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CHANGE THE WORLD FROM HERE

Good Food for Good Foundation- LearnUp Center

Market Analysis

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Abstract

A market analysis was conducted to determine the market demand and feasibility of a new Bay Area after-school tutoring center created by the Good Food for Good (GFFG) Foundation. The tutoring center, named the LearnUp Center, will provide affordable and effective tutoring services to children with learning differences. The center will use Steve Tattum's teaching method for struggling readers. Thirty-one existing organizations that provide services to struggling readers were surveyed to obtain data such as their pricing model, curriculum, locations, staff size, and tutor requirements. Research was also performed regarding potential barriers to entry for the LearnUp Center. Based on the data analysis, it is recommended that GFFG set an hourly rate that is in line with its local competitors and provide scholarships and flexible payment options for lower-income families. The program should also allow for different entry levels for students, provide flexible scheduling options, and attempt to obtain state and federal funding associated with services for special needs students.

Keywords: *tutoring, learning differences, struggling readers, market analysis*

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Introduction

The Good Food for Good (GFFG) Foundation is a public charity based in San Francisco that was created by Pascal and Virginie Rigo. A new idea that the organization is exploring is the creation of the “LearnUp Center,” which is an after-school tutoring center that provides affordable and effective tutoring services for students with learning differences. The tutoring program will use Steve Tattum’s teaching method for struggling readers. The Tattum Reading Program was created in 1997 to help get struggling readers to read at grade level. The organization plans to utilize the sites of universities and corporations as spaces for these learning centers and eventually expand the program to serve students from all demographics throughout the United States. The organization also plans to provide educational experiences for future teachers. This project was inspired not only by the demonstrated effectiveness of Steve Tattum’s teaching techniques, but also by the Rigos’ generosity to help others. GFFG has already positively impacted the lives of children with their separate program that improves children’s access to nutritional meals. The organization now strives to find a way to lower the costs and barriers for children who need additional academic support.

This report analyzes the organizations that currently exist in the Bay Area for struggling readers in order to determine the demand and feasibility of the learning center envisioned by GFFG. The market analysis compares the programs’ prices, curriculum, internal structures, and locations. This report also evaluates the potential barriers to entry for the LearnUp Center and provides recommendations based on the data collected.

Literature Review

Early identification of risks associated with learning differences, such as dyslexia, is important for a successful intervention. In the 2013-2014 school year, 4% of California's K-12 public school students had what is classified as a "specific learning disability," with one of the most common specific learning disabilities being dyslexia (California Legislative Analyst's Office, 2015). With a growing population in the San Francisco Bay Area, the accessibility to tutoring programs and academic resources for children who struggle with reading will become even more critical as funding and facilities meet capacity. Early identification and program placement is an important key to successful intervention for students who struggle with reading. There is a wide range of literature focused on diagnosis, intervention, and teaching methods for children ranging from as young as 3 years old and up through high school. This review is primarily focused on intervention and application of methods for success.

The methods for teaching students with reading difficulties has advanced over the years as research reveals more about learning differences than previously known. For example, children can now be screened and diagnosed as "high risk" for dyslexia at an earlier age although screening is more accurate when it is done closer to the time of school entry (Thompson et al., 2015). Family risk of dyslexia can be used as a strong early identifier in recognizing learning differences in children. Studies also show that children can be found to have late-diagnosed dyslexia; these children will not show symptoms in earlier grades but will demonstrate difficulty learning in later grades (Torppa, Eklund, Van Bergen, & Lyytinen, 2015). This reinforces the importance of ensuring that learning centers and classrooms accept students of all ages, as some

may need help later on than others. The teacher, or tutor, has the responsibility to recognize the reading level of the student and the amount of attention and coaching that they will need (Piotrowski & Reason, 2000). If the pace and the curriculum is not targeted to the appropriate level for the student, then the information that they are taught is not likely to be retained and the student is likely to lose interest or find themselves easily discouraged.

The curriculum and methods for teaching students with reading differences is a topic that has many proposed solutions. Studies show that a teaching style that combines more than one method can be more effective since students enter at different reading levels and often need individualized attention (McPhillips & Shelvin, 2009). It is also important to recognize that children's brains develop differently and some may be verbal learners with the need to sound-out the words while others are visual learners (Finn et al., 2014). Research also emphasizes the importance of one-to-one tutoring for students who need additional help. For example, a study conducted in 2011 synthesized research from 97 prior studies and found that high-quality classroom instruction and one-to-one tutoring with a focus on phonics is very effective for struggling readers (Slavin, Lake, Davis, & Madden, 2011). The first step towards helping children with reading difficulties is to identify and diagnose the problem early and intervene swiftly and efficiently (Vernon-Feagans et al., 2010).

From the literature reviewed, the research geared toward helping children with learning differences focuses on understanding the importance of early identification and quick and effective intervention. While the specific tutoring techniques that are individualized for each student are still being finalized, there is a better explanation

provided from various neurological studies as to why reading difficulties occur during a child's developing years and the potential solutions to help them to read.

Methods

Thirty-one tutoring centers and schools in the Bay Area for children with learning differences were identified. The various organizations that were evaluated are located in the Bay Area from Marin to San Jose. The organizations serve students in grades K-12, as this is the target age population for the LearnUp Center and the focus of the Tattum Reading Program. These programs were surveyed for information using 43 data points including pricing, scholarships and flexible payment options, curriculum, locations, staff size, and tutor requirements. For the detailed dataset please refer to the Tables and Figures section. Data was obtained from websites, phone calls, and emails to the various organizations.

Competitive Analysis

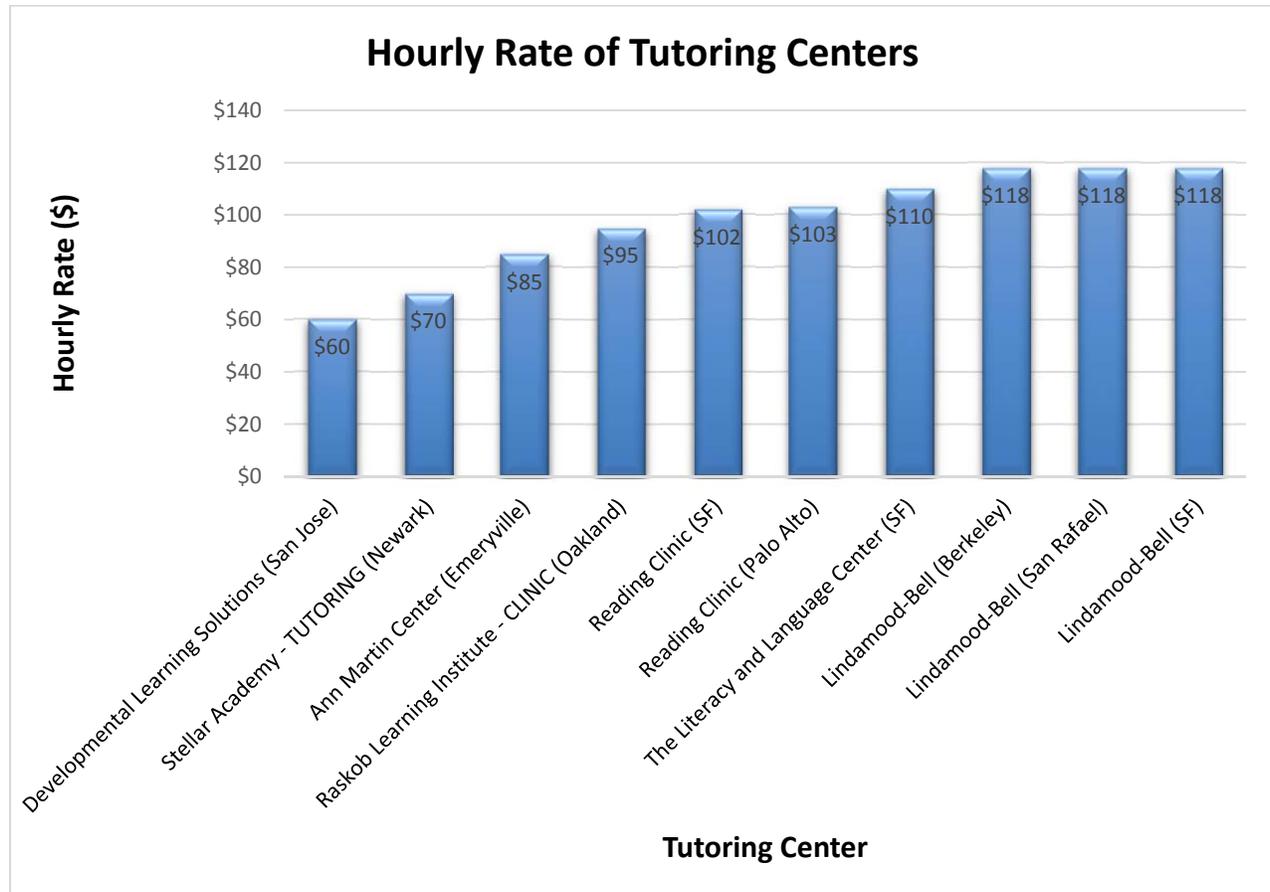
Price Comparison

Information was asked of the organizations regarding their pricing (hourly rate or annual tuition), the cost of any required assessments that are needed prior to admission, flexible payment options, and the availability of scholarships and grants. While an hourly rate was acquired for most of the programs, several indicated that their rates vary depending on the tutor or the child, and others charge a weekly rate or total program price instead of an hourly rate.

