



FUTURE FORWARD
Education

Strategic Plan
2023-2025

TABLE OF CONTENTS

Executive Summary - - - - -	1
Board of Directors - - - - -	3
Board Authorization of Strategic Plan - - - - -	4
History / Who We Are - - - - -	5
Mission - - - - -	7
Vision - - - - -	7
Core Values - - - - -	8
Creativity- - - - -	8
Fairness - - - - -	8
Kindness & Respect - - - - -	8
Optimism- - - - -	8
Self-awareness- - - - -	8
Key Terms & Definitions - - - - -	9
Our Focus & Strategies - - - - -	13
Our Focus & Strategies — Outline - - - - -	14
Education, Infrastructure & Reform - - - - -	14
Products & Services - - - - -	18
Partners - - - - -	22
Our Focus & Strategies - - - - -	24
Education - - - - -	24
Products & Services - - - - -	24
Partners - - - - -	24
Our Focus- - - - -	25
Education, Infrastructure & Reform - - - - -	26
Governance & Bureaucracy- - - - -	26
Content Standards - - - - -	29
Assessments & Measuring Progress - - - - -	31
Performance Benchmark - - - - -	34

Inadequate STEM Learning- - - - -	35
Limited or Denied Access to Resources- - - - -	41
Classroom Size - - - - -	43
Teacher Shortage - - - - -	44
Student Mental Health - - - - -	46
In Conclusion- - - - -	48
Our Focus- - - - -	49
Products & Services- - - - -	50
Content - - - - -	50
Teacher Empowerment Circle (TEC) - - - - -	54
Digital Learning-based Applications - - - - -	56
Teacher Wish List - - - - -	59
School Resource Insights Survey - - - - -	61
Other Donations - - - - -	64
Student Mental Health - - - - -	65
In Conclusion- - - - -	68
School Connectivity Plan - - - - -	69
School Connectivity Plan - - - - -	70
Product Roadmap - - - - -	71
Our Focus- - - - -	72
Partners- - - - -	73
Nonprofits - - - - -	73
Educational Establishments- - - - -	76
Donors - - - - -	78
In Conclusion- - - - -	80
Financial Projections - - - - -	81
Secured Funding - - - - -	81
Programming- - - - -	81
General & Admin - - - - -	82
Breakdown - - - - -	82

Moving forward - - - - -	83
Appendices - - - - -	84
Appendix A — Market Analysis Summary - - - - -	85
Appendix B — School Connectivity Plan - - - - -	88
Appendix C — References & Citations - - - - -	90

EXECUTIVE SUMMARY

An Overview

This strategic plan has been constructed by several parties of the **Future Forward Education** 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, Erica Sklar

Treasurer & Secretary, Brandyn Torres

The goal of this document is to provide any and all stakeholders interested in the mission and vision of **Future Forward Education** and its initiatives to focus on issues that we face in our community involving youth in underserved communities 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 products, services and partners and summarize our goals and strategies for each. In terms of education, we dig further into that and discuss a few areas where we feel we can create an impact on the quality of life and education for youth; discussing in detail some of those issues related to education in our community and desire to better understand the student and the classroom culture(s).

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 establishments 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 sources 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 important

tools and resources to a growing mind and learning environment. We discuss 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 Future Forward Education as an organization, its mission, vision, core values and where its team stands in relation to developing effective resources for the youth in our communities.

BOARD OF DIRECTORS

Who We Are



Erica Sklar
President

As a Los Angeles Unified School District (LAUSD) math instructor to middle school children, Erica knows a thing or two about education and what today's youth need to succeed. Erica's can-do attitude has taken her to not only South Korea to teach, but leads as the President of the Board of Directors for Future Forward Education with a strong fundraising background. Erica is a former political fundraising consultant to many of California's political elite.

A graduate of the University of California system and a believer that every child is a future leader, Erica is an avid traveler both domestically and abroad, loves to hike and spends time with her two cats, Gimmy and Hank.



Brandyn Torres
Secretary
& Treasurer

As a Fund Accounting Manager for the California office of Pathway Capital Management, Brandyn brings to his Chief Financial Officer role, a finance background in accounting, financial reporting, and managing investment portfolios surrounding their cash management.

Brandyn's financial know-how includes a background as a public auditor, where he focused on financial services and performed financial statement audits and reviews. He started his career at Bank of America, where he worked for several years as an analyst in the real estate foreclosure and bankruptcy division.

A graduate of the University of California system and certified public accountant, Brandyn brings a focused approach to community and public service. Brandyn is a sports enthusiast, an avid traveler, runner, hiker and snowboarder.

BOARD AUTHORIZATION OF STRATEGIC PLAN

This strategic plan was created at the direction of the Future Forward Education 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

The Beginning

Future Forward Education 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 under-served 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



The beginning is a permanent reflection point that forever alters the path of evolution for this organization.

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 by focusing on the state of academics and finding solutions that improve the learning experience through education infrastructure and reform. Much of this success will have to be validated through ongoing research and data collection of the customers in mind. Mike feels that the best way to truly

understand the academic landscape and the needs of the students is by being present in the schools and in the classrooms. Mike wants to enhance the education experience for students, offering opportunities for empowerment and giving youth a voice, enabling them to harness their growing potential for an ever-changing tomorrow.



MISSION

Improve the education experience for students and their families through analysis and reform by creating solutions through increased access to resources, building partnerships and monitoring student progress. By maximizing our whole-family approach, we enable our youth to harness their growth potential for an ever-changing tomorrow.



VISION

That all youth can experience a quality education, empowering them to harness their full potential and become the next leaders of world change.

CORE VALUES

Some attributes we strongly believe in



Creativity

Enabling and creating guidelines in which youth can properly express themselves, adding importance to the need to be able to create and innovate.



Kindness & Respect

Youth must feel a sense of welcoming and understand that they are treated with kindness and respect and in turn will treat others the same.



Self-awareness

We want to enable and influence the voices of our youth and stakeholders through empowerment and dynamic, data-driven content, allowing youth to become the best versions of themselves.



Fairness

We seek to develop and integrate ourselves into academic environments to improve the culture of learning and by practicing fairness, our youth become part of that formula and treat others with the same level of fairness.



Optimism

We aim to offer education and guidance focused on life skills, preparing youth for the road ahead, as a means to build a sense of hope for their futures, influencing their optimism.

The best part of seeing others' core functions is watching them glow once they realized we can see them.

KEY TERMS & DEFINITIONS

Establishment

Represents any educational establishment, school, institute, education-focused nonprofit or body of educators

Content

Any curriculum, instructional or learning material that is placed in front of a student

Common Core State Standards (CCSS)

As defined by the California Department of Education: Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

California Department of Education

Serves our state by innovating and collaborating with educators, schools, parents, and community partners, preparing students to live, work, and thrive in a multicultural, multilingual, and highly connected world

Science of Learning / Technology of Teaching

A science-based approach to teaching and reliance on a scientific method of tracking learning growth versus on a belief system, measuring the change of behavior over time

STEM

Science, Technology, Engineering & Math

Demographic

Of or relating to demography, the science of vital and social statistics

Teacher Empowerment Circle (TEC)

Development and formation of experts in education industry, helping to drive mission, operations and strengthen integrity of building learning environments

Syntax

The study of the rules for the formation of structure in a programming (coding) language

Parent Centers

A department within establishments that help to bridge resources from external sources (parents) to internal sources (students)

Family-of-things

Taking the context of solutions for the student and viewing it from the lens of its broader counterparts; family and community

Center for Disease Control and Prevention

The nation's leading science-based, data-driven, service organization that protects the public's health

Los Angeles Unified School District (LAUSD)

The second largest school district in the nation

Individuals with Disabilities Act (IDEA)

A law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children

SalesForce

A customer company, making cloud-based software designed to help businesses connect to their customers in a whole new way, so they can find more prospects, close more deals, and wow customers with amazing service

Matures (Generational age grouping)

Individuals born before 1945

Baby Boomers (Generational age grouping)

Individuals born between 1946 and 1964

National Assessment of Educational Progress (NAEP)

A congressionally mandated program that provides important information about student achievement and learning experiences in various subjects. Also known as

The Nation's Report Card, NAEP has provided meaningful results to improve education policy and practice since 1969.

English Language Arts (ELA)

Refers to the study and use of the English language in academic settings

No Child Left Behind Act

A 2002 update of the Elementary and Secondary Education Act, scaling up the federal role in holding schools accountable for student outcomes

Board of Education

For California: A 11-member policy-making body for academic standards, curriculum, instructional materials, assessments and accountability for grades K-12

Candid GuideStar

Candid is a nonprofit that provides the most comprehensive data and insights about the social sector

Underrepresented Minority Groups (URMs)

A U.S. citizen who identifies as Black/African American, Hispanic/Latino, or American Indian

Pew Research Center

A nonpartisan fact tank that informs the public about the issues, attitudes and trends shaping the world

Digital Divide

The unequal access to digital technology, including smartphones, tablets, laptops, and the internet, creating division and inequality around access to information and resources

Socioeconomically Disadvantaged

Individuals that have lower levels of education and lower rates of income

California Emerging Technology Fund

Nonprofit with a mission over the last decade to forge partnerships and foster public policy to close the Digital Divide

SoLa I CAN Foundation

A 501(c)3 nonprofit affiliate of SoLa Impact that works to improve the lives of South LA residents and break the cycle of intergenerational poverty by providing opportunities for education, economic mobility, & community development

Smarter Balanced Assessment Criteria (SBAC)

A system that utilizes computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy

(ELA) and mathematics.

EdSource

Works to engage Californians on key education challenges with the goal of enhancing learning success

code.org

An education innovation nonprofit dedicated to the vision that every student in every school has the opportunity to learn computer science as part of their core K-12 education

Local Control Funding Formula (LCFF)

As defined by the California Department of Education: A hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential

Local Control and Accountability Plan (LCAP)

As defined by the California Department of Education: A tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes

Blackbaud Institute

Partners work to power the future of social good by

bringing together leading innovators and experts from every type of institution, from nonprofits and businesses to academic institutions, to foster diverse perspectives, collective thinking, and collaborative solutions to the world's greatest challenges

OUR FOCUS & STRATEGIES

What we are looking at and how we plan to get there

We break down our focus and strategies into three main categories that we feel encompasses the work we are doing. By approaching our mission through the lens of these three categories, we are able to create integrity and efficiency to the delivery of our cause.

Starting on the next page is an outline of our focus and strategies. To view the full details of these items, proceed to page 24.

