Horizons National

Business Plan
2011-2016

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inspiring minds, building community, transforming lives

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EXECUTIVE SUMMARY

The *American Sociological Review* reports that the academic achievement gap between low-income and middle class children in the U.S. is an average of six months in Kindergarten and nearly three years by fifth grade.[1] By high school, children from low-income families will be six times more likely to drop out. As adults, they will have a 51 percent chance of being unemployed. According to the National Research Council, students who do not read at grade level by third grade are less likely to graduate from high school.[2] Horizons National is focused on providing educational programs for low-income children to address the achievement gap.

The Horizons Model

Horizons National is a network of high-quality academic enrichment programs serving low-income public school students for multiple years beginning in Kindergarten. A core summer program with year-round supports, our unique model creates partnerships with independent schools, colleges, and universities to establish a Horizons program that serves at-risk students over a broad range of learning levels. The educational model blends academics with arts, sports, cultural enrichment, and confidence-building activities, particularly swimming. This combination has been endorsed by research as the *most effective approach to summer learning programs addressing the achievement and opportunity gaps for families most in need*.

With 25 programs in 10 states and growing, Horizons has served as a pivotal link between public and private schools for nearly half a century. A recognized leader in summer learning, Horizons' proven model is helping our students achieve consistent summer gains in reading and math of 2-3 months.

Horizons and the Achievement Gap

A compelling body of evidence indicates that approximately two-thirds of the achievement gap is attributable to learning loss during summer months when low-income families are not in a position to provide the kind of enriching experiences available to more economically advantaged children. The Horizons program provides these experiences, as well as developing and reinforcing critical academic skills. Through a combination of academic, cultural, sports and recreational activities, including swimming for every student, Horizons' proven method has helped level the playing field between low-income children and their higher-income peers.

> *"Horizons had a huge impact on my life. It allowed me to dream, to think big, to aspire. It let me see beyond my everyday world. Aside from my parents, Horizons had the greatest influence on where I am personally and professionally today."*
>
> *- Joe Chan, Executive Vice President, Business Development, Empire State Development Company*
> *Graduate and Former Teacher, Horizons at New Canaan Country School*
> *Board Chair, Horizons at Brooklyn Friends School*

Measurable Effectiveness of the Horizons National Program

Since 1981, Horizons National has worked closely with third-party evaluators and education data providers, including Yale University, Wireless Generation and Renaissance Learning, to assess the effectiveness of the program. Key findings demonstrate that, each summer, Horizons children attain:

- An average 3-month improvement in reading and math over the 6-week summer session
- Elevated levels of self-confidence and motivation
- Improved school year attendance rates
- Higher high school graduation rates

Of the Horizons class who graduated from high school this past May, 98% attended college or other post-secondary training.

Purpose of Business Plan

The primary goal of Horizons National is to continue to expand our successful model and increase the number of children served by the program. A 2011 report by Wellspring Consulting on the potential market for expansion of the Horizons program concluded that there is ample opportunity for growth for at least another decade. The purpose of this Business Plan is to continue to develop the resources available to strengthen and expand our national network of programs. In the next five years, we will more than double the number of sites to 45, with capacity to serve over 6,000 children nationwide. We will also continue to reinforce infrastructure and program quality, further develop student assessment and tracking capabilities, and engage in research on the impact of several consecutive years of summer programming on school year learning. Finally, we will continue to explore creative strategies to leverage our education model and programs and make the Horizons experience available to greater numbers of students through alternative approaches to delivering the program.

Return on Investment

In order to achieve these goals, this national plan seeks approximately $8 million over a 5-year period, allowing for the establishment of 25 new, and eventually self-sustaining, programs that will develop their own local funding streams. In turn, the local funding will generate a social return on investment resulting from the increased range of opportunities and more productive life choices available to all of the students and families involved, yielding direct and substantial economic benefits to society as a whole. If high school dropout rates were cut in half, U.S. taxpayers could save $45 billion annually via extra tax revenues, reduced costs of public health, reduction in crime, and decreased welfare.[3] We believe that the $8 million investment called for in this plan will produce financial benefits to society of at least two to five times that amount.[4]

The organization maximizes return on investment in growth as each affiliate becomes self-sustaining. Horizons National provides new programs with seed money, operations guidance, consulting and training resources, marketing assistance, communications services, and quality assurance tools as our partner schools build their Horizons board, operations and supporters. Affiliates immediately establish local support, achieving financial self-sufficiency and contributing to an ongoing stream of income for the network as a whole.

Horizons National Affiliate Structure

The role of the Horizons National office is to initiate, support and ensure the quality of Horizons affiliate programs throughout the United States. All schools sign an Affiliation Agreement, and Horizons National provides the tools to start and run exceptional programs. Additionally, the National office hosts two conferences a year for Executive Directors and their Boards to facilitate the sharing of best practices across the network. Our affiliate structure is designed to encourage local flexibility and independence while providing the support of centralized services for teachers, staff and board members network-wide. A 2007 Yale evaluation found that the balance of central support and local autonomy in the Horizons National organization allows for program vitality and a remarkable level of consistency across affiliate sites.

Horizons National Five-Year Plan

In order to realize our goals for growth and consistent, high-quality programming, we have developed a five-year plan that includes:

1. **Program Support and Reinforcement**: To provide additional products and services for all affiliates, including critical staff, integrated databases, and year-round support services.
2. **Program Expansion**: To more than double the size of our network – from 20 program sites in summer 2011 to 45 sites by 2016.
3. **Horizons National Infrastructure**: To strategically increase central staffing and resources to maximize the efficiency of our operations, including data assessment, tracking and evaluation resources.

Horizons National does not receive direct public funding and seeks sponsoring partners among individuals, foundations and corporations. Horizons' funding model allows for access to national donors, while the affiliate sites raise the majority of their operating costs through local resources. Once the affiliate infrastructure and systems are well established, the national organization seeks funding to develop new affiliates and maintain an effective and efficient central office that can assure quality across the network. The following chart shows projected site growth and statement of activities for the five years ending in 2016.

AFFILIATE GROWTH	Summer 2011	Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016
Number of affiliates	16	19	22	25	28	31
Total school sites	20	25	30	35	40	45
Number of K-8 students served	1953	2133	2388	2718	3123	3588
Full K-8 projected capacity	*2830*	*3505*	*4180*	*4855*	*5530*	*6205*

FINANCIAL SUMMARY	Projected Actuals	Budget	Forecast			
Fiscal Year (July 1 - June 30)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Revenue ($K)						
Individual contributions	458	450	460	470	480	490
Foundation / trust grants	1055	1400	1500	1600	1700	1700
Corporate contributions	9	10	13	15	18	20
Investments	11	11	11	11	11	11
Total Revenue	1533	1871	1984	2096	2209	2221
Expenses ($K)						
Affiliate support Initiatives	280	305	320	320	320	320
Seed capital	60	150	130	130	130	130
Other direct affiliate support	44	50	50	60	70	70
Infrastructure	1156	1351	1481	1518	1553	1667
Affiliate support & development	*320*	*382*	*456*	*473*	*488*	*560*
Evaluation	*22*	*25*	*25*	*25*	*25*	*30*
Expansion	*387*	*470*	*495*	*495*	*495*	*495*
HN Advancement	*196*	*228*	*245*	*255*	*265*	*290*
Other	*231*	*247*	*260*	*270*	*280*	*292*
Total Expenses	1540	1856	1981	2028	2073	2187
Revenue carried over from prior fiscal year ($K) due to funding and fiscal year timing difference.	711	703	718	721	856	889

FIVE-YEAR BUSINESS PLAN

The Achievement Gap Crisis

"In the poorest communities, you have 75 to 80 percent of the kids reading below grade level, and yet a lot of folks still don't think it's a crisis. I happen to think it's one of the biggest crises our nation faces."

- Geoffrey Canada, Harlem Children's Zone

What is the academic achievement gap?

Among the most pernicious "achievement gaps" in education is the disparity in academic performance between low-income students and their higher-income peers. The achievement gap is evident in school grades, standardized test scores, course selection, dropout rates, and college matriculation and completion rates. In the past several years, it has become a focal point of education reform efforts.

A 2007 study in the *American Sociological Review* by K.L. Alexander, D.R. Entwisle and L.S. Olson reports that the academic achievement gap between low-income and middle class children in the U.S:

- is an average of six months at the beginning of Kindergarten
- is a full 2.5 years by the end of fifth grade

In the most recent findings from this study, the average gap by 9th grade has increased to 3.4 grades, with extreme cases of up to 6.6 grade equivalents.

The Importance of Starting Early

According to the National Research Council, "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school." [5] A recent study sponsored by the Annie E. Casey Foundation confirms this, concluding that "one in six children who are not reading proficiently in third grade does not graduate from high school on time, a rate four times greater than that for proficient readers." [6] The report continues to say that poverty compounds the problem: 26 percent (or six times the proficient reader rate) of students who spent at least one year in poverty do not graduate from high school. For Black and Latino students, the combined effect of poverty and poor third grade reading skills makes the dropout rate 31 percent and 33 percent respectively, or eight times greater than that for proficient readers.

According to the Campaign for Grade Level Reading, *"Too few Americans graduate from high school prepared for college, careers, civic and governmental leadership, and military service. A major contributor to this problem is the fact that a large number of children have not achieved reading proficiency before leaving third grade and entering fourth. Because this is the point when educators expect children to pivot from just "learning to read" to also "reading to learn," falling short of this critical milestone has continuing and significant consequences for future success in school, work, and life."* [7]

Considering the strong, predictive correlation between third grade reading proficiency, high school graduation and lifetime employability, literacy support must begin early so that low-income students enter middle school engaged and ready to learn. Horizons literacy programming is closing the reading gap for our youngest students with gains in reading skills every summer. A nurturing, enduring learning community and project-oriented curricula boosts our students' academic engagement and confidence.

The Importance of Summer Opportunities

The achievement gap has been a well-documented issue for decades. However, most of the focus on how to address it has been on school year activity. It has been demonstrated that children from low-income families improve reading and math skills at about the same rate as their higher-income peers in the same classroom during the school year. [8] Yet the achievement gap persists. Research points to another reason gaining more attention recently: summer learning loss. There is now a compelling body of evidence on the impact of relative learning loss during the summer for low-income children whose families are not in a position to give them the kind of enriching experiences available to their more economically advantaged peers.[9]

Public school districts and private organizations have experimented with a multitude of models for compensatory summer education. Research on the effectiveness of these programs in preventing summer loss has shown mixed results. Traditional, compulsory summer schools have been found to be less effective at producing summer gains for low-income students than smaller, voluntary, high-quality programs like Horizons.[10]

Summer learning is becoming an essential part of the strategy to close the gap. The *Campaign for Grade-Level Reading* emphasizes investment in quality summer programs that incorporate literacy skills with other enriching activities. The Wallace Foundation is investing significant resources to understand the need for, and components of, quality summer learning programs and what it takes to bring these summer programs to national scale. As school districts face ever-tighter budgets, more private investment will be required to address the summer learning problem on a meaningful scale.

The Horizons National Model

… advantages that middle-class children gain in summers and after school comes from self-confidence and awareness of the outside world they acquire in organized athletics, dance, drama, museum visits, recreational reading, and other activities that enhance inquisitiveness, creativity, self-discipline, and organizational skills. After-school and summer programs can substantially narrow the achievement gap only by duplicating such experiences.

- Richard Rothstein [11]

The Horizons Approach

Horizons National successfully closes the achievement gap for low-income youth through a unique summer experience. We support academic growth, enrichment, and self-confidence in our students so that they can realize greater success. This innovative, public-private partnership helps Kindergarten through eighth grade children from low-income households realize their full academic and social potential. Operating on campuses of independent and post-secondary schools across the country, Horizons makes a commitment of nine consecutive summers of high-quality summer learning supported by school year activities to each Horizons student who enters the program in Kindergarten.

Horizons inspires young minds and challenges children academically, socially and physically to meet with greater success in school and in life.

Kindergarten Start: Research shows that students not reading at grade level by third grade are unlikely to graduate from high school, and low-income students enter Kindergarten already behind in literacy skills due to disparities in opportunity, vocabulary and nutrition. [12,13] Without summer learning opportunities, the gap grows every summer to almost three years by fifth grade. It is essential that students have access to summer learning early in life to achieve the greatest impact.

Experiential Learning: Horizons' proven hands-on approach instills a love of learning by engaging students in academics, computer literacy, cultural enrichment, swimming and team athletics, special events and field trips. [14] Focused Literacy and STEM (Science, Technology, Engineering and Math) programming inspire students to learn, achieve and realize success at every level.

Professional, High-quality Teachers: Horizons classes are led by professional teachers from both public and private schools supported by teaching assistants, providing a low student-to-teacher ratio of five to one.[15] Horizons National provides professional development, annual teacher conferences and a database of more than 150 lesson plans written by Horizons teachers.

Broad Range of Academic Ability: Horizons intentionally admits students of varying ability – with approximately one-third performing at or above grade level and two-thirds achieving below grade level. Horizons students typically represent the middle of the achievement curve, often the least served. The higher achievers in the classroom model strong academic performance for struggling students and often serve as mentors to their peers.

The Horizons Approach (continued)

Horizons establishes lasting partnerships between public and private elementary and secondary schools, colleges and universities, building strong learning communities.

Robust and Enduring Learning Community: Horizons brings together all members of the community to build a safe learning environment where students can fulfill their potential. From the commitment of teachers and heads of schools, to the dedication of students and volunteers, to the support of community leaders, Horizons creates a lasting learning community.

Expanded Horizons: Horizons programs are located on independent and post-secondary school campuses, rather than in familiar public schools. This encourages Horizons students to broaden their experience and sense of possibility. These facilities offer new surroundings, resources and relationships and promote the integration of academic content with high quality experiential learning activities. The opportunity to explore and learn in a new environment adds meaning, increases engagement, and promotes social and academic growth.[16]

"Research indicates that engagement in learning is the key to school achievement as well as long-term success; more powerful than IQ or family background." [11]

Enriched Learning Environment: The Horizons model allows students to benefit from the unique resources and experience of their host independent school, college or university campus as they return each summer. Students feel at home on the campus and in their Horizons program, which reflects the host institution and surrounding community.

Continuing Connections and Parent/Family Involvement: Horizons supplements the 6-week summer experience with academic, cultural and recreational activities during the school year for students and their families. Many programs offer parent seminars on topics such as financial management and parenting.

Through nine seasons of summer learning, Horizons transforms lives by enriching the mind with knowledge, the spirit with confidence, and the imagination with possibility.

Multiple Years of Intervention: Since lasting connections create the greatest impact, Horizons makes retention a priority, resulting in average student and teacher retention greater than 80 percent annually across the network. Many families are involved for decades as additional siblings make their way through the program and graduates return to volunteer or teach at Horizons.[17]

Building Confidence: Swimming is an integral part of our learning strategy. While it addresses water safety issues, teaches life-saving skills that can lead to future summer employment, and introduces a competitive sport, it is also an effective confidence-building activity – especially given that most of our students come to Horizons without swimming skills and fearful of the water. Learning to swim involves overcoming real fear and builds the kind of confidence that splashes over into academic success and life outside of school.[18]

The History of Horizons

The first Horizons program was founded in 1964 in New Canaan, CT, to serve children from low-income families of lower Fairfield County. Horizons National is an outgrowth of the original program's desire to serve more children through replicating the model at other schools. The following timeline illustrates the evolution of the organization from a single program to a national affiliate network supported by the services of a central office.

1964 First Horizons program begun by New Canaan Country School in Connecticut

1981 First of several evaluations by faculty of Yale University, led by Dr. Edward Zigler

1995 Horizons National formed to replicate Horizons programs around the country

2005 With 13 loosely affiliated programs, the Horizons Board made the commitment to unified, national expansion

2008 First "Business Plan for Program Enhancement and Expansion" published

2009-10 Literacy Initiative funded and implemented, utilizing partnerships with national education assessment companies, Renaissance Learning and Wireless Generation

2010

- 2010 Excellence in Summer Learning Award from the National Summer Learning Association
- Funding from The Wallace Foundation and inclusion in the Summer Learning Leadership Group as one of three premier program providers
- STEM (Science, Technology, Engineering and Math) pilot program

2011

- 20 Horizons programs in 10 states, including first university-based site, and pilot models at community and teaching colleges
- Updated Business Plan completed, focused on regional growth and central capacity
- Launch of Leveraged Learning Initiative, with strong literacy and STEM components

Measureable Impact

"The summer slide in academic performance among low-income children is the single clearest contributor to the achievement gap that increases over the child's elementary school years. My knowledge of the Horizons program and the research I conducted on the efficacy of the summer intervention indicates that Horizons is a very promising invention for reducing the achievement gap. I know of no better intervention to offset the summer decrement."

