



New Century Students

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I. Executive Summary

New Century Students (NCS) is a revolutionary company that incorporates the growing trend of online service companies to efficiently provide a low-pressure, peer-to-peer tutoring service that can be accessed by even the busiest student. The company will cater to the need of busy individuals and will entail low commitment and affordable costs. The immediate goals that this company will target initially are as follows: provide services to the Mililani school complex, acquire quality student tutors, and expand to five other communities in Hawaii.

NCS will start under a dual partnership between Justin Bongco and Lowana Lunasco with initial start-up costs of \$4,000. The company will target Mililani Middle School and Mililani High students, grades 6 through 9th. NCS will see continual growth, resulting in a two-year sales revenue of \$134,000.00. The revenue needed to break-even is \$35,402.83, which equates to a break-even point of 3,541 sessions; which will be achieved by the 13th month of operation.

What makes NCS appealing for parents is that with so many safety issues concerning children using the Internet, parents will be able to easily monitor their child's activity online while they are being tutored in their own home. NCS has made tutoring affordable, with prices at \$10 for a 30 minute session in Math, English, Social Studies, and/or Science.

The company is an innovative service that adds a new element to the tutoring industry: ooVoo is a web chatting company that allows two individuals to call each other, via web camera, and communicate visually and verbally for free, and will be the main vehicle for conducting the tutoring sessions. What makes NCS so innovative is that, with

the use of web cameras, face-to-face tutoring has become obsolete. The need to commit to a regimented tutoring session is often times difficult for not only the student, but the parent as well. Because this service is being conducted online, there will be minimal strain on the day to day schedule of the consumer, resulting in more customers. Since the company is web-based using ooVoo as a form of online communication, NCS would promote their business through online advertising on social networks, as well as brochures given to parents by school counselors and teachers.

II. Company Overview

Mission Statement

Introducing students to the new century. Even though we are living in the 21st century, most of us have not accessed the technological resources available to us. We at NCS have engineered a way to transfer students to the new century through the ethical use of technology. Users of the NCS tutoring program will be offered supplementary remedial assistance, accelerated learning, and an opportunity to utilize the resources, processes, and technology that is constantly developing.

Short Term Goals

- Inform and advertise to the target market in Mililani about NCS.
- Recruit qualified tutors to aid students with their areas of difficulty in their school work.
- Create an evaluation system to ensure that tutors provide a high quality tutoring service.
- Survey students to assess whether or not goals have been met with their specified tutor.

Long Term Goals

- Expand NCS to five other communities in Hawaii.
- Create a higher process for student tutors in expanded communities.
- Establish a steady clientele
- Evaluate the company to verify its effectiveness as a supplemental and additional tutoring service.

Organizational Structure

Chart of Functional Areas

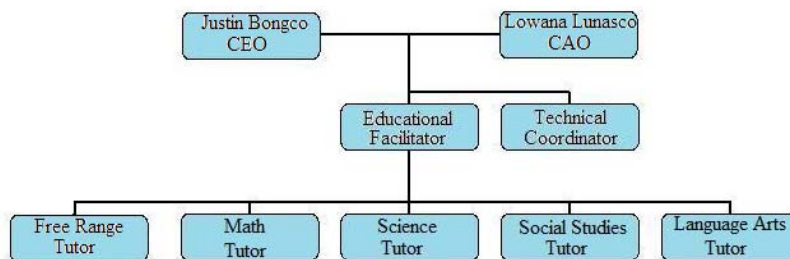


Chart of Positions and Responsibilities

Justin Bongco:

CEO, Financial Manager/Advisor

- Responsible for and entitled to 50% of business profits, expenses, assets, decisions, etc.
- Manages incoming revenues and appropriates regular payments
- Analyzes trends internally and makes financial decisions
- Funds additional expenses, such as technical equipment, services, etc.

Lowana Lunasco:

CAO, Applicant Administrator

- Responsible for and entitled to 50% of business profits, expenses, assets, decisions, etc.
- Regulates and directs student applicants to the educational facilitator
- Gathers a consensus of total applicants at any given time

Educational Facilitator:

- Directs applicants to appropriate field and tutor
- Verifies whether or not student is satisfied with services
- Make modifications to curriculum, under appropriate circumstances
- Gathers course and demographic consensus

Technical Coordinator:

- Establish appropriate hardware and software
- Instruct students on setup and use
- Manages information data
- Make effective preventions and software recovery

Free Range Tutor:

- Aids students and adjusts curriculum to each student respectively
- Will be available for a set time period on set day, and will be prepared to assist students on call in that time frame

Math Tutor:

- Aids students and adjusts curriculum to each student respectively
- Responsible for problem solving in Math with assistance

Science Tutor:

- Aids students and adjusts curriculum to each student respectively
- Responsible for problem solving in Science with assistance

Social Studies Tutor:

- Aids students and adjusts curriculum to each student respectively
- Responsible for problem solving in Social Studies with assistance

Language Arts Tutor:

- Aids students and adjusts curriculum to each student respectively
- Responsible for problem solving in Language Arts with assistance

Ownership Structure

NCS will be operating as a dual partnership, where business assets, revenue, expenses, and profits will all be distributed equally to each owner. Since there is a 50% share within the business, all decisions will have to be unanimous in order to be initiated. This was chosen because the initial start-up costs and liabilities are too much for one individual, and a partnership will reduce these factors. As New Century Student grows as

a company and services continue to be effective, NCS will branch into a formal corporation, where power will transition from partners to a board of directors.

Special Laws or Regulations

NCS is centered on creating a secure environment for students to acquire assistance with school work. This concept of students going online has become a safety concern for parents which are outsourced from different factors. In order to solve that problem, the government created a law that would protect children from those issues. The Brigham Young University Review disclosed that the government created the Internet Community Ports Act and supports Internet zoning divisions. This act would correlate with the assistance of the West Coast Code and East Coast Code to protect children online (Zoning, 2007).

Another strong influence on the business environment is the The No Child Left Behind Act, passed by President George W. Bush in 2001 which reauthorized the renewal of the Elementary and Secondary Education Act. That act orders schools with students who constantly fail to offer supplementary services. It is a requirement for one-hundred percent of students to meet the standards set in the NCLB act which would not be attainable without the proper help of supplementary services. Sylvan Learning Centers have benefited greatly by both acts because parents are realizing that their children need the additional help (Proposed, 2009).

The Americans with Disabilities Act and Sylvan Learning Centers have partnered together to make their tutoring assistance more available towards students with special needs. They had to modify in-person and online services so that it was more user-friendly

towards students who were hard of hearing or deaf (Justice, 2007). This would create an equal opportunity for students with special needs who require supplementary services.

Finally, “Furloughs Fridays” have affected Hawaii’s Public Schools tremendously. Budget shortfalls have resulted in 17 furlough days taken in the 2009-2010 school year, and 24 furlough days in the 2010- 2011 school year (Furloughs, 2010). Having furloughs deprive students of assistance they could receive in class. NSC can benefit from this by substituting aid so students can accomplish their school work at home on furlough days.

III. Market/Business Environment

Market Opportunity Analysis

Demographics of Purchaser

After researching the population facts and statistics of the community in which NCS will be launched, it is apparent that Mililani has a very suitable demographic for this particular industry. Mililani, a middle to upper-middle class county, generally has a higher median household income than the average of all of state. Mililani median being \$69,597, whereas Wahiawa is \$36,903 and the state of Hawaii average is \$66,304 – showing that Mililani has a significantly higher income (Census, 2000). This means that parents will most likely have a higher discretionary income to spend on an additional monthly expense, such as supplementary tutoring. Another factor of Mililani that demonstrates the suitability for this business is that it also has a greater amount of children in the age range of 10 – 14. Wahiawa, a neighboring county of Mililani, has only 2,784 children in the age range of 10 – 14, whereas Mililani has 3,625 (Census, 2000).

