



US Treasury Seeking YOUR Comments on Financial Education!

The President's Advisory Council on Financial Capability was created in 2010 to assist the American people in understanding financial matters and making informed financial decisions, thereby contributing to financial stability. The role of the Council is to advise the President and the Secretary of the Treasury ("Secretary") on means to promote and enhance individuals' and families' financial capability. At the July 12 meeting, the Council outlined five guiding principles and three themes based on the current state of financial education and access, to serve as an aid to the Council in making its final recommendations to the President and the Secretary.

Request for Comments: Comments are requested on both the themes and principles, and tactics that will achieve their goals. In particular, the Council is interested in approaches that have proven to be effective in advancing the three themes and can be scaled up. Commenters are urged to keep comments succinct and relevant to the content expressed by the themes and principles; therefore we request responses no longer than three pages.

The themes and principles are posted on the Department's Web site: <http://www.treasury.gov/resource-center/financial-education>

Key Themes for President's Advisory Council on Financial Capability (PACFC)

Theme I. Financial education should take its rightful place in American schools.

Rationale: Financial illiteracy is widespread in the United States and Americans, including students, are worse off because of this. In one recent study adults scored a grade of C in financial literacy, while high school students mainly received failing grades (Lusardi, Mitchell, 2009). Low levels of financial literacy appear to be tied to higher rates of being "unbanked," higher levels of indebtedness, lower rates of wealth accumulation, and lower rates of retirement planning (Lusardi, Mitchell, 2009). Eighty-two percent of Americans and eighty-nine percent of teachers think personal finance should be taught to all students at least as early as high school (Visa 2011, Way 2009). In particular, navigating whether and how to pursue higher education and how to finance this investment is critical, but many students appear unprepared to do it. Two million enrolled college students eligible for Pell Grants didn't apply for Federal aid, leaving money on the table (NCES, 2008); two-thirds of students taking private loans didn't exhaust more affordable, flexible Federal aid first (TICAS, 2009); and at a time when student loan debt now exceeds credit card debt in America, student loan defaults are on the rise.

Students need to be provided with effective financial education *before* they enter into financial contracts, yet:

- Only 9 states have formal requirements to assess students' financial literacy (CEE, 2009).

- Less than 20 percent of teachers believe they are adequately prepared to teach personal finance topics (Way, 2009).
- Financial education and debt management programs aimed at students receiving Federal student loans are unevenly administered and rarely evaluated.
- While there are many financial literacy programs aimed at America's students from pre-kindergarten through college and beyond, there is a dearth of research on the effectiveness of these programs and their impact on subsequent behavior.

Theme 2. We should build a financially capable workforce and retiree community, which is necessary for a stable and globally competitive economy.

Rationale: Delivering financial education and access in the workplace – and providing employers with cost-effective models of high-quality financial guidance and related benefits – has the potential to positively impact 138 million Americans (Bureau of Labor Statistics, Employment Situation Summary, May 2011). Encouraging workplace financial education and access can drive positive behavioral change during the life stages at which most adults make critical decisions regarding savings, retirement planning, insurance and other benefits.

- What American adults actually know about personal finance and math is sharply lower than what they think they know. Almost half (48 percent) who gave themselves the highest score math were not able to do two calculations involving interest rates and inflation (FINRA Foundation, 2009).
- The majority of Americans do not have a "rainy day" fund for unanticipated financial emergencies and are not adequately preparing for their children's college education and their own retirement. And more than one in five survey respondents use high-cost, alternative borrowing methods, such as payday loans or pawn shops (FINRA Foundation, 2009).
- Seventy-six percent of Americans say they are stressed about money (American Psychological Association Survey, 2010).
- Over two-thirds of employers say that financial stress contributes to health costs at their company. Fifty-eight percent say that financial "illness" contributes to employee absences at their companies, and 78 percent also agree that employees are less productive at work when worrying about personal financial problems (MetLife Study of Employee Benefits Trends, 2010).
- Employee Assistance Program providers have seen an 88 percent increase in requests for help with financial matters since the economic downturn began (Employee Assistance Society of North America, 2008).

Theme 3. Americans should also learn the core concepts of personal finance at the heart of their lives— in their families and in their communities.

Rationale: Families and the communities in which they live are the core social and economic units of American society -- the key environments within which financial capability can be taught and learned with long-lasting effectiveness. Responsibility for modeling and teaching financial capability begins in the family and extends to the local community of businesses, financial institutions, schools, non-profits, and even places of worship. Parents need to start the conversation (e.g., "talk to your kids about money"), and we need to provide the public, especially low and moderate income families, the learning tools and the financial access to become financially capable.

The financial crisis of 2008, in part, demonstrated the lack of understanding of basic financial management information and skills, which was costly to society and disproportionately impacted America's low- and middle-income earners. Our country loses valuable human capital as Americans who struggle for daily financial survival are unable to pursue higher education or focus their talents on innovation, entrepreneurship and intellectual contributions to the nation's progress.

