

# REPORT 2018 October Cycle

## GENERAL INFORMATION

### Organization Information

<b>Legal Name:</b> Junior Achievement of South Texas		<b>Federal Tax ID#:</b> 74-2061852	
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### Head Of Organization

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### Application Contact

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## REPORT INFORMATION

<b>Report Funding Cycle:</b> 2018 October Cycle	<b>Report Date:</b> 09/14/2019 12:00 am
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**1: Please include in your report the dollar amount of the funds that were awarded, the date they were funded and what the funds supported.**

Awarded Amount: 50,000	Date: 10/24/2018
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**2: Were the objectives cited in your original proposal met? Please address each started objective and how it was met.**

1. Goal: During the 2018-19 school year 6,800 students will participate in JA Finance Park.

Actual: Due to school challenges, 5,827 students were involved, reaching nearly 90% of our aggressive goal.

2. Goal: Ensure that students would demonstrate enhanced levels of financial literacy knowledge.

Actual: Through the use of JA's pre-test/post-test protocol, we confirmed that students overall improved their financial literacy knowledge by just under 12% more than double traditional classroom learning.

3. Goal: JA's participants will recognize the interconnectivity between completion of K-12 education and additional formal education (college, trade school, etc.) on their long-term goals and standard of living.

Actual: Through surveys we were able to confirm nearly all were committed to a) completing high school, and (b) considering additional formal education. Through their participation in JA Finance Park, students personally experienced the reality of salaries associated with varying levels of careers and the cost of "life" - the many expenses that adults face daily and how higher level careers provide income levels that will allow them to achieve their lifestyle goals. These results were extremely high - nearly 100%.

**3: Please explain any changes from the original proposal and the circumstances that lead to the modification of the objective.**

During the 2018-19 school year, we encountered unanticipated school system challenges that impacted our ability to reach our original student goal. First, the San Antonio ISD introduced a new 9th grade course that caused some teachers to be concerned about incorporating JA Finance Park until they knew the impact of the modified curriculum. This was cited as the reason that 25 classrooms with over 600 students could not participate during this school system content modification year. Second, many teachers also experienced scheduling challenges that were then exacerbated through an issue with gaining of approval for transportation at the school district level. Without these unforeseen issues that were outside of JA's control, we project that we would have exceeded the original student goal.

For the 5,827 students who participated, the program was administered with JA's usual attention to detail. This resulted in higher than ever evaluation results and encouraged JA leadership to find ways in future years to anticipate potential curriculum and scheduling issues. This will allow us to be better prepared to offer modifications and ideas on how to solve these kinds of issues so that teachers and schools will not feel the need to sit out a school year.

**4: What needs were addressed?**

Today's socio-economically "at-risk" students face educational challenges that confront most young people. However, they also deal with housing, food and basic subsistence insecurities - compounded through parents unable to teach long-term basic life skills . JA knows that during middle and high school years, if we equip them with these missing long-term skills (financial management, career/employment knowledge) they will have the best opportunity to escape poverty which is often handed down generation to generation. Reality is that growing up underprivileged is the strongest single predictor of living in poverty in adulthood.

Therefore, with the Foundation's financial support, we were able to provide "real life" information and hands-on reinforcing activities that these students will call on throughout the rest of their lives. We exposed them to financial lessons that many of our teachers and adults say they wished they had gained during their K-12 education. Salary vs. spendable income, how to make financial decisions, needs vs. wants, and more that together lead to a level of awareness that will prove critical in both their personal and work lives.

Through JA Finance Park, students were required to manipulate assigned income levels and create budgets that would allow their fictional families to meet needs across the spectrum of everyday expenses (rent, transportation, food, utilities - a total of 20 categories). The impact of this multi-week, in-class and JA site experience provided skills and knowledge that will come into play every day of their adult lives. We helped prepare them for life success.

**5: What method of evaluation did you use to monitor and measure the project's outcome and what are the result?**

JA Finance Park's evaluation protocol was established during the development of the program to ensure that we could measure growth and impact. And while student outcomes are central, we also recognized the value in evaluating teacher and business community volunteer outcomes as they are the on-the-ground witnesses to the effect the program had on their students.

