



*Empowering India's girls and boys for lives of
purpose, service, leadership and achievement*

**Business Plan for a non-profit social enterprise in
India that will sustainably bring high-quality,
transformative education to its ultra-poor children**

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Executive Summary

After 68 years of independence, India remains beset by gravely dysfunctional problems with its educational system. Modern education in India is often criticized for encouraging rote learning rather than comprehension, critical thinking, and problem solving. Education in India tends to focus on short-term outcomes. Barely 47 percent of children in grade 5 can read a grade-2-level text; further, 34 percent of children in grade 1 cannot recognize numbers 1 to 9. Only one or two percent of ultra-poor children ever complete grade 8. Girls face grievously unequal opportunities for education. The schooling of street children and orphans is—in effect—forgotten.

The purpose of this Business Plan is to demonstrate that there exists a financially viable, self-sustaining and scalable path to provide high-quality, transformative education for India's children—including some of its *poorest* children. We endeavor to show that Hope Academy Vizag will become a high-impact social enterprise that does enormous good by educating and empowering a continuing stream of future leaders who will be influencing their communities, nation and world in countless positive ways for generations to come.

By using the phrase “transformative education,” here—in part—is what we mean:

- Giving opportunity to the most vulnerable children who would otherwise have no hope for an education, expanding their future options and breaking the cycle of poverty.
- Preparing students in core academic disciplines who are skilled in reading, writing, speaking, listening and thinking, and who are proficient in mathematics and science.
- Developing outstanding English language skills that give students an advantage in the pursuit of future educational and career opportunities.
- Providing opportunity for students to become “knowledge workers” and entrepreneurs within their own communities, cumulatively helping these communities to thrive.
- Providing a learning community in which caste, wealth and religion do not divide, isolate or constrain a student's perspectives on how they view themselves or the world.
- Encouraging a creative spirit in students that teaches them how to solve problems, communicate their views with others, work together and participate in the arts.
- Allowing every child to maximize their God-given capabilities and strengths.
- Ensuring every child understands their worth and uniqueness as a human being.
- Taking a *lifelong* view that results in students who are not only academically successful, but also inspired throughout their lives to make meaningful contributions through leadership in their families, workplaces and communities.

Hope Academy's proven record of successfully educating street children and orphans in the burgeoning metropolis of Visakhapatnam (also known as Vizag, see map on page 9) provides strong evidence that we're on the right track.

Hope Academy's *mission* is to sustainably bring transformational, world-class education to ultra-poor children of India. By doing so, we seek to vastly improve educational outcomes and employability of these precious and promising (yet incredibly vulnerable) individuals. We seek to provide every student—irrespective of caste or background—with a life-changing education that builds a foundation for them to achieve their highest potential and discover the joy and fruits of their God-given callings. This school will admit children from all faith groups, ethnicities and Scheduled Castes. Tuition-paying students will *sustainably fund school operations as well as fund scholarships* for children who otherwise would be trapped in poverty.

Hope Academy's *vision* is to see girls and boys of every social class and caste empowered to lead lives of purpose, service, leadership and achievement. We long to see these young people equipped and strengthened to give back to their communities and to their country, multiplying the impact of their transformed lives within every domain of Indian culture and society.

By empowering trustworthy, proven, well-educated, high-capacity, indigenous leaders in India, you have an opportunity to engage in transforming lives and culture in one of the most impoverished countries—destined to become the most populous in the world—through giving hope and a future to its children.



Called to Serve Orphans and Street Children



Children of Faith Missions President, Anand Thandu, and Director, Rosie Thandu, have established more than a twelve-year track record of providing high-quality, life-altering care for the some of the poorest orphans and street children of Vizag. After attempting for eight years to use public as well as private schools to educate these children, ultimately these local schools proved themselves to be unacceptable. Finally, out of sheer frustration and determination, the Thandus said to each other: “We can and *we must* do better than this.” In 2012 they launched their own school for their 100 Children of Faith Missions (COFM) “orphans.”

What happened next was astounding. Their students developed into fluent English speakers and began to win a wide variety of awards at local competitions. Every COFM school graduate to date

has performed extraordinarily well in junior college, university, nursing school or employment. Because—nationwide—only one or two percent of India’s ultra-poor children complete eighth grade, the outstanding performance of COFM students began catching the attention of the surrounding community—a community starving for quality education for their own children. Families started asking, “Can my child attend your school?”

The Thandus are driving transformation in India by targeting educational systems that have existed in a stable—but unjust—equilibrium, and are transforming them into entirely new, superior and sustainable equilibria. (Martin and Osberg, *Getting Beyond Better: How Social Entrepreneurship Works*, 2015.)

Vastly Improved Education for Eight Times the Number of Students

Hope Academy, which is scheduled to admit its first tuition-paying students in June, 2019, will be a school *for* Indian students and *run by* Indian leaders. Westerners will solely be resourcing the Indian leadership, providing guidance and tools for good organizational governance, accountability, transparency, succession planning, as well as providing linkages to worldwide top-level educational think tanks and providers.



Hope Academy will be distinctive within its west Vizag community in no small part because: teachers will be held accountable for their performance; teachers will possess the capacity for incorporating innovation; teachers will be better trained, and trained on a recurring basis; teachers will learn how to cultivate critical thinking; teachers will monitor academic progress; and teachers will employ best-of-class appropriate educational technology. Last, but not least, some Hope Academy faculty members will be native English speakers.

The multitude of things that the Thandus learned through their successful effort of establishing the current school at the COFM Children's Home have positioned them well for the next step of opening a larger private school.

The existing Children of Faith Missions orphanage school will close and Hope Academy will open when Hope Academy is prepared to admit its first tuition-paying students.

Target Market

Vizag is one of India's major cities, with approximately 5 million inhabitants. There is—regrettably—an essentially unlimited supply of street children and orphans to minister to and educate. At the same time, there is also a vast supply of middle-class working family prospects within an easily accessible distance of Hope Academy who would be eager and able to pay the tuition that Hope Academy would charge.

Hope Academy's target market will be primarily composed of the more than 25,000 families who live within a 10km radius of the facility, and whose breadwinners earn in the range of \$400 to \$1,500 per month of income. These breadwinners are typically steel-mill employees, business people and landlords.

For these middle-class target-market families:

- The existing educational system offers shockingly low quality of instruction—and the parents of these families know it.
- The parents of these families will make almost *any* sacrifice to obtain a good education for their children—especially an education that leads to a high degree of English language fluency.

Financial Summary

Academy Start-Up

Ultimately, we expect to spend approximately \$2,100,000 in start-up costs to purchase land, to build facilities and to provide the necessary educational materials and supplies. (See Financial Plan: Start-Up Costs.) ***This is exactly where we will be needing the most help from you!*** The construction phases, fundraising milestone amounts and corresponding milestone dates are projected as follows:

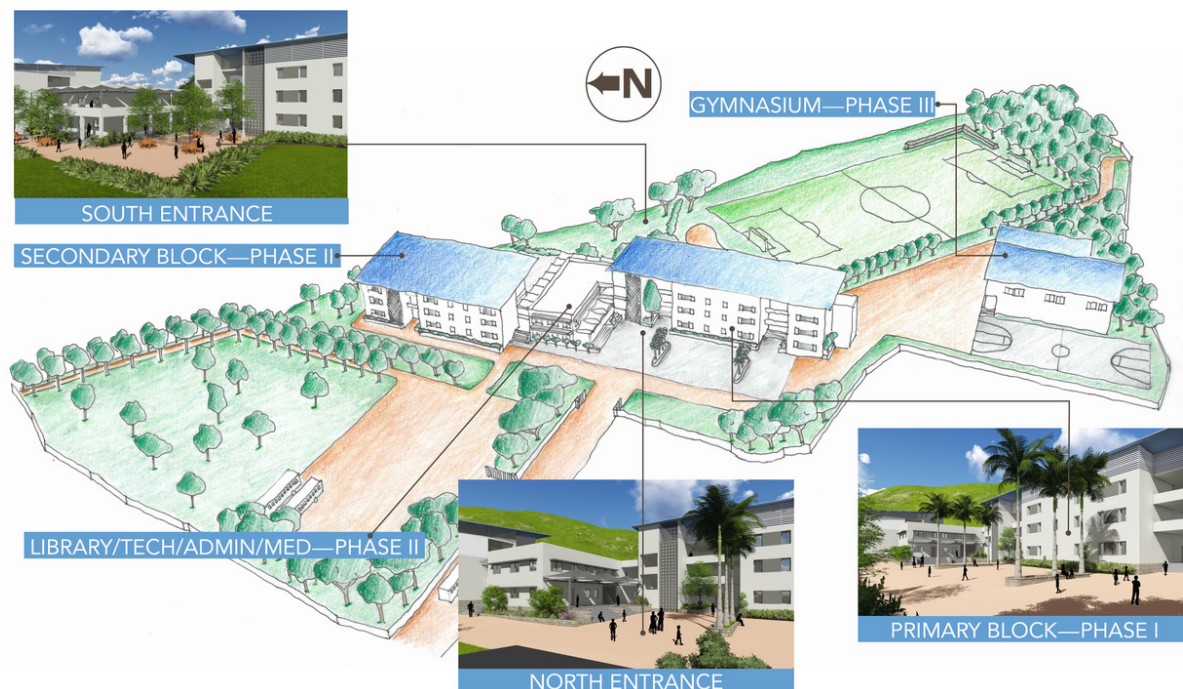
Construction Phases

- Land (Achieved)
- Phase I: Primary Block (cap. ~550)
- Phase II: Secondary Block (cap. ~800)
- Phase III: Gymnasium and sports complex

Fundraising Milestone

\$400,000	June, 2016
\$750,000	March, 2018
\$750,000	March, 2020
\$250,000	March, 2022

Hope Academy has raised sufficient capital funds for Phase I (>\$400K) to purchase the required 6 acres of property (See <https://vimeo.com/161221352>) : This dream is well on its way to becoming a reality.



