



The Giving Common

An Initiative of the Boston Foundation

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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

Organization Contact

Radhames Nova 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 21st 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 Theodore Vail of American Telephone & Telegraph; Horace Moses of Strathmore Paper Company; and Senator Murray Crane of Massachusetts. JA's first program allowed high school to experience the inner workings of entrepreneurship by starting and operating their very own company - and this value of free enterprise and innovation has not left the core of JA's mission, even after almost 100 years of the organization's existence.

JA has since grown rapidly, building a sequential curriculum for grades K-8 since the 1970s. Today, JA remains relevant through its broadened scope and expanded activities, providing diverse programs for K-12th grade that allow each student to experience JA consistently as they develop in school. Offering these 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.

JA now has a national network of 109 offices, serving more than 4.8 million students annually. 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 New England in 1945 as a regional JA organization, Junior Achievement of Northern New England serves students in Central/Eastern Massachusetts, the Merrimack Valley and the state of New Hampshire. In the 2016-2017 school year we reached 23,416 students through the efforts of 1,532 JA volunteers.

By equipping students with the tools to be successful at work and in life, JA plays a key role in creating informed members of the workforce who value fiscal responsibility. Volunteer-driven, measurable, and experiential, all JA programs align with the state's Common Core Standards to enhance the concepts students are already learning each year in school, and are conducted at no cost to the schools or youth we serve.

This year, in our targeted strategy to reach our students consistently and consecutively with our sequential K-12 curriculum, JAofNNE is focused on deeply impacting the students within 10 identified "key" communities. We aim to build strong collaborations and partnerships within each community that will allow these students to receive all of the "life skills" benefits that JA has to offer.

Impact Statement

Accomplishments in 2016-2017:

New Program Strategy: This school year JA of Northern New England launched a new program strategy focused on deeper student impact, in which we conducted proactive outreach across 15 target 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 the private and nonprofit sectors 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 focused 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 ABCD.

Goals for 2017-2018:

Refining our program strategy in light of reflections from the 2016-2017 school year, including tailoring focus to 10 target communities as a result of these key learnings.

Further collaboration with other youth organizations, which will deepen the impact of programs 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.

Continuing to fundraise effectively to support our program demand, through increased relationship-building with current and new donors, and the launch of a Giving Society that will add to a sustainable fundraising structure.

Needs Statement

Volunteer Recruitment: With a delivery model based solely on corporate and community volunteers, much staff time is spent recruiting these individuals, and we recognize that volunteer retention is a struggle for almost all nonprofits. However, we are strategizing ways to improve our volunteer life cycle, focused on upfront planning and relationship-building with volunteers and the schools they work with rather than operating in a reactionary mode of volunteer recruitment. We are also consistently evaluating ways to engage new volunteers, and hope to begin working with an AmeriCorps fellow in the coming year to plan around volunteer recruitment, retention, recognition, etc.

Finances: As our program demand steadily increases through our community outreach efforts and targeted focus, our staff is working to not only re-engage former and current funders in new ways, but also to increase our brand awareness among other potential funders. New supporters, from corporate, private foundation and the individual giving space, will be critical to our fundraising structure.

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

CEO/Executive Director Statement

When I moved to the U.S. from the Dominican Republic in 1989, I landed in Lawrence, Massachusetts – the poorest city in the Commonwealth. I did not speak a word of English and, like all immigrants, had to learn a new language and a new culture.

Statistics show that, as a teenage boy from a single-family household with no father figure at home, I had a 50% chance of dropping out of high school and becoming a burden to society. But I was one of the lucky ones. I found a purpose through a youth organization in Lawrence; where I could engage in positive activities, take on leadership roles at a young age and, most importantly, interact with caring adults invested in my success.

Because of the guidance I received through this organization, four years after arriving in the United States not speaking a word of English, I spent 30 minutes in the Oval Office with President Bill Clinton. I also enrolled at Middlebury College, one of the country's most prestigious schools. I went on to earn my MBA at Boston University and have dedicated most of my professional career to serving others – especially inner-city youth who have potential, but who need caring adults to change their attitudes from "I can't" to "I can."

Instead of becoming a burden to society, today I am a homeowner, tax payer and, I like to think, a net-positive contributor to my community, region, and adopted country. It is my honor to pay forward the advantages I received to other youth in our region by leading Junior Achievement of Northern New England.