Hourly Rate of Tutoring Programs. For programs that provided an hourly rate, the rate ranges from \$60 - \$118 (Table 1). The Developmental Learning Solutions

Center in San Jose charges the lowest hourly rate of \$60 whereas the Lindamood-Bell centers in San Francisco, San Rafael, and Berkeley charge the highest hourly rate of \$118. For some tutoring programs, additional fees are required for feedback reports.

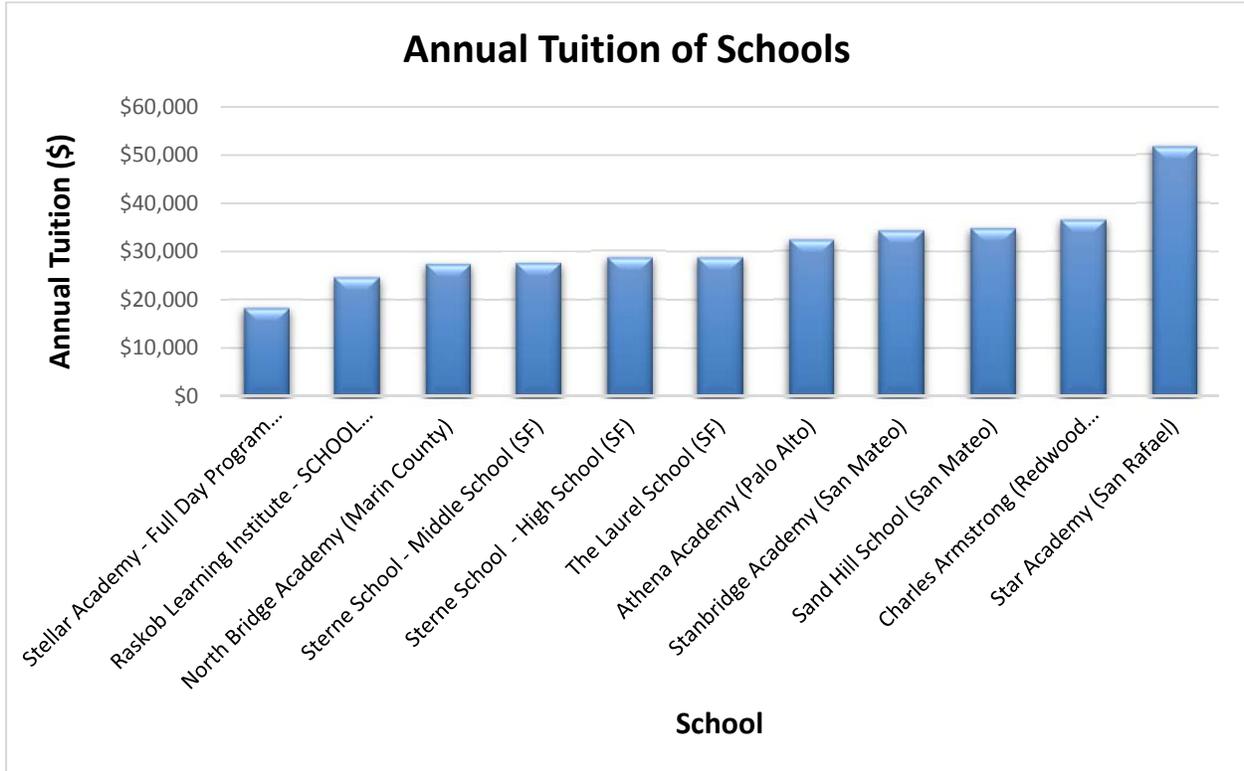
Table 1



*Note: For programs that listed a range for their hourly rate, the average rate was used.

Annual Tuition of Schools. The annual tuition for full-time schools ranges from \$18,420 to \$51,800 (Table 2). The Stellar Academy in Newark charges the lowest tuition of \$18,420. The Star Academy in San Rafael charges the highest tuition of \$51,800.

Table 2

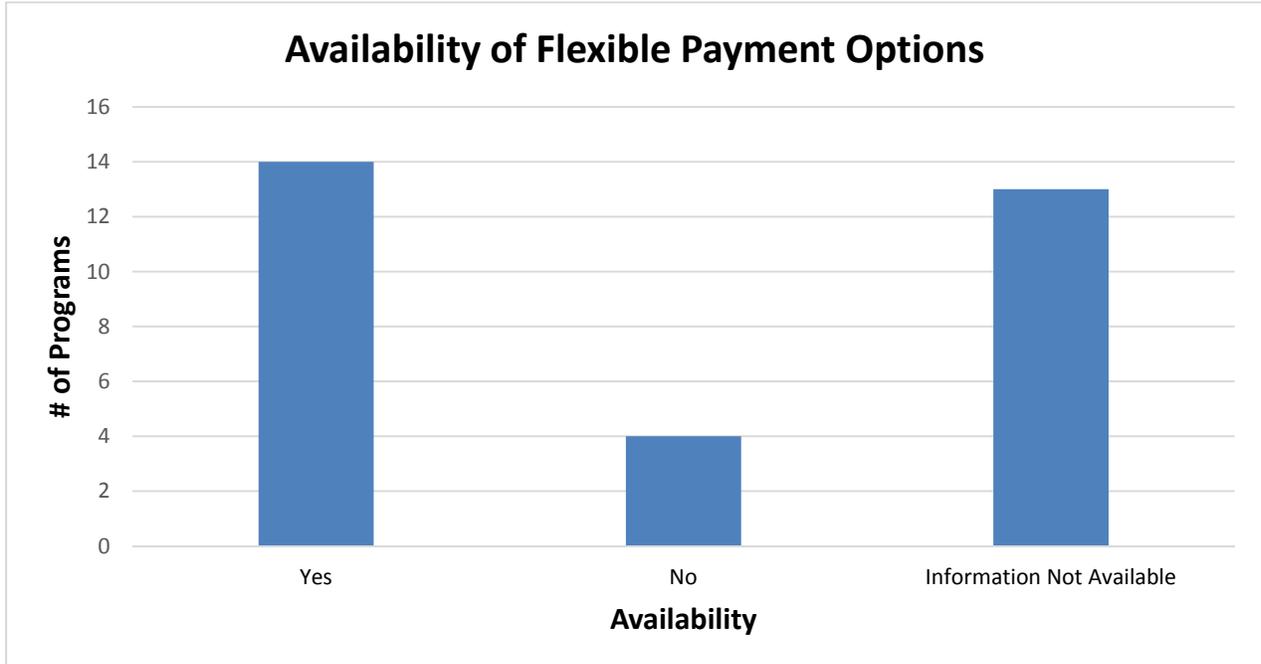


*Note: For schools that listed a range for their tuition, the average tuition was used.

Cost of required assessment. For tutoring centers that require an assessment at their center, the cost ranges from \$100 - \$550 (based on programs that provided this information).

Availability of flexible payment options. We obtained information from 18 out of the 31 programs regarding their availability of flexible payment options. Of the 18 programs that provided the information, 14 offer flexible payment options (Table 3).

