

**FIRST
GRANT CYCLE
REPORT**

2014 - 2015

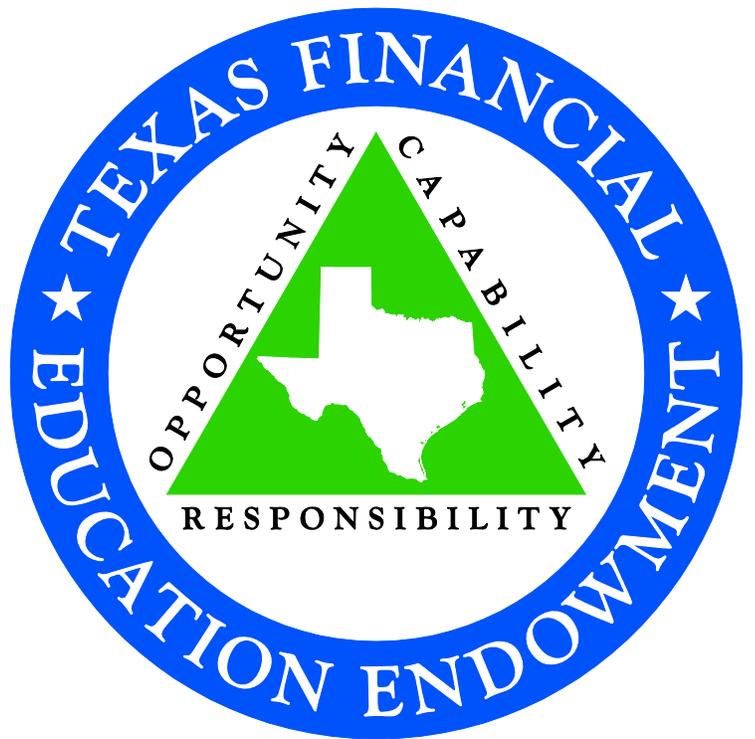


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DISCLAIMER

This publication highlights aspects of the TFEE endowment over the inaugural two years of the program. The intention is to inform readers of program successes and challenges, and is not intend to provide a full report of endowment activities.

***“Support statewide
financial capability
and consumer
credit building
activities.”***

PROGRAM BACKGROUND

The Texas Financial Education Endowment (TFEE) was developed under the authority of Chapter 393 of the Texas Finance Code during the 82nd Legislature. Section 393.628 of the Texas Finance Code provides that TFEE will be administered by the Finance Commission (FC) to support statewide financial capability and consumer credit building activities and programs.

Sec. 393.628. Texas Finance Code. TEXAS FINANCIAL EDUCATION ENDOWMENT. (a) As part of the licensing fee and procedures described under this subchapter, each credit access business or license holder shall pay to the commissioner an annual assessment to improve consumer credit, financial education, and asset-building opportunities in this state.

Financial Capability is a set of consumer behaviors that lead to long-term, tangible improvements in financial health. The TFEE Grant Program welcomes funding requests from organizations that strive to increase and promote financial capability of individuals, encouraging personal financial education and responsibility within the state of Texas.

TFEE HISTORY & TIMELINE

On September 3, 2013, the TFEE grant program was launched. To support the launch, a logo and website (tfee.texas.gov) were created. On the day of the launch, OCCC staff sent press releases to various media outlets, organizations, and associations throughout the state. On September 12, a webinar was hosted to further explain the application process and eligibility guidelines, which provided an opportunity to interact with and answer questions from potential applicants. Applicants could request between \$5,000 - \$40,000 in grant funds.

By October 15, 2013, the program received 33 grant request applications totaling \$1,133,011 in requested funds. On December 14, 2013, the Texas Finance Commission announced eight organizations that were awarded an aggregate amount of \$250,000.

TFEE SERVICE AREA

It is the goal of the program to support organizations that offer services statewide. Not only is statewide representation important, the spread of services throughout the state was also imperative. In the first funding cycle, two K-12 programs and one adult program offered statewide programming, via train the trainer/teach-the-teacher programs. The cities below reference specific geographic program areas for the four remaining grantees.



PROGRAM OBJECTIVES

Eligible applicants are required to:

- 1) Offer financial capability and educational services or programs (for minimal or no cost)
- 2) Meet needs of the “Financial Education and Capability” community
- 3) Support strong community interest in financial capability
- 4) Identify the measurement tools used to track, monitor, and evaluate success
- 5) Demonstrate evidence of ability to administer funds and implement programs
- 6) Demonstrate how grant funds will be used to provide benefits that coincide with the stated mission of the TFEE, *“Support statewide financial capability and consumer credit building activities.”*
- 7) Demonstrate sustainability after grant funding is discontinued
- 8) Provide clearly defined and achievable objectives, activities, and progress indicators

FUNDING PRIORITIES

Four priorities have been identified that support statewide financial education and consumer credit building activities. The Finance Commission selects the priorities TFEE’s efforts prior to the start of a new grant award cycle. The first cycle focused on items #3 and #4 below.