We are offering to major donors “naming rights” for school rooms (e.g., classrooms, labs, library, dining hall) and for the sports and recreation complex.

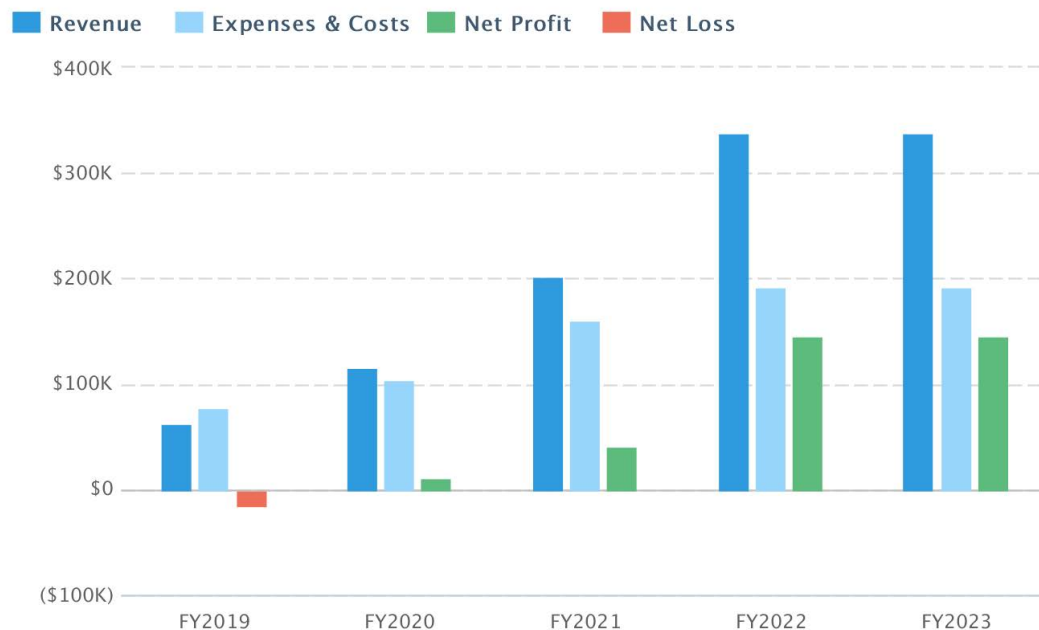
Academy Operations

With regards to continuing operation and maintenance funding, tuition income will be sufficient to cover these costs, as well as to cover the costs of the "scholarship" students. (See Financial Plan: Profit and Loss Summary for School Operations.) We estimate that Hope Academy will accrue operating expenses of approximately \$200,000 annually, once this school has reached a full complement of 600 tuition-paying students, 200 non-tuition-paying "scholarship" students, 50 teachers and nine other employees.

A main "midterm exam" to check for the success of Hope Academy will be that this school is financially self-sufficient three years after Phase I construction is finished, with administrators needing to be highly selective as they admit tuition-paying students because of Hope Academy's high rate of applications.

The following Financial Highlights by Year chart assumes that—during the growth phase—the student population will increase by approximately 150 to 200 students each successive year until a steady state population of 800 students is reached in the year 2022 or 2023.

Financial Highlights (Operations) by Academic Year for Hope Academy



Net profits from tuition revenue will be reinvested in accordance with the mission of Hope Academy Vizag and as overseen by its governing non-profit body. (See Financial Plan: Projected Profit and Loss Summary.)

Organization of this Social Enterprise

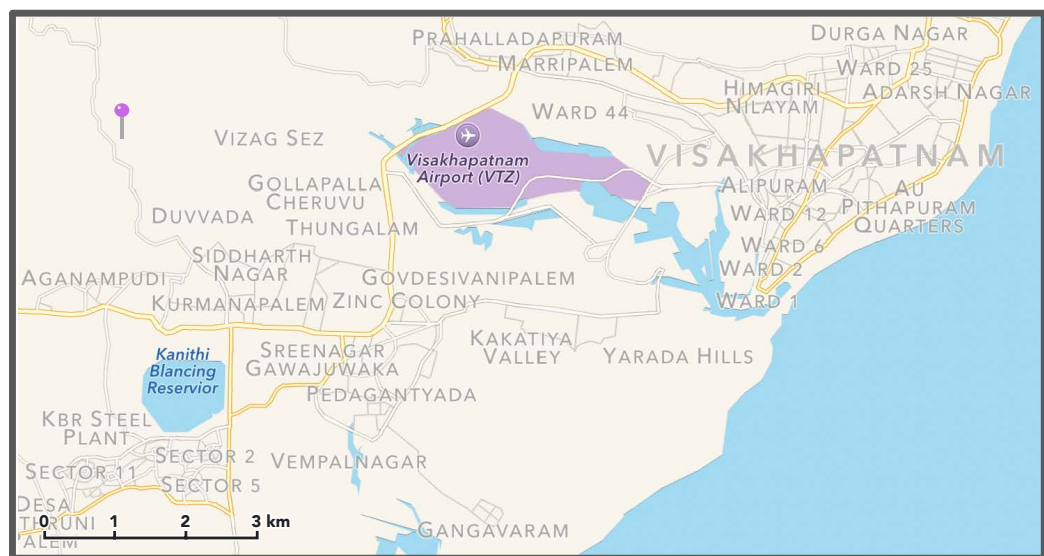
Organizational Overview

Hope Academy's "parent" ministry is Children of Faith Missions (COFM), a Christian Children's Home founded in 2004 in Vizag, India by Anand and Rosie Thandu. COFM is registered in India as the "Welfare Society of Children of Faith." To support the orphanage in the U.S., in 2009 Children of Faith Missions was established as a California-based 501(c)(3) nonprofit.

The COFM facility is located on the western outskirts of Visakhapatnam (Vizag), India. COFM's address is 97 IH Colony, Malkapuram Post, Visakhapatnam 530011, India. The Google Earth coordinates of Hope Academy are Latitude 17° 43'36.3"N, Longitude 83° 08'18.8"E. Vizag—on the Bay of Bengal—is a rapidly growing metropolitan area of approximately 5 million inhabitants. It is the 14th largest city in India. The GDP of Vizag ranks tenth among Indian cities. Vizag is the principal commercial hub of the state of Andhra Pradesh and serves as the fifth busiest port in India. This city also serves as the headquarters for Eastern Naval Command of the Indian Navy and is home to the oldest shipyard and the only natural harbor on the east coast of India. Vizag Steel is the most advanced steel producer in India.

Hope Academy, which is currently in its start-up phase, will be built on 6 acres of land that is less than one kilometer away from the COFM orphanage facility.





Hope Academy and COFM are located in the western outskirts of Visakhapatnam, with middle-class development pressing toward them.

Hope Academy Vizag is being registered in India independently of COFM.

To support Hope Academy in the U.S., we have established an "Operating Project" under our fiscal sponsor New Horizons Public Foundation, Inc.

(<http://newhorizonsfoundation.com>). A *fiscal sponsor* is a nonprofit organization that provides fiduciary oversight, financial management, and other administrative services to help build the capacity of charitable projects. The headquarters of this Foundation is located at 5550 Tech Center Dr., Suite 303, Colorado Springs, CO 80919. NHF currently has approximately 400 operating projects underway around the world under their legal status. NHF provides the governing board for Hope Academy (see Appendix I):

(<http://newhorizonsfoundation.com/about/board-of-directors>). The New Horizons Foundation, founded in 1989, is a nonprofit, tax-exempt, public charity, organized and operating under the laws of Colorado for the purpose of helping individuals accomplish their charitable objectives in religious, educational, scientific, benevolent and health related activities. The New Horizons Foundation is a public charity, and therefore donors can take advantage of the most liberal charitable contribution rules available under the IRS code. The New Horizons Foundation, in its charitable activities, ensures strict compliance with every provision of charitable tax law, code and regulation.

All operating project activity including compliance and requirements related to receiving donations and disbursing funds for the Project are provided by NHF. Budgets are submitted to them and they execute the distribution of funds under the advice of an Academy Advisory Council (see Appendix II). The Academy Advisory Council for Hope Academy is initially composed of Dan and Lynn Menegus, Mark and Joanne Perra, Larry and Esther Wiens, and Anand and Rosie Thandu. One of this Council's first orders of business will be to strategically add to its membership so it can fulfill its mission. Current Council members would be extremely receptive to adding qualified Council members from among those who grew up in India and attended school there.