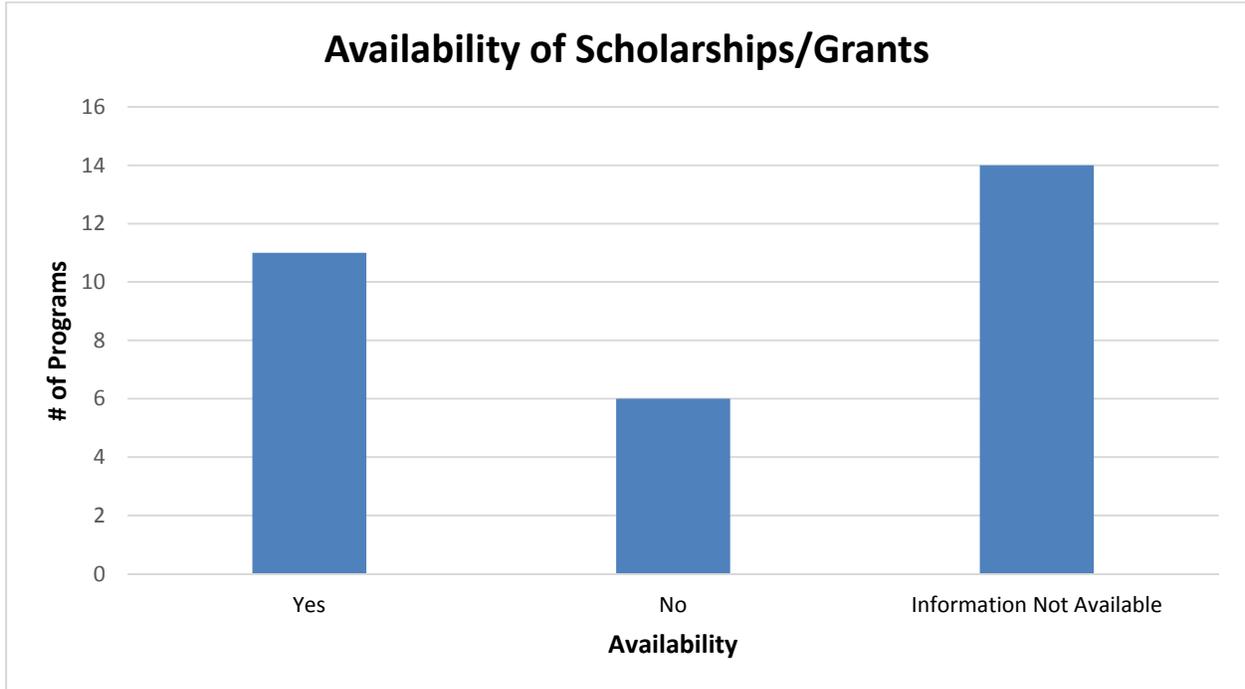
Table 3



Availability of scholarships and grants. We obtained information from 17 out of the 31 organizations regarding their availability of scholarships or grants (Table 4). Of the 17 organizations that provided the information, 11 have scholarships or grants available for lower-income families. Many of these scholarships and grants involve an application process.

In summary, the hourly rate for existing tutoring programs in the San Francisco Bay Area ranges from \$60 to \$118. The majority of existing programs offer flexible payment options and provide need-based scholarships and grants for lower-income families.

Table 4



Assessment

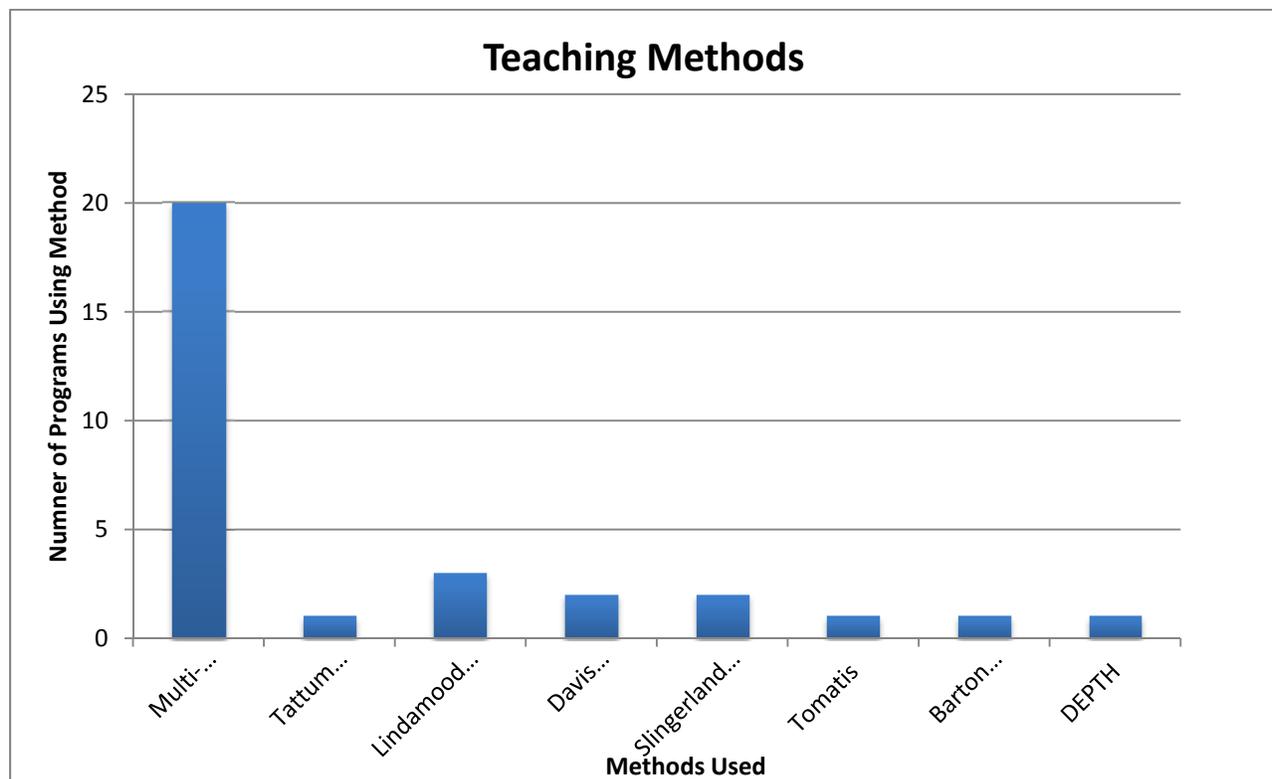
Most tutoring programs require that students have an assessment performed at their center prior to starting the program. For programs that require an assessment at their center, the cost ranges from \$100 to \$550 (based on programs that provided this information). The assessments often consist of a battery of tests and generally take between one to four hours. They also often include a written report of the results as well as a consultation to explain the findings and provide recommendations.

Curriculum

Based on the information gathered, it was found that 20 of the 31 tutoring centers and full-time schools within the Bay Area utilize multiple teaching methods rather than focusing on just one method (Table 5). The various methods used throughout the centers and schools include Tattum Reading, Lindamood-Bell, Davis Methods,

Slingerland Approach, Tomatis, Barton Reading System, and DEPTH. The programs that utilize multiple teaching techniques use a combination of the aforementioned methods as well as other miscellaneous techniques with the objective of catering to the individual needs of the client. In summary, it is more common for the existing programs in the Bay Area to use a multi-method teaching approach instead of just a single method approach.

Table 5

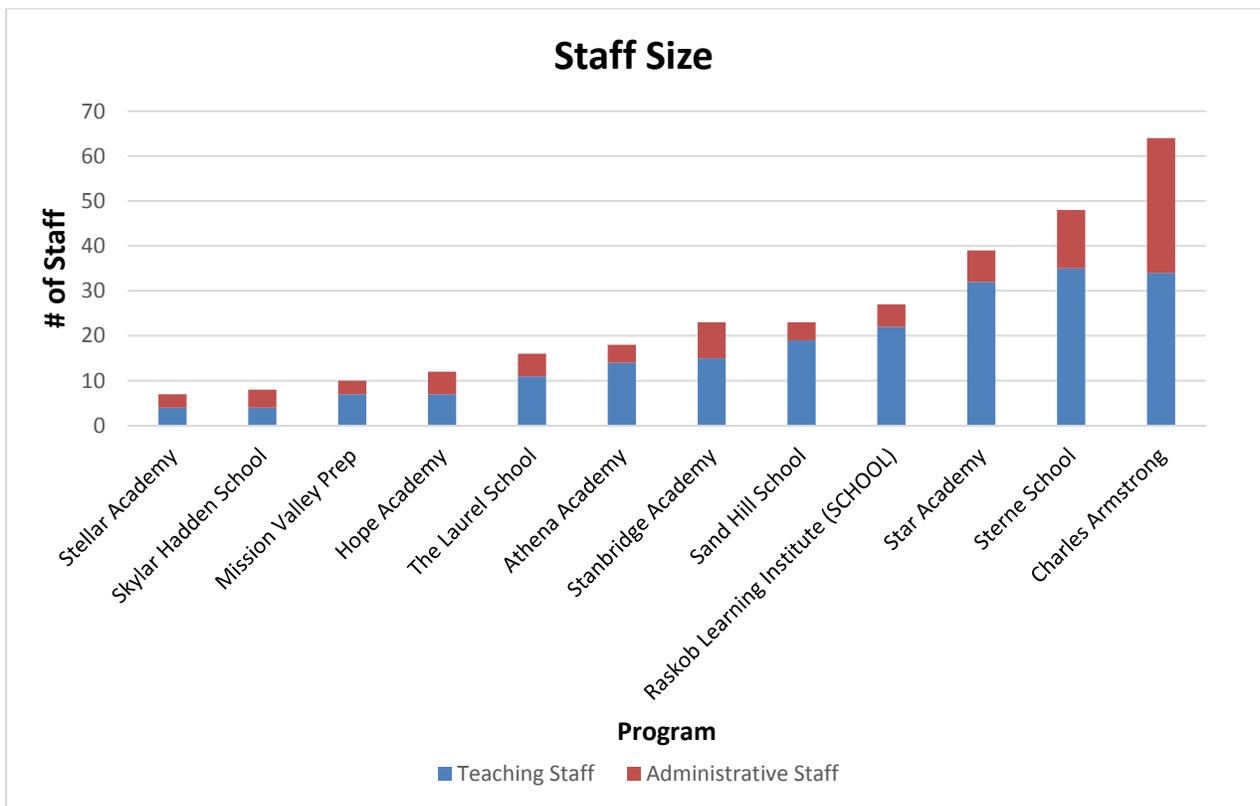


Company Overview

The size of the organizations vary in the number of staff members as well as the number of students served. The number of teaching staff ranges from 3-13 tutors at tutoring centers and 4-35 faculty members in the schools. These faculty members