OUR FOCUS & STRATEGIES — OUTLINE



Education, Infrastructure & Reform

Governance & Bureaucracy

- A public education space governed by overseers, policymakers and boards that dictate flow of education
- Governance does not spend time in classroom, creating complex guidelines, oftentimes based on belief and fixation on a “standard” that’s rehashed year after year

Goals & Strategies

- Identify moving parts of complex system, study components that create progression or stagnation
- Build relationships with more establishments to better understand how it operates

Content Standards

- Standards describe what students should know and be able to do in each subject in each grade
- Common Core State Standards (CCSS) has many boundaries in place for each subject that prevents further learning or expression
- CCSS says that not only do we adhere to narrow boundaries but we have to follow a singular path to get to the correct answer, restricting learning, eliminating creativity and discouraging exploration
- Classroom size or population makes creating standardizations more difficult

Goals & Strategies

- Research existing established curriculum framework
- Study and analyze subject areas being taught today and what the standardization model looks like
- Harness partnerships, the Teacher Empowerment Circle (TEC), the California Department of Education and other sources to give us insight into what this looks like within the system

Assessments & Measuring Progress



- Modern approaches involve looking at summative assessments; quizzes, tests and report cards
- Modern summative assessments might be lacking necessary preceding formative assessments
- Summative assessments don't always reflect mastery
- Modern progress tracking is based on belief rather than the science of teaching

Goals & Strategies

- Develop understanding of primary solutions for measuring and tracking, how formative, summative and other assessments are conducted in the classroom
- Presence in the classroom; allows us to examine data-driven methodologies and their respective outcomes
- Design and model our own concept of tracking progress using "science of learning"

Inadequate STEM Learning

- Little access or opportunities for STEM learning
- Essential that opportunities exist where these materials are made available
- Certain fundamentals aren't being taught; opportunities for critical thinking, troubleshooting

Goals & Strategies

- Ongoing research to understand current software, tools and devices being used today
- Continue conducting Market Landscape evaluations for understanding nonprofits and the role of STEM in other establishments
- Conduct surveys and focus groups to gather additional data to track STEM necessity, student performance and intrigue in STEM subjects
- Establish a relationship with other venues such as libraries and nonprofits, piggyback off spaces and technology
- Continue to analyze level and capacity of STEM integrations within various systems
- Work on designing content based on survey results, creating interactive learning cultures that offer up more opportunities for fundamentals including program structure, types of lessons and how they are delivered



- Collaborate with other STEM-aligned sources to develop ideal learning environments surrounding these subjects

Limited or Denied Access to Resources

- For underserved communities, access to quality education is limited or inaccessible
- Digital divide indicates that students of color are more likely to be without resources
- In California, further study indicates that low-income households are at a clear disadvantage when it comes to internet connectivity

Goals & Strategies

- Remain cognizant of disadvantaged communities and incorporate findings in any analysis reporting when defining solutions
- Understand limitations to certain technologies and how they relate to their respective demographic audience(s)

Classroom Size

- Classes are too large, issue with teacher-to-student and staff-to-student ratios
- Large class sizes risk stripping students of their right to share voice, be part of the conversation, exclusion

Goals & Strategies

- Continue to observe classroom cultures, tracking metrics such as behavior, attentiveness, learning growth, student-to-teacher ratios and how this applies to quantity of students and their levels of progression

Teacher Shortage

- An issue exacerbated by, not created by, the pandemic
- Common issues being pay instability, disrespect and de-valuing of the profession
- Studies indicate that a third of new teachers leave within three years
- Aside from teachers leaving, there's also a drop in students wanting to enter the profession

Goals & Strategies



- Form relationships with teachers, create programming and events that spotlight their work
- Utilize Teacher Empowerment Circle (TEC) to strengthen bond between the organization and the teachers

Student Mental Health

- Student wellbeing determines quality of work and willingness to receive it
- Major issue of mental health in our nation
- Stigma around having open discussions
- We are not equipped to treat it but are equipped to align ourselves with organizations and experts so we remain cognizant of its presence

Goals & Strategies

- Position ourselves merely as a resource for studying and understanding topics and terminology of mental health
- Retain cognizance of mental health presence in academic landscape and roles establishments play in handling these issues
- Continue researching the topic, having ongoing discussions with schools to familiarize ourselves with their mental health protocols



Products & Services

Content

- Content defined as any curriculum, instructional or learning material placed in front of a student
- Creating content relevancy that aligns them with their journey going forward
- Current standards such as CCSS creates restrictions and guidelines, pushing teachers and students onto a parochial content-set
- Content must be dynamic and reactive to student body

Goals & Strategies

- Research and understand current existing educational landscape and the established content
- Understand the scope and scale of content reach and for which grade levels
- Study and analyze subject areas being taught today and expected results from performing student body
- Harness partnerships such as the Teacher Empowerment Circle (TEC), the California Department of Education and other sources to better understand content landscape in our schools
- Establish a Content Task Force, consisting of experts on subject of education, schooling and best standard practices
- Focus on understanding and defining content relevancy
- Being present in the classroom to understand structure and identification of instructional patterns

Teacher Empowerment Circle (TEC)

- Development and formation of experts in education industry, helping to drive mission, operations and strengthen integrity of building learning environments
- Aimed at ensuring maximization of our educators to provide educational know-how and spearhead areas of research and program execution
- Creates integrity around relationships, binding internal operations to external entities
- Moves us closer to enhancing schooling experience with more thought-out approaches to solutions and



development of products and services

Goals & Strategies

- Capitalize on current relationships to strengthen link to classrooms and their students
- Continue creating candidate profiles based on current or previous experience in education
- Develop communication plan to establish a relationship with eligible parties
- Amplify our reach and position in academic landscape and use TEC as a channel to recognize the efforts of our educators

Digital Learning-based Applications

- Development of digital learning-based dashboard consisting of various learning-based applications
- Offers opportunity for learning outside of classroom
- Develop dynamic, relevant applications based on collected data while analyzing student preferences

Goals & Strategies

- Further our analysis on topic to validate usage of current tools/software in learning environments, producing more effective solutions to expose our youth to subject areas
- Conduct reviews on additional tools
- Conceptualize and develop subset of tools that enable more syntax exposure
- Acquire resources to help generate and develop applications

Teacher Wish List

- An ongoing list of inquiries and requests submitted by teachers for accommodating purchases for their classrooms
- Enable more teachers to receive free resources to produce opportunities for development of custom learning spaces
- Combat teacher shortage by increasing flexibility in teacher creativity

Goals & Strategies

- Continue engaging with schools and their Parent Centers, connecting directly to educator sources



- Create set of guidelines or statements of understanding that communicates to schools and educators the level of frequency of donations and types of allowable donations
- Study budget sources to utilize windows of opportunity to secure donations to fill gaps in budget constraints
- Utilize partners to secure opportunities to increase reach of donations

School Resource Insights Survey

- A dynamic platform (physical and digital) that provides us information about needs and wants of establishments
- Designed to receive metrics from multiple bodies within the system; administrators, teachers, families and students
- Designed to be reactive and responsive to requests for each establishment
- Enables us to analyze and further create solutions, offer transparency of collected data for sharing with other sources

Goals & Strategies

- Integrate within the system, working closely with school officials to establish methods of distribution and moderation
- Have discussions surrounding school and user accountability, usage of data, how it's analyzed and redirected, brainstorming best practices for tying result sets to inquiries
- Understand data regulation policies and guidelines and how this functions in learning establishments
- Look into ongoing support for development of survey
- Ongoing study of results utilizing data scientists and qualitative researchers
- Capitalize on types of users, understanding the relationships between the inquiry and the user

Other Donations

- Event-specific (back-to-school), impromptu high-need or other specific inquiries that align to mission
- Not restricted to items but can be monetary as well

Goals & Strategies

- Develop routines for receiving requests and delivery of item(s)



- Create processes that allow verification and confirmation of transaction
- Utilize partners to secure opportunities to increase the reach of donations

Student Mental Health

- As a nation, we are facing a youth mental health crisis
- Approximately one in five children, adolescents and adults are noted to have a mental health disorder
- One in twenty children and adolescents have severe emotional disabilities (Center for Disease Control and Prevention*)
- According to LAUSD, ~21% of youth aged 13-18 have a mental illness
- We are not experts on the topic but want to reach a level of cognizance when engaging with learning establishments
- *Individuals with Disabilities Act (IDEA)**, a law offering free appropriate education to children with disabilities including mental health, makes establishments “payor of last resort”
- Some establishments do not have a mental health plan in place and it is not mandatory to do so

Goals & Strategies

- Position ourselves in a way to be a resource for studying and understanding mental health subject
- Continue research on the topic, including ongoing discussions with establishments to determine their role in handling student mental health issues
- In collaboration with experts, formulate a strategy to draft mental health plans
- In collaboration with experts, assess type and level of training available for school officials



Partners

Nonprofits

- Partnerships with other education-focused nonprofits to enhance/amend existing services
- There are ~1,200 education-focused nonprofits in CA (~9.6% of total nonprofits, as of 2020) (*SalesForce**), gives us vast landscape of resources to reference and learn from
- Increase our presence by reaching larger audience, feeding missions, values and initiatives
- Implement services within other organizations to unify overall vision, generates more connectedness to community
- Benefit from sharing similar audience

Goals & Strategies

- Conduct further research on nonprofit landscape, gain understanding of their functional and operational processes
- Conduct review of important metrics on nonprofit trends such as STEM implementation, cost, program structure, program diversity and more
- Utilize windows of opportunity to collaborate with nonprofits to extend reach of audience, influence operational and monetary support

Educational Establishments

- Defined as a school, institute or any body of educators offering their knowledge to teach others within a learning environment
- Presence in the system is crucial to accomplishing our mission objectives; exposure to inner workings of academics
- Helps us expand our audience, allowing us to conduct more analysis, integrate findings and design content into an already-existing establishment
- Cater to wider range of ages and subjects with more access to classrooms, operations and educators

Goals & Strategies

- Utilize more schools to continue forming relationships and gaining access to student body



- Retain relationships to continue efforts and influence program generation from ongoing data analysis of current and new programming
- Increase presence within the system to better fulfill our mission, increase effectiveness of product and service delivery

Donors

- Much of our financial support to come from dedicated donors
- Donor trends broken down by generational labels (Matures, Baby Boomers, et. al.) show amounts and frequencies of donations being made over time
- Many nonprofits are not utilizing tech to sustain relationships with their donors

Goals & Strategies

- Research on donor trends to better determine correct channels for relationship building
- Form mutual bond with potential donors, understanding each others missions and objectives
- Create marketing materials targeted toward specific audiences as discovered through a 10-year trend market analysis on donor patterns
- Sustain relationships by refining communication plans with inclusion to direct result outcomes as made possible by the donor

OUR FOCUS & STRATEGIES

What we are looking at and how we plan to get there

We break down our focus and strategies into three main categories that we feel encompass the work we are doing. By approaching our mission through the lens of these three categories, we are able to create a better learning experience.

We understand there are many moving parts to any body of education, its functions, its teachers and its students. We will be studying the many corners that make up the academic landscape and support our findings and solutions with continued data collection and analysis.



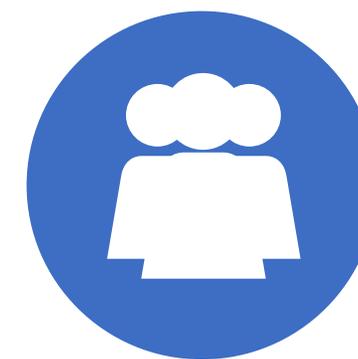
Education

This encompasses the infrastructure and reform of the system of education. In order to solve educational problems, we must approach at system-level.



Products & Services

The deliverables that transform the outcomes for our youth and become inherited functions of the system.



Partners

Continued support by individuals, groups and other stakeholders sharing a passion for educational change.

OUR FOCUS

One of the greatest issues in our communities today is the system of education.

We need to move education *forward*.



EDUCATION, INFRASTRUCTURE & REFORM

EDUCATION, INFRASTRUCTURE & REFORM

Improving a foundational building block of our society

Evidence suggests that the system of education today is in a state of decline. From student performance to issues of inequity and lack of access to much-needed resources. Though the COVID-19 pandemic created specific problems for schools, educators and students, there are many problems that span across years, even decades. One such issue being student progress. This

has been on the decline as made evident in the *National Assessment of Educational Progress NAEP**, also known as the Nation's Report Card, especially in areas of Math and English Language Arts (ELA). Here, we will look into what some of these issues are and look at possible solutions that may be necessary to climb out of a failing, stagnant education system.



Governance & Bureaucracy

An academic dictatorship

The public sector is governed by many bodies of overseers, policymakers and boards that dictate the flow of education, down to the material being taught and how funds are allocated. The issue with this level of bureaucracy is that the sources charged with determining system functions and its moving parts are not spending enough time in the physical (or virtual) locations in which they are focusing, in-authenticating deliverance

of effective policies and guidelines. This leads to the guidelines being more complex than they need to be and oftentimes are based on a belief or a fixation of what should be considered a “standard” and this is rehashed year after year.

With these standards, there can be constant restrictions in both the classroom structure and the materials being

taught as well as how they are delivered. This restriction trickles down to the administrators which then leaks into the classrooms, forcing educators to be bound to a standard that limits flexibility in teaching, which then limits a student's flexibility in learning and practicing creativity.

Another issue revalidated through our research and multiple visits to public schools, shows how thick the layer of bureaucracy and governance is that sits between the external, supporting sources and the students. There are district Admins, Boards of Education and a Presidency that dictates the entire operation of the system for every student, even defining the **Common Core State Standards (CCSS)** curricula and though these governing entities may hold a certain level of power, they do not sit in the classroom with the educators or the students. We strongly believe that in order to offer more effective solutions for the classroom, one must be *in* the classroom. The concept of the Common Core alone sounds abstract since it is a blanket solution to an entire nation of learners that all learn differently. Even a classroom of twenty needs room for differentiation.