Among the essential partnerships and resources that support Hope Academy are (see Appendix IV):

- Engineering Ministries International, <http://www.emiworld.org> (Requirements definition, facilities cost estimation, architectural and engineering consultation, and facilities design).
- The Barnabas Group, SF Bay Area, <http://sf-bay-area.barnabasgroup.org>

(Business Consulting Services.)

- TeachBeyond, <http://teachbeyond.org> (English literacy.)
- Walnut Creek Presbyterian Church, <http://www.wcpres.org> (Construction assistance, teaching assistance and prayer.)
- Stanford Mobile Inquiry-based Learning Environment (SMILE), <https://gse-it.stanford.edu/research/project/smile> (Educational Technology and Consulting.)

Management Team

Hope Academy's President, Anand Thandu, and its Principal, Rosie Thandu, are proven, passionate, well-educated, high-capacity, strongly entrepreneurial, multi-culturally adept, God-motivated leaders who are relentlessly committed to found and operate a high-quality non-profit K-10 school in Anand's home city of Vizag, Andhra Pradesh, India.

In brief, here are their stories: Anand grew up in Vizag, where he received a B. Tech in Chemical Engineering from Andhra University. After emigrating to the US in 1998, Anand worked for a company in Walnut Creek, CA, where he served as a Senior Programmer and Business Analyst. Anand worked and studied hard, and in 2004 was awarded an MBA in Management Sciences from Cal State East Bay. Rosie was born and raised in the Indian state of Orissa, coming to the U.S. in 2000 as Anand's bride. While in the U.S., Rosie studied at Cal State East Bay, where she received a BS degree in Computer Science *magna cum laude*. Both became active members of Walnut Creek Presbyterian Church. Rosie and Anand pulled down well-paying and interesting jobs, widely extended their circle of friendships throughout the SF Bay Area and beyond, purchased a home and were living the "good life" in America.

However, neither Anand nor Rosie could forget the plight of the street children who had been ever-present in Anand's home city of Vizag. While working in the Bay Area in 2004, the Thandus started financially supporting five such children. With time, God's tug on their hearts to start a children's home in Vizag grew stronger and stronger. In response, Anand and Rosie returned to India in 2007, despite having to leave behind the lifestyle, friendships and beautiful home that they were enjoying in America.

With help from many friends, Anand and Rosie launched the Children of Faith Missions Children's Home in Vizag, which is now home to 120 flourishing former street children and orphans. <http://childrenoffaithmissions.org>.

Anand K. Thandu: Business Manager

Education:

- B.Tech in Chemical Engineering (Andhra University)
- MBA in Management Sciences (Cal State East Bay)
- MA. In Religion - Leader of Leaders (Gordon-Conwell University)

Experience:

- Worked as a Production Engineer for PVC Plant (India).
- Served as a Sr. Programmer & Business Analyst for a Trust Fund Company (USA).
- Co-Directed Children of Faith Ministries for more than ten years (India).

Roseline S. Thandu: Principal

Education:

- B.S. in Computer Science (Cal State East Bay)
- To be enrolled in online M.Ed. program summer, 2016

Experience:

- Co-Directed Children of Faith Ministries for more than ten years (India).
- Served as Principal for a successful Children of Faith School for the past four years.

Vijaya Lakshmi Chittaranjan: Vice Principal

Education:

- MA History (Jamia Milia Islamia University, New Delhi)
- MA English (Delhi University)
- B. Ed., (Berhampur University)
- Diploma in Journalism, Mass Communication, Public Relations and Advertising (Delhi Institute of Management Studies)

Experience:

- Obtained government approval for schools of GUM city, COTR, AMG. Founding Principal of Spring Dales Public School, Sneha Memorial Public School.

Organizational Standards and Practices

Hope Academy shall comply with the following organizational standards and practices by the time it admits its first tuition-paying students in 2019:

- Meet the legal requirements for government-approved schools in Andhra Pradesh.
- Pay its employees a “living wage,” as defined by the local context.
- Have government-recognized, qualified staff in teaching and managerial roles.
- Operate with a Board of Directors, which collectively formulates policy, gives oversight and sets direction for the school.
- Use a board manual and an administrative policy manual that provide for the efficient operation of the board and the school.
- Adopt—as the board matures over time—a *policy* approach to governance that defines appropriate boundaries and focuses its attention on the articulation and measurement of *outcomes*.
- Offer and adequately resource a state-approved curriculum and, where possible, an internationally recognized curriculum. (The curriculum must meet the standards set out by the Ministry of Education and—if it is stated to be an international school or an internationally recognized school—an international accrediting agency.)
- Abide by legal and ethical principles such as those listed by the Council of International Schools.
- Comply with international accounting standards.

Educational Solutions

Hope Academy's Distinctives

The existing Children of Faith Mission school is already outperforming every private school and every government school within a radius of at least 30 km of the orphanage: COFM graduates are consistently among the top performers in English and math at local junior colleges. In the 2015-2016 academic year, 100 percent of COFM students advanced by at least one grade level.

Building on COFM's successes, Hope Academy will go well beyond what regionally available schools offer in almost every important dimension:

- It will be distinctive mainly because its focus will be on the development of excellent English language skills; we intend to have an appropriate number of native English speakers in the classroom.
- Hope Academy will invest in its teachers, both by providing regular professional development courses and by providing salaries that are approximately twenty percent higher (at ~\$150 per month) than other regional private schools (although not as high as state schools.) The student/teacher ratio will be approximately one half what other private schools offer in the area. Hope Academy will hire and retain innovative teachers and it will hold them accountable for their performance.
- Whenever there is a significant gap to close, we would like to employ a teacher training model that pairs a senior expatriate teacher with an Indian teacher so the Indian teachers can learn transformational education and effective methods on-the-job.
- This Academy is highly receptive to employing new teaching methodologies and learning technologies, including the Stanford Mobile Inquiry-based Learning Environment (SMILE). We wish to elicit in our students an excitement about learning; we want learning to be fun for them. We strongly desire to move away from the over-reliance on rote memorization that is endemic to education in much of India. Hope Academy will deliberately cultivate critical thinking among its students.
- Hope Academy will operate with philosophic assumptions that include: Every human being is created in the image of God and therefore endowed with dignity, worth and the capacity to learn. It will operate with an underlying conviction that children learn best in a positive, caring, inspirational, and orderly educational environment.

As a general rule, Christian schools are highly sought after in India among families of all faiths because Christian schools have the reputation of having the finest academics in the land. Indeed, the three premier schools in all of Vizag (Timpany, Bethel and St. Joseph) have roots as Christian schools, all with numerous, accomplished graduates. It is our distinct impression that a surprising number of these graduates are business leaders in Silicon Valley.

Although it may take years for the COFM students to attain the following, Hope Academy's leaders will work diligently to ensure that our graduates:

- Are well prepared in all academic disciplines and are skilled in reading, writing, speaking, listening, and thinking.
- Are proficient in mathematics and science.
- Have knowledge and an understanding of people, events, and movements in history and the cultures of other peoples and places.

- Appreciate literature and the arts and understand how they express and shape the students' beliefs and values.
- Have a critical appreciation of languages and cultures of other peoples, dispelling prejudice, promoting interethnic harmony, and encouraging hospitality for the alien, or stranger.
- Know how to use resources—including technology—to find, analyze, and evaluate information.
- Are committed to lifelong learning.
- Have the skills to question, solve problems, and make wise decisions.
- Understand the worth of every human being as created in the image of God.
- Can understand, appreciate, or even personally hold a Christian worldview, while having a basic understanding of opposing worldviews.
- Understand, value, and engage in appropriate social (community) and civic (political) activities.
- Embrace and practice justice, mercy, and peacemaking in family and society.
- Value intellectual inquiry and engage in the marketplace of ideas (open, honest exchange of ideas). Respect—and relate appropriately with integrity to—the people with whom they work, play, and live.
- Have an appreciation for the natural environment and practice responsible stewardship of God's creation.
- Are prepared to practice the principles of healthy, moral family living.
- Are good stewards of all their resources (intellectual, material and spiritual).
- Understand that work has dignity as an expression of the nature of God.

Competitors

Our competitors—both public schools and private schools—are failing both students and their families in fundamental ways. Public sector provision is close to dysfunctional and rife with corruption. The technical quality of instruction and learning outcomes are too often shockingly low in both sectors.

- Rates of teacher absenteeism can approach 25%.
- Teacher passion for the well-being and educational development of children is often lacking.
- Traditional Indian education focuses on rote memorization.
- Graduates of Indian schools often lack critical thinking and effective problem solving skills.
- Girls face gravely unequal opportunities.
- Street children's schooling is essentially forgotten.

Beyond challenges of low enrollment and societal pressures that often force poor students—especially girls—to give up their dreams of an education, there are critical issues with traditional Indian curriculum that impact learning and knowledge building among Indian children.

The authors of India's National Curriculum Framework describe the critical issues with the current Indian educational system in the following ways. These critiques present fair and accurate descriptions of every single private or public school within a range of at least 30km from Hope Academy:

“...there is a deep disquiet about several aspects of our educational practice: (a) the school system is characterized by an inflexibility that makes it resistant to change; (b) learning has become an isolated activity, which does not encourage children to link knowledge with their lives in any organic or vital way; (c) schools promote a regime of thought that discourages creative thinking and insights; (d) what is presented and transmitted in the name of learning in schools bypasses vital dimensions of the human capacity to create new knowledge; (e) the ‘future’ of the child has taken center stage to the near exclusion of the child’s ‘present,’ which is detrimental to the well-being of the child as well as the society and the nation.”