In connection to the number of children between the ages of 10 – 14, the following data was taken for the population of each school that New Century Student’s

would be targeting. The Mililani School Complex consists of five elementary schools, a single middle school, and one high school. In the 2008-2009 school year, the overall population of Kipapa Elementary School was 628 students; Mililani Ike Elementary School with 1,065 students; Mililani High School 2,496 with students; Mililani Mauka with 845 students, Mililani Middle School with 1,730 students; Mililani Uka Elementary School with 660 students; and Mililani Waena Elementary School with 567 students (Department of Education, 2009). This is significant information for the opening of this business because the school demographics provide valuable insight on a projected target market. Knowing the number of students that attend each school, as well as families' incomes, provides an estimate of how many of those students would potentially be able to participate in this new business.

Other estimates that were not regulated by the federal government are not very reliable sources. Even though this source gathered data in 2000, it does not affect the overall consensus. Mililani, since then, has expanded to a new community, which was designed to have homes with a higher median pricing – Mililani Mauka. These homes require a greater income, meaning that individuals from this area have raised the average median household income in Mililani. Additionally, with this new community nearly completed, it is very likely that the average population in Mililani has grown rapidly as well. Compared to Wahiawa, there is a larger amount in student population and a more affluent community in Mililani.

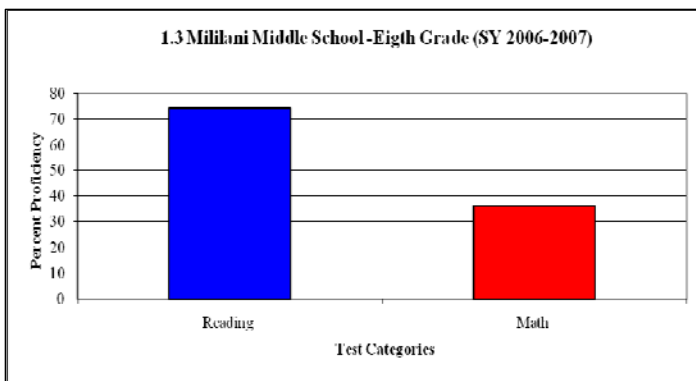
Estimate on Future Growth

Although Mililani witnessed a great spurt of growth, with the new community of Mililani Mauka, there will be no further construction in Mililani in terms of Castle &

Cooke’s home building (Sekiya, 2010.) According to data from a survey conducted by NCS, 51.6% stated that they lived in Mililani Mauka. Because the home development in Mililani has ended, it is probable that there will not be any major growth in terms of population; however this will not hurt this business considering that families are constantly moving in-and-out of Mililani, often due to military transfers. Mililani and Wahiawa both border Schofield Army Base, and there are numerous families who decide to move into Mililani, providing household variation. Vast growth in population is not likely; however, the population and income of the residents will be very stable even though the housing development has stopped.

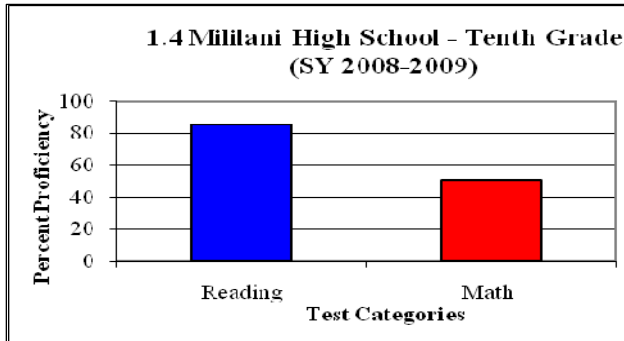
Test scores are also important for numerous reasons, such as evaluating the school to see if they met their Annual Yearly Progress (AYP) or if they passed the No Child Left Behind Act (Proposed, 2009). In order to identify the target schools that would benefit from the opening of this business, there was a need to collect data of each school’s test scores to find their areas of need of assistance. The graphs below are the test scores of the Mililani High School Class of 2011 from a time period of 5th to 10th grade (SY 2003-2009).

When all the elementary students were combined and tested (Graph 1.3) in 8th



grade, reading proficiency was at 74.3% and in math, a proficiency of 36.1% was achieved. Much lower than the scores that had been set by each elementary school.

Graph 1.4, shows their test scores improved when they were in 10th grade with an 85.3% in reading proficiency and 51.1 % in math proficiency. Through the progression



from grades 5 to 10, it is seen that test results are always higher in reading than math.

Size of the Available Market

In terms of population, and in comparison to outlying areas, Mililani has a very large population. Because the closest city to Mililani is Wahiawa, these two areas must be compared. After analyzing the statistics, Mililani has approximately 3,488 more residents than its closest neighbor, Wahiawa (US, 2000). Since the size of the community is greater than that of Wahiawa, this business will have a much greater potential for earlier success and future expansion. The populations between these two areas are not the only statistics that must be compared; the actual target market must also be analyzed. After compiling the statistics, it can be seen that Mililani also has a greater number of individuals in the target market, 10-14 year olds. Wahiawa only had 2,784 individuals within this age range, whereas Mililani had 3,625 people within the target market. The populations between these two areas are not the only statistics that must be compared; the actual target market must also be analyzed.

Target Market

In order to determine the average annual purchase per individual, the company had to collect the data it needed through a survey to find how many individuals would use the service. The survey included information from students in grades 7-9 at Mililani Middle School and Mililani High School. From the data, it has been calculated that there was a total population of 3,625 students in Mililani ranging from ages 10-14 years old. Taking 66.7% (Appendix G, p. 42) of that total population (which the survey indicated is the percent of students willing to attend tutoring) resulted in 2,418 possible students. From that number, 46.2%, or 1,117 students, (Appendix G, p. 43) said that they would require one, 1-hour session per week. Since there are approximately 37 weeks in a school year, the average annual purchase per individual would be 37 sessions a year. By multiplying 1,117 (the total number of potential students) by 37, the weeks per school year, a total of 41,331 *potential* sessions could be held in a year.

Table 1: Average Annual Purchase Per Individual

Total Population (Ages 10-14)	% Willing to Attend Tutoring	Amount of Students Willing to be Tutored	% of Students Who Chose ONE x One Hour Session Per Week	# of Students Willing to Commit to ONE x One Hour Sessions Per week	# of Weeks in a School Year	Total Average Annual Purchase Per Individual
3,625	66.7%	2,418	46.2%	1,117	37	37

Seeing as though the survey may be potentially inaccurate, due to the number of students and parents who completed it, the company projected the amount with only 33.5% of the total population willing to attend tutoring. That number resulted in 1,211 students or 46.2%, which equals to 559 students willing to attend one, 1-hour session per week. Multiply that amount of students by 37 weeks of a school year became 20,697 sessions (the hypothetical average annual purchase per individual).

Table 2: Average Annual Purchase Per Individual (Hypothetical)

Total Population (Ages 10-14)	% Willing to Attend Tutoring	Amount of Students Willing to be Tutored	% of Students Who Chose ONE x One Hour Session Per Week	# of Students Willing to Commit to ONE x One Hour Sessions Per week	# of Weeks in a School Year	Total Average Annual Purchase Per Individual
3,625	33.4%	1,211	46.2%	559	37	20,697

SWOT Analysis

Opportunities:

A SWOT Grid was created to analyze NCS against their competitors (see pg. 14). The audience that NCS reaches is fairly small in comparison that of Kumon and Sylvan, but there is room and intention for future growth once the company is established. The grade range of tutoring from NCS, also known as NCS, is restricted to sixth through ninth grade – initially. After NCS is established as an effective tutoring program within the community of Mililani, additional grade ranges will be offered, until ultimately the grade range for students will be Kindergarten through 12th grade. There is not only room for growth in terms of services offered, but in terms of community as well. Considering that all of the tutoring will be conducted through a web camera, there is no need to be additional locations as NCS spreads outward to community.

