2012 INTERNATIONAL CAREER DEVELOPMENT CONFERENCE

Written Event Winners

FINANCIAL LITERACY PROMOTION PROJECT

1st Place
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Nevada Regional Tech Center, MO
Financial Literacy Promotion Project

Nevada Regional Technical Center DECA

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I. EXECUTIVE SUMMARY

“In our complex financial marketplace, financial education must be a life-long pursuit that enables consumers of all ages and economic positions to stay attuned to changes in their financial needs and circumstances and to take advantage of products and services that best meet their goals.” Federal Reserve Chairman Ben S. Bernanke

Purpose: Whether we call it financial literacy, personal finance or money management it’s all about making the most of our money. We believe that for them to have a chance in the world’s challenging economy, the next generation needs to start building Financial Skills for Life. This is the tagline of our “Time Is Money” financial literacy program, which focuses on helping students develop financial skills at every stage of life starting early and being continually reinforced across all age groups. Today, a majority of consumers are experiencing some sort of financial difficulty, which can cause a significant impact on their everyday lives. Too many Americans carry excessive consumer debt and live from paycheck to paycheck with no financial reserves. As a chapter we felt it was important to help the students of Nevada R-5, ourselves and our community become better educated about their personal finances to help them have a more secure future.

Target Audience: The primary target markets for our financial literacy promotion were the students in the Nevada R-5 school district from preschool through grade 12. The students were then broken down into five different market segments of Pre-K, grades K-2, grades 3-5, grades 6-8, and grades 9-12. Our secondary target market was parents of students in the school district and members of the community.

Activities: Our financial literacy promotional plan was built around the following activities:

- Learning Centers – placed in each school and in local businesses
- Financial Literacy Month
- The Value of Coins
- What Olivia Needs Coloring Storybook
- Hands on Banking Adventure
- The Great Piggy Bank Adventure
- The US Mint Website
- The Drive of Your Life
- EverFi

Effects: Our Time is Money promotion was a successful comprehensive project designed to build Financial Skills for Life. It involved extensive planning and organizing that utilized effective marketing strategies, such as research, identification of our target market, planning age appropriate activities for each market segment, the logistics of time and workforce management, and the development of leadership and teamwork skills. The skills gained by the leadership team and chapter members will be transferrable into future, real-world situations. The financial literacy skills developed among the students of Nevada R-5 provided knowledge and resources for a lifetime of financial well-being.
I. INTRODUCTION

A. Description of Local DECA Chapter

The Nevada, Missouri, DECA chapter began under instructor Lester Kesterson in 1948. He was one of the first educators in Missouri, in the field of High School Cooperative Occupational Education, which is now part of the Missouri Department of College and Career Readiness. His passion for career education began a rich history for Nevada DECA. In 1962, he became the Director of Cooperative, Industrial and Distributive Education for the Missouri Department of Education serving in this capacity until retiring in 1978. Upon his retirement, Missouri DECA established the Lester B. Kesterson Scholarship in his honor.

In August of 1973, the Nevada DECA chapter moved from Nevada High School to the Nevada Regional Technical Center. The NRTC DECA chapter prides itself in being active not only within the school, but also in the community. Our chapter is a member of the Nevada Area Chamber of Commerce and serves on the Smiles Award committee. The Smiles Award is given to an area worker who has been nominated for their excellent customer service. Serving on this committee has given our members the opportunity to network with local businesses. It has also helped members understand how many of our local businesses operate and the benefits that quality customer service can provide a small business.

Our chapter has a long history of being recognized at the district, state and national levels for our competitive event efforts. The enthusiasm over our success has helped our chapter experience growth in the last few
years. Our chapter currently has 56 members up from last year’s 24 members. The chapter advisor is Mrs. Martha Cubbage.

**B. Description of the School and Community**

The Nevada Regional Technical Center (NRTC) is located in Nevada, Missouri, and was first opened in August of 1973. Our current tagline is "Today, an education...tomorrow, a career", which focuses on preparing students to be college and career ready. The mission of Nevada Regional Technical Center is to provide an environment of learning where high quality career and technical education empowers each student to be a productive and responsible citizen in our changing global society. Nevada Regional Technical Center is one of fifty-eight Career and Technical Education Centers in Missouri. We serve high school students, as well as adult students. NRTC currently serves seven sending districts, which include: Nevada, Bronaugh, Butler, El Dorado Springs, Hume, Miami, Northeast Vernon County and Rich Hill. It is our goal to prepare students for the demands of industry and post-secondary education. We have several dual-credit offerings as well as articulation agreements with colleges in the state of Missouri. NRTC offers classes on three campus locations. Agriculture, Automotive Technology, Business Technology, Computer Aided Design, Computer Network Technology, Exploring Engineering, Graphic Design, Health Sciences, Industrial Mechanical Technology and Marketing are offered at the Ashland Street campus. Culinary Arts and Early Childhood Careers are offered at the North West street campus, and the Construction Technology program is located in the Linn Subdivision. The current enrollment is 484 students.
Nevada, Missouri is a rural community located in Southwest Missouri with a population of 8,327, as of the 2010 census.