“The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in education aims and quality.”

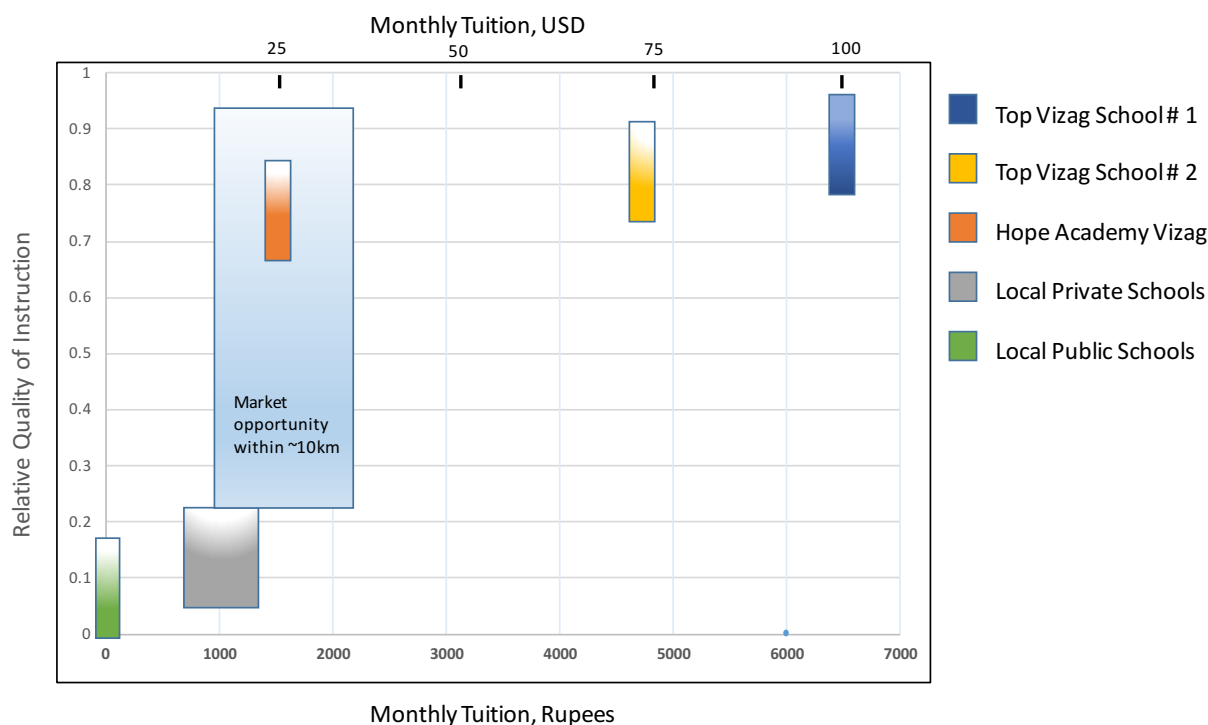
Alternatively, high-quality, private, International Schools—for which the above critiques are less likely to apply—are typically two to four times as expensive as Hope Academy. Elite International Schools are almost always profit-making businesses with shareholders.

Sanskruithi Global School (<http://sanskruithiglobalschool.in>), located near Vizag’s Steel Plant Township some 28km from Hope Academy, is a Day and Residential School. Because Sanskruthi is reasonably close to Hope Academy and because it has a similar market profile, it should be considered as a competitor. Sanskruthi Global School’s tuitions are two to three times higher than those being proposed by Hope Academy.

Neither the poor-quality private schools nor the high-quality, elite private schools typically provide a significant number of scholarships for the poorest students. For the

most part, only government schools admit the most marginalized students of Indian society. Sadly, teachers in a large fraction of government schools expect almost nothing from their poorest students.

There is a huge market opportunity for affordable schools that are considerably higher in quality than local public and private schools, yet—at the same time—considerably closer to COFM’s community and considerably less expensive than the elite International schools. We have reason to believe that the level of “Relative Quality of Instruction” approximated in the chart below for Hope Academy Vizag is achievable, given its non-profit financial model, its mortgage-free status, its linkages with worldwide top-level educational think tanks and providers and its relationships with some of the finest educators in India. Within the indicated “Market opportunity within ~10km” monthly tuition cost range (i.e., within the light blue bar), parents will eagerly respond to higher quality *despite* the marginally higher costs of Hope Academy Vizag compared with other for-profit local private schools.



Target Market

Market Overview

There are at least 25,000 middle class (as defined by Indian standards) families who earn between \$400 and \$1,500 per month, and who live within a 10km radius of Hope Academy. This school's proposed tuition is approximately \$25 per student per month. This fee constitutes somewhere between 6 percent and 2 percent, respectively, of monthly income for a large fraction of local parents. In India, this amount of investment in educational costs is usual and customary.

If we assume that the average income of these 25,000 families is \$800 per month, that 50% of such families are willing and able to pay 5% of their income on school tuition for a child, then the total potential "market" would be \$500,000 per month. Hope Academy needs less than \$25,000 per month in tuition income to successfully operate as a school, or 5% of this total potential market. Thus, we expect that Hope Academy's administrators will need to be highly selective with the tuition-paying students that they admit because of what we expect to be the school's excellent reputation and its high rate of applications.



Market Needs

After 68 years of independence, India remains beset by gravely dysfunctional problems with its education system.¹

- Modern education in India is often criticized for encouraging rote learning, rather than comprehension, critical thinking, and problem solving. Students spend most of their time memorizing a syllabus with no thought given to learning or playing. Textbook knowledge, rigid ideas, and test scores most often take precedence over open debates and logical reasoning. Little room is left for creativity to thrive.
- For years there has been a cascade of evidence of substandard student learning outcomes, teacher training, curriculum quality, assessment of learning achievements, and efficacy of school management. Faced with such problems, many children drop out of school before even completing five years of primary education. Those children who do stay on often learn little.
- Barely 47 percent of children in grade 5 can read a grade 2 level text; Further, 34 percent of children in grade 1 cannot recognize numbers 1 to 9.
- The closer to abject poverty an Indian boy or girl is, the less likely they are to have access to even a minimally acceptable education; For the ultra-poor, the schooling of street children and orphans is—in effect—forgotten.
- Girls face grievously unequal opportunities to receive a good education.

A vast number of parents in India are not sitting around patiently waiting for the government schools to get better. Owing to high levels of teacher absenteeism and low teacher effort, parents have gone in search of alternative schooling for their children. They have voted with their feet, abandoning government schools for what they *assumed* would be better quality private ones. Sometimes, private schools actually *are* somewhat better; government schools set an extremely low standard of performance.

Parents are desperate for solutions.

¹ www.pratham.org

Strategy and Implementation

Marketing Plan

The existing COFM School and planned Hope Academy are clearly differentiated from their competitors in terms of quality of instruction and learning outcomes. This has already become evident to K-10 teachers of other local schools, to Junior College students and faculty, as well as to Vignan University students and faculty.

