



BELIEVE in *You*

Strategic Plan 2020-2021

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Executive Summary

This strategic plan has been constructed by several parties of the **Believe In You** organization. I would like to thank the Board of Directors for assisting in contributing to this plan and helping determine the areas of concerns and strengths that are highlighted and how, as a team, we will be fulfilling our mission and core values to offer the services and products outlined in this document. The Board contributors of this document are as follows:

President, Mike Ross

Treasurer, Brandyn Torres

Secretary, Gordon Marsh

The goal of this document is to provide any and all stakeholders interested in the mission and vision of **Believe In You** and its initiatives to focus on issues that we face in our community involving at-risk youth and the various goals and solutions we aim to achieve in order to provide effective services and products for our customers. We want to articulate what it is we are looking to obtain as an organization and have outlined in many forms the steps in which we plan to create a positive impact. We hope that by detailing these ideas in this document, it will provide insight to those that may be passionate about our cause, mission, vision and core values and to have a complete understanding of where we stand and what we stand for within our community in relation to our prospective initiatives.

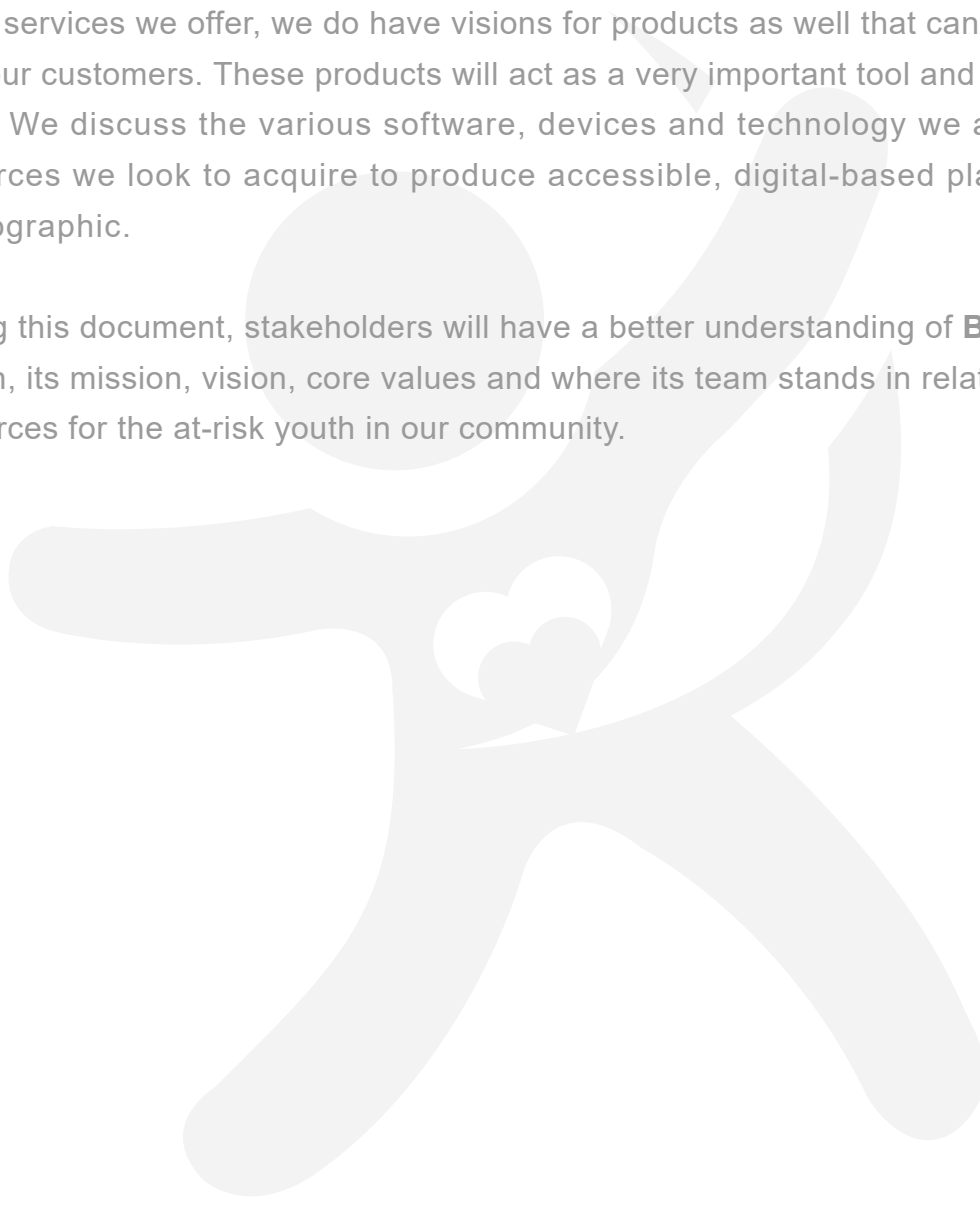
For this iteration of the strategic plan, we have detailed the various notable issues within our communities in regards to education. In addition to detailing those issues, we have also outlined the goals and strategies we aim to put in place to counter-balance those issues. We also detail other areas of interest in our field of view such as our potential partners and products and again summarize our goals and strategies for those elements. In terms of education, we dig a bit further into that and discuss a few areas where we feel we can create an impact on the quality of life and education for a young mind; discussing in detail some of those issues related to education in our community, the initiative to create and conduct surveys and focus groups and offering tutoring and mentoring services.

A big part of our ongoing efforts and success will rely heavily on our stakeholders and especially in the form of partners. We do realize the importance of creating those intimate relationships with potential affiliations that can help us become stronger and ultimately influence our mission. We

outline our role as an organization in relation to these potential partners such as other nonprofits, educational institutions and donors. Their processes, operations and customer base are key assets to our driving force and we discuss our current position in terms of sustaining those relationships and acquiring additional ones moving forward.

Aside from the services we offer, we do have visions for products as well that can provide additional assistance to our customers. These products will act as a very important tool and resource to a growing mind. We discuss the various software, devices and technology we aim to utilize and the resources we look to acquire to produce accessible, digital-based platforms for the targeted demographic.

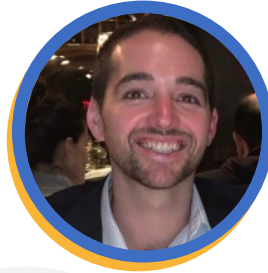
Upon reviewing this document, stakeholders will have a better understanding of **Believe In You** as an organization, its mission, vision, core values and where its team stands in relation to developing effective resources for the at-risk youth in our community.



Board of Directors



Mike Ross
President, Founder



Brandyn Torres
Treasurer



Gordon Marsh
Secretary

Mike Ross

With a background in the creative and tech industry, he enjoys anything in both the visual space and functional space. He spends most of his days creating something and sees the world as his canvas. Mike has another passion; to help others. He desperately wants to combine his work-life experience and turn it into a positive learning experience for others. His main goal is to create opportunities for the youth growing up in adverse communities that may be subject to limited or no access to proper academic resources.

