DECA
WRITTEN EVENT
WINNERS

FINANCIAL LITERACY PROMOTION PROJECT

1ST PLACE
CASSIDY JIANG
OSARETIN OGBEIDE
JOANNA ZHANG
Carmel High School, Indiana

2018
MONEY MATTERS

FINANCIAL LITERACY PROMOTION PROJECT
Cassidy Jiang, Oluwatimilehin Ogbeide, Joanna Zhang
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Carmel DECA Chapter
Carmel High School
561 East Main Street
Carmel, Indiana 46032
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I. EXECUTIVE SUMMARY

PROBLEM

Carmel DECA will develop and implement a plan tailored to local community needs in order to enhance student financial literacy. To make matters worse, only two in five adults have a financial budget and 18% of Americans spend more money than they actually make. The shortcoming of our money-management skills are even more prominent in Indiana. Especially prevalent in Indiana, its residents rank 35th in financial knowledge and education out of the 50 states and the District of Columbia. Ultimately, without proper financial preparation, students will be unable to make sophisticated monetary decisions in the future.

SOLUTION

Carmel DECA will develop and implement a plan in order to enhance student financial literacy in the community. By utilizing the JumpStart Coalition of Personal Financial Literacy standards, Carmel DECA will establish learning targets and lead numerous activities for students in kindergarten, fourth grade, eighth grade, and high school to educate students on making smart financial decisions.

OVERARCHING GOAL OF THE MONEY MATTERS CAMPAIGN:
TO PREPARE STUDENTS TO BECOME FINANCIALLY CAPABLE CONSUMERS

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>4th Grade</th>
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<tr>
<td>Money’s Value:</td>
<td>Comparison Shopping:</td>
<td>Plan for Spending and</td>
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| recognize money’s  | consider different spending and  
| worth and apply it  | non-spending choices       | Saving:                  |
| in spending decisions |                           | budget earned money        |
| Needs Versus Wants: | Goal Setting and Saving | for different uses         | learn effective saving   |
| acknowledge and differentiate between the two | Money:                     |                           | methods to reduce the    |
|                    | create strategies to decrease expenses and ultimately reach a desired financial goal |                           | cost of college          |
|                    | Financing a Car: use comparison shopping and budgeting skills to save up for and finance a car |                           | Paying for Post-Secondary Education: differentiate among loans and other means to pay for it |
|                    | Comparison Shopping:        |                            |                          |
|                    | compare options to finance a house and a wedding |                            |                          |
Carmel DECA took the first steps necessary to improve financial literacy in Indiana by educating almost 1,000 student directly and promoting financial literacy to over 5,000 students in the K, 4, 8, and high school grade.

- Students learned how to differentiate between needs and wants by sorting objects they encounter daily.
- After mastering needs versus wants, students participated in a scavenger hunt where they matched their findings with varying coin amounts to comprehend the cost of the items.
- Students were first taught different ways to save money, such as through comparison shopping, in which they picked certain items from a large group and explained why they made their decision.
- They then each chose an item that they wanted and made a plan for how they would save for it.
Students were given information about part time jobs and then they discussed ways they could spend and save their money wisely.

They then made budgets for future plans such as owning cars and looked through a powerpoint over the different ways to finance a car.

Students were surveyed to gauge areas in personal financial literacy they lacked in during the beginning of the year. After completing activities, they were quizzed to see how well they met learning objectives.

There were multiple events for students to attend such as Financial Aid Night and the LEAD workshop. Each event included information on how to save money and learn the different methods to finance for the future and college.

Students also received budgeting and saving tips through school video announcements and on social media.

Business students watched informational videos and completed quizzes on different ways to finance a house and wedding.

**EVALUATION**

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<tr>
<td>Quiz results showed that 98% of students could identify the different U.S. bills and coins. Additionally, 93% of students correctly differentiated between needs and wants.</td>
<td>Students were given different options during a shopping simulation and used comparison shopping skills to explain their decisions. They also were able to set a financial goal and make a plan to reach it.</td>
<td>Students were given information about part time jobs and how to spend the money they earn wisely. They worked on making budgets for popular items they may purchase in the future such as cars.</td>
<td>Before and after survey results showed that the students saw large improvement in their financial knowledge of mortgages (89% of students were able to differentiate between different types of mortgages as opposed to the 32% prior to our lesson). Renting and buying houses as well as financing a marriage. They also learned about ways to finance their college education and developed new saving and spending methods suited for college life.</td>
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**RECOMMENDATIONS**

Schedule high school activities the school year prior to the campaign implementation to ensure that teachers can incorporate the campaign's ideas into their classes.

Increase face to face interaction with parents. This year, we successfully followed up with parents through email, but we believe that working with them more in person next year will increase retention rates among parents and thus lead to more...

Reach out to the community outside of Carmel Clay Schools. There are many opportunities such as School on Wheels and working with the State Treasurer in Indianapolis, which a differing demo...
II. INTRODUCTION
A. Description of the local DECA chapter

The Carmel High School (CHS) DECA chapter is home to dedicated students who strive for academic success and community development. With over 500 members, it is the largest club at Carmel High School, and the eighth largest DECA chapter in the world. The Carmel DECA program is available to all CHS students with an interest in business. Due to its devoted members and skilled advisors, the organization has obtained numerous state and international accomplishments. In addition, its students are determined to utilize their entrepreneurial skills to spark change and better the community.