1. Produce and disseminate approved financial education materials at licensed locations.
Identify and support educational programs specific to the subprime demographic, including general information to be made available through state agency partners, financial service providers, trade organizations, and community events.
2. Public awareness campaigns to improve credit profiles and credit scores of Texas consumers.
3. Adult, school, and youth-based financial literacy and capability
4. Financial coaching and consumer counseling
Identify opportunities for individuals to participate in one-on-one financial counseling and coaching programs.

GRANT ADVISORY COMMITTEE

The Grant Advisory Committee (GAC) assists with the development and implementation of the Texas Financial Education Endowment “TFEE” Grant Program. GAC members are active and knowledgeable members in the finance and financial education field. During the 2014-2015 grant cycle, the GAC was comprised of six individuals. GAC appointments are subject to the Finance Commission’s approval. More specifically, the GAC serves in an advisory role to the Grant Coordinator. The GAC: makes program recommendations to the Grant Coordinator and Audit Committee; evaluates grant proposals; and advises on the development of the grant program. GAC members provide statewide representation.

GRANT ADVISORY COMMITTEE (GAC) MEMBERS



Finance Commission Representative, El Paso - Cindy F. Lyons is a certified public accountant and a tax partner with Lauterbach, Borschow & Company, PC, El Paso's largest local public accounting firm. She spent a number of years working for Coopers & Lybrand as a tax manager and owned her own firm prior to joining Lauterbach, Borschow & Company as a shareholder in 1997. She received a BBA from the University of Texas at El Paso in 1980.



Finance Commission Representative, San Antonio - Lori B. McCool is a principal for Woodway Associates LLC. She is a member of the State Bar of Texas and Texas Society of Certified Public Accountants. She received bachelor's degrees from Texas Tech University and the University of North Texas, and a law degree from Baylor University.



Education Consultant, College Station - Nancy Granovsky is a Professor and Extension Family Economics Specialist for the Texas A&M Agrilife Extension Service. She has over 30 years' experience in developing financial information, programs, and curricula for Extension's county-based educational delivery system reaching 254 Texas counties. She serves on the Texas A&M University System Employee Benefits Advisory Committee (SEBAC). She is a CERTIFIED FINANCIAL PLANNER™ professional.



Financial Education Consultant, Austin - The Texas Department of Banking appointed Leilani Lim-Villegas as the first Fin. Ed. Coordinator in 2006. Leilani serves as the expert point of contact for information exchange to address financial education issues in Texas. Leilani assists in promoting financial literacy, focusing on low to moderate income communities. She initiates quarterly financial education webinars and currently serves as Chair of Financial Education at the FDIC's Alliance for Economic Inclusion Advisory Council.



Consumer Advocate Representative, Austin - Laura Rosen is the Project Coordinator for Opportunity Texas, a joint initiative of CPPP and RAISE Texas to move more Texas families toward greater economic opportunity through academic and financial education and savings. Laura worked in commercial banking as a relationship manager at Wells Fargo. Laura was a Fulbright Scholar in Peru where she researched microfinance.



Credit Access Business Industry Representative, Irving - Eric Norrington is the Sr. VP of Public Affairs at ACE Cash Express. Eric is a graduate of Texas Christian University and has more than 20 years of experience in the financial services industry. In 2004, Eric founded the ACE Community Fund, ACE's charitable-giving program that supports organizations that help children, provide education and promote financial literacy. Eric currently serves on the Board of Directors for FiSCA, the Financial Service Centers of America.

Vacant, Grant Administrator/Consultant

K-12 Financial Education and Capability

The Finance Commission selected programs to fund based on their alignment with the following capability objectives:

K-12 Financial Education and Capability Objectives

School and youth based financial education

- Kindergarten through 12th grade financial education programs that implement statewide TEKS requirements, including train the trainer programs
 - Educational materials seamlessly integrate personal finance principles into existing curricula
 - Comprehensive professional development programs in personal financial education for kindergarten through 12th grade teachers and administrators

- Incentive programs for youth or college savings
 - Provide information and incentives to match savings for low-and moderate-income families to save for their children’s education
 - Children or youth savings program

The Independent Bankers Association of Texas Education Foundation and the Texas Council on Economic Education were selected to receive grant funds in the K-12 Financial Education and Capability Sector. These programs offer statewide services and training for teachers who will, in turn, provide thousands of students with financial education.

The selected youth programs met the directives set by the Texas Legislature that require students to receive practical financial management skills upon graduation. One of the biggest barriers to teaching personal financial literacy (PFL) in schools is ensuring that teachers have strong resources and high confidence on the topic. Consequently, the TFEE Grant Advisory Committee felt it imperative to recommend that the Finance Commission fund statewide “train-the-teacher” programs to help equip teachers to successfully meet PFL requirements. Over the past two years there have been nearly 900 teachers trained throughout the state of Texas.

The charts on the following pages provide a brief description of the grantees’ goals from their applications. There is also a summary of the program outcomes. All grantees achieved, or exceeded their proposed goals.