Currently, the system is based on old-fashioned reasoning and still aims to produce factory workers. We have to understand that the student body is an evolving, dynamic population and therefore we must learn to produce dynamic solutions and be reactive in student approach. *The No Child Left Behind Act**, a bill which introduced an overhaul of school testing and aimed to make schools accountable for improving scores (another possible driver in causing districts to start to “modify” or “fabricate” student outcomes and scores so that schools would not be penalized), created a system that tracks progress solely by memorization, rather than actual learning.

Goals & Objectives

Research & Understanding

Taking the role of government in public education at face value is essentially mandatory; we have a large, complex academic ecosystem with many, many moving parts. The problem is identifying and understanding all the moving pieces. Though, however complex, we need to study each component and how it creates movement or stagnation in educational progress. With this information, we can pivot ourselves to a more system-centric approach.

In order to gain control and flexibility over the products and solutions we produce for establishments, we need to understand the complexities of transferring our solutions to the public sector so we can master accommodating for their regulatory position and logistics. We will continue to build relationships with more establishments in the system to better understand how it operates; it's imperative that we become familiar with the arteries and inner workings of this system to produce best results.



Content Standards

Standardizing a nation of learners

The term Content is defined by any curriculum, instructional or learning material that is placed in front of a student. Much of the public sector's content framework is adopted for many of our school districts. One such framework is the Common Core State Standards (CCSS).

The CCSS defines what students should know and be able to do in each subject in each grade. In California, the Board of Education determines this standard for their students. In 2010, more than forty states adopted the same standards for English and Math *California Department of Education**.

There is logic to developing a standard and structure for learning environments, that of which can be adopted and scaled across a nation of schools. However, a system such as this means that there are many boundaries in place for each subject taught that prevents further learning or expression when studying the materials. It essentially

adds a set of guidelines for every student that they must follow in order to be considered competent in their coursework. However, the guidelines themselves are far too narrow and parochial to enable creativity.

Consider this in just a twenty-student classroom, a standard of learning that all students have to follow. It's likely that five of them, or even just one of them, will not adhere well to these standards due to differing learning styles. The CCSS says that not only do we have to learn within narrow boundaries but we also have to follow a singular path to getting to the right answer. The real world encourages us to explore several paths. The CCSS will demean and negate the correct answer simply because another path was chosen. In a class of twenty, this can sound obscure. Imagine applying the CCSS across a nation — this is the reality. As a nation, we are restricting learning, eliminating creativity and discouraging exploration. This means that public schools

cannot be places of creativity and innovation which is detrimental to the outcomes of our students.

Goals & Objectives

Research & Understanding

Researching and understanding the existing established curriculum framework will be key. In addition, understanding the scope and scale in which its subject reaches students and for which grade levels is equally important. As an organization interested in creating content that benefits our youth as well as the likelihood that we will fuse with already-existing content, we will be studying and analyzing the subject areas being taught today in these standards and the expected outcomes from the student body. To refine our research in this

area, we will be harnessing partnerships, the **Teacher Empowerment Circle (TEC)**, the **California Department of Education (for local data)** and other sources to give us more insight into what this looks like in schools and classrooms.



Assessments & Measuring Progress

Tracking student outcomes and well-being in real-time

Much of the approaches to measuring progress today involves a look at the often-utilized summative assessments such as quizzes, tests and report cards but what might be missing from these is the in-between, the more formative assessments. They do come in many forms in our schools but we are not relying enough on them to track learning growth. The issue with relying heavily on testing is that they do not always convince us of a student's mastery in a certain subject. What they can tell us, is if a student has memorized key parts of an assignment or topic. However, memorization does not equate to mastery — nor does it reflect actual learning.

The modern system has become fixated on defining the process of learning by asking questions such as **“is the student able to comprehend the meaning of the article?”**, or **“is the student capable analyzing a formulaic equation?”**, or **“is the student competent in the following subjects?”**. All these questions have something

in common; they determine a certain level of proficiency toward a topic, assuming mastery but this doesn't necessarily translate to student progression in learning the key components of the subjects. Again, memorization does not equate to proficiency nor does it track the process of learning. That's because examples like these — all too common in modern education — are based off a belief system rather than of a science.

Every day, we rely on science in the medical industry. We use science to create, test and prescribe medicines. We rely on the same science to perform operations during medical procedures but we don't do this in education. By implementing a science-based approach to teaching, we can then begin to really track progress by defining learning through the “science of learning” or “the technology of teaching” *Blind Spots**. Actual learning isn't the summative result of a positive mark because this is based off a belief; that the student is proficient due to

the mark rather than looking at and tracking learning progression. By applying the science, learning can be defined as a change in behavior over time. We can't detect this change of behavior over time if we continue to ask the same summative questions surrounding a belief in the outcomes.

Goals & Objectives

Research

There are an endless array of methods for tracking student progress and all vary in effectiveness and outcomes. To better position ourselves to track progress, we need to understand the primary solutions for doing so and how formative, summative and other assessments are being conducted in the classroom. Teachers play a pivotal role in data collection; a teacher that does a lap around the classroom to check for understanding is a form of tracking progress. There are forms for data-driven assessments that certain educator circles are practicing as a means of fine-tuning how they deliver assignments and discovering pain points of students.

Presence

Part of our studies involve being in the classroom to

gauge best approaches to track growth in learning. This also allows us to more closely examine the data-driven methodologies and their respective outcomes among other in-person assessment strategies.

Practicing Methods

The vast number of assessments and reporting on student progress is both good and bad. It's good because we have the advantage of comparative analysis from multiple sources and datasets (and from the same subject) but bad because varying outcomes from the same source or metric alludes to inauthenticity. As an independent approach, we want to design and model our own concept to tracking progress using the **science of learning (through the technology of teaching)** *Blind Spots**. Using our relationships with educational

establishments, we can align our tracking model with their current datasets on student performance and we can define our own benchmarks and milestones as a separate source of data that drives our efforts further. This separation can also act as a means to reduce “contamination” among clashing outcome reporting.

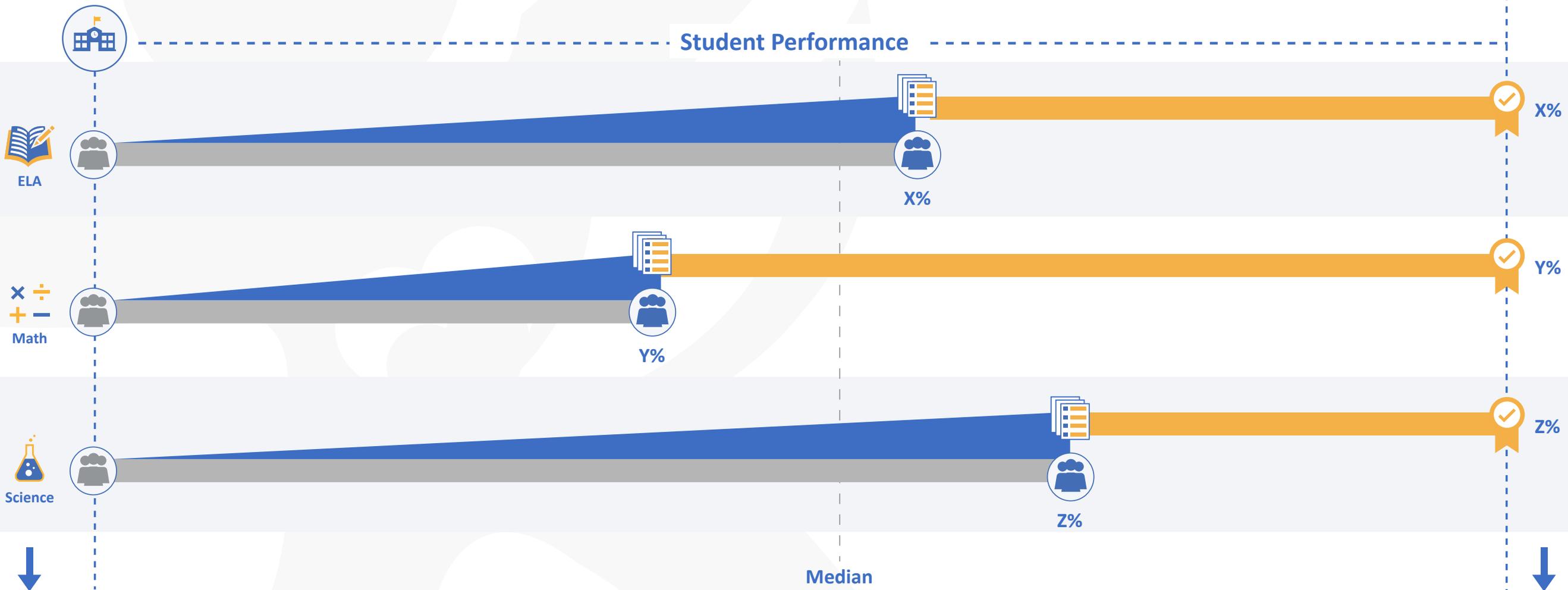
*More details for the **Performance Benchmark** on the next page.*

PERFORMANCE BENCHMARK



MODEL | Matching Performance

The **Performance Benchmark** is intended to be a **Model** that utilizes current educational scoring data sources to gather metrics regarding student performance in academia while **incorporating our own methods of measuring progress and collecting data**. This **Model** aims to meet a school and its student(s) at the greatest point of their current achievement score in all subjects and areas, combining their performance with ours to **define a Benchmark that represents desired goals and outcomes within each subject and area**.





Inadequate STEM Learning

Fundamentals are lacking in the classroom

Another issue in regards to quality education is the fact that we aren't seeing enough opportunities in **STEM (Science, Technology, Engineering & Math)** for our youth. We live in a very tech-driven society and that tech is evolving very fast. It is essential that more opportunities exist where such materials are made available and are being taught so students can be better prepared moving forward.

Our findings show that ~5% of education-focused nonprofits working with youth in adverse communities implement STEM learning in their programs in Southern California as of 2018 *Candid GuideStar**. That's just 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 educational establishments evolve and react to modern-day trends, whether that be through

products, software or methodologies being used in instructional materials.

Further analysis shows us that 10% of STEM scholars in higher education consist of minority groups or Underrepresented Minority Groups (URMs), including women, black/African Americans, Latina/o/x, and Native American/Alaska natives. In particular, women of color earn fewer than 5% of STEM bachelor's degrees in the United States. Some gains have been made in areas such as psychology, health sciences, biology, and the social sciences, however, there are still **significant gaps characterized by stagnated growth in areas including physics, computer science, and engineering**. This gap has been attributed to the drop off in interest that occurs during students' elementary and middle school years.

According to the *Pew Research Center (2021)**, people of color remain underrepresented in STEM careers, despite

gains that have been made over the course of the last decade. Additionally, their research shows that there is also a wage gap (74%) that exists for Black and Hispanic women that is even more severe than the general labor market-wide gender pay gap (80%).

Our Market Analysis identifies nonprofit groups that also heavily rely on these same STEM tools such as **LA Makerspace**, **Black Girls Code** (as of 2020), **i2 Learning** (as of 2020), **KitHub** and more. However, the same potential issue arises; more effective solutions that grant greater exposure to key concepts in STEM may be lacking at these sources.

*Refer to Appendix **A** to learn about **Market Analysis** findings.*

***Access to a most
valuable resource
should be automatic,
not a luxury.***

Goals & Objectives

Research

In order to begin developing opportunities for more STEM access or creating STEM content, we did a Market Analysis to see what the trends are for STEM education among nonprofits in the past 10 years. We also did a Cultural and Academic Analysis that highlighted some demographics and access to technology in education.

Ongoing research includes understanding the current software, tools and devices being used today to teach and learn from. We already know that the more popular tools are **Scratch, Tynker** and **Minecraft Modding** as mentioned in our Digital Learning-based Applications product summary. We will continue looking at these sources as well as the organizations that are using them.

