Bank it

Comprehensive

Leader's Guide

Financial Literacy and Positive Youth Development

Real-world financial topics and tools to help parents and teens:

- Understand
- Talk about and
- Manage their money

Sponsored by Capital One and Search Institute

Contents

About Bank It

Overview of Bank It

Capital One is proud to partner with Search Institute in developing the Bank It program. Bank It delivers real-world financial topics and tools for teens and parents that make it easier to understand, talk about, and manage their money. Through an interactive web site and local face-to-face workshops, the program empowers families to explore budgets, goals, and strategies for making financial choices that count.

A key life skill is making positive money choices. As bankers, we are committed to helping those in our communities gain this important skill. Through the Bank It program, Capital One associate volunteers are able to provide teens and their parents with age-appropriate tools and resources designed to increase their comfort, knowledge, and skills in managing money. The program modules contain educational materials that will enable volunteers to introduce money management concepts that will lead families to learn together and talk about financial values, goals, and strategies for making wise choices.

As a collaborative project of Capital One and Search Institute, Bank It grounds financial literacy in a strength-based approach to youth and family development. This approach affirms that families that talk together about financial challenges, values, and choices are stronger and make better choices.

The Financial Literacy Standards of Bank It

Because of the wide range of state financial literacy education standards (and the fact that a number of states do not have any standards), Bank It is aligned with the National Standards in K-12 Personal Finance Education as outlined by the Jump$tart Coalition for Personal Financial Literacy. In addition, Bank It follows the Jump$tart Coalition's Best Practices for Personal Finance Education Materials.

The core Bank It program workshops offer similar content and flow for each audience. Each module session is one hour in length.

AUDIENCES
- Parents
- Teenagers (grades 6 to 12)
- Workshop Leaders

12 MAJOR FINANCIAL THEME AREAS
- Talk Well (Introduction)
- Borrow Well
- Budget Well
- Dream Well
- Earn Well
- Give Well
- Invest Well
- Live Well
- Protect Well
- Save Well
- Spend Well
- Move Forward Well (Conclusion)

MODULE SESSION SERIES FLOW
Each of the 12 Major Financial Theme Areas include three modules:
- Module #1
- Module #2
- Module #3

Module #1:
Introduction to the Topic
Many participants aren't comfortable with managing their money and don't know the basics. This session starts at the beginning (where many financial literacy programs do not) to empower participants to start managing their money well.

Module #2:
Going Deeper with the Topic
Once participants know the basics, they can begin to go deeper into the topic.

Module #3:
More Advanced Topic
From developing a financial plan to summarizing major consumer credit laws, these modules explore the more advanced topics of the Jump$tart standards.

Making the Case for an Asset-Building Approach to Financial Literacy

In the past decade, a wide array of educational, financial, and public institutions have begun to recognize the need for increased financial education and literacy for young people and families. However, there remain gaps in the financial education resources that are available, creating opportunities for innovative and unique strategies that meet pressing needs. Most financial literacy efforts focus on imparting information and increasing knowledge (literacy) about money (budgeting, planning, saving, spending, investing, and, sometimes, giving). All of this basic information is important and must be accurate and clear. In addition, it is just as essential to pay attention to the broader development, skills, values, and priorities of the young person or family that is making financial decisions.

Search Institute's framework of Developmental Assets provides an important tool to place financial literacy, competence, and decision making within the context of people's whole lives. Essentially, the Developmental Assets identify the kinds of relationships, opportunities, skills, values, and commitments that young people need to make wise choices so they can succeed in life.

Search Institute research shows:

- Among all youth, having more Developmental Assets makes it more likely that they will make better money decisions. (See the charts on page 8.) Young people with more Developmental Assets are significantly less likely to gamble, and they are significantly more likely to express an intent to save their money, rather than spending it impulsively.[1] These findings represent all youth, including young people of minority groups and those who have a low social economic status.[2]

About the Partnership Between Capital One and Search Institute

Search Institute is a leading innovator in growing great kids. As creator of the framework of 40 Developmental Assets, Search Institute has a strong national reputation as a credible, accessible resource for youth development, parenting, and community building. Search Institute has surveyed more than three million young people's Developmental Assets since 1989 and continues to do so. The Bank It program leverages Search Institute's understanding of young people, families, and communities with Capital One's strengths in financial education and volunteerism.

Selected Findings from the Bank It Pilot

Starting in 2007, Capital One and Search Institute began a collaboration to explore how Search Institute's approach to youth and family development could integrate with financial literacy for teens and parents. Together, Capital One and Search Institute . . .

- ❑ Conducted focus groups with youth and parents;
- ❑ Interviewed Capital One bankers about core program concepts;
- ❑ Reviewed existing financial literacy programs and research;
- ❑ Tested prototypes of tools that would help engage parents and teens;
- ❑ Established and coordinated pilot trainings in four Capital One markets in collaboration with Capital One associates in each site; and
- ❑ Conducted developmental evaluation of the piloting process, including pre-post surveys and focus groups with workshop participants and interviews with bank associates who delivered the workshops along with their community partners.

Selected Findings (which guided the development of the Bank It program)[3]

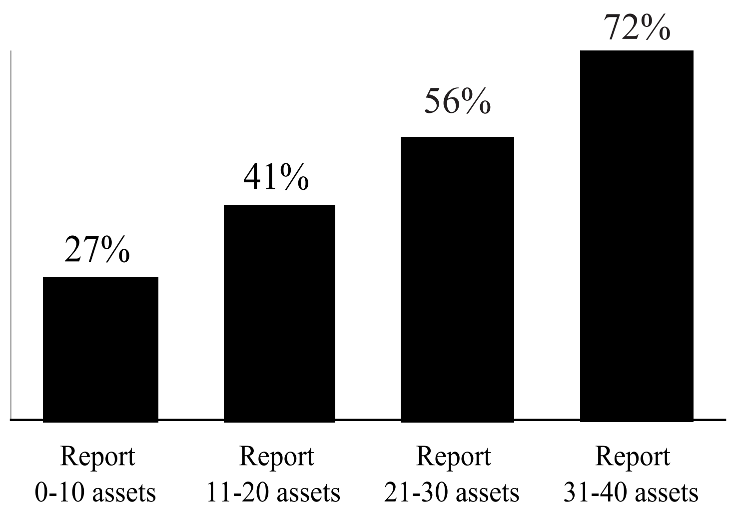
- ❑ Many teens are "in the dark" about financial topics. Many (especially younger teens) say they can't think of topics they want to learn about.
- ❑ Teens say they turn first to family to help them learn about financial topics.
- ❑ Most parents do not consider themselves to be financial role models. The typical conversation teens and parents have about money is brief and unsupportive.
- ❑ Many parents are living with the consequences of not having sound financial skills. Parents fear that their teens will repeat the same mistakes.
- ❑ Money doesn't come up as a distinct topic in families; it's part of other life issues and choices: stuff to buy, school, friends, financial stress.
- ❑ Youth with more Developmental Assets (e.g., Positive Family Communication; Planning and Decision Making) are more likely to make better financial choices. (See the charts on the next page.)
- ❑ Parents and other adults are most comfortable in community-based organizations when participation barriers (child care, transportation) are addressed.

Developmental Assets and Money: Research Connections

Minneapolis-based Search Institute surveys of 217,000 6th- to 12th-grade students across the United States during one calendar school year revealed the following[4]:

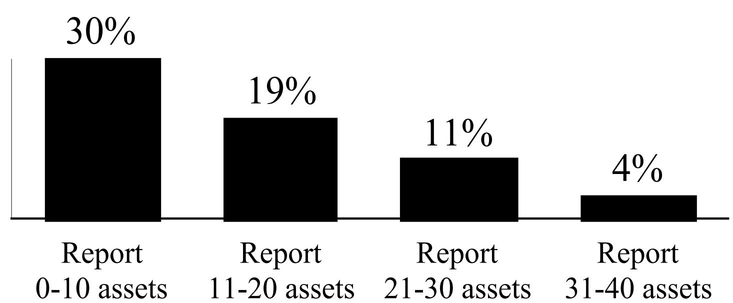
SAVING

The more Developmental Assets youth report, the more likely they are to say they save money for something special rather than spending it all right away.



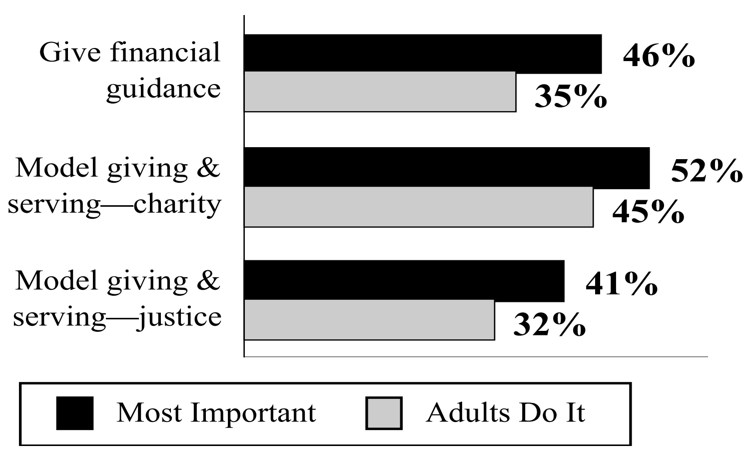
GAMBLING

The more Developmental Assets young people report, the less likely they are to report that they gambled three or more times in the past 12 months.



ADULTS' PERSPECTIVES

In Search Institute's *Grading Grown-Ups* study (2000)[5], 1,000 adults were asked what things they believe are important for adults to do with children and youth outside their families. They were also asked how many adults they believe do these things.



Overview of Developmental Assets

Asset building is a positive approach to working with young people (from birth to age 18) that focuses on cultivating the relationships, opportunities, skills, values, and commitments they need to grow up healthy, caring, and responsible. It is based on Search Institute's research-based framework of 40 Developmental Assets.

The Power of the Developmental Assets

The more assets young people experience, the better. Youth with high levels of Developmental Assets are less likely to engage in high-risk behaviors and are more likely to engage in thriving behaviors. For example, youth with high levels of Developmental Assets (31 to 40 Developmental Assets) are 15 times less likely to use alcohol than those with 10 or fewer Developmental Assets.[6]

Developmental Assets matter for all groups of youth. These research findings hold true across all groups of youth studied, regardless of racial-ethnic background, socioeconomic background, and community size.[7]

The 40 Developmental Assets framework offers **common ground and a shared vision** for what young people need to succeed. The framework is used by people from all sectors of society, across the ideological spectrum. It is used in schools, financial institutions, youth programs, parenting programs, faith communities, neighborhoods, businesses, and government.

Why Developmental Assets Work

The focus is on strengths, not problems. The 40 Developmental Assets recognize that young people are resources to their communities, not problems to be fixed or pushed aside.

Young people are recognized as resources, and their involvement is vital.

Everyone can build Developmental Assets, not just professionals. Asset builders can include young people, parents, extended family members, youth workers, bankers, neighbors, and teachers.

Developing **meaningful, sustained relationships** is a major focus. Developmental Assets are built through relationships in workshops, within families, among peers, across generations, and throughout community and society.

How Developmental Assets Enrich Financial Literacy

Being intentional about building the 40 Developmental Assets ensures that financial literacy efforts not only meet financial, educational standards but also contribute to young people's overall growth and success.

Bank It highlights important, measurable financial literacy goals in the context of positive youth development and the 40 Developmental Assets.

It emphasizes the importance—and power—of nurturing relationships through a Developmental Asset approach to financial literacy.

It builds bridges to other sectors in the community that are often committed to bringing out the best in young people, including education, youth development, prevention, and juvenile justice.

The 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.[8]

External Assets

SUPPORT

1. **Family Support**—Family life provides high levels of love and support.
2. **Positive Family Communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
3. **Other Adult Relationships**—Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood**—Young person experiences caring neighbors.
5. **Caring School Climate**—School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling**—Parent(s) are actively involved in helping young person succeed in school.