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Nevada is the county seat of Vernon County. The anchors of the town’s economy include manufacturing, educational and agricultural entities. Nevada’s major employers include 3M, the Nevada Regional Medical Center, the Nevada R-5 School District, and the State of Missouri. The median household income in Nevada is $27,828, compared to $32,919 for Vernon County and $46,005 for the state of Missouri. Nevada represents the best of small town life, with its low cost of living, and its location only short distances from metropolitan attractions. Nevada is located at the intersection of two major US highways, Highway 71 and Highway 54. This location puts Nevada within driving distance of four metropolitan areas:
between Joplin and Kansas City, Missouri on Highway 71 and between Wichita, Kansas, and Lake Ozark, Missouri, on Highway 54.

III. MANAGEMENT OF ACTIVITIES TARGETED AT OUTSIDE AUDIENCE

A. Purpose of the Activities

Whether we call it financial literacy, personal finance, or money management, it’s all about making the most of our money. We strongly believe that financial literacy skills must be developed at every stage of life, starting early and being continually reinforced across all age groups. Before we developed our activities for our outside audience, we identified both our primary and secondary target market. The primary target market for our financial literacy promotion was the students in the Nevada R-5 school district from preschool through grade 12. The total of each age group includes:

- Preschool through grade 2 = 941 students
- Grades 3 through 5 = 539 students
- Grades 6 through 8 = 566 students
- Grades 9 through 12 = 709 students

This gave us a total primary targeted student population of 2,755. The students were then broken down into five different market segments of Pre K, grades K-2, grades 3-5, grades 6-8, and grades 9-12. Our secondary target market was parents of students in the school district and members of the community.

Before discussing the activities to have each age group focus on, we took a look at what knowledge a person should have to be financially literate. Through our research, we discovered 14 points parents should reinforce to prepare children for a successful financial future. The top 14 ways to teach children about money include:
1. **Introduce the Concept of Money:** Introduce young children to coins first. Teach them the value of coins and encourage them to save their coins in a piggy bank.

2. **Lead by Example:** Explain how to write a check, use an ATM card, or pay for groceries. Children are very observant and will learn many money concepts by watching and copying behavior.

3. **Open a Savings Account:** Explain to children how compound interest works and show them how their money grows in a savings account. Expand to a checking account once they are ready.

4. **Use an Allowance:** When children receive an allowance, they must learn very basic budgeting and rationing skills. As they manage their allowance money, their money management skills will improve.

5. **Make Learning Fun:** Play money games that encourage learning. Board games, online games, and homemade games are all possibilities.

6. **Allow Them to Make Mistakes:** Let children waste their money and make mistakes with their money. It’s a valuable teaching tool, however, be ready to step in and help guide them when they need it.

7. **Let Them Earn Money:** Working summer jobs, becoming entrepreneurs, and working for mom and dad all help children learn about business and hard work.

8. **Teach Children to Budget:** Allow children to plan and budget for a family event to practice their budgeting skills.

9. **Teach Your Teens About Credit:** Help children understand the concept of delayed gratification and the pros and cons of buying on credit.
10. **Introduce Taxes:** Explain the concept of taxes early so that their paychecks will meet their expectations. If they are not aware of payroll withholdings, children will often be surprised when there are deductions from their paychecks.

11. **Encourage Charitable Giving:** Introduce philanthropy to children early and they will likely become eager volunteers and donors.

12. **Introduce Long-Term Planning:** Teach children about long-term savings and debt. Discuss the costs of college, cars, houses, and retirement early to give them a head start.

13. **Teach Them to Invest:** Once they have mastered basic banking skills, encourage children to learn about the stock market. Explore appropriate stocks and mutual funds with children.

14. **Teach Children to Set Goals:** Many successful financial milestones are achieved by goal setting. Encourage children to set savings goals and work towards them.