- Parents are the single greatest influencers of positive financial attitudes and behaviors in their children (Shim, Barber, Card, Xiao, Serido, 2009).
- Even if parents do not model positive financial behaviors in front of their children, they influence positive financial behaviors through their expectations for their children. Also, they influence their children through direct teaching (Shim, et al., 2009).
- In addition, a growing body of research has been coalescing around the notion that young children can grasp rudimentary financial concepts.
- In a recently completed study in the Journal of Children and Poverty, Center for Social Development researchers found that among youth who expected to graduate from a four-year college, those with a savings account in their name were approximately six times more likely to attend college than those with no account.
- “Communities are an important entry point for social change....” They affect individual and family well-being and their influences are amenable to change (Aspen Institute, 2002).

Principles for Recommendations

In beginning our work and participating in listening sessions, we members of the President’s Advisory Council on Financial Capability (PACFC) are struck by recurring themes we see in the landscape today:

- The sheer number of initiatives aimed at improving financial literacy and capability is staggering. These efforts emanate from every aspect of federal, state and local governments, a vibrant non-profit community, and the private, for-profit sector.
- There is an abundance of content available for most target populations, but much of this content is under-utilized, and has not been studied as to its effectiveness in effecting positive behavioral change.
- There may be some real “bright spots” in financial capability that need to be further studied and then supported and scaled.
- The population that would benefit from assistance appears to fall into two general categories: those who need additional financial literacy and those who are financially literate but need help transforming knowledge into action.

Recommendations will:

1. **Be focused, impactful, executable and have measureable outcomes.** The Secretary and President deserve recommendations that can be practically and quickly implemented and judged for their effectiveness in changing behavior.
2. **Align with, consolidate and boost, rather than supplant, existing efforts of the private, for-profit, non-profit, and governmental sectors.** There are countless extraordinary efforts underway, many of which need help achieving better awareness and broader distribution.
3. **Be consistent with the latest findings in behavioral economics.** Literacy for its own sake is not the goal; financial capability means knowledge-based *action*.
4. **Address issues related to the entire population, and where appropriate, take into account the particular needs of traditionally underserved populations (e.g., women, minorities, low and moderate income consumers, and the elderly).** Recommendations should account for the different needs of different segments of our population.
5. **Leverage the use of technology to engage, inform, and impact behavior.** Technology can help us provide content and coaching closely associated with “teachable moments” in financial capability.

<http://www.treasury.gov/resource-center/financial-education/Pages/July122011.aspx>

Upcoming Events

Friday, September 30; 9-10 a.m.

Florida Jump\$tart Board of Directors Meeting; conference call

October 3-4

4th Annual Leadership Conference – sponsored by the Society for Financial Education and Professional Development, Inc. (SFE PD), Arlington, VA

Opportunity for financial educators to learn about new developments and network with colleagues from across the country. See <http://www.sfe pd.org>

October 3-9

Financial Planning Week

During the week, the Financial Planning Association and its nationwide network of chapters host financial planning education events, seminars, workshops, hotlines, and more to improve financial literacy across the nation.

See <http://www.fpanet.org/WhatisFinancialPlanning/FinancialPlanningWeek>

October 16–22

Protect Your Identity Week

The National Foundation for Credit Counseling and the Council of Better Business Bureaus host events to inform consumers and to help prevent identity theft. Free activities are planned in communities across the nation to educate consumers, provide opportunities for financial documents to be shredded, and to help consumers understand and use credit reports. See <http://www.protectyouridnow.org/index.cfm>

October 18; 9 am to Noon

Tampa

Florida Prosperity Partnership Regional Meeting

United Way of Tampa Bay, Inc.

For more information/ RSVP, contact floridaprospertypartnership@gmail.com

October 20-21

Southern Regional Asset Building Coalition Conference; Grand Hotel Marriot Resort, Golf Club & Spa in Point Clear, Alabama

CLOSING THE WEALTH GAP: Building Family and Community Economic Success

The purpose of the SRABC conference is to bring together organizations whose work is dedicated to building the assets of low-income families and communities. For more information, contact Gena McClendon at ggunn@wustl.edu.

Wednesday, October 20

Get Smart about Credit Day; sponsored by the American Bankers Association

October 26; 12:30-3:30 pm

Miami

Florida Prosperity Partnership Regional Meeting

Catalyst Miami

For more information/ RSVP, contact floridaprospertypartnership@gmail.com

October 27; 1:30-4:30 pm

Ft. Myers

Florida Prosperity Partnership Regional Meeting

United Way of Lee County

For more information/ RSVP, contact floridaprospertypartnership@gmail.com

Friday, October 28; 9-10 a.m.

