

PROBLEM

List your top 1-3 problems.

Four out of the five bottom five school districts with the lowest high school graduation in NYC are in the Bronx. These districts are: District 3 - Crotona Park East and Morrisania (61.4% high school graduation rate), District 4 - Mount Eden, Concourse, and Highbridge (63.4% high school graduation rate), District 5 - Morris Heights, Fordham South and Mount Hope (60.9% high school graduation rate), and District 6 - Belmont and East Tremont (61.4% high school graduation rate). Students in these districts face obstacles due to disparities in socioeconomics factors. Covid-19 has unfortunately added to the hurdles faced by mostly Latino and Black students. A NY times article says that the average black student could fall behind 10 months due to the pandemic, while Latino students up to 9 months. While many students have been able to smoothly transition to remote learning, lower income students in these districts have had a much harder time. Although this pandemic has impacted the education of many children from grades K-12, younger children who usually require more attention and structure while in school, are suffering the most. Teachers are unable to give children the one on one help needed leaving children to fall behind in critical subjects like math, English and science.

EXISTING ALTERNATIVES

List how these problems are solved today.

Currently parents are doing their best to fill in the educational gaps of their children. Many of these parents have multiple children and are unable to adequately teach them.

SOLUTION

Outline a possible solution for each problem.

An application called TOOTS (The Optimal Online Teaching Service). It provides a weekly free 30 min block of tutoring fin three different subjects (English, math, and science) for children in grades K-8. Tutors will volunteer their time in blocks of 30 minutes. All tutors would provide a schedule of their weekly availability and the application would merge the schedules into a comprehensible calendar from where students can reserve blocks.

KEY METRICS

List the key numbers that tell you how your business is doing.

In order to know if the application is working we would track how often 30 min slots are being reserved. We would also take quick surveys at the beginning and end of session to learn about student satisfaction and understanding. We would also send a one time survey to parents after tutoring sessions asking about their perspective on their child's satisfaction and understanding.

UNIQUE VALUE PROPOSITION

Single, clear, compelling message that states why you are different and worth paying attention.

Although different tutoring methods have been developed recently to aid children experiencing difficulties during remote learning, this application is different in that its target demographic is very specific. Targeting on the neediest districts in the city (within the Bronx) makes the application not only more manageable to developers, but also more resourceful to the target children and their families. This application is designed to help families that do not have the income to pay for expensive tutoring.

HIGH-LEVEL CONCEPT

TOOTS = FaceTime for professional tutoring
Instagram = X or V-meet
YouTube = Flickr for videos.

UNFAIR ADVANTAGE

Something that cannot easily be bought or copied.

As a Latina that has lived in the Bronx her whole life attended elementary and middle school in the Bronx, I understand first hand the economic, social, and familial obstacles that students often experience. Having this advantage can help not only with the designing of the application but also with the structure of the tutoring sessions.

CHANNELS

List your path to customers (inbound or outbound).

This application would be free and available on a web browser or a mobile device. Although it would be more convenient to view on a desktop or a laptop, I understand that many families may not have these kinds of resources.

CUSTOMER SEGMENTS

List your target customers and users.

NYC public school children in grades K-8 in districts 3,4,5, and 6.

EARLY ADOPTERS

List the characteristics of your ideal customers.

Elementary and middle school children in District 3,4,5, or 6 that can provide a NYC school ID, are of lower income, and are Latino or Black.

COST STRUCTURE

List your fixed and variable costs.

Tutors will volunteer their time between the hours of 5 and 9 pm. Funding will not be necessary for volunteers. Funding will only be necessary for the development of the application [not sure how to answer this]

REVENUE STREAMS

List your sources of revenue.

Each user will automatically be allotted a free one 30-minute block per week. Each 30 minute block after that will be \$5, If a student does not have money to pay, they can wait 7 days in order to use another free 30-min block,

Eventually I hope to be able to gain revenue by selling advertisement study application like Quizlet, Khan Academy, Chegg, etc.

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TOOTS

Module 7

Description:

TOOTS (The Optimal Online Teaching Service) is an education resource for New York City public school children in grades K-8th grade who reside in school districts 3,4,5, and 6 in the Bronx. The application will be available on a web browser and also on mobile devices.

A user will be able to create an account using an adult's (18+ years old) email, NYC school ID, and choosing a school from a school drop down list that lists only schools in Districts 3, 4, 5, and 6 of the Bronx.

A short 45 second instructional video will show the user how to use the application with the end goal being to reserve a 30 min slot.

Users will be able to create different profiles for each child they have. In the profile they will need to provide the following for each child:

- NYC school ID
- School district and school name
- Name
- Grade
- Subjects they need help in (Math, English, or Science)

Each profile will be allotted 30 mins of free tutoring per week. If 30 mins are not used within the 7 days, they will not roll over to the following week. Only 30 minutes of free tutoring per child is allowed per week. Parents will have to pay \$5 for each additional 30 minutes.

A monthly calendar will show the available tutors and subjects taught for the month. Parents and students will be able to reserve a session directly through the calendar. Once a session is reserved, the user will receive an email confirming the session. The email confirmation will include a Zoom link. Users will be notified of session the night before the session and one hour before the session. Users will have the option to reserve more than 30 minutes; if they do, a payment by credit/debit card, Apple Pay, or Pay Pal must be provided.

Parent must open the Zoom link and greet tutor. Tutor will send a link with a quick three-question survey that student must complete before session. Parent must be present in room when child is in the session with tutor.

At the end of the session, tutor will send a second link with another quick three question survey that student must complete before ending the session.

Volunteer tutors will only be added to TOOTS through reliable networking. Tutors will go through a background check before scheduling their first session.

Two days after the session, parents will receive a link to a short survey on their perspective of their child's satisfaction and understanding.