In addition, TFEE’s evaluative focus, and reporting requirements allowed grantees to identify opportunities that would enhance their programming to better suit their target audience in a short period of time.

K-12 Financial Education and Capability Programs

<p>Texas Council on Economic Education "TCEE"</p> <p>Service Area: Statewide</p> <p>Program: Smarter Texas</p> <p>Amount Awarded: \$35,000</p>	<p>Proposed Activities:</p> <p>TFEE funding provides 125 Texas teachers a full day of staff development on financial literacy and paying for college. TCEE's goals are to: 1) educate teachers in math financial literacy concepts and lessons so they can more effectively facilitate their students' understanding. 2) train high school economics and career teachers on financial literacy and paying for college so that they can confidently teach financial concepts and skills to their students. 3) determine the effectiveness of the lessons and teachers teaching the concepts through an increase in student scores as determined by a pre-test and post-test.</p> <p>Program Outcomes:</p> <p>Educators increased their own understanding of personal finance, and having access to quality resources is noted as an accomplishment. During trainings, teachers were able to practice the skills that students will be developing. Lessons are hands on and provide real world relevance, allowing students to practice what they are taught. Educators will have a positive impact on their students for the school year in which they were trained, as well as future students.</p> <p>TCEE surpassed their goal of educating 121 teachers by educating 135. Feedback from workshop evaluations revealed participants felt confident to teach PFL lessons.</p> <p>TCEE reports the following achievements:</p> <ul style="list-style-type: none"> • Number of teachers tested: 9129 • Number of classes tested: 420 • Average pre-test scores: 44% • Average post test scores: 69% • Average percent of increase in test data: 25%
<p>Independent Bankers Association of Texas Education Foundation "IBAT"</p> <p>Service Area: Statewide</p> <p>Program: Teach the Teacher Program</p> <p>Amount Awarded: \$30,000</p>	<p>Proposed Activities:</p> <p>IBAT's goal is to teach middle and high school Texas teachers to engage in instructional methods that convey practical and relevant personal financial management skills to their students by helping teachers build confidence in their own understanding of personal finance management. IBAT's Teach the Teacher Program is a six-hour TEA-approved workshop which incorporates interactive games and video segments, and has been provided in 6 locations, already reaching more than 40,000 students. The program will expand to each of the 20 TEA service centers across Texas and give teachers confidence in addressing financial literacy content.</p> <p>Program Outcomes:</p> <p>This grantee incentivized teachers to attend the trainings by offering \$100 stipends per attendee. During their grant term, IBAT learned how different Texas Education Agency Education Service Centers (ESC) used resources for Texas teachers. This grantee also tracked teachers from the moment of registration through the evaluation process. IBAT used participant feedback from pre-and-post test instruments to reshape their measurement tools, simplify participant workbooks, and incorporate relevant lesson plans to make the program immediately useable to their target audience. IBAT further states they are in the process of outlining future strategies to develop a mentor/mentee program and will track progress over time. Program success highlights:</p> <ul style="list-style-type: none"> • 38,000 students received financial education lessons from trained teachers • 266 teachers trained statewide

<p>Financial Mentors of America "FMA"</p> <p>Service Area: Houston</p> <p>Program: Game of Real Life</p> <p>Amount Awarded: \$35,000</p>	<p>Proposed Activities:</p> <p>Funding to help FMA provide research and expand their award winning, evidence based Game of Real Life (GAME) to Texas middle and high school students under the PFL HB 2662 and career standards of HB 5. FMA plans to pilot the GAME to 5 school districts, 2,500 students in 2014-2015. FMA requests funding for research, with control and intervention groups, to measure outcomes of the program.</p> <p>Program Outcome:</p> <p>Financial Mentors of America is a Houston-based program that was selected because of its innovative appeal to provide research to gain a better understanding about the impact of financial education on academic success. Financial Mentors collaborates with Houston Independent School District's Research and Accountability Department, Texas Education Agency (TEA) and school administrators. After a year of planning and preparation the preliminary research report is complete. Some of the reported outcomes from the intervention group are the following successes:</p> <ol style="list-style-type: none"> 1. Grades improved by an average of 4.2% in core subjects – math, science, and English. 2. Attitudes impacting college attendance, college completion and accepting responsibility for actions were verbalized in qualitative study. 3. Post subject matter tests showed a mastery of career planning and concepts. 4. Middle school students like working with financial concepts and they retain what they have learned.
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"Texas is stepping out as a leader in supporting the delivery of innovative and effective financial education and capacity building programs that enhance the personal wellbeing and responsibility of Texans, which in turn supports economic growth in our state," said Bill White, Former Chairman of the Finance Commission.

Adult Financial Education and Capability

How is financial literacy and capability acquired? Usually, through trial and error, hard lessons learned through repossession, evictions, and high debt. Many adults learn too late how to manage their finances and build assets. The goal and intention of the Adult Financial Education and Capability program are to create opportunities to learn how to reduce debt and build wealth by funding programs that could teach Texas consumers how to develop long term strategies that will elicit healthy, long-term changes in consumer behavior.

