Exhibit 9-2: *Draft Business Plan*

Draft Business Plan Prepared by
New Beginnings Learning Center, Pittsburgh, PA

<u>*Staff*</u>

Director
- certified teacher, B.A. - Carlow College, M.A. - University of Notre Dame
- 33 years experience teaching and administration elementary through college and community education programs
- training and experience in community organizing
- hired April, 1991

Computer teacher
- B.A. Geneva College
- experience teaching all elementary and high school grades
- experience working in community education and community service programs training and experience in current technology, hardware and applications
- hired January, 1995

Assistant/Secretary
- experience in secretarial work
- experience working community programs
- continuing education credits in computer technology
- hired August, 1995

<u>*Uniqueness*</u>

- Storefront - street access
- Location - connecting two communities; one mixed residential, one low income public housing
- Hub for a number of activities which include preschool classes, public school collaborative activities; JTPA youth employment classes; church youth programs; Pittsburgh Literacy Council adult tutoring
- provides a safe, constructive community alternative place for children to enjoy out of school time
- integrates learning and using technology with other learning activities
- electronically networked with local public schools and community centers
- networked with the Community Technology Centers' Network, formerly Playing to Win, an international community technology access program
- Site for video conferencing job training in collaboration with Three Rivers Employment Service. This training is unique on the East Coast.

- Video teleconferencing capabilities open opportunities for a variety of other community possibilities including communication between neighborhood groups, agencies, healthcare and other services and gang peace negotiations in a safe, non-threatening environment.

Strengths

- Six years presence in the community as a technology and tutoring center training hundreds of children and youth in the use of computer.
- A history of collaboration with other community programs, institutions and agencies including Breachmenders, Inc., Friendship Church, Open Doors community - school collaborative, Pittsburgh Public Schools, Carlow College, University of Pittsburgh, Carnegie Mellon University, City of Pittsburgh, Hill House Association
- well qualified staff
- State of the art technology including two Pentium computers with large memories, laser and ink jet printers, a Local Area Network, a Wide Area Network and dedicated ISDN lines for internet and teleconferencing, World Wide Web, and a growing software inventory. We have our own Web page and Internet accounts.
- Excellent location between two diverse communities and on the border between the residential community and the university district of Pittsburgh

Need

Technology, including communications and leaning technology is mushrooming all over the world.
- For people in low income communities access is prohibitive because cost of wiring, software, hardware and maintenance is beyond their means *cf. Market Research and Assumptions, p.6*
- knowledge of and familiarity with technology and the culture of computers is becoming increasingly important for living, employment and maximum access to educational resources.
- There are thousands of children, youth and adults in the Hill District area who will not have adequate access to technology without this resource in their community
- Community access centers are evolving from this need all over the country and in Europe.

Goals

- Expand and renovate physical space to accommodate increasing clientele and growing technology
- Transition to broader service, broader use of technology
- Network with a variety of schools, community agencies and Community Development Corporations for education, job development and economic development activities

- With these new linkages, to become an interconnected, networked community model to be duplicated with adaptations in other parts of the city, county and country
- Develop a serious fund raising plan which includes a three to five year transition grant
- Cultivate wider collaboration with other efforts in the Pittsburgh Public Schools, Pittsburgh Partnerships for Community Development, Pittsburgh Partnerships for Job Training and Development, community agencies and programs such as Hill House and Youth Fair Chance
- Change demographic focus from an autonomous learning center whose primary service focus is youth 3-15 years old, to a center connected to other centers and local schools while we serve children and youth, teenagers, young adults and parents / guardians and other family and community members
- Change scheduling from four days a week, primarily after school, to five or six days weekly with more daytime activities

Methods

- Recruit renovation crew, funds from church partners for physical upgrades
- Additional simultaneous activities for technology use
- More days, hours
- More diverse programs, population
  - youth
  - adults
  - market study - what do businesses need; what do individuals need to build a business
  - specifically job-related skill development
  - classes related specifically to college prep
  - skill development specific to economic development, owning businesses, franchises
  - data entry, word processing, desktop publishing; architecture/construction

Funds Sought

*Funding is being sought to secure the following positions and costs:

Staff

Director	30,000	+11,719
Assistant	22,000	+14,700
Computer Teacher(2 p.t.) @12,000	24,000	+16,700
Group Tutors	3,500	----------
Benefits	17,000	+13,500
Total	**96,500**	**+56,619**

Overhead

Update Technology	3,000	+3,000
Rent	3,900	+1,500
Gas	2,200	+1,100
Electric	1,300	+ 650
Telephone	1,000	+ 450
Maintenance/ Security	600	+ 150
Janitorial	600	+ 300
Hardware Maintenance	450	+ 300
Total	**13,050**	**+7,450**