Brandyn Torres

Graduating from the University of California, Riverside in 2010 with a degree in economics, Brandyn has worked in finance his whole career including a role at the Bank of America for over five years.

In 2015, Brandyn went back to school for accounting and took several years of additional school to sit for CPA exams and after passing them, began working in public accounting and officially got his CPA licensed with the state of California in 2018.

Currently, Brandyn is works in real estate financial at a large public company. Outside of his accounting roles, his hobbies include traveling, running, hiking and snowboarding.

Gordon Marsh

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Board Authorization of Strategic Plan

This strategic plan was created at the direction of the **Believe In You** Board of Directors. The Founder presented this document to the Board of Directors on _____. The Board of Directors approved this strategic plan on _____. This strategic plan will be continuously updated as operations proceed.



History / Who We Are

Believe In You was founded by Mike Ross, an individual with a vision to see a better world and future for the people of this community regardless of their backgrounds. This immense passion to want to help others and provide opportunities that would assist them in achieving their goals and dreams would only grow stronger as he continued to experience first-hand what a good set of resources and tools can do for a well-deserved, bright young mind. While volunteering through various organizations that specialize in providing educational guidance and support to underserved youth, he was able to see opportunities where he could be in a position to create additional resources and services for the community. Those experiences in the nonprofit landscape fed his ambition and passion to want to do more. Mike noticed the importance of education for those growing up in this community and is unable to grasp the concept of an individual not being able to receive proper education or opportunities just because of one's location or any other boundaries they may have in their lives.

During his time working with youth, he quickly realized that many of these kids are self-aware and express their desires for various subjects in learning. He also feels that by enabling the voices of young minds, he would be giving them an opportunity to learn something they may be passionate about or that they may not otherwise have access to. He also realizes that it's not just limited access but also that some of these individuals are denied that access. He feels that if we take the time to listen to them and cater to their academic needs, then they will more likely be motivated to learn.

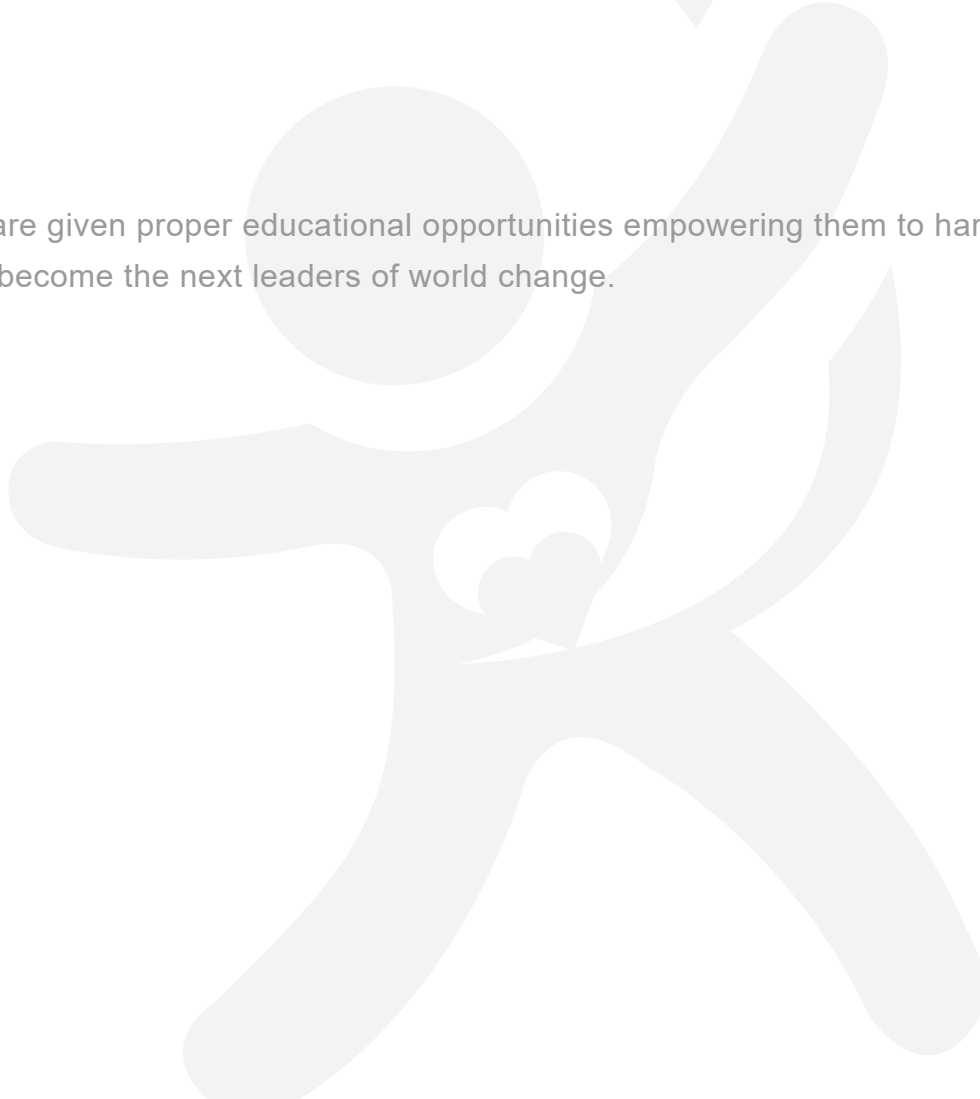
Mike wants to create opportunities for learning that is essential to the success of our youth such as coaching on wellness, career development, STEM, arts and other essential life skills, all while giving them a voice, enabling our kids to harness their growing potential for an ever-changing tomorrow. **Believe In You** was founded to make this vision a reality; through offering tailored curricula and educational guidance for at-risk youth, providing them with effective tools and resources within a positive, interactive learning environment that prepares them for a brighter future ahead.

Mission

Believe in You creates state-of-the-art, customized curricula in Computer Programming & Digital Design for youth, empowering them to be prepared for college and beyond. Coupled with extensive coaching on wellness, career development, STEM, arts and other essential life skills, we enable our kids to harness their growing potential for an ever-changing tomorrow.

Vision

That all youth are given proper educational opportunities empowering them to harness their full potentials and become the next leaders of world change.



Core Values

Creativity



An important aspect to the unique, interactive curriculum development as well as the types of exercises given in that we offer opportunities for expressionism through creative assignments. As a business and as a team, creativity translates through programs and planning; a guideline for teachers, staff or volunteers that work with programs and youth. With creativity, we enable our youth to express themselves.

Kindness & Respect



Individuals seeking our services should feel welcome when associating with us and continue to feel that they are treated with kindness and respect. These attributes are a focus for all joining the team as integrated through curriculum-based and wellness training for both employees and volunteers so we can ensure youth learn to treat others with the same respect.

