

ABSTRACT

Camp Joy: A Vehicle for Promoting Human Flourishing

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The concept of human flourishing has been explored throughout time by many great thinkers in philosophy and psychology. While these thinkers may not have agreed on all points, I argue there are common threads of thought that persisted nonetheless. Contained in this thesis is a brief review and synthesis of the human flourishing concepts presented by Plato, Aristotle, St. Augustine, C.S. Lewis, Abraham Maslow, Edward Deci, Richard Ryan, and Mihaly Csikszentmihalyi. This synthesis is then employed in analysis of contemporary American public education. Finally, the program structure, business model, and feasibility analysis of a summer camp designed to supplement contemporary American public education in promoting human flourishing is detailed.

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CAMP JOY: A VEHICLE FOR PROMOTING HUMAN FLOURISHING

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TABLE OF CONTENTS

Preface	iii
Chapter One— Human Flourishing: A Brief Overview of Six Leading Perspectives	1
Philosophy	2
Psychology	9
The Framework	14
Chapter Two— Contemporary American Public Education: How Does It Measure Up?	16
Chapter Three— Camp Joy Conceptualized	23
Chapter Four— From Theory to Practice: A Feasibility Analysis	30
Executive Summary	30
Product/Service Feasibility	30
Industry Feasibility	36
Go-to-Market Strategy	41
Organizational Feasibility	48
Summative Conclusions	49
Concluding Remarks	51
Appendices	52
A. Parent Survey Responses	53
B. Pro Forma Financials	54
Bibliography	72

PREFACE

When I think of summer camp, I recall warm days in green spaces. I hear laughter, singing, and the rhythmic pounding of cups on tables in the dining hall as three hundred campers join together playing the cup game. I smell dirt, woodsmoke, and roasting marshmallows. I feel the coolness of pool, lake, river, and ocean against my skin. I see myself covered in mud, scrambling to succeed at some wacky challenge placed before me. I remember the thrill of making a new friend in a matter of hours that I would stay in touch with for a lifetime and walking away from my new family after a breakneck week. I think of all the skills that I developed at summer camp—dancing, problem solving, making duct tape wallets and friendship bracelets, compromising, building a fire, cooperating, horseback riding, critical thinking, making chocolate mousse, listening, orienteering, communicating, sword fighting, and creative writing barely scrape the surface. Summer camp, without a doubt, made me who I am and introduced me to the things that bring me joy to this day.

It makes complete sense to me, then, that summer camp has the potential to be an excellent vehicle for promoting human flourishing. This thesis contains a theoretical exploration of and practical proposal for a summer camp designed to promote human flourishing. I first provide a brief review and synthesis of the human flourishing concepts presented by Plato, Aristotle, St. Augustine, C.S. Lewis, Abraham Maslow, Edward Deci, Richard Ryan, and Mihaly Csikszentmihalyi. While these thinkers may not have agreed on all points, I argue

there are common threads of thought that persisted, nonetheless, which can be synthesized into a series of principles that offer some insight into what it takes to live a good life. These principles are then employed in an analysis of contemporary American public education, revealing a number of deficiencies within the system. Finally, I provide a detailed program structure based upon the discussed principles and a venture feasibility analysis for a summer camp intended to promote human flourishing by supplementing the contemporary American public education system.

CHAPTER ONE

Human Flourishing: A Brief Overview of Six Leading Perspectives

Adolescence is a time of major change and development and was identified by Erik Erikson in his stages of development as the “fidelity” stage in which we face the psychosocial crisis of “identity confusion.” During this stage, Erikson tells us, our job is to develop our identity and our place in the world, exploring who we are and what roles we best fulfill, “For, indeed, in the social jungle of human existence there is no feeling of being alive without a sense of... identity” (Erikson, 1994a, 1994b). The question we must address, then, is how we best go about establishing an identity and sense of self so that we might live the best lives we are capable of. Philosophy and psychology offer many theories attempting to answer this all-important question of what human flourishing consists of and how we can achieve it, but I suggest we only find the true answer when we combine these theories for a holistic recipe for successful human development and flourishing. The following describes a development of these theories over time, showing where they coincide and elaborate upon one another. I will demonstrate how a root theory of human flourishing has persisted throughout time by examining works by Plato, Aristotle, St. Augustine, and C.S. Lewis. I will then provide scientific backing for this root theory, and further evidence of its persistence through time, through an exploration of the widely accepted theories of Abraham Maslow, Edward Deci, Richard Ryan, and Mihaly Csikszentmihalyi. I will end by synthesizing these theorems into a formula for

human flourishing that may not provide the singular solution to the puzzle of human flourishing but will at least offer some insight into what it takes to live a good life.

Philosophy

This concept of the best life, or human flourishing, has been explored since ancient times, and the roots of human flourishing ideologies can be traced back to the Greeks and their concept of “eudaimonia.” Eudaimonia involves a higher state of well-being and happiness, distinct from the hedonic form of well-being which involves the avoidance of pain and attainment of pleasure, and is considered the highest achievable state and, thus, the highest aim and focus of human life (Plato, 1992). Plato argued eudaimonia is inexorably linked to the development of virtue. Plato explains, in *The Republic*, that a human can only begin to develop virtue when all three parts of the soul—reason, appetite, and spirit—are in order and working together. His methodology for uniting the soul thus exists in a well-rounded education addressing and training each part of the person. As Plato says, “take care of education, and education will take care of all the rest” (Plato, 1992).

Aristotle’s teachings corresponded with Plato’s in emphasizing that virtue development paves the road to human flourishing, but Aristotle’s teachings diverged from Plato’s by asserting virtue development and character growth can only occur through the process of practical application rather than through mere theoretical study. Aristotle also describes virtue as a disposition, not an act, and a “golden mean” between two extremes of excess and deficiency (Aristotle, 1999).

This means “virtue” must rule man in the form of a set of principles; Aristotle gives no specific series of steps for learning or applying virtue, noting that virtue must exist as a fluid set of guiding principles applicable to all situations in varying forms. Aristotle does agree with Plato that this process of becoming acquainted with virtue consists of learning to confer the proper reactions due to things as determined by nature: “Hence we ought to have been brought up in a particular way from our very youth, as Plato says, so as both to delight in and to be pained by the things that we ought; for this is the right education” (Aristotle, 1999). This alludes to the existence of some form of natural law which we must learn and adhere to in order to develop virtue.

A second way in which Aristotle diverges from Plato is by relating eudaimonia to self-actualization. Aristotle notes, “Now if the function of man is an activity of the soul which follows or implies a rational principle... if this is the case, human good turns out to be activity of the soul in accordance with virtue, and if there be more than one virtue, in accordance with the best and most complete” (Aristotle, 1999). This means, in order to reach eudaimonia, humans have the task of coming to know their own potential and then fulfilling it. It follows, then, that the potential for “human good” lies in discovering and embodying the highest, “best and most complete” disposition of virtue, as a part of the process of coming to know and fulfill one’s own purpose.

While Aristotle does not place any sort of emphasis on learning to think well, or to reason, as Plato does, it appears that one must learn to think well in order to apply the principles of virtue, as Aristotle describes, and truly adopt a

disposition of virtue. Indeed, Plato's discourse suggests that one must learn to reason, or think well, in order to live well and that wisdom is the ultimate aim of this education of reason (Aristotle, 1999). Wisdom helps one comprehend, and thus employ, virtue. As, according to Plato, one must understand the natural law of the world in order to gain wisdom ("to delight in and to be pained by the things that we ought... is the right education"), Plato prescribes a basic framework of education that is still followed consisting of mathematics, literature, history, philosophy (under which falls natural science), music, and gymnastics (Plato, 1992). This concept of a comprehensive education aligns with Aristotle's statement, "Now each man judges well the things he knows, and of these he is a good judge. And so the man who has been educated in a subject is a good judge of that subject, and the man who has received an all-round education is a good judge in general" (Aristotle, 1999).

As the field of education philosophy has been developed, critiqued, and built upon over time, there exist a number of important principles rooted in Plato and Aristotle's ideologies that have persisted throughout contemporary times (Noddings, 2018). Three of these principles inform the formula for human flourishing resultant from the synthesis of literature, both philosophical and scientific, contained in this thesis:

1. To be able to live well, or to flourish, one must first learn to think well, which involves the pursuit of truth.
2. The development of virtue, or the development of a guiding set of principles, is inexorably linked to human flourishing.

3. To be able to think well and to develop virtue, one must undergo a well-rounded process of education including, but not limited to, subjects such as fine arts, physical education, mathematics, literature, history, philosophy, and science, and must involve learning through practical application of developing principles. This, then, is the aim of education.

While the philosophies of Plato and Aristotle may be critiqued in many aspects, these three underlying principles of their ideologies provide the foundation for the running narrative of human flourishing that follows.

These ideologies put forth by Plato and Aristotle persisted into the 5th century. In his own musings on “human fulfillment,” St. Augustine tends to agree with both Plato and Aristotle, and “developed a eudaimonism of his own,” which he refers to as joy (Miller, 2013). Joy, by Augustine’s definition, relates to pursuing and uniting with the Christian God, who, Augustine explains, is the embodiment and source of truth. Paralleling Plato, Augustine discusses the harmony of the soul’s dimensions as a necessary element for the pursuit of, or rather the experience, of joy:

The new will which had come to life in me and made me wish to serve you freely and enjoy you, my God, who are our only certain joy, was not yet strong enough to overcome the old, hardened as it was by the passage of time. So these two wills within me, one old, one new, one the servant of the flesh, the other of the spirit, were in conflict and between them they tore my soul apart (Augustine, 1961).

Additionally, Augustine relates the pursuit of Joy to the same building blocks of virtue, by the name of “inordinate affection,” that Aristotle and Plato mention

(Augustine, 1961). One can only experience the highest Joy by knowing and delighting in the Lord, thus appropriating the proper reactions due to things according to the natural law (which, Augustine tells us, is ordered by God). Sin, Augustine explains, is the result of having “an inordinate preference for these goods of a lower order and neglect[ing] the better and the higher good,” for, by the natural law, “it is even as [God] has ordained: that every inordinate affection brings on its own punishment” (Augustine, 1961).

Again, these same ideologies reappear in the 20th century. As he argues for the necessary existence of a natural law that guides humanity to discern between good and bad, C.S. Lewis demonstrates how this concept of a natural law upon which virtue is based is a “conception in all its forms, Platonic, Aristotelian, Stoic, Christian, and Oriental alike” (Lewis, 2013). Lewis compares the thoughts of Plato, Aristotle, and St. Augustine, as well as the philosophies of Hinduism and the Chinese, and reveals a persistent concept of virtue built upon an objective natural law, the development of which is the rightful aim of education. He then goes on to show how modern education accomplishes quite the opposite. According to Lewis, the modern educational system breeds subjectivity rather than a reliance on objective truth (Lewis, 2013). This modern education thus cannot produce virtue, due to virtue’s reliance on a natural law, or objective truth, and students thus cannot be educated properly and cannot live properly, let alone reach a state of flourishing.

Further, like Plato, Lewis makes a point that “Without the aid of trained emotions the intellect is powerless against the animal organism” (Lewis, 2013).

Both thinkers emphasize the necessity of cooperation between the parts of the person—reason, emotion, and appetite. Both thinkers (and Aristotle joins in here too) then emphasize the necessity for a well-rounded education that trains and masters each part of the person accordingly, so that the parts might cooperate, and the person might flourish, guided by virtues founded in objective truth (Lewis, 2013; Aristotle, 1999; Plato 1992). Lewis also points back at Aristotle and St. Augustine, maintaining that a student cannot succeed in either mastery of, or merely being a pupil of, any subject without first having been properly trained in the basics of virtue, ordinate affections (Lewis, 2013; Aristotle, 1999; Augustine, 1961).

Lewis, like Augustine, describes his own sort of eudaimonia in the form of Joy, which lies in the otherworldly desire for God. Lewis notes, “I doubt whether anyone who has tasted [Joy] would ever, if both were in his power, exchange it for all the pleasures in the world. But then Joy is never in our power and pleasure often is” (Lewis, 2017). This echoes Plato’s “Allegory of the Cave,” in which Plato describes humans as prisoners bound to chairs, only able to perceive the shadows of the truth which are shown to them and thus perceiving the shadows to be the truth itself (Plato, 1992). Unless someone comes and frees us, it is beyond our power to perceive the real Truth, which exists beyond the shadowy world of the bound prisoner. Plato, returning to the concept of harmony of the soul, states, “Now if you take such an one, and cut away from him those leaden weights of pleasure and desire which bind his soul to earth, his intelligence will be turned round, and he will behold the truth as clearly as he now discerns his meaner ends”

(note, too, the resemblance to the previously discussed quote concerning conflicting wills from St. Augustine's Confessions) (Plato, 1992). Joy, which Lewis states "must be sharply distinguished both from Happiness and from Pleasure," follows along the same vein as Plato's "truth," both being considered highest aims only achievable once one has been freed of the "meaner ends" of mere pleasure and affords ordinate affection where due (Lewis, 2017; Plato, 1992). Lewis exemplifies this wonderfully in his sermon, "The Weight of Glory:"

It would seem that Our Lord finds our desires, not too strong, but too weak. We are half-hearted creatures, fooling about with drink and sex and ambition when infinite joy is offered us, like an ignorant child who wants to go on making mud pies in a slum because he cannot imagine what is meant by the offer of a holiday at the sea. We are far too easily pleased (Lewis, 1949).