2016
- 156 ICDC Qualifiers
- 29 ICDC Finalists
- 21 Top Ten Finishes
- 5 Top Three Finishes
- 3 World Champions

2017
- 131 ICDC Qualifiers
- 31 ICDC Finalists
- 27 Top Ten Finishes
- 7 Top Three Finishes
- 4 World Champions

Carmel DECA also gains recognition for its school-based enterprise, the Carmel Cafe & Market. It is open each school day, providing students with an opportunity to improve in numerous areas of business. Whether it be marketing, hospitality, operations, or accountancy, student employees and managers develop the professional skills that will prepare them for the future. The Carmel Cafe sells both drinks and merchandise to CHS students throughout the day. Students and teachers alike take advantage of the Cafe lounge to work, learn, and collaborate with their peers/colleagues. Thus, the Carmel Cafe created a wonderful space to expose our promotional project to students. Additionally, Carmel DECA students work directly with a number of business leaders from over 60 organizations including Eli Lilly and Hot Box Pizza.

CARMEL DECA MISSION STATEMENT:

To provide CHS students with a channel to excel in the knowledge, understanding, and practice of business by establishing a competitive platform that prepares them for the future.
provide not only a monetary sponsorship for our DECA chapter, but also advice for our DECA projects. The knowledge we gain from our sponsors serve for success on the DECA stage as well as guidance for our futures - both professional and personal.

With the continuation of the Financial Literacy Promotion Project this year, Carmel DECA has worked tirelessly to prepare students in becoming sophisticated monetary decision makers. Consequently, DECA students have enhanced their business acumen and leadership skills in pursuit of this endeavor. The project has also become paramount in the fulfillment of the Carmel DECA mission - providing its students with a channel to improve in business. More specifically, students in the community were given the opportunity to expand their knowledge and understanding of personal finance. In addition, chapter members further developed their communication skills and financial competencies.

The vision of Carmel DECA is to achieve excellence within and beyond the organization, and this promotional project has enabled Carmel DECA to do so by fostering more financially capable consumers and decision makers in the future.

B. Description of the school and community

Carmel Clay Schools (CCS) provides a safe environment where students can develop their academic skills in order to reach their full potential. We were fortunate to collaborate with a number of administrators in CCS in order to discuss the implementation of our plan.

Money Matters was founded in the CHS community located in Carmel, IN. Home of the Greyhounds, CHS has remained a top tier school in both Indiana and the entire nation. It has upheld a legacy of academic excellence and community development. In fact, its students consistently score significantly higher than state and national averages on standardized tests¹. Ultimately, Carmel High School creates an environment where each student is given the opportunity to excel both
Carmel, Indiana is home to talented and intelligent individuals eager to improve their community; thus, it is an ideal location for the advancement of our promotional plan. Nestled north of Indianapolis, Carmel is an affluent suburban city, where visitors come to relax and enjoy scenic views. According to Time Magazine, Carmel is one of the fastest-growing communities in the country. Families come to our uplifting community to give their children a great education that can extend outside the classroom. Popular destinations include The Center for Performing Arts and the Carmel Arts and Design District. Edit next sentence to: "Carmel is recognized for its many roundabouts (most in any U.S. City), beautiful system of bike trails, and architectural diversity. It attracts many of Indiana’s noteworthy citizens, including the owners of professional sport franchises, corporate CEO’s and professional athletes. Consequently, in order to ensure the high esteem of its patrons we aim to improve student understanding of financial literacy. It now has 102 roundabouts (the most in any U.S. city), a beautiful art district, and a system of trails across the downtown area. In 2016, it was selected as the “Best Place to live in the United States” by CNN Money magazine®, and received the same designation by Niche.com® in 2017 as well as USA Today®.

Carmel Downtown
III. MANAGEMENT OF ACTIVITIES TARGETED AT OUTSIDE AUDIENCE

A. Purpose of the activities

Carmel DECA aims to prepare students to become financially capable consumers and decision makers in the future. To be financially literate, one must be able to confidently understand, analyze, and manage their personal finances to lead more secure and satisfying lives. In order to thrive in the complex global economy, more individuals must be financially literate. This is especially vital for women: more than 41% of the female population struggles financially, according to Wider Opportunities for Women, a non-profit group dedicated to female empowerment. Participation in the workforce has unique implications for women. To elaborate, the unfair wage gap coupled with certain life interruptions (such as childbirth) may slow career progress and cause financial burdens. The U.S. Department of Education reports that 3.8 million American adult women possess financial literacy skills below a "basic" level. The basic level refers to reading, writing and math skills at a third-grade level. Yet, statistics show that women live longer lives and have a higher likelihood of completing college than their male counterparts. The lack of financial awareness in women is not a question of intelligence but rather exposure. We aim to demonstrate the importance of finance to the young women in our community. By making the students more aware of the implications of personal debt, budgeting and other financial subjects, they may be better prepared to make sophisticated monetary decisions in their future. With this exposure, we hope to inspire the young women to become financial leaders in both their personal and professional lives. Despite this emphasis on female students, we worked endlessly to make sure all students broaden their financial competencies.

While CHS has upheld a legacy of academic success, the Carmel Clay Schools, however, do not emphasize personal financial literacy classes. In addition, financial skills are not taught in neither elementary nor middle schools. Biztown, a fifth grade personal financial literacy program, was also recently cancelled. These issues further highlight the lack of personal financial literacy opportunities in our community. We created our campaign to in order to address these problems.
Overcoming these obstacles demands serious dedication to planning exactly how one will spend money. In essence, Carmel DECA found it imperative that an emphasis be placed on the young women in the community. Despite this emphasis on female students, Carmel DECA worked endlessly to make sure all students become financially capable consumers.