Self-awareness



Creating tailored curricula means creating a dynamic enough outline that enables and influences the voices of our customers. We enable them to share aspects of the subject they want to learn giving them a heightened interest in learning validating their desire to seek further educational opportunities. Having youth-driven curricula encourages young individuals to be more likely to express aspirations. Through this, we empower them to become the best versions of themselves.

Fairness



A well-balanced culture instills structure and direction within our youth. This concept translates to our educators and volunteers so they can enforce that same culture for our customers. By establishing a fair culture, our youth become a part of that formula, treating others as they are being treated and maintaining that same positive, forward-thinking environment. The youth-driven, tailored curricula validates this culture by involving everyone in these learning opportunities.

Optimism



Offering education and guidance focused on life skills, preparing youth for the road ahead (college, career pathways, adulthood) provides opportunities of motivation, a sense of hope for their futures influencing their optimism. The curricula development creates courses that cover essentials and fundamentals educating youth on important skills, qualities and tools they need providing access to tools that help them navigate the world, becoming well-rounded individuals of the future.

Goals & Strategies Outline

The Community & Education

Limited or Denied Access to Resources

- Proper tools and resources for youth in communities considered to be impoverished or of low income
- Need for empowerment for youth for career pathways

Little Motivation For Learning

- Findings show interests in learning stops at school, less motivation for learning beyond that
- Importance of establishing environments for further educational guidance with implementations of new approaches in teaching, positive forward-thinking cultures
- Lack of motivation for continued learning means a decline in homework completion and decline in enforcement of homework assignment

Not Enough STEM Learning

- Not enough opportunities in STEM for our targeted demographic audience
- Importance of opportunities to exist in STEM for a very tech-driven world; importance of providing these materials and resources for youth
- Our findings show that ~5% of education-focused nonprofits targeting youth in adverse communities implement STEM learning in their programs in Southern California as of 2018
- State of tech industry and rate of evolution in relation to what educators are teaching

Tailored Curricula

Goals

- Creating opportunities to give youth a chance to take control of their self-awareness and expressionism
- Initiative to create interactive learning cultures driven by core values; a culture that welcomes open dialog
- Conducting of focus groups which includes multiple iterations of discussions regarding key points in learning preferences
- Conducting of focus groups which includes multiple iterations of discussions regarding key points in learning preferences
- Development of STEM-focused high-level surveys to gain metrics that assist us in curricula development

Strategies

- Intent to work with curricula designers for assistance with content creation, well-formed curricula

- Involvement of curricula designers in data analysis from data collected from surveys/focus groups

Surveys & Focus Groups

Goals

- Conducted a series of STEM-focused surveys at a local middle school to get first glance of learning preferences in STEM
- Initial survey findings show that area of Digital Art & Design, there was a 74% interest rate (4% showing no interest). In area of Programming or Coding, there was a 58% interest rate (only 6% showing no interest).
- Continuation of surveys using similar metrics in mind, amassing enough results to provide services to larger audience

Strategies

- Conducting more surveys with youth in adverse communities between ages ~8 and ~12
- Further analysis and preparations for future surveys will create, influence more STEM learning in our community
- Generation of multiple sets of additional questions to implement in surveys going forward

STEM Learning

Goals

- Plans to create interactive learning cultures with these tools and resources made easily available for individuals that might be with little to no access to them
- Digging further into fundamentals; applying more STEM elements (especially in tech realm) such as teamwork collaboration, processes of breaking down and troubleshooting problems and use of more project-driven exercises

Strategies

- Involvement of subject matter experts whom have experience teaching and implementing real-world applications
- Collaboration and networking with other individuals familiar with STEM projects and content; potential partnerships with educators, STEM-focused institutes

Tutoring & Mentoring

Goals

- Provide tutoring services with aim to influence young individuals and encourage them to become more motivated about learning outside of school

Strategies

- Association with larger network of dedicated individuals that are supportive of our mission
- Building a body of volunteers for assistance in tutoring/mentoring of youth in adverse communities
- Utilization of contacts with current affiliation with local schools and education-focused nonprofits for volunteer development and continued assistance with these services as well as sharing a learning space

Partners

Nonprofits

Goals

- Partnerships with other education-focused nonprofits so we can enhance or amend existing services. Our research shows there are about just over 1,200 education-focused nonprofits in CA (~9.6% of total nonprofits)
- Partnership enables us access to additional resources and ability to learn from other organizations allowing us to become more well-equipped with processes, operations and products already being implemented
- Developing relationships with nonprofits that have similar customer base enables us to increase ours, feed each others missions and values
- Helping to unify overall vision of providing educational assistance and other areas of support, generates more connectedness in community
- We benefit from sharing similar audience, allows us continue our mission of conducting surveys/ focus groups, generating more programs within the nonprofit

Educational Institutions

Goals

- Value building relationships with any body of educators; schools or other educational institutions
- Results collected through data from students is also valuable through other sources, not just nonprofit-generated programs
- School partnerships help us expand our audience, allows us to conduct more analysis, integrate our findings and design curricula

Strategies

- Currently connected with three Los Angeles-based education-focused nonprofits, one local middle school to conduct more high-level surveys
- Conducted ~100 high-level surveys at local Los Angeles middle school, targeting ages ~8-12

- Discussing utilization of education institute spaces to offer services; program creation through tailored curricula, tutoring/mentoring

Donors

Goals

- As starting off, importance of creating relationships with potential donors; foundations or individuals
- For relationship sustainability, develop a method of sharing; a system that provides up-to-date outcomes through services provided and results generated
- Conducted market analysis showing various age groups for individual donors: Matures (born before 1945) had highest percentage of giving (~88%) as of 2017. Followed by Baby Boomers (1946-1964) at ~72%. These help us determine donor audience and position us for marketing strategies.
- Market analysis findings show that Southern CA education-focused nonprofits are not utilizing tech to full extent in terms of sustained communication with donors
- Aim to create marketing strategy when communicating and sustaining relationships with donors to influence more personalized messaging
- Utilization of tech to extend and maintain donor outreach through internal messaging, collaboration tools and text-to-give campaigns (our research shows ~50% of Southern CA education-focused nonprofits are using these methods effectively)
- Continuation of research on donor trends enabling us to better determine the right channels to take when building relationships

Strategies

- As starting off, building a network and creating relationships with potential donors
- Form a mutual bond with donors so we are familiar with their commitment and stance in relation to our mission and core values
- Creation of marketing materials and strategies targeted toward specific donor audiences
- Sustaining relationships by sharing with them results from their contributions and direct impact
- Continuation of networking and building friendships with like-minded foundations and individuals so we arrive at a mutual trust