   To further define age appropriate objectives we developed a time line, which focused on when it is “Time to Learn” specific financial skills.
Pre K Financial Skills

- Teach the Value of Coins
- Prioritize

Grades K-2 Financial Skills

- Encourage Them to Save
- Talk About Careers
- Talk About Allowance

Grades 3-5 Financial Skills

- Savings Vs. Investing
- Allowances and Spending Plans

Grades 6-8 Financial Skills

- Explore the Stock Market
- Research Careers
- Increase Your Share of Costs
- Stick With Cash

Grades 9-12 Financial Skills

- Manage Checking
- Obtain a Part Time Job
- Give Charitably
- Develop Long-Term Goals
- Make a Budget
- Distinguish Wants From Needs
- Explain Opportunity Cost
- How Banks Work
- Make Savings a Habit
- Money Responsibility
- Comparison Shopping
- Encourage Charitable Giving
- Set Financial Goals
- Understand Inflation
- Know Your Consumer Rights
- Comprehend Insurance
- Manage Credit
- Protect Your Identity
- Set College Expectations

With our framework now in place, we then identified the specific activities we wanted to implement to reinforce the financial skills we believe are vital for each age group.
Learning Centers

We developed the concept of creating learning centers to display in the library/media centers of each school within the Nevada R-5 district. The purpose of these learning centers was to help inform and educate the students at each grade level, their parents, and the members of the community. Each display was designed to include a tri-fold display board highlighting the skills for that specific grade level, including the “Top 14 Money Ways to Teach Children About Money” and a six-panel color brochure with a list of helpful resources. We also planned three additional learning center displays to be placed at three key businesses within the community to spread our message beyond the schools to parents and community members.

Financial Literacy Month

To launch our financial literacy promotion our chapter declared January 2012 to be “Financial Literacy Month”. We selected January because it’s the start of a New Year, and it’s typically a time when many people are making resolutions for the New Year, including ways to improve their finances. We felt it would be a great idea to kick off the New Year by spreading financial knowledge to our community that they could use all year round.

The Value of Coins (Pre K)

As early as age two, children are often ready to learn about money. They have likely witnessed family members spending money, writing checks, and using an ATM card. The purpose of this activity was to begin introducing the children to the concept of money.

What Olivia Needs Coloring Storybook (Pre K)

Olivia is a popular character from the children’s network Nickelodeon. Her workbook talks about her wants, while her mother discusses if she really needs those items. We believed that this would be a good activity because many of the children have seen the character on TV
and could relate to her. The purpose of this activity was to help children see the difference between wants and needs. This activity helps children to understand that necessities, such as food and water, need to be taken care of first before getting other things, such as a new toy.

**Hands on Banking Adventure (Grades K-2)**

This is an online activity that follows the character Zing while he explores Earth and what happens to money. Zing takes children on a journey to show there are many different things that money is used for, from managing it to saving it in a bank. In each lesson, children continue building their knowledge of money, by learning terms and stepping through fun activities such as money games. Their knowledge is later tested at the end of the activity through an assessment.

**The Great Piggy Bank Adventure (Grades 3-5)**

The purpose of this activity, co-sponsored by investment firm T.Rowe Price and entertainment powerhouse Disney, is to show children the importance of good financial planning and goal setting. The children start off with a dream goal for each level of the game and learn about financial concepts by completing the lessons and gaining financial knowledge to achieve their goals. The online activity is partnered with an activity book that creates a journey to a dream goal. The students learn about setting a financial goal, spending wisely, saving money and inflation. Their dream goal is a puppy and through worksheets such as the Amazing Money Maze, where they go to the Corner Store to buy items that pertain to their goal, to Up, Up, and Away, where they learn what the cost of lunch will be in the future due to inflation, they gain coins for the goal. There is also a test in the packet to access their financial knowledge. At the end of the packet they count up all their coins received in each activity to see if they have enough to reach the goal. If they reach their goal and completed the packet, they become a Certified Finance Smarty-Pants.
The US Mint Website (Grades 6-8)

The Northwestern Mutual Foundation partnered with The National Council on Economic Education in the development of the website http://www.themint.org. The purpose of the activities on this site is to provide tools to help teach children to manage money wisely and develop good financial habits that we believe are the building blocks for a secure future. Activities on this site have been designed for students and their families to explore together. Most pages are written in a kid-friendly style so families can work together, but also allow older children to work on their own in learning money lessons.

Drive of Your Life (Grades 6-8 & Grades 9-12)

Drive of Your Life is a fun online career exploration game that helps middle school and high school students learn more about themselves, higher education and careers. The purpose is to answer a series of questions about themselves to learn what careers could interest them and then go on a virtual drive to learn more about each of those careers – all in their own customized car. We discussed that it’s never too early to start thinking about your future and that education is key for a successful financial future.