Threats:

One major threat that will be posed to NCS is the popularity or nationwide recognition factor of their competitors. The experience of rival companies like Kumon and Sylvan is a threat for any new or upcoming business; however, this is compensated for by releasing a business in a small community and establishing popularity amongst residents. As soon as the company is established, and there is potential for outward expansion, this will be initiated immediately. The fact that there are thousands of Kumon and Sylvan learning centers across the nation -- and the world for that matter -- is a very

big threat to NCS because consumers may choose a nationally recognized facility with far more credentials. Another threat that would hinder the success of NCS, is the Mililani High School After-School Tutoring Program because of its free services. An advantage that NCS has over Kumon and Sylvan, is the relationship between the business and community it is in. By choosing a local tutoring service, parents can expect a more in-depth and personal tutoring program but with another tutoring service within the community, this may be a problem for the tutoring that would be offered to the 9th grade level, considering that there would be a free alternative; however, this tutoring program has many weaknesses, such as the scheduling. Since the tutoring program at Mililani High School is only offered twice a week and for a limited time after school, this may not fulfill student's needs appropriately, thus causing them to choose a more accommodating program.

Strengths:

By having flat rates, NCS is able to offer a less costly alternative, in comparison to the custom educational plans, such as, Kumon and Sylvan Learning Center. Establishments like Kumon and Sylvan rely on a heavy commitment by their students, and ensure this by scheduling predetermined tutoring sessions for which parents pay heavily. NCS enables pupils to have a tutoring source that will ask very little commitment, therefore students can arrange tutoring service at their convenience and need – rather than being constricted to a weekly regimen. Another strength that is apparent is versatility; students can schedule appointments on any given day of the week and do not need to meet at a tutoring center. According to the student survey that has been conducted, it is apparent that 46.2% of the students stated that time was the primary

factor that prevented them from seeking tutoring (Appendix G). By eliminating the factors of commute and time constraints, NCS is the most versatile and effective tutoring service that is offered within the community of Hawaii.

Weaknesses

Although New Century is the lowest commitment tutoring service in Mililani, the NCS Tutoring Program lacks the grade levels of kindergarten through fourth grade and tenth through twelfth grade. By reducing the programs offered, this may be a weakness within this company's regime, however these grade levels were excluded for logical reasons. It is assumed that children from kindergarten through fourth grade have parents who can guide their children through the course work, and it is also assumed that children within this age range should not be able to access the Internet independently, due to safety concern. Considering that many parents, would often like to place their very young children in enrichment programs so that their children can be "ahead of the learning curve", it is New Century Students' first objective to offer grade support in younger age ranges as soon as the company begins to develop, therefore reducing this weakness as soon as a customer base is established. There may be another perceived weakness. Some may believe that Internet/computer accessibility would be a problem for the New Century Students' potential market, however, in the student surveys that have been conducted, it can be seen that 97.4% of students have computer access at home, therefore this is not a issue (Appendix G).

SWOT Analysis

	Location	Days Open	Programs Offered	Grade Level Assistance	Method of Tutoring	Consumer Base	Price
Sylvan Learning Center	2 Locations in Oahu 1 location in Mililani Tech Park 1 Location in Kahala Mall	Monday –Thursday: 10am – 7pm Friday: Closed Saturday: 9am-4pm Sunday: 2pm – 6pm	Reading Writing Homework Help State Test Preparatory Courses for Credit Math Study Skills SAT and ACT Preparatory Academic Camps	Pre K – 12 th	Meet at least one time per week per subject Typical to have one tutor for a particular subject Multiple subjects can be taken Month to month payment, until predetermined goal is achieved	1,100 Locations across the United States and Canada	Enrollment = \$50 1 hour session = \$50 First assessment = \$165 Second assessment = \$165 + \$75 Meet at least 1 time a week per subject Custom payment and educational goal plan
Kumon Learning Center	36 Locations throughout Oahu 1 Location on the island of Lahaina 3 Locations within Mililani; 1 for each division (Uka, Town, Mauka)	Mililani Uka: Monday 2:30 PM - 5:45 PM Wednesday 1:30 PM - 5:00 PM Saturday 9:00 AM - 11:00 AM Mililani Town: Tuesday 12:45 PM - 3:45 PM Friday 12:45 PM - 3:45 PM Mililani Mauka: Monday 3:00 PM - 6:00 PM Thursday 3:00 PM - 6:00 PM	Math Reading Remedial and Advance	K – 12 th	5 Step Process: 1) Placement test 2) Worksheet then exercise, advancing in difficulty 3) Assessment, needs to be perfect in score 4) Worksheets are assigned daily, and repeated until perfect 5) Enable children to perform and progress	More than 1500 centers in North America alone Kumon centers in 44 countries	Enrollment (Assessment Test Included) = \$50 Subject = \$85
Mililani High School After-School Tutoring Program	Mililani High School Rooms: P-14 P-11 C-206 H-102	Tuesday & Thursday: 2:15pm – 3:15pm	English Math Science Social Studies	9 th -12 th	Students can openly come in for tutoring at these locations, and they will be provided assistance from teachers	Offered to all of Mililani High school, 2496 (08-09)	Free
NCS Tutoring Program	Office will be based in Mililani Tutoring will be held online, via Oovoo.	Monday – Friday: 3:00pm – 9:00pm Saturday: 9:00am – 9:00pm Sunday: 9:00am – 3:00pm	English Math Science Social Studies General Assistance	6 th . 9 th	A web camera will be established on a household computer, and students will contact a tutor for assistance	Mililani High students Mililani Middle	Enrollment fee = \$20 Web Camera Rental = \$20/month 30-minute session= \$10

IV. Marketing, Sales, and Distribution

Product or Service

The proposed business creates a new element in the tutoring industry. By incorporating the use of technology through online communication, NCS will be able to keep costs affordable with low commitment. The company can cater to the needs of students who have other prior obligations with the ease of accessibility in their own home or even while they are on a trip. According to the surveys, 56.4% of students and 54.8% of parents have already used a web camera, which makes it easier for them to access the service that NCS has created. By being web-based, it allows parents to monitor their child while being tutored.

ooVoo is an online service that provides the resources for an array of communication forms. The communication form that NCS would be using is their 2-way video chat. The student has the choice of downloading ooVoo to their computer, or use the no download required option on their website. Using ooVoo allows the student and the tutor to meet one-on-one through the Internet, which enables them to meet anywhere Internet is available.

In order to join the program, the student and parent would go to the NCS website and apply for the tutoring sessions. The application form (see Appendix H) will consist of the students' and parents' background information, as well as questions that would help to assess their needs. The courses offered by NCS are Math, Science, English, and Social Studies (for full course, see Appendix E). Then, the student will be able to choose a tutor by going to go to the tutor's personal page and making appointment with them. Appointments are recommended to be scheduled at least 24 hours in advanced, however

in the case of a need for last minute assistance, a student can take two routes: plan for a tutoring session, that day of, by a cut off time of 4:00 pm, or access one of our free range tutors on the given dates (see Chart of Position and Responsibilities). From there, both tutor and student would go onto the ooVoo page at their designated appointment time and click the “Click to start a Web video chat” link and begin their tutoring session.

In order to develop a successful company, NCS needs a strong base consisting of effective tutors. Data from our parent survey concluded that 71% of parents would be willing to allow a higher grade student to tutor their child. Each tutor must meet high qualifications. Not only will each tutor have a minimal GPA of 3.5, but they must also work well with peers, have the ability to use a web cam as well as ooVoo, and demonstrate excellence inside and outside of the classroom. Tutors would apply for the job with a comprehensive application (Appendix H) and a thorough screening process would be initiated to ensure that their qualifications are accurate. By reaching these expectations, NCS will be able to fulfill its mission statement and successfully assist the students of the community.