Adult Financial Education and Capability Objectives

Increase credit scores, personal savings and reduce debt of low-income, payday, and auto title customers

- Savings programs and incentives
- Innovative strategies for long-term financial empowerment, including parenting for financial capability
- Encourage liquid asset building

Three organizations were selected for funding in this priority sector. Many of these programs sought funding to expand upon already existing programs, and others used the funds to develop new educational opportunities.

Adult Financial Education and Capability Programs

<p>Texas State Affordable Housing Corporation "TSHEP"</p> <p>Service Area: <i>Statewide</i></p> <p>Program: <i>Texas Statewide Homebuyer Education Program</i></p> <p>Award Amount: <i>\$30,000</i></p>	<p>Proposed Activities:</p> <p>The Texas State Homebuyer Education Program’s goal is to bring uniform, comprehensive and affordable educational opportunities to all 254 Texas counties by training housing and financial counselors working for a unit of local government or a nonprofit agency. Approximately 700 counselors will participate in TSHEP training and now serve individuals in their respective local communities. It was anticipated that 140 counselors representing at least 60 organizations will be able to take advantage of trainings. These 140 counselors have the ability to coach and educate over 3,200 consumers in Texas.</p> <p>Program Outcomes:</p> <p>TSHEP trained counselors helped 1,800 teachers, veterans, police officers, firefighters, EMS personnel, corrections officers and low-income households gain financial knowledge and purchase a home through their home buyer programs which provide low-interest mortgage loans, down payment assistance grants and mortgage tax credits. TSHEP has also awarded nearly \$55,000 in additional private funding to support financial and home buyer education initiatives. TSHEP also produced the Texas Financial Toolbox website.</p> <p>A great success of TSHEP is they have donated five fully renovated homes to disabled veterans as part of the Affordable Communities of Texas-Veterans Housing Initiative. TFEF funds provided an opportunity for this organization to offer three counselor training sessions instead of two. TSHEP collaborated with the Texas Association of Realtors (TAR) to form a campaign, entitled: <i>"Get Ready: Making Texas Homeowners for Life."</i></p> <p>Some other program successes are as follows:</p> <ul style="list-style-type: none">• All training session were at 100% capacity• Participants have rated trainings 3.8 out of 4.0 in satisfaction• 99% of counselors would recommend the training to others• 43% of participants responded to the data collection survey, exceeding expectations
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<p>Goodwill Industries of Central East Texas, Inc.</p> <p>Service Area: Lufkin</p> <p>Program: Workforce Development "Good Sense" Services</p> <p>Amount Awarded: \$25,000</p>	<p>Proposed Activities:</p> <p>Good Sense provides both basic and intensive financial services with the goal of providing services that increase financial capability and stability, income tax compliance, and asset building. Grant funds will provide incentivized savings programs to 70 low-income adults with disabilities and other barriers to self-sufficiency. Services will consist of 6, 2-hour sessions of financial education delivered to 80 students annually followed by 6 months of financial coaching to a select group of 35 of the original 80 participants.</p> <p>Program Outcomes:</p> <p>During the fourth and final quarter of the TFEE program, Goodwill partnered with a major employer and United Way of Nacogdoches County for a job placement program called Good Skills. Students from the Good Skills program were also enrolled in the Good Sense Family Financial Stability Services program. The grantee learned to experiment and implement different techniques that would result in increased employee engagement. Goodwill grantees cumulative enrollment had a total of 123 clients. All the newly enrolled clients developed an Individualized Savings Plan with at least one goal being to save money. This grantee found that during the financial coaching phase of the incentivized savings program, it was difficult for the clients to save money. This was due to contributing factors such as loss of a job, giving birth to children, and trying to sustain basic needs such as electricity, water, and rent. Due to these circumstances, and the nature of the population served, the majority of clients did not meet their savings goal. However, via data collection, the grantee learned that the financial education classes provided valuable tools that clients could continue to carry with them and use as their financial situation stabilizes.</p>
<p>Society of St. Vincent de Paul Diocesan Council of Austin</p> <p>Service Area: Austin</p> <p>Program: Loan Conversion Program</p> <p>Amount Awarded: \$30,000</p>	<p>Proposed Activities:</p> <p>The Society of St. Vincent de Paul Diocesan Council of Austin has established a Loan Conversion Program to offer an alternative financing method in Central Texas. This program has a financial literacy component that has a real life and sustainable impact on families. The Loan Conversion Program will be offered to established clients who currently hold payday loans. Efforts are made to educate clients on a very basic level. Once approved, their loan will be transferred to a cooperating credit union as a share secured loan to be repaid over a 6 - 24 month period at a simple interest rate of 2.2%.</p> <p>Program Outcomes:</p> <p>This grantee has had many successes over the past two years. Grantee reports they have: assisted 48 families with the conversion of 70 high interest loans; expanded the geographic area of their loan program beyond Austin city limits; developed an online process for program application; been featured on a local radio station, and received additional fund support from the Texas Bar Foundation. Most importantly, other Societies seek to replicate this program in their service areas. The Society remains actively engaged with clients both through one-on-one interactions and by regular monitoring of loan data. However, defaults increased during the fourth reporting period, doubling the overall total since the program's inception. Tighter monitoring and more stringent timelines from the lending institution will help curb defaults. The Society offers incentive payments at 10% loan value for loans paid in full and on time. Grantee reports the following successes:</p> <ul style="list-style-type: none"> • 16 loans closed • 6 incentives given • \$601.37 in incentives paid • 15 total clients participated in financial literacy courses