Just as Plato does, Lewis then asserts that a proper education provides the only avenue by which to strengthen proper desires and place a person on the path to Joy, as "The right defence against false sentiments is to inculcate just sentiments" (Lewis, 2013). Like Aristotle, Lewis also describes the learning process as one of practical application. Lewis explains by metaphor of the schoolboy studying Greek; the schoolboy does not, at first, associate the appropriate "natural reward" with his studies of Greek, but rather pursues other—lesser—pleasures (such as good grades). Only through practice does he begin to associate the natural reward (the ordinate affection) due his studies and begins to find enjoyment inherent in studying Greek (Lewis, 1949). Human flourishing, then, relies upon the development of virtue and the harmony of the soul, brought about through a comprehensive, experiential learning process.

Psychology

Also in the 20th century, psychologist Abraham Maslow developed his own kind of eudaimonism centered on the concept of self-actualization. Maslow identified a “hierarchy of needs,” providing a theory of motivation based on needs-satisfaction that has been widely accepted, the final need of his hierarchy being self-actualization (Koltko-Rivera, 2006; Hagerty, 1999; Janz & Becker, 1984). The original hierarchy is broken into five categories of need: physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization (Maslow, 2018). Maslow explains that one’s behavior is motivated by satiating unmet needs, and once a need is met, it no longer motivates one’s actions (Maslow, 1954). Further, he implies the lower, “deficiency-motivation” needs, in most circumstances, must be satiated before one can begin to experience “growth motivation,” provided only by the need for self-actualization:

Just as the tree needs sunshine and water and food, so do most people need love, safety, and the other basic need gratifications that can come only from without. But once these external satisfiers are obtained, once these inner deficiencies are satiated by outside satisfiers, the true problem of individual human development begins, e.g., self-actualization (Maslow, 1954).

Maslow describes self-actualizing individuals as the most creative, in-the-moment, moral, virtuous, stable, kind, loving, perceptive, open to change, just, acquainted with self, and healthy of all people. They are living as opposed to preparing to live. They have more “peak experiences,” which Maslow explains to be, in a sense, momentary experiences of eudaimonia (Maslow, 1954). Indeed, self-actualizing people are those who are as close to eudaimonia as is humanly

possible, as “Of all the aspects of well-being, it is personal growth that comes closest in meaning to Aristotle’s eudaimonia, as it is explicitly concerned with the self-realization of the individual” (Ryff & Singer, 2006).

According to Maslow, self-actualizers fulfill the defining requirements and principles set forth by Plato, Aristotle, and those who follow for existing in the highest possible state (whether it be called flourishing, eudaimonia, joy, etc.). By having satiated their deficiency needs, self-actualizers have brought their souls into harmony; the hydra of the appetite has been fed, the lion heart has been satiated, and the philosopher king is in control. Self-actualizers have the greatest connection with reality and natural law, perceiving most clearly and thus affording the most appropriate reactions to the things they encounter. Self-actualizers even form relationships in the manner which Aristotle has described as the highest: “They love because they are loving persons, in the same way that they are kind, honest, natural, i.e., because it is their nature to be so spontaneously,” lacking any other motivation. Even Lewis’s longing-filled concept of Joy is incorporated in the way self-actualizers do not cease to want or have needs but are rather filled with a longing for something higher, the pursuit of which is almost in and of itself satisfying (Maslow, 1954).

Maslow, after discussing his studies of self-actualizers and peak experience, follows in the footsteps of Plato by conceptualizing a “Eupsychia,” a “speculative description of a psychological Utopia in which all men are psychologically healthy.” Maslow’s Eupsychia consists of “a Taoistic but loving culture” (echoing Lewis) built upon autonomy, honesty, and the gratification of

basic needs. He notes that a Eupsychia is not necessary for self-actualizers to exist, however, as

individuals can be healthier, even much healthier, than the culture in which they grow and live... primarily because of the ability of the healthy man to be detached from his surroundings, which is the same as saying that he lives by his inner laws rather than by outer pressures (Maslow, 1954).

Self-actualizers are characterized by an “inner freedom” distinct from external appearances, formed of a reliance on self-approval rather than the approval of others. This inner freedom allows self-actualizers to be “relatively independent of the culture” as long as the culture allows for “freedom of taste and opinion” (Maslow, 1954).

Maslow’s theory of self-actualization relies heavily on a concept of autonomy, bringing to mind another, more contemporary major theory of motivation, Self-determination Theory (SDT). Initially developed by Edward L. Deci and Richard M. Ryan, SDT is perhaps the most researched and supported theory of motivation to date (Lemos, 2017; “Home,” n.d.). The theory identifies three basic drivers of motivation (Basic Psychological Needs Theory)—autonomy, competence, and relatedness—and emphasizes a distinction between intrinsic (Cognitive Evaluation Theory) and extrinsic (Organismic Integration Theory) motivation. SDT further addresses causality (Causality Orientations Theory), goal setting (Goal Contents Theory), and specific types of relationships (Relationship Motivation Theory) as they are associated with motivation. At its simplest, SDT explains the most powerful motivators are intrinsic in nature, rooted in action that will satisfy some or (most powerfully) all the basic

psychological needs, autonomy, competency, and relatedness (“Theory,” n.d.).

Many of the elements composing Aristotle’s concept of eudaimonia lie at the heart of SDT; “SDT began with a focus on intrinsic motivation, or the pursuit of an activity because of its inherent interest and enjoyability” (Ryan, Huta, & Deci, 2013). SDT identifies, similarly to Maslow, “necessary conditions for each [person] to flourish... basic psychological needs that are the foundations of personal growth (as manifest in intrinsic motivation), integrity (as manifest in integrative processes), and well-being.” Further, “eudaimonia is necessarily rooted in human autonomy, as Aristotle also claimed. One cannot be following one’s true self and not be autonomous” (Ryan, Huta, & Deci, 2013).

Competence, too, seems necessary for eudaimonia; in order to fulfill one’s purpose, one must be competent in the skills and manners required to fulfill that purpose. As for relatedness, or the need to belong, this has much to do with identity development. Finding where we belong is a major component of coming to know who we are. SDT’s competence and relatedness needs also reflect the love and esteem tiers of Maslow’s hierarchy, while all three of SDT’s basic needs vaguely echo Plato’s tripartite soul (reason, emotion, and appetite)—motivation is strongest, and one is closest to a eudaimonic state of being, when all three are fully engaged. SDT then provides important considerations for educational structures. Students will learn most successfully when all three basic needs are being met by the learning process and learning is thus intrinsically motivated (Deci & Ryan, 2016; Bailey & Phillips, 2015).

Maslow's concept of peak experience also brings to mind another, generally accepted, psychological theory—Mihaly Csikszentmihalyi's theory of Flow (Nešić, Srdić, Kovačević, & Fratrić, 2014). "Flow" is a theory of optimal functioning, existing as a balanced combination of challenge level and skill level. The states existing right above and below this balanced space are also useful, being arousal, "the area where most people learn from," and control, "a good place to be, because there you feel comfortable but not very excited" (Csikszentmihalyi, 2004). A person in the flow state is fully in that moment, perfectly engaged. Csikszentmihalyi identifies, "regardless of the culture, regardless of education or whatever, there are these seven conditions that seem to be there when a person is in flow." These conditions are as follows:

1. The person is completely involved in, focused on, and concentrating on what they are doing.
2. The person is experiencing a sense of ecstasy—of being outside everyday reality.
3. The person has inner clarity about what needs to be done and how well it is being done.
4. The person knows that the activity is doable and has the skills to accomplish the task.
5. The person has a sense of serenity that eliminates worry about oneself and extends beyond the boundaries of the ego.
6. The person is fully in the present and thus experiences a sense of timelessness.

7. The person is intrinsically motivated, participating in an activity that is in and of itself its own reward (Csikszentmihalyi, 2004).

These seven conditions reflect Maslow's description of peak experience and seem to be what one who has achieved self-actualization, or, in Aristotle's terms, has come to know and is fulfilling his or her true function, would experience.

Additionally, Csikszentmihalyi's theory complements SDT and self-actualization theory by providing a sort of simplified Eupsychia, existing at the crossroads of skill-level and challenge-level. The best space for the birth of intrinsic motivation, whether leading to or resulting from self-actualization, is that space in which flow state is most likely to occur.

The Framework

What we are left with is a set of principles regarding human development and flourishing that have persisted throughout time, many of which have been scientifically supported. Those principles are as follows:

1. A well-rounded education is a necessary element of successful human development resulting in human flourishing.
2. This education must facilitate
 - a. the development of virtue in the form of a guiding set of principles.
 - b. the development of wisdom, to aid in the application of the developed virtues
 - c. an intrinsic motive to learn and grow
 - d. movement towards self-actualization through introspection and experimentation

3. This education must be founded upon a natural law or objective truth.
4. The learning process must be one of practical application in an appropriately challenging environment.
5. Motivation is intrinsic and strongest when produced by the meeting of basic needs.

These principles comprise an amalgamation of ideas from various philosophical and psychological thinkers, forming a comprehensive root theory of human flourishing. While this root theory may not provide the exact formula for achieving human flourishing, it certainly points us in the right direction.

CHAPTER TWO

Contemporary American Public Education: How Does It Measure Up?

If we use this set of principles to assess the current state of the American public education system, we find the system failing to fulfil the most basic and foundational of the principles: to provide a well-rounded education. Science, technology, engineering, and math (STEM) subjects are on the rise, while fine arts education and physical education programs are at an all-time low.

Of the American states (including the District of Columbia), 44 require districts or schools to offer fine arts instruction at any level, only 20 include fine arts courses as applicable towards graduation requirements, and 22 provide funding for an arts-education grant program or a state arts school (National Center for Education Studies, 2018). The No Child Left Behind Act (NCLB), passed in 2001, led to a major decline in arts education offerings and funding in favor of training students to pass state tests and meet national math and reading requirements (Ravitch, 2016). The negative effects of the NCLB act have been recognized, and the Every Student Succeeds Act (ESSA) has been passed as its replacement. The ESSA, passed in 2015, went into effect during the 2016-2017 school year. The ESSA has been praised for including “arts and music” in its definition of a well-rounded education but puts the power of defining what arts and music education entails—and of determining to what extent arts and music education will be required or offered—in the hands of state legislature (Walker, 2016; “Every Student Succeeds Act,” n.d.). This means the ESSA, while

including language supporting arts education in its literature, does not provide explicit direction for improving or increasing fine arts education. Instead, the ESSA proliferates the same principles put forth by the NCLB act which lead to fine arts education's decline; NCLB put individual state legislations in charge of creating and implementing the standards, both of what education should consist of and what achievement is defined as, for their schools. These state-determined standards were intended to individualize education in such a way as to bring every student up to a national standard of achievement, which was intended to maintain accountability. The federal government would then step in where students did not meet national standards and implement predetermined interventions for improvement. What followed was a series of "vastly inflated claims of progress and confusion about standards, with fifty standards for fifty states," and "the shrinkage of time available to teach anything other than reading and math... schools began paying less attention to students' health, physical education, civic knowledge, the arts, and enrichment activities" (Ravitch, 2016).

The major difference between NCLB and ESSA is that ESSA removes the national standard for achievement and the resulting intervention of the federal government. States still determine their own standards for education content and academic achievement. States are still required to test students specifically in the math, reading, and science subject areas. According to the new law, states must set "'challenging' academic standards in reading, math and science," states are encouraged to "get rid of unnecessary testing," and states are required to "use four academic factors that are included in the law... Reading and math test scores;

English-language proficiency test scores; High school graduation rates; [and] A state-chosen academic measure for grade schools and middle schools” when assessing the effectiveness of schools (The Understood Team, n.d.). While the new law contains positive language towards fine arts education, the regulations included in the law continue to encourage education centered on high tests scores in math, reading, and science rather than the provision of a truly well-rounded education.

Further, there is no federal legislation requiring physical education in schools at any level (Warren, Beck, & Rayburn, 2018). Very few states require a minimum amount of time spent in physical education each week, and several states do not have physical education requirements at all (“Physical Education,” 2016). A miniscule amount of schools requires students to exercise three days a week (in 2014, just over 15% at the elementary level, less than 9% at the middle school level, and 6% at the high school level), and even less require daily physical activity (Centers for Disease Control and Prevention, 2015). In 2017, 51.7% of high school students, nationwide, attended a physical education class during one or more days of the average week; only 29.9% of high school student attended physical education classes on all five days of the average school week (Kann-Ethier et al., 2018). As the age of students increases, physical education requirements decrease dramatically; there exists the least amount of legislation requiring high school students to receive or participate in physical education (“Physical Education,” 2016). Additionally, many schools do not meet even the

few state requirements for physical education that are in place (Warren, Beck, & Rayburn, 2018).