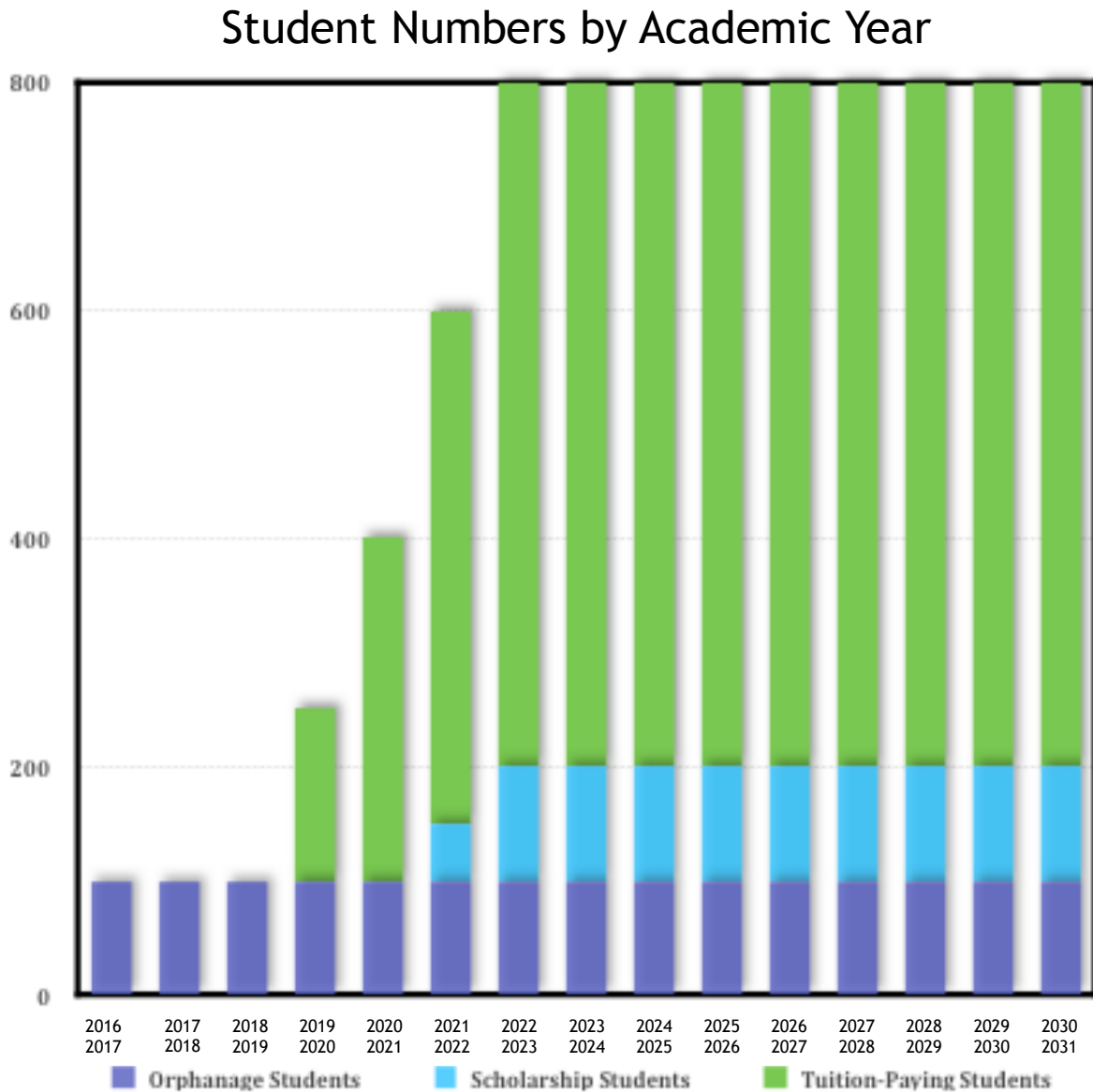
We will communicate these differences through a number of marketing activities that target parents, including:

- Community participation while building the school in phases.
- English lessons/camps open to community.
- After-school vocational training.
- Community performances and competitions by Hope Academy and COFM kids.
- Open Houses/community events.
- Pitch terrific record of COFM graduates (and later—once established—of Hope Academy graduates).

Hope Academy Milestones

Construction Phase	Milestone	Due Date	Who's Responsible	Details
	Down pmt made on 6 acres.	Dec 13, 2015	Anand T.	Achieved.
	Begin registration process.	Jan 5, 2016	Anand T.	Achieved.
	Pledges received for Phase I	May 15, 2016	Mark Perra	Achieved
	Final payment made. Land acquisition complete.	July 15, 2016	Anand T.	Achieved
I	EMI Project trip to Vizag.	Sept 15, 2016	Andy Kizzee	Achieved
I	EMI concept design published.	Dec 15, 2016	Andy Kizzee	Achieved
I	Registration complete.	March 23, 2017	Anand T.	
I	EMI Phase I detailed design published.	Aug 14, 2017	Andy Kizzee	Detailed design precedes construction
I	Pledges received for Phase I	Jan 15, 2018	Mark Perra	
I	Phase I construction begins.	Feb 08, 2018	Anand T.	
I	Phase I construction ends.	May 18, 2019	Anand T.	
I	Finish teacher training. One third-scale instruction begins.	July 01, 2019	Rosie Thandu	
II	EMI Phase II detailed design published.	Dec 14, 2019	Andy Kizzee	Detailed design precedes construction
II	Pledges received for Phase II	May 15, 2020	Mark Perra	
II	Phase II construction begins.	June 08, 2020	Anand T.	
II	Phase II construction ends.	May 18, 2021	Anand T.	
II	Full-scale instruction, 800 students	July 01, 2022	Rosie Thandu	

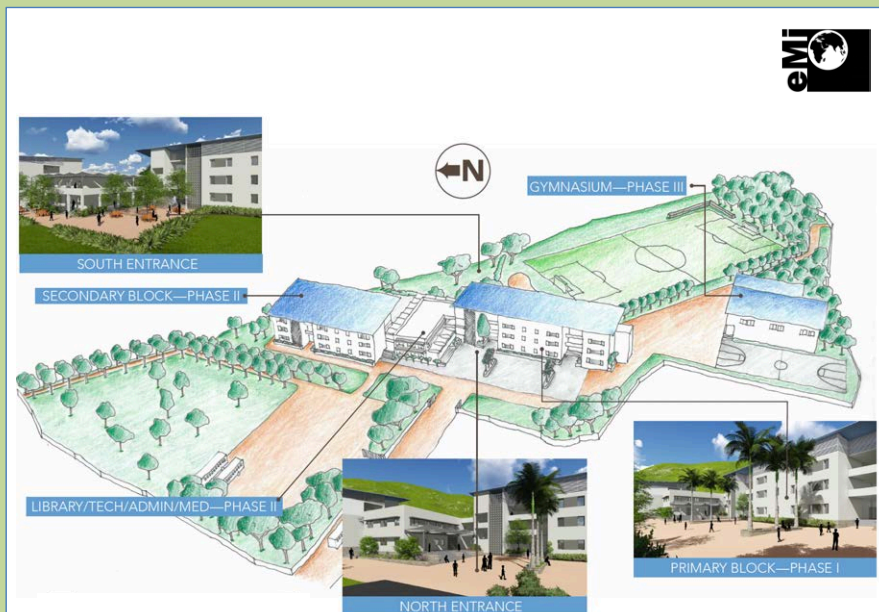
School Growth Plan



Financial Plan

Start-Up Costs: This is where Hope Academy needs your help!

HOPE ACADEMY VIZAG



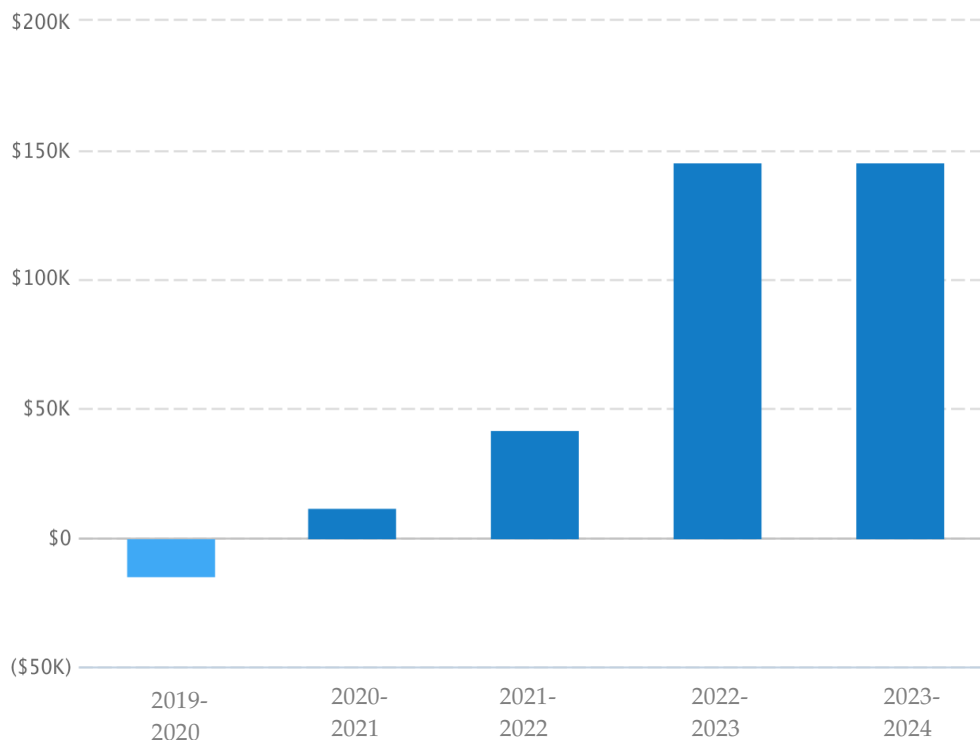
CONSTRUCTION PHASES:

• PHASE I: PRIMARY	TOTAL	\$750,000
• PHASE II: SECONDARY	TOTAL	\$750,000
• PHASE III: GYMNASIUM	TOTAL	\$250,000
		\$1,750,000

Projected Profit and Loss Summary for School Operations

An Excel spreadsheet is available that displays data at greater granularity than can be provided in this summary Business Plan. This spreadsheet may be obtained upon request from Hope Academy Project Manager Mark Perra. Please send your request to: markjoanneperra@comcast.net.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Revenue	\$62,508	\$116,016	\$201,636	\$338,292	\$338,292
Operating Expenses	\$77,160	\$104,160	\$159,980	\$192,960	\$192,960
Profit <Loss>	<\$14,652>	\$11,856	\$41,656	\$145,332	\$145,332



Hope Academy Vizag will have become reasonably profitable by the time it admits approximately 400 tuition-paying students, 100 COFM orphanage students and 50 scholarship students in its third year of operation. This early profitability arises from Hope Academy's commitment to not acquire debt during its start-up phase as well as from its early and steady income stream earned from tuitions.