I hope you can see why I absolutely believe the JA mission is critical to the future success of our region and our country. Only 57% of American adults are financially literate. This means almost half of our population – and an even higher percentage of those from disadvantaged communities – do not fully participate in, contribute to, or benefit from our economy. Many of our youth, like me, do not have parents who attended college, worked in a corporate setting, or became entrepreneurs. It is our duty to prepare these young people to succeed, not only for their benefit and that of their families, but for the sake of our country's future.

- Radhames Nova, President & CEO of Junior Achievement of Northern New England

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, our staff has identified 10 targeted communities in Eastern Massachusetts and New Hampshire 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

JA K-12 Programs

Description

Junior Achievement (JA) programs teach important life skills lessons to students in Kindergarten through 12th grade – 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, *JA In A Day*. As time is a critical concern for student and volunteer schedules, many educators and companies opt for this learning model for program delivery. Additionally, at a time when public funding is being slashed, all Junior Achievement programs are provided at no cost to school and after-school organizations.

Budget

850

Category

Education, General/Other Educational Programs

Population Served

K-12 (5-19 years), At-Risk Populations, Poor, Economically Disadvantaged, Indigent

Program Short Term Success

Key findings from past JA surveys indicate program impact is quantified by the following data, and expected as realistic outcomes for all participating students:

- Elementary school students who participated in JA possess more basic economic, personal finance, and business knowledge than non-JA students;
- 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;
- JA students are 7% more likely to matriculate to college immediately after high school;
- 80% of participating high school students stated that they felt better prepared to join the workforce; and
- More than 90% of high school students agreed that JA's programs prepared them to make ethical business decisions once they join the workforce.

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: *only 6.9% of US high school students can be considered financially literate. And according to a 2015 study by the Financial Literacy and Education Commission (FLEC), 23% of young people report routinely spending more than their income, almost half are concerned that they have too much debt, and only 33% report having any rainy-day savings. And yet, financial education is not required in our state.*

What does the future hold for our young people? Given our current economy and education circumstances, one can only guess. Junior Achievement helps to address these issues head-on, by working to provide annual access to JA programming for students from kindergarten-12th grade, fully preparing them to conquer economic and workforce challenges.

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. And in providing this education, we hope to see an increase in high school students enrolling in college (recognizing the need for higher education to attain their career goals), and eventually, a decrease in unemployment and poverty levels in our target communities.

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.

Program quality is of the utmost importance to our operation, and we engage in specific activities to ensure that we are delivering at optimal levels:

Prior to beginning a JA program, all volunteers participate in a mandatory training, on topics including the curriculum content and classroom management techniques.

Participating students will receive pre-program and post-program tests in order to determine the retention of course content, and determine students' knowledge gain and attitudinal/behavioral changes after having participated in JA. 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

Testimonials from Boston middle school teachers, from the 16-17 school year:

"It is important that teens learn about money. They will have a whole lifetime to earn, save, invest, and spend it. Yet, in order to avoid costly mistakes and wasted time, they definitely do not want to wait a lifetime before learning how to do any of these things well. The JA Program provides ample opportunities for students to learn how to make the most of every penny so they can achieve the financial independence they want – when they need it. This program covers important financial topics, including Money Management, Checking and Savings Accounts, Credit Cards, Investing & Budgeting."

"Thankfully there are programs like JA that are able to come to schools and provide a little of it for them, and expose them to material that they wouldn't otherwise learn about until they are much older. I know this program will have a lasting impression on them and they will be truly looking forward to the next JA visit!"

JA Skills to Achieve

Description	Developed by the Junior Achievement of Northern New England, <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 essential JA content areas: financial literacy and workforce readiness. This one-school-day experience enables students to experience the workplace, while being guided through interactive lessons taught by the business professionals who work at that very company. 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.
Budget	5000
Category	Education, General/Other Educational Programs
Population Served	K-12 (5-19 years), At-Risk Populations, Poor, Economically Disadvantaged, Indigent
Program Short Term Success	<p>As a result of this one-day workplace experience, we anticipate that 80% of participating high school students will demonstrate:</p> <p>An increased understanding of credit and building a positive credit score.</p> <p>An increased understanding of interviewing skills</p> <p>An increased understanding of the soft skills needed in the workplace, and different strategies for building these skills</p>
Program Long term Success	

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.