We also plan to continue conducting Market Landscape evaluations to better understand the nonprofit sector and what other establishments are delivering in terms of their STEM programming and what their stakeholder and affiliated relationships entail. In addition to this, we will conduct surveys and focus groups to gather additional

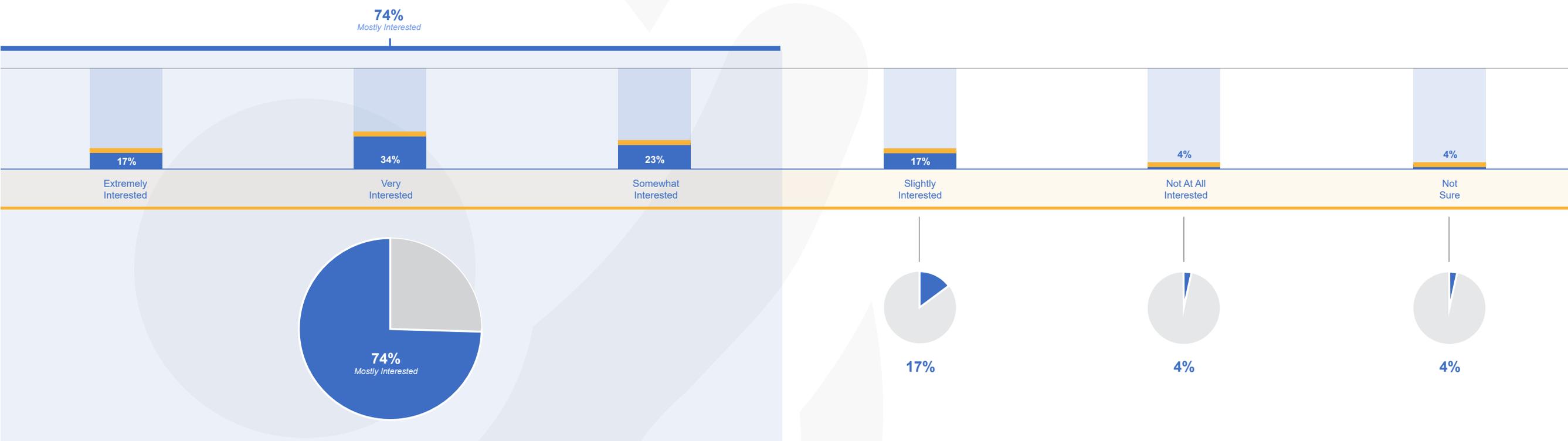
data to track STEM necessity, student performance and intrigue in STEM subjects. This allows us to determine our structural position within these sectors based on multiple metrics such as financial, products, services and others.

*Refer to Appendix A to learn about **Market Analysis** findings.*

For further review, we have already begun conducting surveys and reviewing feedback. We consider this to be a good benchmark to start implementing content that caters to our audience. One of our STEM high-level surveys conducted at a local middle school shows us 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.



Interest in Learning Digital Art & Design

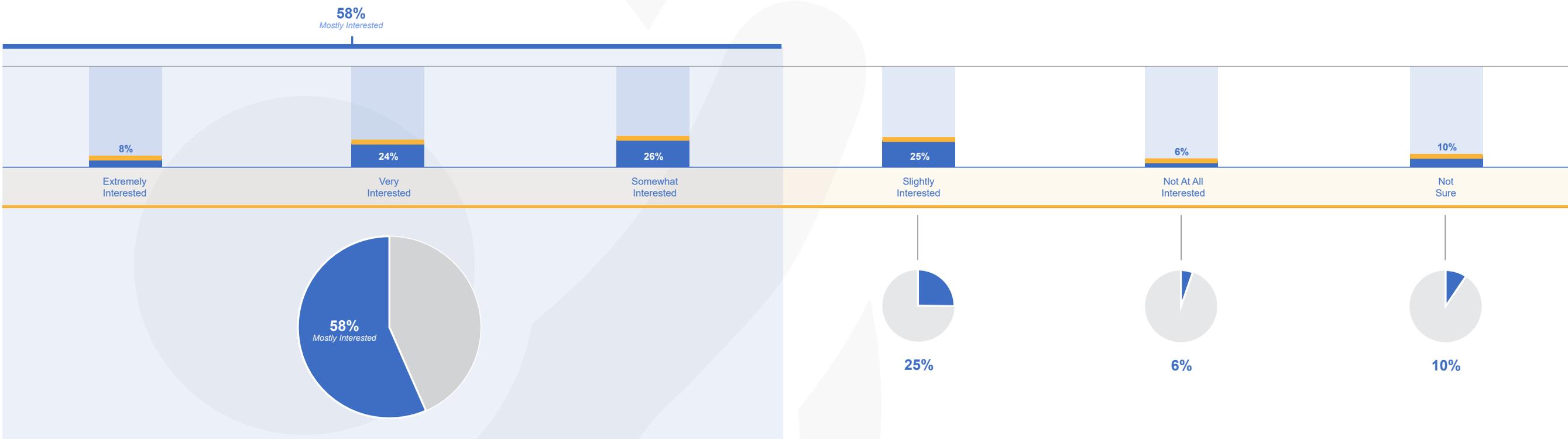


Upon these results validating our assessment on limited access to STEM materials (especially in tech) for underserved youth, we want to continue to create surveys with these same metrics in mind and amass enough results to provide services to a larger audience whether that be at other educational-focused nonprofits, schools or one-on-one relationships. Next, we will look in more detail at an example of 100 survey responses in the area of Programming or Coding:

Access to a most valuable resource should be automatic, not a luxury.



Interest in Learning Programming or Coding



The level of interest in Programming or Coding shows a small drop in interest compared to Digital Art and Design but as more analysis of results shows, this is also due to lack of knowledge in the subjects and further validates the need to offer more exposure to these types of resources.

Venue Engagement

We are using the term venue here instead of solely schools since many STEM programming opportunities are offered in libraries, nonprofits and other locations. Part of our goal is to establish a relationship with these venues so we can piggyback off of their space and their

technology. Keeping schools in mind, we discovered that some are labeled as STEM or STEAM magnet schools but are at times limiting the number of STEM resources available due to budget, staffing or other possibilities. We

plan on continuing to analyze this metric to determine which schools to focus on when offering opportunities in STEM programming.

Increasing STEM Access

Using data from our surveys adds emphasis to various subjects in STEM so we can start to design content based off the collected results. The aim is to create interactive learning cultures with these tools and resources made easily available for youth 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 there are a few elements that are not being taught enough such as **teamwork collaboration**, the processes of **breaking down and troubleshooting problems**, **critical thinking** exercises and the use of project-driven lessons versus full instructor-led courses. 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 ahead.

Generating results and collecting data regarding STEM learning is only a starting point to building effective content 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. 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.



Limited or Denied Access to Resources

A scarcity we can't afford to keep experiencing

In Southern California and more specifically in the Los Angeles area, there are communities that fall under the category of being impoverished or are considered socioeconomically disadvantaged where access to quality education might be limited or inaccessible. To us, all growing minds are deserving of fair access to proper, quality learning experiences. Youth growing up without these things are more at risk of having a reduced quality of life. **Access to proper tools and resources improves the likeliness that they can position themselves for greater success for the road ahead.**

This is especially crucial when it comes to determining a college or career path. Students 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.

Furthermore, for California, research conducted through

the *University of California and the California Emerging Technology Fund** indicates that progress has been made in regards to the percentage of Californians that have access to the internet. However, it remains true that **low-income households are at a clear disadvantage when it comes to connectivity**, as income is directly related to broadband access and that students at LAUSD are particularly at the mercy of education inequality as a result of the digital divide.

While many students in LAUSD schools without access to the internet were provided with hotspots and laptop devices, there has not been enough broadband infrastructure to support the use of this technology. Research conducted by the *SURGE project and SoLa I CAN Foundation** found that **87% of students in the 13 largest LAUSD high schools lack access to tech-related activities.**

Additional sources of data among LAUSD students when

referring to their **Smarter Balanced Assessment Criteria (SBAC)** scores and school climate survey feedback will also show areas in which gaps in both instructional materials and resources are present. These types of surveys also help to highlight a school body as a type of resource and the evidence of staff-to-student ratio imbalances.

***One's geographic location
should not determine their
fate — ever.***

Goals & Objectives

Research & Understanding

In this context, the term Resources can be considered as many things; items such as backpacks and uniforms, or learning materials and programming. Much of this comes down to quite a few variables such as demographics, the digital divide, socioeconomically disadvantaged communities among others. We want to remain cognizant of these communities and incorporate it in any analysis reporting we do when defining solutions. That includes understanding the limitations to certain technologies.

We would like to point out that in our efforts to familiarize

ourselves with the limitations to resources for our youth in the hopes to create more equity, we do want to iterate that **equity is defined by the student** and that going forward with our implementations is heavily dependent on our ongoing studies and listening to the voice of the student.



Classroom Size

Population is a major hurdle in educational progress

Classroom size is dependent on staff availability and the student-to-teacher ratio within a school system. For example, Los Angeles, California's LAUSD, the second largest school district in the nation, has an abundance of students which makes it harder to shrink the classroom size without hiring more teachers (made more difficult by the teacher shortage).

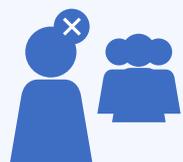
With too many students in one classroom, we are more likely to strip students of their right to share their voice, to be part of the conversation and be on the receiving end of a responsive curriculum or responsive teacher. **Without smaller classroom sizes, we are risking exclusion in a place where we must produce more inclusion.**

Goals & Objectives

Research & Understanding

Unless we are working independently from the system, classroom size is a challenging metric to control. However, we can continue to observe what different classroom cultures look like, tracking metrics such as behavior, attentiveness, learning growth, student-to-teacher ratios and how this applies to the quantity of students and their levels of progression. **Population is a major obstacle to many of our educational issues** but we still need to find

methods of creating programming that can accommodate for large and small learning settings.



Teacher Shortage

More and more experts are walking away from the profession

Those familiar with current events in education today have likely heard of the teacher shortage crisis. This is yet another issue exacerbated, but not created by, the pandemic. There are multiple factors that are causing this movement to occur. Just a few being pay instability, educators feeling undervalued and burned out. Many teachers are only entering the profession for a short period of time. Statistics indicate that a **third of new teachers leave within three years** *EdSource as of January 2022**. Not only are current teachers contemplating their roles as professionals but there has been a drop in the amount of students wanting to become teachers and many are even being encouraged not to pursue the profession.

Another major driver of teacher fallout is due to the mentioned CCSS and the lack of flexibility that comes with it; teachers are being forced to teach to the test and are stripped of any creativity to do their best work as educators.

The cracks in an unattended pillar will eventually reach the very thing it is trying to support.

Goals & Objectives

Engagement

We feel that the role of the educator is becoming lost among society and that contributors to a teacher shortage is often due to educators feeling undervalued, underpaid or burned out. We want to form relationships with teachers and create programming and events that spotlight and celebrate the work they are doing as a form

of respect and appreciation. We will use our **Teacher Empowerment Circle (TEC)** initiative to form a stronger bond between the organization, the teacher and the schools in which they are located.



Student Mental Health

Good mental health is a pre-requisite to performing academically and in life

Much of a student's wellbeing determines both the quality of their work in the classroom as well as their desire to receive it. There is a major issue with mental health in our nation and understanding the causes and remedies is a large task. Some of that is due to the stigma regarding having conversations of this topic and how to seek proper treatment; this can deter individuals from having an open dialog about it.

Goals & Objectives

Research & Understanding

Due to the complexity and stigma surrounding mental health, for the time being, we are merely positioning ourselves in a way to be a resource for studying and understanding the topics and terminology of mental health. We are not equipped to treat or diagnose issues but we are equipped to be cognizant of its presence in the academic landscape and the roles establishments play in

handling these issues. We are here to make sure students succeed and **we understand that good mental health is a pre-requisite to functioning well academically.**

We will continue to research the topic and that includes ongoing discussions with schools to determine their

role in handling student mental health issues as well as understand what measures are currently in place. This will help us refine a dialog on the matter so that we can work on communicating with other expert sources and begin being a liaison or conduit for these types of services.

In Conclusion

In order to start finding solutions for the system of education, we must continue to conduct the important research to understand the many factors essential to forming a healthy learning environment. **A classroom only welcomes education if it is equipped with the right teachers and a student only desires to learn if they feel comfortable to do so.** The health of the classroom must be approached by multiple angles and not just from the perspective of the child but from the perspective of an external observer looking in. With that, we aim to improve the education experience for students and their families through ongoing analysis and reform and create solutions through increased access to resources, building partnerships and monitoring student progress. By maximizing our whole-family approach, we enable our youth to harness their growth potential for an ever-changing tomorrow.