Florida Jump\$tart Board of Directors Meeting; conference call

Saturday, October 29

South Florida Financial Planning Day, 10:00 am - 2:00 pm

McArthur High School; 6501 Hollywood Boulevard; Hollywood, FL 33024

Community event to help consumers with personal finances. See Resources section below for more information.

November 2; 1:00-4:00 pm

Tallahassee

Florida Prosperity Partnership Regional Meeting

United Way of the Big Bend

For more information/ RSVP, contact megan@uwbb.org

November 3; 1:00-4:00 pm

Crestview

Florida Prosperity Partnership Regional Meeting

Gulf Power Office

For more information/ RSVP, contact floridaprospertypartnership@gmail.com

Thursday, November 3; 4:30–8:30 p.m.

Federal Reserve Bank of Atlanta; Jacksonville Branch

Dynamic Teaching Tools for the 21st Century

Free workshop for teachers on topics and concepts related to the Florida Sunshine State Standards in social studies, high school economics, and U.S. history. Bring a laptop; dinner and conference materials will be provided. For more information, please contact Lesley Mace at lesley.mace@atl.frb.org.

November 4-6

National Educators Conference; Washington, D.C.

The Jump\$tart Coalition's third annual nationwide conference offers tools, resources, and support for teaching personal finance in pre-kindergarten through high school classrooms. The conference also offers workshops focused on policy, content, personal development, free financial planning sessions; and an exhibit hall. For information, see: <http://www.nhjumpstart.org/NationalEducatorConference.htm>

November 9; 9:00 am to Noon

Jacksonville

Florida Prosperity Partnership Regional Meeting

United Way of Northeast Florida

For more information/ RSVP, contact lindsayf@uwnefl.org

November 10; 9:00 am to Noon

Orlando

Florida Prosperity Partnership Regional Meeting

Heart of Florida United Way

For more information/ RSVP, contact floridaprospertypartnership@gmail.com

November 17-18

Florida Asset Building Coalition Annual Conference, Orlando

Contact Karen Landry for additional information at klandry@waronpoverty.org

Thursday, December 8; 4:30–8:30 p.m.

Federal Reserve Bank of Atlanta; Jacksonville Branch

Dinner and a Movie: It's a Wonderful Life

Share an evening of good cheer! Free workshop for teachers. View the holiday classic "It's a Wonderful Life" with new eyes as we discuss opportunities for using the movie to teach about economics and economic history. Get a free copy of the Great Depression curriculum for teaching about the economy during that era in American history. Dinner and all materials will be provided. For more information, please contact Lesley Mace at lesley.mace@atl.frb.org.

News Briefs

No Triple 'AAA' Rating for Schools that Fail to Teach "Safe Spend"

(August 10, 2011; *SmartPros*) — American Express, along with personal finance expert Jean Chatzky and parenting expert Stacy DeBroff, announced the launch of a new initiative designed to help parents teach their college-bound kids how to 'Practice Safe Spend' before they head back to school and beyond. According to new research, more than half of parents (57%) with kids in high school and college give schools below average or failing grades in teaching kids responsible spending, with more than one-third (35%) giving a straight out 'F'. This is compared to 37% of parents who give schools an 'A' or 'B' for teaching safe sex.

In an effort to arm parents with the information they need to educate their teens about smart spending, Chatzky and DeBroff have created tips and advice for parents to have "the money talk" with their teens during this critical first stage of financial independence. Tips range from teaching teens and young adults how to shield themselves from a budget blowout to identifying and understanding their spending personality in order to avoid the pitfalls of financial promiscuity.

'Practice Safe Spend' tips are available at financialtools.americanexpress.com. A collection of how-to's, videos and discussion guides from Jean Chatzky are also available to help parents talk to middle school, high school and college-aged kids about financial responsibility.

Visit financialtools.americanexpress.com

'Military Line' Works to Boost Financial Fitness

(August 11, 2011; WASHINGTON) — A young service member saddled with debt and in need of some quick cash doesn't have to go far. Lenders offering same-day loans sit outside the gate of nearly every military installation in the nation. But the lure of fast and easy cash can lead strapped troops down a path of steep interest rates and fees that far surpass their initial loan.

In other words, if it sounds too good to be true, it probably is, said Brenda Linnington, director of the Better Business Bureau Military Line.

Protecting service members and their families from financial pitfalls such as payday lenders is Linnington's primary goal at Military Line. The program's mission, she

explained, is to increase military members' financial literacy through information, education and outreach -- both online and on the ground.

The program, created in 2004, also is a partner in the Defense Department's Financial Readiness Campaign, she said, which gives local bureau representatives access to teach financial literacy classes on military installations. The bureau, she added, has 164 local offices scattered across the country.

The importance of a military family's financial stability can't be overestimated, Linnington said. "If we're deploying a young soldier and expecting him to do great things on our behalf, but he's greatly in debt and collectors are calling his family," she said, "that soldier is never going to be completely mission-ready."