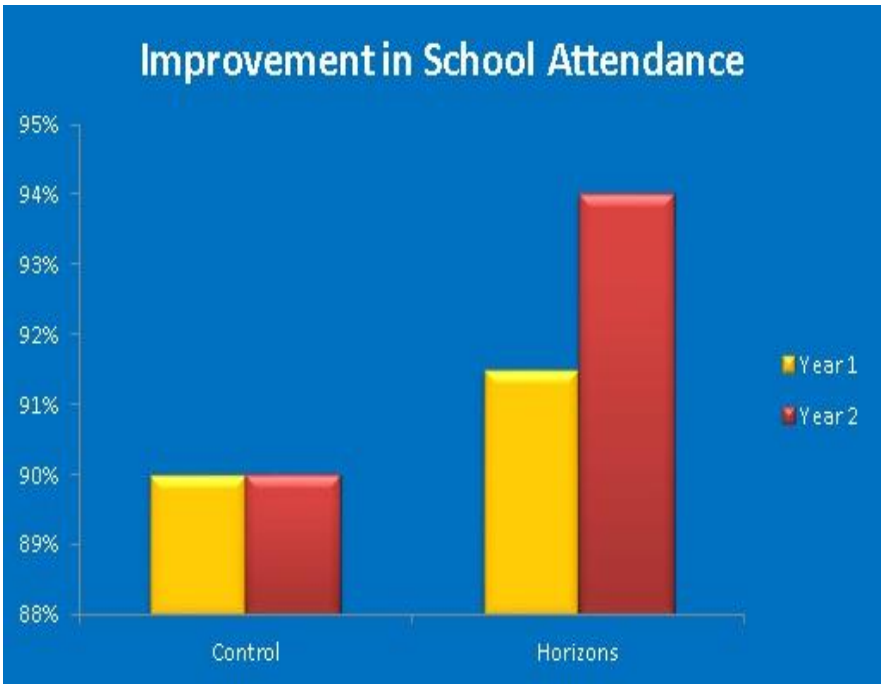
- Dr. Edward Zigler, Professor Emeritus, Yale University, and one of the founders of Head Start

Early Studies

Horizons was ahead of its time when, in 1981, Dr. Edward Zigler and his team from the Center in Child Development and Social Policy at Yale University conducted a study on the impact of the New Canaan Horizons program. [19] They found that Horizons students had improved attendance rates, more interest in nutrition and fewer referrals to special services than the control group. In 1995, a second evaluation of the New Canaan Horizons program showed that Horizons:

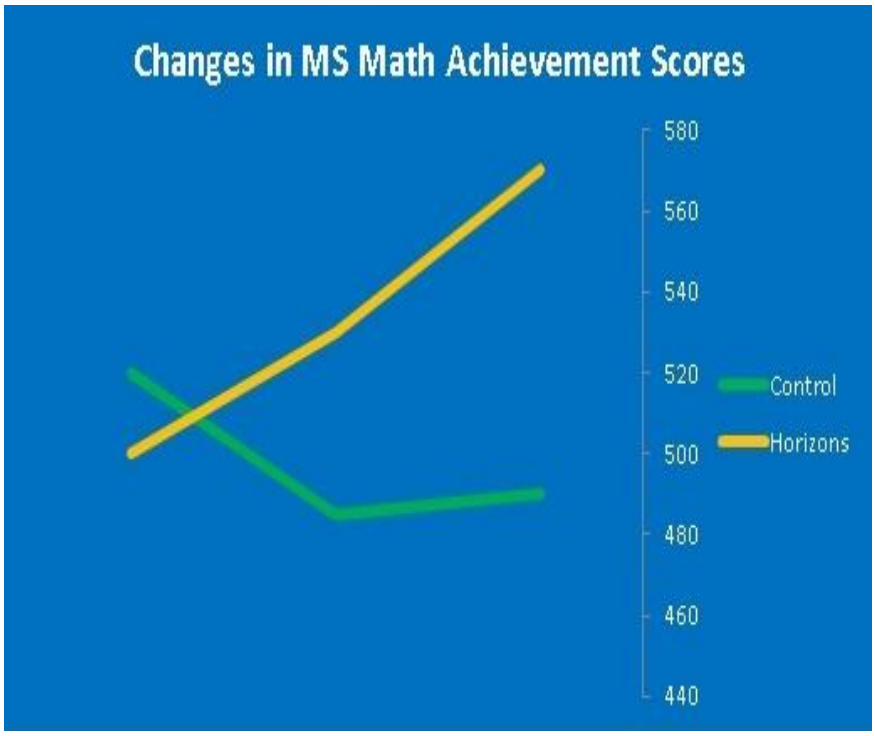
1) Positively affects attendance rates during the academic school year
2) Prevents the typical summer math decline, an advantage maintained during the school year
3) Has a positive impact on students' attitudes and learning
4) Increases the ability of students to tolerate frustration and to focus on academic tasks

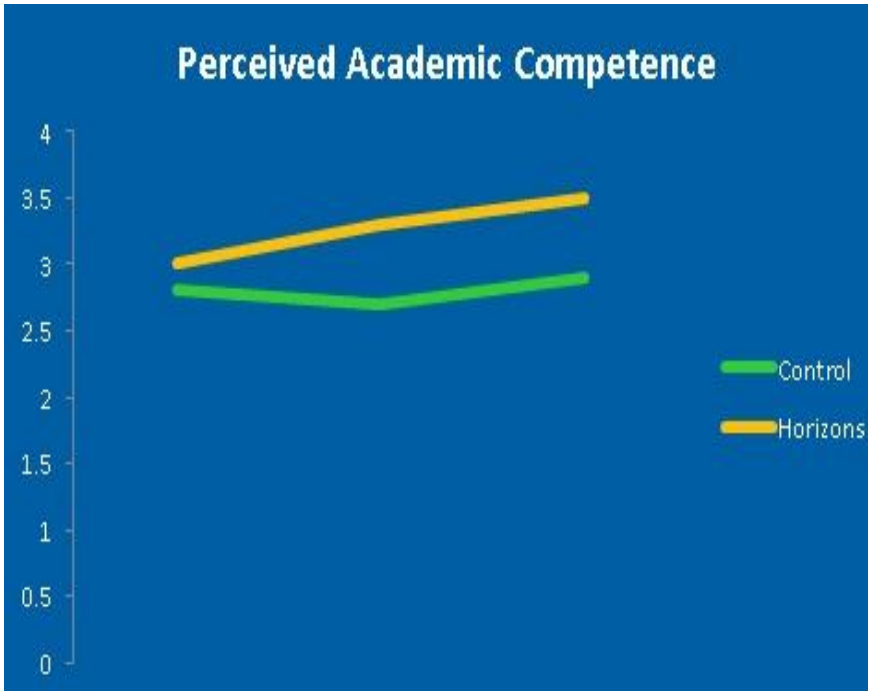
The following three charts from Dr. Zigler's later evaluation illuminate these foundational conclusions about the Horizons model.



Measureable Impact: Early Studies (continued)

Charts from Dr. Zigler's study on the impact of the New Canaan Horizons program (continued)





Measureable Impact: Early Studies (continued)

In 2007, a comprehensive evaluation by Dr. Beth Osborne Daponte, Senior Research Analyst at Yale University, noted the following improvements in ***student behavior*** after completing the summer program:

- Improvement in social skills
- Increase in self-confidence and motivation
- Increased love of learning
- Stronger connections with family members
- Increased willingness to try new things and explore new areas of life

Additional results of the evaluation included ***improved reading skills***:

- Students performing below grade level during the school year gained an average of three months of reading skills during the 6-week summer program
- Many gained as much as a full year

Current Assessment Methodologies and Results

Over the past three years, Horizons National has provided funding, training, assessment tools and other resources to affiliates as part of a Literacy Initiative which resulted in consistent student growth in reading across the network. As part of the Literacy Initiative, Horizons used assessment tools to measure student performance: **STAR Reading by Renaissance Learning in grades 3-8** and **mCLASS DIBELS by Wireless Generation in K-2**, are used in a pre- and post-test format. In 2010, Kenneth Terao and Francis Yuen, authors of *Effective Grant Writing and Program Evaluation*, evaluated these quantitative measures as well as a sample of student/parent-centered qualitative surveys.[20] They concluded that Horizons programs have been successful in promoting considerable improvement in reading ability among the majority of student participants and improvements in attitudes toward reading, increased interest in school, and increased self-esteem.

mCLASS DIBELS (K-2)

The data below shows changes in reading skills from summer of 2010 for grades K-2, compared to non-Horizons students with similar demographic profiles. These results were measured using mCLASS DIBELS assessments analyzed by Wireless Generation, who also provided the national comparison from a database of school year mCLASS DIBELS results for 250,000+ students. Wireless Generation reported that the comparison in results between the two groups showed that Horizons students achieved a 200 to 500 percent improvement over non-Horizons students during the summer months.

The three charts below illustrate these results in each of the three areas that DIBELS uses to evaluate reading fluency: phoneme segmentation, nonsense word, and oral reading.

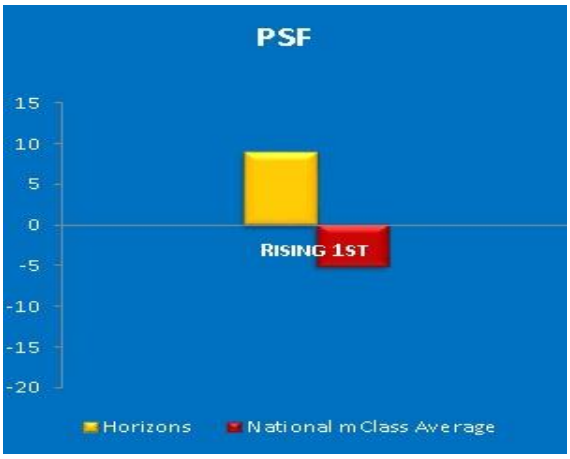
Measureable Impact:

Current Assessment Methodologies and Results (continued)

DIBELS Measures

Phoneme Segmentation Fluency (PSF)

This measures phonemic awareness. Students break words with two to five sounds into parts, with the highest score for each word being the number of phonemes in the word.



Nonsense Word Fluency (NWF)

This measures alphabetic principle (phonics). Students read nonsense words spelled with two and three letters or they name the letter sounds. All nonsense words are spelled with a consonant-vowel-consonant (CVC) or vowel-consonant (VC) pattern.

Oral Reading Fluency (ORF)

This measures fluency. Students orally read a grade-level passage.

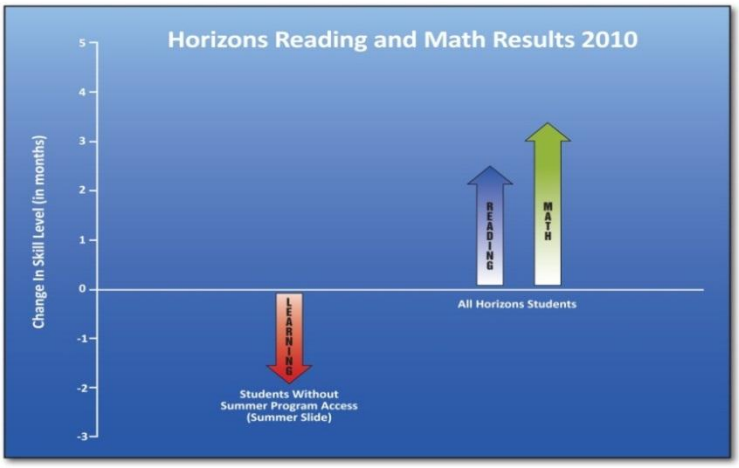
Measureable Impact:

Current Assessment Methodologies and Results (continued)

STAR Reading and Math (3-8)

Results from STAR Reading assessments for grades 3-8 over the past three years consistently demonstrate impressive reading gains for all students. STAR Math, which was implemented at most sites in 2010, indicated analogous growth. On average, Horizons students improve two and a half to three months in reading and math skills over the 6-week summer period and are therefore five to six months ahead of the loss they would likely have otherwise experienced.

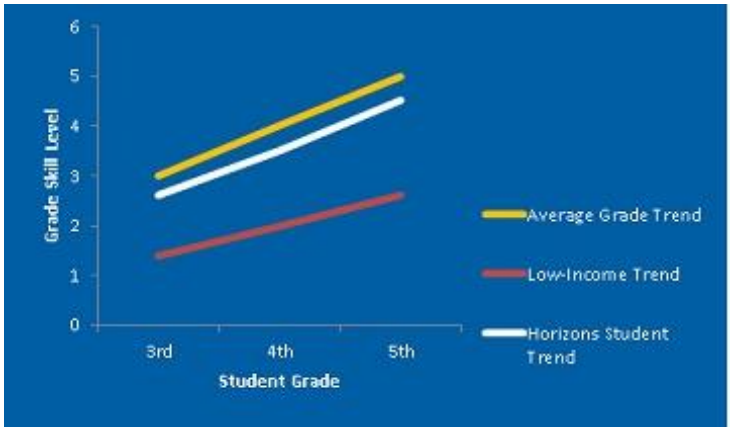
STAR Reading and Math Assessment Horizons Participants vs. Non-Horizons Participants



Horizons Prevents Increases in the Achievement Gap

The chart below compares three years of results from Horizons STAR Reading assessment to the trend suggested by research of the effects of summer vacation on achievement test scores.[21] It illustrates that although Horizons students continue to be slightly below grade level, their rate of learning is similar to expected grade progression and therefore prevents the achievement gap from growing each year.

Comparison Model: 3 Year Results from the STAR Reading Assessment



Horizons National has consistently embraced student assessment and program evaluation to inform program delivery and organizational growth. Future plans in this area include working with data partners to develop reading and math assessments customized for summer programs and completing an evaluation project that investigates the long-term impact of several years of summer learning.

National Impact: Social Return on Investment (SROI)

"Horizons not only helps children to become better students, it helps parents to become better parents."

- Horizons parent, 2006

While this SROI analysis does not attempt to definitively quantify and capture all aspects of the benefits and value that accrue as a result of a successful program, it does identify direct, demonstrable cost savings or revenue contributions that result from that intervention.

Summer learning loss is the primary source of the achievement gap that grows every year for low-income students without summer activities and opportunities.[22] Lack of early reading proficiency prevents learning in other subjects. Students who don't read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers, according to a study over time of nearly 4,000 students nationally. Poverty compounds the problem: for Black and Hispanic students, the combined effect of poverty and poor third grade reading skills makes the rate eight times greater.[23]

The average high school dropout will cost taxpayers over $415,000 in lower tax revenues, higher cash and in-kind transfer costs, and imposed incarceration costs relative to an average high school graduate. There are an estimated 6.2 million high school dropouts between ages of 16 and 24, quantifying this cost to our economy at $2.6 trillion.[24]

A full discussion and analysis of the social return on investment in the work of Horizons National is included in the Appendix. While SROI measurement is useful, it is helpful to anchor the case in the potential impact of Horizons for one typical student. On average, students spend five summers in Horizons programs at a typical cost just under $2,000 per student per summer, or an investment of about $10,000 per student.[25] If a child graduates from high school and matriculates to college (rather than dropping out), society would realize an average of at least a $415,000 gain in savings on health care costs, welfare payments, crime costs, and improved earnings and tax payments.

John Merrow, Education Correspondent for The PBS NewsHour, points out that the real impact of programs like Horizons is measured in human impact that resists numerical description. Closing the achievement gap can be quantified both in individual and social terms, but the real human impact lies in the closing of what Merrow calls "other gaps that are every bit as important – gaps of opportunity, expectation, and affection."

No matter how it is defined, the impact of Horizons programs and of Horizons National's network expansion efforts is not only life-changing for individuals, but of tremendous value to society.

Program Components

The Horizons Affiliation Agreement requires that each Horizons site run a tuition-free summer program supported by school year components for low-income K-8 public school students. There is a balance of academics, enrichment, swimming, recreational sports and other confidence-building activities, family participation and a long-term commitment to every student, all of which fosters an enduring and supportive community of learning.

Essential Elements of Horizons Programs

- A core summer program with the following elements:
  - Not less than six weeks in duration, Monday through Friday, at least six hours per day
  - Professional, paid lead teachers
  - Student/faculty (including assistant teachers) ratio of five-to-one or lower
  - A student body comprised at enrollment of approximately two-thirds below grade level, with the balance of students at or above grade level
  - Ethnic diversity reflective of the extended local community
  - Balance of girls and boys
  - Nutritional breakfast and lunch provided each day
  - Family involvement
- Project-based teaching methods that are student-centered in approach
- A balance of academic subjects with emphasis on reading and math
- Minimum of three days per week swimming instruction for each student
- At least four field trips of academic or cultural significance
- A non-sectarian program of instruction
- Students meet federal guidelines for free or reduced lunch
- Student retention is an essential priority; including family involvement and application preference for siblings whenever possible

Program Components (continued)

Admissions
Horizons affiliates reach out to local public schools with a critical mass of students from low-income families. Horizons does not market the program directly to families, but rather works with the local public schools to inform families about the program and oversee the process of recommending potential candidates. To expedite this process, formal partnerships with the local school district(s) are strongly recommended.

Program Costs
While there is a nominal application fee of no more than $50, our programs are completely tuition-free.

Program Sites
Horizons programs are located on independent school, college, and university campuses, exposing our students to a world of opportunity beyond their familiar experience. The campuses become their "Horizons home" where they return year after year. The in-kind use of space from the host schools allows our students to benefit from and enjoy the beauty and resources of these campuses.

Curriculum
While there is an educational philosophy that is embraced by all Horizons programs, there is no set curriculum. We hire experienced, high-quality teachers, provide training to familiarize them with the Horizons teaching philosophy, and then give them the freedom to create an inspiring, energized classroom. The average retention rate for instructional staff is 75 percent each year which means our Horizons students return to familiar adults each summer.