With that, we will continue forming important relationships with schools and other establishments. We want to discover and utilize multiple channels in which we can remain connected so that we can be a conduit in strengthening services provided.

Our **School Connectivity Plan** concept can be broken down into several categories in which our organization can interact with and deliver to establishments. Those categories being **Programming, Donations & Funding, Teacher Empowerment Circle (TEC) and Classroom Presence.** Through Programming, we offer products in the form of instructional materials for learning. Through Donations & Funding, we can act as a donor scout and/or a donor and work with Parent Centers to deliver necessities for the schools and their classrooms. The TEC along with being present allows us to download the information needed to better understand the ins and outs of the classroom and its many functions.

By creating these channels of connectivity, we not only strengthen the relationship but we become closer to our customers and their goals. **With less disconnect, we create a stronger sense of community and trust.**

*Refer to Appendix **B** to view our **School Connectivity Plan.***

OUR FOCUS

Moving education forward with solutions for districts, students and their families.

A step toward *educational progress*.



PRODUCTS & SERVICES

PRODUCTS & SERVICES

The deliverables that compliment our position in education and the results that come from them

To continue the work of finding solutions in education, we will be focusing on the development of multiple products and services that we hope will increase student outcomes and create a better learning experience. The academic landscape is extremely dynamic so we foresee this list

as an ongoing, ever-evolving collection. In order to fully answer the mission, we will be looking extensively at integration and implementation of various products and services and securing methods of measuring the scope and scaling of their delivery.



Content

Any curriculum, instructional or learning material that is placed in front of a student

We define content as any curriculum, instructional or learning material that is placed in front of a student. As an organization that aims to improve student outcomes, we look to create content that better prepares them for the future. It's not just about test scores and how well they do on a homework assignment. It's also about **content relevancy** and how much the material that's placed in front of them aligns with their journey going forward into college and beyond. There is much complexity to this as

we understand the need to stay aligned with guidelines and regulations to the curriculum framework within the system. In addition, we need to remember the importance of not burying foundational learning requirements such as math, writing and reading.

Also due to the governance and thick layers of bureaucracy which has been revalidated by ongoing research and multiple visits to schools within the system,

we can see that there is a boundary that sits between the government body and the external sources that provide solutions to students. There are district Admins, Boards of Education and a Presidency that dictates the entire educational operation including defining the CCSS. With that, comes restrictions and guidelines that must be followed for every curriculum, teacher and student. We feel that this is a **major obstacle to educational progress as it shackles our students to a parochial content-set**. We need more flexibility to be creative in terms of content creation. The concept of the “Common” Core alone sounds abstract since it is a blanket solution to an

entire nation of learners that all learn differently. **Even a classroom of twenty needs differentiation.**

The system as it currently stands, is based on old-fashioned thinking and still wants to produce factory workers. We have to understand that the student body is an extremely dynamic population and therefore we must learn to produce dynamic solutions and evolve with the student. *The No Child Left Behind Act**, which introduced an overhaul of school testing and aimed to create an accountability for schools for improving scores, created a system in which very little innovation in teaching and learning are possible.

Goals & Objectives

Research & Understanding

This is a large area to cover and can come in many forms of deliverables and containing a plethora of subjects and subject areas. As mentioned previously, we must adhere to any restrictions and guidelines as set forth by the educational establishment in which we are working unless we are implementing independently from the system. Keeping in mind the guidelines, there are a number of

approaches to take when considering the type of content.

Researching and understanding the existing educational landscape and the established content that exists today will be key. In addition, understanding the scope and scale in which the content reaches and for which grade levels is equally important. The curriculum framework

may vary from school to school but there are district-level and even nation-level frameworks in place that will detail the guidelines and types of subjects being taught. As an organization interested in creating content that benefits students, we will be studying and analyzing the subject areas being taught today and the expected results from the performing student body. To refine our research in this area, we will be harnessing partnerships, the **Teacher Empowerment Circle (TEC)**, the **California Department of Education (for local data)** and other sources to best understand the content landscape in our schools.

Using this ongoing research, we will be able to better position ourselves to create more effective materials that are generated from data and analysis. In addition, due to the close relationship with our schools and their students' lessons, the opportunities for content-collaboration in which instructional materials can be merged through amendments and/or modifications, we are in a position to do so more seamlessly.

Content Task Force (CTF)

As a secondary branch-off of our research initiatives, we are looking to establish a **Content Task Force** which would

consist of experts on the subject of education, schooling and best standard practices for subject deliverance in the classroom. A Content Task Force expert **provides valuable information about the current subject body being taught and evolving or devolving patterns that exist in various subjects over the course of a specified timeframe** (likely years, even decades).

More importantly, to either validate or contrast against the research found in this area, another major component of analysis will be focused on discovering and defining content relevancy. The term relevancy carries many definitions here; relevance in the form of **culture-aware materials for the diverse student and classroom**, relevance in **tailoring materials to student aspiration and intrigue**, relevance in the form of **how well the material aligns to the student and their post-schooling lives in relation to the world we live in today (survivability)**.

This body of researchers would exist on a continuum to accommodate for the ever-evolving learning landscape.

Structure

Structure refers to the method and approach to delivering content. To support the mission of improving learning

experiences and the overall classroom, we also need to look at how content is presented, in what formats and other capacities.

Being present in the classroom helps us to understand structure and the more we continue to reside in the system, the more we are able to identify instructional patterns. We aim to remain cognizant of these methods, the ratio of instructor-led to lab-style lessons, or environments that enable hands-on and kinesthetic learning.

We understand that quality content can be negated by an unbalanced structure and that the opposite can also be true.



Teacher Empowerment Circle (TEC)

Creating better solutions through the experts on the inside

The **Teacher Empowerment Circle (TEC)** is the development and initiation of a formation of experts in the industry of education helping to drive the mission, operations and strengthen the integrity of building successful learning environments. The mission of the TEC will be aimed at ensuring we **maximize our educators** in not only providing their educational know-how to the organization, but spearhead specific areas of research, program execution and provide us insight to what it takes to be successful in today's classroom.

Part of the work we do to ensure we understand the students we serve and the system of education itself revolves around **being present within the works of that system**. There are already many experts in the industry and we would like to utilize them further to remain connected, receive important information about the academic landscape, create integrity around relationships and further bind the inside of the system to the outside

where potential external entities can capitalize on the know-how coming from the classrooms of today.



By building this circle and securing these relationships, we can move closer to enhancing the schooling experience with more thought-out approaches to solutions and the development of products and services that are a direct result of data and research from our own educators. As a community, we can be stronger by **binding task forces with industry experts and improve the system over time through the power of inclusion**.

Goals & Objectives

Using Our Network

Upon conducting visits to schools, we have established a network of professionals within the industry that fit the mold of the TEC through their expertise and presence within the system. We will be capitalizing on these relationships to strengthen our link to the classrooms and their students.

In addition, these professionals have already interfaced with, at the very least, the concept of our mission and in some cases, operationally as well, which has already created a binding that tightens the linkages between our external source and the school's internal functions, creating a mutual dialog regarding our efforts.

Outreach

To expand the sources within the TEC outside of our current network, we are creating candidate profiles that contain eligible parties as determined by their experiences (or previous experiences) in education. We are developing a communication plan to establish a relationship with these individuals, first introducing them

to the mission and identifying their potential roles within the organization, then how they can be extensions of know-how in the industry.

Role Recognition

The role of this concept is meant to amplify our reach and position in academics but we want to use this initiative as a channel to **recognize the efforts of educators everywhere** as they take on the very important role of preparing our youth for the road ahead. We are hoping that this becomes an outlet that more educators feel respected and appreciated for the work that they do and hope that this can solidify teacher retention in the long term as well.



Digital Learning-based Applications

Learning should be accessible inside and outside of the classroom

In order to make products more available outside of regular operational hours, we want to develop a digital learning-based dashboard. 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 student's preferences in learning.

From our research on digital learning, 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 a problem and then seeing the result. So to help with that, we would like to step out-of-the-box 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 research on 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, exposing them to the syntax, enabling them to better understand and troubleshoot and offer opportunities for more critical thinking. To sustain a level of interest in the user interface-driven features, we will utilize those as well, rendering a bit of a hybrid between user interface and coding.

Goals & Objectives

Research

We have already determined through a market analysis that there is a primary subset of tools being used in education such as **Scratch, Tynker** or **Minecraft Modding**. There are also web-based services such as **code.org** that schools utilize to educate their students. However, it's important to note that though these provide some foundational components, it isn't to the extent that we are hoping and we will be furthering our analysis on the topic to validate this as well as produce more effective solutions to expose our youth to these subjects.

*Refer to Appendix A to learn about **Market Analysis** findings.*

Much of the currently used interfaces and tools that teach students how to code consist of the drag-and-drop utilities that bypass the syntax of the languages being used. We feel this is **not sufficient enough and doesn't really qualify as "coding"**. We are going to conduct reviews on additional tools as well as conceptualize and develop our own subset of tools that enable more syntax exposure, create opportunities for troubleshooting,

debugging and critical thinking.

We will also be looking at how other educational establishments or organizations are approaching the use of digitized learning platforms as a means of inspiration as well as determining the pain points.

Extended Learning

The benefit of creating digitized platforms is being able to continue learning outside of the classroom. This is in hopes of allowing students to catch up from lost learning time.

Outsourcing

For ongoing development, we will likely be acquiring 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 a 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 content in that we want our applications to cater to the learner and for its subject to be as relevant as possible for that learner as to influence incentives.



Teacher Wish List

Turning the educator space into a customized learning environment

The **Teacher Wish List** is an ongoing list of inquiries and requests submitted by teachers that may be fulfilled to accommodate them for purchasing their own classroom resources. It is essential that teachers can build and customize their own learning environments for their students but **they can't always do so with the lack of funding**. This concept is aimed to enable more teachers to personalize classrooms.

There is an ongoing teacher shortage that is becoming a larger issue over time; teachers are walking away from the profession due to feeling like they are not getting the respect they deserve, burnout or financial instability. Teacher retention is critical to master as longevity in the classroom is an **important parameter when considering student-to-teacher camaraderie**. Not only are teachers leaving the profession but there has been reports of a lesser amount of youth wanting to get into that industry.

The concept of enabling more teachers to receive free resources for their classrooms produces opportunities where the teacher can create a space for themselves and their students and in turn boosts the culture and comfort of the learning environment. It's cultures like these that might alter an educators perception on how out-of-place they may feel, increasing retention and creating that much-needed longevity.

Goals & Objectives

School Engagement

The best way to support this concept is to continue engaging with schools and more specifically their Parent Centers. These centers are the best channels to connect with both the school body and the families of the students. Through here, we can connect directly to a teacher and provide introductions to the concept of the wish list. The Parent Center also helps with school-wide communication regarding the list, involving the entire educator staff to participate.

Establishment Guidelines

Guidelines or Statements of Understanding need to be developed that communicates to the school and educator(s) of the level of frequency of donations as well as the types of donations that are eligible. As an organization, we must stay mission-aligned and we need to create a structure that allows us to compliment the mission with our donations.

Further, we understand there is a budget plan for every school, whether that's Federal, State, Local Control

Funding Formula (LCFF), Local Control and Accountability Plan (LCAP), COVID Relief funding and others, that have their own qualification dates and/or depletions. Having access to this information provides us with windows of opportunities to secure donations to fill a void in budget restraints.

We will be utilizing our partners to secure opportunities to increase amount and frequency of donations in addition to direct donations from the organization.



School Resource Insights Survey

A dynamic platform for identifying school needs and wants

The **School Resource Insights** survey is a dynamic platform (physical and digital) that offers us important information about the needs and wants of a school establishment. Differing from the Teacher Wish List, this is a **broader channel that is designed to receive information from multiple bodies within the system including administrators, teachers, families and students.**

The initial metrics collected are general resource insights which could be items for the school or classroom, planned trips for students or programming. However, from this initial pull, the survey is meant to react and respond to requests for each school in which it becomes school-specific and on a quarterly or semesterly basis. There does need to be defined accountability and deadlines for submittal. Though it is not designed to be taken down, in order for communities to benefit from the results, its survival relies on incremental interactions.