One major concern, Linnington noted, is that financial issues often lead to the loss of security clearances, which can affect service members' ability to perform their jobs.

The Military Line website also offers service-specific resources, such as consumer alerts and guides, reports on businesses, and an avenue to file complaints. The bureau will help to resolve issues and also alert the military population of a potential scam, she said. Please see: <http://www.defense.gov/news/newsarticle.aspx?id=65007>

--American Forces Press Service

States Start to Require Courses in Financial Literacy

(August 12, 2011; *USA Today*) — Starting this fall, Virginia high school students will need more than reading, writing and arithmetic to snag a diploma. Incoming high school freshmen will be required to take a one-credit course outlining the ABCs of economics and personal finance.

Virginia joins a handful of states, including Missouri, Utah and Tennessee, that mandate a class in financial education. Similar legislation aimed at improving students' financial literacy has been introduced in Maryland, while several states require teachers to weave personal finance lessons into existing coursework.

For younger children, the "Money Matters: Make it Count" partnership between the Boys & Girls Clubs of America and the Charles Schwab Foundation has brought financial literacy lessons to more than 245,000 students since it made its debut in 2004.

The effort extends beyond grades K-through-12. Starting last year, an eight-part course in personal finance became part of the four-year curriculum for Champlain College in Burlington, Vt. Students who don't complete a seminar on time lose their ability to schedule classes for the next semester, says John Pelletier, head of Champlain College's Center for Financial Literacy.

A recent Teens & Money Survey by Charles Schwab found that 16-to-18-year-olds are more likely to own an iPod, cellphone or computer than they are to have a savings or checking account. The survey also found that parents are more likely to nag their teens about cleaning their rooms or discuss the dangers of drugs and alcohol than talk about smart money management.

Teaching the teachers. Students aren't the only ones with a steep learning curve. More than half of teachers say they feel unqualified to use their state's financial education standards, and few feel "very competent" lecturing a class on topics such as risk management and debt, according to a study by the University of Wisconsin-Madison. If states are serious about students' financial education, Pelletier says, they need to be equally serious about ensuring that teachers are qualified to take on these concepts.

This month, Champlain and Pelletier hosted the third Jump\$tart Teacher Training Alliance pilot this year, which is testing a training model for personal finance teachers. Laura Levine, executive director of the non-profit Jump\$tart Coalition for Personal Finance Literacy, says the pilot program is designed to develop a model that can eventually be used to prepare teachers around the country to tackle financial issues.

Levine says the need to address financial education isn't new, but it hasn't been a high priority, usually falling "somewhere behind basket-weaving," she says. The real wake-up call for many, she says, came in 2008. "It might be one of the silver linings of the recession that this has been front and center on people's minds," says Levine.

High-risk behavior. A University of Arizona analysis of college students' financial strategies before and after the recession found significant increases in "risky" coping strategies, such as dropping classes or postponing health care. The number of students who used one credit card to pay off another increased by 26%.

Poor budgeting today could be more costly than ever when it's time to enter the job market. President and CEO of the National Endowment for Financial Education Ted Beck says the "rules of the game" have changed. For twentysomethings, he says, the prospect of finding a job with defined benefits and pension programs — if they find a job at all — is especially slim, post-recession.

In addition, many graduates will have to cope with student loan payments. In 2008, the average college student graduated with more than \$23,000 in student loan debt, according to the National Center for Education Statistics.

When he talks about personal finance education, Beck likes to point to the *Thorndike Arithmetics* textbook as one model that's been used to bring everyday money management into the classroom. The textbook includes sections on calculating interest on loans, understanding insurance rates and making a purchase using an installment plan. The date on the book's copyright page? 1917. "This is how you learned arithmetic around World War I," Beck says. "These were skills people needed then, and they're skills that people need now."

See http://www.usatoday.com/money/perfi/basics/2011-08-12-personal-finance-courses_n.htm

Financial Education in Fiji – Looks Fun!

(August 20, 2011; FijiTimes.com) — If you happen to see a green turtle walking around the Hibiscus Festival, it is not one of the Teenage Mutant Ninja Turtles. It is the Wise Turtle. You can call her Vuli and ask her a question or two on financial literacy.

Vuli the Vonu is the official mascot financial literacy, sighted for the first time rocking and dancing down the central bank after an introduction from the Governor of the Reserve Bank of Fiji, Barry Whiteside.

Her name is derived from the i-Taukei language for education and since turtles or vonu live long lives, the hope is that financial literacy will survive for generations to benefit.



During National College Savings Month, Sallie Mae Encourages Students, Parents and Grandparents to Set a Savings Strategy for Higher Education

(September 1, 2011; NEWARK, Del.) — Sallie Mae, the nation's No. 1 financial services company specializing in education, encourages parents, grandparents and students to call a family savings summit during National College Savings Month this September. The company suggests dedicating time as a family to discuss educational goals and financial plans.