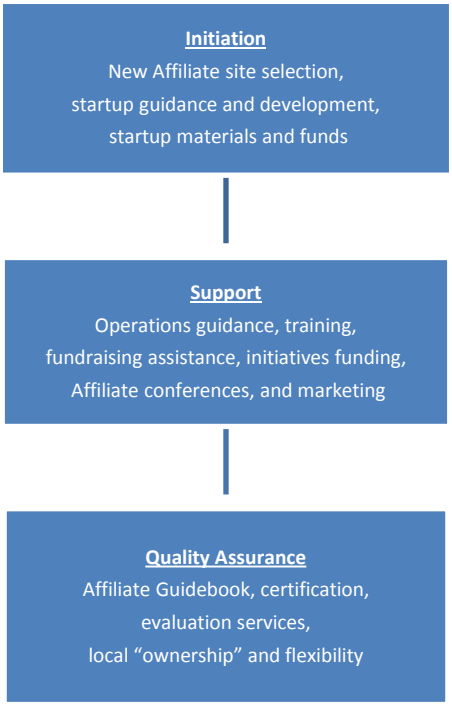
Supplemental Programming
Affiliates deliver value beyond the core program elements by augmenting their offerings. Such additional program features include mentoring and college counseling for Horizons graduates during high school, Saturday sessions during the school year, and workshops for parents of participants.

Operations

"One of the complementary benefits of Horizons is the public-private partnership that develops as a result of the program. We have become part of a neighboring community and enjoy a cooperative relationship with the Denver Public Schools in a way that could only have been possible through the establishment of Horizons."

- Christopher Babbs, former Head of School, Colorado Academy

The purpose of Horizons National is to develop new Horizons programs, foster the growth of each new affiliate, support affiliate innovation and sustainability, and provide quality assurance for the network. The National office assists each affiliate with fundraising, strategic planning, board development, operations management and professional development for teachers and staff, ensuring consistent quality throughout the Horizons network.



Initiation

A full description of new site development, either through the expansion of an existing affiliate or through new site acquisition, is discussed thoroughly in the section entitled *Horizons National Five-Year Plan: Expansion Process* (p. 32). The initiation process from first contact to program start-up takes an average of 18 months and requires about 240 hours of Horizons National staff time per site.[26] Once a school commits to starting a new program, Horizons National provides start-up guidance and development assistance including:

- Seed funding
- Strategic planning templates and consulting from the National office
- The Affiliate Guidebook - a comprehensive document that describes in detail the process of beginning and running a Horizons program
- New Executive Director training by Horizons National staff and an assigned peer mentor
- Teacher training video and library of lesson plans
- A Library of forms, handbooks, and other tools developed and used by affiliates

Operations (continued)

Support

Once the Horizons program is started, it is the affiliate's responsibility to keep the program running smoothly and to raise operating funds locally to serve its students. Horizons National's central office plays several roles in this phase of the program by serving as an internal consultant and providing oversight and centralized services for all of its affiliates.

Affiliate Guidance

Horizons National serves as a "best practices" resource to site directors and affiliate boards for all aspects of program operations and growth including:

- Long-range strategic planning
- Establishment of policies and procedures as affiliates mature
- Assurance that programs are implemented to the highest standards

Training

Horizons National uses its years of experience to help train new executive directors and teachers. Horizons National also supports and trains affiliate boards through retreats and other consulting.

Initiatives Funding

Horizons National promotes innovation throughout the network by funding new ideas and cutting-edge practices in education and summer learning through initiatives developed collaboratively with affiliates.

Fundraising Assistance

Horizons National continually researches and pursues opportunities for affiliate grants and scholarships. Most of the fundraising activities of the National development staff focus on raising money for specific services for affiliates, such as program components, centralized resources, seed funding for new affiliates and other ad hoc, pass through funding. Horizons National staff also provides fundraising training and support to affiliate staff and boards at conferences, board retreats, and as requested.

Marketing and Public Relations

Horizons National serves as a centralized voice to promote the Horizons network of affiliates in the national arena. A recent study of messaging and audiences conducted by Douglas Gould & Company helped establish consistent messaging and materials for the national network (a summary is found in the Appendix (p. 45). This study also led to partnership with a national educational public relations firm, The Hatcher Group, which is building visibility for Horizons on national and local levels. Horizons National provides an affiliate-specific marketing toolkit containing templates for publicity and marketing resources.

Communications and Collaboration

Horizons National supports a network-wide learning community by providing two conferences each year for Horizons affiliate staff and board members, monthly conference calls for Horizons Executive Directors, and web-based forums for staff and board members. These opportunities for intra-network communication facilitate the sharing of best practices and serve to motivate high levels of performance across all program functions.

Operations (continued)

Quality Assurance

Our method of developing new affiliates allows us to ensure quality of service as we replicate nationwide. Affiliation, where a central office uses mechanisms to enforce conformity in only the most critical areas, allows for the highest level of local flexibility without risking damage to the brand.[27] Speaking to the ability of Horizons National to ensure consistency while allowing for a broad level of flexibility, Dr. Beth Osborne Daponte, Senior Research Analyst at Yale University, stated the following in her 2007 evaluation:

> *"While [Horizons'] Program Theory (PT) was created to reflect Horizons National, when interviewed, the director of each site agreed that the PT applies equally to its program. None of the sites chose to modify the PT, even after being told they had the liberty to do so."*

To ensure this combination of consistency and flexibility with accelerated growth, a stronger Affiliation Agreement was developed in 2010, a copy of which is available upon request.

Horizons National Quality Assurance Systems

Horizons National employs several integrated quality assurance mechanisms that advance both excellence in program delivery and an exceptional level of sustainability. This system has enabled the network to remain stable both in the consistently high rates of student success and in sustained site operations. No Horizons program has closed since replication began more than 16 years ago.

Operations (continued)

Horizons National Quality Assurance Systems (continued)

The Affiliate Guidebook – A comprehensive description of how to run a Horizons program, the guidebook is used most heavily in the start-up phase of a new affiliate, but also serves as a resource for affiliates as programs grow and mature and as new staff is hired.

Formal Affiliation Agreements – Horizons National worked with its affiliates to develop a standard agreement that clearly outlines the roles and responsibilities of each party and provides appropriate safeguards for all partners. It is favorable to the affiliates, allowing them autonomy and independence, but also ensures protection of the Horizons brand for the benefit of the network. A representative Affiliate Agreement and copy of the Affiliate Guidelines are available upon request.

Annual Site Visits and Certification – Members of the Horizons National management team visit each program while it is in session during the summer, report findings to the National board, and provide feedback to the local board and staff. Every three years each site undergoes a detailed certification process, consisting of an Affiliate Self-Assessment and comprehensive site visit to ensure compliance with the Affiliation Agreement and program guidelines. A process description and sample of the self-assessment form are available upon request.

Local Autonomy – The flexibility built into the Horizons affiliate structure allows each program to be reflective of its local community and host school, try new methods and practices, and still remain true to the Horizons National guidelines. An Affiliate Support Fund makes funding available to individual affiliates to pilot innovations with potential to contribute to the entire network.

Affiliate Communications – As described above, the multiple provisions for communication between affiliate staff and national staff facilitates frequent sharing of best practices, serving as a powerful quality-enhancement mechanism throughout the organization.

Centralized Database – Horizons National collects annual information on each affiliate's financials, demographics, operations, board effectiveness, and assessment results from both summer and school year. In 2011, Horizons National launched a database platform for use by each affiliate that enables individual and aggregated analysis and reporting. This database allows us to track students, alumni and faculty to observe long-term impact of the Horizons model for students and their families.

SUMMER LEARNING: Context and Opportunity

Favorable Climate

A number of factors in the United States today have created a positive environment for Horizons National. Increased awareness of the importance of quality summer learning in education reform, renewed emphasis on public-private partnership on the part of several important stakeholders, and growing national recognition of Horizons as an industry leader all contribute to the sense of urgency felt by the organization's staff and board to realize the goals of this Business Plan.

Need for Summer Learning Providers

According to the National Center for Education Statistics, in the fall of 2010 there were approximately 35 million public school students enrolled in grades pre-K - 8. Of these students, about 20 million were eligible for free and reduced lunch, thereby meeting the basic Horizons eligibility requirement.[28] The number of young people in the target segment is far greater than the number that existing providers could serve. Moreover, a recent report, *America After 3PM Special Report on Summer,* commissioned by The Wallace Foundation, concluded that while low-income and ethnic minority children are more likely to attend summer learning programs than other children, the unmet demand among these families is also greatest. Based on 2009 enrollment data, the report estimates that approximately 6.2 million students who are eligible for free or reduced lunch currently participate in summer learning programs, but another 11 million students would attend if programs were available.[29]

The Summer Learning Field

In response to this obvious need and unmet demand, the summer learning industry has emerged beyond its previous status as a sub-category of "after-school" and the traditional interpretations of summer learning: remedial district programs, tuition-based enrichment programs, and recreational or athletic camps. Over the past decade a model of summer learning focused on supporting the whole child and preventing summer learning loss has been developed and promoted by the National Summer Learning Association (NSLA). Horizons was the recipient of NSLA's *2010 Excellence Award,* recognizing our model as reflective of the highest industry standards and our organization as a leader in the field.

Potential for Expansion: Independent Schools

The National Association of Independent Schools lists nearly 1,400 schools in the United States, indicating an ample ongoing supply of potential Horizons affiliate sites. The 2011 Wellspring Consulting study on the potential for Horizons expansion included analysis of the size of the independent school market, concluding that there is opportunity for more than a decade of accelerated growth even if Horizons achieves only a one-third share among the roughly 35 percent of schools in target markets with easily identified high commitments to public service.

The chart below shows that there is ample room for Horizons to expand significantly within the Independent School market.

Estimate of Growth Potential

Independent School Market

	Assumptions	Schools
Number of Independent Schools (NAIS)		1,400[1]
Percent of schools >200 students	74%[2]	1,030
Percent of schools with relevant grades	72%[2]	738
Potential market share	10-15%[3]	74 - 110

At a growth rate of 5 sites per year, this implies 11 - 18 years of growth
At a growth rate of 10 sites per year, this implies 5 - 9 years of growth

Further, exploring alternative settings other than Independent Schools could expand this market as well as increase the likelihood of achieving a higher rate of growth

(1) Referenced on NAIS website
(2) Calculated using a sample of 848 NAIS schools
(3) Estimated based upon rough percentage of schools identified with a high commitment to public service in the five target markets studied (~30-35%) with Horizons growing to about one third of that market; also vetted based upon planning team experience
Source: NAIS website; Horizons assumptions; Wellspring analysis

Potential for Expansion: Institutions of Higher Education

In 2011, Horizons at the University of Rochester's Warner School of Education opened, and three more programs at Institutions of Higher Education (IHE) will open in 2012. Several other colleges, universities and community colleges have expressed interest in operating Horizons programs. Understanding this potential for alternative site strategies, including stand-alone programs at higher education institutions and partnerships between post-secondary and independent schools in a regional approach, is an organizational priority for Horizons National.

Horizons Stakeholders

An additional reason for Horizons' growing success lies in the number of stakeholders involved in our highly collaborative model. With so many constituents invested in success, the odds of success rise. While each group may have a different reason for becoming involved, the stakeholders listed below receive substantial benefits from their participation in the Horizons National network.

- **Students** are the focus of our programs. Their learning experience is enhanced by the broad range of backgrounds and academic abilities of their Horizons classmates. There are ample available eligible students in each affiliate's area.
- **Affiliates** receive start-up funding, expertise, support and national visibility from affiliation with Horizons National.
- **Host independent schools, colleges and universities** are given opportunities to build connections with neighborhood public schools and civic groups while expanding visibility in their local philanthropic communities. Their teachers and students benefit from participation in the Horizons program, enriching the experience of all involved.

Potential for Expansion: Institutions of Higher Education
Horizons Stakeholders (continued)

- **Public schools** benefit from Horizons students returning to school in the fall energized, motivated and farther ahead academically. In addition, public school teachers who work at Horizons receive high quality professional development over the summer.

- **Teachers** frequently describe teaching at Horizons as an invigorating and rejuvenating experience that leaves a lasting impact. Public and private school teachers work together, learn from each other, and benefit from returning each summer to this close learning community. The high retention rate for teaching staff of 75 percent enables Horizons affiliates to maintain the highest quality of instruction.

  Please know how much I have loved being involved with Horizons for the past six years! The work everyone does is amazing and life-changing for the children we serve."

  - Jen Williford, Teacher, Horizons at Colorado Academy

- **Students' families** are powerful stakeholders. Because of Horizons' multi-year commitment to them, parents and families have the opportunity to become engaged in the learning process. Siblings receive preference at admissions and programs routinely offer parent workshops, involve parents as volunteers, and help parents become effective advocates for their children.

Donors
Horizons National and its affiliates receive program funding support from diverse non-public sources including foundations, corporations and individuals. Given the large number and variety of donors, the Horizons network is not overly reliant on any one source. Horizons affiliates receive the bulk of their donations from local individuals through appeals, events and from regional foundations. Horizons National leverages funding from national foundations and corporations for expansion, centralized affiliate initiatives, and to provide resources to fulfill the organization's goals.

New Entrants
There are few barriers to entry in the summer learning field. Government accreditation is not required unless an organization intends to become an official provider under the *No Child Left Behind Act*. For nonprofit organizations, the most significant entry barrier is reputation and funding. It is possible that the strong reputation that Horizons and a few other national organizations (e.g., BELL, Higher Achievement) have developed yields sizable advantages that might deter potential entrants.

Similar Organizations and Substitutes

Individuals	**44**
Foundations & Corporations	**51**
Investments	**5**

The demonstrated need is so great and the number of organizations serving the need so few, that there is ample room in the market for multiple organizations. Some school districts, funded largely by public dollars, are running summer programs that meet the definition of enriched summer learning, while other school districts have implemented extended calendars. There are large nonprofit organizations that contract with districts to provide programs in district facilities; these tend to be funded through a combination of public and private sources. There are also many single site summer programs run by community nonprofits or individual schools; these tend to be privately funded. For the most part, relationships with comparable organizations are cooperative and mutually supportive, sharing the common goal of reaching the maximum number of students possible.

Potential for Expansion: Institutions of Higher Education
Similar Organizations and Substitutes (continued)

Horizons is unique in the summer learning landscape in several ways:

- Multiple years of student retention yields deep impact on students and families
- A national model that leverages private facilities to serve public schools
- Mixed ability levels in each class
- Central office acts as a clearing house for best practices in teaching and assessment
- Distributed funding model provides great flexibility and sustainability

The following chart details attributes of other summer learning organizations that are funded primarily through private philanthropy. While these programs empower and enrich children through summer learning, no single program shares all of Horizons' unique traits and qualities.

The size of the market, the observed need and the limited number of direct competitors confirm that expansion of the Horizon National organization is both feasible and attractive.

	Geography	Multiple Sites Nationwide	Begins in Kindergarten	Non-public school locations	Summer & Year Round	Professional Teachers	Athletics & Enrichment	Broad Range of Academic Abilities	K-8 Successive Retention
Horizons	20 sites nationwide	✓	✓	✓	✓	✓	✓	✓	✓
Aim High Summer Program	San Francisco Bay Area			✓	✓	✓	✓	✓	
BELL Summer	Baltimore, Boston, Detroit, NYC, Springfield (MA), Augusta (GA) , Charlotte (NC)	✓	✓		✓	✓	✓	✓	
Breakthrough Collaborative	31 sites nationwide	✓		✓	✓		✓		
Harlem RBI REAL Kids Summer	Harlem, NYC				✓	✓	✓		
Higher Achievement Summer Academy	10 sites in D.C., Baltimore, Richmond Pittsburgh				✓	✓	✓		
Summer Advantage	Indiana, Chicago		✓			✓	✓	✓	
Middle Grades Partnership	19 sites in Baltimore			✓	✓	✓	✓		

See Appendix for detailed description of these programs (p. 46).

Horizons National Five-Year Plan

Horizons National's five-year growth plan includes two major initiatives. First, through Affiliate support, we will continue to strengthen existing programs to ensure consistent, high-quality service for every child. Second, we will expand our affiliate network to new independent school, college and university sites to serve more children and families across the country.

Program Reinforcement

As Horizons National expands, we will continue to improve support of affiliate programs through:

- Direct delivery of services by Horizons National to affiliates
- Funding by Horizons National of programs and system-wide upgrades and improvements

Program Resources

Horizons is committed to continuous program improvement supported and guided by meaningful and consistent assessment and evaluation. Horizons National provides funding to affiliates for the following program resources:

- Reading Specialists and Academic Coordinators
- Software license and training for STAR Reading and Math and mCLASS DIBELS assessments
- STEM (Science, Technology, Engineering and Math) resources and curricula
- Competitive awards for conference attendance
- Other support, by application

A two-year Literacy Initiative culminated in 2010. It utilized assessment and intervention tools from two national school data companies, Wireless Generation and Renaissance Learning, and placed specialized staff at each program site. The Initiative paid for each affiliate to hire a reading specialist to implement assessments, analyze data, work with faculty to structure curriculum and lesson plans and provide individualized instruction where necessary. Training was provided annually by the National office. This Initiative not only yielded improved student outcomes in reading, it also increased consistency across all Horizons programs.

The Literacy Initiative also had a systemic effect on the Horizons network, establishing a stronger value proposition for affiliate membership in the national organization. The provision of a Reading Specialist for each affiliate ensured unified administration of assessments and consistent data collection on a scale no individual program could have achieved and improved the level of reading instruction for each student.

Building on this success, Horizons began a STEM Initiative in the summer of 2010. Participating affiliates received funding for planning, project supplies and a student assessment of math skills before and after the program. STAR math results were substantially higher for the sites that utilized STEM curricula. As a result, STEM curricula were included at all Horizons affiliates in the summer of 2011 as part of the Leveraged Learning Initiative described below.