Price

One of the many selling points that NCS will have is indeed price. NCS does not only offer a price that can be met in a struggling economy, but they also offer a very lenient commitment plan to their customers. Many tutoring services are heavily reliant on the long term commitment of their customers, often times binding students and customers to a monthly or sometimes annual contract. This company will separate itself from its competition by offering consumers the ability to enroll in the tutoring program but not necessarily meet on a regular basis, therefore making payment much more feasible to

those who have felt the pressures of this economy. The price has been broken down as follows:

- 30-minute tutoring sessions: \$10
- One time registration: \$20
- Web camera rental: \$20/Bi-Monthly (optional if needed)
- Late cancellation/absent student session: Forfeiture of \$10 fee

The prices that NCS have structured are intended to gain an advantage over bigger tutoring companies. Most other tutoring companies have structured their pricing similarly. A typical tutoring company's prices have variables, such as one-hour tutoring, registration, assessment, etc. NCS have adopted this same structure, but has added on an additional price – optional web camera rentals. Web cameras can be rented on a two week basis, ensuring that there will be optimum cameras for rent to increase profit. The rental fee for a web camera will be \$20, and will ultimately pay for itself after three terms, or 6 weeks. After the web camera rental pays itself off, an extra profit of \$20 every two weeks will be added to our total revenue. Students and parents also have the option to purchase their own at any time, or use their existing equipment.

In comparison to that of Sylvan and Kumon tutoring center, NCS have priced their tutoring sessions so that it is well below that of the bigger companies. For example, a 30-minute tutoring session with NCS will cost \$10, seeing as though 30 minutes is an adequate amount of time for homework help. Considering that this is just one, 1-half hour session, so as the number of sessions increases, the price difference will change greatly. NCS chose to price the half hour sessions at \$10, because in the survey, 48.4% stated that they would be willing to pay \$10. Another factor that has been adopted that is similar to other tutoring services is the one-time registration fee, which ensures at least some amount of revenue from applicants, however NCS yet again offers a much lower price

than that of its competitors, the enrollment fee for NCS will be \$20 whereas Sylvan's is \$50. The NCS have not adopted the assessment portion within its prices because this is where they separate themselves from other competitors. There is no need for this company to have an assessment because instead of evaluating a student's performance, this service will be provided to aid students with their daily educational issues.

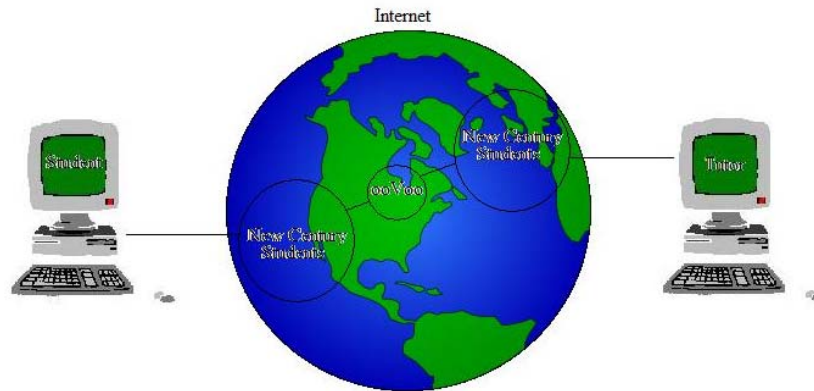
Tutoring sessions are recommended to be scheduled 24 hours in advanced, however, can be made that day, by 4:00 pm. The payment of a tutoring session will be made at the time of reservation and will occur through Paypal, to ensure an easy transaction. In order to cancel an appointment, a notification of the cancelled tutoring session needs to be sent to the tutor by 3:00pm, that day. Paypal enables a much smoother refund process, where the money for a cancelled tutoring session can be easily credited back to the customer's account. In the case of a missed tutoring session or a late cancellation, the prepaid \$10 tutoring session will not be refunded and will be forfeited.

Place

The student and parent would access the NCS website to apply for assistance. They will be able to choose their own tutor and arrange their tutoring sessions. The tutoring sessions can be set up whenever the tutor is available. After doing so, the parent will be allowed to make a payment via Paypal. The company chose Paypal to ensure the safety and security of their personal information.

When the session starts, the student and tutor will go onto the NCS website then click the link to ooVoo. From there, they will scroll down the page and click the "free web chat" button; their session will start, and will reoccur when the next session is

established. The tutor will help the student with any homework and/or questions that they may have.



By having an online tutoring service that can easily be accessed through any desktop or laptop with Internet, the student will be available for tutoring practically anywhere. They may be waiting for the bus, on a trip, or at a relative's house.

Promotion


Even though NCS is going to be promoted in all aspects of the Mililani community, two main groups have been set first – students and parents. In order to reach the student body in Mililani, it is imperative that social networking advertisements be utilized. According to the surveys that have been distributed and collected, 35.9% of the students surveyed have admitted to using the computer for social networking (Appendix G). MySpace has 110 million users which has grown exponentially since the mass movement towards digital profiles (Owyang, 2008). Social networking uses a website to connect people that share common professional or personal interests. Advertising over the Internet has been a rather overlooked venue for a company's promotion. However, in this case the students that are active on social networking sites are the individuals in NCS

is targeting. As profiles become more digital and public, individuals are spending more and more time on the computer. The NCS website will be fully functional and also act as an advertisement by selling the idea of online tutoring through qualified tutors, affordable prices, as well as the ease of access. Since NCS is on a mission to launch tutoring into the digital realm, social networking sites will be utilized heavily.

The second group which this company plans to target is the parents of the students in Mililani, and this will be done directly and indirectly. This audience will be directly addressed through school publications, such as the school bulletin and newsletters. In this case, parents will be able to contact NCS whenever they feel that their child is in need of assistance. 64.4% of all parents surveyed stated that they were unaware of any tutoring services that were offered to their children (Appendix F). In order to educate parents of this tutoring service, they need to be directly informed of this tutoring service within their community. The newsletters that are distributed on a quarterly/term basis are intended for the parents to read; therefore if an advertisement of NCS is within this newsletter then parents will know there is an opportunity for their child to seek remedial assistance. Parents will be indirectly addressed through student advisors, such as teachers and counselors. If these school officials were to recognize a deficiency in a student's performance, NCS's services can be recommended to the parents of that child.

Because both Internet and school advertisement are being leveraged, both student and parents will be aware of the services that NCS offers. Both of these entities will be covered. This is a sufficient marketing plan for this business, since it completely utilizes all of the resources in the community and the World Wide Web.

V. Finance and Accounting

 New Century Students Costs of Doing Business				
Place of Purchase	Brand/Model	Unit Price	Quantity	Subtotal
Web Cameras				
Best Buy	Cobra Digital – Webcam	\$67.99	9	\$611.91
Circuit City	iHome IH-W305DB	\$59.99	9	\$539.91
Radio Shack	Microsoft® LifeCam VX-6000	\$59.99	9	\$539.91
Laptop				
Best Buy	Apple® - MacBook® with 13.3"	\$999.99	2	\$1,999.98
Circuit City	HP Pavilion dv6-1360us	\$960.99	2	\$1,921.98
Radio Shack	HP® Pavilion™ dm3-1040us 13.3"	\$969.00	2	\$1,938.00
Web Domain				
BuyDomains.com	Newcenturystudents.com	\$ 250.00	10 Years	\$250.00
Weebly.com	Newcenturystudents.com	\$ 249.90	10 Years	\$249.00
Intuit.com	Newcenturystudents.com	\$ 99.90	10 Years	\$99.90
GoDaddy.com	Newcenturystudents.com	\$ 106.90	10 Years	\$106.90
Grand Total				\$2,639.79

Sources of Funding

The startup funds needed to begin the company is \$2,639.79. After reviewing the options, the owners decided to invest \$2,000 each of their personal savings, which will give New Century \$4,000 in start up funds. That would give the company a cushion of \$1,360.21 until cash flow begins