"College ranks among the most significant financial decisions a family will make, often second only to the purchase of a home," says Jeff Howkins, president, Sallie Mae's Upromise Investments, the nation's leading administrator of 529 college savings plans. "The good news is that saving even a small amount regularly can add up over time and

enable any student to head to campus with at least a portion of the total cost saved in advance. The best action families can take now is to set aside time to openly discuss school choices, understand future costs and create a realistic financial plan."

To help guide the discussion, Sallie Mae offers 10 tips to consider:

1. Ask what college will cost.
2. Discuss who will pay for what.
3. Put college in perspective with other financial goals.
4. Get children invested in their savings and future.
5. Use a dedicated college savings account to save. 529 college savings plans are a tax-advantaged way to save for college.
6. Ask and you may receive. Talking about money can be challenging, but close friends and family often want to give meaningful gifts
7. Earn cash for college. Sallie Mae's Upromise can bolster savings with cash back for college when you make eligible purchases from hundreds of participating companies.
8. Check your state for tax incentives for college. Many states provide income tax deductions or credits for contributions into 529 plans.
9. Put your savings on cruise control. Studies consistently demonstrate that savers who set up an automated savings plan are more likely to accomplish their savings goals.
10. Do periodic college savings check-ups. Consider reviewing your college savings strategy on a regular basis such as once a year

Read complete article at: <http://www.marketwatch.com/story/during-national-college-savings-month-this-september-sallie-mae-encourages-students-parents-and-grandparents-to-set-a-savings-strategy-for-higher-education-2011-09-01>

Financial Crash Course for Teens

(August 17, 2011; CHICOPEE, Mass.) — Ted Beck, President and Chief Executive of the National Endowment for Financial Education has some helpful tips for parents to talk to their children about managing money before they go to college. Video interview at http://www.wvlp.com/dpp/mass_appeal/family/Financial-crash-course-for-teens

Banks Step Up Efforts to Provide Financial Education Resources Across the Nation

(September 13, 2011) — The need for Americans to take charge of their personal finances has given rise to a number of bank-lead initiatives aimed at providing consumers with the tools needed to make more informed financial decisions. Banks across the nation have begun to spearhead initiatives with the aim of helping Americans from all walks of life make better informed financial decisions. Best of all, many of these financial education initiatives are offered for free, and gear their respective campaigns towards specific demographics such as college-bound teenagers or older adults. Here are banks that have gotten involved in financial education discourse this year to help American consumers take charge of their finances.

Capital One Steps up Financial Education Efforts:

Capital One partners with Junior Achievement to promote financial literacy awareness for teens. This past August both companies created an interactive game called JA Finance Park Virtual that allows players to simulate making the type of financial decisions common as an adult. The game is a spinoff of similar non-virtual programs both companies run across the nation, and was created because of the popularity online video games already enjoy amongst younger consumers.

Bank of America Partners with National Council of the Aging to Offer Older Savers Advice:

The Bank of America Charitable Foundation and the National Counsel on Aging have teamed up to provide older Americans with useful tools to help them become better savers. The Savvy Saving Seniors toolkits provided through the initiative include sample budgets, a spending diary, checklists and links to other online resources. In addition, the kit also provides instructions for professionals interested in facilitating workshops with older clients. If the program is something you're interested in then you can listen to the free training webinar (September 16) which offers advice on how to use the toolkit at <http://www.ncoa.org/calendar-of-events/webinars/>.

Ally Financial Launches Courses Around the Nation:

Ally Financial launched a new financial literacy initiative called *Ally Wallet Wise Program*, which offers both online and in-person financial literacy workshops around the country. The program, a spinoff of GMAC's SmartEdge program, is available to both Ally and non-Ally customers. Since the program debuted, it's grown to include on-site courses in the states of Colorado, Illinois, Kansas, Georgia, Michigan, North Carolina, Texas and Wisconsin. The courses are taught by a network of non-profit and financial literacy organizations located throughout the United States and, similar to the online program, is free of charge for those who participate.

For more information, please see <http://www.mybanktracker.com/bank-news/2011/09/13/capital-ally-financial-bank-america-provide-financial-education-resources-manage-personal-finances/>

InCharge Education Foundation Works With Ally Financial to Teach Wallet Wise Financial Literacy Program in the Community

(September 14, 2011; ORLANDO) — Education Foundation (InCharge) is pleased to team with Ally Financial on Wallet Wise, a free financial education program that teaches consumers the basics of personal finance.

Ally Wallet Wise offers community-based, in-person sessions, as well as online courses through www.allywalletwise.com. Both options are available at no cost to consumers. Topics covered include Credit, Budget and Banking & Investing. Ally plans to add courses on automotive finance and home finance in the future.

InCharge is equipped with workbook and presentation materials that have been structured to teach participants in an atmosphere that is fun, interactive and conducive to learning. Consumers can learn about upcoming sessions in their community by visiting the website.