We began educating students as early as kindergarten in order to better equip them with skills necessary for a successful future. In addition, we based our learning objectives on the national standards created by JumpStart, an organization dedicated to creating financially capable consumers. By implementing the national standards, we hope to enhance the personal finance knowledge of our community and motivate young people to improve their financial skills.

**Purpose of Kindergarten Activities:** to teach students how to spend money wisely on needs and wants

After collaborating with kindergarten teachers in the CCS district, Carmel DECA discovered that a majority of kindergarten students did not understand the value of money or distinguish between needs and wants. Consequently, we designed activities to teach the students the above learning targets (money’s value and the importance of needs versus wants). We introduced the students to needs and wants, illustrating examples such as food as a need and toys as a want. To teach the values of coins and dollars, we taught the students a playful song. This section of our presentation was exciting for the students, as they had the opportunity to get up, stretch, and dance. We had the students create collages illustrating what they learned. In addition, we created a simulation where students could buy items with a limited amount of money. The activities demonstrated how life without monetary distinction will make it difficult to make proper financial decisions in the future.

**Purpose of Fourth Grade Activities:** to equip students with smart saving and spending strategies

Interacting with fourth grade teachers and elementary school principals revealed that students did not fully understand the consequences of spending money. As a result, we created multiple shopping simulations in order to improve students’ comparison shopping and money management skills. For instance, we traveled to stores like Joann’s Craft Store with the students to actually comparison shop by comparing prices, materials and overall quality. Partaking in these activities enabled students to better understand how their choices would affect them in the future.
Purpose of Eighth Grade Activities: to enhance money management skills in order to make effective financial choices

Following our discussions with CCS teachers, we discovered a lack of money management skills amongst eighth grade students. Therefore, our activities focused on ways students could save their money more wisely to achieve future goals. The students even created budgets for future items such as cars and discussed different ways to finance the items.

Purpose of High School Activities: to prepare students in financing post-secondary education, a marriage, and a house

As high school students, we found first-hand that most of our peers were unaware of the financial opportunities around them such as applying for financial aid for colleges. Thus, we advocated for student and parent attendance at the CHS Financial Aid Night. Since post-secondary education can be expensive, our main focus was preparing students for successful and balanced financial lives when living away from home. Additionally, we reinforced comparison shopping, by applying these skills to future possibilities such as financing a wedding and a house.

B. Planning and organization of activities

To develop our driving goal of engaging students in financially smart decision making, we based our learning objectives on JumpStart's standards. The learning objectives were defined specifically to ensure that they were measurable and achievable within the time constraints. Consequently, we were able to organize and implement each activity appropriately around the objectives following:

**Spending and Saving**

**Overall Competency**
Apply strategies to monitor income and expenses, plan for spending and save for future goals.

Standard 1. Develop a plan for spending and saving.
Standard 2. Develop a system for keeping and using financial records.
Standard 3. Describe how to use different payment methods.
Standard 4. Apply consumer skills to spending and saving decisions.

**Credit and Debt**

**Overall Competency**
Develop strategies to control and manage credit and debt.

Standard 1. Analyze the costs and benefits of various types of credit.
Standard 2. Summarize a borrower's rights and responsibilities related to credit reports.
Standard 3. Apply strategies to avoid or correct debt management problems.
Standard 4. Summarize major consumer credit laws
We implemented interactive lessons in kindergarten, fourth grade, eighth grade, and high school classrooms. We also worked heavily with the local Carmel West Girl Scouts, beginning each session emphasizing the importance of personal financial literacy itself. Additionally, we created programs for eighth grade students that focused on preparing them for spending and saving decisions in high school. For their parents, we conducted surveys, sent follow-up emails to inform and encourage their children to continue these learning activities at home, and provided informational nights.

**Learning Objectives for Each Grade:**

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<th>Eighth Grade</th>
<th>High School</th>
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<tbody>
<tr>
<td>Money's Value: recognize money's worth and apply it in spending decisions</td>
<td>Comparison Shopping: consider different spending and non-spending choices</td>
<td>Plan for Spending and Saving: budget earned money for different uses</td>
<td>Saving for College: learn about effective saving methods to reduce the cost of college</td>
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<tr>
<td>Needs Versus Wants: acknowledge and differentiate between the two</td>
<td>Goal Setting and Saving Money: create strategies to decrease expenses and ultimately reach a desired financial goal</td>
<td>Financing a Car: use comparison shopping and budgeting skills to save up for and finance a car</td>
<td>Paying for Post: Secondary Education: differentiate among loans and other means to pay for it</td>
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**Target Audience:** K, 4, 8, and high schoolers in GCS

**Secondary Audience:** Parents who would be interested in helping their children make smart financial decisions and preparing them for a future of a healthy financial well-being

**Primary Research:** We assessed K, 4, and 8 graders' understanding with quizzes pre- and post-lesson. We also surveyed high schoolers and eighth grade parents prior to the activities in order to determine and justify our learning objectives. Additionally, results from surveys regarding student’s opinions on the efficiency of our activities were all taken into consideration to evaluate the impact of our campaign.