Having ongoing reporting of these metrics is not only important to fulfilling insights found at a particular establishment but we do want to utilize this data to analyze and further create solutions as well as create a **transparency around the datasets so that it can be shared with the city for even more analysis and on a wider scale.**

Goals & Objectives

School Engagement

Much like the Teacher Wish List concept, we will need to be heavily integrated within the system and working closely with school officials to establish methods for distributing and moderating the use of this survey initiative. This includes having discussions around school and user accountability in that a project like this only generates results with consistent use.

More discussions will involve the results themselves, how they are analyzed and redirected including brainstorming of best practices for tying a result set directly to an inquiry.

Regulation Adherence

The handling of data in and around academics in our community needs to be supported by regulations and school/district data-sharing guidelines. Information being gathered does not contain any protective personal information but much of the regulatory functions involve creating verbiage regarding the reasons for the data collections and where it will go. This will need to be a primary focus before implementation at any establishment.

Maintenance

This project is completely dynamic in that it is meant to respond and react to the school environment as well as by its users; administrators, teachers, students and families. Which means, we will look into ongoing support for the development of the deliverable and make sure it continues to align with the different types of users. In addition to that, as to not negate the purpose of the concept, we want to ensure that we are being reactive to the types of questions and inquiries so we capitalize on the requests and more finely tie the inquiries directly to a solution in that landscape.

Research

Once we collect data from the establishments, we can begin studying and analyzing the results utilizing data scientists and qualitative researchers. The nature and context of this type of data and the large array of metrics being gathered, gives us many exciting ways in which we can query and pull result sets for a specific resource, location, school or more.

Capitalizing on the various types of users, we want to be able to understand the relationship between the inquiry and the user, whether that be a teacher or a student, and seek out patterns such as high-frequency inquiries or in contrast, a unique inquiry for a specific school, all of which offers us insights into delivering resources or finding new avenues to explore.



Other Donations

Situational support through donated gifts

Other donations can be considered event-specific such as back-to-school, impromptu high-need or other specific inquiries that may align to the mission. These types are not restricted to items but could be monetary as well depending on the donation.

Goals & Objectives

Delivery

These types of donations are considered to be more impromptu or event-specific as opposed to pre-determined through other sources. Much like any other donation however, we will be developing routines for receiving requests and the delivery of the item(s). To ensure successful transactions, we plan on creating processes that allow us to confirm the intended donation arrives in the correct location or with the correct source

We will be utilizing our partners to secure opportunities to increase amount and frequency of donations in addition to direct donations from the organization.



Student Mental Health

Good mental health is a pre-requisite to performing academically and in life

Another area of study as an organization focused on remaining mission-aligned to producing effective, healthier educational experiences, is the topic of youth Mental Health. We consider good mental health to be a **pre-requisite to performing not only occupationally and functionally but academically** as well. As a nation, we are facing a mental health crisis and given the prevalence of mental health disorders in children and adolescents, the odds are that every classroom in America will have at least one student who has a mental health disorder. Approximately one in five children, adolescents and adults are noted to have a mental health disorder, and one in twenty children and adolescents have severe emotional disabilities as also produced in a report by the *Center for Disease Control and Prevention**.

More specifically, according to LAUSD, **twenty-one percent of youth aged 13-18 have a mental illness that causes significant impairment in their daily life**. Imagine the number of classrooms with twenty students and 4-5

of them having some form of mental health disorder. This is the current reality.

We want to note that we are not experts on the topic of mental health but do want to highlight these statistics and further research the matter so we can reach a level of cognizance when engaging and working with schools, their students and families. On that, doing further analysis of the role of a school and its position to handling the matter of mental health, we came across a couple alarming discoveries. One being that the *Individuals with Disabilities Education Act (IDEA)**, a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children, also makes **schools be the “payor of last resort”** for special education-related services including mental health. Which means, a vast number of schools are reluctant to foot the bill, leaving many students

unattended to (imagine this in high-population districts).

It is also clear that schools having some form of mental health plan in place is not a required practice and many of them do not (*Student Mental Health: A Guide For Teachers, School and District Leaders, School Psychologists and Nurses, Social Workers, Counselors, and Parents*)*. This leads to the question of which roles should be responsible for designing such a plan and enforcing it. One major issue of the lack of supports in mental health is the lack of training of our educators to be able to spot symptoms and be the messenger for these types of issues. Compounding this gap is the wide variation in approaches toward student mental health disorders within school districts. Even within a district, there may be major differences in approach from school to school. Schools are the most common settings where youth who have mental health disorders receive any services and they are also a gateway to additional services so therefore, educators play a pivotal role in children's mental health.

***We can't be expected to gaze
at a sunset that is buried by an
uncontrollable fog.***

Goals & Objectives

Research & Understanding

Due to that complexity and stigma, for the time being, we are merely positioning ourselves in a way to be a resources for studying and understanding the topics surrounding mental health. We are not equipped to treat it but we are equipped to be cognizant of its presence in the academic landscape. We are here to make sure students succeed and we understand that good mental health is a pre-requisite to functioning well in the classroom.

We will continue to research the topic and that includes ongoing discussions with schools to determine their role in handling student mental health issues as well as understand what measures they have in place. This will help us refine a dialog around the topic so that we can work on communicating with other expert sources and begin being a liaison or conduit for these types of services.

While visiting schools within LAUSD, we pulled some data regarding their mental health numbers and this re-validates the roughly quoted **21% of students that are**

having these struggles. We also noticed a strong desire to seek external sources to assist with their mental health planning. In collaboration with experts, it's clear that moving forward, we need to formulate a strategy to determine the number of schools that have developed a mental health plan and those that have not so that we can work on establishing a strategy to indicate what sources, partners and services are being used or are lacking so that we can offer up the concept of creating a plan that meshes across schools. In addition to this, we think another major step would be to assess the type and level of training available for educators (or any school official interfacing with students) so that all of these individuals are more prepared to be the advocates for detecting and responding to the student mental health crisis.

In Conclusion

By assuring our presence within the system, we will continue to produce concepts and iterations for a multitude of products and services designed to add integrity to the schooling experience with the hopes of a system-wide solution approach. Being that the array of both products and services are very vast, we are excited at the idea of this collection, much like education itself, as being a space in which we will discover new methods and approaches to securing solutions to **enhance learning outcomes and overall sense of belonging.**

View our ***School Connectivity Plan*** on the next page.

View a ***Product Roadmap*** implementation flow on **page 71.**

SCHOOL CONNECTIVITY PLAN

This plan will help us to add integrity to the community-to-school relationships. We feel that this can strengthen partnership possibilities as well as offer more frequent and streamlined approaches to serving educational establishments. With this more tightly bound approach to interacting with these establishments, we develop a new channel of communication, foster service growth and increase potential for more access to programs and solutions.

Adopt A School

A **Model** that inherits any or all of the School Connectivity channels enabling its functions and results to be scalable and reach a larger number of establishments.

This will also **invoke outside involvement and bring community closer to our schools** — a much-needed effort to increase the integrity of the relationships between schools and the outside world.

SCHOOL CONNECTIVITY PLAN



Content Integrate Curricula

Implementation of dynamic, data-driven curricula along side additional services for supports in **Socio-emotional** and **Mental Health**. Programs and services will continue to be developed after conducting necessary **Needs Assessments** to ensure effective delivery.

With the utilization of in-person class sessions, after-school program spaces and virtual opportunities, we will research other avenues for connectivity to ensure more student reach.



Donations & Funding Covering Necessities

Create opportunities around finding and securing a means to donate **products** and **funds** to schools to better equip the classroom, teachers and other sectors, eliminating the need for establishments to self-fund operations and items.

Utilization of the **Parent Centers** to act as a channel and point of contact to create these transactions and deliver donations and other services.



Teacher Empowerment Circle Experts on the Inside

A network of **teachers** on the inside providing their expertise as a means of **knowledge transfer** and **know-how** so that we can better understand what is happening in the academic landscape. By receiving this **real-time** information, we can help develop more effective solutions for inside the classroom — for teachers and students.



Classroom Presence Crucial Download

Being in the classroom is an essential part of doing the **necessary research** to better the quality of life of the classroom for both teachers and students.

This enhances our **support for teachers** and enables us to be more innovative about offering solutions for **teacher retention**, improving the health of the teacher's role.



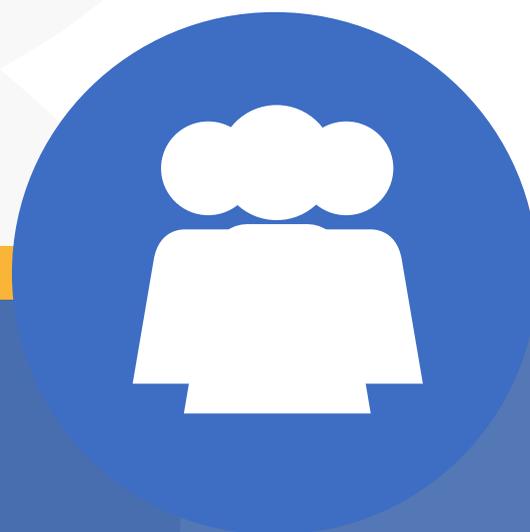
PRODUCT ROADMAP

This is the intended flow of product implementation for the upcoming post-summer 2023 school year.



OUR FOCUS

Educational progress is made more possible by our partners.
Together, we are *Future Forward*.



PARTNERS

PARTNERS

Continued support by individuals, groups and other stakeholders sharing a passion for education

Part of our ongoing mission will be supported by partnerships, affiliations and other stakeholders. Some of our processes can be guided by or enhanced by these collaborations. 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 while complimenting theirs.

Our shared cause-focused aspirations can flourish when a binding is secured among like-minded entities; further pushing the narrative and adding integrity to the work that we do.



Nonprofits

Cause-aligned organizations, groups or coalitions

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, as of 2020) *SalesForce** which will give us a vast landscape of resources to utilize and learn from. By sharing these 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, values and initiatives. 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 underserved 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, focus groups and classroom presence, 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.

Goals & Objectives

Research

As identified by our Market Analysis on nonprofit groups which highlights some of the tools and approaches to youth engagement, we benefit from understanding the functional and operational processes at these establishments, allowing us to blend into an organizational convention or mainstream routine so that transference or adoption of services can become more seamless.

We will conduct even further analysis to review important metrics on nonprofit trends and other areas of focus such as STEM implementation, cost, program structure, program diversity among others. Our 10-year Market Analysis on nonprofit trends highlights valuable information such as **social patterns, percentage of organizations implementing technology into their**

services, political analysis such as bills and laws and donor giving patterns. It's important to understand this landscape and how it evolves or devolves over time so we can position ourselves more appropriately in all of these categories and more. We will continue to conduct similar reviews going forward.

Sponsorship & Collaboration

Situationally, we will be utilizing windows of opportunities in which we can collaborate with other nonprofit organizations that have a similar mission. There are likely to be event-specific or campaign-specific initiatives that can be influenced by a mutual relationship which produces operational support, monetary support and extending the reach of our audiences.



Educational Establishments

A school, institute or any body of educators practicing their craft for our youth

An educational establishment is defined as a school, institute or any body of educators that are passionate and motivated to offer their knowledge and resources to teach others within a learning environment. Our mission is not only best supported through nonprofit collaborations but through educational establishments as well. As noted a few times in our goals and strategies, **being present in the system is crucial to accomplishing our mission objectives.** It is in this environment that we can see first-hand what the academic landscape looks like and that of which enables us to work more closely with our customers.

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 content into an already-established establishment. We can also cater to a wider range of ages and subjects due to having more access to classroom environments, operations and educators.

Goals & Objectives

Sustaining Relationships

Currently, we are engaging with multiple local middle schools within LAUSD. We have been in discussion regarding conducting more research and program implementation. We want to utilize more schools to

continue forming a relationship and gaining access to students. Part of the program implementation includes our services and program creation through various deliverables.

Through the various contacts we have from our educators, we would like to get in touch with other local schools to continue our efforts as well as the possibility of influencing program generation. 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.

Integration

During our visits with schools, we have already discovered multiple avenues in which we can offer up more diverse products and services and to a wide collection of the school body such as administrators, teachers, students and their families. Some of our current implementations include the items discussed in the Products & Services portion of this document; **Content**, such as curriculum and instructional materials, the **Teacher Empowerment Circle (TEC)** initiative, the **Teacher Wish List**, the **School Resources Insights Survey** and donations through their Parent Centers.

