



Who Has Experienced a REALL Simulation?

- Public Middle and High Schools
- Private Middle and High Schools
- Private Organizations
- Girls Scouts
- Boys & Girls Club

What educators, youth, and volunteers are saying about the REALL experience:

"Our partnership with OACAC allows us to give students simulated experiences that are a reflection of real world issues. OACAC understands these issues and delivers a dose of reality for our students from their working experiences."

Bill Rogers
Superintendent, Lockwood R-1 School District

"This simulation is eye-opening for the students, especially if they don't live in or are familiar with impoverished areas. Students will understand that they will have more freedom if they take school and their future careers seriously."

Amanda Vanhorn
Counselor, Hancock Place Middle School

"I think this was a tremendous eye-opener for kids. . They learned when you have financial independence, a career or job; it lets you make your own decisions and ultimately their choices now will affect them later."

Pete Moelski
Volunteer

"This lets me know what I need to do to stop the cycle (poverty). It's easier to live when you have an education, you will have more options to support yourself."

Student

For information on how to bring the REALL simulation to your community, contact CAASTLC, Inc.:


Keith Robinson
2709 Woodson Rd.
Saint Louis, MO 63114
Direct: (314) 446-4417
Email: krobinson@caastlc.org


CAASTLC


Community Action Agency of St. Louis County, Inc.

Our Mission

The mission of CAASTLC, Inc. is to end poverty. We are committed to helping the families and communities of St. Louis County prevent the conditions of poverty for present and future generations.

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Locally Facilitated by

CAASTLC

Community Action Agency of St. Louis County, Inc.

Sometimes youth make poor decisions like choosing to engage in **substance abuse**, having an **unplanned pregnancy**, or **dropping out of school**.

Do they truly understand the **consequences** of their actions?

REALL addresses many of the competencies identified by the Missouri State Board of Education:

- Identify components and sources of income
- Analyze how career choice, education, skills and economic conditions affect income and goal attainment
- Relate taxes, government transfer payments, and employee benefits to disposable income
- Explain how financial resources affect the choices people make

Sources: www.dese.mo.gov/div/improve/assess/documents/Personal_Finance_Compentencies

Orientation: A facilitator explains the simulation rules and expectations. Participants are then given a few minutes to review their packet, containing their new identity.

Reactive Life: During this session, participants live the life of someone who made poor decisions during youth. All have dropped out of high school, some have legal histories, and many are seeking employment or have low paying jobs.

Proactive Life: Following the reactive life, youth experience adulthood based on positive choices made during adolescence. All graduated high school and continued their education in some way and are gainfully employed earning a living wage. Participants experience saving money, less stress and more.

During both reactive and proactive sessions, participants must meet adult-level responsibilities such as going to work, budgeting and paying bills and caring for children.

Debriefing: Participants divide into small groups and are led through a discussion comparing and contrasting their reactive and proactive life experiences. This is where they make the connection on how the decisions they make now affect their futures.

During a simulation, youth will encounter issues of **inadequate education** and **income**, managing a **budget**, being labeled as an **ex-offender**, caring for **children**, and other **adult responsibilities**. They will be challenged to make REALL decisions.

The National Picture

- The National graduation rate is 82.3%
- The rate among African-American, Hispanic, and low-income students is less than 77%
- Across the U.S., 68% of state prisons inmates don't have a high school diploma
- If the graduation rate increased to 90% for just one cohort of students, the country would see a \$7.2 billion increase in annual earnings and a \$1.1 billion increase in federal tax revenue

Sources: nces.ed.gov and fightcrime.org



The REALL Simulation

The simulation lasts approximately three hours and is divided into interactive sessions which educate youth on the consequences of their choices.



What is the REALL project?

The Reality Enrichment And Life Lessons (REALL) project is a hands-on simulation designed to challenge youth to think critically about how choices and decisions made in adolescence may have consequences in adulthood.