Financial Coaching

Financial coaching assists in redefining an individual's financial blue print. Financial coaching offers consumers the ability to understand their relationship with money and positively shift their belief system. The one-on-one client/coach structure allows for honest conversations, goal setting, and accountability. The challenge is having enough staff to adequately meet clients' needs.

Financial Coaching Objectives

Program emphasizes changes in financial behaviors over time, based on an ongoing relationship between the coach and the client.

Key elements include:

- a focus on long-term outcomes
- an ongoing, systematic, client-driven, collaborative process for assisting clients to change behaviors
- support to practice new behaviors and financial well being
- building skills and teaching content based on the client's unique needs and goals
- empowering clients to become financially independent and secure

Two organizations received grant funds in this priority sector.

Financial Coaching Programs

<p>Foundation Communities</p> <p>Service Area: Austin</p> <p>Program: Financial Coaching</p> <p>Amount Awarded: \$35,000</p>	<p>Proposed Activities:</p> <p>TREE funds would support the expansion of Foundation Communities’ Financial Coaching Program. During the two-year project period, the Coaching program will provide 800 low-income clients the opportunity to work one-on-one with a trained financial coach who will provide the client with resources to help them better manage their finances and reach their self-defined financial goals. This grant will allow us to expand to reach clients we are currently not able to serve by opening a second location through collaboration with one of our existing partners. Coaching will be available to anyone with a household income less than \$50,000. Financial Coaching is offered free of charge.</p> <p>Program Outcomes:</p> <p>This grantee was able to replicate their services in a second location in North Austin. This expansion allows more clients to access financial coaching services. In fact, the demand for financial coaching has exceeded this organization’s expectations and continues to grow. This grantee has developed strategies and programs for the challenge of working with clients in financial crisis. As a result of this challenge, Foundation Communities has modified programming to manage the Emergency Assistance program for their residents.</p> <p>This grantee reports the following successes by the end of their two year grant term:</p> <ul style="list-style-type: none"> • 605 clients participated in financial coaching program • 62% established long-term goals • 50% reported a decreased level of financial stress after meeting with a coach • 70% established savings • 53% improved credit scores • 49% reduced debt • 47 clients participated in emergency savings account program
<p>United Way of Tarrant County “Family Pathfinders”</p> <p>Service Area: Ft. Worth</p> <p>Program: Financial Education and Coaching</p> <p>Award Amount: \$30,000</p>	<p>Proposed Activities:</p> <p>United Way has worked with experts and volunteers to create a shared community goal, called a BOLD GOAL. By 2020, 32,000 low-income working families will move toward financial stability. In 2013-14, we will enroll 1200 in financial education and coaching and expect to see 900 with behavior changes and 600 with savings accounts. Instructor led training will use Money Smart and Finding Paths to Prosperity curricula. A one-stop center for many types of financial stability assistance is being developed, which will add a stronger financial coaching emphasis. Coaching will be offered in groups, and one-on-one, for four-to-six sessions per individual</p> <p>Program Outcomes:</p> <p>Family Pathfinders measures success by reducing consumer debt, building at least \$100 in savings, paying bills on time and reducing the number of payday loans. Family Pathfinder staff follows up with clients at 3, 6, and 9 months to ensure long term behaviors are maintained. Staff reports that working with participants in job training and for several months provided opportunity for more growth and better follow-up.</p> <p>Family Pathfinders has reported the following successes:</p> <ul style="list-style-type: none"> • 1059 individuals participated in financial coaching (1,000 was the goal) • 825 improved at least one financial behavior (750 was the goal) • 258 saved at least \$100 • 567 reduced debt, reduced the number of late bills • Served 106% of their goal in financial coaching, and 110% of improved financial behaviors.

PROGRAMS BY THE NUMBERS

Grantees are required to submit semi-annual reports that demonstrate progress, successes, and challenges. Grantees also report the number of students served, teachers trained, and training hours. The impact of K-12 data regarding teacher trainings and student impact is depicted in the table below.

Reporting Period	Students Served	Teachers Trained	Training Hrs.
Jan. 1 – June 30, 2014	60,897	209	46
July 1 – Dec. 31, 2014	89,301	183	53
Jan. 1 – June 30, 2015	29,088	259	53
July 1 – Dec. 31, 2015	28,467	245	53
Total	207,753	896	205

Grantees are required to submit semi-annual reports that demonstrate progress, successes, and challenges. Grantees also report the number of students served, teachers trained, and training hours. The impact of adult program data regarding train the trainer, financial literacy classes, and one-on-one financial coaching is depicted in the tables below and on the following page.