Presence

We want to increase the amount of time spent within the system since this is a very important component to being

able to fulfill our mission. By doing so, we can be more direct with the products we deliver, the services we offer and engagement with the school body. We feel this is the best way to create a change in the system and produce more effective solutions.



Donors

Foundations, groups or individuals that give with their hearts

A lot of our financial support will likely come from dedicated donors whether that be through foundations or individuals. We realize the importance of forming mutual connections and generating purposeful donation plans that compliment the relationship and the sources receiving them. Getting to know their backgrounds and understanding their position in relation to our mission statement is part of that development.

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 the 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% *Blackbaud Institute**. These numbers will help us to determine our donor audience so we can market ourselves accordingly when looking to build relationships.

Other findings show that many of these nonprofits are not utilizing tech to its full extent in terms of sustaining 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; seemingly unpersonalized and generic. It does not illustrate specific areas of a cause they directly impacted.

Goals & Objectives

Research

Research on donor trends enables us to better determine the correct channels to take when building relationships. This gives us room for **conformity to their preferences in methods and approaches to donor-giving**, all while showing them the positive results made possible by their generous gift. We will continue to conduct these studies over time as to adjust to evolving trends.

Building & Sustaining Relationships

Networking and building sustainability communication plans with potential donors will be key. 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 giving patterns within them so we plan to create marketing materials targeted specifically for those audiences as well as to those we currently have in our network.

We will create systems that provide donors 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**. By creating this marketing strategy, we can more effectively personalize their direct donation, offering assurance to the donor that the correct recipient(s) received their gift. 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 effectively** *SalesForce**.

In Conclusion

We want to emphasize the important role partnerships and other affiliations have on the mission of the organization. Without these supporters, **it would not be possible to create a forward-moving process and one that generates ongoing solutions** for the system and its stakeholders or constituents; the very customers we care deeply about; youth, their families and the respective educational environments that exists in our communities.

FINANCIAL PROJECTIONS

The following are quarterly estimates for 2023, detailing current secured funding and potential costs of various items. These projects are not limited to products and services but also includes developing of business models, legalities and other logistics.

Secured Funding

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

Programming

Item	Estimated Cost
Content Translations	\$70
Program Materials	~\$445, Curriculum binder for facilitator + printed materials for all students
End of Pilot Party	~\$100, Pizza party — estimating 5 pizzas, drinks, delivery tip

Data Collection

Item	Estimated Cost
Data Analysis	\$1,500

General & Admin

Item	Estimated Cost
Website Domains	\$71.48
Consulting: Strategic Planning	\$9,900
Consulting: Business Development	\$12,777.78
Consulting: Business/Employment	\$1,092
Other Research	\$95.71

Breakdown

Item	Total	Percentage
Programmatic Costs	\$2,045	8%
Overhead Costs	\$23,936.97	92%

MOVING FORWARD

In our early evolution, we began to focus on creating plans for tutoring and mentoring but discovered through extensive research that the academic landscape needed more solutions than just getting students up to speed on homework assignments. So, what started as a student-level business model, grew to become a **much broader, system-level approach**. **Future Forward Education evolved to a whole-family model** as to touch on a much wider range of systemic issues in our community of educational establishments, enabling us so create more impact for the student.

Future Forward Education has the vision to change the outlook and outcomes of educational progress and we realize that to do so, we can't limit ourselves to where the student sits at the desk but rather, where the student sits in the system; the **family-of-things of education** as we look through the lens of our youth as part of the bigger picture. For them and for us.

We believe and know we can continue to contribute to systemic change, providing solutions for our families and their children, the schools they attend and the classrooms

they learn in but we will want to continue our reach to better the educational experience for our youth. So, with the ongoing support from our extraordinary partners and partners-to-be and our incredible team, **we are excited to move education forward, creating a better future for the student and for the communities that inherit them**, through our focus on education.

APPENDICES

Appendix A: Market Analysis

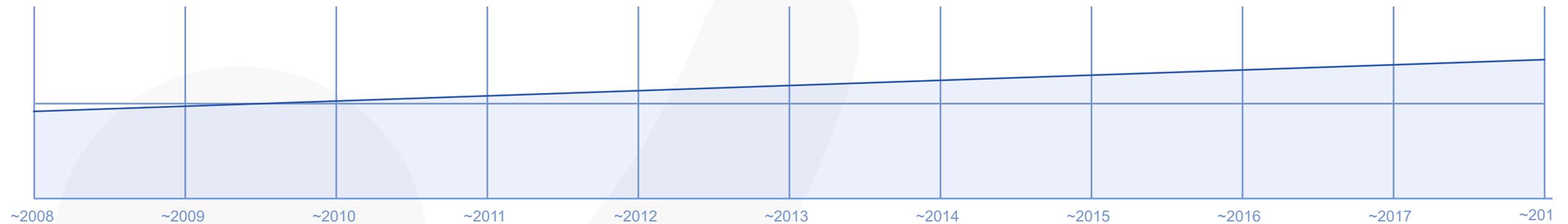
Appendix B: School Connectivity Plan

Appendix C: References & Citations

APPENDIX A — MARKET ANALYSIS SUMMARY

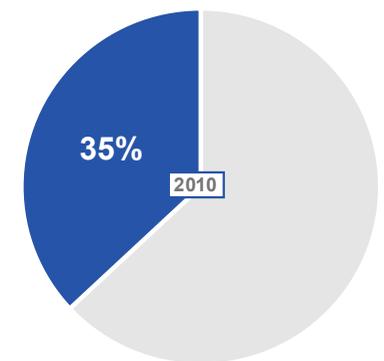
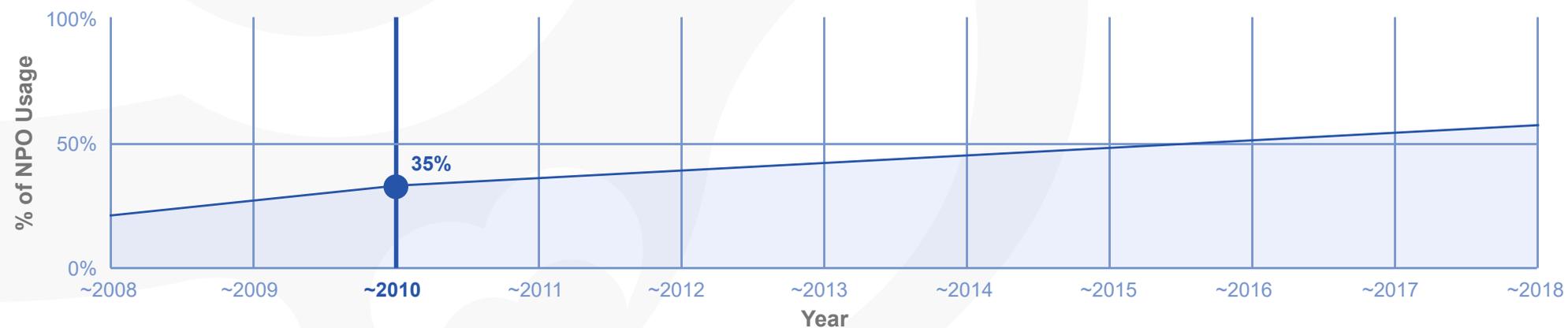
Technology

Use of tech to reach donors, giving incentive to continue contributions (as of 2015)

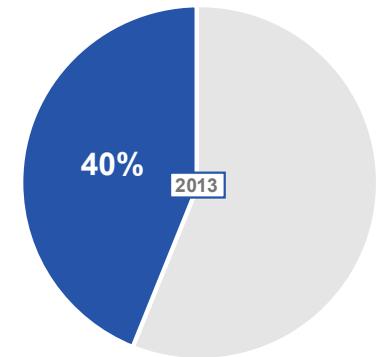


Social

Only 35% of nonprofits use mobile technologies such as smart phones, personal device assistants (PDAs), and mobile applications to track clients



40% Collect data while in the field with clients



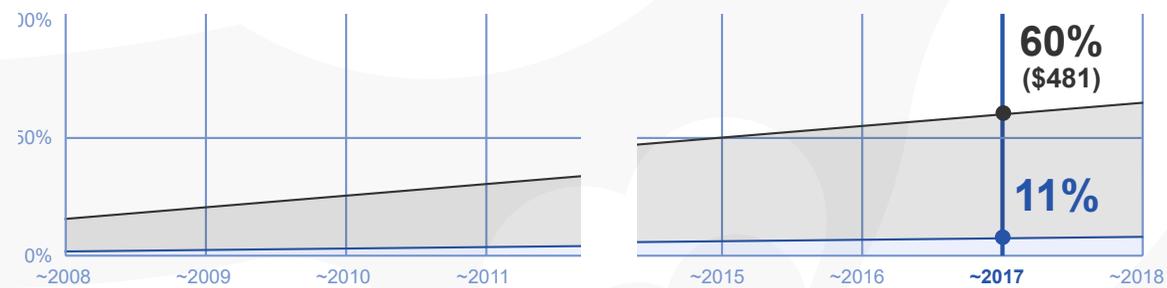
Text-to-Give became popular; constituents could send donations from mobile devices



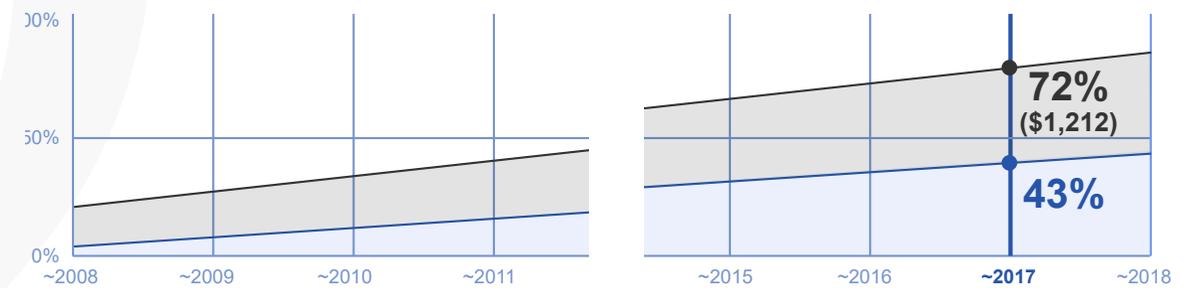
Donors

● Total % of Giving Pool ● Avg. Given Per Individual

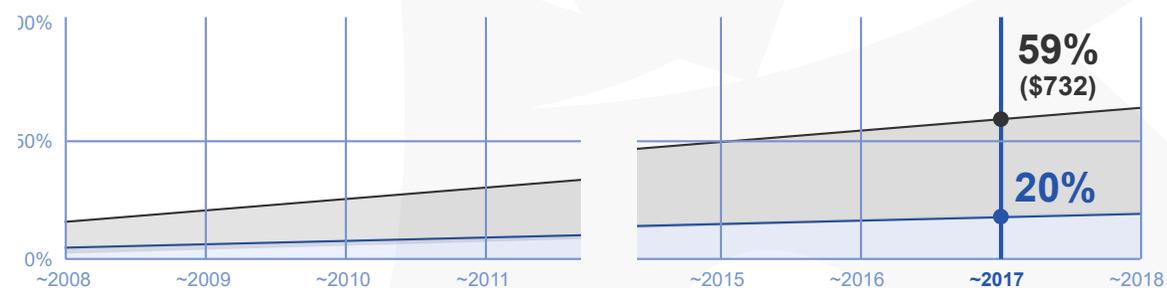
Millennials (Born 1977 - 1995)



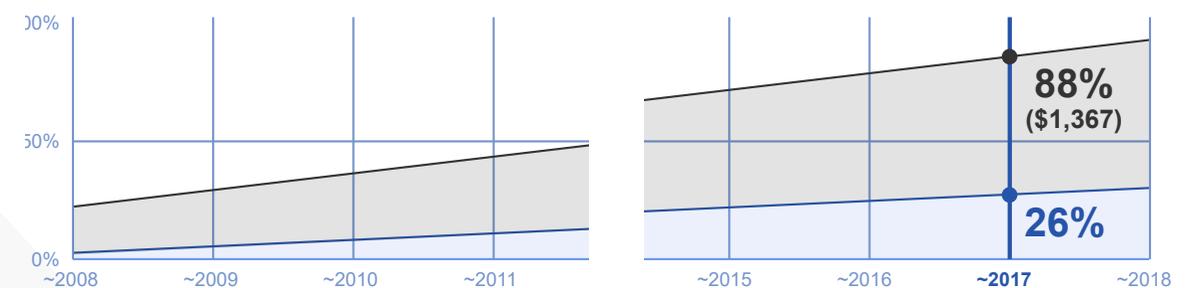
Baby Boomers (Born 1946 - 1964)