Program quality is of the utmost importance to our operation, and we engage in specific activities to ensure that we are delivering JA Skills to Achieve at optimal levels:

Prior to beginning a JA program, all volunteers participate in a mandatory training, on topics including the curriculum content and classroom management techniques.

Participating students will receive pre-program and post-program tests in order to determine the retention of course content, and determine students' knowledge gain and attitudinal/behavioral changes after having participated in JA. All participating teachers will also receive surveys to provide feedback and their perspective on students' gains as a result of the experience.

Examples of Program Success

"Today I learned how to act during an interview, how to have good credit, and about Wilmington Trust. Thank you for making learning fun!"

- Student from Somerville High School, participated in JA Skills to Achieve in 2016-2017 school year

Junior Achievement Academy

Description	<p>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 12-15 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.</p>
Budget	25000
Category	Education, General/Other Afterschool Enrichment
Population Served	Adolescents Only (13-19 years), At-Risk Populations, Poor, Economically Disadvantaged, Indigent
Program Short Term Success	
Program Long term Success	
Program Success Monitored By	<p>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.</p> <p>Program quality is of the utmost importance to our operation, and we engage in specific activities to ensure that we are delivering JA Academy at optimal levels:</p> <p>Prior to beginning JA Academy, all volunteers participate in a mandatory training, on topics including the curriculum content and classroom management techniques.</p> <p>Participating students will receive pre-program and post-program tests in order to determine the retention of course content, and determine students' knowledge gain and attitudinal/behavioral changes after having participated in JA. All participating teachers will also receive surveys to provide feedback and their perspective on students' gains as a result of the experience.</p>

Examples of Program Success

"Such a truly INCREDIBLE opportunity for young people! So very grateful that my daughter was able to participate in JA Academy as a high school student. A fabulous program that expanded her exposure to the concept of Entrepreneurship! Now she is off to college and plans to study Entrepreneurship at the undergraduate level. A special "Thank You!" to all involved in JA of Northern New England! The experiences/opportunities for those who participate are unbelievable! For those who are lucky enough to have the chance to participate, do not hesitate!" - Parent of a Malden High School JA Academy participant

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

Full Time Staff	9
Part Time Staff	1
Volunteers	1532
Contractors	0
Retention Rate	90%

Staff Demographics - Ethnicity

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

Staff Demographics - Gender

Male	3
Female	6
Unspecified	0

Formal Evaluations

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

Plans & Policies

Organization has a Fundraising Plan?	Under Development
Organization has a Strategic Plan?	Under Development

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

Collaborations

JA of Northern New England is proud to partner with schools, community organizations, and businesses to bring our programs to our youth. By bringing the education and business worlds together, we provide multifaceted benefits to our future workforce. We are proud to collaborate with organizations like Boys & Girls Club, Girls Inc, Action for Boston Community Development, and others to layer our programs onto their existing youth programs, to provide optimal services to our students.

Affiliations

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

Board & Governance

Board Chair

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

Board Members

Name	Affiliation	Status
Mr. Tom Allen	AIG	Voting
Ms. Christine Barry	Endurance International	Voting
Mr. Bob Boudreau	WinterWyman	Voting
Mr. James Boyer	D'Amore-McKim School of Business, Northeastern University	Voting
Mr. Mike Bruno	Santander	Voting
Mr. Brendan Callahan	Jones Lang LaSalle	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. Tom Halloran	Voya	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 Boston Waterfront	Voting
Mr. Daniel L. Kabat	PricewaterhouseCoopers LLP	Voting
Mr. Brian Kalberer	Accenture	Voting
Mr. Bill Kracunas	RSM	Voting
Mr. Damien Leigh	Staples, Inc.	Voting
Mr. Chris Lemone	Enterprise Fleet Management, Inc.	Voting
Mr. Keith Linhart	CrossCountry Consulting	Voting
Mr. Jamie Luce	QBE North America	Voting
Mr. Dan McCarthy	Aon Hewitt Investments	Voting
Mr. George Moore	Cengage Learning	Voting
Ms. Gale Murray	The Business Journals	Voting
Ms. Emily Neill	Robert Half Executive Search	Voting
Ms. Suzanne Norman	Milliman	Voting
Mr. Russell D. Norris	Slalom Consulting	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 of Massachusetts	Voting
Ms. Gloria Spence	Retired	Voting
Ms. Betsy Stewart	Bank of America Merrill Lynch	Voting
Mr. Craig Stockmal	Focused Impressions	Voting
Mr. Jimmy Suppelsa	Best Credit Data	Voting
Mr. Rick Tyson	Wilmington Trust	Voting
Mr. David A. Weber	MIT Sloan School of Management	Voting
Ms. Amy Zidow	Ernst & Young LLP	Voting

