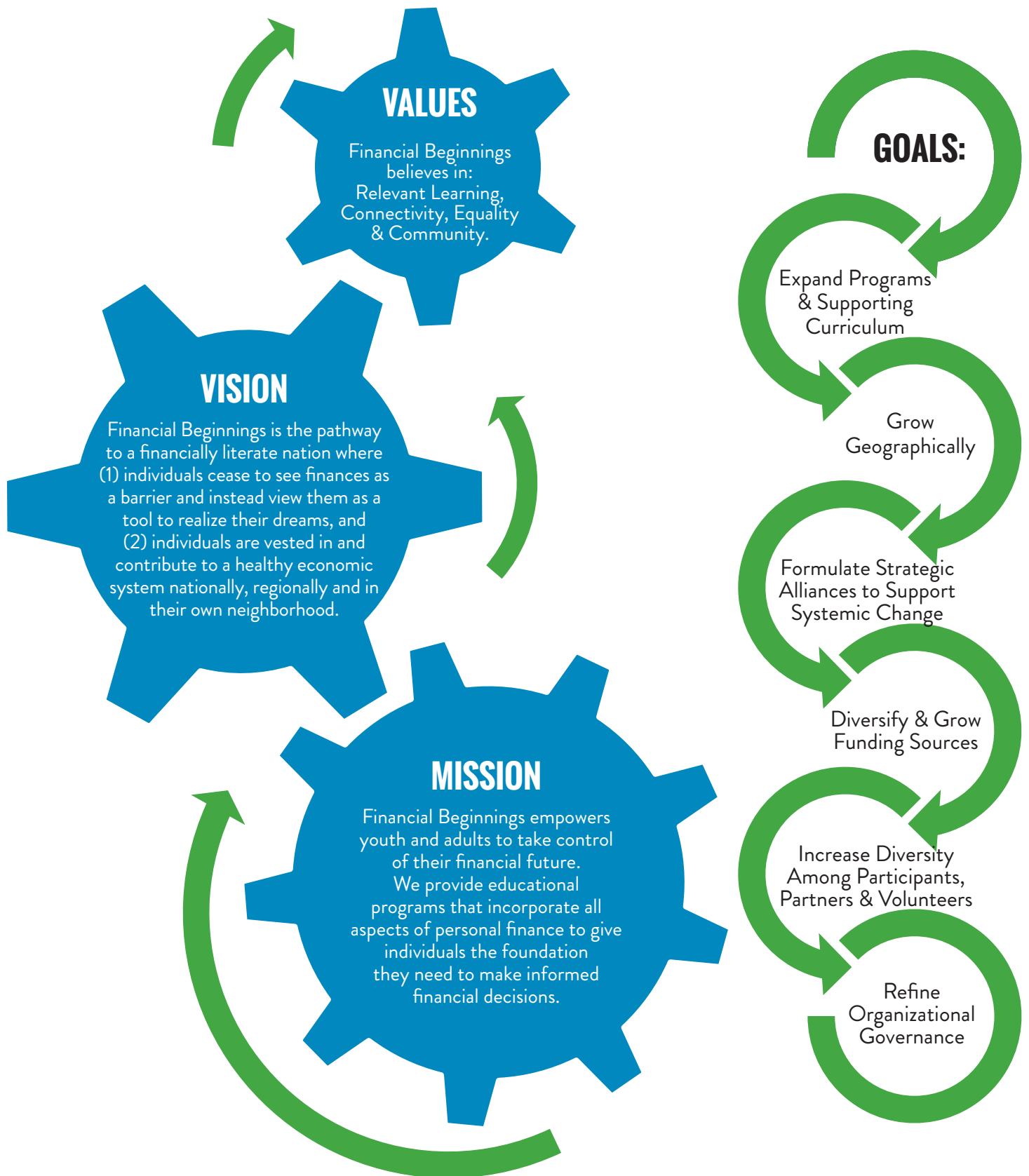




**FINANCIAL
BEGINNINGS**

STRATEGIC PLAN

Financial Beginnings' 2014-2019 STRATEGIC PLAN



FIVE-YEAR ORGANIZATIONAL GOALS

Expand Programs & Supporting Curriculum

Translate curriculum into Spanish and explore the need for other languages

Create fee-for-service program(s) to provide an additional and stable income stream

Improve program outcome measurements and evaluation metrics and strategies

Utilize technology and add program components (capstones, workshops, etc.) to extend and deepen program impact

Grow Geographically

Continue to expand throughout the state of Oregon

Open office in Seattle area

Explore additional potential markets

Develop strategic partnerships to support successful entry into new geographic markets