Products

Building a Better Classroom With Tailored Curricula

Goals

- Creation of tailored curricula generated by the voice of our customers

- Conducting surveys/focus groups and other forms of analysis with youth to evolve curricula, making it more dynamic through the collected results
- Through dynamic curricula, work directly with students empowering them to express themselves through self-awareness, learning the materials they aspire to learn
- Create several high-level questions based around a set of subjects in STEM, designing curricula that offers tools and resources that provide future preparedness
- Create interactive, learning environments that help students become more engaged in projects, giving them more control of how they approach assignments
- Interactive learning environments should include opportunities for teamwork collaboration, the chance to break down and troubleshoot problems, more project-driven exercises
- Development of learning-based applications accessible inside and outside of the classroom

Strategies

- Construct several more high-level surveys in specific subject areas with plans to conduct with local nonprofits and school affiliations
- Work with results from collected data, recruit content/curricula designers and educators to run classes
- Look for opportunities to utilize already-existing locations of learning to use as a space for programs

Computerized Learning

Goals

- For STEM-focused learning, some of our proposed classes would consist of various devices; computers, tablets, smartphones and software
- Survey results indicate a large percentage of individuals were interested in both learning more in tech as well as digital design; ~95%
- Aim to create classroom environments that are a hybrid of instruction and open lab

Strategies

- Acquisition of tools such as computers, tablets and/or smartphones equipped with necessary software
- Further analyze survey data specifically focused on access to devices

Digital Learning-based Applications

Goals

- Develop a digital learning-based dashboard consisting of various applications targeted toward our learners, a results-driven initiative
- Step out of the box a little and create more experiences that offer step-by-step processes that teach users as they go when learning coding as opposed to frequented drag-and-drop applications such as Scratch, Tynker or Minecraft Modding

Strategies

- Acquire resources to help us generate and develop learning-based applications
- Continue conducting research to determine application content, making it as relevant as possible for a learner



Objectives & Key Strategies

Here we detail the issues, goals and strategies of the multiple facets that make up the landscape of our areas of focus. Those areas are categorized as Community & Education, Partners and Products with each consisting of the current issues observed, the goals we aim to achieve and the strategies we plan to integrate to find resolution.

The Community & Education

Through our experience working with other nonprofit organizations as a volunteer base, we are very aware of the educational guidance that is needed for at-risk youth. We are seeing first-hand what a good set of additional courses will bring to a young mind outside of regular schooling. It is through these years of experience working with these children that we began to analyze some of the issues that currently exist in education for young people.

Limited or Denied Access to Resources

In Southern California and more specifically in the Los Angeles area, there are communities that fall under the category of being impoverished or of low-income where the access to a good school might be limited or inaccessible. Our idea of a quality education is a school, institute or any body of educators that are passionate and motivated to offer their knowledge and resources to teach others. However, we know that this isn't always accessible to everyone. To us, all growing minds are deserving of fair access to proper, quality materials in academia. A young individual growing up without these things are more at risk of having a reduced quality of life. They should all have the proper tools and resources so they can drive themselves toward a brighter future. One's geographic location should not determine their fate — ever.

This is especially crucial when it comes to determining a college or career path. These young people need to be empowered so they can see that path more clearly. When these tools are not made available, these individuals are looking at a future of uncertainty. A lot of the success one might find when in adulthood may be determined by their interests in a specific trade or industry but if they are not taught these tools early on, they are more likely to have a more difficult time getting into their desired career and staying on course. It's a problem when these essential learning opportunities are stripped away from the start. When this happens, they aren't in control of their own futures. That needs to change.

Little Motivation For Learning

We have also discovered through first-hand experience that interests in learning and school life stops at the school; there is little motivation outside of school to do additional learning which is why it's important to have other organizations focused on educational guidance through implementation of new approaches in teaching, creating positive, forward-thinking environments and providing other sources of academia that these kids might otherwise be without. Another discovery is it seems that lack of motivation outside of school means a decline in homework completed and/or a decline in the enforcement of homework through various schools.

Not Enough STEM-Learning

Another issue in regards to quality education is the fact that we aren't seeing enough opportunities in STEM (Science, Technology, Engineering, Math) for this demographic audience. We live in a very tech-driven world today and that tech is evolving very fast. It's important that opportunities exist where these materials are made available and are being taught so these kids can be better prepared moving forward. *Our findings show that ~5% of education-focused nonprofits targeting youth in adverse communities implement STEM learning in their programs in Southern California as of 2018¹.* That's referring to services offered for free. Another point to make in regards to tech learning is that certain fundamentals are not being taught. As part of the evolving materials as mentioned earlier, it isn't always the case where a body of educators evolves their curricula or learning materials to be in line with modern day trends whether that be through products, software or methodologies being used in teaching materials.

We have a vision to be able to assist in the educational guidance for at-risk youth so that we can better the lives of those left behind and give them more access to opportunities in academia. As part of our mission, we want to create opportunities that include the implementation of state-of-the-art, customized curricula with an emphasis on STEM-learning. Coupled with that, we want to provide extensive coaching on wellness, career development and other essential life skills so we can enable the youth of our community to harness their growing potential for an ever-changing tomorrow. The following are goals and strategies we plan to implement that would assist in the positive development of educational opportunities for those in our community.

¹ Guidestar: <https://www.guidestar.org>

Tailored Curricula

Goals

We feel that in order to fully empower a young mind, it's important that the opportunities we do create give them a chance to take control of their own self-awareness and expressionism. As we know, everyone has a voice but what we found while working with youth is the need to further empower those individuals more to use that voice. It's very important that we let them take advantage of that and use it to their full potential. As part of our efforts to enable those voices, we want to create friendly, interactive learning cultures as driven by the core values mentioned earlier; a culture that welcomes open dialog so we can all share what it is we aspire for in terms of academia. Another approach is the conducting of focus groups which includes multiple iterations of discussions regarding key points in determining the learning preferences, interests and strengths to hone in on desired learning paths, ambitions and trends. We also have created a series of high-level surveys that ask questions regarding various subjects in education; surveys designed to give us metrics that assist us in better defining an effective curricula.

Strategies for Curricula Development

In efforts to create tailored curricula, we will be working with curriculum designers so they can assist us in the content creation for what an effective, well-formed curriculum will look like. These designers may be content writers or educators but they will be working from data we collect from our surveys, focus groups and other channels of analysis on academic trends and interests. As a starting point, we will be using data from results generated by a high-level, STEM-focused survey as completed by students at a local STEM magnet middle school. We plan to put these results to test and create a curriculum and classroom environment to start improving on some of the issues outlined earlier.