By the time it admits 600 tuition-paying students, 100 COFM orphanage students and 100 scholarship students in its fifth year of operation, Hope Academy will have become solidly profitable. These profits will be used in accordance with the mission of Hope Academy Vizag and as overseen by its governing non-profit body. Among the uses within mission alignment would be items such as:

- Improving the quality of facilities and instruction.
- Increasing the fraction of ultra-poor students with scholarships to Hope Academy (if feasible).
- Establishing a college endowment fund for academically eligible graduates.
- Establishing a community health clinic.
- Establishing a vocational school.
- Establishing a community English Language Institute.

Revenue Forecast (School Operations)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Revenue					
Tuition from paying families	\$30,000	\$72,000	\$135,000	\$240,000	\$240,000
Admission fees from paying families	\$7,512	\$15,012	\$29,976	\$49,968	\$49,968
Tuition from COF sponsors	\$19,992	\$24,000	\$30,000	\$39,996	\$39,996
Admission fees from COF sponsors	\$5,004	\$5,004	\$6,660	\$8,328	\$8,328
Student scholarships—Tuition	\$0	\$0	\$0	\$0	\$0
Student scholarships—Admission fees	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$62,508	\$116,016	\$201,636	\$338,292	\$338,292

Personnel Plan (School Operations)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Management	\$9,000	\$9,000	\$14,400	\$18,000	\$18,000
Teachers	\$30,000	\$45,000	\$67,200	\$90,000	\$90,000
Administrative / Support	\$2,400	\$2,400	\$5,400	\$7,200	\$7,200
Sales / Marketing	\$1,200	\$1,200	\$1,500	\$1,800	\$1,800
Transportation	\$1,200	\$1,200	\$2,880	\$3,360	\$3,360
Total	\$43,800	\$58,800	\$91,380	\$120,360	\$120,360

Budget by Academic Year (School Operations)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Operating Expenses (Cash Basis)					
Salary	\$43,800	\$58,800	\$91,380	\$120,360	\$120,360
Marketing & Promotions	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Utilities	\$6,000	\$6,000	\$10,800	\$10,800	\$10,800
Office Supplies	\$1,200	\$1,200	\$2,400	\$2,400	\$2,400
Professional Services	\$960	\$960	\$1,200	\$1,200	\$1,200
Maintenance	\$3,600	\$3,600	\$6,000	\$6,000	\$6,000
Telecommunications	\$2,400	\$2,400	\$3,600	\$3,600	\$3,600
Postage and Shipping	\$600	\$600	\$600	\$600	\$600
Travel	\$1,200	\$1,200	\$2,400	\$2,400	\$2,400
Celebrations	\$1,200	\$1,200	\$2,400	\$2,400	\$2,400
Teacher Training	\$6,000	\$12,000	\$18,000	\$18,000	\$18,000
Facilities Improvements	\$9,000	\$15,000	\$20,000	\$24,000	\$24,000
Total Operating Expenses (Cash)	\$77,160	\$104,160	\$159,980	\$192,960	\$192,960

Projected Overhead and Fundraising Costs

Overhead costs in the U.S. (for providing fiscal oversight, financial accountability and for meeting compliance requirements related to receiving donations and disbursing funds) are applied by the New Horizons Foundation. These costs are precisely defined to be 5.0 percent of project income. If total project income reaches the project goal of \$2,100,000, NHF costs will be \$105,000. Fundraising costs in the U.S. are not expected to exceed \$42K, or approximately 2.0 percent of project income.

Total Funds Raised (Project Goal)	\$2,100,000
New Horizons Foundation Operating Expenses (5.0%)	- \$105,000
Fundraising Expenses (< 3.0%)	- <u>\$42,000</u>
Hope Academy School Total Starting Assets	\$1,953,000

Projected Balance Sheet (Once Operational)

As of Period's End	Starting Balances	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Cash	\$50,000	\$35,348	\$47,201	\$88,857	\$234,185	\$379,513
Total Current Assets	\$50,000	\$35,348	\$47,201	\$88,857	\$234,185	\$379,513
Total Long-Term Assets	\$1,903,000	\$1,903,000	\$1,903,000	\$1,903,000	\$1,903,000	\$1,903,000
Total Assets	\$1,953,000	\$1,938,348	\$1,950,201	\$1,991,857	\$2,137,185	\$2,282,513
Net Assets	\$1,953,000	\$1,953,000	\$1,938,348	\$1,950,201	\$1,991,857	\$2,137,185
Earnings		(\$14,652)	\$11,853	\$41,656	\$145,328	\$145,328
Total Net Assets & Earnings	\$1,953,000	\$1,938,348	\$1,950,201	\$1,991,857	\$2,137,185	\$2,282,513

Eight Year Projected Cash Flow: Start Up & Operations

Hope Academy Eight Year Cash Flow Projection Page 1: Project Development and Start Up

(\$ in thousands)		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
PLEDGES for CAPITAL CAMPAIGN (A. Assume 11% fallout of pledges. Add cushion)									
Fully pledged by start of construction of each phase									
Land		By May 18, 2016							Pledges
Phase I construction (Primary Block)		\$ 495							\$ 495
Phase II construction (Secondary Block)			\$ 770						\$ 770
Phase III construction (Sports Complex)				\$ 770			280		\$ 770
Cumulative pledges		\$ 495	\$ 1,265	\$ 1,265	\$ 2,035				\$ 280
									\$ 2,315
									\$ 2,100
									Target pledges fulfilled
									\$ 2,100
CASH FLOW: PROJECT DEVELOPMENT AND START UP (Land, construction and school start-up)									
Project Donation Revenue									
Restricted donations received by start of construction									
Land		By May 18, 2016	\$ 450						0
Phase I construction (Primary Block)		By May 18, 2018	200	550					450
Phase II construction (Secondary Block)		By May 18, 2020			450				750
Phase III construction (Sports Complex)		By May 18, 2022				150	150		750
Total Restricted Donations			\$ 650	\$ 550	\$ 300	\$ 450	\$ 150		300
									2100
Less: Costs of land and construction (Phase 1, 2 and 3 and start up) and Off and fund raising cost (B)									
Each Phase to be Completed by:									
Land		By July 18, 2016	(431)						Total
Phase I construction (Primary Block)		By July 18, 2019	(100)	(600)					-431.2
Phase II construction (Secondary Block)		By July 18, 2021			(200)	(450)			-700
Phase III construction (Sports Complex)		By July 18, 2023					(150)		-650
Total Project development costs			-431.2	-100	-600	-200	-450	-150	-300
									-2081.2
Restricted Cash:									
Net change in cash from Project		\$ 219	\$ 450	\$ (300)	\$ 250	\$ (300)			
Cash-Beginning of Year-Restricted		\$ -	\$ 219	\$ 669	\$ 369	\$ 619			
Cash- End of year-restricted		\$ 219	\$ 669	\$ 369	\$ 619	\$ 319			

(Spreadsheet continued on following page)

Hope Academy Eight Year Cash Flow Projection Page 2: School Operations and Total Enrollment
(\$ in thousands)




	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
CASH FLOW: SCHOOL OPERATIONS								
Tuition Revenue				62	123	220	387	387
Unrestricted donations	0	0	50	0	0	0	0	0
Total revenue	0	0	50	62	123	220	387	387
Less: Operating Expenses				(77)	(109)	(178)	(242)	(242)
Profit (Loss) from Operations			50	-15	14	42	145	145
Cash from Operations- Unrestricted								
Change in cash- increase (decrease)	0	0	50	-15	14	42	145	145
Cash-Beginning of Year	0	0	0	50	35	49	91	236
Cash- End of year- From Operations	0	0	50	35	49	91	236	381
COMBINED CASH RESTRICTED AND OPERATIONS								
Change in cash- increase (decrease)	\$ 219	\$ 450	\$ (250)	\$ 235	\$ (286)	\$ 42	\$ 145	\$ 145
Cash-Beginning of Year	\$ -	\$ 219	\$ 669	\$ 419	\$ 654	\$ 368	\$ 410	\$ 555
Cash- End of year	\$ 219	\$ 669	\$ 419	\$ 654	\$ 368	\$ 410	\$ 555	\$ 700
			(A)	10% Potential shortfall of pledges- additional cushion				
			(B)	108% OH and fundraising factor, applied to project costs				
School Capacity	0	0	0	550	550	800	800	800
Total Enrolled Students	0	0	0	250	400	600	800	800
Project Phase	I	I	I	II	I	III	I	I




Appendix

Fiscal Sponsor—New Horizons Foundation

newhorizonsfoundation.com

Board of Directors

 Gary Daniel	Treasurer Gary holds a Bachelor of Science Degree in Accounting from California Polytechnic State University, San Luis Obispo; an MS in Taxation from Golden Gate University at San Francisco, and has completed the College for Financial Planning in Denver, Colorado. Most of Gary's work experience has been as a CPA in public accounting. Gary's interests include his walk with Christ, his family and work. He enjoys golfing and bike riding.
 Dave Gresham	Dave holds a B.S. from East Tennessee State University and MA from St. Mary's University of Minnesota. He is currently the International Development Director of the Navigators and enjoys skiing, biking, swimming, diving, music, and travel.
 Ron Halverson	Ron attended Wheaton College, Bethel College, B.S. University of Minnesota. He is a Certified Investment Management Analyst (CIMA) from the Wharton School, University of Pennsylvania. Ron worked in the financial industry and retired in January 2009. His interests include sports and the outdoors: skiing, canoeing, biking, and reading. He loves all kid's sports and activities involving the family and enjoys teaching.