EMPOWERMENT

7. **Community Values Youth**—Young person perceives that adults in the community value youth.
8. **Youth as Resources**—Young people are given useful roles in the community.
9. **Service to Others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

BOUNDARIES AND EXPECTATIONS

11. **Family Boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood Boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult Role Models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive Peer Influence**—Young person's best friends model responsible behavior.
16. **High Expectations**—Both parent(s) and teachers encourage the young person to do well.

CONSTRUCTIVE USE OF TIME

17. **Creative Activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth Programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. **Religious Community**—Young person spends one hour or more per week in activities in a religious institution.
20. **Time at Home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

COMMITMENT TO LEARNING

21. Achievement Motivation—Young person is motivated to do well in school.

22. School Engagement—Young person is actively engaged in learning.

23. Homework—Young person reports doing at least one hour of homework every school day.

24. Bonding to School—Young person cares about her or his school.

25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.

POSITIVE VALUES

26. Caring—Young person places high value on helping other people.

27. Equality and Social Justice—Young person places high value on promoting equality and reducing hunger and poverty.

28. Integrity—Young person acts on convictions and stands up for her or his beliefs.

29. Honesty—Young person "tells the truth even when it is not easy."

30. Responsibility—Young person accepts and takes personal responsibility.

31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

SOCIAL COMPETENCIES

32. Planning and Decision Making—Young person knows how to plan ahead and make choices.

33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.

34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

35. Resistance Skills—Young person can resist negative peer pressure and dangerous situations.

36. Peaceful Conflict Resolution—Young person seeks to resolve conflict nonviolently.

POSITIVE IDENTITY

37. Personal Power—Young person feels he or she has control over "things that happen to me."

38. Self-Esteem—Young person reports having a high self-esteem.

39. Sense of Purpose—Young person reports that "my life has a purpose."

40. Positive View of Personal Future—Young person is optimistic about her or his personal future.

Getting Started

Creating Your Strategy

The best way to get started is to ask yourself some key questions:

- What do I hope to accomplish with the Bank It workshops?
- How can I empower my participants to make positive changes?
- How can I integrate ways to connect my participants with my financial institution?

Capital One bank wanted to extend its outreach to families. The bank saw these workshops as a key way to start that process. They also included incentives to help families feel more comfortable coming to their bank. They offered savings accounts (with an initial $10 deposit in each account) for each young person who successfully finished the Bank It workshops. Some banks have offered other financial services for free, such as running credit reports or giving families financial advice.

12 Major Financial Theme Areas of Bank It

You will find 36 one-hour workshop sessions in 12 major financial theme areas for both parents and teenagers:

- Talk Well (Introduction)
- Borrow Well
- Budget Well
- Dream Well
- Earn Well
- Give Well
- Invest Well
- Live Well
- Protect Well
- Save Well
- Spend Well
- Move Forward Well (Conclusion)

Key Financial Area	What It Is	Why It Matters
Borrow Well	Credit is the ability to borrow money that must be paid back at a later date.	When we borrow well we earn a higher credit score, which helps us get more financial services at cheaper rates over time. It is imperative that we understand the responsible use of credit so we are able to repay lenders and not damage our credit scores or be at risk for bankruptcy.
Budget Well	A budget is a way to track our money to ensure that the amount we spend doesn't exceed the amount we earn.	A budget helps us understand the choices we make with our money and is an important step toward financial fitness.
Dream Well	Dreaming involves our hopes for the future. It's about the financial goals we set to make our dreams a reality.	Consumer Federation of America research[9] reveals that people who make financial plans are more confident that they're making the right financial choices.
Earn Well	Earning is how we receive money by being paid for our labor or our products.	Work can enrich our lives when we're earning money in ways that give us a sense of accomplishment and meaning.
Give Well	Giving money is a way to help individuals and causes that we believe make a positive difference in the world.	Some financial literacy programs ignore giving, yet 9 out of 10 households make charitable donations.[10] Those who give have positive values, such as caring, generosity, and a belief in social justice. They think—and live—beyond themselves.
Invest Well	Investing is to use money with the goal of increasing our wealth over time.	When we buy stocks, bonds, and mutual funds, we hope to increase our investment over time. Investments also carry risks of loss, which is why it's important to know investment strategies for times of growth and for times of loss.
Live Well	We can live up to our full potential. We can succeed financially and in all areas of life.	By paying attention to the broader development, skills, values, and priorities we have, we can succeed in making positive money choices and in making better choices in the way we live. Search Institute's Developmental Assets research framework shows us how.[11]

Move Forward Well	We move forward when we know a lot about our money and make informed money choices.	We can move forward well money-wise when we have a strong foundation of money terms. We also need money skills that help us make positive money choices.
Protect Well	We can protect ourselves from the negative financial impact of accidents, mishaps, and severe weather damage.	By protecting ourselves, we create a safety net that is available during tough times. We're more likely to bounce back from difficult situations when we have resources that protect us.
Save Well	Saving is putting aside money to use at a later date.	When we save well, we have money for special things (such as vacations or a major purchase) and for unexpected situations (such as a car needing a repair or a job loss).
Spend Well	Spending is how we use money to pay for goods and services.	When we spend well, we make thoughtful choices about how we use our money. We become savvy consumers.
Talk Well	Talking well is about communicating about money honestly and in a caring way with the people around us.	By talking well, we can clearly communicate our needs and wants. When we talk well, we can build stronger relationships, work through differences, and create stronger families.

The Bank It One-Page Overview Training Checklist

Use this checklist to guide you in preparing for your Bank It workshop(s). Each item is listed in detail through the Bank It Comprehensive Leader's Guide and the Bank It Web site.

- ❑ Choose which workshop modules to present.
- ❑ Know your audience and purpose.
- ❑ Find a community partner.
- ❑ Meet with your community partner at least two months before you plan to present the workshops.
- ❑ Decide on training dates.
- ❑ Choose a training location.
- ❑ Discuss the recruitment of participants with your community partner.
- ❑ Decide whether or not to provide incentives. (If you do, you may need to find a funder or donor.)
- ❑ Set recruitment goals.
- ❑ Follow up with people who have been recruited to ensure participants attend.
- ❑ Download the Bank It Comprehensive Leader's Guide for yourself.
- ❑ Download the Bank It Community Partner's Guide for your community partner.
- ❑ Get the word out about the workshop modules.
- ❑ Gather the materials for your workshop.
- ❑ Check with your community partner about the equipment and materials for which the community partner is responsible. (See "Equipment and Materials" in the Bank It Community Partner's Guide.)
- ❑ Become familiar with the training and the timing.
- ❑ Consider optional activities.
- ❑ After the training, evaluate how it went with your community partner.
- ❑ Make changes to improve the workshops for next time

Module Session Series Flow

Each theme area includes three modules. Module 1 introduces basic financial concepts and skills. Module 2 goes deeper into the financial area. Module 3 explores the more advanced Jump$tart standards. You can choose to present any module you wish. You do not need to do them in any order. However, if you do want to present a theme area in more depth, consider starting with Module 1 before moving on to Module 2 and ending with Module 3.

Each module has a code to make it easy to identify which materials go with which module. The first number (which will be 1, 2, or 3) refers to the workshop module number. The two-letter code is an abbreviation for the topic of the module. The ending "PT" or "T" gives you information about the audience. The "PT" is for parents of teens. The "T" is for teenagers. Thus the code of 2-TA-PT refers to the second module of the Talk Well (TA) topic area for Parents (P). Here is an overview of the codes:

- Borrow Well for Parents: 1-BO-PT, 2-BO-PT, 3-BO-PT; for Teenagers: 1-BO-T, 2-BO-T, 3-BO-T
- Budget Well for Parents: 1-BU-PT, 2-BU-PT, 3-BU-PT; for Teenagers: 1-BU-T, 2-BU-T, 3-BU-T
- Dream Well for Parents: 1-DR-PT, 2-DR-PT, 3-DR-PT; for Teenagers: 1-DR-T, 2-DR-T, 3-DR-T
- Earn Well for Parents: 1-EA-PT, 2-EA-PT, 3-EA-PT; for Teenagers: 1-EA-T, 2-EA-T, 3-EA-T
- Give Well for Parents: 1-GI-PT, 2-GI-PT, 3-GI-PT; for Teenagers: 1-GI-T, 2-GI-T, 3-GI-T
- Invest Well for Parents: 1-IN-PT, 2-IN-PT, 3-IN-PT; for Teenagers: 1-IN-T, 2-IN-T, 3-IN-T
- Live Well for Parents: 1-LI-PT, 2-LI-PT, 3-LI-PT; for Teenagers: 1-LI-T, 2-LI-T, 3-LI-T
- Move Forward Well for Parents: 1-MO-PT, 2-MO-PT, 3-MO-PT; for Teenagers: 1-MO-T, 2-MO-T, 3-MO-T
- Protect Well for Parents: 1-PR-PT, 2-PR-PT, 3-PR-PT; for Teenagers: 1-PR-T, 2-PR-T, 3-PR-T
- Save Well for Parents: 1-SA-PT, 2-SA-PT, 3-SA-PT; for Teenagers: 1-SA-T, 2-SA-T, 3-SA-T
- Spend Well for Parents: 1-SP-PT, 2-SP-PT, 3-SP-PT; for Teenagers: 1-SP-T, 2-SP-T, 3-SP-T
- Talk Well for Parents: 1-TA-PT, 2-TA-PT, 3-TA-PT; for Teenagers: 1-TA-T, 2-TA-T, 3-TA-T

Target Audiences

Bank It aims to provide financial workshops for two major audiences: teenagers and parents of teenagers. Through focus groups and the pilot of this program, we discovered that parents and teenagers preferred to receive training separately—yet around the same time. Parents wanted their teenagers to learn financial terms and skills from a trained leader, and they wanted instruction on how to talk to their teenagers while also finding other parents who shared their same interests and concerns. Although the teenage range is broad (from 6th to 12th grade), the intent is to create either groups of young teens (6th- to 8th-graders if you have middle schools in your area or 7th- to 9th-graders if you have junior highs in your area) and groups of older teens (who attend a senior high school). All the materials are written at a 5th-grade level. Some of the third modules, however, due to the more complex financial terms and skills, may sometimes have a higher reading level, around 7th grade.

Choosing the Best Setting for Holding Workshops

Creating a group from scratch requires a lot of time and work. Instead, look for settings that already cater to your target audience. Many groups are looking for partnerships and additional resources. Consider finding out if any of these settings have the audience appropriate for Bank It:

_____ Community center

_____ YMCA or YWCA

_____ A scouting organization

_____ Community education

_____ A church, mosque, synagogue, or other faith community

_____ A school PTA

_____ A neighborhood center

_____ An ethnic or cultural club

_____ An immigrant center

_____ Another community organization: ________________________________

Going Deeper

Session Module Outlines

The session modules have been designed for ease of use. Whether you have expertise in money management, youth development, or parent education, you can use these modules to fit your needs. Each module includes:

- A session outline
- A Bank It notes page for each participant
- An evaluation form for each participant
- A PowerPoint® PDF presentation (optional)
- A handout (optional)

While using all these elements will make the module stronger, we realize that not everyone has access to laptop computers, projectors, and printers. Before choosing which module to download for free from www.bankit.com, read through the 12 financial theme areas in the next section. Each briefly explains what the theme area is, why it's important, and gives the title, module number, learner outcomes, and the ties to the Jump$tart standards. Then, depending on your goals and your timeframe, create the Bank It program that best fits your needs—and the needs of your participants.

Choosing Which Modules to Present to Parents

To decide which modules to present, think first about your overall goals. Are you introducing basic concepts to participants? Do you want to provide financial information in a particular area (such as saving or borrowing)? Are you wanting to introduce all the Jump$tart national standards to participants? Do you want to cover a specific topic, such as identity theft?