Program Reinforcement (continued)

Leveraged Learning Initiative
Beginning in the summer of 2011, Horizons National provided additional resources through its Leveraged Learning Initiative, integrating the best practices and resources of the STEM and Literacy initiatives and adding the following important components:

- An Academic Coordinator (AC) to support the Executive Director with program responsibilities so that he or she can engage in more fundraising activities, including conducting site visits with potential donors. The AC position ensures that Horizons students benefit from focused Literacy and STEM curricula and includes part-time, school year efforts to deepen the relationship with public schools and facilitate collection of student data.

- A network-wide database to capture information about students, teachers and staff. Administered centrally, the database is accessible to each affiliate for its own query and results, and reports can be generated at both local and aggregated national levels. This database contains assessment results from summer and year-round schools, demographic information, and will grow into an alumni database, giving Horizons the ability to track graduates over time, enabling important longitudinal evaluation.

Development of Tools for Teaching and Assessment
Horizons National will continue to work with Renaissance Learning and Wireless Generation to customize their assessment products for summer learning programs in both test administration and analysis. Horizons National will also work with national experts and reading specialists to continue development of a library of recommended interventions and curricula.

Professional Development Opportunities
To deepen and reinforce learning, one or more master teachers will work with affiliates during the summer to conduct training with Horizons teachers. Additional professional development activities will continue to be offered at the semi-annual Horizons network conferences.

Affiliate Certification
Formal visits to an affiliate for purposes of certification will occur every third year. Horizons National staff, an affiliate director or teacher, and representation from either the National or an affiliate board will conduct the two-day site visits. Visits will be followed by a written report with points of commendation and areas for improvement. Horizons National staff will make interim, less formal site visits to monitor affiliate progress between certifications.

School Year & High School Programming
Working with students throughout the school year and through high school enhances the results of the core 6-week, K-8 summer program. Horizons National will support affiliate efforts as they build on existing pilot programs to:

- Develop additional year-round reinforcement activities
- Mentor Horizons graduates in high school to assist them on their way to college.

As warranted, Horizons National will work with affiliates to establish standardized recommendations for these programs and then assist affiliates with added funding.

Program Expansion

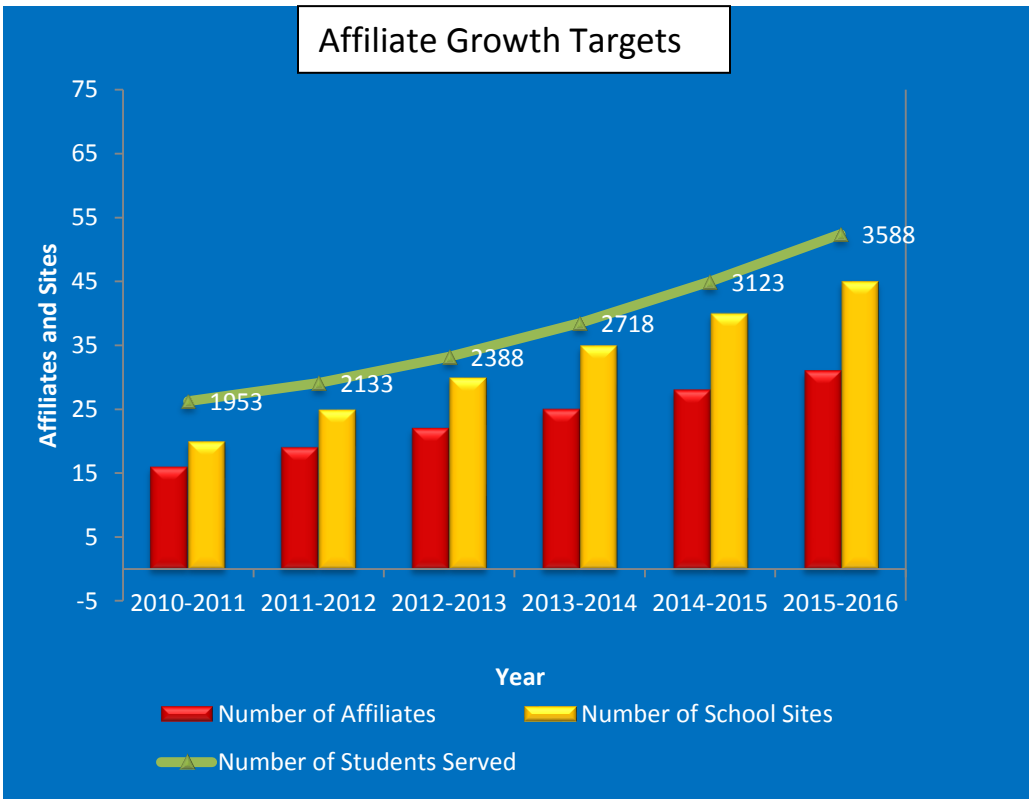
Horizons National has been successfully replicating the Horizons model since 1995. This model has proven to be sustainable and leverages a small national investment to produce an ongoing, locally self-funding Horizons program. Since we began expansion, no program has failed. Horizons National adopted a 2008 Business Plan for Program Enhancement and Expansion that called for accelerated growth. Since then, a number of factors – including a growing national awareness of the importance of summer learning, renewed emphasis on public-private partnership, and increasing national recognition of Horizons – have presented the opportunity for more significant and strategic growth over the coming five years.

In 2010-11, we worked with Wellspring Consulting to develop a plan for accelerated expansion. Their recommendations provided the foundation for our current growth strategy.

Strategies for accelerated expansion include the following:

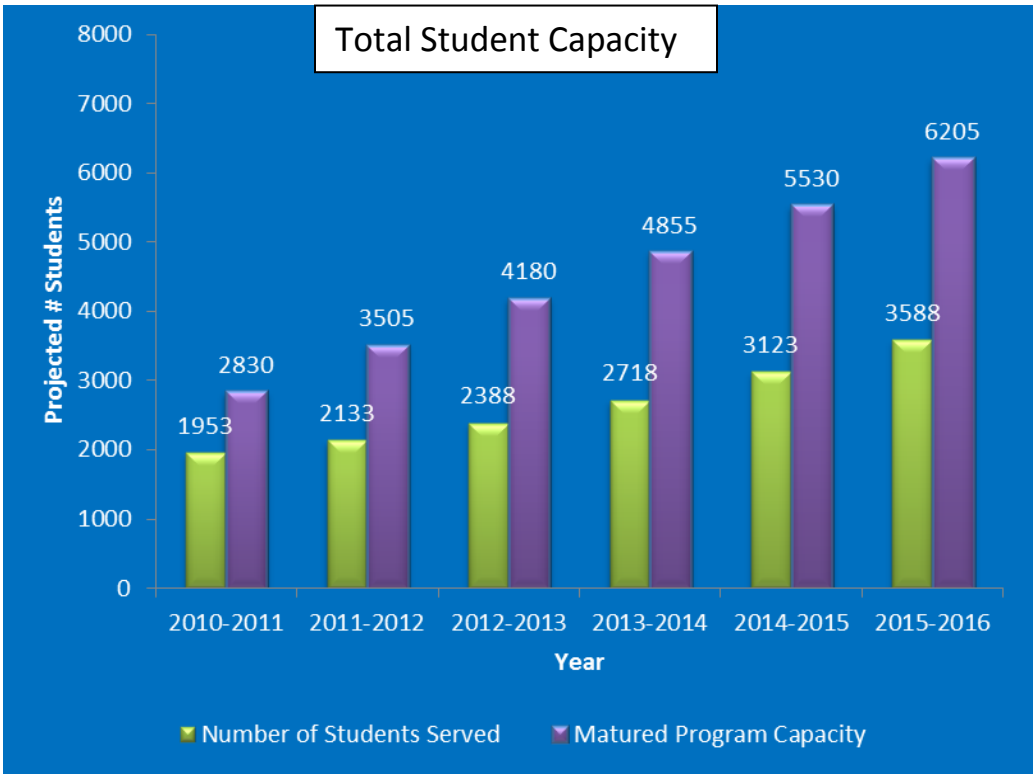
- Draw upon relationships across Horizons' network systematically to generate prospects
- Add sufficient staff support to focus on converting potential affiliates and sites
- Prioritize prospecting in markets identified as high potential such as Atlanta, Newark, New York, Philadelphia and San Francisco.
- Explore approaching these cities from the city and public school side, as well as private school.
- Work with affiliates to pursue regional expansion in locations where appropriate.

Horizons National's expansion goal is to more than double the number of sites in the next five years for a total of 45 in 2016. Year-by-year targets are as follows:



Program Expansion (continued)

As shown below, existing affiliates and new affiliates established during this five-year plan period will serve over 6,000 students as programs mature into their full K-8 capacity.



The Horizons National organization has always been committed to responsible growth consistent with our core values of building community; retaining students, faculty and staff for multiple years; and providing a safe, nurturing environment for our students and families. By growing slowly and carefully monitoring the development of each affiliate site, Horizons National has developed a highly successful model of replication.

With materials and systems in place, years of experience, and dedicated expansion staff, we are now well-poised to achieve and support more aggressive growth.

Expansion Process

Horizons expansion is focused on regional growth and single-site growth. Regional growth involves multiple sites with some centralized governance and administration in a metropolitan region, and is the focus of our strategy to accelerate growth. Continued new single-site development is also critical to our five-year plan. Horizons National initiates new program expansion in three primary ways:

Existing Site Growth
Growth is inherent to the Horizons network culture. Each new affiliate begins with one class of Kindergarten students. The next year, the affiliate expands to both Kindergarten and first grade and continues to add one grade every year until the program serves a full K-8 student body. As of the summer of 2011, 13 of the 20 Horizons sites have reached K-8. As the program matures, an affiliate may choose to add sections at each grade level, expanding the potential size of the program overall. Some sites have continued their annual growth by choosing to add a high school component.

Existing Region Growth
Growth can occur within a region where a Horizons program is already present. For example, an existing affiliate board can elect to expand to an additional independent school or institution of higher education and become a multi-site program. This has been done successfully at our Hampton Roads, VA; Rochester, NY; and Greater Washington DC programs, where Horizons operates on multiple campuses in each region with centralized administration and governance. Horizons National will focus on working with existing affiliates in the priority areas identified by Wellspring Consulting (Atlanta, Newark and New York City), as well as several other affiliates currently investigating growth opportunities in their regions.

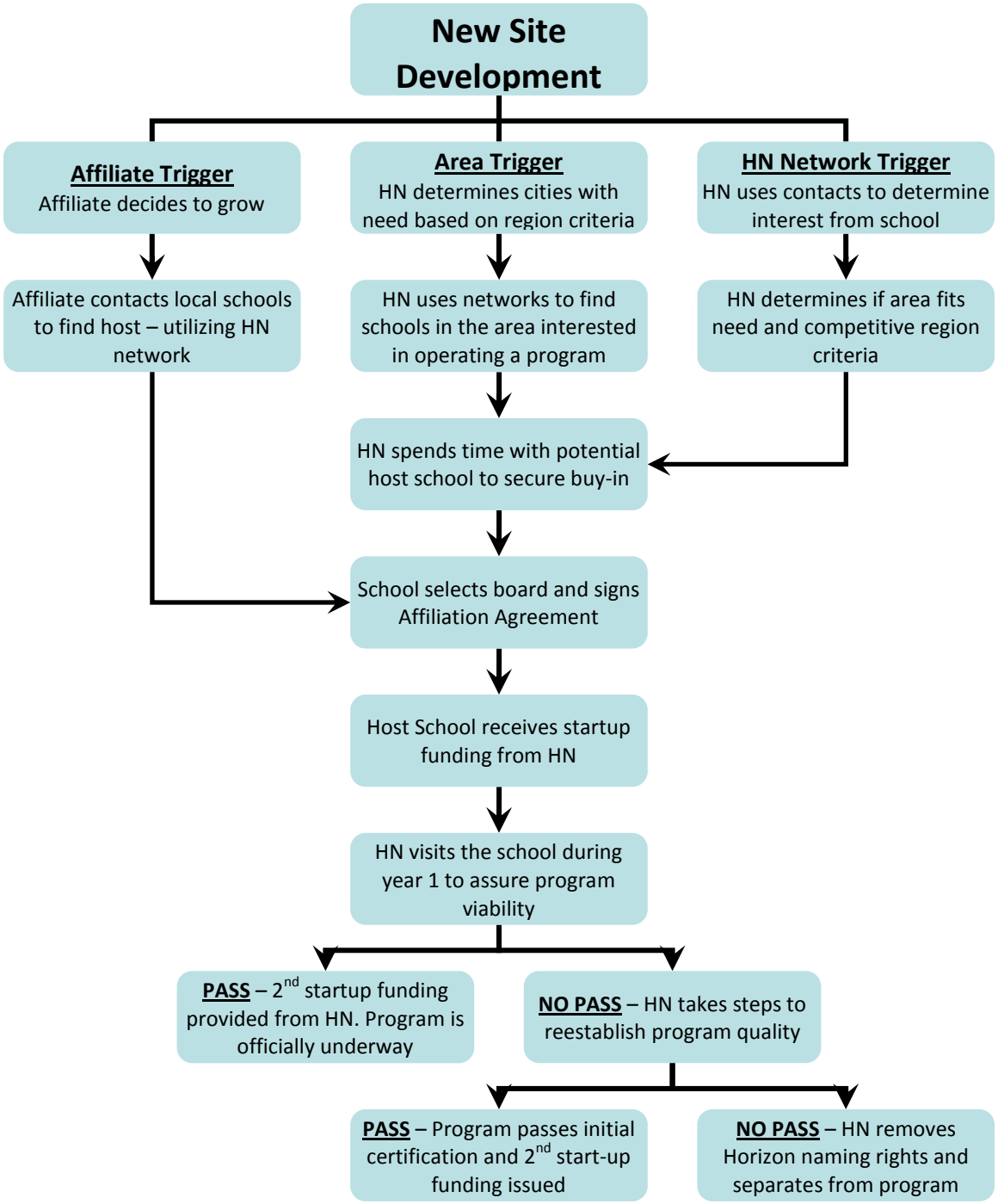
New Region Growth
The Horizons network also grows by developing a regional affiliate with multiple sites in cities or regions of the country where there is not yet a Horizons program. Horizons National has identified three metropolitan areas on which to focus this kind of growth: Newark, Philadelphia, and San Francisco. Emphasis will be placed on developing regional models in which several independent school, college and university sites will be jointly administered**,** collectively providing a larger impact in the region than is possible with a single site.

Advantages of the Multi-Site Regional Model
There are several advantages of the multiple site Horizons regional model, which is the priority activity for the Horizons National Expansion Team. The primary rationale is that by serving more children through partnership with several education institutions in the area, the program becomes an initiative of the community rather than of a single school. This opens up fundraising and other opportunities for support that no single institution would be able to attract. Economies of scale in administrative staffing, supplies, and other operational functions are also benefits of this model. The partnership between private schools and institutions of higher learning is a powerful force that leverages their combined resources in support of low-income students in the community.

Expansion Process (continued)

New Site Development Process

More than 15 years of experience in expansion and replication have informed the comprehensive process used by Horizons National (HN) to develop new sites. The following chart illustrates the fundamentals of this process.



Expansion Process (continued)

Horizons National Network Connections

Horizons National's credibility and years of experience within the independent school community, and membership in organizations such as ISANET (Independent School Association Network) and PSPP (Private Schools with Public Purpose), will continue to fuel future growth opportunities. Two former Heads of School lead our expansion efforts with private schools, providing access to colleagues in the education community. We will be investigating the need to add similar expertise from the higher education field.

Geographic Need & Selection Criteria

The primary driver of expansion is the willingness of an independent school, college or university to make a long-term commitment to Horizons. Selection criteria include:

- **Demographics of potential partner school**
  - Usually need more than 200 students to ensure sufficient resources
  - Other summer programs on campus leave enough room for Horizons to grow to approximately 120 students
  - Willingness of the school to provide on-campus resources to the Horizons program
  - Location close to the target student population
- **Socioeconomic landscape**
  - Adequate resources in the community to support the program
  - Demonstrated need estimated by the number of children who qualify for free or subsidized lunch in the school district
- **Location and landscape of local public and private schools, colleges and universities**
  - Proximity of target student population to host school
  - Willingness of the public schools to allow access to student records and student selection
  - Current relationship between public and private school communities
- **Presence of other Horizons National Affiliates in the region**
  - Existing affiliates have strong contacts in the local community
- **Presence of similar summer programs**
  - With enormous potential for expansion nationwide, we do not plan to compete in cities that are saturated, but rather to find areas of significant need

The 2011 Wellspring Consulting study of Horizons growth potential concluded:

"Providing a greater focus on growth will enable Horizons National to help more children win the battle against summer learning loss and close the achievement gap. Horizons is well-positioned to pursue an accelerated growth trajectory. With strong leadership, an augmented staff, and a dedicated, passionate Board – we believe that they will be able to meet the challenges of faster growth." [30]

Risk Assessment

Horizons National has assessed the potential risks associated with our expansion plan and believes it is possible to mitigate each responsibly. We have identified the following primary risks and corresponding risk mitigation strategies:

- **Change in leadership at the host school**
  - *Risk Mitigation Strategy:* When this occurs, Horizons National takes an active role to make certain that the Horizons Program is part of the discussion. Our focus on strong affiliate boards helps to ensure that the impact is minimal.
- **Economic recession reduces level of local funding**
  - *Risk Mitigation Strategy:* The in-kind donations of host schools make our program model less vulnerable. Horizons National provides contingency support from national funders.
- **Expanding too fast**
  - *Risk Mitigation Strategy:* With a solid expansion plan and years of experience in replication, growth will occur as resources are put in place. Current expansion staff is flexible and can be increased or decreased as needed.
- **Expanding too slowly**
  - *Risk Mitigation Strategy:* One negative aspect of expanding too slowly is that our potential social impact remains partially unrealized. Given our plans to develop a growth protocol for host institutions of higher learning, our plan to continue to replicate a successful model is appropriately aggressive.
- **Liability associated with being in charge of children**
  - *Risk Mitigation Strategy*: While liability insurance is provided by the independent schools, colleges and universities, our standard operating procedures also focus on minimizing risk.
- **Risk of wayward Affiliate damaging national brand**
  - *Risk Mitigation Strategy*: A strong Affiliation Agreement, and Horizons National's role as advisor and consultant, provides a safeguard to ensure affiliate quality and performance. Horizons National has both a certification process and an exit procedure in place to manage underperforming programs.
- **Risk of lack of sustainability with a new Affiliate**
  - *Risk Mitigation Strategy*: To date, no affiliate has ever disbanded or shut down. Support from Horizons National, the time-proven program model, and the long-term commitment from local Horizons boards ensure sustainability.
- **Locating Affiliate sites close together creates too much competition for local dollars**
  - *Risk Mitigation Strategy*: Multi-site affiliates typically have more success in fundraising because of economies of scale.