**New Century Students
Cash Flow Statement Year One**

	Pre-Startup	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
1. CASH ON HAND	4,000	1,160	978	1,029	1,174	1,353	1,947	2,178	3,242	4,481	6,015	7,784	9,788
2. CASH RECEIPTS													
(a) Cash Sales- Session Fee		800	960	1,120	1,280	1,680	2,080	2,480	2,880	3,280	3,680	4,080	4,640
(b) Cash Sales- Registration		200	40	40	40	100	100	100	100	100	100	100	140
(c) Cash Sales- Web Cam	-	200	40	40	40	100	100	100	100	100	100	100	140
3. TOTAL CASH RECEIPTS	-	1,200	1,040	1,200	1,360	1,880	2,280	2,680	3,080	3,480	3,880	4,280	4,920
4. TOTAL CASH AVAILABLE	4,000	2,360	2,018	2,229	2,534	3,233	4,227	4,858	6,322	7,961	9,895	12,064	14,708
5. CASH PAID OUT													
(a) Purchases (Merchandise)	2,640				60				60				60
(b) Gross Wages (excludes withdrawals)		300	360	420	480	630	780	930	1,080	1,230	1,380	1,530	1,740
(c) Payroll Expenses (Taxes, etc.)	-	30	36	42	48	63	78	93	108	123	138	153	174
(d) Supplies (Office and operating)	-	50	50	50	50	50	50	50	50	50	50	50	50
(e) Repairs and Maintenance	-	-	-	-	-	-	398	-	-	-	-	-	398
(f) Advertising	200	-	-	-	-	-	200	-	-	-	-	-	200
(g) PayPal Usage Fee	-	360											
(h) Salaries	-	333	333	333	333	333	333	333	333	333	333	333	333
(i) Domain Name	-	99	-	-	-	-	-	-	-	-	-	-	-
(j) Telephone	-	60	60	60	60	60	60	60	60	60	60	60	60
(k) Utilities	-	100	100	100	100	100	100	100	100	100	100	100	100
(l) Miscellaneous	-	50	50	50	50	50	50	50	50	50	50	50	50
(m) Subtotal	2,840	1,382	989	1,055	1,181	1,286	2,049	1,616	1,841	1,946	2,111	2,276	3,165
6. TOTAL CASH PAID OUT	2,840	1,382	989	1,055	1,181	1,286	2,049	1,616	1,841	1,946	2,111	2,276	3,165
7. CASH POSITION	1,160	978	1,029	1,174	1,353	1,947	2,178	3,242	4,481	6,015	7,784	9,788	11,543



New Century Students Cash Flow Statement Year Two

	Month 13	Month 14	Month 15	Month 16	Month 17	Month 18	Month 19	Month 20	Month 21	Month 22	Month 23	Month 24	TOTAL
1. CASH ON HAND	11,543	13,591	16,328	19,394	22,729	26,453	29,908	34,290	38,941	43,981	49,350	55,048	
2. CASH RECEIPTS													
(a) Cash Sales- Session Fee	5,200	5,760	6,320	6,880	7,440	8,000	8,560	9,120	9,680	10,240	10,800	11,360	128,320
(b) Cash Sales- Registration	140	140	140	140	140	140	140	140	140	140	140	140	1,160
(c) Cash Sales- Web Cam	140	140	140	140	140	140	140	140	140	140	140	140	1,160
3. TOTAL CASH RECEIPTS	5,480	6,040	6,600	7,160	7,720	8,280	8,840	9,400	9,960	10,520	11,080	11,640	134,000
4. TOTAL CASH AVAILABLE	17,023	19,631	22,928	26,554	30,449	34,733	38,748	43,690	48,901	54,501	60,430	66,688	
5. CASH PAID OUT													
(a) Purchases (Merchandise)				60				60				60	3,000
(b) Gross Wages (excludes withdrawals)	1,950	2,160	2,370	2,580	2,790	3,000	3,210	3,420	3,630	3,840	4,050	4,260	48,120
(c) Payroll Expenses (Taxes, etc.)	195	216	237	258	279	300	321	342	363	384	405	426	4,812
(d) Supplies (Office and operating)	50	50	50	50	50	50	50	50	50	50	50	50	1,200
(e) Repairs and Maintenance						398						398	1,592
(f) Advertising						200						200	800
(g) PayPal Usage Fee	360												720
(h) Salaries	667	667	667	667	667	667	667	667	667	667	667	667	12,000
(i) Domain Name													99
(j) Telephone	60	60	60	60	60	60	60	60	60	60	60	60	1,440
(k) Utilities	100	100	100	100	100	100	100	100	100	100	100	100	2,400
(l) Miscellaneous	50	50	50	50	50	50	50	50	50	50	50	50	1,200
(m) Subtotal	3,432	3,303	3,534	3,825	3,996	4,825	4,458	4,749	4,920	5,151	5,382	6,271	77,383
6. TOTAL CASH PAID OUT	3,432	3,303	3,534	3,825	3,996	4,825	4,458	4,749	4,920	5,151	5,382	6,271	77,383
7. CASH POSITION	13,591	16,328	19,394	22,729	26,453	29,908	34,290	38,941	43,981	49,350	55,048	60,417	



New Century Students Two Year Income Statement

Expenses:

Purchases	\$3,000.00	
Gross Wages	\$48,120.00	
Payroll Expenses	\$4,812.00	
Supplies	\$1,200.00	
Repairs	\$1,592.00	
Advertising	\$800.00	
PayPal Usage Fee	\$720.00	
Salaries	\$12,000.00	
Domain Name	\$99.00	
Telephone	\$1,440.00	
Utilities	\$2,400.00	
Miscellaneous	\$1,200.00	
Total Expenses		\$77,383.00
Net Operating Income		\$134,000.00

Other Income:

Gain (Loss) on Sale of Assets	\$0.00	
Interest Income	\$0.00	
Total Other Income		\$0.00

<i>Net Income (Gain)</i>		\$56,617.00
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New Century Students Breakeven Analysis

Cost Description	Quantity	Unit Cost	Fixed Costs (\$)
Variable Costs			
Cost of Goods Sold			\$ -
Inventory			\$ -
Raw Materials			\$ -
Direct Labor (Includes Payroll Taxes)	2,896	\$ 7.50	\$ 23,892.00
Fixed Costs			
Salaries (includes payroll taxes)	2	1998	\$ 3,996.00
Domain Name for Website	1	99.90	\$ 99.00
Web Cameras	15	59.99	\$ 899.85
Laptops	2	999.99	\$ 1,999.98
Office Supplies			\$ 600.00
Computer Repairs & Maintenance			\$ 796.00
Advertising			\$ 600.00
Telephone			\$ 720.00
Utilities			\$ 1,200.00
Miscellaneous expenses			\$ 600.00
Total Fixed Costs			\$ 11,510.83
Total Variable Costs			\$ 23,892.00
Breakeven Sales Level =			\$ 35,402.83

* $35,402.83/10.00= 3,541$ sessions

**Breakeven sales point is at 3,541 sessions

***By Month 13 NCS would reach their breakeven

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Appendix A: Student Survey

Student Survey

Disclaimer: This survey is going to be used strictly for data purposes, which will help identify the potential of a new tutoring company opening in Mililani. All personal information will be confidential. Thank you for taking the time in completing our survey.