**Secondary Research:** We used the JumpStart Coalition as a basis to create our learning objectives. We also analyzed academic journals and online articles to further our knowledge on Indiana and countrywide financial education initiatives.
In attempt to maximize participation from the Carmel DECA chapter, we offered DECA service hours as an incentive for members to join the various committees. We were also members of all committees and oversaw the entirety of the project as chapter representatives.

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<th>Elementary Committees</th>
<th>Middle School Committees</th>
<th>High School Committees</th>
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<tr>
<td>Teaching Committee (22 students): Taught lessons to students on-site</td>
<td>Teaching Committee (4 students): Taught lessons to students on-site</td>
<td>Teaching Committee (17 students): Taught lessons to students on-campus</td>
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<tr>
<td>Planning Committee (34 students): Designed and planned the activities, games, and quizzes for the students</td>
<td>Planning Committee (16 students): Created and organized lessons for the students</td>
<td>Planning Committee (27 students): Prepared, set up, and aided in high school activities</td>
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<tr>
<td>Girl Scouts Committee (40 students): Lead activities with scouts on-site</td>
<td>Eighth Grade Information Night (10 students): Created informational documents for parents and worked shifts at the night</td>
<td>Promotion Committee (36 students): Promoted Financial Aid Night and LEAD and updated the social media with financial literacy tips</td>
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<tr>
<td>LEAD Workshop Committee (11 students): Lead and helped prepare activities for the workshop sessions</td>
<td>Morning Announcements Committee (25 students): Made an informational video and corresponding worksheet and shared the “Financial Lit Tip of the Day” during morning announcements for a week</td>
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**PARTICIPATION IN MONEY MATTERS**

245
Carmel DECA Students

150 35 67 458
Kindergarteners  Fourth Graders  Eighth Graders  High Schoolers

5000+
Student Exposure

Planning and Organization of Elementary School Activities

Throughout the month of November, we visited College Wood and Prairie Trace Ele-
them again for follow up questions in December. After making an initial proposal to the principals, we collaborated with the teachers in order to align their availability and current curriculum with our sessions and learning objectives.

The high percentage of females struggling financially also necessitated a stronger influence with the young females in our community; therefore, we held three types of 1:5 hour workshops with Girl Scouts (two for kindergarteners and one for fourth graders). With assistance from the Planning Committee, we created new activities for the West Carmel Girl Scouts workshops in this year's campaign. We helped the Girl Scouts fulfill their badge requirements while simultaneously meeting our campaign's learning objectives for their grade.

Planning and Organization of Middle School Activities

Similarly to elementary school classes, the Teaching Committee went on-site to teach, but during Core+ periods in which high school preparation is the main focus; they worked with as many designated teams in each grade as possible during December. The Planning Committee created new activities for eighth graders, and the Eighth Grade Information Night Committee worked with Carmel High School's College and Career department to organize a booth and an informational pamphlet for Carmel DECA at the Eighth Grade Information Night.

Planning and Organization of High School Activities

The Planning Committee laid the foundation for each committee, and chapter members joined committees based on their leadership roles and need for DECA service hour completion. They also assisted us in creating, distributing, and analyzing 500 surveys regarding comfort with personal financial literacy. The Teaching Committee incorporated our learning objectives through multiple visits to the Introduction to Business class as well as hosting activities in the Carmel Cafe & Market. At our chapter’s LEAD Conference, the LEAD Committee

<table>
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<th>LEAD Conference Schedule</th>
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<td>Check-in</td>
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<td>1st Session: Credit &amp; Debt</td>
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<tr>
<td>Break</td>
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<td>2nd Session: Saving &amp; Spending</td>
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<tr>
<td>Evaluation and Sign-Out</td>
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resources, and games for our session.

The Promotion Committee ran our Instagram page (@chsfinancialittips), posting weekly financial literacy tips to save for college. They also endorsed Financial Aid Night using promotional strategies to encourage attendance. We implemented a school-wide broadcast and distribution of informational videos (with corresponding worksheets) on effective financial strategies—focusing on college savings. The Morning Announcements Committee created the “Financial Literacy Tip of the Day” activity, conducting the activity over morning announcements for a week in April (financial literacy month).

C. Implementation of activities

Kindergarten

For kindergarten classes, we planned to focus our attention on helping the students understand the value of money and how that applies to needs and wants. The teaching committee taught lessons about U.S. currency to elementary classes and worked with local “Daisy” Girl Scouts to achieve their Making Choices badge. They met with the Carmel troops and taught in classrooms at College Wood and Prairie Trace elementary in the months of October, November, and December.

In the kindergarten classes, the students first learned the difference between needs and wants and applied that to using money. To introduce them to the concept, we gave them an example of a need and a want and defined both words. Then we showed pictures of different items that would fall under one of the categories to the students. After each item was shown, we asked students to raise their hand and tell us if the item was a
not expected to know the difference yet, we thoroughly explained the reasoning behind the category that each item belonged in.

The second activity introduced them to all the types of money bills and coins we have in the U.S. We separated the students into groups and then gave each group one of each type of coin and bill to examine while we told them the values of each. To review the values, we would ask, “How much is a dime worth?” and then have them reply as a group.

After they learned about the bills and coins, we gave examples of items that each bill could buy. We then assigned a value ($1, $5, $10, $20) to each corner of the room. The kids were told that we would say an item name every round and then instructed to run to the corner of the classroom they believed was the correct price for each item. After each round, we stopped and ask why they chose their corner and then explained whether they were incorrect or correct.