Formulate Strategic Alliances to Support Systemic Change

Establish new, and deepen existing, political partnerships

Provide resources for teachers to help them incorporate financial education in their classrooms

Partner with school districts to implement district-wide programs to maximize learning outcomes

Diversify & Grow Funding Sources

Increase operating budget to more than \$600,000

Increase staffing to ensure continued growth of fundraising efforts

Stabilize funding sources via development of fee-for-service programs and by increasing corporate donations

Ensure funding keeps pace with program growth

Increase Diversity Among Participants, Partners & Volunteers

Increase diversity among Board

Increase diversity among volunteers

Increase partnerships with organizations that serve communities of color

Increase marketing efforts within diverse communities

Utilize partnerships to ensure programs and marketing are culturally-appropriate

Refine Organizational Governance

Increase the Board membership

Develop a formal succession plan

Increase contributions from Board members and the organizations they represent

GOAL 1: Expand Programs and Supporting Curriculum

1.1 Translate curriculum into Spanish and explore the need for other languages

- Convene a steering committee to edit curriculum as needed, proof translated drafts and help with program implementation
- Translate existing K-2, 3-6 and young adult curriculum into Spanish
- Once new middle school curriculum is written, translate it into Spanish
- Research the need for translation into other languages and implement as needed

1.2 Create fee-for-service program(s) to provide an additional and stable income stream

- Research nonprofit organizations that utilize fee-for-service models
- Review existing programs to identify possible revenue-generating aspects
- Ensure that ongoing funding is considered when establishing new programs
- Ensure systems are in place to properly collect program fees

1.3 Improve program outcome measurements and evaluation metrics and strategies

- Hire firm to develop new outcome measurements and evaluations metrics
- Build out measurement tools
- Build process for gathering outcomes, and analyzing and reporting data
- Establish goals for results
- Report regularly on results to staff, board and the community

1.4 Utilize technology and add program components (capstones, workshops, etc.) to extend and deepen program impact

- Research existing and upcoming technology and its potential use in deepening engagement among program participants
- Establish engagement activities and expand programs to provide additional resources to educators, parents and participants.
- Utilize partnerships when appropriate to help leverage resources

1.5 Continue to increase the scope of existing programs

- Increase the number of participants in the Footings and Foundations programs
- Increase the number of attendees at the Unraveling the Mysteries of Your Money forums
- Increase utilization of Spanish program materials

GOAL 1: Indicators of Success

	2015	2017	2019
1.1 Translate curriculum	Footings, Framing and Foundations curriculum translated into Spanish.	2,500 youth and adults served annually through the Spanish curriculum. Need to translate into another language is determined.	5,000 youth and adults served annually with the Spanish curriculum. Curriculum translated into one additional language if deemed necessary.
1.2 Fee-for-service	Teacher Training program debuted. Curriculum is licensed to at least one partner. A goal for percentage of overall income to be derived from earned income by 2019 is established.	Teacher Training is fully funded by registration and sponsorships. Three or more partners license curriculum or website.	Percent of overall income from earned income meets rate established in 2015.
1.3 Evaluation	Model for gathering behavior-based outcomes is launched. Qualitative and quantitative evaluation methods are refined. Website updated to house and report all evaluation results.	Baseline data for intermediate outcomes established. Intermediate outcome goals established based on baseline data. Additional evaluation methods identified.	Formal report published on intermediate outcomes. Evaluation is embedded into program design for existing and new programs. Utilization of control group for intermediate outcomes.
1.4 Deepen impact	Plan developed for further engaging educators, parents and youth. List of new potential partners created. Report created detailing how technology can further engage participants.	At least one tool implemented to further engage educators, parents, and youth. At least ten new community based partnerships identified; of these ten, at least eight serve low-income individuals. Evaluation results utilized to make changes in program design or delivery.	Plan established for creating smaller, more intensive programs with fewer participants but greater number of program hours. New avenues created (e.g. online forum, mentorship program) for participants to receive ongoing and personalized financial education.
1.5 Increase Existing Programs	20,000 or more participants total across all youth programs (Footings, Framing and Foundations). 200 or more active volunteers. Volunteer conversion rate of 33% or more. At least 400 participants attend the Unraveling the Mysteries of Your Money panels.	25,000 or more participants total across all youth programs (Footings, Framing and Foundations). 250 or more active volunteers. Volunteer conversion rate of 40% or more. At least 450 participants attend the Unraveling the Mysteries of Your Money panels.	30,000 or more participants total across all youth programs (Footings, Framing and Foundations). 300 or more active volunteers. Volunteer conversion rate of 50% or more. At least 500 participants attend the Unraveling the Mysteries of Your Money panels.