Generation X (Born 1965 - 1976)

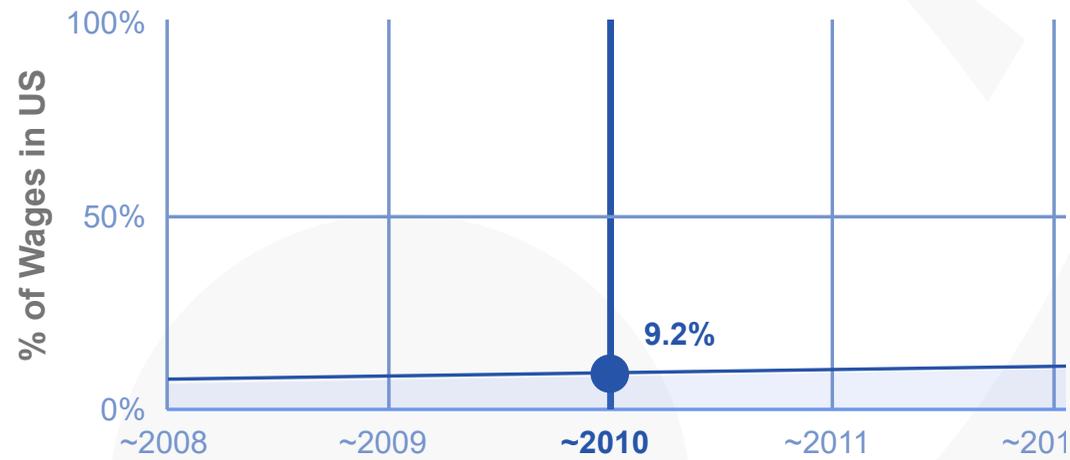


Matures (Born 1945 and before)

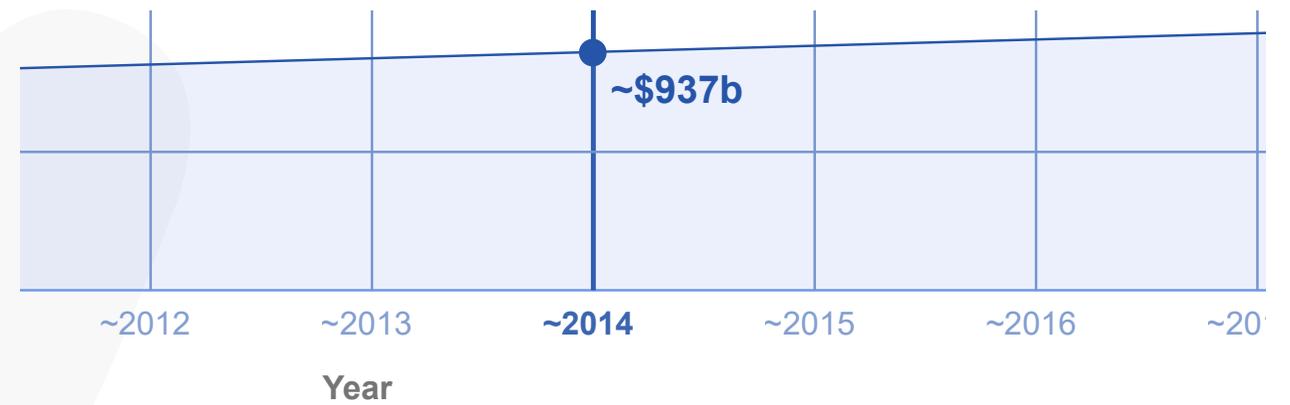


Economic or Monetary

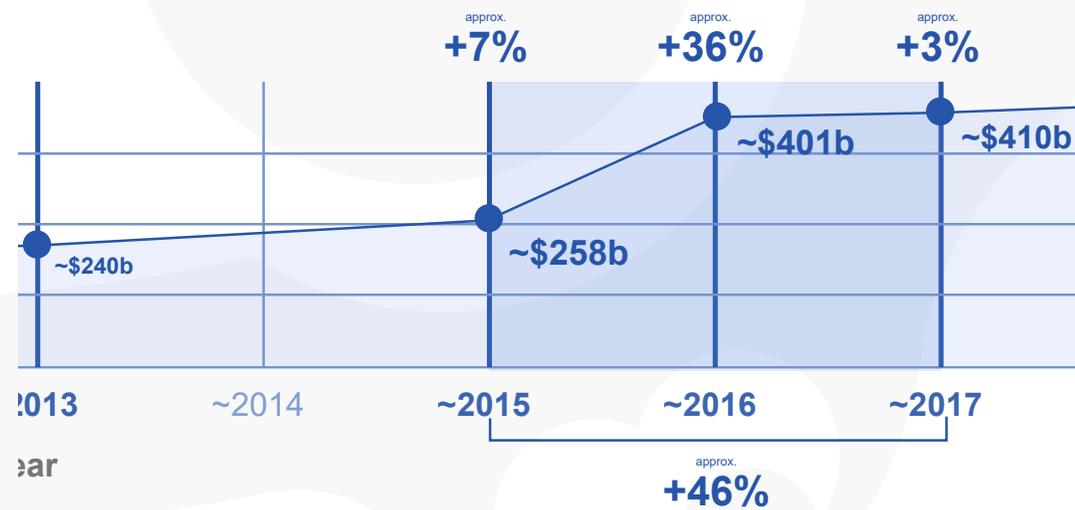
NPO's accounted for 9.2% of all wages in US



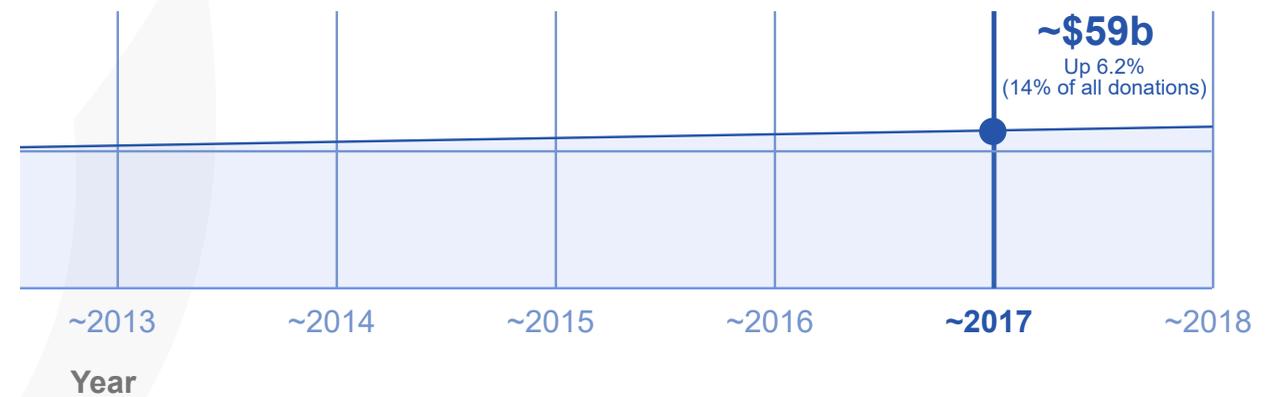
NPO's contributed ~\$937b to economy, 5.4 percent of GDP



Giving by donors



Giving for Education cause



APPENDIX B — SCHOOL CONNECTIVITY PLAN

This plan will help us to add integrity to the community-to-school relationships. We feel that this can strengthen partnership possibilities as well as offer more frequent and streamlined approaches to serving educational establishments. With this more tightly bound approach to interacting with these establishments, we develop a new channel of communication, foster service growth and increase potential for more access to programs and solutions.

Adopt A School

A **Model** that inherits any or all of the School Connectivity channels enabling its functions and results to be scalable and reach a larger number of establishments.

This will also **invoke outside involvement and bring community closer to our schools** — a much-needed effort to increase the integrity of the relationships between schools and the outside world.



Content Integrate Curricula

Implementation of dynamic, data-driven curricula along side additional services for supports in **Socio-emotional** and **Mental Health**. Programs and services will continue to be developed after conducting necessary **Needs Assessments** to ensure effective delivery.

With the utilization of in-person class sessions, after-school program spaces and virtual opportunities, we will research other avenues for connectivity to ensure more student reach.



Donations & Funding Covering Necessities

Create opportunities around finding and securing a means to donate **products** and **funds** to schools to better equip the classroom, teachers and other sectors, eliminating the need for establishments to self-fund operations and items.

Utilization of the **Parent Centers** to act as a channel and point of contact to create these transactions and deliver donations and other services.



Teacher Empowerment Circle Experts on the Inside

A network of **teachers** on the inside providing their expertise as a means of **knowledge transfer** and **know-how** so that we can better understand what is happening in the academic landscape. By receiving this **real-time** information, we can help develop more effective solutions for inside the classroom — for teachers and students.



Classroom Presence Crucial Download

Being in the classroom is an essential part of doing the **necessary research** to better the quality of life of the classroom for both teachers and students.

This enhances our **support for teachers** and enables us to be more innovative about offering solutions for **teacher retention**, improving the health of the teacher's role.



APPENDIX C — REFERENCES & CITATIONS

Individuals with Disabilities Act (IDEA)

<https://sites.ed.gov/idea/>

Dikel, William. 2019, **“Schools having some form of mental health plan in place is not a required practice”**. Student Mental Health: A Guide For Teachers, School and District Leaders, School Psychologists and Nurses, Social Workers, Counselors, and Parents

Berens, Kimberly Nix, Ph. D. 2020, **“The Science of Learning & Technology of Teaching.”** Blind Spots

University of California and the California Emerging Technology Fund, **“Progress has been made in regards to the percentage of Californians that have access to the internet. However, it remains true that low-income households are at a clear disadvantage when it comes to connectivity.”**

<https://www.universityofcalifornia.edu/>

<https://www.cetfund.org/>

EdSource, 2020, **“Studies indicate that a third of new teachers leave within three years.”**

SalesForce, 2020, **“There are ~1,200 education-focused nonprofits in CA (~9.6% of total nonprofits).”**

National Assessment of Educational Progress (NAEP), **“Though the COVID-19 pandemic created specific problems for schools, educators and students, there are many problems that span across years, even decades.”**

<https://nces.ed.gov/nationsreportcard/>

No Child Left Behind Act, **“Introduced an overhaul of school testing and aimed to make schools accountable for improving scores.”**

<https://www2.ed.gov/nclb/landing.jhtml>

California Department of Education, **“The CCSS defines what students should know and be able to do in each subject in each grade.”**

<https://www.cde.ca.gov>

Bambrick-Santoyo, Paul, 2019, **“There are forms for data-driven assessments that certain educator circles are practicing as a means of fine-tuning how they deliver assignments and discovering pain points of students.”** Driven by Data 2.0

Candid GuideStar, **“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.”**

<https://www.guidestar.org>

SURGE project and SoLa I CAN Foundation, **“87% of students in the 13 largest LAUSD high schools lack access to tech-related activities.”**

<https://www.solaican.org>

Smarter Balanced Assessment Criteria (SBAC), **“Gaps in both instructional materials and resources are present.”**

<https://www.cde.ca.gov/ta/tg/sa>

Thernstrom, Stephan. Thernstrom, Abigail, 2009. No Excuses: Closing the Racial Gap in Learning
National Assessment of Educational Progress (NAEP)

<https://www.cde.ca.gov/ta/tg/sa>

EducationWeek, **“There has been a drop in the amount of students wanting to become teachers and many are even being encouraged not to pursue the profession.”**

<https://www.edweek.org>

Center for Disease Control and Prevention, **“Approximately one in five children, adolescents and adults are noted to have a mental health disorder, and one in twenty children and adolescents have severe emotional disabilities.”**

<https://www.cdc.gov>

Blackbaud Institute, **“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%.”**

<https://institute.blackbaud.com>