Horizons National Management Team

Lorna Smith, Chief Executive Officer

Ms. Smith has been with Horizons National for seven years. Under her leadership, Horizons National has become a vital resource for the affiliates, creating a network with strong organizational identity, stability, and consistency. She has facilitated the opening of new program sites and built a national presence for Horizons. Lorna brings market research expertise to the organization's critical evaluation practices, as well as extensive client service and entrepreneurial experience. A graduate of Wellesley College, Ms. Smith also holds an M.B.A. from Cornell University.

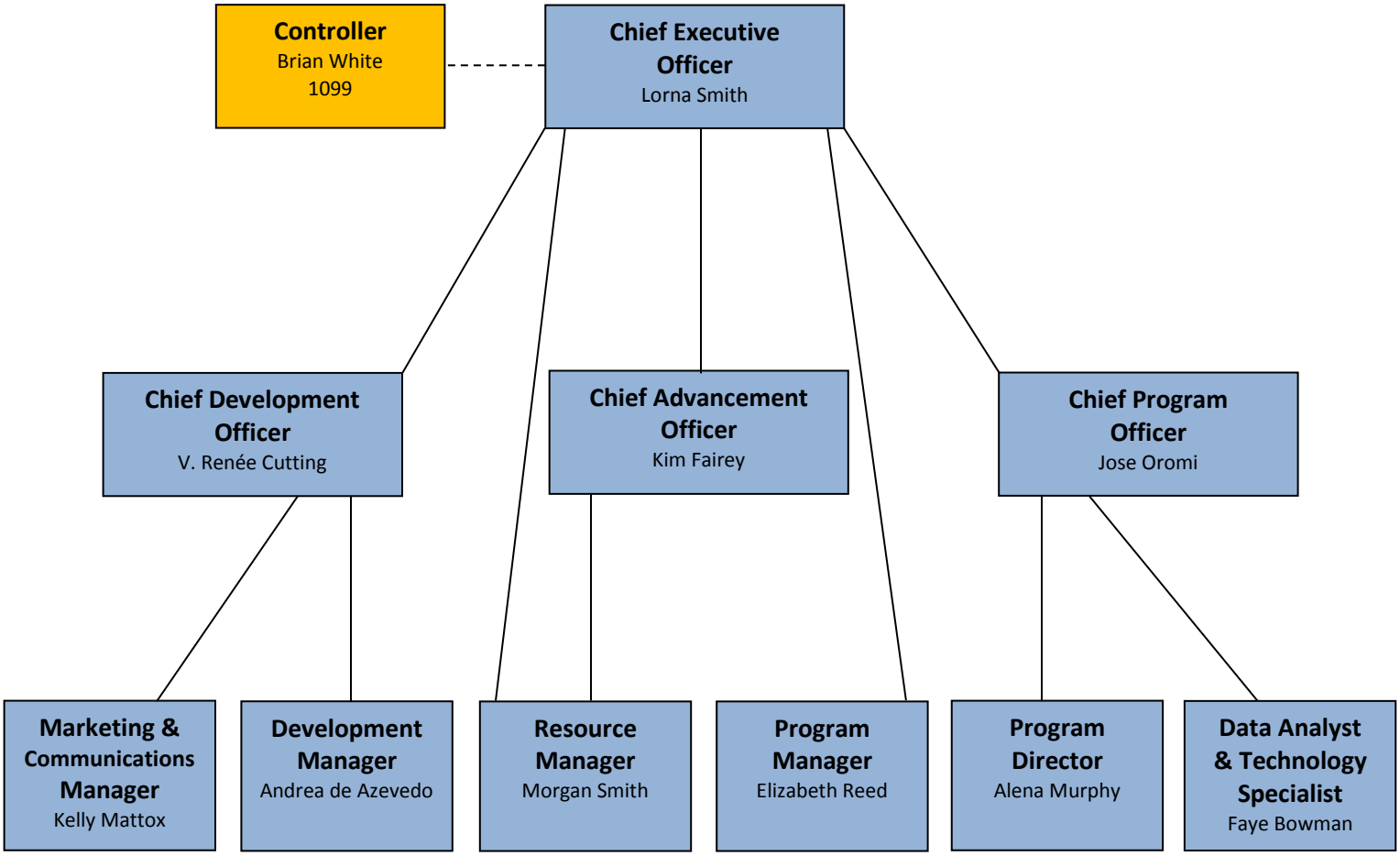
Jose Oromi, Chief Program Officer

Leading the affiliate support efforts at Horizons National, Mr. Oromi brings expertise in global and domestic operations and programming, having worked with Save the Children and the Peace Corps, in addition to extensive teaching and community support experience. Prior to joining Horizons National, Jose was the Executive Director of a highly successful Horizons affiliate for seven years. Mr. Oromi holds his B.A. from the University of Florida.

Kim Fairey, Chief Advancement Officer

Ms. Fairey is responsible for national fundraising and marketing in support of the Horizons affiliate network. In her three years with Horizons, the national office supported the founding of seven new affiliate sites and funded significant program innovations and affiliate support capacity. In addition to extensive professional and community fundraising experience, Kim's career includes banking, management, strategic planning, and professional volunteer management. Ms. Fairey earned her undergraduate degree from Wellesley College, along with an M.B.A. from Stanford Graduate School of Business and a Master's in Divinity from Union Theological Seminary of New York.

Horizons National Organizational Chart (Fall 2012)



Our Funders

- The Aetna Foundation
- The Coca-Cola Foundation
- Coca-Cola Refreshments, USA
- Dyson Foundation
- GE Foundation
- The Horace W. Goldsmith Foundation
- Jeniam Foundation
- Littlejohn Family Foundation
- Virginia Cretella Mars Foundation
- Mylan Charitable Foundation
- New York Life Foundation
- Newman's Own Foundation
- Pitney Bowes Foundation
- John A. Sellon Charitable Residual Trust
- The Travelers Companies, Inc.
- Timex Group
- Rose and Sherle Wagner Foundation
- The Wallace Foundation
- Xerox Foundation

Affiliate Locations

ATLANTA, GA
- Holy Innocents' Episcopal School
- Woodward Academy

BATTLE CREEK, MI
Kellogg Community College

BROOKLYN, NY
Brooklyn Friends School

CHESTERTOWN, MD
Radcliffe Creek School

DEDHAM, MA
Dedham Country Day School

DENVER, CO
Colorado Academy

FAIRFIELD, CT
Sacred Heart University

GREENS FARMS, CT
Greens Farms Academy

HAMPTON ROADS, VA
- Chesapeake Bay Academy
- Norfolk Collegiate
- Portsmouth Catholic Elementary School

INDIANAPOLIS, IN
St. Richard's Episcopal School

NEW CANAAN, CT
New Canaan Country School

NEW YORK, NY
Saint David's School

NEWARK, NJ
St. Philip's Academy

ROCHESTER, NY
- The Harley School
- Monroe Community College
- Nazareth College
- Warner School of Education/ University of Rochester

RUMSON, NJ
Rumson Country Day School

SALISBURY, MD
Salisbury School

SAVANNAH, GA
Savannah Country Day School

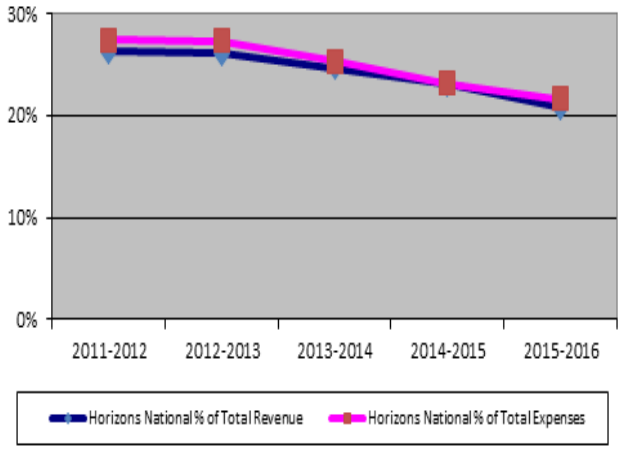
GREATER WASHINGTON, DC
- Maret School
- St. Patrick's Episcopal School
- Norwood School

NOTE: All information on Funders and Affiliate Locations is current as of Fall, 2012. Horizons National is continually adding funding sources and replicating its award-winning program in communities across the nation. For the most up-to-date information, please visit our website: www.horizonsnational.org.

HORIZONS NATIONAL FINANCIALS 2011-2016

Financial Model and Analysis

Leveraging National Funding
Over the next five years, Horizons will expand from 20 to 45 affiliates while constantly improving program quality and consistency. Horizons National will continue to fund affiliate program initiatives and further develop capacity for expansion and program support, while providing start-up funds and contingency assistance for affiliates.



The projections below assume that Horizons National will continue to benefit from strong relationships with national corporate and private foundation funders. Because of the leverage provided by our decentralized and diverse funding model, national fundraising is not required to cover operating costs of Horizons programs, but is essential to our goals. Given the current climate of education reform, a focus on public/private partnership in the independent school and institution of higher learning communities, and the increased national profile of Horizons National, we believe our goals achievable.

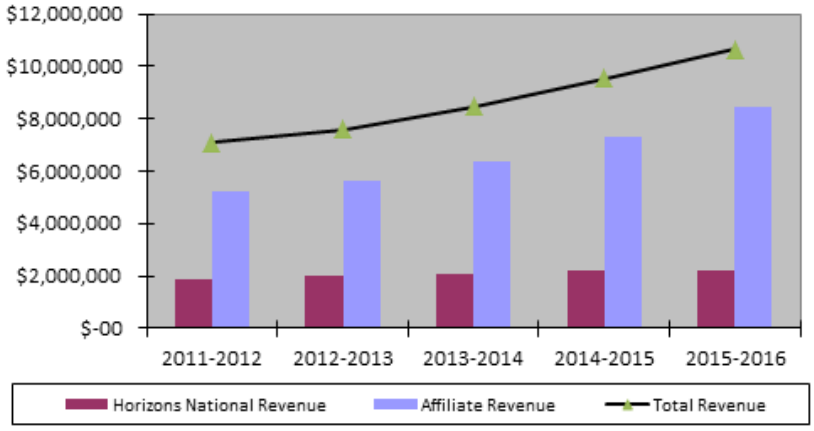
HORIZONS NATIONAL FINANCIAL SUMMARY	Budget		Forecast			5-Year TOTAL
Fiscal Year (July 1 - June 30)	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
Foundation / trust grants	1400	1500	1600	1700	1700	
Corporate contributions	10	13	15	18	20	
Total Revenue	1410	1513	1615	1718	1720	7976

Horizons Network Financial Summary

The majority of fundraising for affiliate operations will continue to be managed at the local level. Facilities and business office services are provided in-kind by host schools. Our typical per student cost across affiliates ranges from $1,500 to $2,000 each summer. This figure demonstrates high operational efficiency across affiliates and is impressive when compared with cost for other quality summer learning programs.[31]

FINANCIAL SUMMARY	Forecast				
Horizons National Network	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
Horizons National Revenue	$1,871,000	$1,984,000	$2,096,000	$2,209,000	$2,221,000
Affiliate Revenue	$5,221,897	$5,604,445	$6,378,929	$7,329,431	$8,420,749
Total Revenue	$7,092,897	$7,588,445	$8,474,929	$9,538,431	$10,641,749
Horizons National % of Total Revenue	26%	26%	25%	23%	21%
Horizons National Expense	$1,856,000	$1,981,000	$2,028,000	$2,073,000	$2,187,000
Affiliate Expense	$4,888,325	$5,246,436	$5,971,446	$6,861,231	$7,882,836
Total Expense	$6,744,325	$7,227,436	$7,999,446	$8,934,231	$10,069,836
Horizons National % of Total Expenses	28%	27%	25%	23%	22%
Horizons National Change in Net Assets	$1,068,668	$685,029	$684,814	$1,066,377	$1,004,983
Affiliate Change in Net Assets	$333,572	$358,009	$407,483	$468,200	$537,913
Total Change in Net Assets	$1,402,240	$1,043,038	$1,092,296	$1,534,577	$1,542,896

As affiliate cash revenue grows from $4.8 million to over $8 million, Horizons National will maintain annual expenses of approximately $2 million, of which approximately half will be for seed-money, pass-through grants and activities in direct service to affiliates. In 2012, Horizons National expenses will comprise approximately 28 percent of the entire system's revenue. Over the five-year term of this plan, as the network approaches a $10 million budget, the Horizons National expense as a percentage of total network will drop to 22 percent. Considering the 50 percent direct support of affiliates above, this implies that the cost of maintaining centralized national resources will have dropped to approximately 10 percent of the network total expenses.



Horizons National Statement of Activities Summary

The chart below summarizes Horizons National financial projections over the duration of this plan. Contributions are broken out by type of donor; note that corporate foundations are included under the heading of Foundation / trust grants. Investment income is currently interest from cash, though an endowment was established in July, 2011. Much of the budget shown is for discretionary pass through grants and expansion consulting, which can be pulled back on short notice, allowing for flexibility in annual expenses. Therefore, the unrestricted cash reserves are sufficient to ensure the long-term viability and stability of Horizons National, and to provide contingency funding for affiliates.

Expenses are broken out to show affiliate support in initiatives, seed capital and other direct support. The Horizons National infrastructure expenses needed to maintain central resources (salaries, equipment, rent, contracted, travel, etc.) for affiliate support and expansion are then allocated below the total infrastructure line according to their classification to make it clear: 1) How we plan to direct resources and 2) Show the direction of a contingency plan should we need to make the decision to cut back on expansion or affiliate program initiatives. Affiliate support initiatives, seed capital and other direct affiliate support are further broken out at the end of this section.

Horizons National Financial Projections

FINANCIAL SUMMARY	Projected Actuals	Budget	Forecast			
Fiscal Year (July 1 - June 30)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Revenue ($K)						
Individual contributions[1]	458	450	460	470	480	490
Foundation / trust grants[2]	1055	1400	1500	1600	1700	1700
Corporate contributions	9	10	13	15	18	20
Investments	11	11	11	11	11	11
Total Revenue	1533	1871	1984	2096	2209	2221
Expenses ($K)						
Affiliate support Initiatives	280	305	320	320	320	320
Seed capital	60	150	130	130	130	130
Other direct affiliate support	44	50	50	60	70	70
Infrastructure	1156	1351	1481	1518	1553	1667
Affiliate support & development	*320*	*382*	*456*	*473*	*488*	*560*
Evaluation	*22*	*25*	*25*	*25*	*25*	*30*
Expansion	*387*	*470*	*495*	*495*	*495*	*495*
HN Advancement	*196*	*228*	*245*	*255*	*265*	*290*
Other	*231*	*247*	*260*	*270*	*280*	*292*
Total Expenses	1540	1856	1981	2028	2073	2187
Revenue carried over from prior fiscal year ($K) due to funding and fiscal year timing difference.	711	703	718	721	856	889

The expense ratios were calculated using a five-year forecasted average.
Standard cost allocation procedures and class descriptions were used in these calculations.

Horizons National Statement of Activities Summary (continued)

Expenses underlying the allocated infrastructure include:

- **Staffing** – One additional administrative support employee will be added in 2012-13, whose efforts will contribute to various classes.
- **Contract services expenses** – General consulting fees, expansion consultants, fundraising fees, accounting fees, legal fees, professional fees, marketing and PR fees, and temporary contract labor including an affiliate support consultant contracted beginning Spring of 2011. The affiliate support consultant's expense will be allocated 100 percent to affiliate support.
- **Travel** – Allocated among affiliate support, prospecting, expansion, and advancement, including travel costs for all Horizons conferences and meetings.
- Supplies – Software, postage and shipping, telephone, marketing materials, other printed materials.
- **Rent** – Horizons currently occupies 2,000 sq. ft.; at $19/sq. ft. and increases at $0.50/sq. ft. per year; includes a $500 annual fee for real estate tax increases.
- **Non-employee related** – Insurance, staff development, outside computer services, subscriptions and other expenses.

Total Infrastructure is allocated by expense class, including affiliate support & development, Evaluation, Expansion, HN Advancement and Other.

Affiliate Support includes all indirect support expenses, including staff time, database expense, central assessment, training, certification, conferences, HN travel for site support, and more, which will grow in proportion to the number of Horizons program sites. This class also includes the addition of a training consultant for teachers and new executive directors along with associated expenses.