You can choose any module to present at any time. You do not need to use modules in order from 1 to 3, although modules do build on each other in topic areas. For example, you'll find that Module 1 on Budgets gives an introduction to budgeting. Module 2 builds on the foundation presented in Module 1, and Module 3 builds on the first two modules. Still, you can present a single number 3 module if you prefer. If you do so, you may want to skim the first two modules in that area to see if there are any adaptations you want to make to the module you're presenting.

If you're presenting modules to both parents and teenagers, consider doing the same modules. That way parents and teenagers are learning similar material at the same time, and it makes it easier for them to talk about these money issues at home.

With 36 one-hour modules for teenagers and 36 one-hour modules for parents, how do you know how to start? Ask yourself these questions: 1. Who is your audience? 2. What is your time frame? 3. What are your overall goals and objectives? 4. Which schematic on this page fits your needs best?

One Workshop

To Present: Talk Module #1

Time Frame: One hour

Goal: Get participants talking about money

Two Workshops

To Present: First: Talk Module #1, Second: Talk Module #2

Time Frame: Two modules, one hour each

Goal: Get participants talking more in depth about money

Three Workshops

To Present: First: Talk Module #1, Second: Live Module #1, Third: Move Forward #1

Time Frame: Three modules, one hour each

Goal: Introduce the basic concepts of Bank It

Another Option: Choose a financial theme area (such as spending, investing, etc.). Then present Module #1, #2, and #3 in that area.

Four Workshops

To Present: Talk Module #1, Live Module #1 (Module #1 from a topic of your choosing) followed by Move Forward Module #1

Time Frame: Four modules, one hour each

Goal: Introduce participants to basic financial concepts

Other Options:

1. Start with Talk Module #1. Give Talk Module #2 followed by Move Forward Module #1 and #2.
2. Present Talk Modules #1, #2, and #3. End with Move Forward Module #1.
3. Start with Talk Module #1. Choose three other modules.

Six Workshops

To Present: Talk Module #1 and #2, Live Module #1 and #2, followed by Move Forward Module #1 and #2

Time Frame: Six modules, one hour each

Goal: Present a strong base of what participants need to succeed with their money—and in all areas of their life.

Other Options:

1. Start with Talk Module #1, followed by Live Module #1, Save Module #1, Spend Module #1, Budget Module #1, and Move Forward Module #1.
2. Start with Talk Module #1. Choose four modules. End with Move Forward Module #1.

More Than Six Workshops

To Present: It depends on your time frame. See options.

Time Frame: Each module is one hour

Goal: Go more in depth with introducing the Jump$tart financial literacy standards and teaching participants more about money

Options:

1. Create a 12-time presentation schedule. Present Module #1 of each of the 12 theme areas. Or present all 12 in six time frames by presenting two modules over two-hour time frames.
2. Create a school-year schedule that has 36 sessions. Present every module to give participants a solid financial literacy start. Begin by presenting Talk Module #1 followed by Talk Module #2 and #3. Then present Live Module #1, #2, and #3. Cover these nine theme areas in any order:
   - Borrow well
   - Budget well
   - Dream well
   - Earn well
   - Give well
   - Invest well
   - Protect well
   - Save well
   - Spend well

   End with Move Forward Modules #1, #2, and #3
3. Start with Talk Module #1. During that module, give participants a photocopy of the "What Do You Want to Learn?" tool from page 55 to choose which topics to do next. Create a time frame that fits everyone's needs.

Borrow Well for Parents

What It Is: Credit is the ability to borrow money that must be paid back at a later date.

Why It Matters: When we borrow well, we earn a higher credit score. A higher credit score helps us get more financial services at cheaper rates over time.

	Module 1	**Module 2**	**Module 3**
Module Title	The Basics of Credit for Parents	Your Credit Score and Your Credit Report	Avoiding and Fixing Credit Problems
Module Number	1-BO-PT	2-BO-PT	3-BO-PT
Module Learner Outcomes	1: Participants will be able to explain what credit is and why it is important. 2: Participants will be able to identify at least one example of credit that adults commonly use. 3: Participants will be able to explain the difference between buying with credit and buying with cash.	1: Participants will be able to describe what a credit score is. 2: Participants will be able to name at least one element that makes up a credit score. 3: Participants will be able to describe an example of information included in a credit report.	1: Participants will be able to list two ways to avoid credit problems. 2: Participants will be able to name a consequence of not using credit well. 3: Participants will be able to describe what bankruptcy is.
Module Ties to Jump$tart Standards[12]	• Standard 1—Credit and Debit	• Standard 2—Credit and Debt	• Standard 3—Credit and Debt • Standard 1—Financial Responsibility and Decision Making

Budget Well for Parents

What It Is: A budget is a way to track our money to ensure that the amount we spend doesn't exceed the amount we earn.

Why It Matters: A budget helps us understand the choices we make with our money. It is an important step toward financial fitness.

	Module 1	Module 2	Module 3
Module Title	Developing a Budget for Parents	Keeping Track of Your Receipts	Keeping Your Budget Up to Date
Module Number	1-BU-PT	2-BU-PT	3-BU-PT
Module Learner Outcomes	1: Participants will be able to identify what a budget is. 2: Participants will be able to list at least two expenses included in a budget. 3: Participants will be able to analyze a sample budget.	1: Participants will be able to identify at least two kinds of receipts. 2: Participants will be able to explain what a return policy is. 3: Participants will be able to describe what an extended warranty is.	1: Participants will be able to name at least one reason budgets fail. 2: Participants will be able to describe how to change a budget. 3: Participants will be able to identify an example of a record-keeping feature that a financial institution provides.
Module Ties to Jump$tart Standards[13]	• Standard 1—Planning and Money Management • Standard 2—Planning and Money Management	• Standard 2—Planning and Money Management • Standard 3—Financial Responsibility and Decision Making • Standard 1—Risk Management and Insurance	• Standard 2—Planning and Money Management • Standard 3—Planning and Money Management

Dream Well for Parents

What It Is: Dreaming involves our hopes for the future. It's about the financial goals we set to make our dreams a reality.

Why It Matters: The Consumer Federation of America reveals that people who make financial plans are more confident that they're making the right financial choices.

	Module 1	**Module 2**	**Module 3**
Module Title	Creating the Life You Dream Of	Setting Financial Goals	Your Dreams, Your Financial Plan
Module Number	1-DR-PT	2-DR-PT	3-DR-PT
Module Learner Outcomes	1: Participants will be able to list at least two examples of how managing their money well can help them achieve their dreams. 2: Participants will be able to name personal interests they have. 3: Participants will be able to identify a person who supports their interests.	1: Participants will be able to explain the difference between a short-term and a long-term financial goal. 2: Participants will be able to describe how setting a financial goal helps them pursue their dreams. 3: Participants will be able to list at least two decision-making steps to take to pursue a long-term goal.	1: Participants will be able to list two examples of what might be included in a personal financial plan. 2: Participants will be able to explain what a net worth statement is. 3: Participants will be able to explain how a personal financial plan can help them pursue their dreams.
Module Ties to Jump$tart Standards[14]	• Standard 5—Financial Responsibility and Decision Making • Standard 1—Income and Careers	• Standard 4—Financial Responsibility and Decision Making	• Standard 6—Planning and Money Management

Earn Well for Parents

What It Is: Earning is how we receive money by being paid for our labor or our products.

Why It Matters: Work can enrich our lives when we're earning money in ways that give us a sense of accomplishment and meaning.

	Module 1	**Module 2**	**Module 3**
Module Title	Earning Money	Career Choices	Helping Your Teen-ager Apply for a Job
Module Number	1-EA-PT	2-EA-PT	3-EA-PT
Module Learner Outcomes	1: Participants will be able to name ways that teenagers can earn money. 2: Participants will be able to explain the difference between a wage and a salary. 3: Participants will be able to name a source of income other than a wage or a salary.	1: Participants will be able to explain the difference between a career and a job. 2: Participants will be able to explain how education can affect lifetime income. 3: Participants will be able to identify what a positive job reference is.	1: Participants will be able to identify what an I-9 is. 2: Participants will be able to name at least one factor that affects take-home pay. 3: Participants will be able to identify what a W-2 is.
Module Ties to Jump$tart Standards[15]	• Standard 2—Income and Careers	• Standard 1—Income and Careers	• Standard 3—Income and Careers

Give Well for Parents

What It Is: Giving money is a way to help individuals and causes that we believe make a positive difference in the world.

Why It Matters: Nine out of 10 households make charitable donations. Those who give have positive values, such as caring, generosity, and a belief in social justice. They think—and live—beyond themselves.

	Module 1	**Module 2**	**Module 3**
Module Title	Giving and Helping	Becoming a Thoughtful Giver	Comparing Places to Give Money To
Module Number	1-GI-PT	2-GI-PT	3-GI-PT
Module Learner Outcomes	1: Participants will be able to describe why giving matters. 2: Participants will be able to explain what a charitable organization is. 3: Participants will be able to name an example of a charitable organization.	1: Participants will be able to describe an example of the type of people who give. 2: Participants will be able to identify how giving can become part of a budget. 3: Participants will be able to calculate how much to give.	1: Participants will be able to name an online charity-rating organization. 2: Participants will be able to explain how program expenses are important for judging a charity. 3: Participants will be able to interpret the rating system for an online charity-rating organization.
Module Ties to Jump$tart Standards[16]	• Standard 5—Planning and Money Management	• Standard 5—Planning and Money Management	• Standard 5—Planning and Money Management

Invest Well for Parents

What It Is: Investing is a way to use money with the goal of increasing our wealth over time.

Why It Matters: When we buy stocks, bonds, and mutual funds, we hope to increase our investment over time. Investments also carry risks, which is why it's important to know investment strategies for times of growth and for times of loss.

	Module 1	**Module 2**	**Module 3**
Module Title	Understanding Investing	Investing in Stocks and Bonds	Investing for the Long Term
Module Number	1-IN-PT	2-IN-PT	3-IN-PT
Module Learner Outcomes	1: Participants will be able to explain how an investment can grow in value. 2: Participants will be able to describe what the Rule of 72 is. 3: Participants will be able to explain why games of chance are not good investments for building wealth.	1: Participants will be able to identify what a bond is. 2: Participants will be able to explain how stocks and bonds differ. 3: Participants will be able to describe the benefits of a diversified portfolio.	1: Participants will be able to list at least two examples of how to buy and sell investments. 2: Participants will be able to describe what a prospectus is. 3: Participants will be able to describe what affects the value of an IRA.
Module Ties to Jump$tart Standards[17]	• Standard 2—Saving and Investing	• Standard 3—Saving and Investing • Standard 4—Saving and Investing	• Standard 4—Saving and Investing • Standard 5—Saving and Investing

Live Well for Parents

What It Is: We can all live up to our full potential. We can succeed financially and in all areas of life.

Why It Matters: By paying attention to the broader development, skills, values, and priorities we have, we can succeed in making positive money choices and in making better choices in the way we live. Search Institute's Developmental Assets research framework shows how.

	Module 1	**Module 2**	**Module 3**
Module Title	What Your Teen Needs to Succeed	How the 40 Developmental Assets Help Your Teenager	Finding Support as a Parent
Module Number	1-LI-PT	2-LI-PT	3-LI-PT
Module Learner Outcomes	1: Participants will be able to identify what their teenager needs to succeed. 2: Participants will be able to recognize the 40 Developmental Assets. 3: Participants will be able to give examples of some of the 40 Developmental Assets.	1: Participants will be able to name why Developmental Assets are powerful. 2: Participants will be able to identify examples of actions they want their teenagers to avoid. 3: Participants will be able to name examples of actions they want their teenagers to do.	1: Participants will be able to define what makes a person supportive. 2: Participants will be able to identify different places where there are supportive people. 3: Participants will be able to name at least one person who supports them.
Module Ties to Jump$tart Standards[18]	• Standard 1—Financial Responsibility and Decision Making	• Standard 5—Financial Responsibility and Decision Making	• Standard 1—Financial Responsibility and Decision Making

Move Forward Well for Parents

What It Is: We move forward when we know more about our money and make positive money choices.