What is your gender? (Circle one)

- a) Male b) Female

What is your ethnicity? (Circle one)

- a) White
b) Black or African American
c) American Indian or Alaska Native
d) Asian
e) Native Hawaiian and Other Pacific Islander
f) Other: _____

Where do you live: (Circle one)

- a) Mililani Mauka
b) Mililani Town
c) Mililani Uka
d) Other: _____

What year were you born? (Circle one)

- a) 2000
b) 1999
c) 1998
d) 1997
e) 1996
f) 1995
g) 1994

What school do you attend? (Circle one)

- a) Kipapa Elementary School
b) Mililani Waena Elementary School
c) Mililani Uka Elementary School
d) Mililani Ike Elementary School
e) Mililani Mauka Elementary School
f) Mililani Middle School
g) Mililani High School

What grade are you in? (Circle one)

- a) 5th
b) 6th
c) 7th
d) 8th
e) 9th

Which classes do you feel you excel in? (Circle all that apply)

- a) Social Studies
- b) Science
- c) Math
- d) Language Arts
- e) None of the above

Which classes do you need help in or have needed help in, in the past? (Circle all that apply)

- a) Social Studies
- b) Science
- c) Math
- d) Language Arts
- e) None of the above

Do you feel comfortable approaching your teacher when you need help in a certain area? (Circle one)

- a) Yes, always
- b) Most times
- c) Sometimes
- d) Never

Would you be willing to attend a tutoring program, in order to improve your performance in the classes that you are struggling in? (Circle one)

- a) Yes
- b) No

Would you be willing to attend a tutoring program, in order to further your excellence in classes that you are doing well in? (Circle one)

- a) Yes
- b) No

What obstacles prevent you from seeking tutoring? (Circle one)

- a) Time
- b) Money
- c) Embarrassment
- d) Rather be doing other activities
- e) Other: _____

Does your school offer any after-school tutoring programs that you know of? (Circle one)

- a) Yes
- b) No
- c) Don't know

How many times a week, for one hour sessions, would you need tutoring? (Circle one)

- a) 1 session
- b) 2 sessions
- c) 3 sessions
- d) 4 sessions
- e) 5 sessions

Which would you rather prefer as a tutor? (Circle one)

- a) Student
- b) Adult
- c) No preference

Why do you have this preference?

Do you have access to a computer at home? (Circle one)

- a) Yes b) No

How many hours a day do you use the computer? (Circle one)

- a) Rarely use the computer
b) 1-2 hours
c) 3-4 hours
d) 5-6 hours
e) +7 hours

What is most of your computer time contributed to? (Circle one)

- a) Educational Use
b) Social Networking
c) Online Games
d) Checking/Sending E-Mail
e) Other: _____

Do you feel comfortable using computer programs? [e.g. Microsoft PowerPoint, Excel, Word]
(Circle one)

- a) Yes b) No

Have you ever used a Web Camera before?

- a) Yes b) No

Would you be willing to learn how to use a Web Camera?

- a) Yes b) No

Appendix B: Parent Survey

Parent Survey

Disclaimer: This survey is going to be used strictly for data purposes, which will help identify the potential of a new tutoring company opening in Mililani. All personal information will be confidential. Thank you for taking the time in completing our survey.

What is your gender? (Circle one)

- a) Male b) Female

What is your household income? (Circle one)

- a) Below \$40,000/year
b) \$40,000-60,000/year
c) \$60,000- 80,000/year
d) \$80,000- 100,000/year
e) \$100,000 and above

What is your ethnicity? (Circle one)

- a) White
b) Black or African American
d) American Indian or Alaska Native
e) Asian
f) Native Hawaiian and Other Pacific Islander
g) Other: _____

Where do you live: (Circle one)

- a) Mililani Mauka
b) Mililani Town
c) Mililani Uka
d) Other: _____

Are you employed by: (Circle one)

- a) State government
b) Federal government
c) Private Company
d) Military
e) None of the above

Which academic area(s) do you feel your child excels in? (Circle all that apply)

- a) Social Studies
b) Science
c) Math
d) Language Arts

Which academic area(s) do you feel your child may need help in? (Circle all that apply)

- a) Social Studies
b) Science
c) Math
d) Language Arts

Would you allow your child to attend a tutoring program, in order to improve his/her performance in classes in which they are struggling in? (Circle one)

- a) Yes b) No

Would you be willing to send your child to an enrichment program, to advance his/her performance in the classes in which they excel? (Circle one)

- a) Yes b) No

Are you aware of any supplementary tutoring program that your child's school offers? (Circle one)

- a) Yes b) No c) Don't know

Would you be willing to have your child attend a tutoring program, which offers both remedial and advanced tutoring? (Circle one)

- a) Yes b) No

What is the most you would be willing to pay for one, one hour tutoring session? (Circle one)

- a) Free
b) \$10
c) \$20
d) \$30

What rate of payment would you feel most comfortable with? (Circle one)

- a) Per Session
b) Weekly
c) Monthly
d) Other: _____

Do you own a computer at home? (Circle one)

- a) Yes b) No

Do you allow your child to use the computer/Internet at home? (Circle one)

- a) Yes b) No c) Do not have a computer at home

If yes, what is most of his/her computer time contributed to? (Circle one)

- a) Educational use
b) Social Networking
c) Online Games
d) Checking/Sending E-Mail
e) Other: _____

Do you feel comfortable using computer programs? [e.g. Microsoft PowerPoint, Excel, Word, etc.] (Circle one)

- a) Yes b) No

Have you ever used a Web Camera before? (Circle one)

- a) Yes b) No

If yes, what application do you use/used? (Fill in answer appropriately)

Would you be willing to learn how to use a Web Camera? (Circle one)

a) Yes b) No c) Don't know

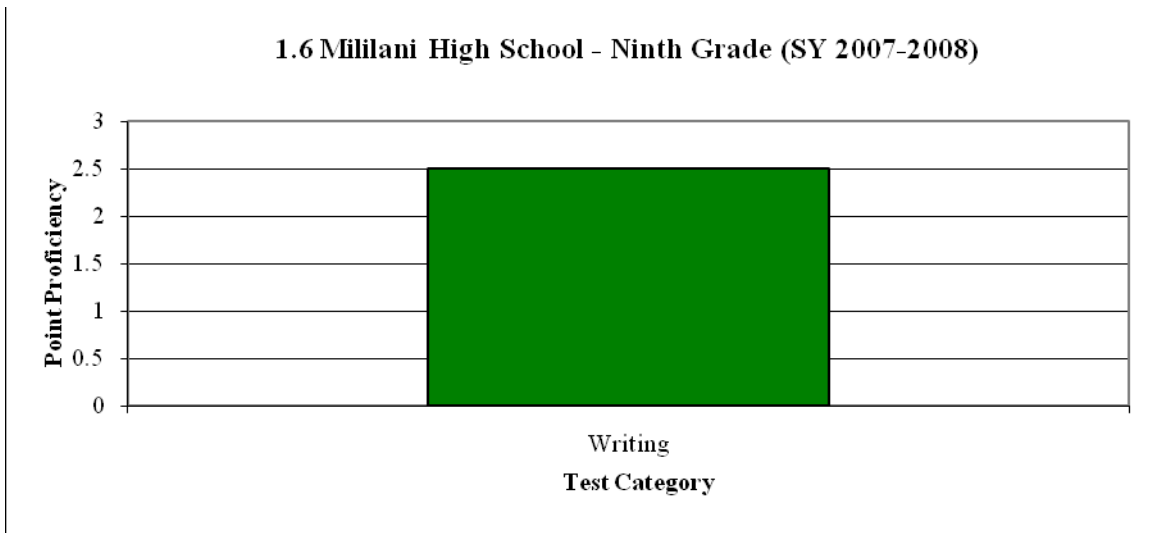
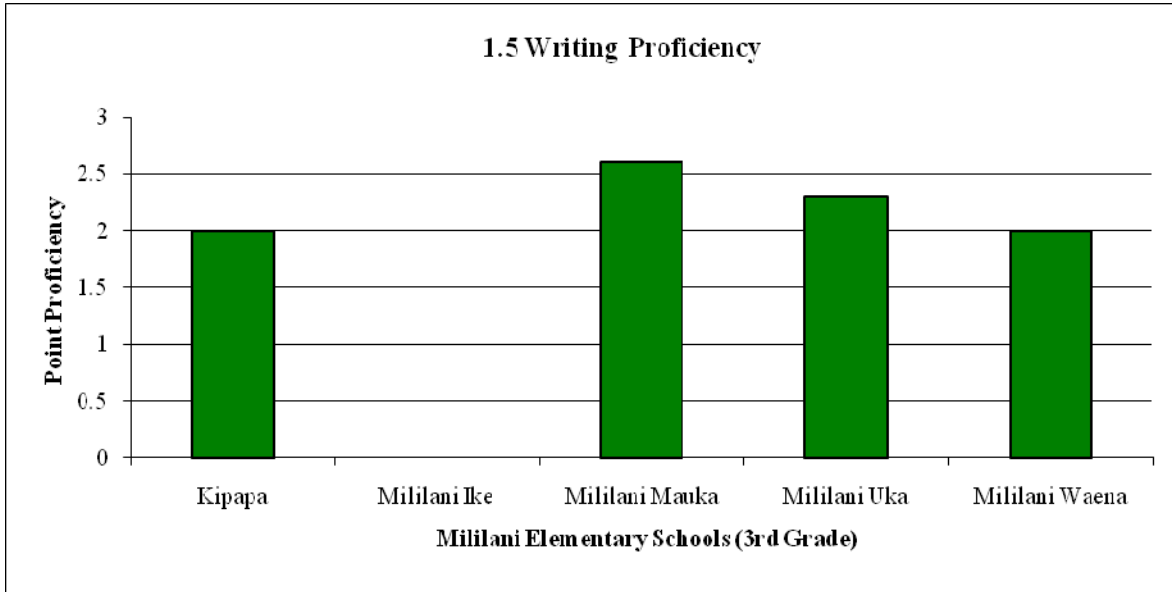
Would you allow your child to learn how to use a web camera, if it was strictly for educational purposes? (Circle one)