include teachers, teaching assistants, and specialists (e.g. Speech and Language Therapists). Eleven out of the 31 organizations employ less than ten administrative staff members. The smaller organizations include Stellar Academy, Skylar Hadden School, and Mission Valley Prep while the larger organizations include the Charles Armstrong School, Star Academy, and the Sterne School (Table 6). Although most organizations would not release their internal budget information, those that did revealed that operating, program, and instructional expenses were the largest costs. The Raskob Learning Institute and Stellar Academy offer both a classroom setting and private tutoring sessions. In summary, the majority of the organizations that were surveyed operate with a limited number of staff.

Table 6



Tutor Requirements

There are no existing government requirements regarding the education and training background of private tutors. If organizations reported that they do not require teaching credentials, then it was acknowledged that most, if not all, of their tutors had at least a Bachelor's degree. The Barton Reading system is the only program that does not require a high school degree or previous teaching experience, as it only requires a five-minute screening assessment. The Sterne School does not require tutors to have a teaching credential or previous experience with children with learning differences, but the school does note that most tutors have Master's degrees. Some of the larger schools (e.g. Raskob Learning Institute and Charles Armstrong) employ instructional coaches and supervisors to train and follow-up with teachers for continuous education.

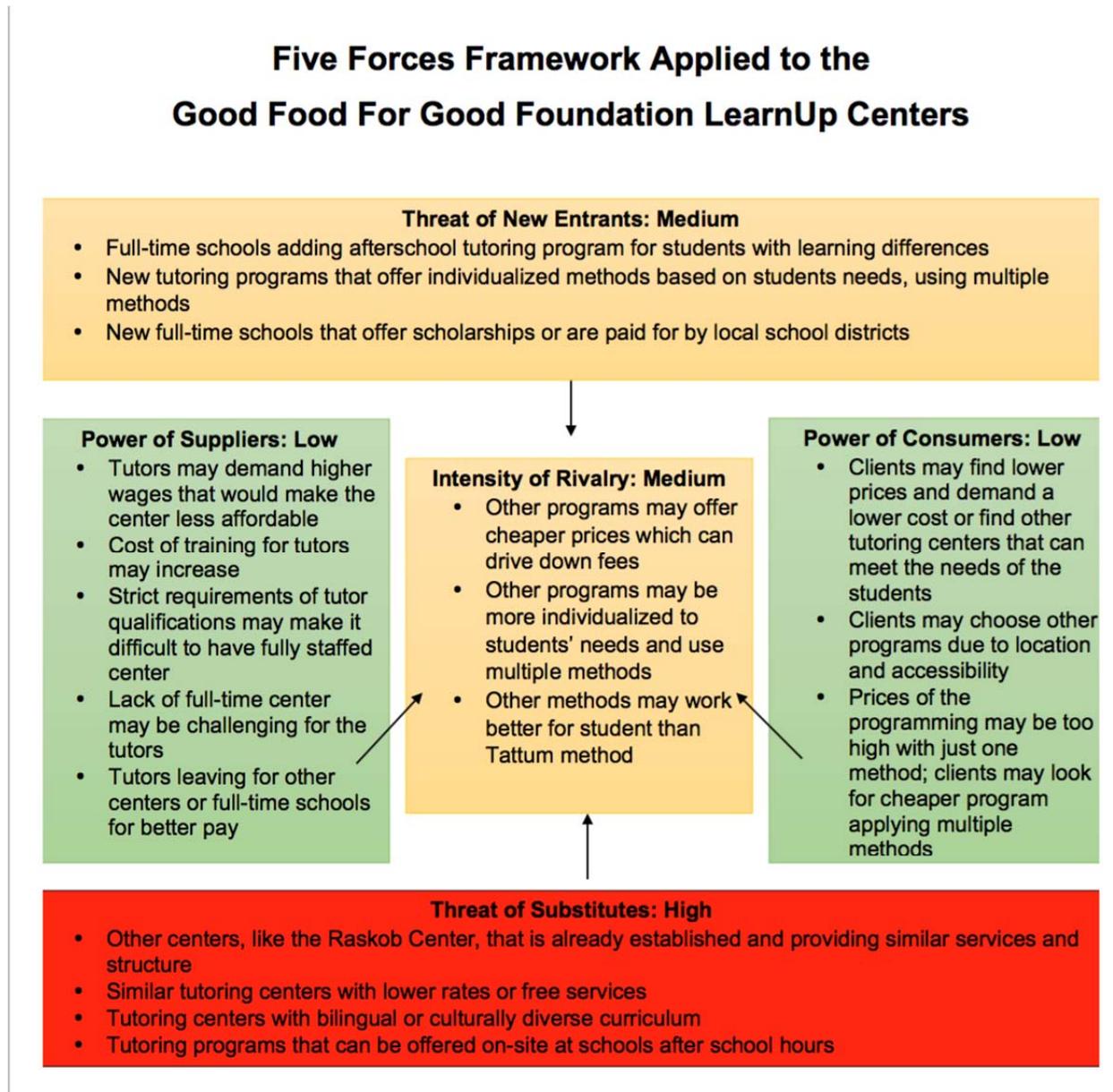
The Reading Clinic in San Francisco was the only center to specify the amount of time that tutors are required to attend training (40-80 hours) and the Athena Academy was the only site to provide the specific cost of training a teacher (\$10,000 per teacher). Programs that use specific methods make note that their tutors have completed this training. For example, the Stellar Academy uses the Slingerland method and employs teachers that have completed postgraduate work in the Slingerland approach.

In summary, the certification and educational degree requirements for tutors vary by program, but it was found that the majority of teaching staff hold Bachelor's degrees.

Five Forces Model

As shown in the diagram below, the LearnUp Center has mostly moderate to low forces impacting it when analyzing it through the Five Forces Model, a model created by Harvard professor Michael E Porter (Porter, 2008). The model is used as an industry

analysis tool and it consists of five forces: threat of new entrants, power of consumers, threat of substitutes, power of suppliers, and intensity of rivalry. A firm must look at all five of these areas to determine where they stand within the current industry.



The threat of new entry puts pressure on prices, costs, and investment. It is important to note that this force refers just to the *threat* of new entry and not actual new entrants. For the LearnUp Center, a threat could be new full-time schools for students

with learning differences. Alternatively, full-time schools may add afterschool-tutoring programs on-site. These schools may be able to provide scholarships to students and/or receive funding from their local school district. Another threat could be new tutoring programs that offer multiple teaching methods based on individual student needs instead of just one method. Although these are all potential threats, they would be considered medium level threats for the LearnUp Center.

The power of the consumer can drive down prices while demanding better quality or service. Buyers can be very influential if they have negotiating leverage relative to industry participants. Consumer power within the LearnUp Center would be clients finding lower prices and demanding a lower rate or finding other tutoring centers. Clients may choose other programs due to location. If the LearnUp Center is not in an accessible location for clients, they may look for more conveniently located centers. In addition, clients may decide that the LearnUp Center's rates are too high for a program that uses just one teaching method and they may look for a cheaper program that utilizes multiple methods. The power of the consumer is considered a low threat since the LearnUp Center plans to offer affordable services.

The threat of substitutes is the threat of something that serves the same or similar function. Substitutes are always present but easily overlooked, and for the LearnUp Center, this would include centers that have a very similar structure but are more affordable. The Raskob Center Clinic, for example, operates very similarly to the LearnUp Center's proposed model as it is located at a private university and helps students throughout the Bay Area. Other possible substitutes include similar tutoring centers with more affordable rates or free services, as well as centers that offer bilingual

or more culturally diverse curriculum. The threat of substitutes is at a high level for the LearnUp Center.