EverFi (Grades 9-12)

The purpose of EverFi is to teach high school students about financial literacy in an appealing web based, interactive environment. This award-winning program teaches, assesses and certifies students in Financial Literacy using the latest new media tools including 3D gaming, Twitter-like messaging tools, animations, and video technologies. The 10-module program is integrated into the school curriculum and aligned with Missouri State Standards for Personal Finance. The system tracks student progress and reports the unique score of each user. Upon completion of the course, students are provided with a Certification in Financial Literacy.
With the financial support of Heritage State Bank of Nevada, we helped bring this learning tool to the Nevada R-5 high school students. We recognize that certification can be a valuable mark of distinction on resumes and college applications. It is our goal that our partnership with Heritage State Bank will create lasting effects as a community development tool by graduating more financially literate students who will become productive citizens and ultimately strengthen the local economy.

B. Planning and Organization of Activities

Our next step was to create informational learning centers to display in each school’s library/media centers. These learning centers featured things to know about finance at that specific age/grade level along with helpful information for parents and community members. Learning centers displays were also placed at local businesses including Cavener’s Library and Office Supplies, Hoffman Financial Resources, and Heritage State Bank.

Learning Centers

Our information learning centers were designed and created through the efforts of all NRTC DECA chapter members. We requested and received permission from each school building in the Nevada R-5 district to place the learning centers in each library media center. The library/media center is one common area that every student spends some time in each week, so we felt like this location would offer the greatest exposure. The schools and grades include:

- Bryan Elementary: Grades Pre K, K-1
- Benton Elementary: Grade 2
- Truman Elementary: Grades 3-5
- Nevada Middle School: Grades 6-8
- Nevada High School: Grades 9-12
In addition to the learning center within each school, we created three additional displays to feature at key businesses within the community. One display was created to display at Cavener's Library and Office Supply. Cavener's is a popular book and office supply store in Nevada. Our display for their store featured our key skills broken down by age level along with suggestions for gifts of books and learning materials that could be purchased from Cavener's to reinforce the skills we focused on.

This board was placed in early December to attract buyers during the busy Christmas season.

The second location for a community display was the lobby entrance of Hoffman Financial Resources, a well-known local financial planning center. We felt this was a great location to attract a large volume of traffic because the lobby is also shared with the Nevada Area Chamber of Commerce. Our third community display was placed in the lobby of Heritage State Bank of Nevada, which is our sponsoring bank for many of the activities in our Financial Literacy Promotion Project.

Financial Literacy Month

Today, a majority of consumers are experiencing some sort of financial difficulty, which can cause a significant impact on their everyday lives. Too many Americans carry excessive consumer debt and live from paycheck to paycheck with no financial reserves. As a chapter, we felt it was important to help the students of Nevada R-5 and ourselves become better educated about their personal finances to help them have a more secure future. While National Financial
Literacy Month is recognized in the United States in April, we thought it was important to start the New Year right and declared January 2012, as Nevada’s Financial Literacy Month.

The Value of Coins (Pre K)

- Sort Coins by Color: Begin by differentiating pennies from silver coins. Pennies are easily understood as children learn how to count. Practice counting out 10 pennies at a time.

- Sort Coins by Size: Work on the difference of the silver coins by grouping the coins by size. Even though children learn the sizes, learning that a dime is worth more than a nickel is a hard concept for young children.

- Use a Piggy Bank: Give your child a piggy bank to save his money in. You may want to consider using a clear container so it’s easy to see how much is in his piggy bank.

What Olivia Needs Coloring Storybook (Pre K)

The Olivia Workbook steps through a day with the Nickelodeon character Olivia. She is telling her mother how they must go to the store. Her mom asks what she needs and Olivia responds, “A new bow, a new bike and a new book!” Her mom discusses with her that she may want these items, but does she truly need them? She then goes on to say that she already has many of the items she wants and that she just wants some new things because of seeing her friends with new items. Together they go through and figure out the thing she really needs: A book, because she has a book report due for school. This shows the children that we may want a lot of things in life but we need to take care of the things we need first.