a) Yes b) No

Would you be comfortable with higher grade level students tutoring your child? (Circle one)

a) Yes b) No

Appendix C: School Data



Appendix D: Cover Letter for Survey



New Century Students
95-1200 Meheula Parkway
Mililani, Hawaii 96789

BACKGROUND

My name is Justin Bongco, and my partner and I, Lowana Lunasco, are business students at Mililani High School. We are planning to participate in the 2010 Business Plan Competition, and in order to be successful in this endeavor we need to organize a professional business portfolio that demonstrates the potential of our proposed business. The business that we are creating is called, NCS, and we are a tutoring company that utilizes the tools of the 21st century in order to provide a more effective tutoring program.

OBJECTIVE

In order to exemplify our company's potential even further we must show that there is a need for our service within our community. Since our target consumers will be students, we would like to survey this audience and make the appropriate adjustments according to the feedback that we receive.

REQUEST

We have designed two surveys that will give us substantial knowledge on our target market and their interest in our services. These surveys have been broken down into parent and student surveys. We plan to distribute both of our surveys to students in grades, 5th-9th. If we could be appointed to a teacher who would be willing to distribute these surveys to just one of their class periods, we would very much appreciate it.

Thank you for all of your time and effort, in helping us prepare for our competition. We appreciate your participation and your honesty within our survey.

Appendix E: Course Listing

Courses offered:

Math-

- HCPSIII 5-8
- Algebra
- Geometry

Science-

- HCPSIII 5-8
- Physical Science
- Biology

English-

- HCPSIII 5-8
- English 1

Social Studies-

- HCPSIII 5-8
- U.S. History
- Participation in Democracy
- Modern History of Hawaii

Appendix F: Parent Survey Statistics

gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6.5	6.5	6.5
male	9	29.0	29.0	35.5
female	20	64.5	64.5	100.0
Total	31	100.0	100.0	

income				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9.7	9.7	9.7
Below \$40,000/year	8	25.8	25.8	35.5
\$40,000-\$60,00/year	4	12.9	12.9	48.4
\$60,000-\$80,000/year	5	16.1	16.1	64.5
\$80,000-\$100,000/year	8	25.8	25.8	90.3
\$100,000 and above	3	9.7	9.7	100.0
Total	31	100.0	100.0	

ethnic

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6.5	6.5	6.5
white	6	19.4	19.4	25.8
black or african american	2	6.5	6.5	32.3
native hawaiian and other pacific islander	18	58.1	58.1	90.3
other	3	9.7	9.7	100.0
Total	31	100.0	100.0	

housing

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6.5	6.5	6.5
mililani mauka	16	51.6	51.6	58.1
mililani town	10	32.3	32.3	90.3
mililani uka	2	6.5	6.5	96.8
other	1	3.2	3.2	100.0
Total	31	100.0	100.0	

employed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6.5	6.5	6.5
state government	5	16.1	16.1	22.6
federal government	2	6.5	6.5	29.0
private company	12	38.7	38.7	67.7
military	1	3.2	3.2	71.0
none of the above	9	29.0	29.0	100.0
Total	31	100.0	100.0	

eclass				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6.5	6.5	6.5
yes	27	87.1	87.1	93.5
no	1	3.2	3.2	96.8
c	1	3.2	3.2	100.0
Total	31	100.0	100.0	

rclass				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	19.4	19.4	19.4
yes	24	77.4	77.4	96.8
no	1	3.2	3.2	100.0
Total	31	100.0	100.0	

rconsent				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
yes	28	90.3	90.3	93.5
no	2	6.5	6.5	100.0
Total	31	100.0	100.0	

econsent				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
yes	29	93.5	93.5	96.8
no	1	3.2	3.2	100.0
Total	31	100.0	100.0	

aware				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
yes	10	32.3	32.3	35.5
no	10	32.3	32.3	67.7
don't know	10	32.3	32.3	100.0
Total	31	100.0	100.0	

willing				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
yes	27	87.1	87.1	90.3
no	3	9.7	9.7	100.0
Total	31	100.0	100.0	

price				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
free	8	25.8	25.8	29.0
\$10	15	48.4	48.4	77.4
\$20	4	12.9	12.9	90.3
\$30	3	9.7	9.7	100.0
Total	31	100.0	100.0	

rate				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6.5	6.5	6.5
per session	6	19.4	19.4	25.8
weekly	4	12.9	12.9	38.7
monthly	14	45.2	45.2	83.9
other	5	16.1	16.1	100.0
Total	31	100.0	100.0	

computer				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
yes	29	93.5	93.5	96.8
no	1	3.2	3.2	100.0
Total	31	100.0	100.0	

allow				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
yes	30	96.8	96.8	100.0
Total	31	100.0	100.0	

use				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
educational use	15	48.4	48.4	51.6
social networking	4	12.9	12.9	64.5
online games	3	9.7	9.7	74.2
checking/sending e-mail	3	9.7	9.7	83.9
other	5	16.1	16.1	100.0
Total	31	100.0	100.0	

comfort				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
yes	27	87.1	87.1	90.3
no	3	9.7	9.7	100.0
Total	31	100.0	100.0	

usage				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
yes	12	38.7	38.7	41.9
no	18	58.1	58.1	100.0
Total	31	100.0	100.0	

camera				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
yes	17	54.8	54.8	80.6
no	2	6.5	6.5	87.1
don't know	4	12.9	12.9	100.0
Total	31	100.0	100.0	

learn				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
yes	27	87.1	87.1	90.3
no	3	9.7	9.7	100.0
Total	31	100.0	100.0	

tutor				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
yes	22	71.0	71.0	74.2
no	8	25.8	25.8	100.0
Total	31	100.0	100.0	

Appendix G: Student Survey Statistics

What is your gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	14	35.9	35.9	35.9
	female	25	64.1	64.1	100.0
	Total	39	100.0	100.0	

What is your ethnicity?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	white	7	17.9	17.9	17.9
	black or african american	2	5.1	5.1	23.1
	asian	15	38.5	38.5	61.5
	native hawaiian and other pacific islander	6	15.4	15.4	76.9
	other	9	23.1	23.1	100.0
	Total	39	100.0	100.0	

Where do you live?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	mililani mauka	23	59.0	59.0	59.0
	mililani town	12	30.8	30.8	89.7
	mililani uka	3	7.7	7.7	97.4
	other	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