Beyond the theoretical conclusion that fine arts education and physical education are necessary elements of a well-rounded education, research demonstrates that failing to include these subject areas is indeed detrimental. There exists a wide body of research linking various capacities of fine arts education, participation, and interventions to well-being. Participating in visual and performing arts activities positively impacts behavior, self-confidence, self-esteem, and levels of knowledge and physical activity (Bungay & Vella-Burrows, 2013). Arts education leads to lower dropout rates, improved academic achievement, increased student engagement, and the development of social-emotional skills (Brown, 2017). Arts education also plays a key role in the development of critical thinking (Dumitru, 2019). Creating art has been shown to aid adolescents in identity formation and establishing healthy self-concepts (Fletcher & Lawrence, 2017). Engagement with music, specifically, has been shown to reduce distress, enhance neural development, improve literacy and language skills, positively affect the development of spatial and motor skills, and promote prosocial behavior (McFerran, Hence, Koike, & Rickwood, 2018; Tierney, Krizman, & Kraus, 2015; Gordon-McAuley et al., 2014; Tervaniemi, Tao, & Huotilainen, 2018). Dance is linked with emotional and neurological response improvements in adolescents with mild depression; stimulates employment and thus improvement of our social, creative, and communication skills; provides a means to resist, reduce, escape, cope with, and manage stress;

and aids in the development of self-awareness (Jeong-Suh et al., 2005; Karkou, Lycouris, & Oliver, 2017). Theatre helps to mediate anxiety in adolescents, promotes the development of interpersonal and communication skills, fosters increased adaptability, and is linked with enhanced wellbeing (Stavrou, 2018; Ngong, 2014).

The benefits of physical education are also evidenced by a growing body of research. Physical education and activity are directly related to higher academic achievement levels (Rasberry-Ethier et al., 2017; Singh, Uijtdewilligen, Twisk, Mechelen, & Chinapaw, 2012; Marques, Hillman, & Sardinha, 2018). Physical activity is positively correlated with wellbeing and stress resilience, negatively correlated with levels of anxiety and depression, and may also be positively correlated with other elements of mental health (McMahon-Wasserman et al., 2017; Biddle, 2016; Hegberg & Tone, 2015). Physical activity also has been found to improve self-perceptions, self-image, self-esteem, and prosocial behaviors (Su, Xiang, McBride, Liu, & Thornton, 2016; Liu, Wu, & Ming, 2015; Sani-Talepasand et al., 2016; Christiansen-Skovgaard et al., 2018).

Outdoor-adventure based physical education and activity is especially evidenced as beneficial. Outdoor adventure recreation significantly aids identity development (Duerden, Widmer, Taniguchi, & McCoy, 2009). Outdoor adventure and education programs have been shown to yield many mental health benefits, including increased self-efficacy, life satisfaction, mindfulness, happiness, and subjective wellbeing as well as decreased stress (Mutz & Müller, 2016; Clough, Mackenzie, Mallabon, & Brymer, 2016). Outdoor adventure is also linked with

increased resiliency and self-sufficiency as well as improved self-esteem, self-concept, confidence, problem solving, time management, and socioemotional skills (Stott, Allison, Felter, & Beames, 2013; Whittington, Aspelmeier, & Budbill, 2015; Richmond, Sibthorp, Gookin, Annarella, & Ferri, 2017).

Further, being outside, in and of itself, has been shown, through blue space and green space research, to provide mental health benefits and contribute to wellbeing. Green, natural scenes enhance the effects of physical activity on mood and self-esteem (Pretty, Peacock, Sellens, & Griffin, 2006). Time spent in green, outdoor spaces acts as a buffer against stressful life events (Berg, Maas, Verheij, & Groenewegen, 2010). Green space is also related to improved mental wellbeing, health, and cognitive development, promoting attention restoration, memory, competence, and self-discipline (McCormick, 2017; Triguero-Mas-Nieuwenhuijsen et al., 2015). Time spent in green spaces is also associated with improvements concerning the symptoms and behaviors associated with ADHD and is even linked to higher standardized test scores (McCormick, 2017; Taylor & Kuo, 2011). Blue space, or outdoor spaces with water, also has demonstrated significant impacts on mental and overall health and is considered especially restorative (Völker & Kistemann, 2011; White-Depledge et al., 2010; Foley & Kistemann, 2015).

Fine-arts-based education and outdoor adventure education also provide excellent platforms for the operation of the remaining principles for human flourishing. Both provide opportunities for psychological needs to be met and intrinsic motivation to be developed (Mackenzie, Son, & Eitel, 2018; Daniel,

Bobilya, Kalisch, & Mcavoy, 2014; Stohs, 1992; Jaquith, 2011; Ennis & Tonkin, 2018). Fine arts and outdoor adventure foster the development of virtue and wisdom (Chappell, Pender, Swinford, & Ford, 2016; Carr, 2005; Newton, Sandberg, & Watson, 2001). Fine arts and outdoor adventure also encourage and provide a space for self-reflection and introspection, improving self-knowledge and propelling movement towards self-actualization (Ryff, 2019; Stott, Allison, Felter, & Beames, 2013; Wright & Pascoe, 2014).

If we use the set of principles established in the previous chapter to assess the current state of the American public education system, we find the system to be lacking in that it does not provide a truly well-rounded education. The American public education system fails to provide sufficient opportunities for fine arts education and physical education. Further, we find that research supports that fine arts education and physical education, especially outdoor adventure based physical education, should be included as necessary elements of a well-rounded education due to their contributions to positive youth development, mental health, and overall wellbeing. Lastly, research also supports that fine arts and outdoor adventure provide platforms for the operation of the remainder of the established set of principles for human flourishing.

CHAPTER THREE

Camp Joy Conceptualized

Because the American public education system does not provide a well-rounded education, the missing elements of a well-rounded education (fine arts and physical/outdoor adventure education) must be sought elsewhere. I suggest a summer camp provides an excellent environment and opportunity to provide these missing elements and supplement American public education. This chapter details what a summer camp structured to fulfill the requirements of the established principles for human flourishing and supplement American public education would look like. First, the established principles for human flourishing will be revisited and incorporated in to the goals and mission statement of the theoretical camp. Then, the structure of the average camp week will be formulated. Lastly, the activities offered by the camp will be detailed.

The mission statement of the theoretical camp, hereafter referred to as “Camp Joy,” is as follows:

*To enable individuals to create joy by providing high-quality,
comprehensive programming at a competitive, affordable price.*

This mission statement consists of three sub-mission statements that all come together to accomplish the main goal of promoting human flourishing, referred to in the mission statement as *joy* (a concept demonstrated in chapter one as essentially synonymous with the concepts of eudaimonia and flourishing. Hereafter the terms joy and flourishing are used interchangeably). The first sub-

mission contained in this statement *is to enable individuals to create joy*. An important distinction here is between creating joy for others and teaching others to create joy. A summer camp that provides an environment in which human flourishing, or joy, is most likely to be experienced is unsuccessful insofar as it fails to promote overall human flourishing. The experience of joy, in this scenario, does not extend beyond the time spent at camp. A camp that successfully promotes flourishing would necessarily enable its participants to produce joy, to enter a state of flourishing, beyond the environment of camp. This sub-mission, then, contains the aim to enable participants to enter into and experience joy in the long run, enhancing overall wellbeing, rather than merely producing a temporary heightened sense of wellbeing during the camp experience.

The production of flourishing requires a well-rounded education that facilitates the development of virtue in the form of a guiding set of principles; the development of wisdom, to aid in the application of the developed virtues; an intrinsic motive to learn and grow; and movement towards self-actualization through introspection and experimentation. This education also must take place in a challenging environment that allows for practical application of learning and skills. The mission of Camp Joy, in order to fulfill the overall mission of promoting human flourishing, must include a sub-mission of providing an education of this nature. The second sub-mission that composes the mission statement, then, is *to provide high-quality, comprehensive programming*.

The third sub-mission that completes the mission statement is *to provide programming at a competitive, affordable price*. Camp Joy aims to promote flourishing for all, not just an isolated group of individuals who are able to afford expensive programming. It is necessary, then, that the mission statement contains an aim to make programming available to everyone, independent of financial background. In order to successfully promote overall human flourishing, Camp Joy aims to provide programming to promote flourishing for all.

Camp Joy's programming structure would also be designed around the established principles for human flourishing. The daily schedule would be broken into blocks, with various blocks designed to meet various psychological and physical needs; camp powwow blocks, grub blocks, team blocks, choose your own adventure blocks, and special blocks. Twice during the day, the entire camp will come together for camp powwow. These blocks, once in the morning and once at night, will provide time for information to be distributed to campers as well as for a sense of community to develop within the camp as a whole. The morning camp powwow will consist of energizing whole-group activities and songs, meant to prepare campers for the day, and the delivery of any information pertaining to the entire camp group. Evening camp powwows provide opportunities for whole-group mass activities, such as sports tournaments, skit presentations, and time spent roasting marshmallows around a bonfire.

Grub blocks include breakfast, lunch, and dinner. These blocks provide an opportunity to ensure campers' nutritional needs are met while also providing an excellent opportunity for campers to further form relationships and develop social

skills. During grub block, campers may sit wherever they please, meeting up with old and new camp friends and continuing to develop relationships. This affords campers autonomy and an opportunity to deepen their sense of belongingness. Counselors and camp staff will share their meals with campers, continuing to develop relationships with campers and support their campers' development in doing so. During each grub block, a team is assigned to help in the kitchens, serving food and cleaning dishes. This gives campers a sense of responsibility and a chance to serve their neighbors. Grub blocks will be supplemented with snacks throughout the day. The evening grub block and camp powwow block may be switched or combined, depending on the planned meal and activity.

For team blocks, the campers will be broken into randomly assigned teams of approximately ten campers and two counselors that they will bunk with and remain with for the entirety of the week of camp. Prior to the camp week, returning campers may request to be on a team with someone whom they were on a team with during a previous year. There are three team activity blocks. The first, during the morning, will be a movement-based, often arts-based, class such as dance, sound and movement, or yoga. The second, in the afternoon, will be an adventure activity such as rock climbing, mountain biking, or various team-building challenges. The third will take place in the evening and will either be determined by the counselors or by the whole team, according to what the counselors believe would best fulfill the group's needs. This third block could be a time for a night-time swim or hike, for stargazing, for reflection and journaling, for working on a group skit, for working on various art projects, for getting to

finish an activity that was not completed during the day, for practicing for a team competition, or for any other activity the counselors and/or group deem appropriate. The teams will have opportunities to compete against one another in camp-wide challenges during camp powwows and may win awards for extraordinary behavior, such as demonstrations of character, cleanliness, or spirit. The teams provide opportunities for campers to develop a sense of belongingness and identity within a group. The activities campers participate in with their teams will be activities campers might not have chosen to try, activities that push campers outside of their comfort zones and into their challenge zones to create a safe environment for learning, exploration, and growth.

There will also be two choose-your-own-adventure blocks during the day. These blocks give campers an opportunity to design a portion of their schedule. After having been sorted into their teams on Monday, campers must choose four activities in which they would like to participate from a list of the offered activities for the week. The activities will take place during either choose-your-own-adventure block one or two on either Tuesday/Thursday/Saturday or Wednesday/Friday. Monday and Sunday, being arrival and departure days, will include all of the regular activity blocks except for choose your own adventure blocks. Once campers choose the activities in which they would like to participate, they must continue in those activities for the remainder of the camp week. Giving campers the agency to design a portion of their schedules increases their perceived autonomy. Choose-your-own-adventure blocks also provide campers a chance to learn something new and develop skills, creating a space in

which campers can improve their sense of competence. Further, choose-your-own-adventure blocks give campers an additional opportunity to develop a sense of belonging as they encounter other campers who are interested in the same sorts of activities.

The last type of activity block is the special block. This is a block of time in the evening, after dinner, reserved for special events. The special block is similar to the camp powwow block; the entire camp is invited to participate in special block activities, providing an opportunity to facilitate campers' further developing relationships, developing a sense of belonging, building upon their identities, and expressing themselves. The special block will only be utilized a few nights out of the week and will consist of events such as dance parties, talent shows, movie nights, and night-time games and activities such as laser-tag and fugitive. The special block activities are optional, but attendance is highly recommended. Campers who choose not to participate in special block activities are required to go to bed. Special block activities are the only camp activities that are optional.

All activities offered by Camp Joy will be based in outdoor adventure and fine arts. Activities will take place in and incorporate the outdoors as much as possible. The choose-your-own-adventure activities will all either be instructional or expressive. Arts-based choose-your-own-adventure offerings could include activities such as dance, photography, sculpting, painting, stage makeup, creative writing, and drama. Outdoor-adventure based choose-your-own-adventure

offerings could include activities such as rock climbing, hiking, mountain biking, kayaking, knot tying, backcountry cooking, and archery.

Camp Joy, then, represents what a summer camp program designed to supplement American public education and promote human flourishing could consist of. The camp would aim to enable participants to enter into joy beyond the camp environment, to provide a well-rounded program centered on fine arts and outdoor adventure education, and to provide such programming at an affordable, non-exclusive price; it would be designed in such a way as to provide the best environment possible to promote overall human flourishing.

CHAPTER FOUR

From Theory to Practice: A Feasibility Analysis

Executive Summary

The following is a venture feasibility analysis for Camp Joy, a 501(c) nonprofit summer camp. Camp Joy is centered on the mission of enabling individuals to create joy by providing high-quality, comprehensive programming at a competitive price. The main target market of Camp Joy consists of families in the \$30,000 to \$100,000 income range with children in the 6th to 12th grades. Camp Joy, in this way, fulfills an unmet need within a mature, \$4 billion industry, taking advantage of a market gap while simultaneously providing a unique product. Success of this venture relies on the procurement of approximately \$1.66 million in startup funds, the implementation of a highly successful marketing campaign, the meeting of established enrollment goals, the development of a fruitful supplementary retreats season, and the maintenance of low operating costs.