Board Demographics - Ethnicity

African American/Black	0
Asian American/Pacific Islander	0
Caucasian	43
Hispanic/Latino	3
Native American/American Indian	0
Other	0 0

Board Demographics - Gender

Male	33
Female	13
Unspecified	0

Board Information

Board Term Lengths	3
Number of Full Board Meetings Annually	4
Board Meeting Attendance %	80%
Written Board Selection Criteria?	Yes
Written Conflict of Interest Policy?	Yes
Percentage Making Monetary Contributions	100%
Percentage Making In-Kind Contributions	100%
Constituency Includes Client Representation	No

Standing Committees

Development / Fund Development / Fund Raising / Grant Writing / Major Gifts

Executive

Finance

Special Events (Golf Tournament, Walk / Run, Silent Auction, Dinner / Gala)

Marketing

Program / Program Planning

Comments

CEO Comments

Impact

Goals

Junior Achievement's goal is to prepare students in Grades K-12 to live self-sustaining lives, participate in and contribute to the local and national economy, and ultimately affect the economic conditions of this country. Specific to Massachusetts, Junior Achievement of Northern New England's aims to provide the youth in Eastern Massachusetts with the skills needed to succeed in the workplace, manage their finances, and become positive contributors to their communities and economy. This in turn will affect our region's future economic fabric, in which unemployment/underemployment rates and poverty rates are decreased and our communities can economically flourish. We engage in this work because youth prepared with economic and workforce skills today can contribute to our social and economic wellbeing tomorrow.

While financial literacy is not a requirement to be taught in Massachusetts schools, a 2016 study released by the FINRA Foundation revealed that nearly two-thirds of Americans cannot pass a basic financial literacy test. Furthermore, a recent survey indicated that 42% of over 400 U.S. employers rated the overall preparation of our high school graduates for entry-level jobs as "deficient", 70% rated graduates "deficient" in both professional/work ethic and critical thinking, and 54% rated their creativity/innovation skills as "deficient". And while an introduction to entrepreneurship is left out of most classroom curriculum, young people need to continue to innovate and launch businesses in order for their communities to benefit from future economic opportunities.

JA of Northern New England seeks to remedy these significant gaps by providing access to sequential, age-appropriate programs that specifically address financial, economic, and entrepreneurial skills. We aim to provide this "life skills" education to our region's youth through a strategic approach to create community partnerships with 10 key communities in Northern New England. Creating long-standing relationships in these communities will allow us to reach their students "early and often", leading to deep impact on their economic and workforce capabilities and ultimately affecting the economic fabric of these communities over time. We recognize that this process will be slow and will require many layers of foundation, but our overall goal is to create a pathway of JA experiences for our youth, building the groundwork for them to become economically confident citizens.

In the long-term, with these 10 key communities we aim to establish partnerships in which a student, for example a student in Lowell, can experience sequential JA programs from elementary school to high school. This allows that student to annually build upon the economic and entrepreneurial skills learned in the previous school year, and continue to develop a strong foundation upon which to succeed as an adult. Over the next 3-5 years, we will know we are successful in this effort if our programs are more deeply integrated into the elementary, middle, and high school levels in each of our 10 communities, because this will demonstrate to us that students are on their way toward receiving consistent access to JA's life skills education.

Please see Question #4 for additional information on evaluating our success in this strategy.