Why It Matters: We move forward money-wise when we have a strong foundation of money terms. We also need money skills that help us make positive money choices.

	Module 1	Module 2	Module 3
Module Title	Helping Your Teenagers Use Their Money Well	Moving Forward with Your Money	Succeeding with Your Money
Module Number	1-MO-PT	2-MO-PT	3-MO-PT
Module Learner Outcomes	1: Participants will be able to explain how they can show love and care by the way they use their money. 2: Participants will be able to list at least two reasons to talk with family members about money. 3: Participants will be able to name the ideal number of Developmental Assets that kids need to succeed.	1: Participants will be able to explain how helpful financial information can lead to better money decisions. 2: Participants will be able to describe why learning helps them move forward with their money. 3: Participants will be able to explain how people who succeed with money—and in most areas of their lives—are always learning.	1: Participants will be able to explain how the amount of money they have affects the choices they make. 2: Participants will be able to describe what it means to succeed with their money. 3: Participants will be able to explain what it means to be financially responsible.
Module Ties to Jump$tart Standards[19]	• Standard 5—Financial Responsibility and Decision Making	• Standard 2—Financial Responsibility and Decision Making	• Standard 1—Financial Responsibility and Decision Making • Standard 4—Financial Responsibility and Decision Making

Protect Well for Parents

What It Is: We can protect ourselves from the negative financial impact of accidents, mishaps, and severe weather damage.

Why It Matters: By protecting ourselves, we create a safety net that is available during tough times. We're more likely to bounce back from difficult situations when we have resources that protect us.

	Module 1	**Module 2**	**Module 3**
Module Title	Protecting Yourself and Your Teenager	Protecting Your Health and Your Life	Protecting Your Home and Your Car
Module Number	1-PR-PT	2-PR-PT	3-PR-PT
Module Learner Outcomes	1: Participants will be able to list two examples of risks that people face. 2: Participants will be able to name at least two types of insurance. 3: Participants will be able to describe the main parts of a simple will.	1: Participants will be able to identify what health insurance is. 2: Participants will be able to list at least two examples of what health insurance may cover. 3: Participants will be able to identify what life insurance is.	1: Participants will be able to identify what a homeowner's policy is. 2: Participants will be able to explain what renter's insurance is. 3: Participants will be able to list at least two examples of what auto insurance may cover.
Module Ties to Jump$tart Standards[20]	• Standard 1—Risk Management and Insurance • Standard 7—Planning and Money Management	• Standard 3—Risk Management and Insurance	• Standard 2—Risk Management and Insurance

Save Well for Parents

What It Is: Saving is putting aside money to use at a later date.

Why It Matters: When we save well, we have money for special things (such as vacations or a major purchase) and for unexpected situations (such as a car needing a repair or a job loss).

	Module 1	**Module 2**	**Module 3**
Module Title	Why Saving Matters	Overcoming Saving Challenges	A Savings Plan for Parents
Module Number	1-SA-PT	2-SA-PT	3-SA-PT
Module Learner Outcomes	1: Participants will be able to describe why saving matters. 2: Participants will be able to name one advantage and one disadvantage to saving. 3: Participants will be able to identify a savings goal.	1: Participants will be able to explain how saving helps them meet their financial goals. 2: Participants will be able to describe how to deal with a savings barrier. 3: Participants will be able to describe the value of an emergency fund.	1: Participants will be able to explain how to develop a savings plan. 2: Participants will be able to explain one difference between a savings account and a checking account. 3: Participants will be able to describe how saving is part of a personal budget.
Module Ties to Jump$tart Standards[21]	• Standard 1—Saving and Investing	• Standard 2—Saving and Investing	• Standard 1—Planning and Money Management

Spend Well for Parents

What It Is: Spending is how we use money to pay for goods and services.

Why It Matters: When we spend well, we make thoughtful choices about how we use our money. We become savvy consumers.

	Module 1	Module 2	Module 3
Module Title	Different Ways to Buy Things	Developing a Spending Plan for Parents	Becoming a Savvy Consumer
Module Number	1-SP-PT	2-SP-PT	3-SP-PT
Module Learner Outcomes	1: Participants will be able to describe at least two different methods of spending. 2: Participants will be able to name at least one type of financial institution in their community. 3: Participants will be able to name a key question to ask before cashing a check.	1: Participants will be able to name at least one example of a household expense. 2: Participants will be able to explain what a personal spending diary is. 3: Participants will be able to identify what the sales tax rate is for their area.	1: Participants will be able to name at least one way to cut spending. 2: Participants will be able to explain how advertising affects their spending. 3: Participants will be able to describe the difference between a "want" and a "need."
Module Ties to Jump$tart Standards[22]	• Standard 3—Planning and Money Management	• Standard 1—Planning and Money Management	• Standard 4—Planning and Money Management • Standard 2—Financial Responsibility and Decision Making

Talk Well for Parents

What It Is: Talking well is about communicating about money honestly and in a caring way with the people around us.

Why It Matters: By talking well, we can clearly communicate our needs and wants. When we talk well, we can build stronger relationships, work through differences, and create stronger families.

	Module 1	**Module 2**	**Module 3**
Module Title	Talking to Your Teen-ager about Money	Talking to Teenagers about Money Stress	Talking to Teenag-ers about Protecting Themselves
Module Number	1-TA-PT	2-TA-PT	3-TA-PT
Module Learner Out-comes	1: Participants will be able to identify how their teenagers man-age money. 2: Participants will be able to name at least one way to talk to their teenagers about money. 3: Participants will be able to explain how talking about money matters with family members helps their teenagers make good money choices.	1: Participants will be able to list at least two examples of money stress. 2: Participants will be able to describe helpful ways to solve money problems. 3: Participants will be able to name an example of a good money choice to make during stressful money times.	1: Participants will be able to list at least two examples of per-sonal information they should not share with others. 2: Participants will be able to name at least one consequence of sharing personal information. 3: Participants will be able to identify at least one way to protect their personal identity.
Module Ties to Jump$tart Standards[23]	• Standard 5—Finan-cial Responsibility and Decision Making	• Standard 1—Finan-cial Responsibility and Decision Making • Standard 5—Finan-cial Responsibility and Decision Making	• Standard 6—Finan cial Responsibility and Decision Making • Standard 4—Credit and Debt • Standard 6—Saving and Investing

Choosing Which Modules to Present to Teenagers

To decide which modules to present, think first about your overall goals. Are you introducing basic concepts to participants? Do you want to provide financial information in a particular area (such as saving or borrowing)? Are you wanting to introduce all the Jump$tart national standards to participants? Do you want to cover a specific topic, such as identity theft?

You can choose any module to present at any time. You do not need to use modules in order from 1 to 3, although modules do build on each other in topic areas. For example, you'll find that Module 1 on Budgets gives an introduction to budgeting. Module 2 builds on the foundation presented in Module 1, and Module 3 builds on the first two modules. Still, you can present a single number 3 module if you prefer. If you do so, you may want to skim the first two modules in that area to see if there are any adaptations you want to add to the module you're presenting.

If you're presenting modules to both teenagers and parents (either together or separately), consider doing the same modules. That way parents and teenagers are learning similar material at the same time, and it makes it easier for them to talk about these money issues at home.

With 36 one-hour modules for teenagers and 36 one-hour modules for parents, how do you know how to start? Ask yourself these questions: 1. Who is your audience? 2. What is your time frame? 3. What are your overall goals and objectives? 4. Which schematic on this page fits your needs best?

One Workshop

To Present: Talk Module #1

Time Frame: One hour

Goal: Get participants talking about money

Two Workshops

To Present: First: Talk Module #1, Second: Talk Module #2

Time Frame: Two modules, one hour each

Goal: Get participants talking more in depth about money

Three Workshops

To Present: First: Talk Module #1, Second: Live Module #1, Third: Move Forward #1

Time Frame: Three modules, one hour each

Goal: Introduce the basic concepts of Bank It

Another Option: Choose a financial theme area (such as spending, investing, etc.). Then present Module #1, #2, and #3 in that area.

Four Workshops

To Present: Talk Module #1, Live Module #1 (Module #1 from a topic of your choosing) followed by Move Forward Module #1

Time Frame: Four modules, one hour each

Goal: Introduce participants to basic financial concepts

Other Options:

1. Start with Talk Module #1. Give Talk Module #2 followed by Move Forward Module #1 and #2.
2. Present Talk Modules #1, #2, and #3. End with Move Forward Module #1.
3. Start with Talk Module #1. Choose three other modules.

Six Workshops

To Present: Talk Module #1 and #2, Live Module #1 and #2, followed by Move Forward Module #1 and #2

Time Frame: Six modules, one hour each

Goal: Present a strong base of what participants need to succeed with their money—and in all areas of their life.

Other Options:

1. Start with Talk Module #1, followed by Live Module #1, Save Module #1, Spend Module #1, Budget Module #1, and Move Forward Module #1.
2. Start with Talk Module #1. Choose four modules. End with Move Forward Module #1.

More Than Six Workshops

To Present: It depends on your time frame. See options.

Time Frame: Each module is one hour

Goal: Go more in depth with introducing the Jump$tart financial literacy standards and teaching participants more about money

Options:

1. Create a 12-time presentation schedule. Present Module #1 of each of the 12 theme areas. Or present all 12 in six time frames by presenting two modules over two-hour time frames.

2. Create a school-year schedule that has 36 sessions. Present every module to give participants a solid financial literacy start. Begin by presenting Talk Module #1 followed by Talk Module #2 and #3. Then present Live Module #1, #2, and #3. Cover these nine theme areas in any order:
   - Borrow well
   - Budget well
   - Dream well
   - Earn well
   - Give well
   - Invest well
   - Protect well
   - Save well
   - Spend well

   End with Move Forward Modules #1, #2, and #3

3. Start with Talk Module #1. During that module, give participants a photocopy of the "What Do You Want to Learn?" tool from page 55 to choose which topics to do next. Create a time frame that fits everyone's needs.

Borrow Well for Teenagers

What It Is: Credit is the ability to borrow money that must be paid back at a later date.

Why It Matters: When we borrow well, we earn a higher credit score. A higher credit score helps us get more financial services at cheaper rates over time.

	Module 1	**Module 2**	**Module 3**
Module Title	The Basics of Credit for Teenagers	Credit Scores and Credit Reports	How Much You Borrow
Module Number	1-BO-T	2-BO-T	3-BO-T
Module Learner Outcomes	1: Participants will be able to explain what credit is. 2: Participants will be able to explain why using a credit card is a form of borrowing. 3: Participants will be able to name at least one benefit of using credit.	1: Participants will be able to explain why it is important to establish a positive credit history. 2: Participants will be able to identify what a credit report is. 3: Participants will be able to describe an example of information included in a credit report.	1: Participants will be able to name one example of how to improve a person's credit. 2: Participants will be able to describe one example of how to correct credit problems. 3: Participants will be able to describe what bankruptcy is.
Module Ties to Jump$tart Standards[24]	• Standard 1—Credit and Debit	• Standard 2—Credit and Debt	• Standard 3—Credit and Debt • Standard 1—Financial Responsibility and Decision Making

Budget Well for Teenagers

What It Is: A budget is a way to track our money to ensure that the amount we spend doesn't exceed the amount we earn.

Why It Matters: A budget helps us understand the choices we make with our money. It is an important step toward financial fitness.

	Module 1	**Module 2**	**Module 3**
Module Title	Developing a Budget for Teenagers	The Power of Receipts	Updating Budgets Over Time
Module Number	1-BU-T	2-BU-T	3-BU-T
Module Learner Outcomes	1: Participants will be able to identify what a budget is. 2: Participants will be able to explain why a budget is important. 3: Participants will be able to list at least two expenses included in a family budget.	1: Participants will be able to identify at least two kinds of receipts. 2: Participants will be able to explain what a return policy is. 3: Participants will be able to describe what an extended warranty is.	1: Participants will be able to name at least one reason budgets fail. 2: Participants will be able to list two reasons a person may need to change a budget. 3: Participants will be able to identify an example of a record-keeping feature that a financial institution provides.
Module Ties to Jump$tart Standards[25]	• Standard 1—Planning and Money Management • Standard 2—Planning and Money Management	• Standard 2—Planning and Money Management • Standard 3—Financial Responsibility and Decision Making • Standard 1—Risk Management and Insurance	• Standard 2—Planning and Money Management • Standard 3—Planning and Money Management

Dream Well for Teenagers

What It Is: Dreaming involves our hopes for the future. It's about the financial goals we set to make our dreams a reality.