Surveys & Focus Groups

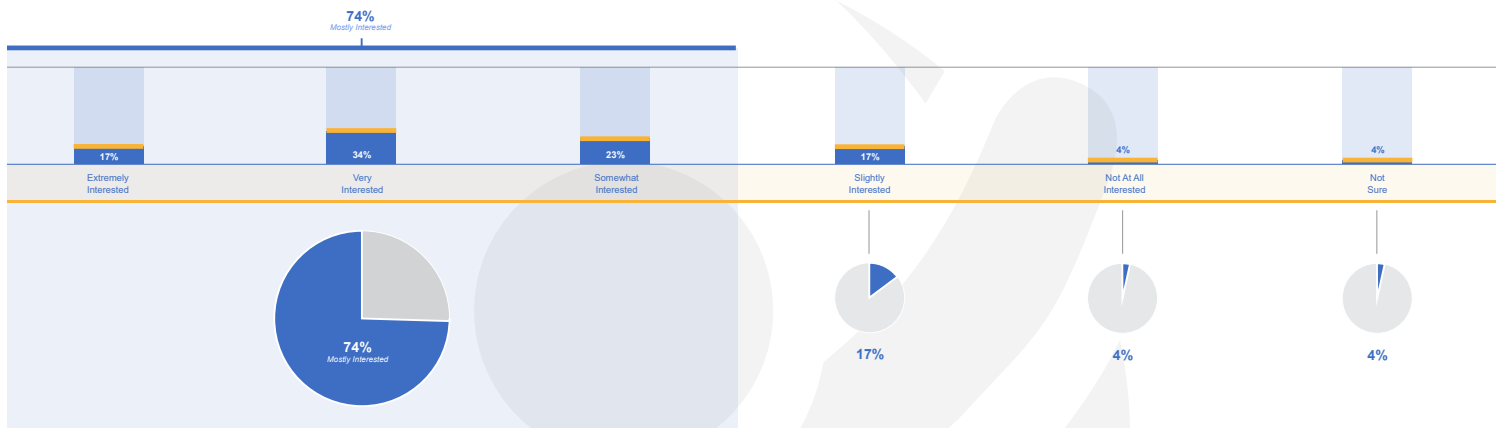
Goals

We conducted a series of STEM-focused surveys at a local middle school to get a first glance at what the preferences would be in learning the various STEM subjects and we feel this was a good benchmark to start implementing curricula that caters toward our audience and their aspirations. Our findings show that in the area of Digital Art & Design, there was a 74% interest rate (only 4% showing no interest) and in the area of Programming or Coding, there was a 58% interest rate (only 6% showing no interest) telling us that a majority of these individuals express interest in these subjects. Upon these results validating our assessment on limited access to STEM materials (especially in tech) for at-risk youth, we want to continue to create surveys with these same metrics

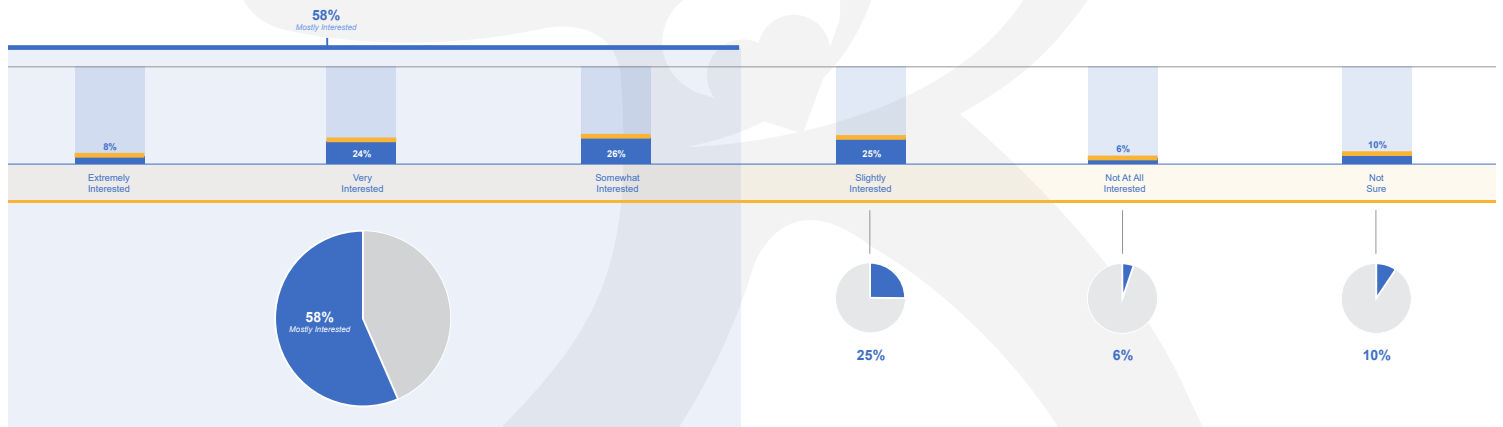
in mind and amass enough results to provide services to a larger audience whether that be at other educational-focused nonprofits, schools or 1-on-1 relationships. Out of 100 surveys, we found:



Interest in Learning Digital Art & Design



Interest in Learning Programming or Coding



Strategies For Gathering More Results

We will be conducting more surveys with at-risk youth between the ages of ~8 and ~12 to help us determine further aspirations in various subjects of learning. This further analysis and preparations for future surveys will create and influence more STEM learning in our community. We will generate multiple sets of additional questions to implement in the surveys going forward to produce a more refined curricula for the various age ranges in those subjects.

Data from Griffith STEAM Magnet Middle School, Los Angeles, CA

STEM Learning

Goals

As a first pass, the survey puts an emphasis on various subjects in STEM so we can start to design curricula based off the collected results. The hope is to create interactive learning cultures with these tools and resources made easily available for the individuals that might otherwise not have access to them. We feel that these tools are an important set of materials necessary to educate young minds that are heading into a very STEM-focused future.

Not only do we plan to create learning experiences that teach basics within these subjects but we want to dig more into the fundamentals as well. We noticed during our research that for the young individuals getting into these topics, there are a few elements that are not being taught enough such as teamwork collaboration, the processes of breaking down and troubleshooting problems and the use of project-driven exercises versus a full instructor-led course. We aim to capitalize on these additional learning avenues to enable more engagement in our students so we can better prepare them for the world outside.

Strategies For Harnessing a STEM Culture

Just generating results and collecting data regarding STEM learning is only the starting point to building an effective curricula in that area. We also need the subject matter experts whom have the experience teaching and implementing real-world applications that are both understandable and relevant to the students being taught. Our data collection and analysis would be the first stepping stone. Beyond that, we want to collaborate and network with other individuals familiar with STEM projects and content. Part of that means teaming up with current educators and/or STEM-focused institutes so we can develop the ideal learning environment for these subjects.

Tutoring & Mentoring

Goals

In addition to the processes of developing tailored curricula, we do want to provide assistance in other areas as well. We aim to offer tutoring services so we can influence young individuals and encourage them to become more motivated about learning outside of school. This could mean helping them with homework, general guidance and providing hope. For some, our environments tend to get us to a point of doubting our own abilities. Guided support and education is important to the emotional and mental well-being of an individual. We feel that these relationships, whether it's 1-on-1 or group learning, are important to the healthy growth of a learning mind and amplify that

hope; a prerequisite to motivated, passionate learning. These are outcomes we would like to achieve through our tutoring/mentoring services.