Lastly, we assigned each student a dollar value of $1, $5, $10 or $20. We then gave them a few item choices with their prices under them and asked them to “purchase” one need and one want that corresponded with the dollar value given to them. We finished the lesson by giving them a quiz to see how much they learned.

**Kindergarten Girl Scouts**

For the “Making Choices” badge, we highlighted the importance of finances before making a purchase in order to be a smart shopper.

Our making smart shopping decisions activity involved each girl picking out 12 items of clothing. We first told them a story about “Stella,” a girl who lives in the midwest and experiences hot, cold, rainy, and snowy weather throughout the year. Then we gave them each a sheet with 24 clothing choices and asked them to circle 12 items that they thought were the most important for Stella to have. We then went through a series of question.
When some of the scouts did not have the coat, we asked a follow up question: “What happens if you don’t have a warm coat?” We then let the girls share their responses, such as, “Stella would be very cold.” This activity taught them about making choices when shopping and how those choices can impact you.

Concluding our activities, we gave the girls a quiz over making decisions while shopping.

Once the quizzes were complete, they received another certificate for their “Making Choices” badge.

**Fourth grade**

We worked with Girl Scouts in the Carmel area once again for the fourth grade standards. We helped the Juniors (fourth and fifth graders) achieve their “Savvy Shopper” badge in a series of required activities.

The first step was for the girls to explore the difference between wants and needs and how they apply the concept to trends. By this age, the vast majority of girls knew the difference and we simply reviewed what each term meant. We then gave the girls magazines and newspapers and had them cut out examples of needs and wants, especially focusing on popular and trendy items. Afterwards, they glued the examples onto a poster that said “wants” or one that said “needs” depending on the item.
ers and also talk about the current trends at school. We emphasized that buying things you need is the most important and that they do not need to always have the latest trend as they can sometimes be expensive.

Next, we taught the scouts how to comparison shop. The scouts were asked to bring their own device or share one with a friend prior to the meeting. They were then instructed to go on Amazon as the site offers variations of similar products. We told them to look up winter boots and find the best deal. Due to the nature of the item, the quality and brand of it held some importance. The girls all understood that for some of the products, the more expensive item might be worth it because customers can use it for a long time. But for other products, buying a more affordable option might be a better choice. We then asked them to find the best deal for hair elastics, which was the product that had the most elastics for the lowest price. By teaching the girls how to make these decisions, they will be able to spend more effectively in the future.

To conclude the lesson, we made a plan for what the girls would do with the money they will make by selling Girl Scout cookies. They were given time to brainstorm fun activities, causes, or items they wanted for the troop. Once we had a few ideas, we looked up the estimated costs for them. Additionally, we informed the girls that troops usually keep about 15% of the sales revenue from cookies. Using this information, we helped them figure out how many cookie boxes they had to sell to earn enough for their proposed plan.

We ended the session with a quiz to assess their learning and then gave them a cer-
Middle School (Focus on Eighth Grade)

For the eighth graders, we wanted to teach them money management skills that would prepare them for high school. We mainly focused on the topics of part-time jobs and financing a car as they are reaching the age where they are beginning to get their first job and learn to drive in the next few years. During their Core+ period, a free period to do homework and other activities, we went on-site and held workshops.

We began by outlining what a part-time job is and giving them a few minutes to do online job searches for part-time jobs in the Carmel area. Once they found a few jobs, they were instructed to discuss the pros and cons of working part-time while in school. We also briefly went over minimum wage and what the requirements are for most jobs.

In the main part of our workshop, we focused on how they can use the money they have earned wisely - in particular, how to save for and purchase a car. Because most eighth graders do not have bills to pay, they have extra cash to spend when they become employed. Oftentimes, they do not know what to do with this money. We started off by going over the most popular options, such as putting the money into a savings account, investing it, or simply keeping it somewhere safe at home.

Moreover, they learned to analyze advertisements and understand how they can influence our decision making abilities in the moment. The students were asked to share examples of popular advertisements and why they believed that those advertisements were successful. Afterwards, we emphasized that companies use many methods to attract customers and that the students
To conclude our workshop, we turned their attention to financing a car. Based on our survey which asked the students whether they knew what each method of obtaining a car was, the middle schoolers lacked knowledge in this department. We created a presentation that went over the most common ways to finance a car, such as: buying a used or new car with savings, getting a loan from the bank or leasing the car with monthly payments. To drive the point home, we concluded with a post quiz asking them to describe each of the methods in order to insure their understanding.

**High School**

To form and justify our learning objectives, we surveyed 500 students in Carmel High School about the Jump-Start standards related to future financial decisions such as paying for college or saving for a house to get an idea of which skill sets they were lacking in.

The results of the survey showed that most students believed they were comfortable with handling their personal finance, but when we dove into more specific questions dealing with ways to pay for post-secondary information and strategies to save money, 87% of students were highly uncomfortable and unprepared to deal with these aspects of personal finance. We then organized our efforts into three main committees: Teaching, Social Media, and Promotion. This method of organization allowed us to reach out to the majority of the school and also involve many chapter members in being financially responsible for their future.
LEAD Conference

Outside of the classroom, we spoke at two sessions at the annual LEAD conference in which DECA chapter members throughout central Indiana attended. Our first session talked about credit and debt. We showed two informational videos and subsequently played an online trivia game to test what the students had learned. Our second session was focused on spending and saving, beginning with a brief overview of efficient ways to budget, showing video clips elaborating on the topic more. Afterwards, the students had time to ask questions to supplement our lesson and complete a satisfaction evaluation and give us feedback.

