FINANCIAL LITERACY

Mission
To provide a holistic financial literacy curriculum offered at multiple touchpoints throughout a student’s educational journey.

Student Learning Outcome
Students will demonstrate knowledge of money management within three main areas: responsible borrowing, budgeting, and credit. Student Learning Outcome was created based on the environmental scan conducted by the Advocacy Task Force in Spring 2016.

- Target population: general, emergency aid recipients, parents, student employees
- Number of students: 2,054 students have been reached through the financial literacy efforts (non-duplicated)
- Method: in and outside of the classroom via lecture and lab contextualized workshops
- Assessment: knowledge gained is determined via pre and post digital surveys

Results: Overview of knowledge gained, Budgeting and Credit
The below results of student learning and value placed on skills related to budgeting were captured via a pre- and post-assessment instrument during FYE Courses and Workshops where the curriculum around budgeting and credit was delivered Fall 2018-Fall 2019.

RESULTS: OVERVIEW OF LEARNING, ADDITIONAL
The below results provide an overview of the impact of the intervention (budgeting and credit) on student attitudes toward success in college, ability to focus on academics, and knowledge of services available. These results were captured as part of additional questions included within the post-assessment instrument.
EMERGENCY AID SUPPORT SERVICE SPRING 2018-FALL 2019

The purpose of the Palo Alto College emergency aid program is to consider enrolled students for limited, short-term financial assistance. There may be occasions when emergency circumstances, defined as unforeseen, unplanned and unavoidable events, demand immediate attention and require a student to secure funds on short notice. These unforeseen events may cause students to stop attending courses and progressing through degree requirements. Our Emergency Aid Program is funded through grants provided by Trellis Company, San Antonio Area Foundation, and City of South Leadership Academy.

- Number of recipients: 114 students
- Average awarded: $400
- Top needs: utilities, personal auto, child care

### Emergency Aid Recipients Persistence and Completion Rates

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persisted (Spring 2019-to-Fall 2019)</td>
<td>41</td>
<td>50.6%</td>
</tr>
<tr>
<td>Graduated</td>
<td>13</td>
<td>13.8%</td>
</tr>
<tr>
<td>Transferred</td>
<td>16</td>
<td>17.0%</td>
</tr>
<tr>
<td>Graduated and Transferred</td>
<td>8</td>
<td>8.5%</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td><strong>94</strong></td>
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</tbody>
</table>

Note: Graduated students are subtracted from total students for persistence calculation.

### CASE MANAGEMENT MODEL

**Student**

- [Student Self-identifies as needing EA](#)
- [Student applies for EAP assistance](#)
- [Advisor reviews application and makes decision](#)
- [Approved?](#)
  - [YES](#)
    - [Disbursement Process Initiated](#)
      - [3rd Party Vendor Receives Funds](#)
      - [Funds Disbursed to 3rd Party Vendor](#)
      - [Disbursement Process to be described](#)
  - [NO](#)
    - [End Process](#)
    - [Student notified of negative decision](#)
    - [Student can also receive alternate forms of assistance through community partners](#)

**Advisors**

- [End Process](#)
- [Application and supporting documentation sent to SFA "EAP Inbox"](#)

### FOLLOW UP POST AWARD

**30 Days**

- Ensure student has completed financial literacy requirement (iGrad, Virtual Coaching, Workshops)
- Provide additional resources if necessary

**60 Days**

- Follow up with student on re-enrollment/graduation status
- Provide additional resources if necessary
- Encourage workshop attendance

**90 Days**

- Follow up with student on re-enrollment/graduation status
- Connect student with career advisor for pre transfer/graduation guidance

### NEXT STEPS

- Implement budgeting and credit modules in Accounting Courses, Math, and FYE (Spring 2020)
- Collaborate with THECB to create assessments specific to financial behavioral change (Spring 2020)
- Create the Financial Wellness Model at PAC to include in revised syllabus (Summer 2020)
- Conduct focus groups and continue to implement Assessment Plan (Ongoing)