News and Recent Events From Our Partners

Florida Stock Market Challenge Registration begins September 5; Trading begins on September 19

The Florida Stock Market Challenge (SMC) not only offers lifelong lessons in investing, but it teaches team building, communication and research skills. Brought to you by the **Florida Council on Economic Education**, this free program is easily integrated into a variety of subject areas, including social studies, mathematics, and language art classes, aligned with the Next Generation Sunshine State Standards.

For more information, go to <http://www.floridasms.com/>

Community Works Coalition "Got F's?" Program a Success!

Community Works Coalition held their "Got F's?" (The Fundamentals of Finance, Football & Firearm Accident Prevention Fun Day) on Friday, July 8, 2011 in Miami. With

the Help of The Children's Trust and Wells Fargo and the overtures provided by different organizations we were again able to put on a successful event reaching unprivileged children teaching them innovative banking & budgeting techniques, firearm accident prevention strategies and physical fitness fundamentals through the sport of football. Miami-Dade County Parks and Recreation has approached us with a strong desire to have CWC put on this event or one similar to this event twice a year.

There were over 760 registered children and over 800 participants (including staff and volunteers) in attendance. Children attended two 20 minute financial education ("Smart Savers" & "Money Managers") workshops taught by Wells Fargo and CitiBank (Richmond Heights Branch). Kansas City Chief Alain Bailey and 6 University of Miami football players (Ramon Buchanan, JoJo Nicolas, Alex Irastorza, Marcus Robinson, Gionni Paul, and Sean Harvey) participated in the Fundamentals of Football Workshop.



The Gate Program along with the Miami-Dade Police Department conducted the "Firearm Accident Prevention" workshop where all of the children read and signed a student pledge to never bring a gun to school. Other activities and resources included free giveaways to children in attendance. Miami-Dade Fire Rescue brought a fire engine (children toured inside the fire engine and used an actual fire hose). Miami-Dade conducted a live K-9 Unit demonstration showing children the dangers of drinking and driving. The Gun Bounty Program set up a tent and handed out fliers. The Miami Dade State Attorney's Office brought the S.A.O. Bus and the Miami Dade Department of Corrections provided fingerprinting for all the participants. Two Bounce houses were available for the children's enjoyment. Along with a DJ for musical entertainment.



In all we feel this event was a great success because we were able to accomplish our goal of spreading the need and importance of financial education in light of our country's present economic hardships. Participants learned the dangers of playing with guns while roll-playing different scenarios on what to do should they ever encounter a firearm. By educating our youth on firearm safety we are striving to help reduce gun violence and accidents in our communities. Along with the physical fitness component of our event, we feel all participants are better prepared to be productive citizens in their communities while living an active, healthier and happy lifestyle.

For more information, please contact John Bowen, Vice-President, Community Works Coalition at jbowen@cwc-educate.org.

Financial Literacy Resources

South Florida Financial Planning Day

The Financial Planning Association is once again holding an event where consumers are able to meet one-on-one with dozens of professional financial planners to discuss personal finance questions, concerns and interests.

The event is Saturday, October 29, 2011; from 10:00 am - 2:00 pm; at McArthur High School, 6501 Hollywood Boulevard, Hollywood, FL 33024.

The sessions include:

General Financial Planning

Buying a Home - Debt Management
Building a College Fund - Savings Goals

Income Tax Planning

Tax Reduction Strategies
Charitable Contributions - Small Business Taxation

Special Circumstances

Job Loss and Job Change -
Foreclosure Assistance
Change in Marital Status

Estate Planning

Building an Inheritance - Wills and Trusts
Estate Tax Strategies

Investment Planning

Investment Strategies - Asset Accumulation
Generating Investment Income

Insurance Planning

Life Insurance Coverage - Disability Insurance
Long-term Care Planning

Retirement Planning

Building a Retirement Fund - 401(k) and 403(b) Plans
IRA Accounts - Social Security

Employee Benefits

Managing Health Insurance - Health Savings Accounts
Pension Benefits

Free Financial Literacy Curriculum Available from the Actuarial Foundation

The Actuarial Foundation provides—at no cost or obligation to high school and community college teachers—financial literacy curriculum resource *Building Your Future*. You may be familiar with these materials from recent spotlights in *JumpStart Financial Fridays* and *Spotlight on Curriculum*.

As a JumpStart national partner, we invite all coalition members to share this opportunity with high school and community college teachers in your area, such as during training events or workshops. If you are interested, we can mail you a packet of flyers with a tear-away postage-paid postcard for teachers to receive their own free individual set of *Building Your Future* materials.

To receive a packet of flyers, contact Chris Jorgensen, Director of Marketing & Communications at (p) 847-706-3659 with the projected number of high school and community college teachers you plan on having in attendance at events, date of event, and shipping address. See www.ActuarialFoundation.org.