For JA students, an in-depth pre-test (prior to the start of the program) and comparative post-test (after program completion) includes nearly 30 categories of feedback. Some register true knowledge growth (outcomes in the nearly 12% range - more than double traditional classroom learning) as well as opinion questions that show attitudinal growth in such critical areas as (1) plans to graduate from high school; (2) strong consideration of additional formal education (college, trade schools, etc.); (3) recognizing, often for the first time, how their school classes are preparing them for career success; and (4) the value of having business community mentors share their life experiences as a way to demonstrate how to use their newly gained information.

Surveys for teachers help us understand how JA Finance Park is received - appropriateness of materials, reading levels, and more. Teachers also share the level of student engagement and interest. All of these rank 90% or higher. Their feedback informs future program updates. When asked to have JA again, 90+% say yes.

Business community volunteers are surveyed on their preparation (100% positive), student engagement (92%) and desire to volunteer again (strong majority).

**6: Do you plan to continue this project, and if so, how do you plan to sustain it?**

Yes. JA Finance Park is our "Capstone Program" as its impact on students since inception has been significant. It is a high-demand program with growth limited only by JA's financial resources. We've only scratched the surface in the number of students who could attend if we had capacity to include them. With the 2019-20 school year, we will not only make up last year's shortfall but grow to new heights as we work to exceed our strategic goal of serving 7,000 students through JA Finance Park - deliberately designed growth of 20%. This is carefully considered/planned growth based on the team of foundations, corporations and individuals who have demonstrated keen interest in its outcomes along with work we do on a continuous basis to introduce the effort to more potential partners. Also, we will be in a brand new location this December!

Funding opportunities include student/school sponsorships plus sponsorship of business kiosks in the Park that all students interact with during their day-long site-based experience (following school-based preparatory lessons). Long-term partners like The Najim Family Foundation will always be given priority as sustaining funding partners.

**7: Please provide any other comments of information relevant to this grant.**

When Junior Achievement is able to reconnect and speak with students who went through the program in the past dozen years, they recall it as one of the - if not the - most impactful experience of their middle/high school years. They talk about it giving them a substantial level of financial literacy knowledge allowing them to navigate higher education and/or movement into careers and managing their own finances - and they continue to reflect on the programs impact today.

Funding from The Harvey E. Najim Family Foundation made an impact on 5,827 students during the past school year - with the majority being socioeconomically at-risk. Junior Achievement hopes you can appreciate the knowledge and tools you have helped us provide to these young people who will be the employees, employers, entrepreneurs and voters of the future. These are the folks we will count on to keep our country and economy strong - especially as we become an increasingly global community. Thank you for helping us prepare thousands of young people for success - this is an investment in all of our futures!

**8: Please provide an updated detailed projected budget with expenses for the received grant. Also include the totals for the budgeted and actual amount. Explain any discrepancies between the budgeted and the actual expenses for the project.**

Line Item Description	Total Project Funds Allocation	Najim Requested Funds	Project Funds Actual	Najim Funds Allocation
Program Materials	\$69,496	\$12,510	\$67,982	\$12,510
Program Implementation and Evaluation	\$88,400	\$15,912	\$86,919	\$15,912
Program Insurance	\$3,400	\$612	\$3,088	\$612
Professional Fees/Outside Services	\$7,208	\$1,297	\$7,159	\$1,297
Program Administration	\$10,200	\$1,836	\$10,271	\$1,836

License Fees	\$11,288	\$2,032	\$11,367	\$2,032
Miscellaneous	\$500	\$90	\$1,504	\$90
Utilities	\$2,244	\$411	\$2,560	\$411
Rent	\$85,000	\$15,300	\$85,000	\$15,300
<b>TOTAL:</b>	<b>\$277,736</b>	<b>\$50,000</b>	<b>\$275,850</b>	<b>\$50,000</b>
<b>Signature</b>				
Janie Cook				