Texas Statewide Homebuyer Education Program

Reporting Period	Clients Served	Contact Hours	Number of Counselors Trained	Number of Training Hours
Jan. 1 – June 30, 2014	4,132	5,091	83	*1,572
July 1 – Dec. 31, 2014	2,650	561	122	
Jan. 1 – June 30, 2015	316	612		
July 1 – Dec. 31, 2015	361	713		
Total	7,459	6,977	205	1,572

*Counselor training program was a 1 year grantee, and 2015 data is not yet available by organization.

Foundation Communities – Financial Coaching

Reporting Period	Number of those who increased savings	\$ of Savings Earned	Reduced Debt	Increased Credit Scores
Jan. 1 – June 30, 2014	246	9,978	469	
July 1 – Dec. 31, 2014	72	2,781	614	71
Jan. 1 – June 30, 2015	37	3,638	45	45
July 1 – Dec. 31, 2015	35	1,505	53	45
Total	390	\$17,902	1,181	161

GRANTEE STORIES

Throughout the 2014-2015 grant cycle, each grantee was contacted to follow up on program progress. The overall responses were optimistic about ways the TFEE grant afforded opportunities for program implementation, expansion, and success. Some grantees reported collaborations with other TFEE grantees.

Grantees offering professional development and training are in the process of coordinating the following activities: planning for summer and fall trainings, securing space, scheduling meetings to discuss training opportunities, and participating in networking and outreach efforts. One grantee excitedly stated that a few school districts have already secured training for this year, and others have requested teacher trainings for 2015.

Grantees offering direct services are in the process of identifying and engaging participants to attend financial coaching and other classes.

A grantee conducting research on best practices in teaching financial literacy states: *“There is strong interest. We are diligently working to find middle school cohorts for both an intervention and comparison group. We hope to have this in place by June. We have met with so many people who are interested in this outcomes based research. We are so thankful for the grant.”*

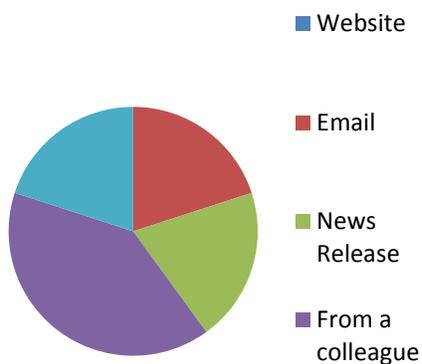
Another grantee provided a success story regarding a client’s experience in the financial coaching program:

“I cried in my car before my appointment, feeling sorry for myself,” Ms. J said. She was overwhelmed daily about her financial situation, and was coming in to her first session with a financial coach. After meeting with a financial coach three times, Ms. J says she still has things to work on, but claims she is in more control of her finances. She received a lot of valuable help and resources, but knows what she does with it is all up to her, she said. Ms. J is hoping to meet with her financial coach again in the next six months. She says: “Hopefully, by then, I’ll have some more impressive things to show my coach.”

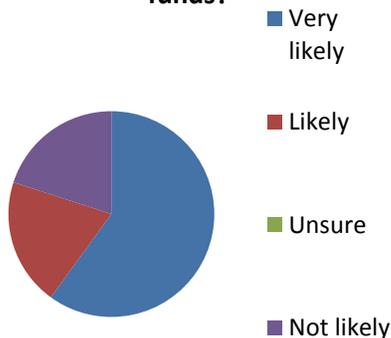
PROGRAM FEEDBACK

An integral part of TFEF's success is the funder/grantee relationship. The grant administrator continuously sought ways to improve the grant making processes. Upon completion of the inaugural two year grant funding cycle feedback was sought from grantees. Surveys to the eight 2014-2015 grantees evaluated their perception of their experience of TFEF administration. Grantees were asked to provide candid and anonymous feedback for suggestion about how to positively grow this grant program. Information was received from five respondents. Below is their feedback.

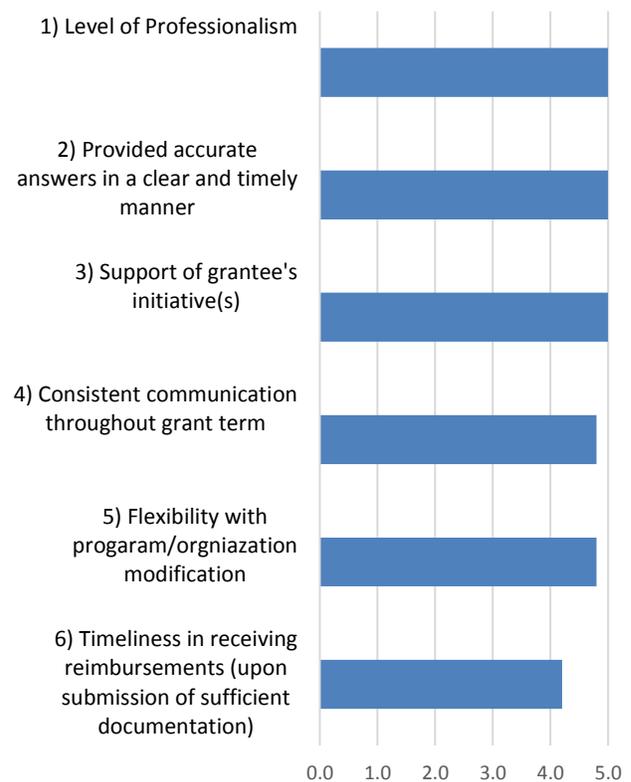
How did you learn of this grant opportunity?