Product/Service Feasibility

Mission

The mission of Camp Joy is to enable individuals to create joy by providing high-quality, comprehensive programming at a competitive price comfortably affordable by families within the \$30,000-\$100,000 income range (i.e. the middle-income range).

This mission consists of three main parts. The first is to provide a comprehensive program that supplements contemporary school-year education. I aim to provide the best environment and opportunities possible for fostering individual growth spiritually, physically, mentally, and socially, meeting learning needs that are not necessarily addressed in school. The overall purpose is to promote human flourishing, operating on the principle that wisdom, knowledge, and knowing oneself are the elements necessary for producing well-rounded, high-functioning, flourishing human beings. I believe a combination of fine-arts and outdoor-adventure programming will provide the best experiences and environment for the provision of this supplementary education.

The second part of the mission is based on the proverb of the fisherman: if you give a man a fish, he will be fed for a day; if you teach a man to fish, he will be fed for a lifetime. I believe the same concept applies to joy. Providing a weeklong, joyful experience is valuable, but that value does not extend beyond that of fond memories when the week ends. The goal at Camp Joy is to provide value that will last a lifetime by teaching the skills necessary for actively seeking and experiencing joy. In short, instead of merely providing a joyful experience, our mission is to enable individuals to make their own joy, no matter the context.

The third part of the mission is to be able to provide this experience and knowledge to anyone, especially those in the \$30,000-\$100,000 income range (i.e. the middle-income range). By innovatively controlling operating costs without deteriorating quality of programming, Camp Joy will be able to provide its camp experience at a non-exclusive price. All organizational decisions will be guided

by the mission to provide non-exclusively-priced, high-quality, comprehensive programming that teaches others to create joy.

Product/Service Overview

The Camp Joy summer program consists of a well-rounded, week-long program combining fine arts and outdoor adventure. Built upon philosophies of human flourishing and well-roundedness, the summer camp program runs for a three-month summer season with 13 one-week sessions. These sessions will be composed of activities such as rock climbing, painting, mountain biking, ballroom dancing, backpacking, film photography, backcountry cooking, and much more to create a synthesis of the arts and the outdoors. The unique property at 5744 Woodruff Road, Snowflake, Arizona, features a big, beautiful canyon to which Camp Joy will have exclusive access. This canyon provides endless possibilities for synthesizing art and adventure, being a great place to rock climb and hike as well as providing a perfect muse and an excellent source of acoustics. The camp is also centrally located amongst five major cities (Flagstaff, AZ; Phoenix, AZ; Tucson, AZ; Albuquerque, NM; and El Paso, TX) putting it in an excellent position to access a large, untapped target market.

During the nine months of the year outside summer camp season, the camp resources will be redirected to conduct a supplementary retreats season. This consists of property rental with a few staff to help with facilities use and management. Various programs may be offered throughout the year, such as family weekends, adult camp, and outdoor festivals.

Camp Joy will also generate revenue through a camp store selling candy, drinks, ice creams, and camp-branded merchandise (like t-shirts, mugs, hats, and sunglasses). The items will be priced according to cost and will provide a supplementary revenue. The camp store will be open for both the summer and retreats seasons.

Goals

My goals for the organization can be broken into four categories: funding, enrollment, pricing, and programming.

In order to create Camp Joy and begin to accomplish its mission, I must raise funds to cover start up and operating costs. This requires that I raise approximately \$1.66 million operating cash through grants, donations, and debt financing before the first year of operation. Specifically, I intend to seek out \$1 million in grants, \$500,000 in donations, and approximately \$160,000 in debt financing. After the first year of operation, Camp Joy must continue to fundraise at least \$100,000 annually to supplement program growth and maintain a low cost of attendance.

Camp Joy will aim for a maximum capacity of 300 campers per week for a thirteen-week summer camp season, totaling 3,900 campers in a summer. The goal is to reach 50% capacity (approximately 150 campers per week or 1,950 campers total for the summer) in the first year of operation, 80% capacity (approximately 240 campers per week or 3,120 campers total for the summer) in the second year, and 100% capacity in year three. These goals are reasonable based on American Camps Association enrollment data (Wilson, n.d.).

Additionally, based on financial projections, Camp Joy will be profitable at 60% enrollment and above.

In order to accomplish the mission of providing programming at a price comfortably affordable for middle-income-range families, Camp Joy's goal is to provide a seven-day, overnight program for no more than \$300 per camper. I also aim to develop a scholarship program that provides aid for families in special situations (i.e. if a family has multiple children to send to camp at once or is dealing with a difficult financial situation). Additionally, I aim to reduce operating costs as much as possible without compromising program quality. My goal is to develop innovative methods for reducing operating costs and supplementing summer revenues. One method by which I intend to do so involves running a retreats season during the non-summer months.

The programming goals consist of establishing and perfecting the initial programming framework and expanding and improving the programming as Camp Joy's reputation and finances grow. Initially, the goal is to develop and test a comprehensive, high-quality programming structure to implement during the first year of operation. I will develop an evaluation framework by which to examine the success of the program. The programming structure and framework for success measurement must be developed before the first year of operation. The second goal consists of analyzing the effectiveness of our program's employment during the first year of operation and improving the programming based off the results of this analysis. By the end of the third year, Camp Joy is projected to have grown sufficiently enough to increase program offerings.

Overall, my goal is to continually expand and improve upon programming to consistently provide the best experience possible.

Key Relationships

Beyond internal operational needs, I will need to develop connections with a variety of external suppliers. I will develop relationships with suppliers of food, medical supplies, gasoline, electricity, equipment (both maintenance and activity related), hospitality and cleaning goods, and merchandise. Multiple insurance policies will need be in place; I will need a policy for land and equipment, a policy for staff, and a policy for campers. The camp will also need a relationship with a good lawyer. Further, I must establish relationships with certification companies that provide the types of certifications and trainings necessary for staff development. Lastly, I must create a reputable name in the camp industry and surrounding area. A strong, positive relationship with schools, churches, businesses, community centers, state parks, and national parks in target cities and surrounding areas will allow Camp Joy to best meet the needs of its consumers while also securing an excellent avenue for marketing.

Pricing

Products and services are priced according to the goal of offering a high-quality, comprehensive program at a competitive, non-exclusive price. Based on data gathered from surveys of parents in the middle-income range, I will charge \$300 per week for summer camp programs in Year One. During our second, third, and following years, Camp Joy will offer a scaled pricing based off time of

enrollment. Early, discounted pricing will be offered to returning participants, and price of enrollment will increase accordingly as the summer season approaches. This is intended to incentivize early enrollment. I will also develop a financial aid program through which families in special financial circumstances (such as having more than two camp-age children or dealing with a personal financial crisis) can seek help affording camp. Retreats will be individually priced based according to the groups' needs.

Industry Feasibility

Industry Overview

The overnight summer camp industry is currently valued at approximately \$4 billion and is steadily growing at an annual rate of 2.6% (Amir, 2019). The American Camp Association (ACA) reports that there are roughly 8,400 overnight camps and 5,600 day camps across the United States. Since 2002, the number of ACA-accredited camps has increased by 69%. Currently, more than 14 million people attend camps each year and that number is projected to rise. The ACA found that 82% of surveyed camps reported enrollment numbers that stayed the same or increased within the past five years (ACA Facts and Trends, 2018).

Overnight camps can cost over \$2000 a week; however, the industry is closely related to the overall economy (Camp Trends: Tuition, 2018). If the economy is down and unemployment is high, summer camp industry revenue will decrease. According to a survey given by the ACA in 2015, 56% of camps stated that they believe the economy had a negative impact on their enrollment numbers

(Wilson, n.d.). Parents spend their disposable incomes to send their children to summer camp, so if the economy is down and disposable income is minimized, then summer camp enrollment is directly affected. In order to combat this issue, most camps offer some form of financial assistance. According to the 2018 ACA Business Operations Report, 93% of camps report offering financial assistance, and 67% of camps award \$10,000 or more in scholarships annually. Additionally, many camps offer special discounts for things such as early registration or sibling registration (Camp Trends: Tuition, 2018).

Arizona Specific Industry

Specifically regarding the summer camp industry in Arizona, the market is ripe for entry. Demographically speaking, Arizona provides an excellent potential target market. Arizona has an estimated population of 7,016,270 people, 23.3% of which are under the age of 18. Census data demonstrates an influx of people to Arizona, suggesting continual population growth over the next couple of years (United States Census Bureau, 2018). There are 34 overnight camps and 13 day camps in Arizona. This number represents a sizeable enough market to demonstrate demand for summer camps in Arizona, while leaving much of the market unsatisfied with a low number of camps to service a high number of potential campers. Additionally, as the Arizona population continues to grow, so does unmet demand for summer camp programming.

Of the existing overnight camps in Arizona, nine are specifically designed for children with disabilities, illnesses, or other special circumstances. As the campers who attend these camps are not in my target market, these nine camps

are not considered competition. 13 of these camps are associated with a specific church or religion. Eight of these camps are run by the YMCA, 4-H, Girl Scouts, or the Salvation army. One camp provides short day-camp and overnight sessions for a series of housing developments in Arizona. Lastly, there are only Three camps that are not associated with any specialized target market, offering a more traditional or adventure-based camp experience.

Of the remaining 23 camps listed (not including those for children in special circumstances, omitted for the reasons given above), only six camps are focused on a similar demographic as Camp Joy and offer programming remotely similar to that offered by Camp Joy (offering a few of the activities that Camp Joy offers but with a distinctly different aim and curriculum). Camp Joy has a competitive price advantage over all six of these camps, and, of these six camps, none are within 170 miles of Camp Joy. These six camps (Prescott Pines Camp, Friendly Pines Camp, Chapel Rock Camp and Conference Center, and the three YMCA Arizona camps) compose Camp Joy's direct competition. The remaining 17 overnight camps and the 13 day camps pose minor substitutionary threats, either focusing on different demographics who are less likely to consider Camp Joy and/or providing entirely dissimilar programming.

Industry Life Cycle Stage

The total industry revenue is growing slowly—at about the pace of the overall economy. The demand for summer camps depends on the number of summer-camp-age children in a given area as well as family disposable income. These numbers are generally stable. In the 2015 ACA survey, over 80% of camps

reported that more than half of their campers were repeat attendees (Wilson, n.d.). This number demonstrates that the industry is predominately composed of repeat customers as opposed to new customers. As long as the economy remains stable, demand for overnight summer camps is likely to slowly increase over the next few years, as it has done for several years prior. The overnight summer camp industry is at a mature stage in its life cycle.

Industry Attractiveness

Specialized day camps are increasing in number as parents see day camps as a more cost-efficient and safe way to send their children to camp. Many existing camps have built up strong reputations and legacies, making it difficult to pull customers away from them; however, these long-standing, reputable camps tend to be too expensive for our target demographic. Additionally, there are several specialized camps aimed for specific demographics in the Arizona area, including but not limited to those with disabilities or health issues, students who are heavily involved in sports, and individuals associated with specific faiths. Many, but not all, of the campers that might attend these specialized camps fall outside of our target market. This being said, every camp is different. Each camp offers unique activities, a unique structure, and a unique location. No camp offers the exact same experience as another. All things considered, there is a low to moderate threat of substitutes.

Because the industry is stable with considerable differentiation amongst camps, more residential summer camps are continually being developed; however, there exist significant barriers to enter the overnight summer camp

industry. The start-up costs required for overnight summer camps are high, because each camp requires a large amount of land, housing, employees, and equipment in order to operate. Furthermore, there are high overhead costs associated with owning and operating a camp. Other costs include insurance, advertising, legal fees, and taxes. Opportunity costs for the owners of a summer camp are also high, as operating a successful residential camp requires a massive amount of time and effort which could be used elsewhere. Overall, the industry has a high barrier to entry and a moderate threat of new entrants.

Rivalry amongst existing summer camps is moderate despite the growth of the industry. Camps compete on price, location, amenities, variety of activities, and reputation. Competition with day camps is also increasing. Camps tend to be geographically widespread enough, however, that they do not often have to compete for the same market and instead aim to aid each other in growing collectively successful. Moreover, many camps are built on long-standing relationships with local churches and community organizations, further minimizing competition through an additional specialization of target market. The industry is fairly competitive but also relatively cooperative.

The bargaining power of suppliers is minimal in the summer camp industry due to the large number of companies that offer the various supplies needed. Suppliers cannot drive their prices up because summer camps would then simply purchase from another supplier. The bargaining power of buyers is also relatively low. There is little standardization amongst summer camps which minimizes buyers' ability to bargain for lower prices through comparison or

substitution of products. Additionally, over 14 million people attend summer camp each year making it improbable for consumers to join forces and demand a certain price or level of quality. Lastly, summer camps typically attempt to be “affordable.” Unfortunately, this “affordable” price is often not affordable for many families, which are the families we intend to target.