Evaluation includes time and expenses associated with outside evaluators and resources for the collection and reporting of annual qualitative and quantitative data. The Evaluation line does *not* include either of two phases of a proposed study with Metis Associates, which will move forward only with equivalent funding.

Expansion expenses consist primarily of staff and consultant time from introduction to a potential host site through its opening as a new Horizons program, including travel to those locations.

Advancement supports development, central marketing and public relations to build national funding relationships and visibility. In addition to staff salaries, there is contract labor for marketing and public relations and some use of development consultants over the five-year period.

Affiliate Services and Program expenses (without staff time to implement or provide them):

- **Seed Capital** at the rate of approximately 50 percent of first year expenses and 25 percent for new affiliates.
- **Ad Hoc Funding** for affiliates that need additional support or that need start-up funds for new projects; this number grows to account for increasing number of affiliates.
- **Leveraged Learning Initiative** for summers of 2011-2013. Components to be funded include reading specialists, academic coordinators, STEM resources, and assessment equipment and training. After summer 2013, affiliates are expected to absorb the program costs into their own budgets as Executive Directors are freed by the Academic Coordinator for more focused summer fundraising, and new affiliates will have these costs built into their original assumptions. Thus, this initiative is planned for three summers.

Horizons National Statement of Activities Summary (continued)

Affiliate Services and Program expenses (without staff time to implement or provide them): ***(continued)***

- **School Year and High School program support initiatives will begin in fiscal year 2013-2014.** As current affiliates mature to a full K-8 program with graduates, an increasing number of them are implementing Saturday and high school programs. This budget anticipates designing school year and high school initiatives in much the same way as the Literacy, STEM and Leveraged Learning Initiatives, which were designed out of the synthesis of affiliate best practices.
- **A centralized student database** was established in fiscal years 2010-2011. Horizons National will manage and maintain this database throughout the plan.
- **Centralized student assessment** analysis will continue, as Horizons National maintains the staff and relationship with assessment providers to conduct customized analysis of student results. This business plan does not include two possible projects: a longitudinal evaluation study of student results or the development of summer-specific assessment tools. These projects will be undertaken only if funded outside of this plan.
- **Affiliate Certification** began in 2011 and will continue with teams visiting each affiliate approximately every third year at an average cost of $3,000 per visit.
- **Training for staff and teachers** will be accomplished through the semi-annual affiliate conferences, a traveling expert trainer, and master teacher session webinars and videos.

Affiliate Services and Program expenses (without staff time to implement or provide them) are broken out further in the chart below.

Affiliate Services and Program Expenses

AFFILIATE GRANTS and SERVICES	Budget		Forecast		
Fiscal Year (July 1 - June 20)	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	20	23	26	29	32
Grants to Affiliates (does not include allocated Nat'l time and resources) ($K)					
Seed Capital	150	130	130	130	130
Ad-hoc grants to Affiliates	50	50	60	70	70
Leveraged Learning	305	320	140	20	20
School-year programming			180	180	180
High School Support programming				120	120
Total Grants to Affiliates	505	500	510	520	520
Services to Affiliates (does not include allocated Nat'l time and resources) ($K)					
Centralized Database	15	15	15	15	15
Assessment and Evaluation [1]	10	10	10	10	10
Affiliate Certification	16	24	24	24	24
Training Conferences	50	55	60	65	70
Master Teacher Video Library	5	5	5	5	5
Total Services to Affiliates	96	109	114	119	124
Total Grants and Services to Affiliates	601	609	624	639	644

1) Does not include longitudinal evaluation study or development costs for summer-specific assessment tools. These projects will only be undertaken if funded outside of this plan.

CONCLUSION

Successful execution of the Horizons National Five-Year Business Plan will double the number of opportunities for low-income children nationwide to reach their full academic and social potential. Where there is now a substantial achievement gap, greater parity and an overall improved quality of life for the children served by Horizons will be achieved. These benefits, in turn, will result in direct and substantial benefits to society as a whole.

The Horizons National educational model has proven to be a highly effective intervention in addressing a primary cause of the achievement gap. Support of this plan offers a singular opportunity for investors to play a vital role in the positive transformation of future generations of children in the United States.

By 2016, investors in Horizons National will:

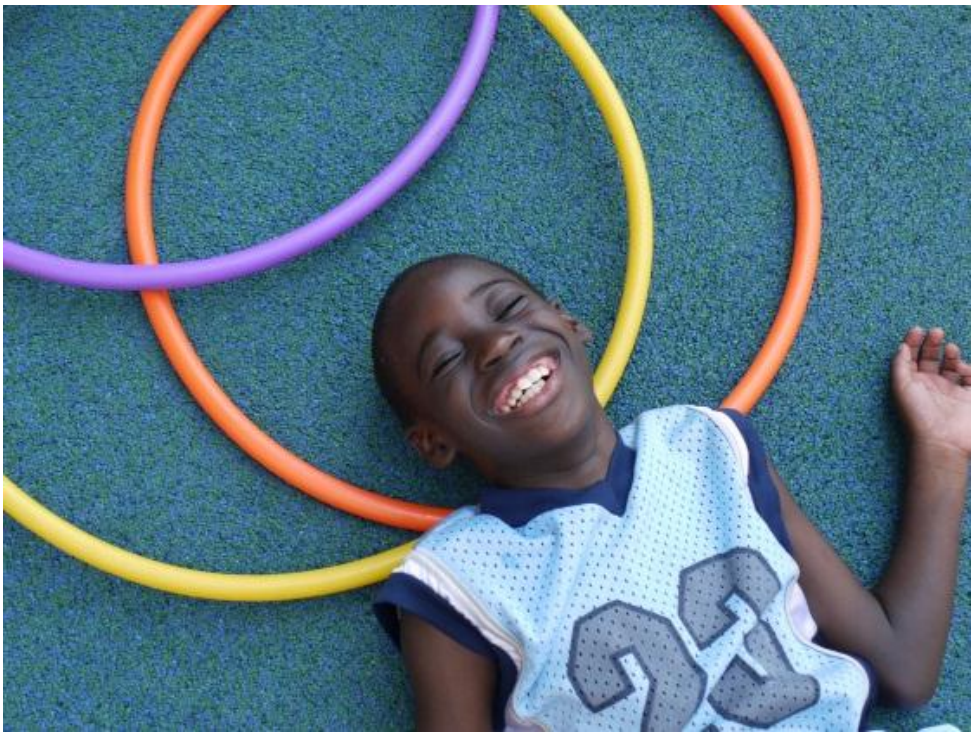
- Provide thousands of low-income children nationwide with opportunities intrinsically available to their more fortunate peers
- Substantially reduce the high school dropout rate among the populations served
- Generate a social return on investment resulting from the increased range of opportunities and more productive life-choices for the students involved
- Create a ripple effect as Horizons graduates join the ranks of alumni who attend college, pursue successful careers, and go on to make substantial contributions to society
- Generate added tax dollars through increased earned income
- Save society millions of tax dollars spent on public health, crime, and welfare support
- Generate a self-sustaining funding stream from each of the 45 Horizons affiliate sites
- Achieve sustainability for the network so that, based on the expanded number of affiliates, Horizons National's overhead expense as a percentage of total Affiliate network costs will diminish each year
- Establish a springboard for expansion beyond 2016 and create the opportunity to explore new avenues for bringing Horizons and its far-reaching benefits to more low-income youth nationwide

Corporations, foundations and individuals are invited to invest in the implementation of this five-year plan. To achieve our goals, Horizons National seeks a total capital investment of $7.9 million over a five-year period, from 2011 through 2016.

"To help low-income children toward parity of opportunity with their more fortunate peers is to make an investment with extraordinary leverage. From a societal standpoint, this is a gift that keeps on giving. We invite you to partner with us in this vitally important venture."

- Jane Stoddard Williams, Host of Bloomberg EDU, Horizons National Board, Chair

APPENDIX



Marketing and Public Relations Plan

Horizons National employs a comprehensive marketing plan which supports defined goals through the following strategies:

- Create brand awareness among identified target markets.
- Enhance brand loyalty with current constituents.
- Support Horizons programs with marketing and public relations tools.

Marketing strategies will focus on the following target markets and messages:

Audience	Key Messages
Independent Schools, College and University Communities • Heads of School/Deans • Trustees • Current Independent Schools hosting a program • Current affiliates	• Horizons broadens impact and strengthens your connection with surrounding community • Provides service opportunities for school community • Expands influence of your school to help a greater number of underprivileged children • Creates lasting and sustainable relationships within communities • College partnerships serve as a demonstration site for students pursuing careers in education
Funders • National corporations/foundations • Local corporations/foundations • Individuals • Current Funders and Donors	• Is a proven, evidence-based program • Makes a difference and addresses summer slide • Leverages national contributions with an efficient affiliate model • Is a successful model that strongly engages and leverages the local community • Strengthens the local community • Ways to give nationally and locally
• Education Reformers, Public School Officials, decision makers and influencers	• Diminishes summer learning loss, children return to school better prepared • Serves as a bridge between multiple community organizations • Gives students exposure to experiences outside of normal world and school environment • Opens doors to access private funding • Summer is critical in education reform
• Parents of Eligible Children	• Provides children with an opportunity not offered in traditional school environment • Develops a long-term partnership with parents and creates a family environment

Outreach to these target audiences is achieved through the following:

- Online communications including Horizons National's website and quarterly newsletters
- Printed materials (brochures, *Horizons at Your School* publication)
- Published articles (Independent School Magazine, Chronicle of Philanthropy Washington Post, Educational Leadership)
- Speaking opportunities at relevant conferences

Description of Comparable Programs

Aim High Summer Program
Program overview: At the heart of Aim High is a six-week, tuition-free summer program for 1,200 low-income, middle school students on 13 campuses in the Bay Area. The program focuses on core academic subjects such as math, science, humanities and also provides enrichment activities, cultural days, and field trips. Classes are small, with a teacher to student ratio of 1:8, and families receive detailed, end-of-summer progress reports. There is an environmental education program for students in their final summer.
Benefits provided: Aim High emphasizes interdisciplinary, project-based learning while providing individualized attention, confidence building, and an awareness of opportunities.

BELL (Building Educated Leaders for Life)
Program overview: BELL provides educational summer and after school programs to children in grades K-8. BELL programs feature small-group, data-driven instruction in literacy and math; mentoring from adult role models; a diverse array of enrichment experiences including structure classes (science, art, health), field trips, guest speakers, and community service; parental engagement; and rigorous evaluation to ensure continual improvement and success. In 2011, BELL served 15,000 "scholars" in public schools throughout Baltimore, Boston, Charlotte, Detroit, New York City, and Springfield (MA).
Benefits provided: BELL increases students' academic achievements and builds self-respect and social skills.

Breakthrough Collaborative
Program overview: Breakthrough has the dual mission of improving the educational trajectory of under-served middle school students and inspiring young people to enter the field of education. During its six-year program model, the organization provides intensive summer as well as school year weekend and after-school programming, through its "Students teaching students" approach. The six-week summer program includes rigorous academic instruction, field trips, leadership development, and community service.
Benefits provided: Breakthrough provides academic and personal follow-up, fosters community and public speaking skills, and continues support to students and families throughout the school year.

Harlem RBI REAL Kids Summer
Program overview: Harlem RBI is a year-round youth development program that offers sports, education, and enrichment activities. The REAL Kids Summer program (Reading and Enrichment Academy for Learning) for students in grades K-5 includes team-based classroom activities focused on literacy and values, instructional and competitive baseball and softball leagues, weekly field trips, and a five-day sleep-away camp at summer's end. REAL Kids also runs summer programs (literacy, project based learning, jobs, service learning) for youth in grades 6-12.
Benefits provided: Harlem RBI fosters teamwork and self-respect, combats summer learning loss, builds literacy, social, and emotional skills, and promotes physical health.

Description of Comparable Programs (continued)

Higher Achievement Summer Academy

Program overview: Higher Achievement provides year-round academics for middle school students with instruction in literature, math, technology, science, social studies, and various electives. The six-week summer program has small classes (1:15 ratio) and trained teachers, with a focus on reinforcing students' academic skills and providing continuity and preparation for the coming school year. Participants take weekly field trips and travel on a three-day, overnight trip to a college or university.
Benefits provided: Higher Achievement fosters strong academic habits, behaviors, and skills, involves parents, conducts rigorous evaluations, and ultimately helps students to attend top high schools.

Middle Grades Partnership

Program Overview: Middle Grades Partnership partners public and independent schools to provide comprehensive summer and after-school learning opportunities for more than 400 academically promising Baltimore public middle school students per year.
Benefits Provided: MGP brings together master teachers from public and independent schools to foster a true collaboration among equals so that students will thrive in rigorous high schools, colleges and beyond. Partnerships focus on equipping students with the reading, writing and math skills needed to excel in the knowledge-based economy of the 21st century. Through MGP's individualized attention, all students will view themselves as destined for the top.

Summer Advantage USA

Program Overview: Summer Advantage provides academic programming and an array of enrichment activities for 5,000 low-income children during the summer months of the primary and middle school years. Summer Advantage partners with schools and school districts to provide cost efficient summer learning programs.
Benefits provided: participation in quality summer learning programs increases the learning achievements of children and make a significant impact on students' social development.

Social Return on Investment (SROI): Discussion and Analysis

SROI analysis does not attempt to definitively quantify and capture all aspects of the benefits and value that accrue as a result of a successful program, but rather to identify direct, demonstrable cost savings or revenue contributions that result from that intervention. An SROI analysis argues that the nonprofit should be at least partially compensated and/or credited for the value it creates in the marketplace. As established in the body of this plan, every student who graduates from high school and matriculates to college saves society an average of at least $415,000 on health care costs, welfare payments, and crime costs, and improved earnings and tax payments, making the average $10,000 multi-year investment in a Horizons student an extraordinarily worthwhile investment from societal benefit alone.

Many Horizons graduates have credited Horizons with playing a major role in helping them graduate from high school, go on to college, and develop the confidence and competence essential for success in the workplace. For each of them the "individual return on investment" is incalculable in terms of potential effect on personal earnings and tax contributions, avoidance of less productive life-paths, and of giving back to society, especially in encouraging others to follow in their footsteps. While reading the SROI section that follows, it is important to remember that every single Horizons student at each affiliate is at the center of a web of effective relationships encouraging her or him toward realization of potential. The results are powerful and extend far beyond quantitative analysis.

It is widely accepted in the education field that there is a strong link between performance at the elementary school level and high school graduation and college attendance rates. A recent Annie E. Casey Foundation study has documented the relationship between elementary reading skills and high school graduation:

> *One in six children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers… For children who were poor for at least a year and were not reading proficiently in third grade, the proportion that don't finish school rose to 26 percent. That's more than six times the rate for all proficient readers.*[32]

Horizons National's experience is consistent with this research. If a child is engaged and develops strong skills at the elementary level, he or she is more likely to graduate from high school. In fact, the graduation rate produces many positive outcomes that are difficult to quantify, including stronger motivation to learn, increased family involvement, impacts on Horizons students' peers, and increased participation in extra-curricular activities. As an increasing number of Horizons affiliates have students old enough for high school graduation, we are seeing extraordinarily high graduation rates over 90 percent.

Given this, a quantifiable analysis of the social return of increased high school graduation rates was used as a baseline measure of Horizons' benefits to society.

Social Return on Investment (SROI) Discussion and Analysis (continued)

The importance of high school graduation and the impact on society of high school dropouts is the topic of an article published by the *American Youth Policy Forum* titled, "Every Nine Seconds in America a Student Becomes a Dropout: The Dropout Problem in Numbers." [33] The article noted:

- Students from low-income families drop out at a much higher rate than their middle or upper income peers.
- On average, high school dropouts cost the nation $260 billion per year in the form of increased crime costs, welfare costs, healthcare costs, and decreased earnings.

A 2007 study titled "The Costs of Inadequate Education for New York State" by Dr. Clive R. Belfield of Queens College at the City University of New York [34], explains the economic consequences of the high school dropout problem on the state of New York as follows:

- **Crime Costs –** Becoming a high school graduate reduces the likelihood of committing violent crimes by 20 percent, property crime by 11 percent, and drug-related offenses by 12 percent.
- **Welfare Costs –** For females, the main users of welfare, high school graduates are 68 percent less likely and college graduates are 91 percent less likely to be on any welfare program.
- **Health Costs –** Individuals with lower level education use public health services more frequently than those with higher levels of education.

Among U.S. adults with below basic reading skills, 51 percent are unemployed.[35] There is a direct link between high school graduation and increased earnings potential and tax expenditures.

Using this data, conservative estimates show high SROI results for the investment in Horizons National sought by this business plan – from 157 percent to 464 percent over the five-year period of this plan (see SROI charts following). In other words, an investment in Horizons National will produce at least two to five times its value in social benefits. While quantifying social benefits in this manner is controversial and complex, the SROI uncertainties are addressed by using very conservative numbers.

Investing in Horizons National to expand and enhance its programs brings substantial social benefits to our nation. John Merrow of PBS points out that the real impact of programs like Horizons is measured in human impact that resists numerical description. Closing the achievement gap can be quantified both in individual and social terms, but the real human impact lies in the closing of what Merrow calls "other gaps that are every bit as important – gaps of opportunity, expectation, and affection."

No matter how it is defined, the impact of Horizons programs and of Horizons National's network expansion efforts is not only life-changing for individuals, but of tremendous value to society.

