



# The Giving Common

An Initiative of the Boston Foundation

[www.thegivingcommon.org](http://www.thegivingcommon.org)

## Junior Achievement of Northern New England



### General Information

Junior Achievement of Northern New England, Inc.

400 Fifth Avenue, Suite 300

Waltham, MA 02451

(781) 373-1170

**Website**

[www.janewengland.org](http://www.janewengland.org)

**Organization Contact**

Radhames Nova [rnova@janewengland.org](mailto:rnova@janewengland.org)

**Year of Incorporation**

1945

# Statements & Search Criteria

## **Mission Statement**

The mission of Junior Achievement (JA) is to inspire and prepare young people to succeed in a global economy. JA programs provide relevant, experiential opportunities for students to apply their knowledge to real-world situations and understand how to own their economic success. Through sequential curriculum focused on financial literacy, workforce readiness, and entrepreneurship, JA provides students with the 21<sup>st</sup> century life skills necessary to become economically confident, career-ready adults. By partnering with educators and local business volunteers who deliver JA programs to add relevance and inspiration to the student experience, JA works toward the day when every young person feels confident in their ability to navigate their finances and the world of work.

## **Background Statement**

Junior Achievement (JA) was founded in 1919 by Horace A. Moses, a prominent industrialist and profound social engineer who donated time and financial support toward the betterment of youth by ensuring that children received economic and financial literacy education. JA's first program, the **JA Company Program**, was offered to high school students and allowed them to experience the inner workings of an entrepreneurial endeavor by starting and operating their very own company. This value of free enterprise and creativity has not left the core of JA's mission, even after almost 100 years of the organization's existence.

Throughout the following decades JA sustained rapid growth, and entered the classroom in 1975 with the introduction of its Project Business program for middle school. And in the early 1990's, a sequential curriculum for grades K-6 was launched, catapulting the organization into the classrooms of another one million elementary school students. Today, JA remains relevant to students through its broadened scope and expanded activities, providing diverse programs for K-12<sup>th</sup> grade that allow each student to experience JA consistently in their educational years. Offering these sequential economic education programs to schools and students at no cost, JA provides access to real-world, "life learning" that is often otherwise unavailable to our youth.

The demand for JA programs has generated a network of 109 offices around the nation, serving more than 4.8 million students each year. In addition to the U.S., 119 countries worldwide offer JA programs, and since its founding JA has had a positive impact on the lives of more than 80 million young people globally.

Incorporated in Boston in 1945 as a regional JA organization, Junior Achievement of Northern New England (JAofNNE) has served students in eight counties of Massachusetts (including Barnstable, Dukes, Essex, Middlesex, Plymouth, Norfolk, Nantucket, and Suffolk) and in the 2015-2016 school year, we reached 23,802 students through the efforts of 1,516 JA volunteers.

## **Impact Statement**

Accomplishments in 2016-2017:

**New Program Implementation Strategy:** This school year JAofNNE launched a new program strategy focused on deeper student impact, in which we conducted proactive outreach across 15 targeted communities to provide these students with equitable access to JA programs throughout their K-12 experience.

**New Leadership & Increased Brand Awareness:** Radhames (Rad) Nova joined JAofNNE as President & CEO in October 2016, bringing with him a background in finance and the nonprofit sector that is already transforming the JAofNNE operation for the better. Rad instituted several initiatives to increase our brand awareness in our target communities, including a “Centers of Influence” strategy that focuses on leveraging existing relationships to connect with community influencers, and monthly “Meet JA” receptions which bring business and community leaders together to network and learn about JA. These strategies are already proving fruitful in establishing our presence with educators, funders, and volunteers.

**Greater Collaboration:** JA is wonderfully dependent on collaboration across organizations, and we are proud of the strides we have made to join forces with other programs serving youth, including the City of Boston, Girls. Inc, and Action for Boston Community Development.

Goals for 2017-2018:

Refining our program strategy in light of reflections from the 2016-2017 school year.

Further collaboration with other organizations already serving youth, which will deepen the impact of programming provided by all groups involved.