Overall, the overnight summer camp industry is currently attractive but becoming less attractive. Increases in residential and day camp programs are creating an increasingly competitive industry. Additionally, industry success directly correlates with the health of the economy. Although it is a mature industry, there is still opportunity for a new and innovative residential camp to successfully stake its claim in the overnight summer camp industry.

Go-to-Market Strategy

Target Market Overview

According to the American Camps Association (ACA), “Each year more than 14 million children and adults attend camp in the U.S. More than 14,000 day and resident camps exist in the U.S. 8,400 are resident (overnight) and 5,600 are day camps” (ACA Facts and Trends, 2018). Camp Joy’s summer camp target market consists of two groups: 6th to 12th grade public school students in the 30k-100k income range and their parents. Ideally, the camp will attract and cater to children of all backgrounds and interests; however, most of my potential campers will likely be interested in the arts or the outdoors. They will most likely be minimally or not at all involved in sports, as most students who are highly involved in sports will be unable to attend summer camp due to summertime

trainings and sports camps. The parents who fall into my target market will be those who care about their children and are actively concerned about their futures. These parents may or may not be physically present in their children's lives but are actively contributing to the successful development of their children.

There are four major cities within four hours driving distance of the camp property, located just outside of Snowflake, Arizona. Flagstaff, Arizona, the closest, is two hours away; Phoenix, Arizona, is three hours away; and Tucson, Arizona, and Albuquerque, New Mexico, are four hours away. One more major city, El Paso, Texas, is just over six hours away. These five cities compose Camp Joy's geographic target market. In 2016, these five cities contained approximately 623,697 individuals and 382,266 families with a median total income between 30k and 100k ("Albuquerque," n.d.; "El Paso," n.d.; "Flagstaff," n.d.; "Phoenix," n.d.; "Tucson," n.d.). Currently, there are 378,815 enrolled 5th-12th grade students across the five cities ("School Enrollment in Albuquerque," n.d.; "School Enrollment in El Paso," n.d.; "School Enrollment in Flagstaff," n.d.; "School Enrollment in Phoenix," n.d.; "School Enrollment in Tucson," n.d.). The camp's target market is not limited to any other specific demographics. The goal is to be as inclusive as possible of all individuals within the \$30,000-\$100,000 income range, as this is the target market whose needs have least been met by the camp industry.

The target market for the off-season, or retreats season, consists of corporate branches, businesses with up to 200 employees, and Christian churches with congregations of 300 to 1000 individuals. Camp Joy will specifically target

these groups in the urban areas of Phoenix, Flagstaff, Tucson, Albuquerque, and El Paso, as well as in the smaller town areas immediately surrounding the camp property. This target market is likely to expand to encompass a larger variety of clientele as the reputation of the camp is established and the success of the camp grows.

Distribution Channel to Target Market

The marketing plan for Camp Joy consists of two major goals, conversion/awareness and retargeting/reselling, in two major sectors, the first sector being summer camp. The summer camp marketing sector involves getting kids to come to camp and consists of two target markets: potential campers (as described in the target market overview) and their parents. These two target market segments are equally important. The parents often provide the funding for campers' experiences, and so the parents must believe the summer camp provides sufficient value. Campers, too, must see value in the camp experience to want to participate. The core values of relationship building, fun, and growing beyond your comfort zone will guide all marketing campaigns directed towards potential campers. These campaigns will highlight how much fun camp can be and of what value that may be to campers. The core values of well-roundedness, successful youth development, forward thinking, fun, and affordability will guide all marketing campaigns directed towards parents of potential campers. For parents, I will emphasize how summer camp benefits children by giving them opportunities to develop social skills, critical thinking and problem-solving skills, flexibility, and other skillsets necessary for present and future life success. I will

explain how summer camp can be excellent preparation for college and standardized testing. I also will emphasize the safety of Camp Joy and how it provides a safe environment for growth and exploration to occur. Perhaps most important to the parent-focused marketing message, I must convey how Camp Joy is affordable while offering a high-quality camp experience. An overall message of experiencing, creating, and spreading joy will permeate all marketing campaigns and communications.

The avenues by which I intend to reach parents and students include social and digital media marketing, appearances at schools and churches, communications with master-planned communities and neighborhoods with homeowners' associations (HOA), distribution of media kits, and search engine marketing and optimization. The potential campers are highly attuned to social media. I intend to run social media marketing campaigns on Instagram and Facebook. Additionally, I plan to employ targeted ad campaigns on Instagram, Facebook, and Snapchat. The other main avenue by which I aim to reach students is their schools. I will work to develop relationships with schools that fit the target demographics. I will then distribute media kits to the schools and seek permission to deliver presentations in classes that are related to preparation for future success, such as Advancement Via Individual Determination (AVID) classes. The major marketing strategy involving schools, however, is the "Community Day" strategy. I will seek to host a carnival-esque "Community Day" sponsored by Camp Joy at major schools in the target market, which will give students and parents a taste of what Camp Joy has to offer by bringing

multiple camp activities and camp representatives to their school for a day. The event will be free and open to the community and will provide an opportunity for face-to-face interactions, for questions to be asked and answered, and for relationships to begin forming. The event will also provide an opportunity for schools to fundraise by selling food and merchandise or by a school's choosing to charge a low entry fee.

The parents of potential campers are also high consumers of social media. The main social media marketing strategy focused towards parents will consist of targeted ads on Facebook. I also intend to reach parents by connecting with them through their neighborhood HOA's and their churches. I will develop relationships with major churches, HOA's, and master-planned communities in target-market geographic hotspots. Media kits will be delivered to both the HOA's and churches, and representatives will be sent to churches to set up a booth and deliver a brief presentation. Visiting these churches will also provide an excellent opportunity to inform church leadership of retreats season services. If Camp Joy can develop trusting relationships with local churches and HOA's, then information about camp will be delivered by sources parents already trust.

To accomplish the second goal of retargeting/reselling and retention, I will similarly employ social media marketing strategies. When a camper is registered for a session, the camper is added to a Facebook group for that session and the parents of the camper are added to a Camp Parents' Network Facebook page. This allows campers and campers' parents to connect with one another before and after the camp experience. The connection before improves buy-in and comfort

with the camp experience on behalf of both the parents and the campers by providing a method by which they can connect with other parents and campers and begin the relationship-building process ahead of time. After the summer camp session is over, these pages allow campers and parents to stay connected with one another and provides an avenue for delivery of messages from the camp. The continuation of the connections between campers, parents, and camp maintains higher buy-in for a longer period of time. If a camper is able to stay in touch with an individual with whom he or she had an awesome experience, and they are thus able to reminisce over that shared experience, the camper is more likely to seize an opportunity to repeat or continue that experience in the future. Additionally, Camp Joy will have a Snapchat story campers can subscribe to and geographic Snapchat filters patrons can use while on property.

The second avenue for retention marketing is mail. I plan to mail cards and gifts to families of previous campers during significant periods of the year. At Thanksgiving and Christmas, Camp Joy will mail seasonal cards “from our family to yours,” planting Camp Joy on parents’ and campers’ minds around the time of year that early registration discounts will be available. This heightens the possibility they will take advantage of such discounts. “Happy Birthday” cards sent to individual campers will demonstrate how Camp Joy values individual campers and their development, while reminding campers of their experiences and suggesting those experiences are available in the future. Camp Joy also will send out “good luck on the new school year” cards in early August and “good luck on your tests/SAT’s/ACT’s” towards the end of the school year with pointers

about how to be successful during the school year and testing. Essentially, these cards will allow Camp Joy to continue the development of its relationships with its patrons, encouraging a long-term relationship and future camp attendance.

The last avenue for retargeting/reselling marketing exists in giveaways and discounts. Sending emails and posting on social media about giveaways and sweepstakes for camp merchandise and camp sessions will encourage families to continue their involvement with Camp Joy. Distributing camp-branded merchandise will also increase brand exposure. Early registration discounts will encourage parents to send their children back to camp. These strategies also work to improve Camp Joy's image as a generous and caring entity, with whom families would be more comfortable and willing to work. The more Camp Joy is on the minds of the campers and parents the stronger the camper-camp relationship will grow, and campers will be more likely to return.

The retreats season target market consists of three sectors: corporate branches, businesses with 200 or less employees, and churches with congregations of 300-1000 individuals. The camp will be advertised as a fully outfitted space for retreats. Staff will be available to aid with programming and meals. Equipment and activities will be available for use. Camp Joy will contact individuals in charge of human relations departments of businesses and corporate branches and the individuals in charge of events planning and youth programs at churches in order to distribute information about retreats season offerings. The main avenues for accomplishing this are email, mail, and over-the-phone interactions. Once Camp Joy has established a solid customer base, maintaining

relationships with those patrons will be imperative. The reputation built with initial customers will determine future success in securing retreats season reservations.

Organizational Feasibility

Legal Form

Camp Joy will apply to obtain 501(c)(3) non-profit legal status. This is the most appropriate legal form given the goal to run by a cost-leadership strategy, making camp as affordable as possible to all potential participants without hampering quality. Examining the organizational structures and revenue reports of other, similar, successful summer camps revealed that the non-profit legal form tends to be the most common and successful form for summer camps below the \$1000-a-week price level. Having the ability to receive donations and falling under tax-exempt status would reduce expenses, provide a unique source of funding, and create the potential for a robust financial aid program.

Licenses and Permits

Many licenses and permits are required for the legal operation of a summer camp. The state of Arizona has statutory requirements including obtaining a permit and passing a state inspection for operating a residential camp. Camp Joy would also have to obtain a food service permit. The property I have chosen to utilize is listed as a “rural” property zoned RU-20, meaning I would need to apply for a special use permit. The intended use for the property is similar enough that, by Navajo county regulations, a special use permit would

either be granted without further complication or deemed unnecessary. Any new project construction planned for the property must also be approved by the county. Camp Joy would additionally benefit from becoming an accredited camp via the Accredited Camps of America. This accreditation proves that the camp consistently meets or exceeds a rigorous list of standards given by the ACA.

Further, the staff would need to undergo background checks and screenings (not required by the state of Arizona but required by the ACA for accreditation) and be trained and certified in numerous skillsets and areas. Counselors will need first aid and lifeguard certifications through Red Cross or SOLO, and multiple higher staff members will need Wilderness First Responder certifications through either NOLS or SOLO. Drivers will have to undergo driving record checks and vehicle operator trainings, and any use of vehicles will have to meet the various federal regulations listed for various vehicles. A risk management training system would also need to be implemented to ensure the children are safe physically and mentally at camp. Staff will need to undergo skills-specific training before facilitating any of the activities they have access to or working with any groups. Due to the high volume of staff-wide certifications and skills specific training necessitated by the operations of a summer camp, it would be best to have multiple long-term staff certified as trainers able to administrate various certification programs, i.e. first aid, lifeguard, WFA/WFR, etc. It would also be beneficial to have at least one staff member who is challenge course certified. Necessary additional certified individuals include camp nurses and maintenance staff.

Summative Conclusions

Camp Joy constitutes an attractive and feasible venture to pursue given the appropriate funding is obtained to cover start-up costs. Although the summer camp industry is in a mature life cycle, there exists a large unmet need, an untapped target market, and room for innovation. Arizona currently provides the most enticing market for entry, as its population contains a large number of individuals within Camp Joy's target market, and there exists a small but healthy existing camp industry that cannot fully serve the population. If fundraising and enrollment goals are met, and a successful retreats season is established, Camp Joy will be profitable by the end of its second year of operation, as Camp Joy is projected to become profitable at 60% summer enrollment capacity and above. The first step in the process of successfully pursuing this venture is to procure funding, followed immediately by the purchase of land and equipment and by the initiation of the marketing plan.

Concluding Remarks

Summer camps present immense potential for the promotion of human flourishing. While the road to human flourishing has yet to be fully formulated, a brief review of six of the leading concepts of human flourishing yielded common threads of thought that, when, synthesized, offer insight into what it takes to achieve a flourishing state. When this synthesis is used to assess the state of the contemporary American public education system, the system proves to be deficient. The contemporary American public education system fails to provide a well-rounded education, one of the agreed upon elements necessary for human flourishing. A summer camp can be designed to supplement this deficient education system and thus aid in the promotion of human flourishing. Further, as the results of the feasibility analysis demonstrate, this summer camp is of an achievable design and is projected to be sustainably successful. Additional research would need be conducted after the opening of the camp to assess whether the camp is accomplishing its goals and truly acting as a vehicle for promoting human flourishing.

APPENDICES

APPENDIX A

Parent Survey Responses

This survey was created using Qualtrics and distributed via Facebook in 2016.

35 of the survey participants met the following inclusion criteria:

1. *Is a parent or guardian of one or more children*
2. *Falls within the \$30,000-\$100,000 yearly household income range*

Q1 - Did you attend summer camp as a child?

#	Answer	%	Count
1	Yes	82.86%	29
2	No	17.14%	6
Total		100%	35

Q2 - Have you ever sent your child(ren) to summer camp?

#	Answer	%	Count
1	Yes	62.86%	22
2	No	37.14%	13
Total		100%	35

Q3 - Would you like to send your child(ren) to summer camp?

#	Answer	%	Count
1	Yes	82.86%	29
2	No	5.71%	2
3	Unsure	11.43%	4
Total		100%	35

Q4 - How far away would you be willing to send your child(ren) to attend a summer camp?