The power of suppliers involves suppliers charging higher prices or limiting the quantity of services, which can shift the cost to the industry participants. This could result in such a high cost that the cost cannot be passed on which would lower the profitability. The power of suppliers can be a result of various factors and according to Porter, one factor could be that there are no other substitutes aside from that supplier, which makes their power even greater. Some possible factors affecting supplier power for the LearnUp Center include tutors demanding higher wages, which would decrease the affordability of centers. Other factors could include the increasing cost of training tutors and strict requirements of tutor qualifications which may make it difficult to have a fully staffed center. In addition, the lack of a full-time center may be challenging for the tutors and tutors may also leave for other programs that offer better pay. This threat for the LearnUp Center is considered low, as most of these possibilities are unlikely.

Intensity of rivalry can include tactics such as price discounting and new product introductions. This can limit the profitability of a firm since they will need to cut prices to stay competitive. Porter notes that the degree of intensity of rivalry is dependent upon the basis on which they compete. Industry rivalries for the LearnUp Center are other programs that offer lower prices which can drive down rates, or programs that offer individualized teaching methods that conform to the students' needs. The overall level of industry rivalry for the LearnUp Center would be considered medium.

Locations/Maps

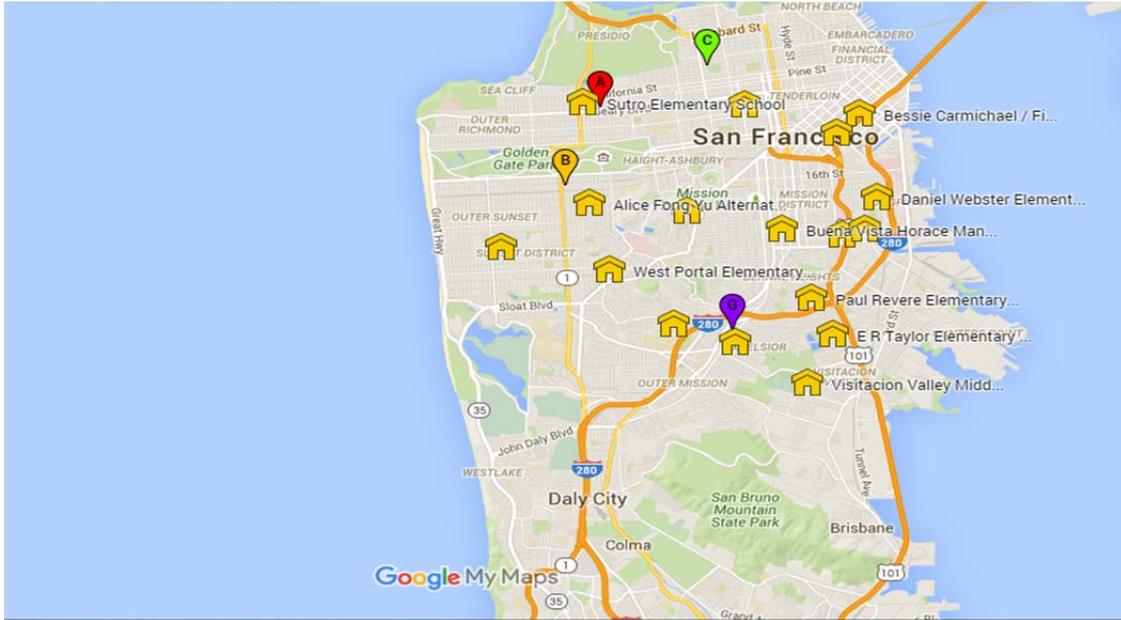
The Google maps below were created as part of the market analysis and serve as a visual aid to assist in understanding where Bay Area K-8 schools are located in relation to existing tutoring centers. The gold building-shaped icons represent K-8 schools around the Bay Area and are labeled with the school name. Bay Area high schools were not included due to limited space on the map. The colored balloon-shaped icons represent the identified learning centers for this market analysis and are labeled to identify each facility. The map shows that in the North, East and South Bay, the centers and schools are spread out over a large area. This can potentially pose a problem for students who have limited transit options. For instance, in Marin County, the K-8 schools in San Rafael are clustered around the Lindamood-Bell Learning Center, however the rest of Marin County does not offer the same convenience.

An interactive map was created to demonstrate the location of K-8 schools and the nearby learning centers. Please refer to the Tables and Figures section for the link to the map. There were limitations to the amount of layers that could be built in on the maps, thus posing a limit to the extent of available directions from schools to tutoring centers. In order to give an idea of the commute students must make in each part of the Bay Area, directions have been added for a portion of the locations to show distance traveled by car for students in the North Bay, South Bay, and parts of the East Bay. San Francisco commutes are mixed between walking (San Francisco is pedestrian friendly compared to other parts of the Bay Area) and driving to give a general idea of distance between schools and identified learning centers. In San Francisco, the tutoring centers are located in West Portal, Pacific Heights, and the Inner Sunset. A majority of the

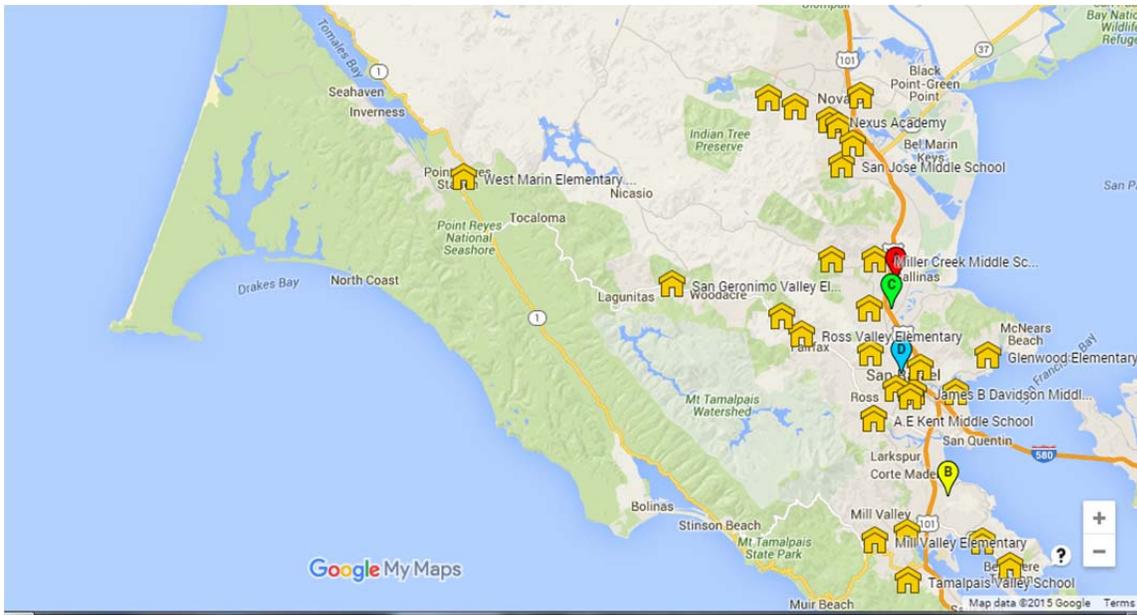
schools are spread out across the city as far south as Visitacion Valley. This poses a threat to students and tutoring centers when it comes to access. Students in San Francisco will have to use MUNI to commute across the city if they or their parents cannot drive, which can often take a fair amount of time due to traffic congestion throughout the day and frequent stops along the designated routes. For example, the commute for a student from Visitacion Valley Middle School to The Reading Clinic (the nearest learning center) in West Portal is a 45-minute commute via MUNI assuming the bus is on schedule and traffic is moving at a normal pace.

In the South Bay, students will mainly rely on SAMTRANS if driving is not possible and no alternatives are offered from the schools to transport students to and from the learning centers. In the East Bay students primarily rely on BART and AC Transit to commute to and from the learning centers if driving is not possible and no alternatives are offered from the schools. A small number of schools offer bus services for students to get to and from their school. The Charles Armstrong School in Redwood City came up with an alternative to address transportation issues and developed a carpooling parents group to transport students.