Program

Computer Software	1,500	1,000
Grand Total	**111,030**	**+65,069**

Budget Narrative

A. Director/Fundraiser

Develops programs; oversees staff; programs; communicates with board, other agencies and outside collaborators; develops relationships with, writes proposals for funders, maintains relationship with Presbytery, immediate and broader community; carries out goals and direction as approved by the Friendship Ministries board

B. Assistant

Assists director in daily program operations; oversees activities; maintains physical order of the center; keeps statistics on registration, attendance and progress of students, attends to clerical, secretarial tasks

C. Computer Teacher

Teaches classes; follows up on attendance at classes; develops curriculum with director; orders, maintains hardware and software; stays abreast of developments in hardware and software and other community programs and resources

Sources of funding

- Pittsburgh Presbytery
- Individuals
- Churches, church-related organizations
- In kind contributions- i.e., Breachmenders - rent reduction
- Foundations
- Scholarship Fund

What investors receive in return:

- Participation in the activities of the learning center
- A state of the art, leading program with the potential to enhance the quality of life in our city, the quality of public education and the employability of an at risk sector of our society
- An annual report for accountability
- Annual open house
- Availability of tours of facilities, programs
- Periodic updates with samples of projects and anecdotal reports of activities

Use of funds and dollar amount:

- $600 will give one person a one year scholarship
- See attached budget

Mission Statement

The New Beginnings Learning Center
1990 Mission Statement

New Beginnings Learning Center is an education program designed to enhance the academic and social skills of neighborhood residents. Through equal access to learning resources such as computers, tutoring, and the library, the New Beginnings Learning Center stands as a visible commitment of neighborhood and church to empower students and parents/guardians as they seek to enhance the quality of their lives. The New Beginnings Learning Center is a tangible demonstration of Christ's reconciling love. It provides a critical link in the network of youth programs in the West Oakland community.

Vision

The vision for New Beginnings includes transition to broader service, broader use of technology, networking with a variety of schools, community agencies and CDCS for education, personal development, improved job opportunities and economic opportunities. With these new linkages and collaborations, to become an interconnected, networked community model to be duplicated with adaptations in other parts of the city, county and country.

	YEAR I 96-97 -Add a.m. classes; evening classes -additional open hours	YEAR II 97-98 more evening and Saturday classes	YEAR III 98-99 stabilize and evaluate
Activity hours change	-Add a.m. classes; evening classes -additional open hours	more evening and Saturday classes	stabilize and evaluate
# of users 200 in 95-96	250 (25% increase)	300 (20% increase)	stabilize and evaluate 330 (10%)
# staff	-increase computer teacher from 1/2 time to full time -1/2 time director -increase assistant from 1/2 time to full	-1/2 time director	stabilize and

Objectives and Strategies

1. Increase the number of users and programs offered using computer applications such as data base, spread sheet, word processing, internet, teleconferencing and other programs

Strategy - Offer classes for specific interests, populations
a.   SAT- college preparation classes
b.   Remedial classes specific to skills need This could be coordinated with schools
c.   Literacy programs with the Pittsburgh Literacy Council
d.   Introductory & intermediate classes in computer applications and internet use for adults
e.   Classes in desktop publishing
f.   Coaching in writing a business plan
g.   High school remedial classes
h.   G.E.D. test preparation

2. Increase the number and quality of relationships in local and global networks
a.   teach classes in how to use networks
b.   provide passwords, mailboxes for internet
c.   schedule open hours for use
d.   do collaborative programming with schools, agencies and organizations in all networks; i.e. - letter writing; other cooperative projects

Program Description

History

Friendship Community Church was placed in the heart of the West Oakland/Terrace Village community by Pittsburgh Presbytery in 1960. Located in a dense urban area immediately adjacent to Pittsburgh's public housing development, the church has established a long history of reaching out to meet needs and support families of the neighborhood.

One of Friendship's major emphases has been on youth. For the past ten years, an after school youth club and a summer youth program that serves over 85 children have given neighborhood youth from five to fifteen years old enriching experiences through recreation, art, travel, music, and Christian study. These activities led the people of Friendship Church to recognize the need to bolster the education component of the youth program. Thus began the founding of the New Beginnings Learning Center in the fall of 1989, for the purpose of enhancing, encouraging and supporting the academic performance of community youth. One of the objectives of the center is to help make the possibility of college or vocational training a reality for youth who are unlikely to consider such alternatives without learning and technological exposure beyond that of the normal school situation.

The Center

The Learning Center, since 1994 a program of Friendship Ministries, Inc., a nonprofit corporation of youth programs of Friendship Community Presbyterian Church, is a two room storefront located across the street from the church. It has a computer classroom designed to motivate students and give them access to computer technology and practice which they may not otherwise receive. A one-on-one tutoring/mentoring program utilizes over twenty five volunteer tutors from the community and local colleges, universities and area churches.

Around 100 students ages 3-16 are currently involved in our formal programs with several students on the waiting list in need of some academic assistance. Others just stop in to borrow library books or play various strategy games with other children. Currently adults are also registering for our computer programs also.