Business Class Lessons

For in-class teaching, we collaborated with the Introduction to Business class. Before we did any activities, we gave the whole class a basic personal finance knowledge quiz to see where they were starting at. For our lesson we taught them about being smart consumers, especially for large expenses such as buying a house or paying for a wedding. We showed them videos about how to finance for a house, with details about mortgage and other options such as renting. Additionally, we showed them different news articles that ranged from weddings on a budget that cost less than $2000 to $50,000 weddings. Using these articles, we talked about the methods that those who spent less on their wedding used vs what the people who spent large sums could have done. After we finished our lesson, we gave the students the same quiz again. The mean score on the quiz went from a 61% to a 95%, showing the improvement we were hoping to see after our help.

Multimedia Promotion

To increase involvement, we used different social media sites to provide financial tips and promote financial literacy events. Our Instagram has a following of over 400 people.
Twitter has following of over 600 followers.

A major event that we worked with to promote was the “Financial Aid Night”. Each

Carmel DECA @CarmelDECA Oct 17
FINANCIAL AID NIGHT IS IN 1 DAY!! TOMORROW, GET ALL YOUR QUESTIONS
ABOUT LOANS, SCHOLARSHIPS, GRANTS, AND MORE ANSWERED BY EXPERTS!

CarmelDECA’s Twitter promotion of Financial Aid Night.

year, the College & Career Resource Center runs this event to help parents and students
prepare for college finances. They have speakers who give information about scholarships,
financial aid opportunities, FASFA and upcoming events especially for seniors to help them
with their college budgets.

We put up flyers in the Carmel Cafe, posted on our Instagram and tweeted on Twitter in order to help get the word out. Additionally, we worked with the counseling center to
deliver a sheet with financial aid information to every senior in the school during their SRT, a
period that all students have to themselves for homework, etc. By reaching out the to student
body in multiple fashions, we were able to insure full attendance of this great opportunity.

Finally, we worked with the school-run TV Station “CHTV”. We ran a monthly minute long clip that updated
students about personal-finance related events that were coming up and also referred them to the College and Career
Readiness Center for additional resources. During the month of April, we plan to do a tip of the week during their newscasts
in honor of April being Financial Literacy Month. Working with CHTV gives us the opportunity to have our information broadcasted
to every student in the school because the newscasts are shown in every class during the first 15 minutes of SRT and
thus will be viewed by all those watching the video announcements.

IV. EVALUATION AND RECOMMENDATIONS

A. Evaluation of campaign

Self-Evaluation Grade:
was tremendous as we impacted the financial literacy of 955 students in 9 schools and addressed the trend of lower female financial literacy through our work with Girl Scouts of America. For each activity, we had a thorough plan that we implemented and a method of evaluation such as a quiz or survey. We also used direct teacher feedback to get a different perspective. This way of evaluating our impact helped us improve upon our lessons tremendously. After each activity, we used the new feedback to improve our next teaching session. For example, our first kindergarten lesson included adding money which some of the kindergarteners struggled with. After we observed this issue, we altered the lesson to have less focus on math and more on the needs and wants of spending money in order to better target their current skills. Overall, the teachers found our activities to be very beneficial and a good use of time for the students. Based on the interaction and involvement reflected in the classrooms, we believe that the students thoroughly understood the main points of the behind the activities. Our quiz results and verbal feedback showed great improvement in the students’ personal financial literacy.

We chose our activities in order to meet all of JumpStart’s “financial decision making” and “saving and spending” standards which are the fundamentals of being a financially responsible consumer. For all the grades, our main vision was to help students make better financial decisions and be smarter consumers.

Our campaign successfully accomplished our goals by teaching students how to spend wisely in their daily life and by improving their overall personal financial literacy.

Evaluation of Kindergarten

Kindergarten Objectives:

1. Recognizing money’s worth and applying it in spending decisions
2. Differentiate between needs and wants

Both objectives were met after each visit to the Kindergarten classes and through the girl scouts sessions. Most of the students could give a basic definition of a need versus
strong understanding of money or the different values of bills and coins before the lessons.

After completing the activities, all the students indicated on the quiz that they could name an example of a need and a want and explain their difference. They also knew what the different U.S. dollar bills and coins looked like and could understand their value. In the end, students were able to combine their newfound knowledge and talk about purchasing their needs and wants with money.

One scout eagerly told us after the lesson that she understood the concept of needs and wants much better than before. She even explained that some items such as drinks could be both because everyone needs water while drinks like soda belong more in the want category.

We were able to complete our objectives and meet the JumpStart standards through working with the kindergarten students in their classes and with the Daisy troops, which all contributed to our overarching goal of preparing students to become financially capable consumers.

**Evaluation of 4th Grade**

4th Grade Objectives:

1. Comparison shop by considering different spending and non-spending choices.
2. Creating strategies to save money and ultimately reach a desired financial goal.

These objectives were achieved through working with the Brownie Scouts. Prior to us working with them, most of the girls had experience shopping but did not know ways to save or comparison shop in order to get the best deal.