GOAL 2: Grow Geographically

2.1 Continue to expand throughout the state of Oregon

- Have programs in at least three quarters of Oregon's counties
- Train more volunteers throughout the state
- Expand Teacher Training to other parts of Oregon

2.2 Open office in Seattle area

- Find partner to provide office spaces in Seattle area
- Hire a partner Manager to operate Seattle area office
- Make volunteer and funding connections in Washington
- Develop separate Washington marketing, fundraising and program materials

2.3 Explore additional potential markets

- Research if there are other markets that could benefit from Financial Beginnings' programs
- Explore other forms of program delivery
- Develop understanding of youth financial education programs in all states

2.4 Develop strategic partnerships to support successful entry into new geographic markets

- Leverage Oregon contacts to meet Washington counterparts
- Connect with Washington associations who have members that may want to partner with Financial Beginnings
- Gain political support at the city, county and state level
- Connect with the Washington office of the Superintendent of Public Instruction

GOAL 2: Indicators of Success

	2015	2017	2019
2.1 Expand in Oregon	<p>Programs served at least 15 Oregon counties.</p> <p>Teacher Training hosted in Salem.</p> <p>Volunteer trainings hosted in Southern and Central Oregon.</p>	<p>Programs served at least 20 Oregon counties.</p> <p>Teacher Training hosted in Central and Southern Oregon.</p>	<p>Programs served all 36 of Oregon's counties.</p> <p>Volunteers trained in all Oregon counties.</p>
2.2 Washington expansion	<p>Relationships developed with key partners to provide initial funding for Washington expansion.</p> <p>Seattle-based Market Manager hired.</p> <p>Office in Seattle opened.</p> <p>At least 100 volunteers in Washington are trained.</p> <p>Washington-specific sponsorship and marketing materials developed.</p>	<p>5,000 youth or more served annually in Washington.</p> <p>Washington advisory board established.</p> <p>At least 300 volunteers in Washington are trained.</p>	<p>10,000 youth or more served annually in Washington.</p> <p>At least 500 volunteers in Washington are trained.</p>
2.3 Explore other markets	<p>Financial education programs and needs in Idaho and California identified and researched.</p> <p>Other avenues for program delivery in additional markets explored.</p>	<p>Another form of program delivery outside the Pacific Northwest is developed.</p> <p>Requirements and providers of financial education in all 50 states understood.</p>	<p>Plans developed to begin serving additional markets with an identified need.</p>
2.4 Explore other markets	<p>Formal partnerships with five associations in Oregon and Washington developed.</p> <p>Plan developed to connect with partners via mutually beneficial relationships.</p> <p>Formal levels of partnership developed.</p>	<p>Formal partnerships with ten associations in Oregon and Washington developed.</p> <p>MOUs established with at least five community-based organizations.</p>	<p>Relationship with the Washington office of the Superintendent of Public Instruction maintained.</p> <p>Washington advisory board in place.</p>

GOAL 3: Formulate Strategic Alliances to Support Systemic Change

3.1 Establish new, and deepen existing, political partnerships

- Formalize a partnership with the Oregon State Treasurer's office
- Gain support from state legislators
- Develop a relationship with City of Portland
- Develop a relationship with Oregon Governor's office
- Develop a partnership with the Washington State Treasurer's Office

3.2 Provide resources for teachers to help them incorporate financial education in their classrooms

- Launch Teacher Training program
- Increase the resources available on the Educator website
- Provide a strong diversity of programs to engage different types of learners
- Continue to serve as a member of the Oregon Jump\$tart Coalition and maintain a partnership with National Jump\$tart

3.3 Partner with school districts to implement district-wide programs to maximize learning outcomes

- Connect with school districts to gain program support
- Work with districts to ensure students receive consistent, sequential financial education throughout K-12
- Develop tracking mechanism with partnered school districts who utilize Financial Beginnings' programs throughout K-12