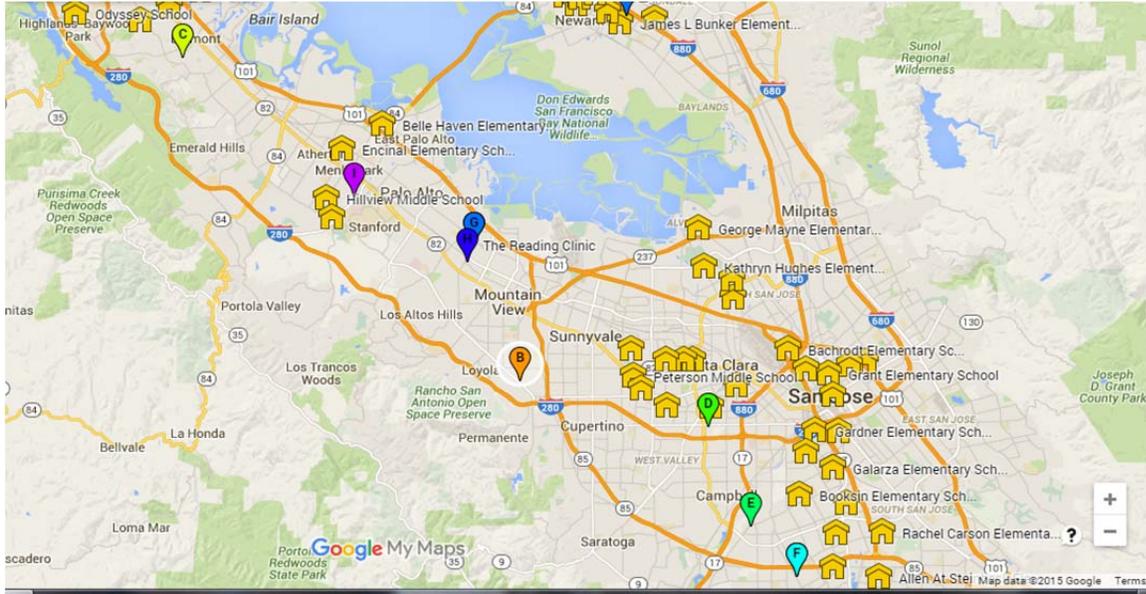
San Francisco:



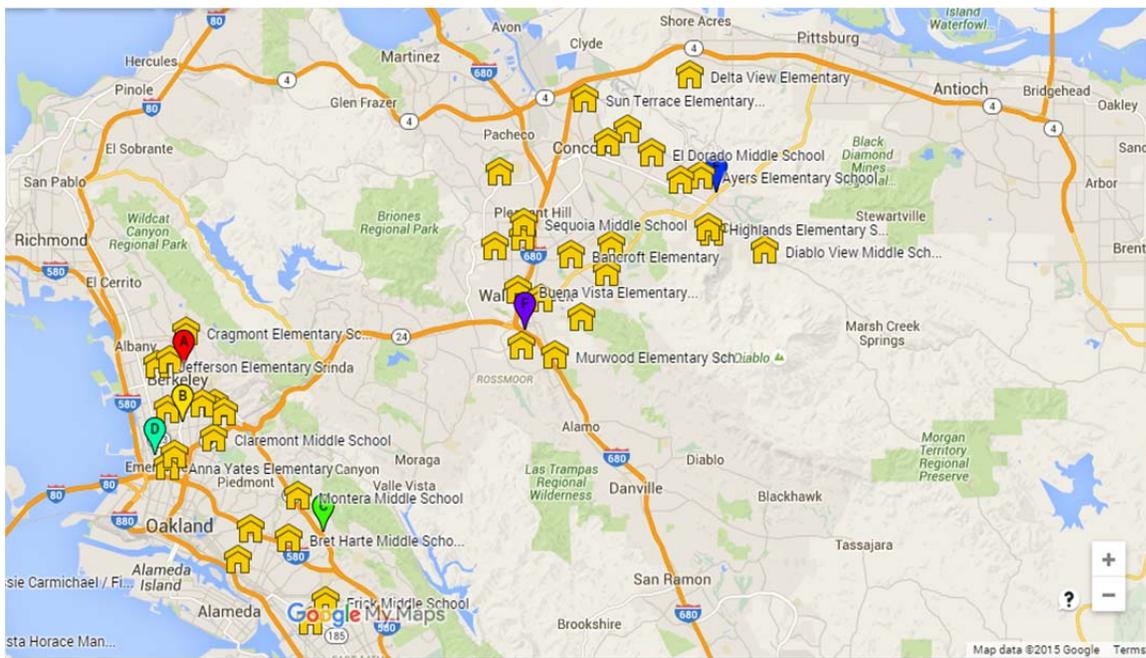
North Bay:



South Bay:



East Bay:



Barriers to Entry

Permits/Employee Requirements

Adhering to the California Child Care Center Regulations, Title 22, Division 12, Chapter 1 of the California Department of Social Services, a license is not required for “before and after school programs/extended day care programs operated by public/private schools.” If a program receives funding from Department for Children, Youth, and their Families (DCYF) or the State, employees are required to undergo and pass background checks, which are offered through the California Department of Justice. In addition, under a program receiving funds from DCYF or the State, staff must have a TB clearance, and have at least one person on site that has 15 hours of health and safety training approved by the Emergency Medical Services Authority, including CPR and First Aid Certificate. If the LearnUp Center plans to establish itself as a business or separate from GFFG, they will need to refer to the “Engaging in Business Within the City of San Francisco” section of the Code (see below).

San Francisco Business and Tax Regulations Code

SEC. 6.2-12. NEXUS: "ENGAGING IN BUSINESS WITHIN THE CITY."

The taxes imposed by Article 12-A (Payroll Expense Tax Ordinance) and Article 12-A-1 (Gross Receipts Tax Ordinance), and the registration fee imposed by Article 12 (Business Registration Ordinance) shall apply to any person engaging in business within the City unless exempted therefrom under such Articles. A person is "engaging in business within the City," within the meaning of this Article, if that person meets one or more of the following conditions:

- (a) The person maintains a fixed place of business within the City; or
- (b) An employee, representative or agent of the person maintains a fixed place of business within the City for the benefit or partial benefit of the person; or
- (c) The person or one or more of the person's employees, representatives or agents owns, rents, leases, or hires real or personal property within the City for business purposes for the benefit or partial benefit of the person; or
- (d) The person or one or more of the person's employees, representatives or agents regularly maintains a stock of tangible personal property within the City, for sale in the ordinary course of the person's business; or
- (e) The person or one or more of the person's employees, representatives or agents employs or loans capital on property within the City for the benefit or partial benefit of the person; or
- (f) The person or one or more of the person's employees, representatives or agents solicits business within the City for all or part of any seven days during a tax year; or
- (g) The person or one or more of the person's employees, representatives or agents performs work or renders services within the City for all or part of any seven days during a tax year; or
- (h) The person or one or more of the person's employees, representatives or agents utilizes the streets within the City in connection with the operation of motor vehicles for business purposes for all or part of any seven days during a tax year; or
- (i) The person or one or more of the person's employees, representatives or agents exercises corporate or franchise powers within the City for the benefit or partial benefit of the person; or
- (j) The person or one or more of the person's employees, representatives or agents liquidates a business when the liquidators thereof hold themselves out to the public as conducting such business.

(Added as Sec. 854 by Ord. 63-01, File No. 010274, App. 4/25/2001; renumbered and amended by Ord. 26-04, File No. 031990, App. 2/19/2004; amended by Proposition E, App. 11/6/2012, Oper. 1/1/2014)

Threat of Substitution – Online Programs

Outside of the traditional classroom setting there are countless online resources and tools available that can aid parents and students in tutoring for struggling readers.

The availability of these resources poses a threat of substitution to the already established learning centers. Convenience and affordability of online programs can pose the biggest threat to traditional resources, as they are more cost-effective for organizations and families. There is a reduction in operation costs as rent and commuting costs are eliminated.

The online programs are tailored to be a teach-from-home platform in addition to the existing classroom environment. It is important to understand that these serve as an additional tool and in some cases may not be fit to serve as an overall alternative to the resources available to students in a classroom setting. Nevertheless, online programs pose a threat to traditional onsite resources as they generally provide tools and resources for parents and students in the forms of tutorial videos, how-to guides, and chat rooms where advice and tips are shared among parents and teachers. This offers parents a potential opportunity to teach their children from home either as an alternative to available brick and mortar resources or as an additional resource to aid in learning.

On the other side of the spectrum, it can be argued that online alternatives offer a benefit to families who live in rural areas where there is a lack of resources. In the Bay Area, families in the northern parts of Marin County, eastern parts of Contra-Costa County, and areas west and south of San Jose could benefit from such resources. Families in outlying neighborhoods in San Francisco may also consider these alternatives due to traffic congestion and slow public transit options.

However, the fees associated with the online learning programs may not be affordable for some families, or families may only be able to afford these resources for a short time, which could ultimately lead to an inconsistent learning environment for

children with learning differences. Additionally, it is important to note that many online programs are not accredited which can bring into question the credentials of the staff, validity of the initial assessments, program material, and overall effectiveness of the programs.

With countless options available for parents, students, and teachers, the most important considerations for the effectiveness of online programs include whether or not the interventions are consistent, the ability to adjust to the needs of the student as they move through course material, and if the end results are consistent between both platforms. Included below are a few examples of the many resources available in the online platform:

Time4Learning <https://www.time4learning.com/>

This online program is designed for students in age groups from Pre-K through High School. Time4Learning allows parents to tailor educational goals directly toward their child's learning difference. It is important to note that it is not accredited; therefore it is not a substitute for education but rather a secondary source for parents and teachers. The cost for Pre K - 8th grade students is \$19.95 per month per student (\$14.95 for each additional student and \$5 per additional course added). The cost for High School students is \$30 per month per student.