	<p>Kirk holds a BBA (Finance), University of Oklahoma and works with The Humphreys Company (Real Estate Development and Investments). He enjoys family, flying, music and reading. Kirk also is the Co- Host of <i>Flash Point</i>, a weekly television show focusing on political issues of a local, state and national interest.</p>
<p>Kirk Humphreys</p>	
	<p>Gail holds a BS and MBA from Indiana University and is currently working as a consultant, teaching and facilitating non-profit leadership teams. She enjoys family, leadership and team development, business and investing, travel, running and hiking, sewing, and science fiction/fantasy books.</p>
<p>Gail Jones</p>	
	<p>Chairman of the Board</p> <p>Lauren holds a B.S. Agricultural Economics, Business Option, from Kansas State University and a M.B.A. from Regis College, Denver. He is the current Present International President and CEO of Trans World Radio and his interests include ham radio, flying, and reading.</p>
<p>Lauren Libby</p>	

 <p>Bill Moritz</p>	<p>Executive Director/Vice President</p> <p>Bill graduated from the University of Missouri and holds a J.D. from Oral Roberts University. He is currently in private law practice and Director of two Foundations, New Horizons and Joy To The World. Bill enjoys his family, international ministry, golf, music, and bike riding.</p>
 <p>Steve Prensner</p>	<p>President</p> <p>Steve holds a B.A. from Howard Payne College, a M.B.A. from Southern Illinois University and a Doctorate in Missiology from New Geneva Theological Seminary. He has worked for Trinity College, The Navigators, Every Home for Christ, and the Terry Macalmon Ministries. He is currently an Associate Broker with ReMax Advantage Realty. Steve enjoys sports - basketball, football, golf and tennis, woodworking, his family, biking and camping.</p>
 <p>Barbara Tompkins</p>	<p>Barbara received her BA in English and Elementary Education from Whitworth College, and her MA in Education from Holy Names College. She has spent four years teaching Elementary School and has dedicated a large portion of her life to raising her three children. Barbara's interests include: Bible study, reading, music, travel, friends, and she is committed to be an LLL - Life Long Learner!</p>
 <p>Jerry White</p>	<p>Jerry holds a B.S. Electrical Engineering from the University of WA, a Masters in Astronautics from the Air Force Institute of Technology, and a Doctorate in Astronautics from Purdue University. He is a former President of the Navigators and Retired from the Air Force Reserves in 1997 (Major General). Jerry is a licensed commercial pilot, avid handball player and writer. 15 books—most recent are <i>The Joseph Road, Rules to Live By, Unfinished</i> with his wife Mary White in 2012 and soon to be released <i>"To Be a Friend,"</i> also with Mary.</p>

Academy Advisory Council (USA)



**Anand and
Rosie Thandu**

Anand Thandu, President

Education: B. Tech in Chemical Engineering (Andhra University); MBA in Management Sciences (Cal State East Bay); MA. In Religion - Leader of Leaders (Gordon-Conwell University).

Experience: Production Engineer for PVC Plant; Sr. Programmer & Business Analyst for a Trust Fund Company; Directed Children of Faith Ministries for more than ten years.

Rosie Thandu, Principal

Education: B.S. in Computer Science (Cal State East Bay); Currently pursuing M.S. in Education.

Experience: Co-Directed Children of Faith Ministries for more than ten years; Principal for COF School for the past four years.



**Mark and
Joanne Perra**

Mark—Project Manager

Mark holds a B.S. from UC Davis with majors in Mechanical Engineering and Materials Science; a M.S. degree in Materials Science and Engineering; and a Ph. D. in Mechanical Engineering and Materials Science from UC Berkeley. At Sandia National Laboratories, Mark conducted and led research and development on advanced materials for energy, electronics, space, and national security applications. Mark is passionate about cycling, reading and taking astronomy classes.

Joanne holds a Bachelor's degree from UC Santa Cruz with a major in Biology and pursued graduate studies at UC Berkeley in cell biology. She spent 3 years as a Technical Editor/Writer at Lawrence Livermore National Laboratory. Joanne then spent more than 22 years as a Computer Scientist at LLNL, obtaining a second Bachelor's from CSU East Bay in Computer Science during that time. Joanne likes working out at the gym, drawing, and digital image editing.

Joanne and Mark have retired from their respective scientific careers and are both now actively pursuing their callings. Both are volunteer advocates for Computing and STEM education in the Oakland public schools and coaches for the Robotics Club at an Oakland middle school. They are charter members of the SF Bay Area Barnabas Group. In their spare time, they both enjoy hiking, traveling and spending time with friends and family.



**Dan and
Lynn Menegus**

Dan holds B.S. and M.S. degrees from UC Berkeley in Mechanical Engineering. He is currently Director of Gas Control Strategy and Support at Pacific Gas and Electric Company. He spent 20 years as a volunteer leader in youth ministries including developing curriculum for a 5th and 6th grade Sunday program. Dan is currently a board member of Children of Faith Ministries in addition to his Advisory Council role for Hope Academy. He enjoys spending time with friends and family, international travel and ministry, hiking and reading.

Lynn has a background in bookkeeping, church administrative support, and is currently an administrative assistant for Eldercare Services. She has been involved in a number of roles in Children's and Women's Ministries. Similar to Dan, she enjoys spending time with family and friends, traveling and reading. Dan and Lynn also enjoy helping to lead a community group focused on creating a faith that sticks in ourselves and in our families, and creating intergenerational faith building opportunities.



**Larry and
Esther Wiens**

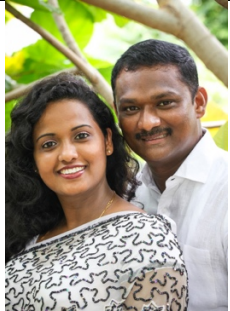

Larry is a native of Northern California. After Seminary and Ordination, he worked for 15 years in youth ministry including Executive Director position for Campus Life in Contra Costa County.



Since then he has worked in business, mostly for companies he started himself including: Computer based businesses in 1970's, retail stores in the 1980's, and then financial planning for 19 years.

Today Larry is the Managing Partner of the San Francisco Bay Area Barnabas Group. This national organization brings together business executives who want to contribute their expertise to help non-profits grow and expand. Larry also teaches a class which encourages marketplace people to see their careers as callings.



Esther is an accomplished leader of and speaker to young mothers groups. Her messages bring peace and direction to homes and marriages. She also has developed her own remodeling and interior-decorating firm. Larry and Esther have two children who are deeply involved in Kingdom growth and effectiveness. There are also six grandkids who are "future leaders."

Academy Advisory Council (India)

	<p>Anand Thandu, President</p> <p>Education: B. Tech in Chemical Engineering (Andhra University); MBA in Management Sciences (Cal State East Bay); MA. In Religion - Leader of Leaders (Gordon-Conwell University)</p> <p>Experience: Production Engineer for PVC Plant; Sr. Programmer & Business Analyst for a Trust Fund Company; Directed Children of Faith Ministries for more than ten years</p> <p>Rosie Thandu, Principal</p> <p>Education: B.S. in Computer Science (Cal State East Bay); Currently pursuing M.S. in Education (GCU)</p> <p>Experience: Co-Directed Children of Faith Ministries for more than ten years; Principal for COF School for the past four years</p>
 <p>Anita Aidinyantz</p>	<p>Mrs. Aidinyantz is founder, honorary secretary and correspondent of Bethany School, Visakhapatnam, and an eminent educationist. She has founded three Schools and upgraded two Primary Schools to full-fledged ICSE (Class X) and ISC (Class XII) Schools. She currently serves as honorary member on ten School and Junior College Managing Committees.</p> <p>In 1984, she was elected as President of the All India Heads of ISC Schools Association. She has inspected schools for the grant of affiliation to the Council for ISC Examinations, New Delhi. She has travelled widely, visiting schools and conducting teachers' seminars and workshops in the cause of education.</p>

 <p>Dr. Anoop Vincent Ambrose</p>	<p>Dr. Anoop Vincent Ambrose is Principal and Administrator of Jeypore School in Odisha, India.</p> <p>Dr. Ambrose holds a PhD in Philosophy, an MA in English and a BA in Education. He is one of a family of prominent educationists in India and has held teaching and administrative positions in ICSE and ISCE Schools for 46 years.</p> <p>He represented the All India Association of ICSE/ISCE Schools while on the Executive Committee of the Council for three terms of five years each. During this period Dr. Ambrose also served on the Standing Committee for Examinations. He is Past President of the Odisha Association as well as the All-India Association of ISCE/ICSE Schools</p> <p>Dr. Ambrose has for several years been Vice-Chairman of Blessing Youth Mission. He serves as the Senior Pastor of the Full-Gospel Church of Sunabeda-1.</p> <p>Dr. Ambrose is active with Rotary International through the Rotary Club of Jeypore. He has represented Rotary at several District & National Programmes. He led a Group Study Exchange Team to visit and study the Schools in Surrey & Sussex, Great Britain.</p>
 <p>Prof. James Stephen</p>	<p>Prof. M. James Stephen is the Principal of the Welfare Institute of Science, Technology and Management (WISTM) Engineering College in Visakhapatnam, India.</p> <p>Prof. Stephen is a passionate teacher, an accomplished researcher and an able administrator. He completed his doctoral research in the department of Computer Science and Systems Engineering, Andhra University. Earlier he was awarded two Masters degrees in Computer Engineering from Andhra University with high marks: a Master of Computer Applications and a Master of Technology in Computer Science and Engineering. He also completed his M.Phil in Computer Science from Mononmaniam Sundaranar University. He also obtained M.I.E from the Institute of Engineers along with several other memberships in professional bodies like MIEEE, LMCSI, LMISTE, and MIACSIT. He published more than twenty papers in various International Conferences and Journals of high repute. Apart from his studies in Computer Engineering he also attained Masters in Business Administration with HR specialization from IGNOU and Master of Divinity from AIT, Bangalore.</p>