SROI Quantitative Analysis

Our SROI analysis is based on the Roberts Enterprise Development Fund (REDF) methodology that is becoming increasingly accepted among foundations, nonprofits, and social ventures. This methodology attempts to quantify the benefits provided and is useful for foundations and donors to judge the "opportunity cost" of their money. Three versions of this analysis are included at the end of this section, showing SROI ranging from 167 percent to 464 percent, depending upon the assumption made about Horizons share of the improvement in graduation rates.

Social Return on Investment (SROI) Discussion and Analysis (continued)

Key Assumptions

- The following fiscal and social impact of each high school graduate versus high school dropout is drawn from Dr. Belfield's study:

Savings Per High School Graduate	Male	Female
Crime	$41,470	$8,610
Welfare	$2,200	$7,880
Healthcare	$42,040	$55,290
Increased Earnings	$294,940	$178,620
Increased Tax Payments	$116,700	$82,430
Total	$497,350	$332,830

- On average, Horizons programs are balanced by gender. Therefore, according to REDF methodology outlined above, the average total saving for each Horizons graduate who completes high school, but would not have done so without the benefit of Horizons, is the average of the total for males (497,350) and the totals for females (332,830) – i.e., $415,090.

- According to data from the National Center of Education Statistics, 68.8 percent of all students graduate high school. Data from The Urban Institute indicates that students from high poverty, urban areas graduate at approximately a 15 to 18 percent lower rate than the national average. In Connecticut, class of 2009 low-income students graduated from high school at a 60 percent state-wide rate. Rochester and Denver showed overall graduation rates for the class of 2010 of 46 percent and 51.2 percent respectively. Given this data, the following analysis uses 55 percent as a conservative estimate of high school graduation rates for the population from which Horizons students are drawn.[36]

- As individual Horizons programs founded in the late 1990s have reached maturity and their original Kindergarten students are old enough for college, they are seeing close to 90 percent of Horizons 9th grade graduates continue to graduate from high school. These rates are preliminary but we believe will be representative: this analysis will utilize 80 percent to be conservative. In other words, for every 100 Horizons students entering 9th grade, we are assuming that 80 graduate from high school four years later, compared to only 55 students of these 100 if they had not been exposed to Horizons. This makes the Horizons student graduation rate approximately 25 percentage points, or 46 percent (80/55) higher, than the national average of low-income students.

The analysis does not assume that Horizons is solely responsible for the increased graduation rate. In fact the SROI range quoted is also conservative in that the analysis gives credit to Horizons for only 20 to 40 of the difference for purposes of calculating benefit to society, even the highest of which we believe to be conservative.

Social Return on Investment (SROI) Discussion and Analysis (continued)

Key Assumptions (continued)

The conservative calculation using high school graduation rates as a surrogate measure of social impact is relatively straightforward. However, it also clearly underestimates the social value of Horizons' impact on its students because, in addition to improved graduation rates, Horizons provides benefits that are much more difficult to quantify.

- Some Horizons students would have attended high school even without exposure to the program, but with Horizons, they realize advantages such as improved grades, higher levels of self-efficacy and motivation, and interests in extra-curricular activities, the consequence of which could be greater levels of choice for post-secondary education and future employment.
- For Horizons students who attend the program (many for multiple years), but do not stay through 8th grade, the benefit is still substantial in terms of future outcomes.

These factors, while impossible to document or quantify, are undoubtedly significant.

The three sensitivity analysis charts that follow use the assumptions above for 20, 30 and 40 percent impact. The range of 167 to 467 percent SROI is notably positive, *especially* given the conservative assumptions.

HORIZONS NATIONAL
SCHEDULE #11: SROI ANALYSIS
STUDENT MODEL

Sensitivity Analysis: 20% Horizons impact

Social Income Assumptions	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student Demographics					
Horizons Students Entering 9th Grade	210	210	210	225	225
% Male Students	50%	50%	50%	50%	50%
% Female Students	50%	50%	50%	50%	50%
Savings per Male High School Graduate					
Crime Savings	$ 41,470	$ 41,470	$ 41,470	$ 41,470	$ 41,470
Welfare Savings	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200
Healthcare Savings	$ 42,040	$ 42,040	$ 42,040	$ 42,040	$ 42,040
Increased Earnings Savings	$ 294,940	$ 294,940	$ 294,940	$ 294,940	$ 294,940
Increased Tax Payments Savings	$ 116,700	$ 116,700	$ 116,700	$ 116,700	$ 116,700
Total Savings per Male	$ 497,350	$ 497,350	$ 497,350	$ 497,350	$ 497,350
Savings per Female High School Graduate					
Crime Savings per Female	$ 8,610	$ 8,610	$ 8,610	$ 8,610	$ 8,610
Welfare Savings per Female	$ 7,880	$ 7,880	$ 7,880	$ 7,880	$ 7,880
Healthcare Savings per Female	$ 55,290	$ 55,290	$ 55,290	$ 55,290	$ 55,290
Increased Earnings per Female	$ 178,620	$ 178,620	$ 178,620	$ 178,620	$ 178,620
Increased Tax Payments per Female	$ 82,430	$ 82,430	$ 82,430	$ 82,430	$ 82,430
Total Savings per Female	$ 332,830	$ 332,830	$ 332,830	$ 332,830	$ 332,830
Key Graduation Statistics					
National Average High School Graduate Rate	55%	55%	55%	55%	55%
Horizons Average High School Graduate Rate	80%	80%	80%	80%	80%
Horizons Impact	20%	20%	20%	20%	20%

SROI Projections

Impact Rate: 20%	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total
Horizons Students Entering 9th Grade	210	210	210	225	225	
Horizons High School Graduates	168	168	168	180	180	
Horizons Impact on HS Graduation	34	34	34	36	36	
Total Social Income	**$ 13,947,024**	**$ 13,947,024**	**$ 13,947,024**	**$ 14,943,240**	**$ 14,943,240**	**$ 71,727,552**
Expenses						
HQ Expense	$ 1,856,000	$ 1,981,000	$ 2,028,000	$ 2,073,000	$ 2,187,000	$ 10,125,000
Affiliate Expense	$ 4,290,741	$ 4,686,201	$ 5,246,436	$ 5,971,446	$ 6,861,231	$ 27,056,055
Total Expenses	**$ 6,146,741**	**$ 6,667,201**	**$ 7,274,436**	**$ 8,044,446**	**$ 9,048,231**	**$ 37,181,055**
Total Social Benefits	**$ 7,800,283**	**$ 7,279,823**	**$ 6,672,588**	**$ 6,898,794**	**$ 5,895,009**	**$ 34,546,497**
Discount Rate	50%	50%	50%	50%	50%	
Total Annual Discounted Cash Flow	**$ 5,200,189**	**$ 3,235,477**	**$ 1,977,063**	**$ 1,362,725**	**$ 776,297**	**$ 12,551,751**

Net Present Value	**$12,551,751**	**SROI (NPV/8MM)**	**157%**

Horizons National

Sensitivity Analysis: 30% Horizons Impact

Social Income Assumptions	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student Demographics					
Horizons Students Entering 9th Grade	210	210	210	225	225
% Male Students	50%	50%	50%	50%	50%
% Female Students	50%	50%	50%	50%	50%
Savings per Male High School Graduate					
Crime Savings	$ 41,470	$ 41,470	$ 41,470	$ 41,470	$ 41,470
Welfare Savings	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200
Healthcare Savings	$ 42,040	$ 42,040	$ 42,040	$ 42,040	$ 42,040
Increased Earnings Savings	$ 294,940	$ 294,940	$ 294,940	$ 294,940	$ 294,940
Increased Tax Payments Savings	$ 116,700	$ 116,700	$ 116,700	$ 116,700	$ 116,700
Total Savings per Male	$ 497,350	$ 497,350	$ 497,350	$ 497,350	$ 497,350
Savings per Female High School Graduate					
Crime Savings per Female	$ 8,610	$ 8,610	$ 8,610	$ 8,610	$ 8,610
Welfare Savings per Female	$ 7,880	$ 7,880	$ 7,880	$ 7,880	$ 7,880
Healthcare Savings per Female	$ 55,290	$ 55,290	$ 55,290	$ 55,290	$ 55,290
Increased Earnings per Female	$ 178,620	$ 178,620	$ 178,620	$ 178,620	$ 178,620
Increased Tax Payments per Female	$ 82,430	$ 82,430	$ 82,430	$ 82,430	$ 82,430
Total Savings per Female	$ 332,830	$ 332,830	$ 332,830	$ 332,830	$ 332,830
Key Graduation Statistics					
National Average High School Graduate Rate	55%	55%	55%	55%	55%
Horizons Average High School Graduate Rate	80%	80%	80%	80%	80%
Horizons Impact	30%	30%	30%	30%	30%

SROI Projections

Impact Rate: 30%	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
Horizons Students Entering 9th Grade	210	210	210	225	225	
Horizons High School Graduates	168	168	168	180	180	
Horizons Impact on HS Graduation	50	50	50	54	54	Total
Total Social Income	**$ 20,920,536**	**$ 20,920,536**	**$ 20,920,536**	**$ 22,414,860**	**$ 22,414,860**	**$ 107,591,328**
Expenses						
HQ Expense	$ 1,856,000	$ 1,981,000	$ 2,028,000	$ 2,073,000	$ 2,187,000	$ 10,125,000
Affiliate Expense	$ 4,290,741	$ 4,686,201	$ 5,246,436	$ 5,971,446	$ 6,861,231	$ 27,056,055
Total Expenses	**$ 6,146,741**	**$ 6,667,201**	**$ 7,274,436**	**$ 8,044,446**	**$ 9,048,231**	**$ 37,181,055**
Total Social Benefits	**$ 14,773,795**	**$ 14,253,335**	**$ 13,646,100**	**$ 14,370,414**	**$ 13,366,629**	**$ 70,410,273**
Discount Rate	50%	50%	50%	50%	50%	
Total Annual Discounted Cash Flow	**$ 9,849,197**	**$ 6,334,816**	**$ 4,043,289**	**$ 2,838,600**	**$ 1,760,215**	**$ 24,826,116**

NPV	**$24,826,116**	**SROI (NPV/8MM)**	**310%**

Horizons National

Sensitivity Analysis: 40% Horizons Impact

Social Income Assumptions	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student Demographics					
Horizons Students Entering 9th Grade	210	210	210	225	225
% Male Students	50%	50%	50%	50%	50%
% Female Students	50%	50%	50%	50%	50%
Savings per Male High School Graduate					
Crime Savings	$ 41,470	$ 41,470	$ 41,470	$ 41,470	$ 41,470
Welfare Savings	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200
Healthcare Savings	$ 42,040	$ 42,040	$ 42,040	$ 42,040	$ 42,040
Increased Earnings Savings	$ 294,940	$ 294,940	$ 294,940	$ 294,940	$ 294,940
Increased Tax Payments Savings	$ 116,700	$ 116,700	$ 116,700	$ 116,700	$ 116,700
Total Savings per Male	$ 497,350	$ 497,350	$ 497,350	$ 497,350	$ 497,350
Savings per Female High School Graduate					
Crime Savings per Female	$ 8,610	$ 8,610	$ 8,610	$ 8,610	$ 8,610
Welfare Savings per Female	$ 7,880	$ 7,880	$ 7,880	$ 7,880	$ 7,880
Healthcare Savings per Female	$ 55,290	$ 55,290	$ 55,290	$ 55,290	$ 55,290
Increased Earnings per Female	$ 178,620	$ 178,620	$ 178,620	$ 178,620	$ 178,620
Increased Tax Payments per Female	$ 82,430	$ 82,430	$ 82,430	$ 82,430	$ 82,430
Total Savings per Female	$ 332,830	$ 332,830	$ 332,830	$ 332,830	$ 332,830
Key Graduation Statistics					
National Average High School Graduate Rate	55%	55%	55%	55%	55%
Horizons Average High School Graduate Rate	80%	80%	80%	80%	80%
Horizons Impact	40%	40%	40%	40%	40%

SROI Projections

Impact Rate: 40%	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
Horizons Students Entering 9th Grade	210	210	210	225	225	
Horizons High School Graduates	168	168	168	180	180	
Horizons Impact on HS Graduation	67	67	67	72	72	Total
Total Social Income	**$ 27,894,048**	**$ 27,894,048**	**$ 27,894,048**	**$ 29,886,480**	**$ 29,886,480**	**$ 143,455,104**
Expenses						
HQ Expense	$ 1,856,000	$ 1,981,000	$ 2,028,000	$ 2,073,000	$ 2,187,000	$ 10,125,000
Affiliate Expense	$ 4,290,741	$ 4,686,201	$ 5,246,436	$ 5,971,446	$ 6,861,231	$ 27,056,055
Total Expenses	**$ 6,146,741**	**$ 6,667,201**	**$ 7,274,436**	**$ 8,044,446**	**$ 9,048,231**	**$ 37,181,055**
Total Social Benefits	**$ 21,747,307**	**$ 21,226,847**	**$ 20,619,612**	**$ 21,842,034**	**$ 20,838,249**	**$ 106,274,049**
Discount Rate	50%	50%	50%	50%	50%	
Total Annual Discounted Cash Flow	**$ 14,498,205**	**$ 9,434,154**	**$ 6,109,515**	**$ 4,314,476**	**$ 2,744,132**	**$ 37,100,481**

NPV	**$37,100,481**	**SROI (NPV/8MM)**	**464%**

Horizons National Board Committee Descriptions

Affiliate Committee

The Affiliate Committee provides guidance on the use of funding to support innovation and to help affiliates in emergency situations. Members of the Affiliate Committee are involved in the affiliate certification process, the design and execution of the affiliate board workshop track during conferences, and are sometimes asked to assist with site visits or mentoring affiliate boards. The Affiliate Committee also strategizes and supports the Chief Executive Officer and the Chief Program Officer when issues concerning affiliates arise.

Audit Committee

Comprised of at least three members of the Finance Committee and one other board member, the committee's primary function is to assist the board in fulfilling its oversight responsibilities with respect to (1) the audit of the organization's books and records and (2) the system of internal controls that the organization has established.

Development Committee

Working with the Horizons National staff, the Development Committee conceives and implements fundraising strategies including annual giving, events, major gifts, and marshaling the efforts of the Board of Directors.

Executive Committee

The Executive Committee consists of the Horizons National Board Chair, Vice-Chair(s), Treasurer, Secretary, Chief Executive Officer, and members at large at the discretion of the Governance Committee. The Executive Committee generally manages the business and affairs of the organization, and reports to the Board of Directors.

Expansion Committee

The Expansion Committee is responsible for developing and recommending to the Board of Directors an overall growth strategy including the identification of and initiation of contact with potential independent school, college and university partners.

Finance Committee

The Finance Committee works with the CEO to set the annual budget, forecasts future expenses, and oversees fiscal policy and investment strategy.

continued next page

Horizons National Board Committee Descriptions (continued)

GOVERNANCE COMMITTEE

Comprised of at least three directors elected by the full board, the Governance Committee is responsible for ongoing review and recommendations to enhance the quality and future viability of the board of directors. The work of the Committee revolves around the following five major areas:

Board Role and Responsibilities

- Leads the board in regularly reviewing and updating the board's statement of its roles and areas of responsibility, and what is expected of individual board members.

Board Composition

- Leads the board in regularly reviewing and updating the board's statement of its roles and areas of responsibility, and what is expected of individual board members.
- Leads in assessing current and anticipated needs related to board composition, determining the knowledge, attributes, skills, abilities, influence, and access to resources the board will need to consider in order to accomplish future work of the board.
- Develops a profile of the board as it should evolve over time.
- Identifies potential board member candidates and explores their interest and availability for board service.
- Nominates individuals to be elected as members of the board.
- In cooperation with the board chair, contacts each board member to assess his or her continuing interest in board membership and term of service and works with each board member to identify the appropriate role he or she might assume in the organization

Board Knowledge

- Designs and oversees a process of board orientation, including gathering information prior to election as board member and information needed during the early stage of board service.

Board Effectiveness

- Initiates periodic assessment of the board's performance.
- Proposes, as appropriate, changes in board structure and operations.
- Provides ongoing counsel to the board chair and other board leaders on steps they might take to enhance board effectiveness.
- Regularly reviews the board's practices regarding member participation, conflict of interest, etc., and suggests improvements as needed.
- Periodically reviews and updates the board's policy guidelines and practices.

Board Leadership

- Takes the lead in succession planning, taking steps to recruit and prepare future board members.
- Nominates board members for election as board officers.

INVESTMENT COMMITTEE

The Investment Committee is responsible for recommending to the Finance Committee investment strategies and policies related to Horizons' liquid assets and supervising the investment of funds in accordance with those policies.

Horizons National Board of Directors

JANE STODDARD WILLIAMS, CHAIR

Ms. Williams has been involved with Horizons for more than two decades, first as a member of the Horizons at New Canaan Country School board of directors and, since 2000, as a member of the Horizons National Board. Ms. Williams is the Host of Bloomberg EDU, a weekly national radio program about K-12 education.

Committees: Executive (Chair), Affiliate, Development, Expansion, Finance, Governance

MONICA LAMONTAGNE, VICE-CHAIR

Ms. Lamontagne is the Vice Chair of Horizons National, the Co-Chair of the Governance Committee and a member of the Development Committee. She is a former board member of Horizons at New Canaan Country School and of the New Canaan Country School and is also involved with the Hole in the Wall Gang Camp and New York City Center.

