School is a public school that serves kindergarten through 6th grade. The school has a student population of 364 with 18 teachers (LHUSD #1, 2015). The AIMS passing rate increased in science, remained steady in reading, but decreased in mathematics and writing from the previous school year, the Annual Measurable Objectives were met (Douglas, 2014).

- AZ Department of Education Academic Rating: B
- Overall student performance: Good
- Title 1 Status: Yes
- After School Program: The school is working to set up a STEM club, the interventionist coordinates before school homework help, and the school also offers the Parks and Recreation run After School Program, which also coordinates the After School Enrichment tutoring (S. Neece & P. Wolfe, personal correspondence, September 21, 2015).

Smoketree Elementary School

Smoketree Elementary School serves kindergarten through 6th grade. The school has a student population of 504 with 22 teachers (LHUSD #1, 2015). The AIMS passing rate remained steady in reading, decreased in mathematics, and decreased severely in writing and science from the previous year, the Annual Measurable Objectives were not met (Douglas, 2014).

- AZ Department of Education Academic Rating: B
- Overall student performance: Excellent
- Title 1 Status: Yes
- After School Program: Student Council, STEM club, WAGS (Warm and Gentle Support), Pet Partners, matholympics, and the school also offers the Parks and Recreation run After School Program, which also coordinates the After School Enrichment tutoring (C. Triassi, e-mail correspondence, September 24, 2015).

Starline Elementary School

Starline Elementary School serves kindergarten through 6th grade, it houses the LHUSD#1 accelerated learning program. The school has a student population of 624 with 29 teachers (LHUSD #1, 2015). The AIMS passing rate rose in reading, had a slight decline in mathematics and science and a severe decline in writing from the previous school year, the Annual Measurable Objectives were not met (Douglas, 2014).

- AZ Department of Education Academic Rating: A
- Overall student performance: Good
- Title 1 Status: No
- After School Program: There is a Student Council, a Good News club, individual teachers can take the initiative to offer tutoring, the school also offers the Parks and Recreation run After School Program, which also coordinates the After School Enrichment tutoring (S. McCorkle, personal correspondence, September 25, 2015).

Thunderbolt Middle School

Thunderbolt Middle School is a public school that serves the 7th and 8th grades. The middle school has a student population of 870 with 35 teachers (LHUSD #1, 2015). The AIMS passing rate decreased in all four subjects from the previous school year, the Annual Measurable Objectives were not met (Douglas, 2014). Thunderbolt Middle School has a mandatory remedial program during the school day for students failing courses. The remedial program is intended to prevent any further decrease of academic results (M. J. Mulligan, personal communication, September 24, 2015).

- AZ Department of Education Academic Rating: B
- Overall student performance: Good
- Title 1 Status: Yes
- After School Program: None, all extra-curricular activities occur during the school day. Students who are passing are allowed to attend extra-curricular activities while the failing students are attending the remedial program.

Appendix II

Evaluation of Parent Pay Tutorial Systems

The No Child Left Behind Act of 2001 forced educators to push children through testing programs. This gave children and teachers, for that matter, with a system that did not encourage education. The NCLB system had both teachers and children working only towards passing a test and not developing good educational habits. This created an environment where teachers did not have the flexibility to adapt to the needs of children as a result students did not enjoy school because they were not treated as individuals (Walker, 2015). When children were unable to perform and parents were fearful that the child would be held back or required to repeat an entire grade the big, private, tutorial industry took off.

Because of NCLB the role of the private tutor and tutoring in general had been elevated to a new level of importance. Outside of the United States private tutoring is an important component of education systems. In many developing countries utilizing private tutors is not only expected it is a sign of cultural prominence (Gordon, 2004). Dang and Rogers study on private tutoring for the World Bank Organization places the private tutoring industry at close to \$100 billion globally. Within the United States private tutoring and test preparation nears \$10 billion annually (Dang & Rogers, 2008).