GOAL 3: Indicators of Success

	2015	2017	2019
3.1 Political partnerships	<p>Beneficial political partnerships identified; plan implemented to connect with potential political partners.</p> <p>Relationships with legislators developed.</p> <p>Relationship with Washington State Treasurer's office established.</p> <p>Relationship with Portland Mayor Charlie Hales established.</p>	<p>Partnership with Oregon State Treasurer deepened.</p> <p>Partnership with Washington State Treasurer formalized.</p> <p>Relationship with the Oregon Governor's office developed.</p>	<p>Relationship with Oregon Governor's office formalized.</p> <p>Relationship with Washington Governor's office formalized.</p>
3.2 Teacher resources	<p>Inaugural Teacher Training program debuted.</p> <p>Additional online resources for educators developed.</p>	<p>Additional Teacher Training programs hosted in Portland, Bend and Salem.</p> <p>At least 400 educators served through the Teacher Training program.</p>	<p>Online teacher training program developed.</p> <p>At least 800 educators served through the Teacher Training program.</p>
3.3 Partner with districts	<p>Partnership agreement to implement with school districts is developed.</p> <p>Evaluation plan for partnering school districts developed.</p> <p>Plan for gathering control group data among general public and/or non-partner districts is established.</p>	<p>Formal partnerships with at least five school districts established.</p> <p>Outcome measurement within districts implemented.</p>	<p>Formal partnerships with at least thirty school districts established.</p> <p>Data to compare outcomes between partner and non-partner districts gathered and analyzed.</p>

GOAL 4: Diversify and Grow Funding Sources

4.1 Increase operating budget to more than \$600,000

- Develop fee-for-service programs
- Increase corporate funding sources
- Ensure adequate reserves are maintained and net assets increase

4.2 Increase staffing to ensure continued growth of fundraising efforts

- Hire a Director of Operations
- Hire additional administrative and program support staff as needed
- Hire a Market Manager in Seattle
- Utilize interns and AmeriCorp members

4.3 Stabilize funding sources via development of fee-for-service programs and by increasing corporate donations

- Develop new ways to engage corporate funders and demonstrate the value of Financial Beginnings' programs
- Develop Teacher Training into a self-sustaining program via sponsorships and registration fees
- Explore earned income opportunities in distribution or licensing of curriculum

4.4 Ensure funding keeps pace with program growth

- Ensure proper funding is in place before implementing new programs or entering new markets
- Maintain appropriate reserve funds
- Continue to utilize technology to leverage program and organizational growth
- Develop partnerships and share resources to decrease service costs

GOAL 4: Indicators of Success

	2015	2017	2019
4.1 Increase budget	<p>Operating budget at or above \$400,000.</p> <p>At least three months of operating reserve maintained.</p> <p>Net assets of at least \$150,000.</p>	<p>Operating budget at or above \$500,000.</p> <p>At least four months of operating reserve maintained.</p> <p>Net assets of at least \$200,000.</p>	<p>Operating budget at or above \$600,000.</p> <p>At least four months of operating reserve maintained.</p> <p>Net assets of at least \$250,000.</p>
4.2 Increase staffing	<p>Director of Operations hired.</p> <p>AmeriCorp Vista hosted to launch Spanish programs.</p> <p>At least one intern per school term hired.</p> <p>Development staff hours increased to ¾ time</p>	<p>Seattle-area Market Manager hired.</p> <p>Development staff increased to 1 FTE.</p> <p>Staffing in other parts of Oregon explored.</p> <p>Potential for Marketing and Communications staff and/or interns explored.</p>	<p>Operating with adequate development staff.</p>
4.3 Stabilize funding sources	<p>Select corporate donors identified; plan developed for Financial Beginnings to further their business needs.</p> <p>New avenues to recognize corporate donors identified.</p>	<p>Three or more partners licensing curriculum or website.</p> <p>Retention of corporate donors increased to at least 80%.</p> <p>At least 60% of retained corporate donors contribute at higher levels annually.</p>	<p>Percent of overall income from earned income meets rate established in 2015.</p> <p>Retention of corporate donors increased to at least 90%.</p> <p>At least 70% of retained corporate donors contribute at higher levels annually.</p>
4.4 Funding keeping pace	<p>One or more areas where partnerships could decrease expenses identified.</p> <p>One or more areas where technology could decrease expenses identified.</p> <p>Expense of audit budgeted for 2015-2016.</p> <p>Funding calendar and action plan established prior to entering new markets.</p> <p>Applied for at least one multi-year grant.</p> <p>At least one joint partnership grant submitted.</p>	<p>Cost-saving partnerships and technology identified in 2015 are in place.</p> <p>Printed materials streamlined; move toward exclusive online content for training and volunteers has begun; 50% of content for youth available online.</p> <p>Outcome evaluation utilized to demonstrate impact to larger and national funding sources.</p> <p>Applied for at least two multi-year grants.</p> <p>Applied for and received at least two partnership grants.</p>	<p>Number of programs using exclusive or near exclusive web-based content increased.</p> <p>Multi-year federal or state funding received.</p> <p>State and municipal-level contract funding explored.</p>