Hands on Banking Adventure (Grades K-2)

This online adventure takes children through different levels including, “You and Your Money,” “Budgeting,” “Savings and Checking Guide,” “Credit and You,” and then finishes with
an assessment. In “You and Your Money,” children learn where money comes from, what it’s used for, and how it is earned. It explains how money is minted, how it travels to banks, where money will be kept safe, and then how it makes the journey to one’s pocket. Zing tells children that different jobs can be done with different skills and that it also depends on a person’s education level. The next level focus on wants verses needs, how to stick to a budget and shop with it, and explains how to build their own budget. Then the students see the difference between savings and checking. It explains what a savings account is, how it works, how to complete a savings deposit, withdrawal, ATM transaction, and how to fill out a check. The final part of this activity is for the student to take an assessment to see how their financial knowledge has grown.

**The Great Piggy Bank Adventure (Grades 3-5)**

This workbook and online activity is a virtual board game used to show children the importance of good financial planning. The children start off with a dream goal for each level of the game and learn about financial concepts. Through completing the lessons they gain financial knowledge to achieve their goals. The online activity is partnered with an activity book that creates a journey to a dream goal. The students learn about setting a financial goal, spending wisely, saving money, and inflation. Their dream goal is a puppy and through worksheets such as the Amazing Money Maze, where they go to the Corner Store to buy items that pertain to their goal, to Up, Up, and Away, where they learn what the cost of lunch will be in the future due to inflation, they gain coins for the goal. There is also a test in the packet to show their financial knowledge. At the end of the packet they count up all their coins received in each activity to see if they have enough to reach the goal. If they reach their goal and complete the packet, they become a Certified Finance Smarty-Pants. A week after we introduced the workbook, we came
back to review over the information and helped them play the online game. For those students who finished the workbook and earned their certificate, they also received a $1 gold coin courtesy of our business partner, Heritage State Bank.

The US Mint Website (Grades 6-8)

Our main two activities for grades 6-8 came from two different online sources. We began on The Mint’s website (http://www.themint.org/) with the activity of “What Kind of Spender are You?” This was a personal quiz that students took to find out their own spending personality. After learning more about their personality, we helped explain to them what that personality meant in terms of spending money. We then discussed jobs that they could even start doing at their ages, like chores and babysitting to help them earn money. The students also took the “The Truth About Millionaires Quiz” to see that most millionaires started from humble beginnings and that they too could become millionaires, if they manage their money right. When the middle school students were asked if they currently have a savings account, 297 students said yes, 231 students said no and 38 students were not sure if they had one.

Drive of Your Life (Grades 6-8 & Grades 9-12)

For high school and middle school students, we decided to spend some time on careers to help students see the direct relationship between the level of education they obtain and their future income potential. A big part of a person’s financial future has to do with their career choice. Drive of Your Life is an online activity that has students do an interest inventory to
design their dream car to “drive through their life.” When they are done with the inventory, it leads them to the next step where it shows careers for them that are in demand and information about them. Then they pick five careers that they want to explore. After they have picked careers, their car takes them through life, everything from a typical day on the job, skills needed and education needed to personal life choices, such as going to a party or staying home to study for a test. We discussed that it’s never too early to start thinking about your future and that education is key for a successful future.

**EverFi (Grades 9-12)**

In September, we created and conducted a survey with all three Nevada R-5 Personal Finance instructors about their current curriculum. We asked them many questions pertaining to their curriculum such as what skills do students need before coming into class, when students should start learning personal finance skills, and what concepts are the hardest for students. Even though the teachers had different teaching styles, they agreed that students need to have strong math skills, that students should begin learning personal finance concepts earlier than high school, and that the hardest concepts for students are insurance and taxes.

We then looked for an activity that would appeal to students, develop higher level personal financial skills and cover the concepts that they have the hardest time with. We were lucky to find all of what
we wanted and more in EverFi. During the fall of 2011 Mrs. Susan Barrett, Executive Vice President of Heritage State Bank, approached our advisor Mrs. Martha Cubbage, with an opportunity to pilot the EverFi curriculum. Through a partnership with Heritage State Bank we were able to obtain the funding for the online program at no cost to our school district. The web based interactive curriculum focuses on the following learning modules:

**Module #1: Overview:** In this module, students are introduced to the experts who speak directly to the students throughout the course. The students are also given an interactive tutorial on how to maximize their experience.

**Module #2: Savings:** In this module, students learn the important habits of savings and budgeting. They learn how interest fuels savings accumulation and how to manage finances. Topics covered include interest, compound interest, The Rule of 72, principal, capital, budgeting and managing expenditures to create a savings plan, and types of savings vehicles. Students learn to create a monthly budget for expenses like insurance, student loans, utilities, transportation, credit card payments, rent, food, and entertainment. They participate in an interactive budgeting game in which they must place various purchase receipts and bills into categories. In this exercise, a major component focuses on food, eating out, packing a lunch, and other life-skills. Additionally, they learn the specifics of interest and compound interest by calculating compound interest earned on principal and the number of years it would take to save for a car.