In comparison to the total cost of k-12 education of \$621 billion the cost of supplemental tutoring is a little less than 2%. Yet these tutorial costs are not for all students, they are for those students whose parents are in a financial position to pay with after tax dollars. According to the National Center for Educational Statistics, 12% of the US student population that does not meet the average yearly progress level receive some form of tutorial services. Of those students 27% receive tutorial services paid for in part or whole by their household (Warkentien & Grady,

2009). On the surface it would appear that private tutoring is a profitable business to be in. Dang and Rogers question the cost benefit ratio of the effects of private tutoring.

Does private tutoring increase parental choice and improve student achievement, or does it exacerbate social inequalities and impose heavy costs on households, possibly without improving student outcomes?

Dang and Rogers point out that while private tutorial programs are expected in many of the global countries it is due to the simple fact that higher education is free for those students who make the grades. As such parents will go to great lengths to pay for tutoring. This is in big contrast to the United States, where higher education is a pay for system. Though they question whether the large investment in private tutoring yields substantial returns for the individual learners. Parents and students make the assumption that capital investment will yield significant results part in parcel because of perceived value. The survey data concludes that regardless of the pupil's age, grade, subject area or country of origin test scores improve 11-16% (Dang & Rogers, p, 14). For a student who is failing a 10% increase is significant. For a high school student who needs to boost SAT scores a 15% increase may be the difference between attending a community college or a choice university. Understanding the challenges parent pay tutoring programs present private tutoring has positive returns as a supplement to public education. The data supporting private tutoring warranted an examination of parent-pay tutorial programs for the Lake Havasu City area.

Private tutoring programs fall under two models. The classic private tutor who operates as an independent contractor, working part time, tutoring a few students a week. These tutors will help with homework and projects and help improve comprehension of specific subjects. The other model is the private learning center. The more popular and most well-known centers

include Huntington Learning Center, Sylvan Learning Center, both franchises and Kaplan, a private organization. Each of these companies provide tutorial and test preparation programs. While Huntington and Sylvan work primarily with k-12 students, Kaplan services k-12 as well as having its own accredited university and professional CEU programs. For the purposes of this feasibility study we do not examine Kaplan.

The franchise learning system is based entirely on a parent-pay system. Franchise data obtained directly from Huntington Learning System indicates that parents seek out Huntington during crisis moments of their children's education. These moments occur after a child has failed a big exam, or when a poor performance report card makes its way home. The child is distraught and the parent is panicking. Parents seek out the learning center through an online search for tutors. Huntington ranks high in web searches. The website is upbeat and inviting but the only way to find out about specific programs and costs is to call the 800 number and complete an initial review. Afterwards, the parent and child are directed to a nearby center where the child completes an evaluation exam to help identify education deficits. According to Janet Diaz, Senior Director of Franchise Development, "once the parent/child conference is completed more than 25% will commit to a learning program with average fees of \$4,600 per child." The Huntington franchise system requires significant community outreach and integration with local school leaders for the program to work well. More than 50% of a center director's time is to be "actively involved in promotion of the franchise."

The average Huntington Learning Center (and Sylvan Learn) boast of average franchisee revenues of \$525,000. To generate this level of income would require more than 115 children be enrolled in full tutorial programs. To achieve this level of participation requires an interest population of more than 2,800 students seeking services. The population of Lake Havasu

students of all grades is less than 5,000. A Huntington Learning Center had existed in Lake Havasu, but closed in late 2013. While information regarding the closure was not readily available from HLC, additional research uncovered a combination of challenges the franchise faced. They included; insufficient population density, high overhead costs, inability to retain certified teachers, and a high debt level for the franchise owners. In addition research within the franchise industry revealed parent-pay learning centers present a 25% business failure rate as noted by the U.S. Small Business Administration.

While parent-pay tutorial programs are successful in helping students gain knowledge, increase test scores and fare well for ACT and SAT prep more than 25% of these centers are businesses that do not survive in low density, moderate income areas. With Lake Havasu's median family income at less than \$40,000 it would be difficult at best for parents to pay for these types of private pay tutorial systems (Kellog & Gray, 2013). As such this model is not viable for Lake Havasu City.

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