Why It Matters: The Consumer Federation of America reveals that people who make financial plans are more confident that they're making the right financial choices.

	Module 1	**Module 2**	**Module 3**
Module Title	Following Your Dreams	Your Dreams, Your Goals	Your Money, Your Dreams
Module Number	1-DR-T	2-DR-T	3-DR-T
Module Learner Outcomes	1: Participants will be able to name personal interests they have. 2: Participants will be able to identify a person who supports their interests. 3: Participants will be able to explain how managing their money well can help them pursue their interests.	1: Participants will be able to identify what a financial goal is. 2: Participants will be able to describe how setting a financial goal helps them pursue their dreams. 3: Participants will be able to identify a decision-making step to take to pursue a short-term goal.	1: Participants will be able to explain what a net worth statement is. 2: Participants will be able to name an example of a household asset. 3: Participants will be able to describe what a liability is.
Module Ties to Jump$tart Standards[26]	• Standard 5—Financial Responsibility and Decision Making • Standard 1—Income and Careers	• Standard 4—Financial Responsibility and Decision Making	• Standard 6—Planning and Money Management

Earn Well for Teenagers

What It Is: Earning is how we receive money by being paid for our labor or our products.

Why It Matters: Work can enrich our lives when we're earning money in ways that give us a sense of accomplishment and meaning.

	Module 1	**Module 2**	**Module 3**
Module Title	How to Get Money	Exploring Work That Fits You	Applying for a Job
Module Number	1-EA-T	2-EA-T	3-EA-T
Module Learner Outcomes	1: Participants will be able to identify what an income is. 2: Participants will be able to name ways that teenagers can earn money. 3: Participants will be able to explain the difference between a wage and a salary.	1: Participants will be able to identify what a career is. 2: Participants will be able to describe what affects a person's career and job choices. 3: Participants will be able to explain how education can affect lifetime income.	1: Participants will be able to explain what a W-4 is. 2: Participants will be able to name at least one piece of information needed to complete a W-4. 3: Participants will be able to identify at least one factor that affects take-home pay.
Module Ties to Jump$tart Standards[27]	• Standard 2—Income and Careers	• Standard 1—Income and Careers	• Standard 3—Income and Careers

Give Well for Teenagers

What It Is: Giving money is a way to help individuals and causes that we believe make a positive difference in the world.

Why It Matters: Nine out of 10 households make charitable donations. Those who give have positive values, such as caring, generosity, and a belief in social justice. They think—and live—beyond themselves.

	Module 1	**Module 2**	**Module 3**
Module Title	Giving, Caring, and Helping	Why Giving Matters	Whom to Give Money To
Module Number	1-GI-T	2-GI-T	3-GI-T
Module Learner Outcomes	1: Participants will be able to identify one example of why teenagers help others. 2: Participants will be able to explain what a charitable organization is. 3: Participants will be able to describe why giving matters.	1: Participants will be able to list at least two ways to give. 2: Participants will be able to identify a type of giving that they agree with. 3: Participants will be able to identify how giving can become part of a budget.	1: Participants will be able to name an online charity-rating organization. 2: Participants will be able to identify what program expenses are for a charity. 3: Participants will be able to rank charities from an online charity-rating organization.
Module Ties to Jump$tart Standards[28]	• Standard 5—Planning and Money Management	• Standard 5—Planning and Money Management	• Standard 5—Planning and Money Management

Invest Well for Teenagers

What It Is: Investing is a way to use money with the goal of increasing our wealth over time.

Why It Matters: When we buy stocks, bonds, and mutual funds, we hope to increase our investment over time. Investments also carry risks, which is why it's important to know investment strategies for times of growth and for times of loss.

	Module 1	**Module 2**	**Module 3**
Module Title	The Basics of Investments	Stocks and Bonds	Researching Investments and IRAs
Module Number	1-IN-T	2-IN-T	3-IN-T
Module Learner Outcomes	1: Participants will be able to identify what an investment is. 2: Participants will be able to explain how investing helps people meet financial goals. 3: Participants will be able to list two examples of games of chance.	1: Participants will be able to identify what a stock is. 2: Participants will be able to describe what affects the value of a stock. 3: Participants will be able to identify what a mutual fund is.	1: Participants will be able to identify what an IRA is. 2: Participants will be able to list two different types of IRAs. 3: Participants will be able to identify at least one source of investment information.
Module Ties to Jump$tart Standards[29]	• Standard 2—Saving and Investing	• Standard 3—Saving and Investing • Standard 4—Saving and Investing	• Standard 4—Saving and Investing • Standard 5—Saving and Investing

Live Well for Teenagers

What It Is: We can all live up to our full potential. We can succeed financially and in all areas of life.

Why It Matters: By paying attention to the broader development, skills, values, and priorities we have, we can succeed in making positive money choices and in making better choices in the way we live. Search Institute's Developmental Assets research framework shows how.

	Module 1	**Module 2**	**Module 3**
Module Title	What Teens Need to Succeed	The Power of the 40 Developmental Assets	Finding Key Supporters
Module Number	1-LI-T	2-LI-T	3-LI-T
Module Learner Outcomes	1: Participants will be able to identify what they need to succeed. 2: Participants will be able to identify how many Developmental Assets there are. 3: Participants will be able to explain how Developmental Assets can lead teenagers to making positive money choices.	1: Participants will be able to name why Developmental Assets are powerful. 2: Participants will be able to describe what risky behaviors are. 3: Participants will be able to identify examples of good behavior.	1: Participants will be able to state why teens who succeed need support. 2: Participants will be able to identify examples of key supporters named by the Developmental Assets. 3: Participants will be able to define what makes a person supportive.
Module Ties to Jump$tart Standards[30]	• Standard 1—Financial Responsibility and Decision Making	• Standard 5—Financial Responsibility and Decision Making	• Standard 1—Financial Responsibility and Decision Making

Move Forward Well for Teenagers

What It Is: We move forward when we know more about our money and make positive money choices.

Why It Matters: We move forward money-wise when we have a strong foundation of money terms. We also need money skills that help us make positive money choices.

	Module 1	**Module 2**	**Module 3**
Module Title	Using Your Money Well	Taking the Right Path with Your Money	You + Your Money = Success
Module Number	1-MO-T	2-MO-T	3-MO-T
Module Learner Outcomes	1: Participants will be able to describe how a person might use money to deal with an emotion. 2: Participants will be able to identify a family member whom they can talk to about money. 3: Participants will be able to identify at least one category of Developmental Assets.	1: Participants will be able to identify helpful sources of financial information. 2: Participants will be able to name one of the Commitment to Learning Developmental Assets. 3: Participants will be able to identify at least one of the 40 Developmental Assets that help them make better money choices.	1: Participants will be able to describe how the way they use money today affects their future. 2: Participants will be able to describe what it means to succeed with money. 3: Participants will be able to describe why a budget is a key way to be financially responsible.
Module Ties to Jump$tart Standards[31]	• Standard 5—Financial Responsibility and Decision Making	• Standard 2—Financial Responsibility and Decision Making	• Standard 1—Financial Responsibility and Decision Making • Standard 4—Financial Responsibility and Decision Making

Protect Well for Teenagers

What It Is: We can protect ourselves from the negative financial impact of accidents, mishaps, and severe weather damage.

Why It Matters: By protecting ourselves, we create a safety net that is available during tough times. We're more likely to bounce back from difficult situations when we have resources that protect us.

	Module 1	**Module 2**	**Module 3**
Module Title	Protecting Yourself	Health and Life Insurance	Auto and Homeowner's Insurance
Module Number	1-PR-T	2-PR-T	3-PR-T
Module Learner Outcomes	1: Participants will be able to list two examples of risks that teenagers face. 2: Participants will be able to name at least two types of insurance. 3: Participants will be able to explain what happens if a person dies and does not leave a valid will.	1: Participants will be able to identify what life insurance is. 2: Participants will be able to identify what health insurance is. 3: Participants will be able to describe why people need health insurance.	1: Participants will be able to identify what auto insurance is. 2: Participants will be able to identify what a homeowner's policy is. 3: Participants will be able to describe how valuable items might be at risk.
Module Ties to Jump$tart Standards[32]	• Standard 1—Risk Management and Insurance • Standard #7—Planning and Money Management	• Standard 3—Risk Management and Insurance	• Standard 2—Risk Management and Insurance

Save Well for Teenagers

What It Is: Saving is putting aside money to use at a later date.

Why It Matters: When we save well, we have money for special things (such as college or a new car) and for unexpected situations (such as losing a cell phone or breaking an MP3 player).

	Module 1	Module 2	Module 3
Module Title	Saving Your Money	Saving—No Matter What	A Savings Plan for Teenagers
Module Number	1-SA-T	2-SA-T	3-SA-T
Module Learner Outcomes	1: Participants will be able to name one advantage and one disadvantage to saving. 2: Participants will be able to explain ways that people can cut spending to save. 3: Participants will be able to identify a savings goal.	1: Participants will be able to identify what a financial goal is. 2: Participants will be able to explain how saving helps them meet their financial goals. 3: Participants will be able to identify a safe place to keep their savings.	1: Participants will be able to identify what a savings plan is. 2: Participants will be able to name a place that offers savings accounts. 3: Participants will be able to describe how saving is part of a personal budget.
Module Ties to Jump$tart Standards[33]	• Standard 1—Saving and Investing	• Standard 2—Saving and Investing	• Standard 1—Planning and Money Management

Spend Well for Teenagers

What It Is: Spending is how we use money to pay for goods and services.

Why It Matters: When we spend well, we make thoughtful choices about how we use our money. We become savvy consumers.

	Module 1	Module 2	Module 3
Module Title	Spending Money	Developing a Spending Plan for Teenagers	Making Better Spending Choices
Module Number	1-SP-T	2-SP-T	3-SP-T
Module Learner Outcomes	1: Participants will be able to describe at least one method teenagers use to spend money. 2: Participants will be able to identify one difference between a debit card and a credit card. 3: Participants will be able to name at least one type of financial institution in their community.	1: Participants will be able to identify what spending is. 2: Participants will be able to name at least one example of a household expense. 3: Participants will be able to explain what a personal spending diary is.	1: Participants will be able to identify what comparison shopping is. 2: Participants will be able to name at least one way to gather information about a product or service before buying it. 3: Participants will be able to describe the difference between a "want" and a "need."
Module Ties to Jump$tart Standards[34]	• Standard 3—Planning and Money Management	• Standard 1—Planning and Money Management	• Standard 4—Planning and Money Management • Standard 2—Financial Responsibility and Decision Making

Talk Well for Teenagers

What It Is: Talking well is about communicating about money honestly and in a caring way with the people around us.

Why It Matters: By talking well, we can clearly communicate our needs and wants. When we talk well, we can build stronger relationships, work through differences, and create stronger families.