Strategies

JA's hands-on, sequential programs help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to succeed in and create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the community and workplace. Armed with the knowledge and skills JA provides, students learn how to face the challenges of adulthood with confidence. By design, JA students are introduced to new concepts and tools, and then have the opportunity to practice their learnings and develop new skills, all while receiving positive feedback from volunteer-mentors. These volunteers from the local business community play an invaluable role in providing real-world relevance for students, as well as mentorship that shapes students' positive outlooks toward work and their futures. JA's constructive combination of new knowledge and skills, coupled with the development of positive attitudes about the topics learned, increase students' perceptions that they have the ability to control their futures. JA programs are:

- Age-appropriate, tied to each grade's academic curriculum and aligned with common core standards
- Experiential and hands-on, providing independent and collaborative opportunities for students to gain knowledge and build skills
- Proven, but consistently redeveloped by trained educators to maintain relevance and address needs
- Designed in a sequential, "building-block" fashion from K-12, enabling students to annually build upon the skills learned previously
- Delivered by local business volunteers, providing encouragement and modeling that contribute to students' development of positive outlooks/behaviors

Throughout the JA experience students learn everything from simple concepts like earning, saving and spending to more sophisticated concepts like taxes and insurance. They learn how money moves through a community and personal finance skills like budgeting, building credit, etc. They learn how our local and global economies work, discover opportunities within our free market system, and practice making critical business decisions. They learn about the soft skills needed for today's workplace, and develop those skills through hands-on simulations.

Beyond the power of the JA program, our staff has been laser-focused on working in our target communities to engage students at all age levels in our programs. We have spent much time meeting with these communities' school and civic leaders, asking how we can support their students and working to collaborate in providing JA moving forward. We have developed strategic partnerships with school and city initiatives in order to layer our programs into existing partnerships, and have set out long-term collaborations with partners to ensure maximum impact.

Capabilities

Junior Achievement of Northern New England (JAofNNE) is fortunate to position itself for future success in our work. Our staff is a mixture of tenured and new JA members, which allows for both institutional knowledge and "fresh eyes" to inform our work and processes moving forward. Our Programs team is a group of individuals who have deep knowledge of JA programs, their impact, and how to successfully implement them, with tenure of up to 5 years delivering JA programs to our partners. Our Development team is made up of experienced Fundraising professionals, in corporate, foundation, and individual giving, as well as newer individuals who bring with them direct JA program experience to inform our fundraising efforts. JAofNNE also benefits from a highly engaged, 46-member Board of Directors, who bring with them expertise across various industries and geographic regions, and fully execute in establishing connections and introductions for JA staff. With clear Board expectations and a strong belief in the JA mission, our Board is more engaged than ever, and we are currently undergoing an analysis of our Board to ensure our members represent the various communities and backgrounds of the students we serve. Finally, JAofNNE benefits from the strong partnerships and collaborations it commits to with other community partners. Collaborations with city government offices, business partners, and other youth organizations allow JAofNNE to steadily weave JA programming into the fabric of established entities within our communities, which ultimately benefits the youth we aim to serve and moves our strategy forward.

Indicators

We will utilize data to assess our program impact on our students, with a goal to steadily increase students' knowledge of financial and economic concepts, and improve their confidence in managing their finances and futures. First, we seek measurable knowledge gain amongst these students - to adopt any future positive behavior, youth must believe that they are capable of that behavior, and knowledge is critical in establishing that belief. Second, we seek a measurable change in students' positive attitudes/behaviors. A personal sense of "I can" is one of the crucial variables that contribute to a student's ability to succeed, and JA's experiences are designed to foster an "I can" attitude as a direct result of the activities in which JA students engage.

To measure our success we will implement pre and post-program evaluations with our students, and assess students' knowledge gain as well as their attitudes toward their futures and finances after having participated in JA. A sampling of data points we will measure include increased knowledge around saving and budgeting; increased understanding of how financial institutions and businesses contribute to a community; increased knowledge around entrepreneurs' challenges, opportunities, and innovation skills; heightened understanding of credit scores and credit vs. debit; and an increased understanding of the skills needed to succeed in the workplace.

Additionally, because the implementation of these programs will continue into future years, over time we will be able to compare the data collected from new JA students with the data collected from students who have received JA for several years. This will allow us to show the effects of students' long-term access to JA, and how years of foundation-building JA programs can impact students' attitudes and knowledge as compared to students who will experience JA content for the first time. Comparing this data will allow another lens through which to measure our success.

Over the next 3-5 years, a major milestone we will work toward is a marked increase in program delivery across the elementary, middle, and high school levels within our target communities, and specifically at the middle and high school level, as these programs are most intensive and highly impactful. We will look for deep integration of programs within schools and partners in our target communities, with a strategic path for increase delivery over time. As mentioned, this will demonstrate to us that we are moving forward in providing our students with consistent access to JA's life skills education.