Diversification of our volunteer pool to reflect the backgrounds of the students we reach, allowing our youth to identify with role models with similar experiences and contexts.

Balancing our budget, through increased relationship-building with current and new corporate and private donors, and the launch of a major gifts campaign that will attract individual donors and lead to a more sustainable fundraising structure.

**Needs Statement**

The top needs for our organization at this point in time are:

**Balancing the Budget:** After a year of a deficit, our staff is working to not only re-engage former and current funders in new ways as we embark on an energizing new program strategy, but to also increase our brand awareness amongst other potential funders who believe in what we are trying to achieve. New funders, from both the foundation and individual giving space, will be critical to our securing a sustainable funding structure.

**Volunteer Recruitment:** With a delivery model solely based around corporate and community volunteers, much staff time is designated toward volunteer recruitment. However, if we had a more solid volunteer base, staff time could be spent more on relationship-building with schools than in a reactionary mode of volunteer recruitment. We are consistently evaluating ways to engage new volunteers, and will be working with an AmeriCorps fellow in the coming year to strategize around volunteer recruitment, retention, recognition, etc.

**Staff Training:** The ability to further develop and train our staff through professional development opportunities would allow us to retain staff and continually provide new opportunities to staff members.

**CEO/Executive Director Statement****Board Chair Statement****Service Categories**

Educational Services

Youth Development Programs

Economic Development

**Geographic Areas Served**

Junior Achievement of Northern New England serves students in grades K-12 in 9 Massachusetts counties, including Barnstable, Dukes, Essex, Middlesex, Plymouth, Norfolk, Nantucket, Suffolk and Worcester, and the state of New Hampshire. However, with a shift focused on student impact rather than student number, staff has identified 15 targeted communities in Greater Boston upon which to focus in order to provide increased access to JA programming throughout these students' K-12 experience.

Please review online profile for full list of selected areas served.

# Programs

## **K-12 Junior Achievement Programs**

<b>Description</b>	<p>Junior Achievement (JA) programs teach important lessons to students in Kindergarten through 12<sup>th</sup> grade regarding life skills – financial literacy skills like budgeting, saving, and investing; workforce readiness skills like collaboration and communication; and entrepreneurship skills like creativity and innovation. Delivered by corporate and community volunteers, each program is age-appropriate, dynamic, interactive, and aligns with Common Core standards. Programs are generally taught over a 5-8 week period, with flexibility to condense lessons into a one-day format, <i>JA In A Day</i>. As time is a critical concern for student and volunteer schedules, many educators and companies opt for this learning model for program delivery. Most importantly to school systems, at a time when public funding is being slashed, all Junior Achievement programs are provided at no cost to school and after-school organizations.</p>
<b>Budget</b>	\$850.00
<b>Category</b>	Education, General/Other Educational Programs
<b>Population Served</b>	K-12 (5-19 years), At-Risk Populations, Poor, Economically Disadvantaged, Indigent
<b>Program Short Term Success</b>	<p>Key findings from past JA surveys indicate program impact is quantified by the following data, and expected as realistic outcomes for all participating students:</p> <ul style="list-style-type: none"><li>• Elementary school students who participated in JA possess more basic economic, personal finance, and business knowledge than non-JA students;</li><li>• The majority of middle school students (71%) participating in JA programs reported that JA helped recognize the importance of education and provided motivation to work harder to achieve personal goals;</li><li>• JA students are 7% more likely to matriculate to college immediately after high school;</li><li>• 80% of participating high school students stated that they felt better prepared to join the workforce; and</li><li>• More than 90% high school students agreed that JA's programs prepared them to make ethical business decisions once they join the workforce.</li></ul>

## **Program Long term Success**

It's been said that if you want to see the future of our country all you have to do is look at our children today. So consider this: 7,000 students drop out of high school every day, 1.3 million failed to graduate last year, and 15 million more will join them by 2020. What does the future hold for our young people? Given our current economy and education circumstances, one can only guess. A recent study shows that a major reason young people drop out of school is because they do not see the correlation between what they are learning in the classroom to what is needed to succeed in the real world. Junior Achievement helps bridge this critical gap through its programs that teach financial literacy for life.