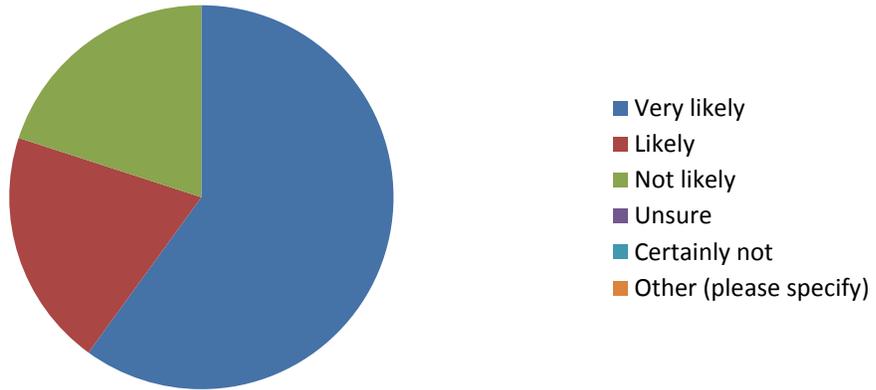
What is the likelihood of your organization reapplying for TFEF funds?



Rate (from 5-highest to 1-lowest) grantee perceptions of working with TFEF administration.

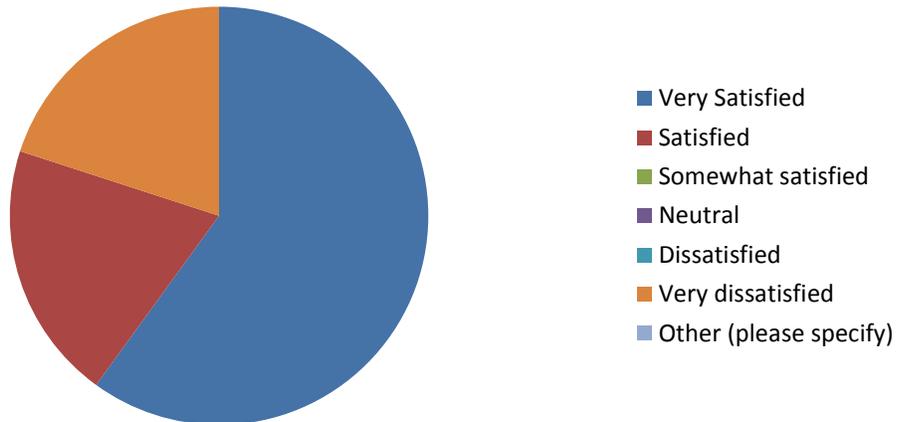


What is the likelihood you will refer others to apply for TFEF funds?

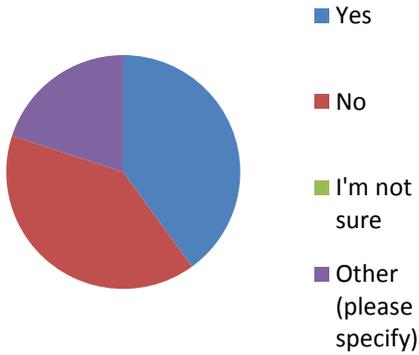


“I commend TFEF for this effort and especially the professional support by Dana Edgerton who showed immense patience in teaching us all how to provide accurate documentation”

Rate your overall satisfaction with the support you received from TFEF grant program.



In your experience were reporting requirements appropriate to the size and type of the grant.