#	Answer	%	Count
1	<150 miles	57.14%	20
2	150-300 miles	28.57%	10
3	>300 miles	14.29%	5
Total		100%	35

Q5 - How much per child would you be willing to pay for a 7-day camp session?

#	Answer	%	Count
1	>\$1,500	5.71%	2
2	\$1,500	22.86%	8
3	\$800	22.86%	8
4	\$400	42.86%	15
5	\$250	5.71%	2
Total		100%	35

APPENDIX B

Pro Forma Financials

Year 1: 50% capacity

Year 2: 80% capacity

Year 3: 100% capacity

Year One

4/12/2019 18:17

FINANCIAL STATEMENT ASSUMPTIONS

Units sold

Selling price per unit

% sales in cash

% sales on account

Accounts Receivable Collections

% collected in month of sale

% collected in month following

% collected in second month following

% collected in third month following

% not collected (bad debt expense)

Program costs as a % of sales by month

All other program costs

General and Administrative Costs

Payroll Taxes

FICA

Medicare

Unemp

Other Benefits

TOTAL

Enter % - Required coverage = 0%

Minimum coverage = 10%

Competitive coverage = 12%+

INTEREST EXPENSE (annual rate in %)

Short-term-added to loan

Long-term-paid month following

Balance Sheet Assumptions

Minimum cash

Land purchase

Building purchase

Equipment purchases

Life in months-Building

Life in months-Equipment

Accounts payable

% of current month's expenses paid in following month

Balance paid in current month

Long-term loan additions(payments)

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
1	1	1	1	1	1	1	1	1	1	1	1
-	-	45,000	60,000	90,000	90,000	120,000	90,000	60,000	47,100	55,200	32,100
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
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Pro Forma
Financials
Year 1

BALANCE SHEET - Year 1													
Balance	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	
Cash	-	130,085	25,000	25,000	25,000	54,786	138,418	122,637	167,496	123,707	87,018	26,229	
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	
Total Current Assets	-	130,085	25,000	25,000	25,000	54,786	138,418	122,637	167,496	123,707	87,018	26,229	
Land	-	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	
Building	-	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	
Equipment	-	-	219,461	219,461	219,461	219,461	219,461	244,374	244,374	244,374	244,374	244,374	
-LESS Accum. Depreciation	-	(8,701)	(21,974)	(35,247)	(48,520)	(61,793)	(88,338)	(102,130)	(115,922)	(129,714)	(143,506)	(157,298)	
Net Fixed Assets	-	1,310,398	1,516,586	1,503,313	1,490,040	1,476,767	1,463,495	1,450,222	1,461,343	1,447,551	1,419,967	1,406,175	
TOTAL ASSETS	-	1,440,483	1,541,586	1,528,313	1,515,040	1,501,767	1,518,280	1,588,640	1,583,980	1,557,466	1,506,985	1,432,405	
LIABILITIES													
Accounts payable	-	-	-	-	-	-	-	-	-	-	-	-	
Short-term loan inc. interest	-	-	153,743	147,111	125,479	22,847	-	-	-	-	-	-	
Interest on long-term	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL CURRENT	-	-	153,743	147,111	125,479	22,847	-	-	-	-	-	-	
Long-term loans	-	-	-	-	-	-	-	-	-	-	-	-	
Total liabilities	-	-	153,743	147,111	125,479	22,847	-	-	-	-	-	-	
NET ASSETS													
Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Net Assets	-	1,440,483	1,387,843	1,381,202	1,389,561	1,478,921	1,518,280	1,588,640	1,583,980	1,557,466	1,506,985	1,432,405	
Total Net Assets	-	1,440,483	1,387,843	1,381,202	1,389,561	1,478,921	1,518,280	1,588,640	1,583,980	1,557,466	1,506,985	1,432,405	
Total Liabilities and Net Assets	-	1,440,483	1,541,586	1,528,313	1,515,040	1,501,767	1,518,280	1,588,640	1,583,980	1,557,466	1,506,985	1,432,405	
		-	-	-	-	-	-	-	-	-	-	-	

Pro Forma
Financials
Year 1

CASH FLOW - Year 1	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	TOTAL
Cash flow from operations													
Receipts													
Cash fees	-	-	45,000	60,000	90,000	90,000	120,000	90,000	60,000	47,100	55,200	32,100	689,400
Accounts Receivable Collections	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	1,000,000	-	-	-	-	-	-	-	-	-	-	-	1,000,000
Donations	500,000	-	-	-	50,000	-	-	-	30,000	-	-	-	580,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Receipts	1,500,000	-	45,000	60,000	140,000	90,000	120,000	90,000	90,000	47,100	55,200	32,100	2,269,400
Disbursements													
Program expenses except donations in kind & bad debt	14,500	13,500	12,500	12,500	11,500	11,500	10,500	55,000	19,273	65,021	66,021	67,021	358,837
G&A except depreciation	36,316	25,868	25,868	25,868	25,868	25,868	25,868	25,868	25,868	25,868	25,868	25,868	320,860
Interest on long-term debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Total disbursements	50,816	39,368	38,368	38,368	37,368	37,368	36,368	80,868	45,141	90,889	91,889	92,889	330,563
Cash flow from operations	1,449,184	(39,368)	6,632	21,632	102,632	52,632	83,632	9,132	44,859	(43,789)	(36,689)	(60,789)	2,599,963
Cash flow from investing activities													
Purchase of land	(275,000)	-	-	-	-	-	-	-	-	-	-	-	(275,000)
Purchase of building	(1,044,099)	-	-	-	-	-	-	-	-	-	-	-	(1,044,099)
Purchase of equipment	-	(219,461)	-	-	-	-	-	(24,913)	-	-	-	-	(244,374)
Net cash flow from investing activities	(1,319,099)	(219,461)	-	-	-	-	-	(24,913)	-	-	-	-	(1,563,473)
Cash flow from financing activities													
Long-term loan additions (payments)	-	-	-	-	-	-	-	-	-	-	-	-	-
Net cash flow from long-term financing activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Net cash increase(decrease)	130,085	(258,829)	6,632	21,632	102,632	52,632	83,632	(15,781)	44,859	(43,789)	(36,689)	(60,789)	26,229
Short-term Loan increase(decrease)	-	153,743	(6,632)	(21,632)	(102,632)	(22,847)	-	-	-	-	-	-	-
Beginning cash	-	130,085	25,000	25,000	25,000	25,000	54,786	138,418	122,637	167,496	123,707	87,018	-
Ending cash	130,085	25,000	25,000	25,000	25,000	54,786	138,418	122,637	167,496	123,707	87,018	26,229	26,229

Pro Forma Financials

[illegible]

YEAR 2	4/12/2019 18:17	Income Statement	Accrual Basis	Month 13	Month 14	Month 15	Month 16	Month 17	Month 18	Month 19	Month 20	Month 21	Month 22	Month 23	Month 24	TOTAL
REVENUES	Direct Fees-Cash	22,870	33,960	103,820	113,090	120,370	127,390	184,440	187,935	182,858	152,100	120,200	67,100	1,416,133		
	Direct Fees-Charge	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Grants	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Donations	-	-	-	30,000	-	-	60,000	-	10,000	-	-	-	100,000		
	In-Kind donations	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-		
	TOTAL REVENUE AND SUPPORT	22,870	33,960	103,820	143,090	120,370	127,390	244,440	187,935	192,858	152,100	120,200	67,100	1,516,133		
	Program Expenses	Direct program costs	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Salaries	22,111	22,111	22,111	22,111	22,111	22,111	22,111	22,111	22,111	35,640	35,640	35,640	305,920	
		Payroll Taxes/Benefits	4,124	4,124	4,124	4,124	4,124	4,124	4,124	4,124	4,124	6,647	6,647	6,647	57,054	
Insurance		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000		
Program supplies		5,000	5,000	5,000	5,000	5,000	5,000	5,000	\$66,500	21,148	38,000	38,000	38,000	236,648		
Marketing/Advertising		3,000	4,000	4,000	3,000	3,000	3,000	3,000	2,000	2,000	2,000	2,000	3,000	34,000		
Repairs and Maintenance		5,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	5,000	12,000	13,000	14,000	70,000		
Utilities		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	3,500	3,500	3,500	3,500	30,000		
In-Kind donations		-	-	-	-	-	-	-	-	-	-	-	-	-		
Bad Debt Expense		-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL Program Expenses	43,735	42,735	42,735	42,735	41,735	41,735	40,735	102,235	60,383	100,287	101,287	103,287	763,622			
General And Administrative Expenses	Salaries	19,800	19,800	19,800	19,800	19,800	19,800	19,800	19,800	19,800	19,800	19,800	19,800	237,600		
	Payroll Taxes/Benefits	3,693	3,693	3,693	3,693	3,693	3,693	3,693	3,693	3,693	3,693	3,693	3,693	44,312		
	Accounting/legal fees	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	28,500		
	Licenses/permits	10,000	2,375	2,375	-	-	-	-	-	-	-	-	-	10,000		
	Office Supplies	41	-	-	-	-	-	-	-	-	-	-	-	41		
	Depreciation-Building	8,701	8,701	8,701	8,701	8,701	8,701	8,701	8,701	8,701	8,701	8,701	8,701	104,410		
	Depreciation-Equipment	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	61,094		
	TOTAL General and Administrative Expenses	49,701	39,660	39,660	39,660	39,660	39,660	39,660	39,660	39,660	39,660	39,660	39,660	485,957		
	Total Operating Expenses	93,435	82,394	82,394	82,394	81,394	81,394	80,394	141,894	100,043	139,947	140,947	142,947	1,249,579		
	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Net Assets	(70,565)	(48,434)	21,426	60,696	38,976	45,996	164,046	46,041	92,815	12,153	(20,747)	(75,947)	266,554			

Pro Forma
Financials
Year 2

BALANCE SHEET - Year 2												
Balance	Month 13	Month 14	Month 15	Month 16	Month 17	Month 18	Month 19	Month 20	Month 21	Month 22	Month 23	Month 24
Cash	26,229	25,000	25,000	44,518	97,286	157,073	334,911	394,743	501,350	527,296	520,341	458,287
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Assets	26,229	25,000	25,000	44,518	97,286	157,073	334,911	394,743	501,350	527,296	520,341	458,287
Land	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000
Building	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099
Equipment	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374
-LESS Accum. Depreciation	(157,298)	(171,090)	(198,674)	(212,466)	(226,258)	(240,050)	(253,842)	(267,634)	(281,426)	(295,218)	(309,010)	(322,802)
Net Fixed Assets	1,406,175	1,392,383	1,378,591	1,351,007	1,337,215	1,323,423	1,309,632	1,295,840	1,282,048	1,268,256	1,254,464	1,240,672
TOTAL ASSETS	1,432,405	1,417,383	1,403,591	1,395,526	1,434,501	1,480,497	1,644,542	1,690,583	1,783,398	1,795,551	1,774,805	1,698,958
LIABILITIES												
Accounts payable	-	-	-	-	-	-	-	-	-	-	-	-
Short-term loan inc. interest	-	55,544	90,187	54,969	-	-	-	-	-	-	-	-
Interest on long-term	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CURRENT	-	55,544	90,187	54,969	-	-	-	-	-	-	-	-
Long-term loans	-	-	-	-	-	-	-	-	-	-	-	-
Total liabilities	-	55,544	90,187	54,969	-	-	-	-	-	-	-	-
NET ASSETS												
Unrestricted	1,432,405	1,432,405	1,432,405	1,432,405	1,432,405	1,432,405	1,432,405	1,432,405	1,432,405	1,432,405	1,432,405	1,432,405
Change in Net Assets	-	(70,565)	(119,000)	(97,574)	2,097	48,092	212,138	258,178	350,993	363,147	342,400	286,554
Total Net Assets	1,432,405	1,361,839	1,313,405	1,334,830	1,434,501	1,480,497	1,644,542	1,690,583	1,783,398	1,795,551	1,774,805	1,698,958
Total Liabilities and Net Assets	1,432,405	1,417,383	1,403,591	1,395,526	1,434,501	1,480,497	1,644,542	1,690,583	1,783,398	1,795,551	1,774,805	1,698,958
		-	-	-	-	-	-	-	-	-	-	-