Strategies For Building a Tutor/Volunteer Network

As starting off, we want to associate ourselves with a larger network of dedicated individuals that are supportive of our mission. We want to build a body of quality, passionate volunteers that can assist in the tutoring or mentoring of at-risk youth. Currently, we have some affiliation with local schools and other education-focused nonprofits and will utilize the contacts we have through these sources to recruit volunteers to assist us with these services and possibly utilize those spaces as well.

Partners

Part of our ongoing mission will be backed by partnerships with multiple stakeholders. Some of our processes can be guided by or enhanced by the stakeholders themselves. Nonprofits specifically in the education sector are organizations to be observed and inspired by in terms of the programs and services offered. We want to utilize these resources as much as possible to influence our own mission and vision.

Nonprofits

Goals

We feel that the key to our success in delivering quality educational services to our target audience is not only going to be achieved by staying within our own confines. We want to partner with other education-focused nonprofits so that we can continue to enhance or amend our existing services. *There are about just over 1,200 education-focused nonprofits in CA (~9.6% of total nonprofits)¹* which will give us a vast landscape of resources to utilize and learn from and by sharing the resources and tools, we become more well-equipped with the processes, operations and products that are already being implemented. This also helps to eliminate the time and labor spent in creating products or services that already exist giving us more time and room to work with our internal operations and staff.

Since these organizations share a similar customer base, we can increase ours as well by reaching a larger audience, feeding each others missions and values. In addition to having our own customers, by extending our reach and implementing services within other organizations, we are helping to unify the overall vision of providing educational assistance and other areas of support to

¹ Guidestar: <https://www.guidestar.org>

under-served communities. This also generates more connectedness to the community and its many educators, volunteers and other like-minded individuals that share a similar vision.

We also benefit from sharing a similar audience so we can utilize this to continue our mission of conducting surveys and focus groups helping us get more of a consensus on the various needs and wants in academia. This can potentially assist with program-generation within nonprofits we work with and therefore fulfilling our desire to reach a larger audience and further embedding our services into existing operations. For the nonprofits that are focused more on instructor-led classes, we want to offer our tutoring services to go beyond the student-to-teacher relationship outside of the classroom.

Educational Institutions

Goals

Our services would not only be of value to nonprofits or students attending after school learning programs but they would also be of value to any body of educators; schools or other educational institutions. Going back on the point on our approach to conducting surveys to help us design tailored curricula, the results found in that data is equally important to any young individual going through school, not just through a nonprofit-generated program. It's valuable for the students and it's valuable for the principle's and educators as well.

Partnering with schools where the student body falls under our demographic audience will help us to expand our audience and allow us to conduct more analysis, integrate our findings and design curricula into an already-established educational organization. We can also cater to a wider range of ages and subjects due to having more access to classroom environments, operations and educators.

Strategies for Sustaining Partnerships

Currently, we are in contact with three Los Angeles-based education-focused nonprofits as well as one local middle school. We have been in discussion regarding conducting the high-level surveys mentioned previously to gather more data in the various interests and preferences of subjects in learning. We had already conducted about 100 of them at a local middle school but want to utilize the nonprofits to do the same as their target audience is similar to ours; at-risk youth, ages ~8-12. We also plan to discuss further the possibility of utilizing their space(s) to offer our services in program creation through tailored curricula and/or tutoring/mentoring services.

¹ Blackbaud Institute: <https://blog.capterra.com/5-nonprofit-trends-to-keep-in-mind-for-2018/>

Through the various contacts we have from our educators, we would like to get in touch with other local schools to continue our efforts completing surveys and focus groups as well as the possibility of influencing program or class generation based off the results that we collect. Keeping in touch with and building new relationships of schools will help us amass a larger network of dedicated individuals to help us support our cause.

Donors

Goals

A lot of our financial support will likely come from dedicated donors whether that be through foundations or individuals. As starting off, we realize the importance of first creating those relationships. We won't blindly request any kind of donation without first building an intimate relationship with a donor; getting to know their backgrounds and understanding their position in relation to our mission statement. Once a relationship is established, we aim to sustain that relationship and continue to invest in them just as much as they plan to invest in us. We would do this by developing a method of sharing; a system that provides them with up-to-date outcomes through services we provide and the results we generate. In the end, they are giving to us because they believe in a cause so we want to show them what their help looks like through positive results.

We did a market analysis to determine what the education-focused nonprofit landscape consists of today so we can better understand current donor trends (spanning past 10 years or so). We were able to scope out the percentages of giving within those trends and recognized the increase/decrease for various age groups. This particular study is referring to individual donors but our findings show that *Matures (born before 1945) had the highest percentage of giving (~88%) and that's as of 2017. This was followed by Baby Boomers (1946 - 1964) at ~72%¹*. These numbers will help us to determine our donor audience so we can market ourselves accordingly when looking to build relationships and we will continue to conduct these studies over time as to adjust to evolving trends.

Another finding is that many of these nonprofits are not utilizing tech to its full extent in terms of sustained communication with their donors. Of the organizations we have been working with, a few of them are sending automated responses via letters to their donors; they're not personalized and are too generic. It does not illustrate specific areas of a cause they directly impacted. We want to create a marketing strategy when communicating and sustaining our relationships with donors — for

¹ Blackbaud Institute: <https://blog.capterra.com/5-nonprofit-trends-to-keep-in-mind-for-2018/>

both individuals and foundations — so that we make it a point to personalize their direct donation and make sure they can see that impact. We aim to utilize tech to extend and maintain that outreach through internal messaging, collaboration tools and text-to-give campaigns. *From our study, in this nonprofit landscape, only ~50% of them are using these methods effectively¹.*

We will continue the research on donor trends enabling us to better determine the right channels to take when building donor relationships so we can conform to their preferences in methods of giving, all while showing them the positive results that were a direct result of their generous gift.

Strategies for Building Relationships With Donors

Since we are starting off, we do not have a large list of committed donors to help support us in ongoing donations so we feel at this point we need to start networking and creating relationships with potential donors. To do this, we want to form a mutual bond so we are familiar with their commitment and stance in relation to our mission and core values. Based on our research in nonprofit trends in regards to donors, we have an idea of the various age groups and the giving patterns within them so we plan to create marketing materials targeted specifically for those potential donors as well as to the potential donors we currently have in our network. We aim to sustain those relationships by continuously sharing with them the positive results from their direct impact. To start with this, we are going to continue networking and building friendships with like-minded foundations and individuals so we may arrive at a mutual trust.

Products

In addition to the services we provide, we also want to create educational opportunities for at-risk youth using various products. The goal is to create products that can be utilized outside of our regular operational hours as to extend the learning experience. These, much like our services, will be free and therefore more accessible to our customers.

Building a Better Classroom With Tailored Curricula

Goals

One of our ongoing processes is creating tailored curricula that is generated by the voice of our customers. We will continue to conduct surveys, focus groups and other forms of analysis with our youth to evolve our curricula so that it's catered to their needs as found in the results we collect. This is especially beneficial to individuals that would otherwise not have access to a quality education.