Committees: Executive (Vice-Chair), Development, Governance (Chair)

JAMES ROGERS, VICE-CHAIR

Mr. Rogers was a founding partner of Butler Rogers Baskett Architects where he specialized in the master planning and design of independent school and college facilities, recreational facilities and a variety of nonprofit institutions. He founded James G. Rogers Architects in 2009, which focuses on the same practice areas. He is a Fellow of the American Institute of Architects and is a frequent speaker at educational conferences. He has served as a Trustee at Phillips Exeter Academy for 16 years, 4 as President, and as President of the New Canaan Society for the Arts. He is currently a Trustee of the National Association of Independent Schools.

Committees: Executive (Vice-Chair), Expansion (Chair)

NED MANDEL, TREASURER

Mr. Mandel is in his third year of Horizons National board service. He is currently heading our Finance Committee. Mr. Mandel is the Development Director at Septima Clark Public Charter School, Washington DC's first and only all boys' public charter school. He also serves on Septima's board.

Committees: Executive (Treasurer), Audit, Finance (Chair), Investment

ERIC COCHRAN, SECRETARY

Mr. Cochran is a corporate partner at Skadden Arps Slate Meagher and Flom, LLP in the Mergers & Acquisitions department. He is an enthusiastic supporter of schools and of several charitable organizations, including A Better Chance, the Williamstown Theatre Festival, and Mass MoCA. He has served as a board member and treasurer of Little Red Elisabeth Irwin, the progressive K-12 independent school in Greenwich Village, and is currently on the Board of Trustees of Williams College. He is currently President of the Gerken Building Corporation.

Committees: Executive (Secretary), Audit, Finance

Horizons National Board of Directors (continued)

Mary Brock

Ms. Brock serves on multiple boards including The Manhattan Choral Ensemble in NYC, the Board of Advisors for the Winship Cancer Institute, the Board of Visitors for Emory University, and the Dr. Pepper Museum and Free Enterprise Institute. She has a particular interest in cancer research and, along with her husband John, has funded chairs in biomedical engineering at Emory University and Georgia Tech University. Mary Brock joined the WNBA Atlanta Dream in January 2011 as co-owner with Kelly Loeffler.
Committees: Executive, Affiliate (Chair), Expansion, Governance

Joseph F. Chan

Mr. Chan is the Executive Vice President of Business Development of the Empire State Development Company. He holds a Bachelor of Arts in Metropolitan Studies and a Masters in Urban Planning from NYU. Mr. Chan is a graduate of the Horizons Program in New Canaan, CT, a former teacher in the New Canaan Horizons Program, and Chair of the board of Horizons at Brooklyn Friends School.
Committees: Development

Gary Cohen

Mr. Cohen is the President and CEO of Timex Group. A seasoned executive in global consumer products, he was formerly the Global General Manager of Playtex and part of a turnaround team that sold the business to Energizer Holdings. He built his career with Procter & Gamble/Gillette working on Gillette's core product categories, where he helped double the size of the Oral-B business in a six-year period. Along with spending free time with his family, Mr. Cohen serves on the Board of Trustees of Temple Israel in Westport, Connecticut.
Committees: Development

Amy Chan Downer

Ms. Downer is a graduate of Horizons at New Canaan Country School and a past board chair of Horizons National. She is a former Chair of the board of Horizons at the New Canaan Country School and a former member of the board of New Canaan Country School. Additionally, Ms. Downer is currently the Co-Chair of the Fund for Women and Girls, Fairfield County Community Foundation, a member of the board of the Stamford Health Systems and Chair of the Quality and Clinical Affairs Committee.
Committees: Executive, Development, Finance, Governance

C. Brandon Downs

For the past two years as an Affiliate Representative for the Horizons National Board of Directors, Mr. Downs has assisted in providing continuity and communication between National and all affiliates. He currently serves as Treasurer for Horizons Atlanta, and is co-founder of Harbor Wealth Advisors, a wealth management firm based in Atlanta, GA. Mr. Downs enjoys fly fishing, golf and spending time with his family.
Committees: Affiliate, Finance

Mary-Jo Gabel

Ms. Gabel is a financial consultant for not-for-profit corporations. Prior to her finance career, she taught secondary mathematics. Ms. Gabel has served as Board Chair of The Harley School, Horizons at The Harley School, Horizons National and Career Development Services of Rochester. She is presently a member of the Dean's Advisory Council of the Warner School of Education at the University of Rochester and a Board member of Greater Rochester Summer Learning Association, a not-for-profit corporation promoting quality summer learning and enrichment programs to children in low-income situations.
Committees: Executive, Audit (Chair), Finance, Investment

Horizons National Board of Directors (continued)

LYNN GATTO

Dr. Gatto is a retired Rochester City School District teacher where she was nationally recognized as an American Teacher by the Disney Corporation, the 2004 New York State Teacher of the Year and as a Presidential Awardee for Excellence in Elementary Science and Mathematics Teaching. She is the first Executive Director of a Horizons affiliate on a university campus. In addition to her Horizons at Warner directorship, she also is acting director of Elementary Education in the Warner School of Education at the University of Rochester.
Committees: Affiliate, Expansion

ANTHONY P. GRASSI

Mr. Grassi's business career was primarily with CS First Boston, where he served as Chairman of the Management Committee, Head of the Corporate Finance Department and Chief Financial and Administrative Officer. His volunteer activities have included serving as Chairman of the Boards of The Nature Conservancy, The Connecticut Chapter of The Nature Conservancy, American Rivers, the Wilton Land Trust and the New Canaan Country School. He is currently a trustee of the Butler Conservation Fund, and the Maine Chapter of The Nature Conservancy.
Committees: Executive, Audit, Development, Finance, Investment (Chair)

JILL ISCOL, ED.D.

On the Horizons Board since 2009, educator, social and political activist, Dr. Iscol is President of the IF Hummingbird Foundation. She is also on the Advisory Board of the Center for New American Security in Washington, and was recently appointed to the New York State Commission on National and Community Service. She has just published her first book, *Hearts On Fire: Twelve Stories Of Today's Visionaries Igniting Idealism Into Action*.
Committees: Expansion

CAROLYN JEFFREY

Ms. Jeffrey will assume the position of Chair of Horizons at New Canaan Country School in 2012, where she has been involved since 2002. Presently, she serves on the Development and Fundraising events committees for Horizons at New Canaan Country School. She began her career at Thirteen/WNET and started her own event consulting business in 1995.
Committees: Affiliate

BRENDA JEWS, ED.D.

Affiliated with Horizons since 2000, Ms. Jews currently serves as Board President of Horizons Greater Washington. With over 20 years in education, her current full-time focus is assisting nonprofits, which steward access to high-quality education for low-income students of all ages including The AEMs Alliance, Notre Dame of Maryland University, Stevenson University, The Kennedy Krieger Institute, and the Caves Valley Golf Club Foundation.
Committees: Affiliate

DOUGLAS KARP

Mr. Karp is Managing Partner and Co-Chief Executive Officer of Tailwind Capital. He has served on the board of directors of a number of public and private companies including LCI International (telecommunications), Eon Labs (generic pharmaceuticals), Aircast (orthopedic braces), Freedom Innovations (advanced lower leg prosthetics), Trover Solutions (insurance services) and VersaPharm (generic pharmaceuticals), as well as the City Parks Foundation, Morningside Nursing Home, and Food by the Ton.
Committees: Development, Finance, Investment

Horizons National Board of Directors (continued)

Leslie B. Littlejohn

Ms. Littlejohn joined the Horizons National Board in 2008. She has served on the Board of New Canaan Country School, the YMCA and was a founding Board member and Chair of Stepping Stones Museum for Children in Norwalk, CT. She is currently on the Board of the Taft School and is co-chairman of their development committee. She has also previously worked as a fashion editor with Glamour Magazine and Harper's Bazaar.
Committees: Executive, Development (Co-Chair), Finance

Lyn McNaught

The founder of Horizons National and its first Executive Director, Ms. McNaught has been connected with Horizons since 1976. She is the former Executive Director of Horizons at New Canaan Country School, a position she held for 27 years, during which she saw more than 2,000 students go through the program. Early in her career Ms. McNaught taught elementary school in Cambridge, Massachusetts, and in New York City. She is currently a consultant to nonprofit organizations.
Committees: Affiliate

Duncan M. O'Brien, Jr.

Mr. O'Brien is currently General Manager for Global Business Development, at the General Electric Company. He worked in the Investment Banking Division of Goldman, Sachs & Co. in a number of different areas and was Managing Director of Goldman Sachs Australia. He is the former Vice Chairman and Director of Investment Banking for George K. Baum & Company. In 1999, Mr. O'Brien formed his own company, Crescendo Capital Partners, LLC. He joined GE Insurance Solutions as Business Development Leader in November 2004 and has held his current position since 2006.
Committees: Development, Expansion, Finance

Lindsay Ormsby, Secretary

Ms. Ormsby holds a law degree from the University of South Carolina Law School, and has held positions at various firms, most recently as partner at Albert, Pastore & Ward in Greenwich, CT, from 1987-1995. She is the past Co-Chair of the Program Committee of the Fund for Women and Girls, Fairfield County Community Foundation. Additionally, she currently serves as a member of the Executive Committee of the Fund for Women and Girls and is a trustee of Historic Deerfield.
Committees: Executive, Development, Governance (Co-Chair)

Lindsay Reimers

Ms. Reimers is a former co-chair of the Fairfield County Community Foundation Fund for Women (FCCF) and Girls (FWG) and a co-author of the study *Holding up Half the Sky: A Report on the Status of Women and Girls in Fairfield County.* She continues to serve on FWG's advisory Board and Executive Steering Committee, under whose aegis she participated in a 2010 team presentation to Tina Chen, Director of The White House Council on Women and Girls. Ms. Reimers also serves FCCF's Education and Youth Development Program committee.
Committees: Expansion, Governance

Horizons National Board of Directors (continued)

SARAH ROSEN

Ms. Rosen brings a strong background in nonprofit fundraising and management, having previously served as Director of Development at Kent Place School and Deputy Director of Development at Thirteen/WNET. Currently, Ms. Rosen serves on the board of the Frances L. & Edwin L. Cummings Memorial Fund, the Summit Area Public Foundation, and Duke New York. She is past president of Bridges Outreach Inc., a homeless outreach organization, and Interweave, an interfaith learning center in Northern NJ, and served as chair of Duke University's Council on Women's Studies.
Committees: Development, Expansion

ROBIN SCHEMAN

Involved with Horizons, since 1999, Ms. Scheman is currently the Board President of Horizons at Rumson Country Day School. Ms. Scheman has more than 20 years of professional experience in human resources, talent management, campus and professional recruiting, and executive coaching and organizational development. She currently works as a leadership and human resource advisor to the Head of School at Blair Academy and maintains an Executive Coaching and Organizational Development consulting practice.
Committees: Affiliate, Expansion

NICHOLAS THACHER

Mr. Thacher is currently Head of Dedham Country Day School in Boston. For 21 years he led New Canaan Country School, where he was an active Board member of the first Horizons Student Enrichment Program. A former Board President of the Connecticut Association of Independent Schools, the Elementary School Heads Association, and the Dublin (NH) School, he also served for many years on the Executive Council of the National Association of Principals of Schools for Girls, as well as on the Blue Ribbon Schools National Review Panel of the U.S. Department of Education.
Committees: Expansion, Finance

KATHARINE H. WELLING

Ms. Welling has served on the Board of Horizons National since 2000. Ms. Welling brings to the advisory board a wealth of experience in fund-raising and strategic planning. Ms. Welling worked for several years as Vice President of Raybin Associates in New York City. She was recently President of the Board of the Wilton Library and chaired its expansion project. She has been Senior Warden on St. Matthew's Church and is currently chairman of its new facilities renovation. She also is a Board member of the Fairfield County Community Foundation.
Committees: Development

Horizons National Advisory Board

Christopher Babbs

Mr. Babbs has recently retired as Headmaster of Colorado Academy in Denver, Colorado where he was since 1991. He was instrumental in bringing the Horizons program to Colorado Academy in 1995. Prior to Colorado Academy, Mr. Babbs was Headmaster of Colorado Rocky Mountain School in Carbondale, Colorado. Mr. Babbs is a Bibliotheque Nationale, Paris, Research Fellow and a Klingenstein Fellow, Columbia University.

Larry Berger

Larry Berger is CEO and co-founder of Wireless Generation, an education company that has pioneered the adaptation of emerging technologies to improve PreK-12 teaching and learning. Prior to launching Wireless Generation, Mr. Berger was President of InterDimensions, a Web solutions company. He also served as the Educational Technology Specialist at The Children's Aid Society, where he led the development of "Technology Playgrounds," community computer labs in disadvantaged neighborhoods that are models of using technology to empower young people. Mr. Berger was a 2007 inaugural Fellow for the Entrepreneurial Leaders for Public Education Program, created by The Aspen Institute and the New Schools Venture Fund. He serves on the Carnegie-Institute for Advanced Study Joint Commission on Mathematics and Science Education, and on the Board of Trustees for the Carnegie Foundation for the Advancement of Teaching. He is a member of the Board of Overseers for the Annenberg Institute on School Reform at Brown University and serves on the Board of Peer Health Exchange.

Andrew M. Clarkson

Mr. Clarkson was born in Scotland, graduated from Oxford University, and holds an M.B.A. from Harvard University. He has held financial positions at General Foods Corporation, General Foods International, F.W. Woolworth, and Malone and Hyde, Inc. He has been actively involved in several nonprofits including the Jeniam Foundation. Mr. Clarkson has a long history with the Horizons Program in New Canaan and with Horizons National.

Sally Grassi

Ms. Grassi served on the board of Horizons at New Canaan Country School for 25 years and as chair of the Long Range Planning Committee in 1997. She was also a past board chair of Horizons National. She served as a District Commissioner and Regional Supervisor of the United States Pony Clubs. Ms. Grassi also served on the Long Range Planning Committee of the Wilton Community Nursery School, where she was a preschool teacher for six years.
Committees: Affiliate

Howard Greene

Mr. Greene is the President of Howard Greene & Associates, an independent educational consulting company, which he founded in 1968. He is a Trustee of the Choate Rosemary School, The National Preservation Trust for St. Paul's Cathedral, London, and the Wilton Public Library. He has recently been appointed to the Board of Directors of the Connecticut Humanities Council, the State Branch of the National Endowment for the Humanities, and to the National Advisory Council of the Berkeley Divinity School at Yale University. He previously served as Vice President of the New Canaan Country School Board of Trustees for ten years.

Horizons National Advisory Board (continued)

GARY HOLLOWAY

Mr. Holloway is a private investor. He was the founder of Five Mile Capital Partners LLC, an alternative investment and asset management company. Prior to his time at Five Mile, he spent 15 years at Greenwich Capital Markets/Greenwich NatWest Securities, retiring in 2001 as Chairman of Greenwich Capital. Mr. Holloway is currently a board member of The Hole in the Wall Gang Camp in Ashford, CT and Connecticut State Board of Regents for Higher Education. He was also an investor and a board member of Wireless Generation, is currently an investor and Chairman of the Board of CaseNEX-Datacation LLC, and an investor and board member of Late Night Labs, LLC.

ANDREW MCLAREN

Mr. McLaren has been involved with Horizons National since 2005 serving as both staff and board member. Most recently, he was the Director of Expansion, charged with leading and organizing Horizons National's efforts to replicate the program across the country. His experience as an independent school head for 31 years, and after that as an executive of the NY State Association of Independent Schools for three years, leaves him with extensive and deep connections among heads of independent schools. Mr. McLaren has returned to the Advisory Board and will serve as Co-Chair of the Development Committee.
Committees: Development (Co-Chair)

EVELYN K. MOORE

A former board member of Horizons National, Ms. Moore was the Founder and President of the National Black Child Development Institute, which has 42 affiliate organizations throughout the United States. Ms. Moore has actively served on numerous boards relating to education, child welfare, African development, and family services. She has also served as a Commissioner for the National Head Start Fellowship program and a consultant to both the U.S. Department of Education and the National Institute of Child and Human Development at the National Institute of Health.

MARIE DALBEY TABAH

Ms. Tabah is the past chair of the Horizons Student Enrichment Program in New Canaan, where she has been a board member since 1997. In addition, Ms. Tabah was involved in introducing the early Horizons National group to the Harley School, which resulted in the founding of Horizons at Harley. Ms. Tabah also sits on the boards of the Wilson Foundation in Rochester, NY and Family Centers in Greenwich, CT.
Committees: Expansion

EDWARD ZIGLER, PH.D.

Professor Zigler is the Sterling Professor of Psychology, Emeritus, at Yale University, where he is also the Director Emeritus of the Edward Zigler Center in Child Development and Social Policy. Dr. Zigler was a member of the National Planning and Steering Committee of Project Head Start and Project Follow Through. He was named by President Nixon as the first Director of the Office of Child Development and Chief of the U.S. Children's Bureau. In Washington, he was responsible for administering the nation's Head Start program. At the request of President Ford, he chaired the Vietnamese Children's Resettlement Advisory Group, and was called upon by President Carter to chair the Fifteenth Anniversary Head Start Committee, charged with plotting the future course of the program. He also headed a national committee to examine the possibility of making infant care leave a reality, work that inspired the Family and Medical leave Act of 1993. Dr. Zigler has served as a special consultant to numerous Cabinet officers and private foundations, is the author and/or editor of many books and articles, and is frequently called upon by the media to comment on social policy issues concerning our nation's children and families. Dr. Zigler has headed two studies of the Horizons Student Enrichment Program at the New Canaan Country School and oversees the Horizons National Evaluation process.

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