Progress

We are proud to report that last school year about 65% of our delivered programs occurred in our target communities, and we aim for that percentage to grow this year. There is much work to be done to continue this strategy, but we are well on our way toward long-term, systemic impact for the young people in these communities.

Some data points from recent work with schools in our target communities include:

Fourth graders demonstrated 33% knowledge gain in a JA program about entrepreneurship – topics surveyed included business challenges, problem-solving strategies, revenues/expenses and profit/loss, and resources needed to start a business.

Fifth graders demonstrated 30% knowledge gain in a JA program about work readiness and the need for entrepreneurial thinking to meet the requirements of high-growth careers – topics surveyed included interviewing, the free market economy, career clusters, resumes, and soft skills.

Eighth graders demonstrated 22% knowledge gain in a JA program about personal finance – topics surveyed included budgeting, credit vs. debit, career goal planning, and the relationship between academic and income level.

Often qualitative data tells us that we have made progress in accomplishing our goals, like the stories from local JA alumni: "I can confidently tell you that I would not be the person I am today without everything I learned from my JA mentors. Everything was always changing - new things we needed to get done, new problems we needed to solve. Through JA Academy I learned the importance of teamwork. I couldn't physically do everything alone, nor was I supposed to. I quickly realized that collaboration and communication is what makes a company successful. JA helped me see each side of business, and the company was all ours... we created it together."

Moving forward we will continue to work to engrain JA programming into our target communities, consistently evaluating the depth of student interaction with JA in each community and working to create a JA "continuum" for our students. In the long-term we hope to create holistic partnerships with these communities, but recognize that the grassroots work we are engaged in currently is critical to demonstrating the power of JA and the impact it can have on our students when implemented with a long-term lens.

Financials

Fiscal Year

Fiscal Year Start	July 01, 2017
Fiscal Year End	June 30, 2018
Projected Revenue	\$1,668,500.00
Projected Expenses	\$1,652,357.00
Endowment?	Yes
Endowment Value	\$100000.00
Spending Policy	Percentage
Percentage	3%
Credit Line?	Yes
Reserve Fund?	No
Months Reserve Fund Covers	0

Detailed Financials

Revenue and Expenses

Fiscal Year	2017	2016	2015
Total Revenue	\$1,237,522	\$1,150,458	\$1,621,507
Total Expenses	\$1,375,926	\$1,425,590	\$1,618,673

Revenue Sources

Fiscal Year	2017	2016	2015
Foundation and Corporation Contributions	\$606,705	\$522,038	\$709,599
Government Contributions	\$0	\$0	\$0
Federal	--	--	--
State	--	--	--
Local	--	--	--
Unspecified	--	--	--
Individual Contributions	\$147,156	\$186,296	\$250,276
Indirect Public Support	--	--	--
Earned Revenue	--	--	--
Investment Income, Net of Losses	\$27,972	(\$25,828)	(\$25,040)
Membership Dues	--	--	--
Special Events	\$441,200	\$427,554	\$666,940
Revenue In-Kind	\$1,050	\$23,199	\$450
Other	\$13,439	\$17,199	\$19,282

Expense Allocation

Fiscal Year	2017	2016	2015
Program Expense	\$801,641	\$884,713	\$916,941
Administration Expense	\$277,192	\$227,069	\$289,050
Fundraising Expense	\$297,093	\$313,808	\$412,682
Payments to Affiliates	--	--	--
Total Revenue/Total Expenses	0.90	0.81	1.00
Program Expense/Total Expenses	58%	62%	57%
Fundraising Expense/Contributed Revenue	25%	28%	25%

Assets and Liabilities

Fiscal Year	2017	2016	2015
Total Assets	\$940,695	\$1,027,301	\$1,241,412
Current Assets	\$174,290	\$275,650	\$536,983
Long-Term Liabilities	--	\$0	\$0
Current Liabilities	\$240,526	\$188,728	\$127,707
Total Net Assets	\$700,169	\$838,573	\$1,113,705

Short Term Solvency

Fiscal Year	2017	2016	2015
Current Ratio: Current Assets/Current Liabilities	0.72	1.46	4.20

Long Term Solvency

Fiscal Year	2017	2016	2015
Long-Term Liabilities/Total Assets	0%	0%	0%

Top Funding Sources

Fiscal Year	2017	2016	2015
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.