Revised Financial Freedom Workbooks Available from the Florida Council of Economic Education

Financial Freedom is a student workbook (available in print or on CD) that provides high school and middle school students with basic financial literacy skills. Since it was published by the Florida Council in 1999, over 250,000 Financial Freedom workbooks

have been requested by teachers across the State of Florida and distributed free of charge.



**Financial
Freedom**

Currently, topics covered in the workbooks include: Banking basics, searching and applying for a job, basics of consumer credit and managing debt, credit reporting, acquiring and insuring an automobile, finding and leasing a place to live.

Despite its high demand, Financial Freedom was in need of content updates to incorporate changes to consumer protection laws and regulations. It was decided to also add new chapters to the workbooks, in response to user feedback, that would cover Fraud and Identity Theft Protection, Saving for Higher Education and Managing Risk Through Healthy Choices.

Contact Robin Warren at RWarren@fcee.org for more information.

Financial Literacy Research

Survey Shows Many Teens Underestimate the Cost of Back-To-School Purchases, While Parents Miss Key Opportunity to Share Budgeting Lesson with Teens

(August 15, 2011; MCLEAN, Va.) — A new survey from Capital One Financial Corporation finds that parents and teenagers mostly agree on which items they need to buy for the new school year, but they have very different expectations on how much they'll be spending on back-to-school purchases.

In Capital One's 11th annual back-to-school shopping survey, both teens and parents surveyed ranked traditional supplies such as notebooks and pencils, clothes and backpacks/totes as their top three purchases, but many teens polled underestimated the cost of those items. Only 41 percent of teens expect their parents will spend more than \$100 on back-to-school shopping, compared to 68 percent of parents who expect to spend over \$100.

Capital One's survey also found that 43 percent of teens plan to contribute their own money to back-to-school spending, but only 15 percent of parents surveyed expect their child to help pay for the bill. These survey results suggest that many parents are missing opportunities to help their teens learn about important money management concepts like budgeting.

"This year's survey found that teens and parents are not always on the same page when it comes to expectations about back-to-school budgets and spending," said Shelley Solheim, Director of Financial Education at Capital One. "The back-to-school shopping season is often overlooked as an opportunity for parents and teens to talk about financial education principles and concepts, but it is an ideal time for teens to play a role in the household budgeting process and learn an important money management lesson."

The survey results suggest that parents' efforts to talk to their teens about spending and budgeting may need to be reinforced more than once. Over half (57%) of parents surveyed say that they have discussed the difference between needs and wants with their teen, and 28 percent of parents say they have created a back-to-school budget with their child. Yet only one-quarter (26%) of teens report that they have discussed the difference between needs and wants with their parents, and only 15 percent of teens say they have created a back-to-school budget with their parents.

Overall, teens report limited practical experience managing money. Ninety-three percent of teens surveyed say they are not involved in paying household bills or managing the household budget, and almost half (46%) of teens do not know how to create a budget.

The good news is that teens have an appetite for financial literacy information, with over half (55%) of teens surveyed saying that they want to learn more about how to manage their money. Teens are particularly interested in learning about investing (88%), saving (87%), budgeting (82%), checking accounts (80%) and financing for big purchases like a car or a home (79%).

See full survey at: <http://www.prnewswire.com/news-releases/capital-ones-annual-back-to-school-shopping-survey-reveals-gap-in-back-to-school-budget-expectations-between-parents-teens-127723893.html>

Survey Suggests Time Teens Spend Playing Video and Online Games Can Be Used to Teach Important Life Lessons

(August 8, 2011; MCLEAN, Va.) — According to a new survey from Capital One Financial Corporation, 56 percent of teens say they spend 30 minutes or more playing video or online games on average each day, with 18 percent spending over two hours gaming. The good news is that over half (58 percent) of teens say that the games they play are at least sometimes educational, and 76 percent of the young people polled believe that educational gaming is a great way for them to learn.

In an effort to help young people learn about money management and financial decision-making through this effective method, Capital One and Junior Achievement launched a new innovative online financial literacy simulation that introduces young people to personal financial planning and career exploration. Based on Junior Achievement's nationally recognized financial education curriculum for middle and high-school students, *JA Finance Park Virtual* gives students a glimpse of what it takes to be successful in the 21st century global marketplace.

Through *JA Finance Park Virtual*, students design personalized avatars and are assigned a randomly-generated life-scenario, including a fictional job, age, income, educational background and family. Based on that scenario, students are then tasked with meeting real-life needs such as successfully developing a budget, maintaining a household and pursuing a career. There are two versions of *JA Finance Park Virtual*, one that students can experience on any computer with Internet access and another version that schools can provide through the classroom in conjunction with Junior Achievement's four-week money-management curriculum.

Capital One's survey findings suggest that American families regularly play games together and educational games can be a great way for parents to start important conversations about topics like financial planning and budgeting with their children.