Pro Forma
Financials
Year 2

CASH FLOW - Year 2													
Cash flow from operations													
Receipts													
Cash fees	22,870	33,960	103,820	113,090	120,370	127,390	184,440	187,935	182,858	152,100	120,200	67,100	1,416,133
Accounts Receivable Collections	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Donations	-	-	-	30,000	-	-	60,000	-	10,000	-	-	-	100,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Receipts	22,870	33,960	103,820	143,090	120,370	127,390	244,440	187,935	192,858	152,100	120,200	67,100	1,516,133
Disbursements													
Program expenses except donations in kind & bad debt	43,735	42,735	42,735	42,735	41,735	41,735	40,735	102,235	60,383	100,287	101,287	103,287	763,622
G&A except depreciation	35,909	25,868	25,868	25,868	25,868	25,868	25,868	25,868	25,868	25,868	25,868	25,868	320,453
Interest on long-term debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Total disbursements	79,643	68,603	68,603	68,603	67,603	67,603	66,603	128,103	86,251	126,155	127,155	129,155	652,511
Cash flow from operations	(56,773)	(34,643)	35,217	74,487	52,767	59,787	177,837	59,832	106,607	25,945	(6,955)	(62,055)	2,168,644
Cash flow from investing activities													
Purchase of land	-	-	-	-	-	-	-	-	-	-	-	-	-
Purchase of building	-	-	-	-	-	-	-	-	-	-	-	-	-
Purchase of equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Net cash flow from investing activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flow from financing activities													
Long-term loan additions (payments)	-	-	-	-	-	-	-	-	-	-	-	-	-
Net cash flow from long-term financing activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Net cash increase(decrease)	(56,773)	(34,643)	35,217	74,487	52,767	59,787	177,837	59,832	106,607	25,945	(6,955)	(62,055)	432,057
Short-term Loan increase(decrease)	55,544	34,643	(35,217)	(54,969)	-	-	-	-	-	-	-	-	-
Beginning cash	26,229	25,000	25,000	25,000	44,518	97,286	157,073	334,911	394,743	501,350	527,296	520,341	26,229
Ending cash	25,000	25,000	25,000	44,518	97,286	157,073	334,911	394,743	501,350	527,296	520,341	458,287	458,287

Pro Forma Financials

Year Three		4/12/2019 18:17	Month 25	Month 26	Month 27	Month 28	Month 29	Month 30	Month 31	Month 32	Month 33	Month 34	Month 35	Month 36
FINANCIAL STATEMENT ASSUMPTIONS			1	1	1	1	1	1	1	1	1	1	1	1
Units sold			48,070	55,850	148,520	154,400	162,820	171,450	205,260	211,650	194,090	192,100	160,200	102,100
Selling price per unit														
% sales in cash			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% sales on account			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accounts Receivable Collections														
% collected in month of sale			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% collected in month following			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% collected in second month following			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% collected in third month following			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% not collected (bad debt expense)			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Program costs as a % of sales by month			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
All other program costs			Enter amount for each month directly on the income statement worksheet or create your own worksheet to link to the income statement											
General and Administrative Costs			Enter amount for each month directly on the income statement worksheet or create your own worksheet to link to the income statement											
Payroll Taxes		FICA		0.062										
		Medicare		0.0145										
		Unemp		0.01										
Enter % - Required coverage = 0%		Other Benefits		0.1										
Minimum coverage = 10%		TOTAL		0.1865										
Competitive coverage = 12%				Calculates as a % of salaries										
INTEREST EXPENSE (annual rate in %)														
Short-term-added to loan			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Long-term-paid month following			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Balance Sheet Assumptions			Month 25	Month 26	Month 27	Month 28	Month 29	Month 30	Month 31	Month 32	Month 33	Month 34	Month 35	Month 36
Minimum cash			25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Land purchase				-	-	-	-	-	-	-	-	-	-	-
Building purchase				-	-	-	-	-	-	-	-	-	-	-
Equipment purchases				-	-	-	-	-	-	-	-	-	-	-
Life in months-Building				-	-	-	-	-	-	-	-	-	-	-
Life in months-Equipment				-	-	-	-	-	-	-	-	-	-	-
Accounts payable														
% of current month's expenses paid in following month			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Balance paid in current month			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Long-term loan additions(payments)			-	-	-	-	-	-	-	-	-	-	-	-

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Pro Forma
Financials
Year 3

BALANCE SHEET - Year 3													
	Balance	Month 25	Month 26	Month 27	Month 28	Month 29	Month 30	Month 31	Month 32	Month 33	Month 34	Month 35	Month 36
Cash	458,287	391,362	342,297	385,903	485,388	545,294	613,829	717,175	762,410	889,687	966,614	1,010,641	994,568
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Assets	458,287	391,362	342,297	385,903	485,388	545,294	613,829	717,175	762,410	889,687	966,614	1,010,641	994,568
Land	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000
Building	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099	1,044,099
Equipment	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374	244,374
-LESS Accum. Depreciation	(322,802)	(336,594)	(350,386)	(364,178)	(377,970)	(391,761)	(405,553)	(419,345)	(433,137)	(446,929)	(460,721)	(474,513)	(488,305)
Net Fixed Assets	1,240,672	1,226,880	1,213,088	1,199,296	1,185,504	1,171,712	1,157,920	1,144,128	1,130,336	1,116,544	1,102,752	1,088,960	1,075,168
TOTAL ASSETS	1,698,958	1,618,242	1,555,385	1,585,199	1,670,892	1,717,006	1,771,749	1,861,303	1,892,746	2,006,231	2,069,366	2,099,601	2,069,736
LIABILITIES													
Accounts payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Short-term loan inc. interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest on long-term	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CURRENT	-	-	-	-	-	-	-	-	-	-	-	-	-
Long-term loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Total liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
NET ASSETS													
Unrestricted	1,698,958	1,698,958	1,698,958	1,698,958	1,698,958	1,698,958	1,698,958	1,698,958	1,698,958	1,698,958	1,698,958	1,698,958	1,698,958
Change in Net Assets	-	(80,716)	(143,573)	(113,759)	(28,066)	18,048	72,791	162,345	193,788	307,273	370,408	400,643	370,778
Total Net Assets	1,698,958	1,618,242	1,555,385	1,585,199	1,670,892	1,717,006	1,771,749	1,861,303	1,892,746	2,006,231	2,069,366	2,099,601	2,069,736
Total Liabilities and Net Assets	1,698,958	1,618,242	1,555,385	1,585,199	1,670,892	1,717,006	1,771,749	1,861,303	1,892,746	2,006,231	2,069,366	2,099,601	2,069,736
		-	-	-	-	-	-	-	-	-	-	-	-

Pro Forma
Financials
Year 3

CASH FLOW - Year 3													
Cash flow from operations	Month 25	Month 26	Month 27	Month 28	Month 29	Month 30	Month 31	Month 32	Month 33	Month 34	Month 35	Month 36	TOTAL
Receipts													
Cash fees	48,070	55,850	148,520	154,400	162,820	171,450	205,260	211,650	194,090	192,100	160,200	102,100	1,806,510
Accounts Receivable Collections	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Donations	-	-	-	50,000	-	-	-	-	50,000	-	-	-	100,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Receipts	48,070	55,850	148,520	204,400	162,820	171,450	205,260	211,650	244,090	192,100	160,200	102,100	1,906,510
Disbursements													
Program expenses except donations in kind & bad debt	76,278	76,278	76,278	76,278	74,278	74,278	73,278	137,778	88,177	86,537	87,537	89,537	1,016,514
G&A except depreciation	38,716	28,636	28,636	28,636	28,636	28,636	28,636	28,636	28,636	28,636	28,636	28,636	353,714
Interest on long-term debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Total disbursements	114,995	104,915	104,915	104,915	102,915	102,915	101,915	166,415	116,813	115,173	116,173	118,173	789,996
Cash flow from operations	(66,925)	(49,065)	43,605	99,485	59,905	68,535	103,345	45,235	127,277	76,927	44,027	(16,073)	2,696,506
Cash flow from investing activities													
Purchase of land	-	-	-	-	-	-	-	-	-	-	-	-	-
Purchase of building	-	-	-	-	-	-	-	-	-	-	-	-	-
Purchase of equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Net cash flow from investing activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flow from financing activities													
Long-term loan additions(payments)	-	-	-	-	-	-	-	-	-	-	-	-	-
Net cash flow from long-term financing activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Net cash increase(decrease)	(66,925)	(49,065)	43,605	99,485	59,905	68,535	103,345	45,235	127,277	76,927	44,027	(16,073)	536,282
Short-term Loan increase(decrease)	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning cash	458,287	391,362	342,297	385,903	485,388	545,294	613,829	717,175	762,410	889,687	966,614	1,010,641	458,287
Ending cash	391,362	342,297	385,903	485,388	545,294	613,829	717,175	762,410	889,687	966,614	1,010,641	994,568	994,568

Pro Forma
Financials
Base
Assumptions

Year 1	September	October	November	December	January	February	March	April	May	June	July	August	Total
Camper Sign Ups	0		0	150	200	300	300	400	300	200	50	50	0
Fee per camper				\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	1950
Revenue	\$ -	\$ -	\$ 45,000.00	\$ 60,000.00	\$ 90,000.00	\$ 90,000.00	\$ 120,000.00	\$ 90,000.00	\$ 60,000.00	\$ 15,000.00	\$ 15,000.00	\$ -	\$ 585,000.00
Trading post-- shirts													
price per unit								\$20.00	\$20.00	\$20.00	800	1000	800
<i>shirt revenue</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$20,000.00	\$52,000.00
trading post-- mugs													
price per unit								\$8.00	\$8.00	\$8.00	400	500	400
<i>mug revenue</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,000.00	\$8,000.00	\$16,000.00
trading post-- water bottles													
price per unit								\$6.00	\$6.00	\$6.00	800	1000	800
<i>water bottle revenue</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,800.00	\$6,000.00	\$10,800.00
trading post-- stickers													
price per unit								\$0.00	\$0.00	\$0.00	\$4,800.00	\$6,000.00	\$10,800.00
<i>sticker revenue</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,800.00	\$6,000.00	\$15,600.00
trading post-- candy bars													
price per unit								\$1.00	\$1.00	\$1.00	900	1200	900
<i>candy revenue</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$900.00	\$1,200.00	\$3,000.00
trading post-- drinks													
price per unit								\$2.00	\$2.00	\$2.00	1200	1500	1200
<i>drink revenue</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,400.00	\$3,000.00	\$7,800.00
trading post-- ice cream													
price per unit								\$2.00	\$2.00	\$2.00	1200	1500	1200
<i>ice cream revenue</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,400.00	\$3,000.00	\$7,800.00
Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,100.00	\$40,200.00	\$104,400.00
Total	\$0.00	\$0.00	\$45,000.00	\$60,000.00	\$90,000.00	\$90,000.00	\$120,000.00	\$90,000.00	\$60,000.00	\$47,100.00	\$55,200.00	\$32,100.00	\$689,400.00

Pro Forma
Financials
Base
Assumptions

Year 2	September	October	November	December	January	February	March	April	May	June	July	August	Total
Camper Sign Ups		0	0	300	300	300	300	450	450	420	300	200	100
Fee per camper				\$250.00	\$300.00	\$300.00	\$300.00	\$300.00	\$350.00	\$350.00	\$400.00	\$400.00	\$350.00
Revenue	\$	\$	\$	\$ 75,000.00	\$ 90,000.00	\$ 90,000.00	\$ 135,000.00	\$ 157,500.00	\$ 147,500.00	\$ 120,000.00	\$ 80,000.00	\$ 35,000.00	\$ 1,004,500.00
School Programs (participants)	200	300	200						300	200			
School Programs (days)	2	2	2						2	2			
price per person per day (meals)	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00			
School Program Revenue	\$4,000.00	\$6,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$4,000.00			\$24,000.00
Community Group Programs (participants)	40	60	60	75	75	75	95	100	60	55			
Community Group Programs (days)	6	6	9	10	10	10	10	9	6	6			
price per person per day (meals)	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00			
Community Group Program Revenue	\$2,400.00	\$3,600.00	\$5,400.00	\$7,500.00	\$7,500.00	\$9,500.00	\$9,000.00	\$9,000.00	\$3,600.00	\$3,300.00			\$51,800.00
Corporate Programs (participants)	120	145	90	160	120	120	10	8	90	145			
Corporate Programs (days)	4	6	8	8	8	8	10	8	8	8			
price per person per day (meals)	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00			
Corporate Program Revenue	\$9,600.00	\$17,400.00	\$14,400.00	\$25,600.00	\$19,200.00	\$24,000.00	\$32,000.00	\$14,400.00	\$23,200.00	\$30,500.00	\$0.00	\$0.00	\$179,800.00
Revenue	\$16,000.00	\$27,000.00	\$23,800.00	\$33,100.00	\$26,700.00	\$33,500.00	\$41,000.00	\$24,000.00	\$30,500.00	\$0.00	\$0.00	\$0.00	\$255,600.00
Trading post-- shirts	180	160	120	145	100	100	100	250	150	120	800	1000	800
price per unit	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
shirt revenue	\$3,600.00	\$3,200.00	\$2,400.00	\$2,900.00	\$2,000.00	\$2,000.00	\$5,000.00	\$5,000.00	\$3,000.00	\$2,400.00	\$16,000.00	\$20,000.00	\$78,500.00
trading post-- mugs	90	80	60	70	55	55	55	120	75	60	400	500	400
price per unit	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
mug revenue	\$720.00	\$640.00	\$480.00	\$560.00	\$440.00	\$440.00	\$960.00	\$960.00	\$600.00	\$480.00	\$3,200.00	\$4,000.00	\$15,720.00
trading post-- water bottles	90	80	60	70	55	55	55	120	75	60	800	1000	800
price per unit	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00
water bottle revenue	\$540.00	\$480.00	\$360.00	\$420.00	\$330.00	\$330.00	\$720.00	\$450.00	\$450.00	\$360.00	\$4,800.00	\$6,000.00	\$19,590.00
trading post-- stickers	300	400	200	100	150	150	170	200	360	320	900	1200	900
price per unit	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
sticker revenue	\$300.00	\$400.00	\$200.00	\$100.00	\$150.00	\$170.00	\$200.00	\$360.00	\$320.00	\$320.00	\$900.00	\$1,200.00	\$5,200.00
trading post-- candy bars	360	500	350	200	150	150	200	300	450	400	1200	1500	1200
price per unit	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
candy revenue	\$720.00	\$1,000.00	\$700.00	\$400.00	\$300.00	\$400.00	\$600.00	\$900.00	\$800.00	\$800.00	\$2,400.00	\$3,000.00	\$13,620.00
trading post-- drinks	360	500	350	200	150	150	200	300	450	400	1200	1500	1200
price per unit	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
drink revenue	\$720.00	\$1,000.00	\$700.00	\$400.00	\$300.00	\$400.00	\$600.00	\$900.00	\$800.00	\$800.00	\$2,400.00	\$3,000.00	\$13,620.00
trading post-- ice cream	90	80	60	70	50	50	50	120	75	66	800	1000	800
price per unit	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
ice cream revenue	\$270.00	\$240.00	\$180.00	\$210.00	\$150.00	\$150.00	\$360.00	\$225.00	\$198.00	\$198.00	\$2,400.00	\$3,000.00	\$9,783.00
Revenue	\$6,870.00	\$6,960.00	\$5,020.00	\$4,990.00	\$3,670.00	\$3,890.00	\$8,440.00	\$6,435.00	\$5,358.00	\$32,100.00	\$40,200.00	\$32,100.00	\$156,033.00
Total	\$22,870.00	\$33,960.00	\$103,820.00	\$113,090.00	\$120,370.00	\$127,390.00	\$184,440.00	\$187,935.00	\$182,858.00	\$152,100.00	\$120,200.00	\$67,100.00	\$1,416,133.00