Zane Education <http://www.zaneeducation.com/>

This online learning platform is for children ranging from Pre-K through High School who have learning differences. It is primarily tailored for children who are

reading and studying English as a second language. The programs start at \$8.99 per month.

Learning Abled Kids <http://learningabledkids.com>

This program offers a variety of online programs and resources for students and parents, including support groups for parents who are in the process of learning to teach their children. No pricing information was available.

Lexercise <http://www.lexercise.com/>

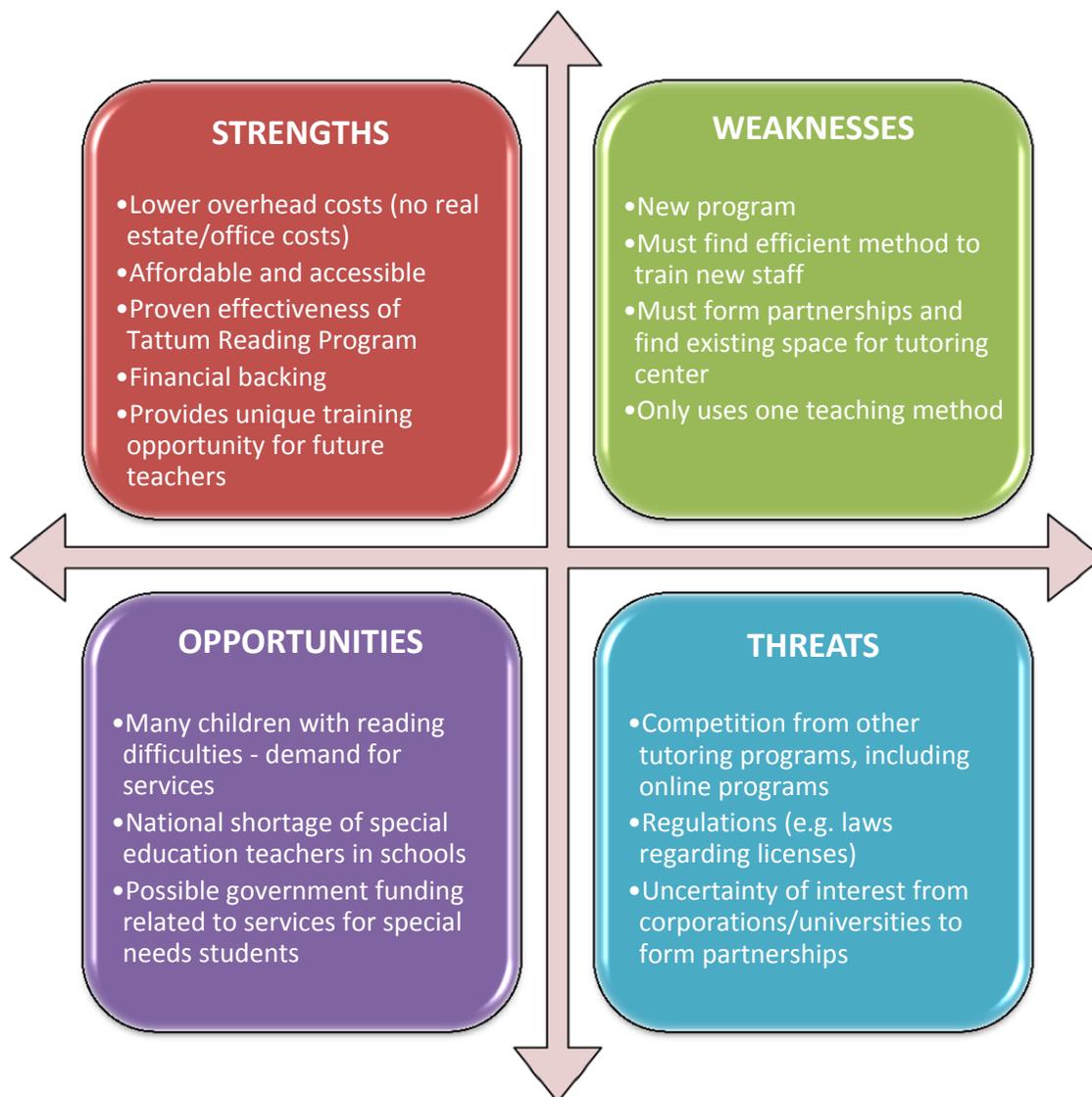
An online program designed for children with dyslexia. There are online assessments to gauge the level of need so that the right programs are chosen for students. This program offers free assessment tests through its website, but it also shows a disclaimer that they take no responsibility/liability. The cost is \$395 for four weeks. The age group and number of students is not specified.

Self-taught tutoring options. Some of the research conducted found that several of the tutoring centers in the Bay Area offer online videos and techniques that can be utilized by parents or other tutors. This could be a possible threat of substitution to the LearnUp Center. The research found that the Barton Reading & Spelling System offers these resources extensively for free to parents and tutors. Barton Reading is just one example of some of the tutoring centers that provide resources similar to this that can compete with the paid tutoring programs if they are effective.

The LearnUp Center could possibly compete with this by providing resources for parents or tutors for free that are to be used in addition to the one-on-one tutoring

provided by LearnUp Center tutors. Although we acknowledge the potential threat of self-taught tutoring methods, it is recognized that the threat is very low as these methods are likely not as effective as tutoring provided by a trained professional.

SWOT Analysis



A SWOT Analysis analyzes the strengths, weaknesses, opportunities, and threats that are involved in an organization or project.

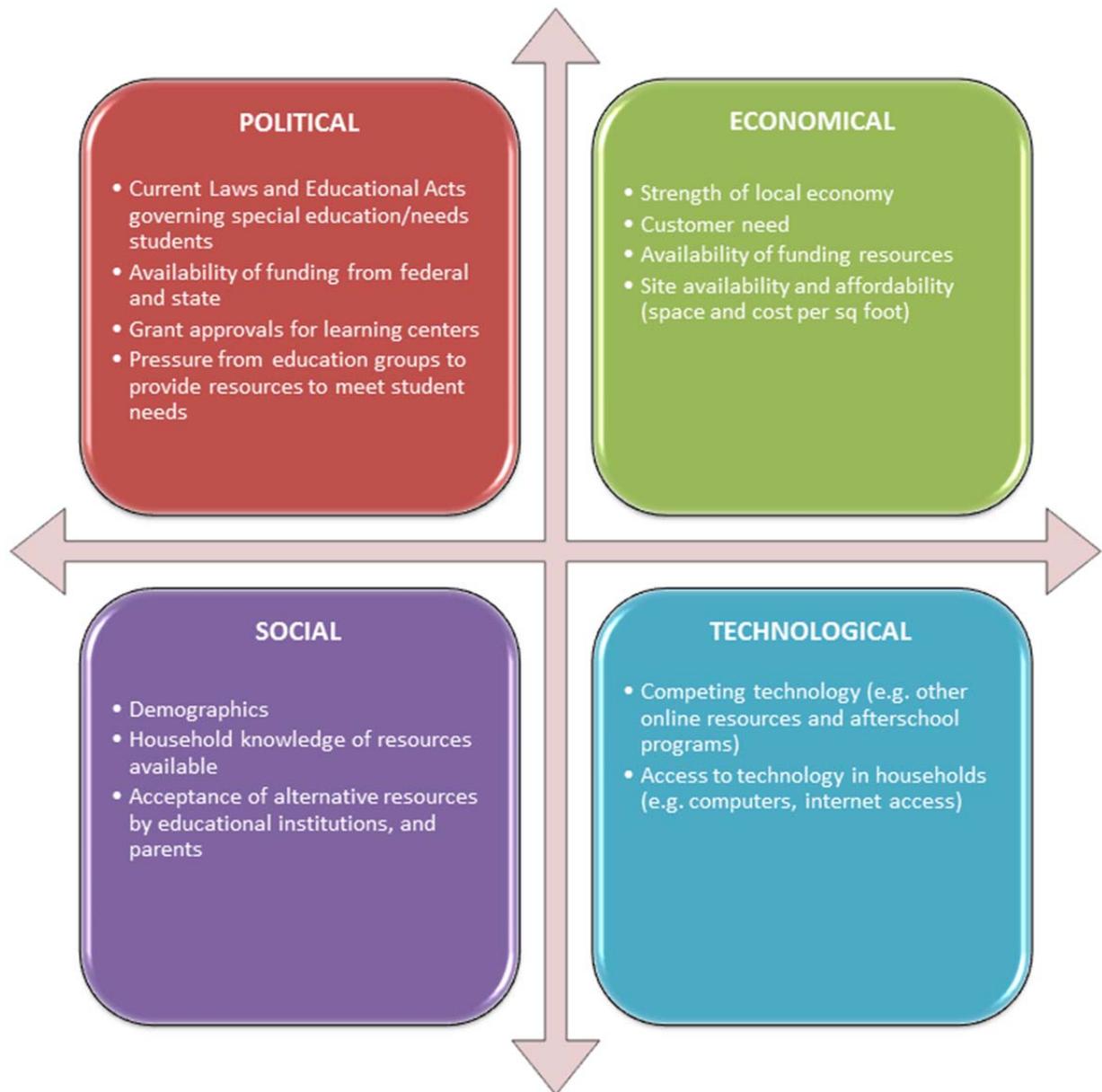
STRENGTHS: A major strength of the LearnUp Center is its reduced overhead costs because they will be using existing corporate or university space for the tutoring sessions. Access to real estate and office space is often a significant barrier for the operation and expansion of nonprofit tutoring centers. Another strength of the program is that it will be affordable and accessible to a diverse group of students. The program intends to provide substantial scholarships to lower-income families. In addition, Steve Tattum's teaching method has had proven success in other cities including Detroit and Grosse Pointe. His method has been shown to improve a child's reading proficiency in a short amount of time, with students showing significant improvement only after 40 hours of tutoring on average. The GFFG also has strong financial backing from the organization's founder Pascal Rigo. Lastly, the center will provide a unique training opportunity for future teachers and help them serve their community.