- Almost two-thirds (63 percent) of parents of teens report playing online, video or board games with their teens at least once a month with one-quarter (26 percent) playing games together at least weekly.
- Half (49 percent) of parents surveyed say that they play video and online games with their teens.
- Over half (55 percent) of teens surveyed say that they would like to learn more about how to manage their money, but 50 percent of teens say that their parents talk to them about money once a month or less.

Teachers who have piloted *JA Finance Park Virtual* in the classroom have found the online channel particularly effective in teaching their students.

To experience *JA Finance Park Virtual*, please visit <http://financepark.ja.org>.

Parents Eye Grants, Scholarships for College Funds

(August 25, 2011; *Financial Advisor Magazine*) — Teenage students and their parents are looking to outside sources such as grants and scholarships rather than solely family savings to pay for college, according to a new survey.

With the cost of college jumping over 20 percent in just the last decade, the average cost to attend a four-year, public school is now at around \$80,000. With the national economy still slogging along, families are relying more on scholarships or grants to pay for school, according to a TD Ameritrade survey released today.

About 60% of teens say they expect their families to rely on scholarships or grants to help to pay for college, compared to 37% of adults who relied on the same when they went to college.

Only 20% of teens surveyed say they will be relying on family savings to foot the bill. Roughly 25% of teens said their parents have a 529 College Savings Plan, but 66% of teens and 54% of adults say they've never even heard of such a plan.

- Research available scholarships. While applying for scholarships takes a little research and time, taking advantage of online resources like www.scholarships.com can help identify scholarship opportunities and save you money down the road.
- Explore student loan opportunities. Sites like the U.S. Department of Education's Federal Student Aid (FSA) Web site www.fafsa.ed.gov offer parents and students explanations of federal student aid programs, which are not just for low-income students.
- Take advantage of work-study programs. Work-study programs are often needs based. Students should apply early because funding is often limited and on a first-come, first-served basis. The application is part of the Free Application for Student Aid (FAFSA).

<http://www.fa-mag.com/fa-news/8319-more-families-of-college-bound-students-are-looking-to-grants-and-scholarships.html>

College Students Worse at Managing Money, Survey Shows

(August 31, 2011; NEW YORK) — When it comes to financial education and responsibility, college students seem to be headed in the wrong direction. That's the conclusion drawn by an extensive survey of the personal finance habits of college students conducted by the University of Arizona and the National Endowment for Financial Education. The authors surveyed University of Arizona students as part of an ongoing project known as the Arizona Pathways to Life Success for University Students.

When the authors published their first wave of findings back in April 2009, the news was bleak: Students on the whole got a failing grade when it came to financial literacy, and some respondents admitted to engaging in such behavior as putting off medical care to save money. Now, America's (or at least Arizona's) students are in an even worse situation.

The updates survey now rates students' overall financial behavior 7% worse than it was in the initial survey, and fewer students were found to be tracking monthly expenses and living within budgets in 2011 than in previous years. Saving is likewise losing popularity among the college set. In each survey, students were asked to rate on a 1-5 scale how often they invest in long-term goals; between 2009 and 2011, the frequency of that behavior dropped 15%. And perhaps most disturbing is that much of this decline in behavior is due to apparent disinterest in personal financial responsibility. Students now have less favorable attitudes toward virtually every aspect of personal finance, no longer looking as favorably upon such virtues as paying credit cards in full every month and saving money for the long term.

There was one exception, though: Students' attitudes toward learning more about money management are improving, which is at least one ray of hope for the future. And NEFE suggests that if that improvement is going to continue – and if students are going to start living more responsibly in their financial lives – it's going to start with the parents.

“Parents, more than anything, exert most influence over children when it comes to developing positive financial attitudes and behaviors – 1.5 times more than continuing financial education and more than twice as much as what children hear from their friends,” said the organization in a statement.

See <http://www.mainstreet.com/article/money/investing/college-students-worse-managing-money-survey-shows>

National Endowment for Financial Education (NEFE) – The Quarter Century Project

NEFE Quarter Century Project examined the last 25 years of research within the field of financial literacy/education. A report of the research findings presented at that event is now posted on the www.nefe.org/quartercenturyproject.

The main goal of the NEFE Quarter Century Project is to increase the nation’s financial literacy through the improvement of financial education research.

In addition, NEFE has created the NEFE Financial Literacy Research Library, at www.flresearch.org. It is a comprehensive searchable database, developed in conjunction with RAND Corporation, Dartmouth College and the Wharton School, [and] offers an easy, one-stop shop for many of the research reports and journal articles that were included in the four white papers created for the Colloquium. It will continually be updated as new research is published.” The announcement goes on to say, “Our goal with this database is to help eliminate repetitive studies and give researchers, practitioners, educators and policymakers an easy place to find respected research on financial literacy.”

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