	Module 1	**Module 2**	**Module 3**
Module Title	Talking to Your Parents about Money	Talking to Parents about Money Stress	Talking to Your Parents about Protecting Yourself
Module Number	1-TA-T	2-TA-T	3-TA-T
Module Learner Outcomes	1: Participants will be able to identify differences in how the people they live with manage money. 2: Participants will be able to name at least one way to talk to their parents about money. 3: Participants will be able to explain why talking about money matters with family members helps them make good money choices.	1: Participants will be able to list at least two examples of money stress for teenagers. 2: Participants will be able to describe an example of money stress for adults. 3: Participants will be able to name an example of a good money choice to make during stressful money times.	1: Participants will be able to identify at least one example of personal information they should not share with others. 2: Participants will be able to name at least one consequence of sharing personal information. 3: Participants will be able to identify at least one way to protect their personal identity.
Module Ties to Jump$tart Standards[35]	• Standard 5—Financial Responsibility and Decision Making	• Standard 1—Financial Responsibility and Decision Making • Standard 5—Financial Responsibility and Decision Making	• Standard 6—Financial Responsibility and Decision Making • Standard 4—Credit and Debt • Standard 6—Saving and Investing

Jump$tart Standards and Bank It

The Jump$tart Coalition for Personal Financial Literacy created national standards for young people in its National Standards in K–12 Personal Financial Education.[36] These goals complement state and local education goals in areas that already have financial literacy standards, and they also lay a foundation for areas that have not yet set financial literacy standards.

The 29 personal finance standards fall into six categories:

- Financial Responsibility and Decision Making
- Income and Careers
- Planning and Money Management
- Credit and Debt
- Risk Management and Insurance
- Saving and Investing[37]

Each standard has expectations for three age groups: 4th graders, 8th graders, and 12th graders.[38] The goal of Bank It is to introduce the 29 standards with the intent of preparing participants with knowledge, skills, and enthusiasm to take the next step in expanding their financial literacy and skills. These standards are introduced for both of the key target audiences for Bank It: parents of teenagers and teenagers.

Here's how the Bank It modules introduce and tie into the 29 Jump$tart personal finance standards:

Jump$tart Standard	Bank It Module
Financial Responsibility and Decision Making (FRDM)	
FRDM Standard 1—Take responsibility for personal financial decisions.	• Live Module 1 • Live Module 3 • Move Forward Module 3 • Talk Module 2
FRDM Standard 2—Find and evaluate financial information from a variety of sources.	• Move Forward Module 2 • Spend Module 3
FRDM Standard 3—Summarize major consumer protection laws.	• Budget Module 2
FRDM Standard 4—Make financial decisions by systematically considering alternatives and consequences.	• Dream Module 2 • Move Forward Module 3
FRDM Standard 5—Develop communication strategies for discussing financial issues.	• Dream Module 1 • Live Module 2 • Move Forward Module 1 • Talk Module 1 • Talk Module 2
FRDM Standard 6—Control personal information.	• Talk Module 3

Income and Careers (IC)	
IC Standard 1—Explore career options.	• Dream Module 1 • Earn Module 2
IC Standard 2—Identify sources of personal income.	• Earn Module 1
IC Standard 3—Describe factors affecting take-home pay.	• Earn Module 3
Planning and Money Management (PMM)	
PMM Standard 1—Develop a plan for spending and saving.	• Budget Module 1 • Save Module 3 • Spend Module 2
PMM Standard 2—Develop a system for keeping and using financial records.	• Budget Module 1 • Budget Module 2 • Budget Module 3
PMM Standard 3—Describe how to use different payment methods.	• Budget Module 3 • Spend Module 1
PMM Standard 4—Apply consumer skills to purchase decisions.	• Spend Module 3
PMM Standard 5—Consider charitable giving.	• Give Module 1 • Give Module 2 • Give Module 3
PMM Standard 6—Develop a personal financial plan.	• Dream Module 3
PMM Standard 7—Examine the purpose and importance of a will.	• Protect Module 1
Credit and Debt (CD)	
CD Standard 1—Identify the costs and benefits of various types of credit.	• Borrow Module 1
CD Standard 2—Explain the purpose of a credit record and identify borrowers' credit report rights.	• Borrow Module 2
CD Standard 3—Describe ways to avoid or correct debt problems.	• Borrow Module 3
CD Standard 4—Summarize major consumer credit laws.	• Talk Module 3

Risk Management and Insurance (RMI)	
RMI Standard 1—Identify common types of risks and basic risk management methods.	• Budget Module 2 • Protect Module 1
RMI Standard 2—Explain the purpose and importance of property and liability insurance protection.	• Protect Module 3
Standard 3—Explain the purpose and importance of health, disability, and life insurance protection.	• Protect Module 2
Saving and Investing (SI)	
SI Standard 1—Discuss how saving contributes to financial well-being.	• Save Module 1
SI Standard 2—Explain how investing builds wealth and helps meet financial goals.	• Invest Module 1 • Save Module 2
SI Standard 3—Evaluate investment alternatives.	• Invest Module 2
SI Standard 4—Describe how to buy and sell investments.	• Invest Module 2 • Invest Module 3
SI Standard 5—Explain how taxes affect the rate of return on investments.	• Invest Module 3
SI Standard 6—Investigate how agencies that regulate financial markets protect investors.	• Talk Module 3

For more information about the National Standards in K–12 Personal Financial Education from the Jump$tart Coalition for Personal Financial Literacy, visit www.jumpstart.org. You can download a free copy of the standards at www.jumpstart.org/national_standardsK12.html.

Planning an Event

Know Your Audience and Purpose

Be clear about your audience. Are you presenting to parents of teenagers or teenagers? If you're presenting to teenagers, which age group of teenagers are you targeting? (Young teenagers are very different from older teenagers.) Also be aware of your audience literacy and language competencies. Try to limit the size of your workshop to between 5 and 20 participants. See the ideas on which modules to present to parents on page 19 and which modules to present to teenagers on page 34. For ideas about strategy, see "Creating Your Strategy" on page 13.

Work with a Community Partner

Although you can use Bank It modules without a community partner, many banks have found that partnering with a community organization is a helpful strategy. Today, many families may distrust a bank—or be uncomfortable with a bank setting. Certain populations (such as recent immigrants) may not know how a bank works and how it could benefit them in terms of managing their money. Some parents are uncomfortable meeting in a school building or school setting, therefore, when you team up with a community partner, you often can get access to parents and teenagers who you otherwise would never see. Community organizations are used to working with specific populations, and they can help you create ways to reach out, draw people in, and get them excited about Bank It. In addition, many community organizations are looking for partners in financial institutions to build bridges across sectors. As you work together, you may discover even more effective ways of raising the financial literacy of parents and teenagers. Work together with the community partner to ensure that every step of your process works well. Communicate often to make sure each person is doing what the other expects. Some trainers create a partnership with the community partner and have frequent meetings (or touch base via phone or e-mail) as the Bank It program gets set up. Coordinate scheduling, participant recruitment, the gathering of materials, and the set-up for workshops so you can create a successful program.

Confirm Dates and Location

Contact your community partner at least two months in advance of the workshop to decide on training dates, location of the workshop, recruitment of participants, and personal travel arrangements. Provide the community partner with a copy of the Community Partner Guide that can be downloaded from www.bankit.com. After your initial meeting with your community partner, follow up to discuss and confirm your community partner's understanding of the responsibilities listed in the Community Partner Guide. Don't assume that your Community Partner is working on this project just because your Community Partner agreed to do so. Keep in regular contact to ensure that progress is being made on your end—and with your Community Partner.

Get the Word Out

Promote the workshop through your bank, your community partner, local schools, your community, and mailings. Use the systems in place that already work for your other community trainings. Because people are busy, organizers have found that it's often helpful to make follow-up phone calls to each registered participant to remind them of the training.

Gather the Materials

Each module lists materials that you will need in order to present the module. Begin by downloading the module and reading through it. Highlight the materials that you need to gather. Make enough photocopies for each participant to have a notes page and the evaluation form as well as any other handout you plan to distribute. If you're going to use the PowerPoint presentation, make sure you've downloaded it and tested it. You'll also need a laptop computer, projector, and either a large blank wall or screen. Double-check that you have extension cords in case outlets are farther away than you expect them to be. If you do not have access to a laptop computer and a projector, consider using an overhead projector and printing out the PowerPoint® PDF presentation on transparencies. If you do not have access to an overhead projector, consider creating a handout packet of the Power Point presentation for each participant.

Become Familiar with the Training and the Timing

Read through the module session before you present it. Make notes in the margins, if you wish. Each module is one hour long. The overall timing for each module is as follows:

Activity 1—Welcome and Overview . . . . .5 minutes

Activity 2—Activity. . . . . 15 minutes

Activity 3—Presentation. . . . . 15 minutes

Activity 4—Discussion. 10 minutes

Activity 5—Review . . . . 10 minutes

Activity 6—Close . . . . .5 minutes

If you do not have one hour to present this training, you can easily adapt the training to fit your needs. For example, choose Activity 1 as a welcome and introduction to start your training and Activity 6 to close your training and shorten the other activities. Then choose other activities that fit your time and purpose. If you are limited to only 60 minutes, it may be helpful to decide ahead of time what you will shorten in case the workshop does not start on time.

Consider Optional Activities

At the end of each module session, you will find a number of optional activities. If possible, incorporate them into your session. They include:

- A handout
- A PowerPoint® PDF presentation
- A challenge before the next session

Focus on Relationship Building

Even though your goal is to teach participants financial knowledge and skills, the Developmental Assets approach also emphasizes relationship building. Get to know the participants in your group. Have everyone (including yourself) wear a nametag. Learn everyone's name. Look participants in the eyes when you talk with them. Work on building community between participants so they feel less alone and more supported as they become savvier at managing their money. The discussion portions of each workshop module can help you build community among your participants.

Do What Works

These workshops are designed so that they're easy and ready to use. They've been created based on the feedback of multiple Capital One pilot sites (Richmond, Virginia; Houston, Texas; Baton Rouge, Louisiana; and New York City). They're designed so that you can easily prepare, present the workshop, get participants involved, and diminish classroom management issues. However, you may have additional activities or other methods that would enhance the learner outcomes of the session. As long as you're providing the content in an easy-to-learn manner, we encourage you to tap into your expertise and creativity to develop the best session that you can.

Evaluate

How do you know if your participants are learning the outcomes from each module? Through evaluation. Each module has a one-page evaluation form that participants can fill out at the end of each session. These evaluation forms are meant to measure what participants say they have learned, comparing their knowledge from before the module to after. This evaluation method is known as a self-report. If you wish to have a more rigorous evaluation, consider contacting the 4-H Extension Office in the area of Youth and Family Development at your local college or university. For Capital One employees, consider contacting Community Affairs for additional help in evaluating the program.

Consider using the tool "What Do You Want to Learn" on page 55 to find out which topics your participants want to learn more about. This not only gives participants a say in which modules you choose, but it also helps you meet their needs and interests.

What Do You Want to Learn?

1. Do you want to learn how to save money? Invest it? How to budget? Checkmark the topics that you would like to learn more about. Check as many as you wish.

_____ Talk to your family about money (Talk)

_____ Make better choices in how you spend your money (Spend)

_____ Learn more about earning money (Earn)

_____ Save your money (Save)

_____ Set money goals for your future (Dream)

_____ Keep track of your money better (Budget)

_____ Protect your family and belongings with insurance (Protect)

_____ Use credit better (Borrow)

_____ Learn more about stocks, bonds, mutual funds, and other investments (Invest)

_____ Find out how to give money to good causes (Give)

_____ Learn more about how to succeed with money—and in all areas of your life (Live)

_____ Move forward with your money (Move Forward)

2. Which three topics do you want to learn about most? Place a "1" next to the topic that you want to learn about most. Place a "2" next to the second topic, and a "3" next to the third topic.

_____ Talk to your family about money (Talk)

_____ Make better choices in how you spend your money (Spend)

_____ Learn more about earning money (Earn)

_____ Save your money (Save)

_____ Set money goals for your future (Dream)

_____ Keep track of your money better (Budget)

_____ Protect your family and belongings with insurance (Protect)

_____ Use credit better (Borrow)

_____ Learn more about stocks, bonds, mutual funds, and other investments (Invest)

_____ Find out how to give money to good causes (Give)

_____ Learn more about how to succeed with money—and in all areas of your life (Live)

_____ Move forward with your money (Move Forward)

3. What other money topics are you interested in learning more about?

Tools and Resources

Financial Glossary

The financial world has many terms and phrases. While this is not a comprehensive list, it is intended to cover the basic terms and concepts used in Bank It.

Advertising—A way to encourage people to buy a product or service.