College and career preparation are vital to the success of today's students. However, the issues are too great for educators to address alone. Educators need the support of community partnerships with businesses to help students become better prepared to meet the complex and troubling challenges of economic issues. In helping to create and sustain the partnerships between educators and commerce, JA is able to provide this vital link of bringing the real world to students, and creating the connections that open minds to the realization of personal potential.

Students must learn to connect academic success with future success. With this understanding, students are more likely to continue education through graduation and become contributing members of society. To be effective, this preparation must begin early in the academic career, be frequent and reinforced, and be sequentially organized and expanded at every grade level. This ideal model of JA's curricula provides students with a variety of experiences and activities that include relevant, hands-on, out-of-the-desk, practical learning projects. The concepts and skills learned are reinforced and integrated with required subjects such as social studies, language arts, mathematics, and science.

**Program Success Monitored By**

Junior Achievement's volunteer-delivery model and program evaluation protocol sets the organization apart from non-profits since JA is one of only two major not-for-profits that has independent proof of program effectiveness. After more than 60 studies, JA programs have been found to have a significant impact on the knowledge, skill development and attitudes of students. These on-going studies indicate that JA students demonstrate a significant understanding of economics and business knowledge, particularly those involved in our programs through consecutive grade levels.

Across a wide variety of evaluations, JA has consistently demonstrated its capacity to effectively equip youth with the knowledge, skills, and attitudes necessary for future success. Simply put, students in JA financial literacy, workforce readiness and entrepreneurship programs are better prepared to enter the workforce. They are also better prepared for expanded STEM (science, technology, engineering, math) vocations, as well as a myriad of other careers. Ultimately, successful students have a positive impact on, and contribute to, our local, national and global economies.

Participating students will receive pre-program and post-program tests in order to determine the retention of course content. Locally, surveys are distributed to educators and volunteers to assess student learning from JA programs. Recent outcomes reveal that 100% of educators agree or strongly agree that the JA program was an effective learning experience for the class. 95% of educators also agree that JA programs helped students better understand business and economics.

National and local program evaluations are crucial to maintaining quality programs for our students. Teachers (95%) and volunteers (92%) report that students who participate in JA have a better understanding of how the real world operates. They also agree that JA students are comparatively better at working as a team.

**Examples of Program Success**

Testimonial from Student, in a handwritten note sent to volunteer: "Thank you for teaching us about money around the world. I did not know other countries had different money. That was cool to learn."

## JA Skills to Achieve

<b>Description</b>	Developed by the Junior Achievement of Northern New England education staff, <i>JA Skills to Achieve</i> is a program for high school students that takes place in a corporate location. This collaborative program combines elements of two of the JA mission pillars that focus on financial literacy and workforce readiness. The one-school-day experience enables students to experience the workplace, while being guided through interactive lessons taught by business professionals. The experience results in a mutually beneficial program for all involved, as students gain exposure to real-world work experience, volunteers benefit from team-building aspects, and businesses have the platform to share its company and industry with tomorrow's workforce.
<b>Budget</b>	\$5,000.00
<b>Category</b>	Education, General/Other Educational Programs
<b>Population Served</b>	K-12 (5-19 years), At-Risk Populations, Poor, Economically Disadvantaged, Indigent
<b>Program Short Term Success</b>	Key findings from past JA surveys indicate program impact is quantified by the following data, and expected as realistic outcomes for all participating students: <ul style="list-style-type: none"><li>• Elementary school students who participated in JA possess more basic economic, personal finance, and business knowledge than non-JA students;</li><li>• The majority of middle school students (71%) participating in JA programs reported that JA helped recognize the importance of education and provided motivation to work harder to achieve personal goals;</li><li>• JA students are 7% more likely to matriculate to college immediately after high school;</li><li>• 80% of participating high school students stated that they felt better prepared to join the workforce; and</li><li>• More than 90% high school students agreed that JA's programs prepared them to make ethical business decisions once they join the workforce.</li></ul>



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**Examples of Program Success**

"I felt like I could see my future opening up before me."  
- Student, Acton-Boxborough Regional High School