Partners and Resources

 <p>Children of Faith Missions</p> <p>Serving Christ by addressing the physical, educational, spiritual and relational needs of poor and underprivileged children of India.</p> <p>http://childrenoffaithmissions.org (Orphanage facilities for school until new purpose-built facilities can be constructed)</p>	 <p>Engineering Ministries Intl.</p> <p>Architects and engineers donating their skills to help children and families around the world step out of poverty and into a world of hope.</p> <p>http://www.emiworld.org (Requirements definition, cost estimation, architectural and engineering consultation and facilities design).</p>



SF Bay Area Barnabas Group

Mobilizing Christians to contribute their talents and resources to build capacity of ministries addressing local and international needs.

<http://www.barnabasgroup.org>
(Business consulting services)



TeachBeyond

We wholeheartedly desire to see individuals and societies transformed by God through education.

<http://www.teachbeyond.org>
(English literacy and bible.)

SMILE

Stanford Mobile Inquiry-based Learning Environment

SMILE turns a traditional classroom into a highly interactive learning environment by engaging students in critical reasoning and problem solving while enabling them to generate, share, and evaluate multimedia-rich inquiries.

<https://gse-it.stanford.edu/research/project/smile>
(Educational technology and consulting.)



New Horizons Foundation

We help individuals accomplish their charitable objectives in religious, educational, scientific, benevolent and health-related activities.

<http://newhorizonsfoundation.com>
(Fiscal sponsor. A **fiscal sponsor** is a nonprofit organization that provides fiduciary oversight, financial management, and other administrative services to help build the capacity of charitable projects.)

Hope Academy Vizag Endorsements



mobilize • partner • design a world of hope

Anand Thandu | Mark Perra
Hope Academy
Vishakhapatnam, Andhra Pradesh
India

7 December 2015

Greetings from Engineering Ministries International – India (eMi²) in New Delhi

eMi² (www.emi2.org) is a Non-Government Organization and is registered as the liaison office of Engineering Ministries International (EMI) with the Reserve Bank of India. eMi² is a network of architects and engineers who provide design services to Christian organizations serving the poor in India and other developing countries. Our parent organization, EMI (www.emiworld.org) has designed more than 1,000 development projects over 90 countries around the globe. eMi² is the base for executing these projects within South Asia.

Started in 1998 in Mussoorie, Uttarakhand as the first 'field office' of EMI, eMi² is currently composed of an office staff of 8 members and 3-4 interns per semester. The majority of the work produced is architectural, civil and structural designs necessary for Christian organizations to construct schools, orphanages, hospitals, churches, training centers, etc. as well as small-scale water and septic systems. To date, we have completed the designs for 36 school and 28 orphanage projects in India.

Since January 2015, eMi² has had the privilege of assisting Anand Thandu and Mark Perra of Children of Faith Missions with their ongoing project to start the **Hope Academy** in Vishakhapatnam. To assist them with the preliminary project planning, to date eMi² has provided architectural programming information, construction budget estimates, design and construction scheduling and evaluated the land that is to be purchased for the school.

In our years of experience designing schools and orphanages in India, eMi² has yet to work with clients that are as organized, strategic and well positioned to found, construct, and start a Christian school in India as the team from Hope Academy. eMi² is excited to continue partnering with Hope Academy and looking forward to producing architectural and engineering plans for the upcoming school campus.

In Christ,

Andy Kizzee
Director | Structural Engineer
eMi²

THE LIAISON OFFICE OF ENGINEERING MINISTRIES INTERNATIONAL, COLORADO SPRINGS, COLORADO, USA.
REGISTERED WITH RESERVE BANK OF INDIA UNDER SECTION 6 (b) OF FEMA AT SHIVALIK A-329 BASEMENT, MALVIYA NAGAR, NEW DELHI 110017



(Approved by AICTE, New Delhi & Affiliated to andhra University)



Pinagadi (Village), Pendurthy (Mandal), Visakhapatnam- 531173, Phone : 0891-2866900,912
Telefax : 0891-2866908, E-mail: info@wellfareeducation.edu.in Website : www.wellfareeducation.edu.in

Dr. M. James Stephen
Principal

To Whom It May Concern,

Being in the education field for the past fifteen years, it has always been my passion to see students discover their potential, reach their goals and succeed. This keeps getting challenging due to lack of proper teaching methods and facilities. I believe learning need not be stressful if taught the right way. What excites me about 'Hope Academy' is that it wants to achieve high performances by making learning fun and desirable for the kids. In a country like India where education is viewed as a business, it is a great break to see thoughts emerging to make it a difference, one child at a time.

The proposed layout of the school with spacious facilities and native English speaking teachers will add to making 'Hope Academy' one of its very kind in our area.

I strongly believe that 'Hope Academy' is an excellent provision for the students of Vizag. I envision educated, happy, confident kids to emerge from this institution in the coming years. Anand and Rosie are very committed towards this and are capable to achieve this goal.

I wish the very best to the 'Hope Academy' team which is comprised of well educated, experienced, hardworking and committed individuals who are devoted to help the children of Vizag. I am willing to offer my services of any kind as needed.

Sincerely,

Dr. M. James Stephen,
Principal,
Wellfare Engineering College,
Visakhapatnam, A.P., INDIA



Saripalli Pydi Raju
President
Vedurla Narava

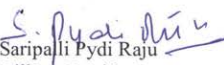
To Whom It may Concern

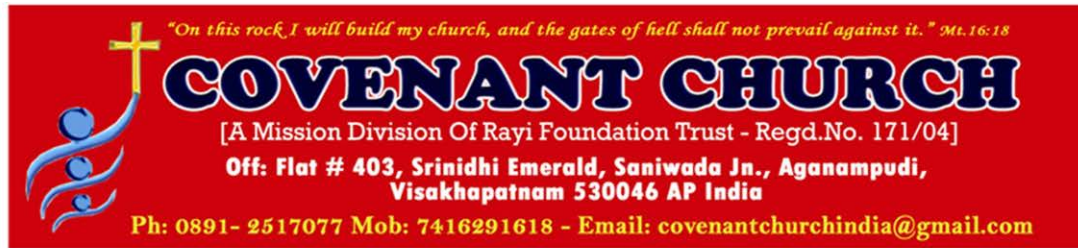
Having served the village Vedurla Narava for 20 years, it has been a dream to see my village grow and develop. It gives me great joy that Anand and Rosie who have lived in America and moved to our area Vedurla Narava, have set up a children's home and are now working on Hope Academy School. I have seen many lives being transformed through the children's home and the upcoming Hope Academy will help the kids of our village and community exponentially.

Hope Academy is a great project for the welfare of the people of Vedurla Narava and the surrounding communities. The possibilities of vocational training and spoken English for adults of the village is something beyond our imagination. I am very happy that this project is taking place in our village and I know it will raise the quality of living of our people. Our kids can dare to dream now.

I wish the best and looking forward for the completion and execution of Hope Academy. I offer my support in any way possible.

Sincerely,


Saripalli Pydi Raju
Village President



Moderator & Sr. Pastor
Rev. Dr. David Rayi
M.A., M.Phil., Ph.D (AU)

To:

6-15-16

To Whom it May Concern

It has been a distinct pleasure to know Anand and Rosie and the work they have been doing with the children at COFM for the past 9 years. Their passion and commitment towards this ministry is outstanding, as is their devotion to building God's Kingdom where He has placed them as His ambassadors.

There is an acute need for a strong Christian School in our area and am of the opinion that Hope Academy will be able to meet that need and make a long standing impact and difference in the lives of many students and families in this community. In addition to providing basic education, teaching Biblical values and practical life skills are also vital in today's complex and ever-changing world. I am positively convinced that Hope Academy will definitely succeed in this task. I know of no other individuals more prepared, equipped and committed than Anand and Rosie to proceed with Hope Academy and further the objectives envisaged by the Hope Academy.

I congratulate the team behind this for the vision and the steps they are taking for the implementation of this God-ordained blessing on our children, our families and our entire community.

Sincerely,

A handwritten signature in green ink, appearing to be "David Rayi", followed by a horizontal line.

(Rev.Dr.David Rayi)
Moderator & Sr.Pastor, Covenant Churches
Chairman, Rayi Ministries
Director, Christ's Institute of Evangelism &Mission