¹ Sales Force: <https://www.salesforce.com/>

Since our curricula becomes fairly dynamic and we work directly with the students in those regards, they will continue to express their self-awareness and learn the materials that they aspire to learn.

We are aware that there is a large array of subjects that might interest a young mind but we are first creating several high-level questions based around a set of subjects such as those found in STEM. With the limited access to tools found on this topic for at-risk youth, we thought this would be a good place to start, backed by the fact that we live in a very tech-driven world today. So being able to design curricula that offers the tools and resources that can provide future preparedness is essential. We plan to evolve those questions to continue to cater to an evolving body of young, ambitious learners.

Aside from the curricula itself, we want to create interactive, learning environments that help the students become more engaged in the projects they're working on. Since the curricula are results-driven, giving them more control of how they approach an assignment is important to following our mission of giving them a voice in academia. It should not stop at discovering their interests in various subjects; we want to continue to work with them throughout the entire learning process. By doing this, the creative and interactive learning environment should also include opportunities for teamwork collaboration, the chance to break down and troubleshoot problems, having more project-driven exercises rather than a full instructor-led class and developing learning-based applications they can use inside and outside of the classroom.

Strategies for Curricula Development

We plan to construct several more high-level surveys in specific subject areas with the plans to conduct them with our local nonprofits and school affiliations in order to collect more valuable data.

Working with the results from collected data, we will be recruiting both content/curricula designers and educators to run classes we would like to construct in these subject areas. We will also be looking for more opportunities to utilize already-existing locations of learning to use as a space to do our teachings — specifically locations that already contain computers and other devices such as schools or libraries.

Computerized Learning

Goals

Regarding our tailored curricula product and especially on the topic of STEM learning, some of our

proposed classes would consist of using various devices such as computers, tablets, smartphones and multiple software that allows us to work in tech and digital design.

As found doing one of our STEM-focused surveys, a large percentage of individuals were interested in both learning more in tech as well as digital design; about 95% showed interest. The plan is to create classroom environments that are both a hybrid of instruction and open lab. Regardless of the structure however, there will be plenty of use in software to complete the projects at hand. We want to be able to provide computers or other devices to those who do not have access. As also found during our survey analysis, most do have access to a device of their own but we want to be able to accommodate for those without. We also plan to equip all devices with the necessary software licenses required to complete the assignments.

Strategies for Determining Necessary Software & Programs

Some of our aspired subjects involve the use of technology and pending more findings through the data we collect, we will be looking into acquiring the right tools such as computers, tablets and/or smartphones equipped with the right software so we can proceed with tech-led assignments. Part of that data gives us an idea of our customers' level of access to these devices and in response, we will be determining the quantity of tools needed to accommodate for all potential learners.

Digital Learning-based Applications

Goals

In order to make products more available outside of regular operational hours, we want to develop a digital learning-based dashboard that can be accessed by our customers. This dashboard would consist of various learning-based applications developed specifically for our target audience. There are countless applications out there already that assist with multiple subjects; English, Math, Science, but we want to develop applications around results we gather while analyzing our students preferences in learning; applications that are more dynamic and relevant.

For digital learning, especially in the way of tech, many tech-led platforms are similar in that they are too focused on allowing the user to click or drag a widget to see a result as opposed to solving the problem and then seeing the result. So to help with that, we would like to step out of the box a little bit when it comes to designing these applications. We discovered that there are a large amount of tech platforms now that present themselves as an application that teaches young individuals how to code or to write programs. However, upon doing the research on a lot of the common platforms

such as Scratch, Tynker or Minecraft Modding, we want to create more experiences that offer step-by-step processes that teach users as they go so they learn how to write the code enabling them to understand and troubleshoot it. To sustain a level of interest in the UI-driven features, we will utilize those as well rendering a bit of a hybrid between UI and coding.

Strategies for Creating Accessible Learning Tools

We aim to acquire resources to help us generate and develop these applications across the board; from concept to development and design and testing. Those resources will also help us to build the dashboard that houses these applications so they can be made available from any device at any time. Part of our continued research includes determining what kind of applications to create. This falls in line with the tailored curricula in that we want our applications to cater to a learner and for its subject to be as relevant as possible for that learner as to influence their incentive for continued learning through that medium.

Refer to Appendix A to view a sample product roadmap.

Building, Diversifying The Team

Within the next year, we want to start building upon the team we currently have. Part of that involves adding members to the Board of Directors filling multiple crucial, diverse roles that will enable us to further reach our mission.

Board of Directors

We plan to add individuals to the Board in the areas of education, fundraising, legal and others.

Additional

Curricula Designers/Content Writers

Our approach to tailored learning requires a dynamic curricula to enables the possibility for more individualized learning and learning environments. We aim to utilize individuals with experience developing curricula from data acquired through our outreach efforts

Teachers

Supporting our teaching, tutoring and general guidance initiatives. This requires analysis of various teachers' roles in the industry and how to best align them within our system.

Data Scientists/Analysts

Our data collection through focus groups/surveys provides us with very important insight into academic trajectory and progression among students. We will utilize data scientists/analysts to study and determine the metrics acquired to provide us with the best result outcome.

Designers & Developers

A lot of our approach to the services and products offered involves utilization of various software and platforms to connect with students and are also used as a means of learning among students. Part of the dynamic curricula element concept will carry over to a digital platform which houses learning-based application. This requires designers and developers to conceptualize, create, develop and test applications.

Financial Projections

Being that we are starting off in our first year of operations, we are showing an estimated financial projection detailing current secured funding and potential costs of various products and services. This projection has been modeled off the fact that we are still in the process of securing donors and other external income. We are also adding estimations for the quantity of products and/or students until we have hard numbers for those as well.

Secured Funding

Founder's Investment: \$1,000/mo

Products & Services

Product	Estimated Cost
Computers	~\$9,000 (10 students)
Tablets	~\$3,000 (10 students)
Software - Adobe CC Licenses	~\$600/mo (10 students)

Service	Estimated Cost
Teaching	~\$15/hr (1 teacher)
Printed Documents for Surveying Customers	~\$230/mo

In Conclusion

Starting off as a vision to assist others in this community, **Believe In You** formed as an organization of passionate, dedicated individuals that will continue to practice its mission and vision while staying true to the core values that encompasses the very definition of what we stand for; we believe there is a bright future to be had for everyone and we want to build services and products that empower young individuals to have a chance at the success that awaits them in their own futures.

When we look forward at the road ahead for all the potential customers we look to interact with; educate, motivate and help prepare for an ever-changing future, we will continue to capitalize on the opportunities where we spend that time working with at-risk youth, realizing they all have a voice and creating the mediums that empower them to express that voice in the many corners of education and beyond. We want to continue studying, researching and developing concepts for analyzing the current trends and insights of the education system we have today for the young minds growing up in this world. Out of that analysis, we want to use the results we find to design effective learning cultures and tools to enhance and increase the educational opportunities for our target audience within our community all while providing support and guidance in other areas.