As they completed the activities, they grew more confident in their financial skills. We discussed trends and they understood that waiting to buy an item can help them decide whether they really want it and also may lead to a lower price if the item goes on sale.
If they wanted to purchase it. By understanding the usefulness of reviews, they will be able to make more well-thought-out decisions with their money in the future. At the end, they applied these skills by comparison shopping online and then sharing why they made the decisions that they did.

After finishing the lesson, all of the girls were able to give one good reason they "bought" what they did also completed a small quiz to demonstrate their knowledge. The troop leaders were very satisfied with what they had learned and all the scouts were able to earn their "Savvy Shopper" badge. This badge correlated with our objectives and the JumpStart standards.

**Evaluation of Middle School**

**Middle School Objectives:**

1. Learning how to budget earned money for different uses
2. Using comparison shopping and budgeting skills to save up for and finance a car

The two objectives for middle school were met after we visited the core plus classes and completed a mini lesson on part-time/summer jobs and how to save the money for future expenses such as cars. Because middle schoolers are becoming more independent as they grow and transition to high school, these are important topics.

We presented typical jobs many students have and then had them discuss job opportunities briefly. Afterwards, we listed ways they could use their money such as purchasing items, saving it in the bank, investing it and also budgeting for future expenses. Our main focus was on financing a car as the majority of U.S households own at least one car, making it an item that each student would mostly own in the future. We explained saving money buy purchasing a used car versus paying more for a new car. The students also learned about paying with loans, leasing, buying with cash and other options to pay for a car through a powerpoint lesson.

Many of the students found this lesson highly applicable to their current situa-
school. Because all of us (the group members) have jobs and also have recently started driving, we were able to share our personal experiences with the students. These activities were highly effective as 100% of students were able to complete a quiz over ways to budget their money and finance for a car, helping us successfully achieve our overarching goal.

**Evaluation of High School**

**High School Objectives:**

1. Knowing Effective Methods to Save for College
2. Being Aware of Different Methods for Paying for Post-Secondary Education
3. Analyzing Different Factors To Finance a Marriage and House

At the LEAD conference, we educated students on savings and spendings, especially geared towards aiding in their savings for college. Not only was this a touch-up on being better managers with money, but it educated them on how to be financially capable consumers in an increasingly demand-driven world. Students are constantly purchasing unnecessary fast food items and indulging in the latest trends, so after receiving their evaluation sheets, it is clear that we struck home. This was evident when a majority of students wrote that we were successful in educating them about decreasing daily spendings on wants such as a Starbucks drink and a dinner out to properly save money during high school to help save for college. Also with the trivia, 90% of students were able to answer all ten of the given questions.

Additionally, on Instagram, we were able to
posts included advice on the different methods of financing post-secondary education as well as daily tips to reduce spending. Similarly on the CHTV broadcast that we partnered with the College Career & Resource Center to produce, a five minute video was shown in every class, broadcasted to the over 5,000 students at Carmel High School. A corresponding worksheet followed in which students were prompted to create effective saving strategies. This video emphasized the importance of minimizing expenses and consequently keeping more money saved up in the bank to help fund longer term goals such as college. Follow-up emails with teachers revealed that while there was not 100% participation in the activity, an average of 65% of students in each class found the worksheet and video effective and informational.

By endorsing Financial Aid Night, we were able to assist in bringing in over 100 parents and students to the informational session. There, they learned how to fill out the FAFSA line by line and were educated about scholarship, grant, and federal loan opportunities. By the end of the night, over 40 parents had completed the FAFSA for their student(s).

In the Introduction to Business class, we held multiple lessons with them to inform them on comparison shopping skills that they would need in the future such as financing a house and a marriage. The results below exemplify how limited knowledge the students possessed on these topics (in this case: mortgages) as opposed to after the lessons.

Overall, it is clear that students came out of the lesson far better equipped with an in-depth knowledge about financing a house and a marriage, able to make smarter decisions in their futures.

### B. Recommendations for additional new activities for future campaigns

Evidently from our primary and secondary research, financial literacy is a crucial aspect of everyone’s lives - no matter how young and what gender.
munity, there were some parts of the campaign that could have been improved upon to better parallel the importance of financial literacy.

Because we began planning in late August, our team was unable to collaborate with the senior symposium classes, a program that educates CHS seniors on vital life skills. To create a more meaningful impact on high school students, we have already set up appointments for the next team to schedule and organize activities for the symposium class. We highly recommend that they use this opportunity to their advantage to educate high schoolers more on how to effectively manage credit and debt aside from financing for post-secondary education. Moreover, instead of simply promoting Financial Aid Night, it is important that next year, the group has an informational panel themselves. Late scheduling prevented us from doing so as well, but we have directly spoken with the College & Career Resource Center advisors, and they have guaranteed Carmel DECA a panel at next year's event.

Also due to the limitations of time as high school students, we were unable to spread our influence beyond the loyal Carmel area. As we were busy preparing the workshops and classes in Carmel, there were other opportunities in Indianapolis to pursue such as School on Wheels, a program that tutors impoverished children for free. Initially, we had contacted the Chief Marketing Officer, Mrs. Hussey, but due to time restraints, we were unable to take advantage of this opportunity. By taking on this venture, we would have been able to make an impact on more than 50 additional K-8 grade students. Next year, we suggest that the team visit approximately five of each kindergarten, fourth, and eighth grade classes and limit meetings with Girl Scouts to be able to come in on one session with School on Wheels to impact more students outside of Carmel. Another option spanning further than Carmel includes working with the State Treasurer, who contacted our team directly. With this influence, the team could organize fundraisers and banquets to influence leaders of Indianapolis. Carmel DECA would then potentially be able collaborate with large-scale corporations and education leaders across central Indiana to create as large of an influence as possible.
method allowed us to reach out and connect with parents, it is not the best platform to
educate them on how to support their children as they become financially independent.
Next year, we hope that we can teach and talk to parents in person to create a better connec-
tion and thus have a higher rate of the information actually reaching their kids. This will be
achieved through our panel at Financial Aid Night, where students and parents attend to-
gether. Additionally, we will be working to put on a workshop for parents of middle schoolers
who want to learn more about how to begin talking about personal finance with their child in
regards to jobs, cars and life as they mature into young adults.