What year were you born?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2000	1	2.6	2.6	2.6
	1997	20	51.3	51.3	53.8
	1996	9	23.1	23.1	76.9
	1995	7	17.9	17.9	94.9
	1994	2	5.1	5.1	100.0
	Total	39	100.0	100.0	



What school do you attend?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	mililani uka elementary school	1	2.6	2.6	2.6
	mililani middle school	30	76.9	76.9	79.5
	mililani high school	8	20.5	20.5	100.0
	Total	39	100.0	100.0	

What grade are you in?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5th	1	2.6	2.6	2.6
	7th	21	53.8	53.8	56.4
	8th	8	20.5	20.5	76.9
	9th	9	23.1	23.1	100.0
	Total	39	100.0	100.0	

Do you feel like you excel in Social Studies?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	30.8	30.8	30.8
	no	27	69.2	69.2	100.0
	Total	39	100.0	100.0	

Do you feel like you need assistance in Social Studies?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	30.8	30.8	30.8
	no	27	69.2	69.2	100.0
	Total	39	100.0	100.0	

Do you feel comfortable approaching your teacher when you need help in a certain area?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes, always	9	23.1	23.1	23.1
most times	17	43.6	43.6	66.7
sometimes	12	30.8	30.8	97.4
never	1	2.6	2.6	100.0
Total	39	100.0	100.0	

Would you be willing to attend a tutoring program, in order to improve your performance in classes that you are struggling in?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	1	2.6	2.6	2.6
no	26	66.7	66.7	69.2
Total	12	30.8	30.8	100.0
Total	39	100.0	100.0	

What obstacles prevent you from seeking tutoring?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid time	18	46.2	46.2	46.2
money	2	5.1	5.1	51.3
embarrassment	1	2.6	2.6	53.8
rather be doing other activities	12	30.8	30.8	84.6
other	6	15.4	15.4	100.0
Total	39	100.0	100.0	

Does your school offer any after-school tutoring programs that you know of?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	19	48.7	48.7	48.7
don't know	18	46.2	46.2	94.9
d	2	5.1	5.1	100.0
Total	39	100.0	100.0	

How many times a week, for one hour sessions, would you need tutoring?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 session	18	46.2	46.2	46.2
	2 sessions	11	28.2	28.2	74.4
	3 sessions	7	17.9	17.9	92.3
	4 sessions	2	5.1	5.1	97.4
	5 sessions	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

Which would you rather prefer as a tutor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	student	8	20.5	20.5	20.5
	adult	13	33.3	33.3	53.8
	no preference	18	46.2	46.2	100.0
	Total	39	100.0	100.0	

Do you have access to a computer at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	38	97.4	97.4	97.4
	no	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

How many hours a day do you use the computer?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely use the computer	8	20.5	20.5	20.5
	1-2 hours	18	46.2	46.2	66.7
	3-4 hours	11	28.2	28.2	94.9
	5-6 hours	1	2.6	2.6	97.4
	+7 hours	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

What is most of your computer time contributed?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid educational use	8	20.5	20.5	20.5
social networking	14	35.9	35.9	56.4
online games	7	17.9	17.9	74.4
checking/sending e-mail	4	10.3	10.3	84.6
other	6	15.4	15.4	100.0
Total	39	100.0	100.0	

Do you feel comfortable using computer programs? [e.g. Microsoft PowerPoint, Excel, Word]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	37	94.9	94.9	94.9
no	1	2.6	2.6	97.4
d	1	2.6	2.6	100.0
Total	39	100.0	100.0	

Have you ever used a Web Camera before?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	22	56.4	56.4	56.4
no	17	43.6	43.6	100.0
Total	39	100.0	100.0	

Would you be willing to learn how to use a Web Camera?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	31	79.5	79.5	79.5
no	8	20.5	20.5	100.0
Total	39	100.0	100.0	

Would you be willing to attend a tutoring program, in order to improve your performance in classes that you are struggling in?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
yes	17	43.6	43.6	46.2
no	21	53.8	53.8	100.0
Total	39	100.0	100.0	

Do you feel you excel in Science?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
yes	9	23.1	23.1	23.1
no	30	76.9	76.9	100.0
Total	39	100.0	100.0	

Do you feel you excel in Math?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
yes	25	64.1	64.1	64.1
no	14	35.9	35.9	100.0
Total	39	100.0	100.0	

Do you feel you excel in Language Arts?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
yes	17	43.6	43.6	43.6
no	22	56.4	56.4	100.0
Total	39	100.0	100.0	

Do you feel like you excel in none of the above?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	10.3	10.3	10.3
	no	35	89.7	89.7	100.0
	Total	39	100.0	100.0	

Do you feel like you need assistance in Science?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	30.8	30.8	30.8
	no	27	69.2	69.2	100.0
	Total	39	100.0	100.0	

Do you feel like you need assistance in Math?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	17.9	17.9	17.9
	no	32	82.1	82.1	100.0
	Total	39	100.0	100.0	

Do you feel like you need assistance in Language Arts?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	17.9	17.9	17.9
	no	32	82.1	82.1	100.0
	Total	39	100.0	100.0	

Do you feel like you need assistance in none of the above?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	20.5	20.5	20.5
	no	31	79.5	79.5	100.0
	Total	39	100.0	100.0	



Appendix H: Application

**New Century Students
Student Tutor Application**

Last Name		First		M.I.	Date	
Street Address				Apartment/Unit #		
City		State		ZIP		
Phone		E-mail Address				
Date Availabl		Social Security No.		Desired Wage		
Position Applying for						
Are you a citizen of the United States?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	If no, are you authorized to work in the U.S.?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Have you ever worked for this company?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	If so, when?		
Have you ever been convicted of a felony?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, explain		

Classes Taken	Freshman Year	Sophomore Year	Junior	Senior Year
Core Subject 1				
Core Subject 2				
Core Subject 3				
Core Subject 4				
Elective 1				
Elective 2				
Additional				
Additional				

Please list three non-familial references.

Full Name	Relationship
Company	Phone ()
Address	
Full Name	Relationship

Company		Phone ()	
Address			
Full Name		Relationship	
Company		Phone ()	
Address			
<i>Activities participated in</i>			
Club/Organization		Phone ()	
Address		Supervisor	
Positions Held	Major Events	Skills Acquired	
Responsibilities			
From	To	Purpose for Joining	
May we contact your previous supervisor for a reference?		YES <input type="checkbox"/> NO <input type="checkbox"/>	
Club/Organization		Phone ()	
Address		Supervisor	
Positions Held	Major Events	Skills Acquired	
Responsibilities			
From	To	Purpose for Joining	
May we contact your previous supervisor for a reference?		YES <input type="checkbox"/> NO <input type="checkbox"/>	
Club/Organization		Phone ()	
Address		Supervisor	
Positions Held	Major Events	Skills Acquired	
Responsibilities			
From	To	Purpose for Joining	
May we contact your previous supervisor for a reference?		YES <input type="checkbox"/> NO <input type="checkbox"/>	

<i>Personal Information</i>	
Hobbies/Interest	GPA: Awards:
General Skills	Classes Taken
Post High School ambitions, explain.	

<i>Disclaimer and Signature</i>	
I certify that my answers are true and complete to the best of my knowledge. If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.	
Signature	Date

Appendix I: Monthly Cash Flow AssumptionsNew Century Students
Monthly Cash Flow Assumptions

Month	Students	Sessions	# of Hours	Gross Wages
1	10	80	40	300
2	12	96	48	360
3	14	112	56	420
4	16	128	64	480
5	18	144	72	540
6	20	160	80	600
7	22	176	88	660
8	24	192	96	720
9	26	208	104	780
10	28	224	112	840
11	30	240	120	900
12	32	256	128	960
13	34	272	136	1020
14	36	288	144	1080
15	38	304	152	1140
16	40	320	160	1200
17	42	336	168	1260
18	44	352	176	1320
19	46	368	184	1380
20	48	384	192	1440
21	50	400	200	1500
22	52	416	208	1560
23	54	432	216	1620
24	56	448	224	1680