**Module #3: Banking:** In this module, students learn about the banking system, retail banks, credit unions, and commercial banks. Students examine typical account types (i.e. checking) and their features. Students learn how to complete a check, use online banking, and monitor account activity. Topics covered include an overview of the Federal Reserve banking system, payday lenders, and FDIC Insurance.
Module #4: Payment Types, Interest Rates, and Credit Cards: In this module, students learn about payment types, credit card interest rates, installment credit, selecting and using credit activity, making credit card payments, and getting out of debt. After completing this module they will understand features like APR, annual fees, credit limits, and rewards for signing up for a new card. Topics covered include cash advances, payday loans, debit cards, Annual Percentage Rates on credit cards, credit limits, annual fees on credit cards, grace periods, minimum payments, and other fee structures associated with credit cards. Students will be familiar with how minimum payments work, and how to calculate the time necessary to pay off credit card debt using only the minimum payment. Students have an interactive look at selecting a credit card as they explore a 3D rendered environment that displays various credit card features.

Module #5: Credit Scores: Students learn about the importance of a credit score and how to take control of it. Students will understand what a credit score is, how it is calculated, and what the implications of good or bad credit mean. The module also includes: agencies that calculate credit scores, what impacts credit scores and how to manage a credit score, FICO, the major credit bureaus, credit checks, and purchases requiring good credit.

Module #6: Financing Higher Education: Upon completion of this module, students will have developed an understanding of the steps involved in the student loan process. From the initial stages of filling out a FAFSA to understanding repayment obligations for loans they’ve already taken out, students will cover topics including scholarships, grants, different loan types, good debt vs. bad debt, depreciation vs. appreciation, cost of school attendance, loan payback schedules and returns on investments.

Module #7: Renting vs. Owning: Through this module, students will utilize a cost benefit analysis framework in order to evaluate whether to buy, lease or rent a home or vehicle. The
module covers mortgages, appreciation, depreciation, tax incentives, lease terms, fixed and adjustable rate mortgages, balloon payments, liens and foreclosures.

Module #8: Insurances and Taxes: This module will cover topics including sales tax, income tax brackets, property taxes, capital gains taxes, and tax forms (1040, W4, & W2) to convey the importance of these obligations clearly. Students will assume the role of a tax consultant and complete an individual tax return in order to calculate the taxes owed for a client. Furthermore, students will run a scenario analysis to highlight the relationships between salary, federal tax withholdings and net pay. Also, the module will review the most relevant types of insurance (health, homeowners, renters, and auto) and their benefits. Students will evaluate multiple health insurance policies and calculate the costs associated with each (incorporating the policy’s term policy, deductible and premium) in order to recommend an optimal policy.

Module #9: Consumer Fraud: This module focuses on the protection of personal financial information, details identity theft and how to prevent it, the impact identity theft can have on a person’s life, as well as other consumer fraud protection laws (the Fair Credit Reporting Act and the Truth in Lending Act). Upon completion of this module, students will be able to prevent common consumer fraud practices (including phishing scams, credit card fraud, and phone and utility theft). In addition, students will develop best practices (including checking credit reports once a year) to spot identity theft.

Module #10: Investing: This module brings students to the floor of the major Stock Exchanges. Students will cover topics including stocks, bonds, mutual funds, risk and reward dynamics, rates of return, shareholders, dividends, and coupons. Students will become proficient in allocating the risk and return of stocks, bonds, mutual funds, and savings accounts to create an optimal investment portfolio. Also, students will familiarize themselves with reading a stock quote and
understanding how to evaluate a company based on its price, market capitalization, dividend yield, earnings-per-share and price-to-earnings ratio. Students will become proficient in a basic understanding of how certain securities are traded.

**EverFi Life Game**

EverFi Life is an interactive, virtual world game that students play through a customized avatar at three different life stages. Each of the three game modes: high school, college, and post college come with a set of mission objectives. They select a budget that includes cell phone plans, groceries, car insurance, savings, investments, rent, entertainment, utilities and more. Throughout each stage, the characters earn points in the game by making wise financial decisions within a variety of real-life scenarios. These objectives include opening a checking account, paying off student loans, applying for summer jobs, paying taxes and making basic investment decisions. This enables students to apply what they’ve learned in the modules within an engaging format. The goal is to complete each module with a success rate of at least 70% and become EverFi certified.