Everyone deserves the chance at a good quality of life and quality future and all deserve to be able to take control of their own potentials. As a message to our potential customers, we believe in the future because we **Believe In You**.

Appendices

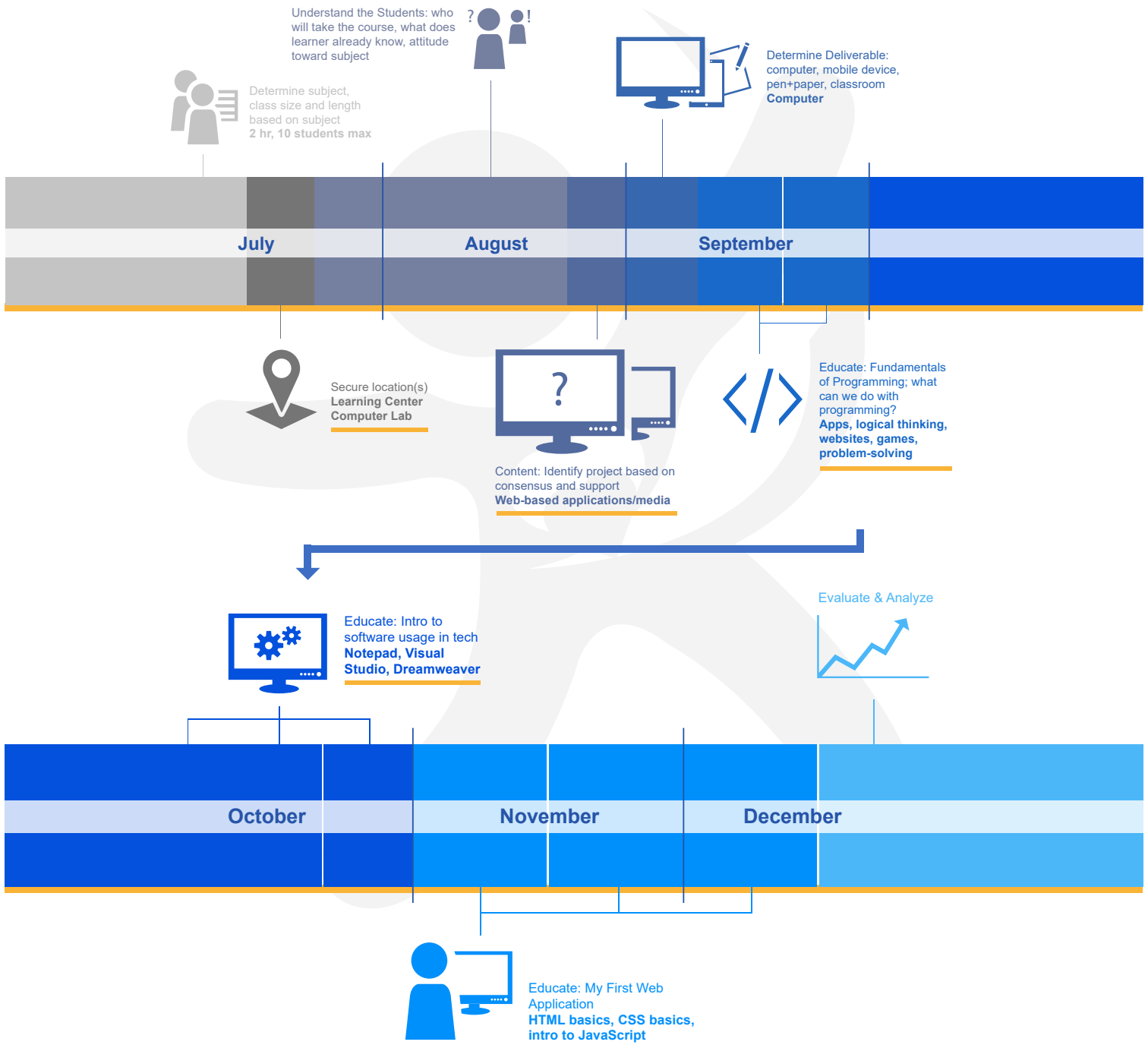
Appendix A: Product Roadmap



Appendix A

Product Roadmap

Last 6-Months, 2020 Estimated Projection



View the cost projection estimate breakdown on the next page.

Product Roadmap Cost Estimate Projection By Task

July -- Determine subject, class size and length based on subject

None: Internal discussion with Board and/or team to define what an initial class size looks like depending on the subject(s).

July -- Securing location(s)

None: Due to the fact that we are just starting, we are looking to utilize other locations; schools, libraries or computer labs before acquiring our own physical location.

August -- Understand the students: who will be taking the course, what do they already know, what is their level of interest toward the subject(s)

Potential Funding Revenue:

- Founder's investment

Expenses:

- Conducting Surveys:

~\$84/yr: Data storage for holding collected results, web hosting space with database access

~\$200/mo: Printed documents for in-person surveying

August -- Content: Identify project(s) based on consensus and support

Potential Funding Revenue:

- Founder's investment

Expenses:

- Consensus Result Analysis:

~\$27/yr: Working with Research Data Analysts to review data collected and determine project creation insights

~\$37/yr: Working with Curricula Designers/Content Writers to translate data analysis insights into curricula format

September -- Determine Deliverable: Computers, mobile devices; tablets, smartphones, pen + paper, classroom

Potential Funding Revenue:

- Founder's investment

Some hourly estimates were based on an average salary in field or similar field to title specified

- Potential: Donations of devices; computers, tablets, smartphones

Expenses:

- None: Internal discussion with Board and/or team to review collected data regarding access to specific devices/technology
- Dependent on device (estimated costs based on general build with necessary software)
 - ~\$9,000 for 10 students: Computers
 - ~\$3,000 for 10 students: Tablets
 - ~\$600/mo for 10 students: Potential: Software such as Adobe Creative Cloud licenses (this may fluctuate if we get access to certain plans; being a school, nonprofit, etc.)
 - ~\$82.50/mo for 10 students: Potential: Software such as Office 365 applications (this may fluctuate if we get access to certain plans; being a school, nonprofit, etc.)

September -- Fundamentals of Programming; what can we do with programming?**November -- Educate: My First Web Application****Potential Funding Revenue:**

- Founder's investment

Expenses:

- None: Due to the fact that we are just starting, we are looking to utilize other locations; schools, libraries, computer labs or teachers before acquiring our own physical location.
- ~\$35/hr: Potential: Utilize teacher(s) ideally with tech background to assist in education.
- ~\$9,000 for 10 students: The initial computer cost estimate with necessary apps/software.

December -- Evaluate & Analyze**Expenses:**

- None: Internal discussion with Board and/or team to review post-class progress
- ~\$27/hr: Working with Research Data Analysts to review progress/participation data and help determine the curricula trajectory going forward.
- ~\$35/hr: Potential: In conjunction with working with Research Data Analysts and collected data, further utilizing teacher(s) to assist in class/student progression