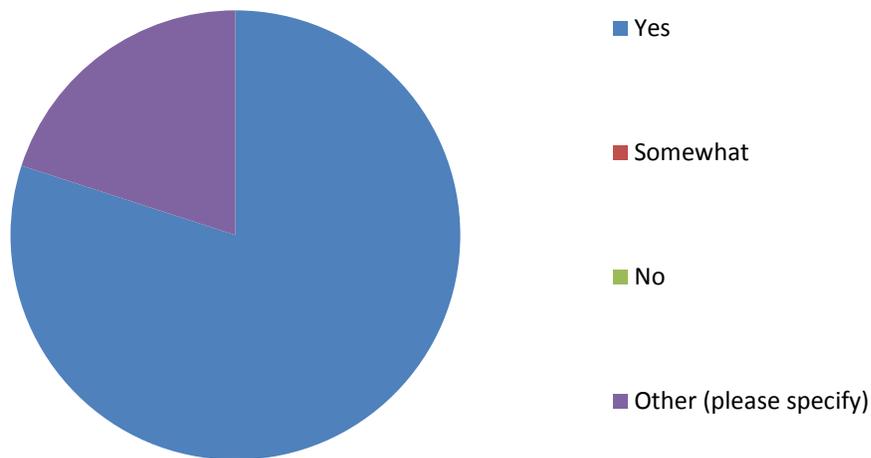


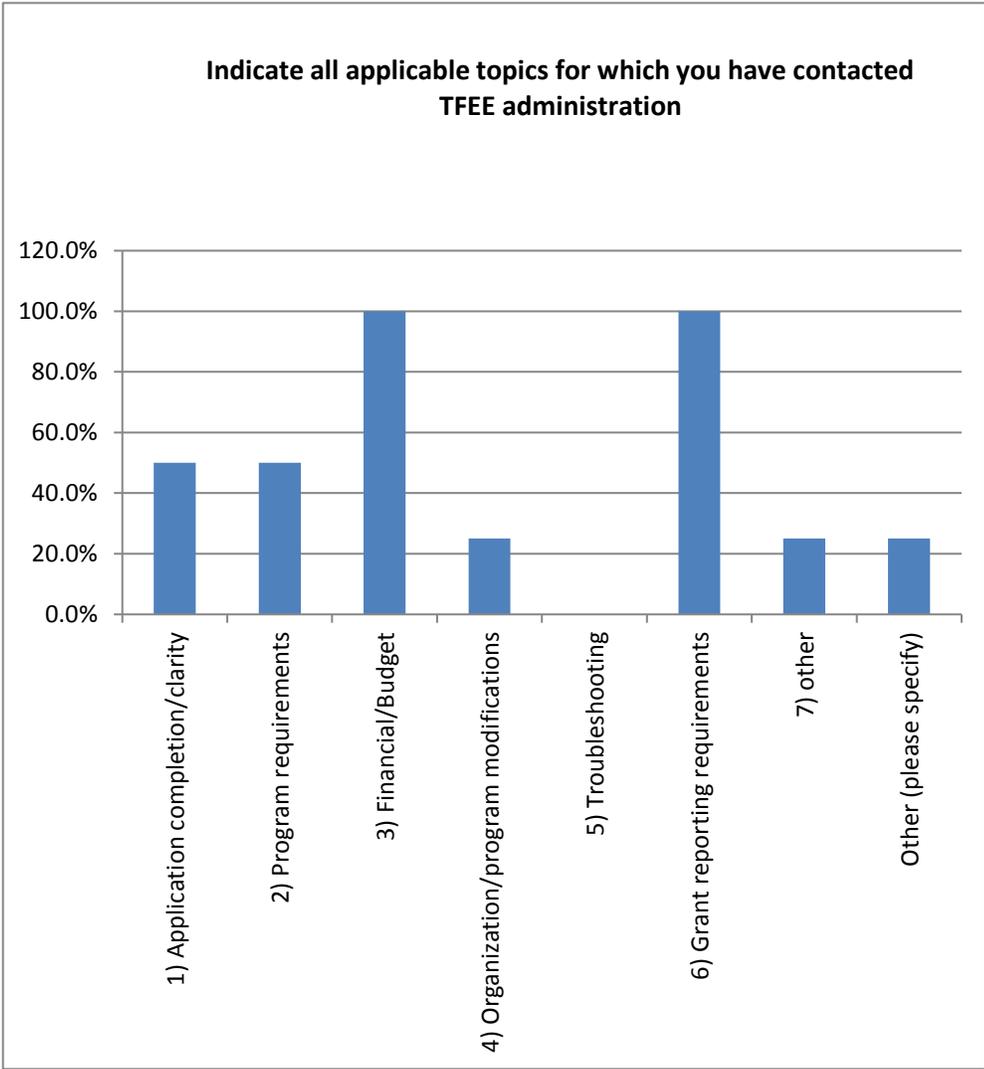
What was your experience with TFEF's online application system?



"It would have been very helpful to have all of the required reporting questions at the time we signed the grant agreement to collect the appropriate information from the participants in our program."

Did TFEF administration adhere to terms outlined in the grant agreement?





“Overall, we are pleased with the administration of the TFEF grant. The grant coordinator is very responsive to our questions and has been helpful in troubleshooting application, grant agreement, and reporting questions.”



TFEE MOVING FORWARD

Lessons learned over the past two years provide the opportunity to make adjustments to improve the program. In August 2015 the Finance Commission approved the revised program policies and procedures, grant agreements, updates to the semi-annual grant reports and agreements.

One important lesson learned is that communication with grantees is important. In the beginning of the 2016-2017 funding cycle a webinar for the new grantees was hosted, reviewing reporting documentation and grant agreements. Participants unanimously stated that they would like to have more routine communication opportunities. They were also very appreciative of the in depth instruction and explanation of required information. Most specifically, they deemed it helpful to know what was expected to be reported prior to submitting the reports.



“We just received another TFEE grant, and it looks like TFEE has done a good job of providing all of the reporting questions earlier in the funding round for this grant term.”