**C. Implementation of Activities**

**Learning Centers**

The Learning Centers were a very helpful tool to our project. Placing these throughout each school and in the community provided a visual, age-appropriate message to our target audience and involved our entire chapter membership. We received much positive feedback from people who interacted with the centers. We believe that they had the impact we were looking for.

**Financial Literacy Month**

Our Financial Literacy Month Project was implemented and considered a great success. Throughout the month, students from different grades learned various lessons. They gained
valuable information about their money, started thinking about future careers, and started building their financial skills for life. When the month came to an end, we reviewed all the activities that took place and agreed that the project had the impact we were hoping for.

The Value of Coins (Pre K)

The Value of Coins was implemented and accomplished the goals we set for this age group. The preschool children did a great job at sorting their coins by both size and color. It was a lot of fun working with them, and it gave them a great start in learning about money.

What Olivia Needs Coloring Storybook (Pre K)

The Olivia Workbook was a big hit among the preschool children. The children learned what the difference between wants and needs are and they talked with us about some of their wants and needs. They enjoyed that this activity involved a character that they know from television. We believe that from helping the character Olivia determine her wants and needs the children began to develop a good understanding of the difference between their own wants and needs.

Hands on Banking Adventure (Grades K-2)

Our Hands on Banking Adventure was well received. We believe it was successful and was a great tool for younger children. It was offered in a language that was easier for them to understand. They had a wonderful time learning many things about money, such as how to shop on a budget and savings. The character Zing brought the information to the students in a fun, unique way that made learning about money enjoyable.

The Great Piggy Bank Adventure (Grades 3-5)

The Great Piggy Bank Adventure was implemented and was a success. The students in grade 3-5 had a great time with this activity. A lot of the children thought the online game was
fun and many of them reached their goals using their financial smarts. The workbook that went along with the game helped them to visualize the concepts. The students were motivated to complete the activities and earned their “Financial Smarty Pants” Certificate. The children also received a $1 gold coin courtesy of Heritage State Bank to start their savings.

The US Mint Website (Grades 6-8)

Our middle school section started off with The Mint and it was a success. The students enjoyed learning what kind of spender they are and gained tips about how to save for the future. They had a great discussion about jobs they can start doing in middle school, like babysitting, to the careers they want in the future. One true indicator that this activity was a success was when our time with them had to come to an end; the students did not want to leave.

Drive of Your Life (Grades 6-8 & Grades 9-12)

The online activity of Drive Your Life was probably one of the most popular activities of our program. The middle school and high school students found it to be very interesting, and many of them said it helped them get a better idea of the career they want in the future.

EverFi (Grades 9-12)

EverFi was one of the best tools that we used during our program. It was implemented to high school students and was a success. Many students completed all the modules and became EverFi Certified. Students expressed that they enjoyed it, learned a great deal, and suggested we offer the program to more students in the future, which is something that our chapter plans to do.
IV. EVALUATION AND RECOMMENDATIONS

A. Evaluation of Campaign

Financial Literacy Month

During our financial literacy crusade, we declared January 2012 to be Financial Literacy Month. We felt this was an appropriate time to make such bold declarations, because typically monetary sentiments and resolutions occur during the beginning of a new year. Though this has been the first year we have declared a Financial Literacy Month, we feel that the event has been successful and should be continued into the future.

Learning Centers

Following the placement of our Learning Centers in local schools and the community, we received a great deal of positive feedback from students, parents, teachers, administrators and community members. In addition to being a positive learning experience for our targeted audience, it was also a beneficial learning experience for our DECA chapter. Building our Learning Centers around the concept of our Money Timeline helped us to narrow the focus for each specific age group.

The Value of Coins (Pre K)

Teaching children the basics of our currency system is a vital part of financial literacy. We found this to be true as we used coin worksheets to teach the different values of coins. This was a great activity to start the children off with because in order to use money, you must have the knowledge of it value. The children enjoyed matching the coins, said they had fun, and left with a better knowledge of coins than they began with.
What Olivia Needs Color Storybook (Pre K)

Discovering the difference between wants and needs is often a difficult concept for a child. With the help of the character Olivia and chapter members, students started to gain a better understanding of what’s important to them in the terms of wants and needs. The students loved stepping through Olivia’s story and coloring the book. They were happy that the book was something that they could take home and show to their parents. By the end of this activity, students had clearly learned the difference between some of their specific wants and needs.