## JA Academy

<b>Description</b>	Developed by Junior Achievement of Northern New England, <i>JA Academy</i> is an after-school mentoring program for high school students hosted by business firms and corporate locations. Enhancing the experience are the business professionals who serve as program mentors. Following a 13-week curriculum, each JA Academy consists of a group of 15-20 high school students who learn how to run a business from the ground up -- setting strategy, market research, selling company shares, producing a product and conducting board meetings prior to liquidation of their company. Students learn important lessons through the management of the company -- leadership roles, and communication and public speaking skills, and gain critical thinking and decision-making strengths.
<b>Budget</b>	\$25,000.00
<b>Category</b>	Education, General/Other Afterschool Enrichment
<b>Population Served</b>	Adolescents Only (13-19 years), At-Risk Populations, Poor, Economically Disadvantaged, Indigent
<b>Program Short Term Success</b>	Key findings from past JA surveys indicate program impact is quantified by the following data, and expected as realistic outcomes for participating students: <ul style="list-style-type: none"><li>• Elementary school students who participated in JA possess more basic economic, personal finance, and business knowledge than non-JA students;</li><li>• The majority of middle school students (71%) participating in JA programs reported that JA helped recognize the importance of education and provided motivation to work harder to achieve personal goals;</li><li>• JA students are 7% more likely to matriculate to college immediately after high school;</li><li>• 80% of participating high school students stated that they felt better prepared to join the workforce; and</li><li>• More than 90% high school students agreed that JA's programs prepared them to make ethical business decisions once they join the workforce.</li></ul>

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**Examples of Program Success**

“My experience at this program has greatly increased my knowledge of how to form a company and all the difficulty and team work it takes to make it happen. I have learned from many of the speakers how they have become successful; and most of the skills they have discussed are being taught to us through the JA success skills workshops.”

Milton HS Student

Program Comments

**CEO Comments**

# Management

## CEO/Executive Director

### **Executive Director**

Mr. Radhames Nova

### **Term Start**

Oct 2016

### **Email**

rnova@janewengland.org

### **Experience**

Radhames Nova joined Junior Achievement of Northern New England in October 2016 as President & CEO, overseeing a staff of 10 and responsible for the organization's overall operations and strategy to move the mission forward.

Prior to joining Junior Achievement, Rad served as Senior Vice President of Strategic Partnerships for the Association of Latino Professionals for America (ALPFA), the largest Latino professional organization in the United States with over 72,000 members, where he was responsible for overseeing some of the organization's largest national corporate partnerships and a pilot partnership between JA and ALPFA. He was the Executive Director of the ALPFA Boston Chapter from 2011 to 2015.

From 2002 to 2006 Rad served as Director of Development for the Boys & Girls Club of Lawrence, Massachusetts, raising \$1.8M annually for operations and leading the organization to a record breaking \$8.5M capital campaign to build a new facility. Prior to that, he served as a Peace Corps Volunteer in South Africa. Beyond the nonprofit sector, Rad has held positions in the financial services industry – notably the Fidelity Charitable Gift Fund and SCS Financial. After five years working in the investments industry, Rad returned to his mission-driven career when he joined ALPFA in 2011.

Rad obtained his B.A. from Middlebury College and his MBA from Boston University. Born in the Dominican Republic, he immigrated to the United States 27 years ago and currently lives in Salem New Hampshire with his wife Alexandra and their three children.

***“My life’s purpose is to provide as many young people as possible, especially inner-city youth, the same opportunities to succeed I was offered as a young man. I am humbled and privileged to pay it forward to thousands of young people through JA’s programs.”***

## Senior Staff

### **Ms. Amanda Doyle Bouvier**

#### **Title**

Director of Development & Marketing

#### **Experience/Biography**

### **Mr. Paulo Frade**

#### **Title**

Director of Finance and Operations

#### **Experience/Biography**

**Ms. Deirdre O'Connor Mitchell**

**Title** Director of Programs

**Experience/Biography**

Staff Information

<b>Full Time Staff</b>	9
<b>Part Time Staff</b>	1
<b>Volunteers</b>	1516
<b>Contractors</b>	0
<b>Retention Rate</b>	90%