Our promotion project was successful in educating all age groups, from K to 12, on
finance in an engaging, interactive manner. Moreover, their parents were involved in the pro-
cess through our consistent follow-up emails. We hope that the students will utilize the skills
they gained from the campaign in order to be more financially capable consumers. In addition,
for an unparalleled campaign in the future, the next Carmel DECA FLPP team must have a
larger impact on the community and greater parent involvement. Nevertheless, Carmel DECA
will continue to help students become sophisticated financial decision makers who truly see
that Money Matters.

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VI. APPENDIX
1.1 High School Survey

Personal Financial Literacy

How prepared are you financially?

1. How comfortable are you with your personal financial literacy (ability to use knowledge to manage financial resources effectively for financial well-being)?
   Mark only one oval.
   [Ovals labeled from 1 to 5 with corresponding text: Not at all comfortable, Somewhat uncomfortable, Neutral, Somewhat comfortable, Very comfortable.]

2. Do you feel prepared to finance your college education (if applicable), a car, owning/renting a house, and your marriage?
   Mark only one oval.
   [Ovals labeled from 1 to 5 with corresponding text: No, not at all, Somewhat not prepared, Neutral, Yes, very prepared.]

3. Are you familiar with the costs and benefits of various types of credit?
   Mark only one oval.
   [Ovals labeled from 1 to 5 with corresponding text: No, not at all, Somewhat not familiar, Neutral, Yes, very familiar.]

4. Can you differentiate among different types of student loans and other ways to pay for post-secondary education?
   Mark only one oval.
   [Ovals labeled from 1 to 5 with corresponding text: No, not at all, Somewhat not clear, Neutral, Yes, I know the differences between them all.]

5. Have you created strategies to avoid or correct debt problems?
   Mark only one oval.
   [Ovals labeled Yes and No.]

6. Are you interested in learning more about how you can improve your personal financial literacy to better equip yourself with skills to manage your finances in the future?
   Mark only one oval.
   [Ovals labeled Yes and No.]

1.2 Service-Wide Email to Girl Scouts of Central Indiana

Hi SUMIt,

I wanted to let you know that this young lady and a group of other talented Carmel High girls are competing in a Personal Financial Literacy event for a business competition and would love to help you earn your financial literacy badges! They would be excited to help grades K-1 get their “money corners” and “making choices” badges. They are also hoping to work with grades 4-8 to achieve their “saving, shopping” badges. She also has a group in thinking that if there is room in your program, they could run a day workshop or whatever else you see fit. If this is something you as a Service Unit or your troop leaders might be interested in please reach out to her. Cassidy Jiang.
cassidy52772@gmail.com

Thanks,
Cassidy Jiang
Community Engagement Manager
Girl Scouts of Central Indiana

SERVE IN THE POWER OF POSSIBILITIES
1.3 Proposal to Kindergarten, Fourth, and Eighth Grade Teachers

Overview of Finance at First Glance

- Carmel DECA students will work with Carmel Clay Schools and surrounding educational programs to promote personal financial literacy among students.
- Students will be taught financial life skills to prepare themselves for a healthy financial well-being.
- Carmel DECA students will visit elementary and middle schools to identify the gaps in their financial literacy.
  - In multiple class sessions, the students will receive lesson plans consisting of but not limited to interactive activities and informative videos.

Learning Objectives of Finance at First Glance

- High school students will:
  - Create a meaningful and life-enriching project for elementary and middle school students to prepare them for personal finance in middle and high school respectively.
  - Foster creativity, collaboration, and discussion amongst elementary and middle school students
- Elementary school students will:
  - Engage in practical problem solving
  - Enhance their personal financial literacy skills
  - Develop a plan for spending and saving
    - Explain how saving money can improve financial well-being
    - Create a method to keep track of money spent and how to allocate money for saving, spending, and sharing goals
- Middle school students will:
  - Engage in practical problem solving
  - Enhance their personal financial literacy skills
  - Apply consumer skills to spending and saving decisions
    - Evaluate the relationship between spending practices and achieving financial goals

Phase 1: Project Launch

- Carmel DECA students will contact Carmel Clay elementary and middle schools to invite them to participate.
- Students of Carmel DECA will initially pitch the project to principles from each school.
  - Carmel DECA students will give more information about Finance at First Glance to those who choose to participate.
- Students from Carmel DECA will teach elementary and middle school students about the goal-directed mindset when making financial decisions.

Phase 2:

- During the months of October, November and December, Carmel DECA students will visit Carmel Clay elementary and middle schools to promote personal financial literacy through different activities and lessons.
  - Each teacher will allocate time for this project as he or she sees fit.
  - The lessons will be implemented in a fashion that ties into each teacher's curriculum.