WEAKNESSES: One challenge for the LearnUp Center is that it is a new program. Since it is not established, it will need to generate publicity to attract clients and additional funders. In addition, the program will need to recruit and hire administrative staff and tutors, and it will need to create an efficient method to train all of these new tutors. The program will also need to form strong partnerships with corporations and universities to be able to use their existing space for the tutoring sessions. Another potential weakness is that the program will only be using Steve Tattum's teaching method instead of multiple methods. Although his method has had success, it may not be the most effective method for all students.

OPPORTUNITIES: Due to the large number of children in California with reading difficulties, there is demand for tutoring centers for children with learning differences that are effective and affordable. The LearnUp Center should also take advantage of the fact that there is a nationwide shortage of special education teachers in schools (Hale, 2015). This shortage will likely increase the demand for tutoring services for children with learning differences. The GFFG program should also look into possible federal and state funding related to services for special needs students.

THREATS: One threat that the LearnUp Center may face is the threat of substitutes. There could be competition from other local tutoring centers that provide similar services at a lower price point. Some clients may also be more attracted to programs that use more diverse teaching methods. In addition, there is the threat of online tutoring programs because they could be more accessible and affordable for some families. Another threat is the uncertainty of the interest from corporations/universities to form partnerships with GFFG and host the program at their sites. The LearnUp Center will also need to ensure that it follows all laws as they start their program, including regulations regarding permits and employee background checks.

PEST Analysis



A PEST Analysis analyzes the political, economical, social, and technological factors in the external environment that have potential to affect an organization or project.

POLITICAL: Political considerations should be made when trying to develop alternative educational resources for students with learning differences. Laws and Educational Acts regarding special needs students should be considered because these policies could change the dynamics of potential programs and teaching approaches. The impact of political conflicts on Federal and State funding should also be considered because it could affect program sustainability if the program does not have a steady revenue stream. It is also important to consider the potential pressure from educational groups to provide adequate resources that will meet student needs.

ECONOMICAL: The strength of the local economy can pose a challenge to learning centers. It is important to consider whether or not families will be able to afford programs in the long term. Economic slowdowns may affect the revenue flow from federal and state funds. Additionally, real estate and office space in the Bay Area is considerably more expensive compared to many other parts of the country. It is important to take this into consideration if GFFG is not able to find existing corporate or university space for its tutoring center.

SOCIAL: Demographics should be considered to help identify if there is a need to educate families on the availability of the resources being offered from GFFG. Parents may be slow to adapt due to a lack of knowledge or acceptance of the resources available.

TECHNOLOGICAL: Additional consideration should be given to competing resources such as online programs. In addition, the availability of computer and Internet access in households may impact the ability to attend online programs versus in-person tutoring centers.

Recommendations

A review of the available data for the 31 programs in the Bay Area for students with learning differences can help determine the current market and the forces that are driving the market. Of the 31 programs that we researched, 20 of them use a combination of different teaching methods that are individualized for each student. Given this information, we recommend that GFFG LearnUp Center consider the possibility of expanding their teaching methods to more than just Steve Tattum's method. A combination of methods may have the ability to serve more students and produce stronger outcomes for each student. However, we recognize that Tattum's method already pulls from the various methods available, and therefore this recommendation may not be necessary in order for the program to be effective.

The data also showed that the most common model had various entry levels that met students at their current reading levels. It is recommended that the LearnUp Center allow for different entry levels and ages. Studies show that children can be found to have late-diagnosed dyslexia later in their developmental years (Torppa et al., 2015). Given this information, it is important that older students are also tested and accommodated.

Most organizations were unable to provide timeframes for the successful completion of their programs. Since students enter at different reading levels and learn

at different rates, it was difficult for the programs to give a realistic timeframe for when a student could graduate from their program. Of the few programs that were able to provide this information, the range was between 90-120 hours of tutoring. This data point demonstrates that each student requires a unique amount of tutoring time and that the average time for completion of a program will vary.

The hourly rates of the tutoring centers range from \$60 to \$118. It is recommended that GFFG set a rate that is in line with its competitors that are located in the immediate surrounding area. For example, the hourly rate for the tutoring centers in San Francisco ranges from \$102 - \$118. Given that GFFG's mission is to provide tutoring services to families from all demographics, the LearnUp Center should offer scholarships and flexible payment plans for families who cannot afford to pay the regular rates. Of the 17 programs that provided information regarding the availability of scholarships or grants, 11 offer scholarships or grants for lower-income families. The majority of programs also offer flexible payment options.

It is recommended that the LearnUp Center offer flexible scheduling options for their clients to help accommodate for students' after school activities. It was found that most programs are either closed or only open for a limited number of hours on weekends. It would also be ideal to have more than one location that is close to public transportation to provide access for students from all neighborhoods within the city. Most programs had less than 10 administrative staff members, which is proportional to their operation and production demand. Keeping this number low will help to keep the costs lower.

California, as well as Federal laws, are in place regarding providing services for special needs students. We recommend looking further into these existing laws to try to obtain related funding and support. Examples of these existing laws and regulations include the Rehabilitation Act of 1973 (later amended in 1992) that was enacted to serve special needs students and the Free Appropriation of Public Education for students with disabilities (FAPE) that states that each public school system is responsible for ensuring that each child with disabilities is served appropriately at no expense to the parent (U.S. Department of Education, 2004). Funding from these acts could potentially be used towards driving down the cost for clients.

In summary, the LearnUp Center can fill a needed gap in the Bay Area tutoring market for children with learning differences. Our data analysis shows that not all students are being catered to and that the cost of the programs is not attainable for all students. GFFG must ensure that it can create an affordable and effective program that can be individualized to each student. In addition, the program should consider accessibility needs and attempt to obtain government funding. The LearnUp Center can be successful if it creates a model that is adaptable to a variety of educational needs in the Bay Area market.

Next steps

This report is a preliminary analysis of the Bay Area market for tutoring services for children with learning differences. The analysis requires follow-up and more research into the topics covered in this report. The continuation of this market analysis should proceed in the following phases:

Phase 1: Further data collection. There should be continuous observation of new companies entering the market as well as more in-depth research into the company structures and their tutoring methods. The following information should be investigated, as answers were not provided upon initial request: budget, teacher salary, and sources of referral. Additional research should also focus on determining the approximate number of students that are in need of these tutoring services in order to better determine the demand. Public records do not provide an accurate representation of the number of students in the Bay Area who have learning differences.

Phase 2: Potential space. Part of GFFG's long-term goal is to locate their learning centers in universities and corporations. This would not only solve the issue of finding available real estate, but it would also provide learning opportunities for future teachers. In this phase, GFFG should research and then reach out to potential universities and corporations to start discussions about the learning center as well as the use of available space. Research on each company should be completed prior to reaching out to them. This research should include information on the company's space, mission and goals, and feasibility for student access. The University of San Francisco should be included in the potential list of universities.

Phase 3: Pilot Program. A pilot program should be conducted before full implementation of the LearnUp Center. The plan should include an overview of the number of staff required, tutoring rates and hours, location and methods of transportation, resources for parents, and means of follow-up. The purpose of creating

this pilot program is to determine areas for improvement, systems where efficiency can be increased, and workflows that need to be streamlined. This phase will include an evaluation of the effectiveness of the program's teaching techniques. Further development will also include incorporating technology in the form of digital applications ("apps") in order for parents and students to stay connected.

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Tables and Figures

Dataset can be found in the included Excel Sheet as Enclosure 1

Link to Google map of programs:

<https://www.google.com/maps/d/u/0/viewer?mid=zktwgAYraCJo.kl5sC0PEYQCQ>