Staff Demographics - Ethnicity

<b>African American/Black</b>	1
<b>Asian American/Pacific Islander</b>	0
<b>Caucasian</b>	7
<b>Hispanic/Latino</b>	2
<b>Native American/American Indian</b>	0
<b>Other</b>	0 0

Staff Demographics - Gender

<b>Male</b>	3
<b>Female</b>	7
<b>Unspecified</b>	0

Formal Evaluations

<b>CEO Formal Evaluation</b>	Yes
<b>CEO/Executive Formal Evaluation Frequency</b>	Semi-Annually
<b>Senior Management Formal Evaluation</b>	Yes
<b>Senior Management Formal Evaluation Frequency</b>	Semi-Annually
<b>NonManagement Formal Evaluation</b>	Yes
<b>Non Management Formal Evaluation Frequency</b>	Semi-Annually

Plans & Policies

<b>Organization has a Fundraising Plan?</b>	Under Development
<b>Organization has a Strategic Plan?</b>	Under Development

<b>Does your organization have a Business Continuity of Operations Plan?</b>	No
<b>Management Succession Plan?</b>	Under Development
<b>Organization Policy and Procedures</b>	Under Development
<b>Nondiscrimination Policy</b>	Yes
<b>Whistleblower Policy</b>	No
<b>Document Destruction Policy</b>	Yes
<b>Is your organization licensed by the Government?</b>	No
<b>Permit?</b>	Yes

Affiliations

<b>Affiliation</b>	<b>Year</b>
Junior Achievement Worldwide	1945



# Board & Governance

## Board Chair

<b>Board Chair</b>	Mr. Rick Tyson Jr.
<b>Company Affiliation</b>	Wilmington Trust
<b>Term</b>	Apr 2016 to 0
<b>Email</b>	rtyson@wilmingtontrust.com

## Board Members

<b>Name</b>	<b>Affiliation</b>	<b>Status</b>
Mr. Tom Allen	AIG Property & Casualty	Voting
Ms. Christine Barry	Windham Professionals	Voting
Mr. Bob Boudreau	WinterWyman	Voting
Mr. James Boyer	KPMG, LLP	Voting
Mr. Brendan Callahan	Jones Lang LaSalle	Voting
Mr. Edward Casale	formerly, Verizon	Voting
Mr. Chip Cook	MullenLowe	Voting
Ms. Migdalia Diaz	ALPFA, Inc.	Voting
Mr. Bill Driscoll	Robert Half	Voting
Ms. Amy Fracassini	Davis, Malm & D'Agostine, P.C.	Voting
Ms. Marisa Gianino	State Street Global Advisors	Voting
Mr. Robert Hazard	People's United Bank	Voting
Mr. William Herp	Linear Air	Voting
Mr. Raymond C. Hoefling	Webster Bank, N.A.	Voting
Mr. Luke Howarth	Syrinx Consulting	Voting
Ms. Cynthia Izzo	KPMG	Voting
Mr. Michael C. Jorgensen	The Westin Copley Place Hotel	Voting
Mr. Daniel L. Kabat	PricewaterhouseCoopers LLP	Voting
Mr. Brian Kalberer	Accenture	Voting
Mr. Haydon Keitner	Nixon Peabody	Voting
Mr. Brendan Kennedy	Cambridge Savings Bank	Voting
Mr. Bill Kracunas	RSM	Voting
Mr. Damien Leigh	Staples, Inc.	Voting
Mr. Chris Lemone	Enterprise Fleet Management, Inc.	Voting
Mr. Keith Linhart	State Street Finance Global Markets	Voting
Mr. Jamie Luce	Liberty Mutual Group	Voting
Mr. Dan McCarthy	Columbia Threadneedle Investments	Voting
Mr. George Moore	Cengage Learning	Voting
Mr. George Moore	Cengage Learning	Voting
Ms. Gale Murray	The Business Journals	Voting
Ms. Emily Neill	Robert Half Executive Search	Voting