AnnualCreditReport.com—A Web site that has credit information from the three major credit reporting agencies: Equifax, Experian, and TransUnion.

Asset—Something you own that has monetary worth. An asset could be cash, the home you own, stocks and mutual funds, bonds, IRAs, or collectibles.

ATM (Automated Teller Machine)—A computer terminal where you can withdraw cash and/or deposit checks. It is tied to an account.

Bank—A financial institution that offers services such as checking accounts, savings accounts, and loans. Banks tend to be either state or federally charted financial institutions

Bankruptcy—A legal status that says you are unable to pay back your bills in a timely manner. However, this legal state will set up a way for you to pay back what you owe over a long period of time, taking away your control of your money.

Beneficiary—The person or organization that will inherit the items named in a will.

Bill Pay—Paying a bill through an online account.

Bond—A certificate where you lend a business or government money. Over time, that business will pay you back with interest.

Borrow—Receiving money from another source that you promise to pay back later.

Budget—A way to track your money to ensure that the amount you spend doesn't exceed the amount you earn.

Career—A career is a job where we find meaning and purpose.

Cash—Money in the form of a country's currency. For example, in the United States, dollars and cents are the methods of cash used.

Charitable Gift—A donation (either as cash or goods) to those in need.

Charitable Organization—A type of nonprofit organization that works for a specific cause or the common good.

Check—A paper order requesting that money be transferred from one account to another (either a person or place, such as a business).

Check-Cashing Store—A store that cashes personal, government, and payroll checks for a fee.

Checking Account—An account at a financial institution (such as a commercial bank or credit union) that encourages the user to make many deposits and withdrawals.

Claim—A request filed with an insurance company seeking payment for an accident or other situation covered under the insurance plan.

Collectible—A physical object that is considered an asset. Collectibles could include antiques, valuable jewelry, valuable collections (such as coins or stamps), or fine art.

Comparison Shopping—A way to compare the price and value of two products (or services) at two different places that offer these items.

Consumer—A person who buys services and goods.

Consumer Credit Protection Act—A federal law that protects consumers in credit transactions. It is also known as the Truth in Lending Act.

Contract—An agreement between two individuals or between an individual and a company.

Credit—A way to borrow money that must be paid back at a later date.

Credit Card—A plastic card authorizing you to purchase an item and pay it back later when you receive your Credit Card Statement.

Credit Card Statement—A statement you receive (usually monthly) that lists all your credit card purchases in the past month, how much you owe, and what your finance charge and your interest rate are.

Credit Report—A report that lists your credit history and personal information.

Credit Score—A number that shows lenders how safe or risky it is to lend you money. The higher your score, the better. It's like a grade point average for your credit.

Credit Union—A cooperative financial institution that is owned and operated by its members.

Debit Card—A plastic card that has funds tied to an account. As soon as a debit card is used, funds are withdrawn immediately from the attached account.

Debt—Money that you owe.

Deductible—Amount of money the insured party must pay before an insurance company will pay a submitted claim.

Developmental Asset—One of the 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults. An example of a Developmental Asset is 30—Responsibility or 10—Safety.

Developmental Assets—Forty common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults.

Diversified Portfolio—Allocating money into a number of different investments to earn the most money while reducing risk.

Dividend—Money earned from an investment stock or a credit union.

Down Payment—Money that you pay up front to purchase something being financed through a loan or other money transaction.

Economy—A system for using scarce resources to meet the unlimited needs and desires of a group of people.

Emergency Fund—Money saved to deal with emergencies that come up.

Employee Benefit—Additional compensation that an employee receives besides a salary or a wage. Employee benefits could include health insurance, paid time off, paid sick time, child care, and other types of insurance.

Equifax—One of the credit reporting agencies that collects data for consumer credit reports. Consumers can request their credit report and their credit score from this company. The credit score, however, uses VantageScore, which ranges from 501 to 990.

Executor—The person or organization that carries out the terms of a will upon the death of the person who created the will.

Expense—Something you spend money on. A fixed expense, such as monthly rent or mortgage, remains the same on a regular basis. A variable expense, such as food or clothing, changes.

Experian—One of the credit reporting agencies that collects data for consumer credit reports. Consumers can request their credit report and their credit score from this company. The credit score, however, uses VantageScore, which ranges from 501 to 990.

Extended Warranty—A consumer can purchase a warranty, or written guarantee that the maker of the item will repair or replace any defective parts, that is redeemable for a longer period than a regular warranty is.

FDIC—Short for Federal Deposit Insurance Corporation. The FDIC is part of the federal government that protects deposits at FDIC-insured institutions.

FICA—Short for Federal Insurance Contributions Act. This is the official name of Social Security.

FICO—Short for Fair Isaac Corporation, this organization created the first credit scoring system in America. A FICO score ranges from 300 to 850, which is called your credit score. The higher the number, the better.

Finance Charge—A fee for borrowing money or using credit.

Financial—Another term for money or a money matter.

Financial Goal—A money target you're aiming for.

Financial Institution—A place that offers money services and products, such as a commercial bank, a savings and loan, or a credit union.

Financial Literacy—The ability to use what you know (knowledge) and what you can do (skills) to manage your money well.

Financial Plan—(See "Personal Financial Plan.")

Game of Chance—When you use money to try to make money but it's hit or miss. Examples include the lottery, playing poker with money, and gambling at a casino.

Garnished Wages—Money taken out of your paycheck to pay back money for child support, bankruptcy, taxes, or something else that you did not pay back on time.

Get-Rich-Quick Scheme—A way to earn money where you have to do little work and you're supposed to get a lot of money quickly. These schemes should be avoided.

Gift Card—A plastic card that has a set amount of money on it. It is also called a stored value card.

Giving—Something we do to help others. We may give money. We may donate stuff. We may volunteer our time.

Gross Pay—A wage or a salary before deductions (such as taxes and health care costs) are made.

Guardian—A person named in a will who will care for the minor children of the deceased.

I-9—Form I-9 is an employment eligibility verification form.

Identity Theft—A form of fraud where someone steals your identity to access your funds and credit rating.

Income—The money you earn.

Individual Retirement Account (IRA)—An investment that helps you save for retirement.

Installment Credit—Credit that you promise to pay back in installments (such as monthly payments). Furniture and appliance stores often offer installment credit.

Installment Plan—An agreement that highlights what you have borrowed, how long you have to pay off what you have borrowed, and what your installment fees are.

Installment—A payment you make that is part of an installment plan.

Insurance—A service that protects someone from a specific loss. It is a risk-management tool. Common types of insurance include auto, health, homeowners, life, and renters.

Insurance Policy—A statement that shows what kind of insurance you have and its terms.

Interest—A fee for borrowing money. A consumer will pay interest on money borrowed on a loan or credit card. A consumer will receive interest from interest-bearing accounts held at a financial institution.

Investment—Using your money to purchase something with the goal of earning money in the future. Examples of investments include a house, a stock, a bond, an IRA, and an interest-bearing savings account.

IRA—Individual Retirement Account. An investment that helps you save for retirement.

Job—A way to earn money by providing a service or task.

Job Reference—(See "Positive Job Reference.")

Liability—Something you owe, such as credit card debt or a mortgage.

Line of Credit—An agreement to borrow money up to a certain maximum amount.

Loan—Borrowed money that you promise to pay back later.

Loan Shark—Someone who lends money and charges excessive, outrageous interest.

Long-Term Financial Goal—A financial goal to meet in five years or more.

Medium-Term Financial Goal—A financial goal to meet within one to five years.

Minor Child—Any child younger than 18 years of age.

Mortgage—A loan to pay for a home.

Mutual Fund—A mix of different investment funds.

Net Worth Statement—A statement that measures a person's financial health at a point in time. It includes what a person owns (assets) and what a person owes (liabilities).

Nonprofit Organization—A type of company that does not earn profits. It uses its money to pursue its mission and goals.

Online Payment—Paying a bill through an online account.

Overlimit Fees—This is a fee that a credit card company charges you for going over your maximum limit. For example, each credit card you have lists a maximum limit, such as $3,000, $5,000 or another number. You are charged a fee if you charge more than that amount.

Personal Financial Plan—An overview (or big picture) of your money situation. A personal financial plan may include a budget, financial goals, a net worth statement, a cash flow statement, an insurance plan, and an investment plan.

Philanthropy—The act of giving money, goods, or services to help others in need.

Policy Holder—A person who owns an insurance policy.

Portfolio—An overview of what an individual investor owns, such as a mix of stocks, bonds, mutual funds, and real estate.

Positive Job Reference—A positive job reference is someone who can talk about your strengths as a person and as a worker.

Premium—The amount you pay (usually annually or monthly) to be insured.

Prospectus—A company's legal document that describes the investments they offer.

Receipt—A paper record of a money transaction.

Rent—A fee (usually monthly) to live in someone else's property.

Repossession—The act of having something you own taken away from you if you cannot pay for it in full by the time the lender required it to be paid back.

Return Policy—A policy that a store sets for returning purchases.

Risk—The measure of possible loss, either through investing or insuring.

Risk Management—A way to avoid or minimize loss by buying insurance or investing in a diversified portfolio.

Risky Behavior—A risky action, such as drinking alcohol as a teenager, which hinders development.

Rule of 72—A helpful math equation that can help you figure out how your investments will grow. Divide 72 by the interest rate you're earning; your answer shows you how many years it will take to double your money.

Salary—Payment you receive (usually designated as a monthly or annual amount) for working. You are paid to complete work. You are not paid by the hour.

Saving—Setting aside money to spend in the future.

Savings Account—An account at a financial institution (such as a commercial bank, credit union, or savings and loan) that encourages you to save. Most savings accounts pay interest and allow for minimal withdrawals.

Savings and Loan—A financial institution that offers savings and loans (mainly mortgages). Also known as an S & L.

Scam—A plan meant to deceive someone, which often results in a person's money or identity being stolen.

Service Credit—Credit to receive a service, such as electricity, gas, water, and telephone. It's a service you receive that you promise to pay for when the bill arrives.

Short-Term Financial Goal—A financial goal to meet in less than one year.

Social Security—A federal government program that provides disability, retirement, and survivor benefits. It's officially known as FICA (Federal Insurance Contributions Act). Any American worker must have Social Security (or FICA) withdrawn from their paychecks to fund this program.

Spend—Using money to buy goods or services.

Spending Diary—A log that tracks how much money you spend in different categories.

Spending Plan—A budget.

Stock—An ownership in a public company in terms of shares.

Stored Value Card—A plastic card that has a set amount of money on it, like a gift card.

Take-Home Pay—The amount of money on your paycheck. It is figured by subtracting deductions (such as taxes, health insurance, and other benefits) from the gross wage or salary.

Tax—A federal, state, or city fee that is placed on an individual. Workers are taxed through their paychecks. Consumers are often taxed through purchases and services. Taxes are used to pay for road construction, public education, and other public services.

Thriving Indicator—A positive behavior, such as helping others, that young people need to succeed.

Transaction—A specific money exchange, such as a paycheck or a receipt that shows your purchase from a store.

TransUnion—One of the credit reporting agencies that collects data for consumer credit reports. Consumers can request their credit report and their credit score from this company. The credit score, however, is generated by VantageScore, which ranges from 501 to 990.

Truth in Lending Act—A federal law that protects consumers in credit transactions. It is also known as the Consumer Credit Protection Act.

Truth in Savings Act—A federal law that protects consumers in opening savings accounts.

VantageScore—The credit rating offered by the three major credit reporting agencies: Equifax, Experian, and TransUnion. The score ranges from 501 to 990.

W-2—A federal tax form that states how much your employer paid you during the calendar year.

W-4—A tax form that tells your employer how much tax to withhold from your paycheck.

Wage—Payment you receive by the hour for working.

Warranty—A written guarantee from the maker of an item that it will repair or replace any defective parts.

Will—A legal document that expresses how a person wants his or her property and valuables handled after his or her death.