Pro Forma
Financials
Base
Assumptions

Year 3	September	October	November	December	January	February	March	April	May	June	July	August	Total
Camper Sign Ups	0	0	0	400	400	400	400	450	500	450	400	300	200
Fee per camper				\$250.00	\$300.00	\$300.00	\$300.00	\$300.00	\$350.00	\$350.00	\$400.00	\$400.00	\$350.00
Revenue	\$ -	\$ -	\$ 100,000.00	\$ 100,000.00	\$ 120,000.00	\$ 120,000.00	\$ 135,000.00	\$ 175,000.00	\$ 157,500.00	\$ 160,000.00	\$ 120,000.00	\$ 70,000.00	\$ 1,257,500.00
School Programs (participants)	200	250	300	140	100	300	330	300	200				
School Programs (days)	2	2	2	2	1	1	3	3	2				
price per person per day (meals)	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00			
School Program Revenue	\$4,000.00	\$5,000.00	\$6,000.00	\$2,800.00	\$1,000.00	\$9,000.00	\$9,900.00	\$6,000.00	\$4,000.00				\$47,700.00
Community Group Programs (participants)	80	75	120	130	125	110	200	200	75	60			
Community Group Programs (days)	6	6	9	10	10	10	9	9	6	6			
price per person per day (meals)	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00			
Community Group Program Revenue	\$4,800.00	\$4,500.00	\$10,800.00	\$13,000.00	\$12,500.00	\$11,000.00	\$18,000.00	\$4,500.00	\$3,600.00				\$82,700.00
Corporate Programs (participants)	200	240	120	200	150	120	200	200	120	145			
Corporate Programs (days)	8	8	10	10	8	8	10	8	8	8			
price per person per day (meals)	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00			
Corporate Program Revenue	\$32,000.00	\$38,400.00	\$24,000.00	\$32,000.00	\$24,000.00	\$24,000.00	\$32,000.00	\$19,200.00	\$23,200.00				\$248,800.00
Revenue	\$40,800.00	\$47,900.00	\$40,800.00	\$47,800.00	\$37,500.00	\$44,000.00	\$59,900.00	\$29,700.00	\$30,800.00	\$0.00	\$0.00	\$0.00	\$379,200.00
Trading post-- shirts	175	180	180	150	125	170	240	240	160	135	800	1000	800
price per unit	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
shirt revenue	\$3,500.00	\$3,600.00	\$3,600.00	\$3,000.00	\$2,500.00	\$3,400.00	\$4,800.00	\$3,200.00	\$2,700.00	\$16,000.00	\$20,000.00	\$16,000.00	\$82,300.00
trading post-- mugs	80	100	90	75	60	90	120	120	80	70	400	500	400
price per unit	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
mug revenue	\$640.00	\$800.00	\$720.00	\$600.00	\$480.00	\$720.00	\$960.00	\$960.00	\$560.00	\$3,200.00	\$4,000.00	\$3,200.00	\$16,520.00
trading post-- water bottles	90	100	90	80	60	90	120	120	80	70	800	1000	800
price per unit	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00
water bottle revenue	\$540.00	\$600.00	\$540.00	\$480.00	\$360.00	\$540.00	\$720.00	\$480.00	\$420.00	\$4,800.00	\$6,000.00	\$4,800.00	\$20,280.00
trading post-- stickers	400	450	430	400	300	400	600	600	400	300	900	1200	900
price per unit	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
sticker revenue	\$400.00	\$450.00	\$430.00	\$400.00	\$300.00	\$400.00	\$600.00	\$400.00	\$300.00	\$900.00	\$1,200.00	\$900.00	\$6,680.00
trading post-- candy bars	480	550	540	470	375	530	730	730	500	400	1200	1500	1200
price per unit	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
candy revenue	\$960.00	\$1,100.00	\$1,080.00	\$940.00	\$750.00	\$1,060.00	\$1,460.00	\$1,000.00	\$800.00	\$2,400.00	\$3,000.00	\$2,400.00	\$16,950.00
trading post-- drinks	480	550	540	470	375	530	730	730	495	400	1200	1500	1200
price per unit	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
drink revenue	\$960.00	\$1,100.00	\$1,080.00	\$940.00	\$750.00	\$1,060.00	\$1,460.00	\$990.00	\$800.00	\$2,400.00	\$3,000.00	\$2,400.00	\$16,940.00
trading post-- ice cream	90	100	90	80	60	90	120	120	80	70	800	1000	800
price per unit	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
ice cream revenue	\$270.00	\$300.00	\$270.00	\$240.00	\$180.00	\$270.00	\$360.00	\$240.00	\$210.00	\$2,400.00	\$3,000.00	\$2,400.00	\$10,140.00
Revenue	\$7,270.00	\$7,950.00	\$7,720.00	\$6,600.00	\$5,320.00	\$7,450.00	\$10,360.00	\$6,950.00	\$5,790.00	\$32,100.00	\$40,200.00	\$32,100.00	\$169,810.00
Total	\$48,070.00	\$55,850.00	\$148,520.00	\$154,400.00	\$162,820.00	\$171,450.00	\$205,260.00	\$211,650.00	\$194,090.00	\$192,100.00	\$160,200.00	\$102,100.00	\$1,806,510.00

Pro Forma Financials
Expenses Thread

		y1	y2	y3
Land		\$275,000.00		
clearing/construction		\$6,000.00		
office		\$10,000.00		
trading post		\$2,000.00		
staff housing	16	\$128,000.00		
bunk houses	16	\$256,000.00		
bath houses		\$251,400.00		
lodge/dining hall		\$300,000.00		
nurses' station		\$8,000.00		
maintenance barn		\$10,000.00		
gear shed		\$3,000.00		
pavilion		\$69,699.00		
<i>building purchase</i>		<i>\$1,044,099.00</i>	<i>\$0.00</i>	<i>\$0.00</i>
chairs	400	\$2,981.00		
beds	180	\$88,740.00		
mattresses	360	\$20,340.00		
picnic tables (12 ft)	40	\$7,800.00		
kitchen supplies		\$80,000.00		
sound equipment		\$3,799.98		
lights		\$300.00		
ice cream freezer		\$500.00		
truck		\$15,000.00		
<i>equipment purchase</i>		<i>\$219,460.98</i>	<i>\$0.00</i>	<i>\$0.00</i>
bows	30	\$829.75		
arrows	120	\$319.50		
paintballs	20,000	\$270.00	\$270.00	\$270.00
masks	30	\$598.50		
slingshots	36	\$41.97		
aprons	30	\$91.20		
mountain bikes	40	\$12,000.00		
bike helmets	30	\$60.00		
climbing shoes	32	\$1,664.00		
harnesses	60	\$2,032.20		
protection		\$317.67		
helmets	50	\$1,667.50		
static climbing ropes		\$597.12		
dynamic climbing ropes		\$1,070.02		

Pro Forma Financials

Expenses Thread

paint	15	\$204.45	\$204.45	\$204.45
brushes	144	\$142.65		
acrylic paper	1000	\$630.00	\$630.00	\$630.00
watercolor paper	800	\$606.80	\$606.80	\$606.80
sketch paper	5000	\$197.00	\$197.00	\$197.00
thread	894	\$100.00	\$100.00	\$100.00
oil pastels	336	\$51.23	\$51.23	\$51.23
crayons	960	\$50.00	\$50.00	\$50.00
watercolor pencils	288	\$238.92	\$238.92	\$238.92
sports balls and such		\$1,143.93		
ropes		\$338.00		
cooking supplies		\$1,148.68		
clay	300 lbs.	\$300.00	\$300.00	\$300.00
glaze		\$500.00	\$500.00	\$500.00
kiln		\$2,000.00		
<i>activities budget</i>		<i>\$29,211.09</i>	<i>\$3,148.40</i>	<i>\$3,148.40</i>
<i>equipment</i>		<i>\$24,913.44</i>	<i>\$0.00</i>	<i>\$0.00</i>
<i>supplies</i>		<i>\$3,148.40</i>	<i>\$3,148.40</i>	<i>\$3,148.40</i>
printer	2	\$200.00		
ink	3	\$152.20		\$38.05
Paper	5	\$29.95	\$29.95	\$29.95
pens	5	\$29.95		
Staples		\$10.99	\$10.99	\$11.99
stapler	3	\$10.00		
hole puncher	2	\$15.00		
<i>office supplies</i>		<i>\$448.09</i>	<i>\$40.94</i>	<i>\$79.99</i>
equipment purchase total		\$249,120.16	\$3,189.34	\$3,228.39
food		\$80,000.00	\$160,000.00	\$200,000.00
hospitality goods		\$4,000.00	\$8,000.00	\$10,000.00
medical supplies		\$2,500.00	\$4,000.00	\$5,000.00
insurance		\$30,000.00	\$30,000.00	\$30,000.00
utilities		\$20,000.00	\$30,000.00	\$35,000.00
certifications		\$10,000.00	\$10,000.00	\$10,000.00
maintenance		\$70,000.00	\$70,000.00	\$70,000.00
		<i>\$216,500.00</i>	<i>\$312,000.00</i>	<i>\$360,000.00</i>

Pro Forma Financials
Expenses Thread

shirts	\$5.00 ea.	\$15,000	\$20,000	\$20,000
bottles	\$5.00 ea.	\$15,000	\$15,000	\$15,000
mugs	\$6.00 ea.	\$6,000	\$12,000	\$12,000
stickers	\$0.50 ea.	\$1,500	\$2,500	\$3,000
candy	\$0.50 ea.	\$2,500	\$3,500	\$4,000
sodas	\$1.00 ea.	\$3,000	\$7,000	\$8,000
ice cream bars	\$0.50 ea.	\$1,500	\$1,500	\$1,500
		<i>\$44,500</i>	<i>\$61,500</i>	<i>\$63,500</i>
summer counselors	25, 50	\$37,500.00	\$75,000.00	\$75,000.00
program staff summer	5, 8	\$7,500.00	\$12,000.00	\$12,000.00
program staff retreats	2, 5		\$33,000.00	\$82,500.00
kitchen staff summer	5, 8	\$7,500.00	\$12,000.00	\$12,000.00
kitchen staff retreats	2, 5		\$33,000.00	\$82,500.00
retreats staff	6, 10		\$108,000.00	\$180,000.00
food service director	1	\$30,000.00	\$30,000.00	\$30,000.00
recruiter/marketer	1	\$32,000.00	\$32,000.00	\$32,000.00
camp director		\$37,800.00	\$37,800.00	\$37,800.00
equipment/program manager		\$30,000.00	\$30,000.00	\$30,000.00
summer staff manager		\$7,920.00	\$7,920.00	\$7,920.00
retreats staff manager			\$25,000.00	\$25,000.00
maintenance staff	1, 1, 2	\$28,000.00	\$28,000.00	\$56,000.00
maintenance director		\$35,000.00	\$35,000.00	\$35,000.00
assistant camp director		\$37,000.00	\$37,000.00	\$37,000.00
nurse		\$7,800.00	\$7,800.00	\$7,800.00
summer payroll		\$60,420.00	\$106,920.00	\$106,920.00
retreats payroll		\$0.00	\$199,000.00	\$370,000.00
full time payroll		\$237,600.00	\$237,600.00	\$265,600.00
total payroll		\$298,020.00	\$543,520.00	\$742,520.00
marketing		30000	30000	30000
lawyer		22500	22500	22500
accountant		6000	6000	6000
recruiting		3000	4000	4000
total fees		\$61,500.00	\$62,500.00	\$62,500.00
<i>Total</i>		<i>\$2,188,739.16</i>	<i>\$982,709.34</i>	<i>\$1,231,748.39</i>

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