Mr. Russell D. Norris	Slalom Consulting	Voting
Mr. Radhames Nova	Junior Achievement of Northern New England	Voting
Mr. Raj Pathak	Morgan Stanley Smith Barney	Voting
Mr. Ed Perkin	Eaton Vance	Voting
Mr. Calvin Place	Diversified Financial Management	Voting
Mr. Mark E. Reilly	Comcast	Voting
Mr. Glenn Ricciardelli	MDD Forensic Accountants	Voting
Ms. Heide Rosier	Accenture	Voting
Ms. Andreana Santangelo	Blue Cross Blue Shield	Voting
Ms. Gloria Spence	Retired	Voting
Ms. Betsy Stewart	Bank of America Merrill Lynch	Voting
Mr. Craig Stockmal	Standard Register	Voting
Mr. Jimmy Suppelsa	FactSet	Voting
Mr. Rick Tyson	Boston Private Bank & Trust Company	Voting
Mr. David A. Weber	MIT Sloan School of Management	Voting
Mr. Mike Winn	Boston College IMG Sports Marketing	Voting
Ms. Amy Zidow	Ernst & Young LLP	Voting

### Board Demographics - Ethnicity

<b>African American/Black</b>	0
<b>Asian American/Pacific Islander</b>	0
<b>Caucasian</b>	43
<b>Hispanic/Latino</b>	4
<b>Native American/American Indian</b>	0
<b>Other</b>	0 0

### Board Demographics - Gender

<b>Male</b>	35
<b>Female</b>	12
<b>Unspecified</b>	0

### Board Information

<b>Board Term Lengths</b>	3
<b>Number of Full Board Meetings Annually</b>	4
<b>Board Meeting Attendance %</b>	80%
<b>Written Board Selection Criteria?</b>	Under Development
<b>Written Conflict of Interest Policy?</b>	Yes

<b>Percentage Making Monetary Contributions</b>	90%
<b>Percentage Making In-Kind Contributions</b>	100%
<b>Constituency Includes Client Representation</b>	No

## Standing Committees

Development / Fund Development / Fund Raising / Grant Writing / Major Gifts  
 Executive  
 Finance  
 Nominating  
 Special Events (Golf Tournament, Walk / Run, Silent Auction, Dinner / Gala)  
 Marketing  
 Board Development / Board Orientation  
 Program / Program Planning

## Comments

### **CEO Comments**

The Board of Directors of Junior Achievement (JA) is comprised of 47 active leaders from the Massachusetts and New Hampshire business communities who share the JA mission, “to inspire and prepare young people to succeed in a global economy.” Board members are expected to serve a three-year term, and fulfill service as an effective advocate of JA by assisting in the advancement of the JA mission through providing and supporting volunteer, development and financial resources. The Junior Achievement of Northern New England (JAofNNE) Board of Directors is currently undergoing an overall reorganization of its membership, governance policies, and management operation. Efforts are underway to recruit board members representing diversity in gender, nationality, and industry sectors. Leadership members for key JAofNNE territory areas, New Hampshire and Worcester, are also being sought for service. These efforts to bolster the JAofNNE Board are expected to better engage board members, stream-line processes and open new arenas of networking and fundraising opportunities. The JAofNNE FY18 class of Board of Directors will have a comprehensive schedule of orientation measures, training and evaluation processes, as well as a dedicated website portal designed specifically for Board member functions.

# Impact

## **Goals**

JA's ultimate goal is to prepare students in Grades K-12 to live self-sustaining lives, owning their economic success. Grade-appropriate educational programs address financial literacy, workforce readiness, and entrepreneurship. JA USA is constantly updating curricula and rolling out new, blended-learning formats that help students clearly understand how to make sound career and financial decisions.

## **Strategies**

JA of Northern New England (JANNE) conducts meetings with state policy-makers and education administrators to help bridge gaps in students' education on financial literacy and work readiness.

## **Capabilities**

In addition to JANNE's seat at the table described above, over 2,000 corporate volunteers are involved in delivering all local JA programs annually. Our extensive network of corporate and influential community agencies has earned us numerous awards.