Hands on Banking Adventure (Grades K-2)

Following the character Zing through the journey of money was a great “hands on” experience for the younger students. Zing, along with our chapter members, taught students about managing their money, savings, checking and budgeting. At the end of all our lessons, students took the assessment. Many of our students passed with a 70% or higher. Those who passed and completed all of the activities received their Hands on Banking Certificate.

The Great Piggy Bank Adventure (Grade 3-5)

This virtual board game educates children and on the importance of wise financial planning. Children learned about important financial concepts and used the lessons to complete the game and achieve their dream goals. While The Great Piggy Bank Adventure is designed for children, adults are also encouraged to play with their children and get involved in their financial education. Such involvement will strengthen family financial skills.

The US Mint Website (Grades 6-8)

Given the current rate of savings and debt in America, the lessons on this site need to be learned. While this site is educational and entertaining for children and teens, it is also designed
for families. The parent section provides tips for mentoring and nurturing children, to help them grow in financial responsibility.

**Drive of Your Life (Grades 6-8 and Grades 9-12)**

This was one of our most popular activities. The students loved that they got to design their own car to “Drive Your Life.” The activity gave them valuable insight into a variety of careers and had them view what a typical day is like, the skills they need, and what kind of work they would do. The middle school students enjoyed starting their career research. The high school students enjoyed it also and some even said that it helped them to make a choice about what to major in during college. We believe that it is never too early to start thinking about your future.

**EverFi (Grades 9-12)**

A certification ceremony is planned at the end of each academic semester to recognize and reward successful completers of the EverFi curriculum. The ceremony will be a special evening event featuring representatives of the Nevada R-5 schools and our sponsor Heritage State Bank. Invitations will be sent to family members, community leaders and the local press to indicate the significance of the accomplishment. We believe the partnership formed between our DECA chapter, Nevada R-5, and the Heritage State Bank will help build critical financial skills for the entire community.

**B. Recommendations for Additional New Activities for Future Campaigns**

Our Time is Money promotion was a comprehensive project designed to build *Financial Skills for Life*. It involved extensive planning and organizing that utilized effective marketing strategies, such as research, identification of our target market, planning age appropriate activities for each market segment, the logistics of time and workforce management, and the
development of leadership and teamwork skills. The skills gained by the leadership team and chapter members will be transferrable into future real world situations. The partnership we developed with EverFi is for a three-year period. While this was the pilot year of our three-year commitment, we recommend increasing the number of students it is offered to in the future. Because EverFi was a success in the high school classes, we would recommend introducing their Vault curriculum to younger students as soon as possible. Vault is tailored towards 4th – 6th grades and teaches children to start developing good financial habits earlier in life. We would encourage future campaigns to allow several months to accomplish their goals from planning to implementation.
V. BIBLIOGRAPHY

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http://piggybank.disney.go.com/media/ap/piggybank/index.html  
http://www.practicalmoneyskills.com  
http://quickfacts.census.gov/qfd/states/29/2951644.html  
http://www.themint.org  
https://www.wellsfargo.com/handsonbanking/

Businesses & Organizations Used
Cavener’s Library & Office Supply, Nevada, MO  
Ever-Fi, Washington, DC  
Heritage State Bank, Nevada, MO  
Hoffman Financial Resources, Nevada, MO  
Nevada-Vernon County Chamber of Commerce, Nevada, MO
VI. APPENDIX

Nevada Regional Technical Center

DECA

Personal Finance Teachers

Instructor Name: __________________________

Grades Taught: __________________________

School: ________________________________

Purpose: The purpose of the Financial Literacy Promotion Project is to provide an opportunity for the chapter members to demonstrate the skills needed in planning, organizing, implementing and evaluating a campaign to educate chapter members and the general public or an organized group about the importance of financial literacy. To be financially literate, one must be able to confidently read, analyze, and manage their personal finances to lead more secure and satisfying lives.


Questions

1. What does your curriculum consist of? (Just state required, or do you supplement with additional materials? Please list all resources used)

2. Do you conduct a Pre/Post Test?

3. What forms of media do you use when teaching?

4. What would you like your students to already know coming into your class?

5. What personal finance web sites do you find helpful?

6. What age do you think students should start learning personal finance concepts and skills?

7. Because the personal finance class is only one semester, what areas do you try to focus on?

8. What do you consider to be the hardest concepts for your students? (taxes, credit, debt, savings, accounts, etc.)

9. Do you feel that personal finance and learning financial literacy concepts work as building blocks? (You must understand the beginning steps to be successful with the more complicated)

10. How do you think this course helps prepare students for the real world of finance?

Please share other comments you think would be helpful for our project.