In addition to our many volunteers, a part-time computer teacher augments the current staff of one full-time director, a part-time secretary and two part-time group tutors who meet with 4-5 children each four days a week after school.

The Center's linkages with public and private schools have been instrumental in tracking students' progress, assessing their needs, and closing gaps between school, community and home. We draw children from over fifteen public and private schools in the area, including A. Leo Weil and Madison Elementary, Margaret Milliones Middle and Schenley High School. These schools educate most of the children from our immediate community.

Situation Analysis

1. **Our strengths** are marked by technical opportunity, stability and experience *cf. page2*
2. **Our weaknesses** include our need for staff; materials and programming to maximize our potential impact in the community
3. We are in a **location that affords us an excellent market opportunity** since we are in a community with hundreds of people with a bare minimum of technology and access. *cf. attached articles*
4. As **members of the Playing to Win/Community Technology Network** international community computing network for five years, we are in an excellent position to know the needs and possibilities nationwide. Our online networking and program planning with the Pittsburgh Supercomputer Center, the City of Pittsburgh, the Pittsburgh Public Schools via the Common Knowledge project, the Hill House Association, and other community technology programs situate us well for broader impact and opportunity in our region.

Market Research & Assumptions

1. Opportunity: A survey we conducted in 1995 shows a 92% interest in this type of learning center; 89% of those surveyed said they would send their children and/or grandchildren to such a program; 73% said they thought their neighbors would send children. *cf. attached report*

2. Consumer profile: The 1989 census shows that the median family income for people in the community the learning center serves is $5,400 in Terrace Village and between $10,000 and $17,000 in West Oakland. Unemployment is 42% in Terrace Village and 11.6% in West Oakland. Less than 15% of the adult population of Terrace Village attended college, about 30% in West Oakland. Thirty two percent of the population of Terrace Village is between 5 and 15 and 25% is the 18 - 30 age group. This gives us a large pool of children, youth, young adults and adults who are under-employed, unemployed and under-educated from whom to draw for our services.
    cf. attached census figures

3. The barriers this effort encounters and will continue to face include:
- Fear: fear of technology; fear of success; fear of the unknown
- Depression: for a variety of social and personal reasons. This can suppress motivation and turn into anger.
- Preoccupation with survival
- Life contingencies that frustrate efforts to succeed, i.e., unemployment, under-employment, family, health, personal issues; access to transportation, poor orientation to social expectations

4. Geographic Market factors
- Area The West Oakland Terrace Village will be our primary target for users with a minimum of 90% of our usage by people of this area. Census figures show that this area has an abundance of people who could use this service. Outside community people will be charged additional user fees beyond initial registration fee with the exception of persons who make arrangements through the Hill District network collaborations.

5. Recruiting (How)
a. Identify population
Adults - community agencies, organizations, churches, word of mouth
Youth - schools, churches, youth organizations
Children - schools, adult references, youth, organization

b. Satisfying an expressed need
Identify specific needs for programs with surveys of given populations and institutions and developing programs answering those needs
• community surveys
• institutions who have identified needs
• needs identified by collaborations with other agencies, etc.
• conversations with current students
• market needs pertinent to the population served validated by neighborhood network connections

c. Contact/outreach/promotion
• online networks
• personal networks
• community leaders, networks
• institutional contacts through announcements, distribution of fliers, bulletin boards, recommendation of specific persons

Service and Delivery

How do we treat people/how do we keep programs meaningful to the client after successful marketing:
1. Programs should be carefully planned, monitored, reviewed in staff meetings and retreats.
2. Programs should be carried out with sensitivity to the students' needs.

This requires adequate staff with good planning, individually and collectively; stable, consistent organization; knowledge of the material and how to effectively communicate the goals and skills of the program to the students. The learning center will be a place for questions, problem solving, sometimes discovering answers, always knowing the dignity, respect and creative experience of pursuing one's own questions in the context of a supportive group with competent mentors.

- To achieve this goal the learning center will increase staff as noted in the chart on page 5.
- Staff will be screened for competence in their areas of service, sensitivity to the community served and ability to work with the total staff.
- Staff will meet biweekly for 1 1/2 hours to evaluate and plan, and they will converse daily, as possible, on the status of programs.
- Written course evaluations will be given to every student to be returned and used for future planning.
- Creative problem solving, which includes staff and students will be an integral part of training, teaching and philosophy of the center as opposed to a static, didactic model of teaching/learning.
- Once a year, in August, staff will meet for a three day period to review the prior school year's programs; to evaluate and plan for the coming learning year. At this time they will review and revise the learning center business plan and create additional planning documents as necessary. At this time, they will:
1. review the needs, resources and budget of the center
2. review the needs of the community as perceived through personal experience, feedback from the students and input gleaned from other sources mentioned in the marketing plan
3. develop project programming for the coming work year
4. present the above recommendations to the Friendship Ministries, Inc. Board of Directors for approval