## **Indicators**

A key objective is to have more penetration at the middle school level in the Boston and Worcester Public Schools. Middle school is a pivotal age when many students decide to drop out of school, or may become disheartened about their ability to achieve success. The specific program we hope to bring to more of these students is JA Finance Park Virtual, a classroom curriculum that presents basic personal economic principles followed by a computer-simulation of an adult-life scenario that requires making financial and career decisions.

## **Progress**

Recently, officials with the Worcester Public School system requested meetings with JANNE leadership; teachers want JA programs for their students! The president of JANNE also recently met with Massachusetts DESE representatives which are leading to productive new partnerships.

# Financials

## Fiscal Year

<b>Fiscal Year Start</b>	July 01, 2016
<b>Fiscal Year End</b>	June 30, 2017
<b>Projected Revenue</b>	\$1,460,000.00
<b>Projected Expenses</b>	\$1,697,000.00
<b>Endowment?</b>	Yes
<b>Endowment Value</b>	\$726000.00
<b>Spending Policy</b>	Percentage
<b>Percentage</b>	3%
<b>Credit Line?</b>	Yes
<b>Reserve Fund?</b>	No
<b>Months Reserve Fund Covers</b>	0

## Detailed Financials

### **Revenue and Expenses**

<b>Fiscal Year</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
<b>Total Revenue</b>	\$1,150,458	\$1,621,507	\$1,858,945
<b>Total Expenses</b>	\$1,425,590	\$1,618,673	\$1,610,762

### **Revenue Sources**

<b>Fiscal Year</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
<b>Foundation and Corporation Contributions</b>	\$522,038	\$709,599	\$788,076
<b>Government Contributions</b>	\$0	\$0	\$0
<b>Federal</b>	--	--	--
<b>State</b>	--	--	--
<b>Local</b>	--	--	--
<b>Unspecified</b>	--	--	--
<b>Individual Contributions</b>	\$186,296	\$250,276	\$297,148
<b>Indirect Public Support</b>	--	--	--
<b>Earned Revenue</b>	--	--	--
<b>Investment Income, Net of Losses</b>	(\$25,828)	(\$25,040)	\$60,215
<b>Membership Dues</b>	--	--	--
<b>Special Events</b>	\$427,554	\$666,940	\$624,479
<b>Revenue In-Kind</b>	\$23,199	\$450	\$77,059
<b>Other</b>	\$17,199	\$19,282	\$11,968

### Expense Allocation

Fiscal Year	2016	2015	2014
Program Expense	\$884,713	\$916,941	\$968,590
Administration Expense	\$227,069	\$289,050	\$256,605
Fundraising Expense	\$313,808	\$412,682	\$385,567
Payments to Affiliates	--	--	--
Total Revenue/Total Expenses	0.81	1.00	1.15
Program Expense/Total Expenses	62%	57%	60%
Fundraising Expense/Contributed Revenue	28%	25%	23%

### Assets and Liabilities

Fiscal Year	2016	2015	2014
Total Assets	\$1,027,301	\$1,241,412	\$1,234,626
Current Assets	\$275,650	\$536,983	\$535,860
Long-Term Liabilities	\$0	\$0	\$14,504
Current Liabilities	\$188,728	\$127,707	\$109,251
Total Net Assets	\$838,573	\$1,113,705	\$1,110,871

### Short Term Solvency

Fiscal Year	2016	2015	2014
Current Ratio: Current Assets/Current Liabilities	1.46	4.20	4.90

### Long Term Solvency

Fiscal Year	2016	2015	2014
Long-Term Liabilities/Total Assets	0%	0%	1%

### Top Funding Sources

Fiscal Year	2016	2015	2014
Top Funding Source & Dollar Amount	--	--	--
Second Highest Funding Source & Dollar Amount	--	--	--
Third Highest Funding Source & Dollar Amount	--	--	--

## Capital Campaign

Currently in a Capital Campaign?

No

## Comments

### Foundation Staff Comments

Financial summary data in the charts and graphs above are per the organization's audited financials. Contributions from foundations and corporations are listed under individuals when the breakout was not available.