GOAL 5: Increase Diversity Among Participants, Partners and Volunteers

5.1 Increase diversity among Board

- Reach out to culturally specific professional groups
- Reach within current volunteer and educator base to identify new potential board members
- Add at least one young adult to serve on the Board of Directors

5.2 Increase diversity among volunteers

- Connect with culturally specific chamber of commerces
- Speak and have presence at events targeting culturally diverse populations.
- Utilize current volunteers to help recruit new volunteers

5.3 Increase partnerships with organizations that serve culturally diverse populations

- Reach out to nonprofit leaders such as NAO and WVDO to connect with other nonprofits
- Work with foundations and corporate funders for recommendations on partnerships

5.4 Increase marketing efforts in culturally diverse communities

- Utilize the Spanish language curriculum to serve Hispanic populations
- Utilize partnerships to promote programs

5.5 Utilize partnerships to ensure programs and marketing efforts are culturally-appropriate

- Utilize volunteer website to identify those interested in helping to review curriculum
- Continue to partner with the Department of Consumer and Business Services

GOAL 5: Indicators of Success

	2015	2017	2019
5.1 Board diversity	Board profile grid updated. Needs within Board profile grid highlighted and potential candidates with culturally diverse backgrounds identified.	At least one young adult to serve on Board identified.	At least 10% of Board identifies as persons of color.
5.2 Volunteer diversity	Work with community-based partners that serve culturally diverse populations increased; opportunities to share volunteers identified. Participation in at least one event hosted by a community of color. Feedback requested from volunteers of color about how Financial Beginnings can improve the volunteer process and volunteer marketing.	Volunteer opportunities marketed to current and past program participants. Participation in at least two events hosted by a community of color. Volunteer orientations and information sessions hosted at events where culturally diverse individuals attend. Work towards creating a volunteer pool that is reflective of the population each program serves has begun.	At least 15% of volunteers identify as a person of color. At least 5% of volunteers are young adults. At least 5% of volunteers are past program participants.
5.3 Participant diversity	Partnerships with current funders utilized to identify additional community organizations with which a partnership would be mutually beneficial. Attendance at 1-2 nonprofit industry events.	An additional 1-2 platforms identified through which partners who served culturally diverse populations can speak to Financial Beginnings' board, staff, volunteers, and/or audiences. Number of event-based and short-term programs that target specific audiences (e.g. Unraveling, Family Financial Days) increased.	Hosted at least one additional panel about finance-related topic for a specific target population.
5.4 Partnerships to further diversity	Potential for hosting programming in partnership with faith community explored. Research efforts on cultural, social, and historical need for culturally-specific programming increased.	New marketing strategies identified in 2015 implemented. Volunteers engaged in marketing efforts.	Marketing to culturally diverse populations embedded in program and organizational operations.
5.5 Utilize partnerships	Advisory committee for Spanish-language programming established. Evaluation procedures for programs that serve culturally diverse populations established. 1-2 advocacy groups specific to target populations (e.g. Hispanics in Philanthropy, Urban League) identified and joined.	Advisory committee for any additional program translations established. Interns and volunteers who self-identify as target populations engaged to assist with curriculum review, marketing and volunteer training.	Evaluation data gathered to demonstrate cultural appropriateness and effectiveness of programs.

GOAL 6: Refine Organizational Governance

6.1 Increase the Board membership

- Increase Board membership to fifteen
- Strategically add Board members who will complement expertise and experience of existing board members

6.2 Develop a formal succession plan

- Develop a formal succession plan for both staff and Board
- Keep Operations Manual relevant and up to date
- Revise Board application and evolution process

6.3 Increase contributions from Board members and the organizations they represent

- 100% of Board members makes an annual individual contribution
- Maximize contributions (both financial and manpower) from the organizations the Board represents

GOAL 6: Indicators of Success

	2014/2015	2017	2019
6.1 Increase the Board membership	<p>Board membership increased to eleven.</p> <p>Board profile grid updated.</p> <p>Board evaluation and application process revised.</p>	Board membership increased to thirteen.	Board membership increased to fifteen.
6.2 Develop a formal succession plan	<p>Operations Manual updated.</p> <p>Succession plan for Executive Director developed.</p>	Succession plan for officers and directors developed.	Confident in organizational stability with adoption of succession plan to address transition of key staff or Board members.
6.3 Increase contributions from Board members and the organizations they represent	100% of Board members contribute an individual donation annually.	100% of Board members contribute an individual donation annually.	100% of Board members contribute an individual donation annually.



FINANCIAL
BEGINNINGS
PROVIDING GOOD \$ENTS.

 800.406.1876

 info@financialbeginnings.org

 9600 SW Capitol Hwy, Suite 150
Portland, Oregon 97219