Helpful Resources

Background Materials

Annual Back-to-School Survey by Capital One Financial (McLean, Va.: Capital One, 2009). Capital One Financial's annual back-to-school shopping survey shows that parents continue to miss the mark when it comes to talking to their kids about the basics of money management. This year's survey of more than 1,000 parents and teens finds that the downturn in the economy has led to cutbacks in back-to-school shopping, yet most parents are reluctant to talk about these changes with their kids.

An Asset Builder's Guide to Youth and Money by Jolene L. Roehlkepartain (Minneapolis, Minn.: Search Institute, 1999). This workbook helps trainers, parents, and teenagers explore their beliefs and values about money and develop real financial skills and competencies based on their own values and priorities. It ties directly to the framework of 40 Developmental Assets.

The Financial Literacy of Young American Adults by Lewis Mandell (Washington, D.C.: Jump$tart Coalition for Personal Financial Literacy, 2008). This report gives the results of high school and college students throughout the United States who took a multiple-choice examination to test their basic financial skills. The study reveals that the financial literacy of high school students has fallen to its lowest level ever.

Parents, Youth and Money Survey by TIAA-CREF (New York: TIAA-CREF, 2001). This report found that while parents feels financial literacy is important, many are not adequately prepared to teach or be role models for their kids.

Teens and Financial Education Survey by National Consumers League (Washington, DC: National Consumers League, 2002). This report concludes that there is a need in this country for teen financial education.

Volunteering and Giving among Teenagers 12 to 17 Years of Age: Findings from a National Survey, 1996 Edition by Virginia A. Hodgkinson and Murray S. Weitzman (Washington, DC: Independent Sector, 1997). This report and its periodic updates provide some of the only consistent data on young people's giving habits.

What Kids Buy and Why: The Psychology of Marketing to Kids by Dan S. Acuff with Robert H. Reiher (New York: Free Press, 1999). This book examines young people's buying habits, tying them to developmental needs. It offers a window into the kinds of strategies marketers use to cultivate youth as consumers.

Understanding Your Audience

Black Money Matters Website: http://www.blackmoneymatters.com/ includes articles on teaching teens about money. See Teaching My Teen the Value of a Dollar, http://www.blackmoneymatters.com/Youth-Related/Youth-Related-Articles/Teaching-My-Teen-the-Value-of-A-Dollar.html.

Financial Education and Asset Building Programs for Welfare Recipients and Low Income Workers: The Illinois Experience by Dory Rand (Washington, D.C.: Brookings Institute, April 2004). Full text online: http://www.brookings.edu/urban/pubs/20040413_doryrand.pdf.

In the Black: The African-American Parent's Guide to Raising Financially Responsible Children by Fran Harris (New York: Fireside, 1998). Author Fran Harris contends that the African American relationship with money contributes to many of this ethnic group's social dilemmas. In an easy-to-read, down-to-earth book of advice, Harris dispels common black misconceptions about money and gives practical tips on how to help African American kids develop healthier financial patterns.

National Council of La Raza (NCLR)'s Community Development Program aims to build healthy communities through the creation of social, political, and economic wealth. NCLR seeks to measurably increase the level of liquid, nonliquid, and institutional assets held by the Hispanic/Latino community. This organization, based in Washington, D.C., has helpful information on its Web site at www.nclr.org.

Native Financial Education Coalition (NFEC) brings together local, regional, and national organizations and governments to promote financial education in Native communities. By working collaboratively, NFEC members seek to increase awareness about the need for financial education in Native communities through outreach, policy, and research. Based in Palm Beach Gardens, Florida, the NFEC has a Web site at www.nfec.info.

Providing and Funding Financial Literacy Programs for Low-Income Adults and Youth by Pamela Friedman. This Finance Project Strategy Brief, published in September 2005, is available online at http://76.12.61.196/publications/FESfinancialliteracy.pdf.

Teaching Financial Literacy to Spanish-Speakers. A group of experts discusses how to teach financial literacy skills to the Hispanic community. The site includes a PowerPoint presentation on presenting to Latino clients. Visit http://www.money-wise.org/articles/teaching_financial_literacy_to_spanish_speakers.

Resources for Parents

First National Bank of Dad by David Owen (New York: Simon & Schuster, 2007). This book gives helpful tips on how to teach kids the value of money. The author suggests setting up a "bank of dad" of "bank of mom" to give kids practice in saving, handling money, and investing.

Kids, Parents and Money: Teaching Personal Finance from Piggy Bank to Prom by Willard S. Stawski (New York: John Wiley & Sons, 2000). Written by a former stockbroker, this book focuses on setting family priorities and provides a step-by-step plan for teaching about earning, saving, and spending habits.

Money Doesn't Grow on Trees: A Parent's Guide to Raising Financially Responsible Children by Neale S. Godfrey and Carolina Edwards (New York: Fireside, 2006). This book is likely the best-known resource for parents on raising financially responsible children. It includes age-appropriate exercises, concrete examples, and advice on dealing with a wide range of situations.

Prodigal Sons and Material Daughters by Nathan Dungan (New York: Wiley, 2003). This book expands financial literacy to focus on three major areas: share, save, and spend. It makes the case that kids have a lot of access to money and suggests helpful ways to teach kids to use their money well.

Raising Financially Fit Kids by Joline Godfrey (Berkeley, Calif.: Teen Speed Press, 2004). This book gives 10 specific financial skills that kids ages 5 to 18 should master to become financially fit.

Raising Money Smart Kids by Janet Bodnar (Chicago: Kaplan, 2005). This book, written by the deputy editor of Kiplinger's Personal Finance and mother of three, gives practical ways to teach kids about money.

Resources for Young People

The Everything Kid's Money Book by Brette McWhorter Sember (Holbrook, MA: Adams Media, 2008). This book provides riddles, brain teasers, games, crafts, and Web sites that address a wide range of money issues, from the history of money to banks to investing.

Growing Money: A Complete Investing Guide for Kids by Gail Karlitz (New York: Price Stern Sloan, 2001). This helpful book gives practical, interesting ways for kids to understand investing.

Kids Guide to Money Cent$ by Keltie Thomas (Tonawanda, NY: Kids Can Press, 2004). This easy-to-read book provides straightforward advice and ideas on all aspects of personal finances.

Money Sense for Kids by Hollis Page Harman (Hauppauge, NY: Barton's Educational Series, 2004). This book addresses a wide range of personal finance issues for young people. It also includes money games and puzzles, and an entertaining history of the dollar system in the United States.

The New Totally Awesome Business Book for Kids by Arthur Bochner and Rose Bochner (New York: Newmarket Press, 2007). This book guides young people to think about how to set up a business and make it successful.

Other Organizations

CONSUMER ACTION
Consumer Action is a national nonprofit education and advocacy organization engaged in financial literacy and consumer protection. For almost 40 years, Consumer Action has advanced consumer rights and published educational materials in Chinese, English, Korean, Spanish, Vietnamese, and other languages.

Consumer Action
221 Main Street, Suite 480
San Francisco, CA 94105
Phone: 415-777-9635
Fax: 415-777-5267
E-mail: Click on the e-mail section of the Web site to send an e-mail.
www.consumer-action.org

INDEPENDENT SECTOR
Independent Sector is engaged in significant research and leadership on U.S. philanthropy. The Web site provides access to extensive research on giving and serving among American adults and youth, based on the organization's latest national surveys.

Independent Sector
1200 18th Street, N.W., Suite 200
Washington, D.C. 20036
202-223-8100
www.independentsector.org

JUMP$TART COALITION FOR PERSONAL FINANCIAL LITERACY
Jump$tart is a national coalition of organizations dedicated to improving the financial literacy of kindergarten through college-age youth by providing advocacy, research, standards, and educational resources. Jump$tart strives to prepare youth for lifelong successful financial decision making. Jump$tart's purpose is to evaluate the financial literacy of young adults; develop, disseminate, and encourage the use of standards for grades K–12; and promote the teaching of personal finance. The organization conducts a biennial survey of financial literacy among high school students.

Jump$tart Coalition
919 18th Street, NW, Suite 300
Washington, D.C. 20006
Phone: 888-453-8228
Fax: 202-223-0321
www.jumpstartcoalition.org

JUNIOR ACHIEVEMENT
Junior Achievement seeks to educate young people about business, economics, and free enterprise. In early 2000, Junior Achievement launched a comprehensive, online financial literacy curriculum designed for high school students that addresses income, money management, spending and credit, saving and investing, and risk management.

Junior Achievement
One Education Way
Colorado Springs, CO 80906
719-540-8000
www.ja.org.

K–12 EDUCATION IN PHILANTHROPY PROJECT

This project focuses on educating young people about the independent (nonprofit) sector and developing students' skills in giving and serving. The focus is on developing and disseminating K–12 curriculum lessons, units, and materials to be infused into the core curriculum of schools. Lessons, standards, and other materials are available online.

K–12 Education in Philanthropy Project
Council of Michigan Foundations
630 Harvey St.
Muskegon, MI 49442-2398
231-767-7205
http://k12edphil.org.

KIDS' MONEY

This Web site is designed for parents to help their children develop successful money management habits and financial responsibility. You can also access www.kidsmoneystore.com, which offers a variety of money-related books for kids and parents.

Kids' Money
Box 681861
Franklin, TN 37068
www.kidsmoney.org

NATIONAL CHARITIES INFORMATION BUREAU

This site promotes well-informed giving by people of all ages by providing a free guide to responsible giving and quick reference information on hundreds of charities.

19 Union Square West
New York, NY 10003
212-929-6300
www.give.org.

SEARCH INSTITUTE

This nonprofit organization focuses on research and education on the healthy development of children and youth and on how institutions and communities support positive development. It offers a variety of tools and resources for schools, youth organizations, communities, families, individuals, and other organizations. Search Institute is a partner with Capital One for the Bank It program, and it is the publisher of *An Asset Builder's Guide to Youth and Money*.

Search Institute
615 First Ave. NE, Suite 125
Minneapolis, MN 55413
800-888-7828
www.search-institute.org.

THE URBAN INSTITUTE

To promote sound social policy and public debate on national priorities, the Urban Institute gathers and analyzes data, conducts policy research, evaluates programs and services, and educates Americans on critical issues and trends. Recent publications related to financial education include "Financial Literacy Strategies: Where Do We Go from Here?" and "Can Financial Literacy Enhance Asset Building?"

The Urban Institute
2100 M Street N.W.
Washington, D.C. 20037
Phone: 202-261-5687
Fax: 202-467-5775
www.urban.org

WOODSTOCK INSTITUTE

The Woodstock Institute's mission is to research, develop, and promote ways to bring economic resources to lower-income and minority families and communities. Its partners include community organizations, local and national economic justice coalitions, academics, policy makers, financial institutions, and foundations. "Evaluating Your Financial Literacy Program: A Practical Guide" can be used to help organizations discover what works best for their customers.

Woodstock Institute
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www.woodstockinst.org

About Capital One®

Capital One Financial Corporation (www.capitalone.com) is a financial holding company headquartered in McLean, Virginia, that offers a broad spectrum of financial products and services to consumers, small businesses, and commercial clients. One of the top ten largest banks in the United States, Capital One has over 1,000 branch locations and over 2,000 ATMs primarily in New York, New Jersey, Texas, Louisiana, Maryland, Virginia, and the District of Columbia. A Fortune 500 company, Capital One trades on the New York Stock Exchange under the symbol "COF" and is included in the S&P 100 index.

About Search Institute®

Search Institute is Capital One's partner in developing the Bank It program. Based in Minneapolis, Minnesota, Search is a leading innovator in discovering what children and adolescents need to succeed. It applies this knowledge to motivate and equip everyone in society—youth and adults—to take part in creating a world where all young people are valued and thrive.

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. It was founded in 1958 and has been promoting positive change on behalf of young people for 50 years. For more information, visit www.search-institute.org.

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Capital One and Search Institute developed this Comprehensive Leader's Guide as part of the Bank It financial education initiative.

Generous support for this resource was provided by Capital One.

Printed in the United States of America.

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www.search-institute.org

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