BLUEPRINT FOR COMMUNITY-BASED FINANCIAL EDUCATION

Starting a Sustainable Program that Works for Your Community

EDITION 3
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Getting Started

When people do not understand money, including how to budget, save, and borrow money, individuals and communities can suffer economically. As a result, many nonprofit organizations decide to provide financial education to their communities. If you are selected to spearhead that effort, you may immediately face challenges such as:

• You find that none of the financial education materials available to the public address the major issues faced by your organization’s client base.

• Your organization does not have the time or budget to develop a financial education program from scratch.

• You are not sure how financial education should be delivered to your clients. Should it be a presentation? Should financial topics be wrapped into your organization’s existing community outreach programs?

• Is your organization’s financial education program flexible enough to be rolled out to your satellite offices through a train-the-trainer session?

• How do you handle these challenges along with your other work?

Well, this scenario is exactly why the National Endowment for Financial Education® (NEFE®), in cooperation with Catholic Charities USA®, created this Blueprint for Community-Based Financial Education.
Whether you are a nonprofit executive, social worker, community facilitator, or other stakeholder, you will find everything you need to build a solid foundation for a financial education program in your community, including advice about choosing a curriculum, funding the program, working with volunteers, and educating adults.

About This Document

The *Blueprint for Community-Based Financial Education* presents various approaches for building a program that is tailored to the needs of your community. Rather than taking a one-size-fits-all approach, the *Blueprint* is completely customizable. Use the modules that are most relevant to the program you want to create in the order that is most appropriate. This document is organized as follows:

**Step 1: Building Your Blueprint**

- **Module 1**
  Determining Needs, Assessing Your Organization, and Choosing a Program Model

- **Module 2**
  Evaluating and Choosing a Curriculum

- **Module 3**
  Working with Partners and Volunteers

- **Module 4**
  Marketing, Funding, and Sustaining Your Program

- **Module 5**
  Measuring Impact and Evaluation

**Step 2: Training Others**

- Preparing for Presentations
- Reviewing Learning Styles
- Understanding Adult Education Techniques
- Addressing Challenges

To help with creating and implementing a program, a variety of handouts are provided to help you evaluate information, record your options, make decisions, and ensure that your program stays on track.
How to Use the Blueprint

You do not need to read this entire document from start to finish. Instead, you can consult the parts that meet your organization’s needs. For example, you might have financial education materials, but need the money to implement the program. Review the following scenarios to find out where to start.

Help with Choosing a Program
If you are starting from scratch and need to find relevant financial education materials for your audience, turn to Module 2: Evaluating and Choosing a Curriculum. You will be guided to relevant clearinghouses of financial information and discover no-cost or low-cost materials developed for specific audiences, often those underserved by traditional financial education.

Help with Harnessing the Power of Volunteers and Partners
If your organization relies heavily on volunteers and partnerships with other groups to brainstorm objectives and launch initiatives, start with Module 3: Working with Partners and Volunteers. You will learn how to develop partnerships, define roles and responsibilities, and negotiate expectations. After that floor plan is established, you can use other modules to build your program.

Help with Funding an Existing Program
If you already have a financial education program, but lack the funds to present it effectively, start with Module 4: Marketing, Funding, and Sustaining Your Program. This module will give you practical tips for identifying funding sources and managing fundraising efforts.

Help with Measuring a Program’s Success
If the board of your nonprofit organization supports the financial initiative, but wants to know how you will measure the program’s success, turn to Module 5: Measuring Impact and Evaluation. This module provides guidance on using the NEFE Financial Evaluation Toolkit®, which was designed specifically to help financial educators understand evaluation concepts and apply them in program evaluations.

Help with Sharing a Successful Program
If you have a successful financial education program, you may want to deploy it in your organization’s other offices, locations, or chapters. Rather than have every staff member go through the whole process of developing, testing, and evaluating programs, you can train them to use the program you have already developed. Turn to Part 2: Training Others and learn how to get every branch of your organization on board with a consistent program.
Module 1

Determining Needs, Assessing Your Organization, and Choosing a Program Model

This module is helpful for organizations that do not yet have a financial education program. Establishing a successful financial education program requires planning and vision. You will need to gather information about your community’s financial education needs, assess your organization’s capabilities, set appropriate goals, and finally, decide on the substantive focus and program model.

Determining Financial Education Needs

Before you start looking at financial education programs, it is important to understand your target population and their needs. Gathering this information will help you select or develop a financial education curriculum that addresses the topics that are of the most concern to your audience.

Program participants are more likely to remain engaged and complete the training if your program addresses their specific needs.

You can obtain information about your target population through informal discussions, focus groups, surveys, existing data sources, or a combination of these methods.
Research will uncover answers to several important questions, including:

- Are the members of your community interested in improving their financial well-being?
- What topics interest them?
- What level of instruction do they need: basic money management information or more advanced financial education?
- What financial issues affect your community? Maybe homeownership, home maintenance, retirement, medical expenses, getting by paycheck to paycheck?

Another factor to consider is whether your participants need group financial education or one-on-one financial coaching or financial counseling. While learning the basics in a group setting is important and helpful for many individuals, personal attention and guidance can make all the difference.

- Financial coaching is used when participants have access to the resources and knowledge to manage their own finances, but need assistance and support. A financial coach provides support and coaching to help participants overcome the barriers of their own financial situation.
- Financial counseling is required when a participant needs specific, authoritative direction with regard to his or her finances. Financial counselors provide answers to specific financial situations. Providing a connection for individualized financial guidance may be one of the best ways you can support your audience.

For more information about these concepts, see the Understanding Financial Planning, Coaching, and Counseling handout created by EARN (Earned Asset Resource Network) on page 26.

**Reviewing Logistics, Learning Styles, and Cultural Factors**

While researching financial education needs, review how you can create a program that fits into your community members’ lifestyles. A successful financial education program relies on participants’ ability to actually attend and become engaged in the classes. Consider the following:

- How do the members of your audience tend to learn best?
- Are they comfortable in interactive group discussions?
- Do they prefer to gain information through written materials?
- Do they prefer one-on-one counseling or coaching?
- What are the literacy and linguistic needs of your audience?
- Do any of the participants have special needs?
- Are there logistical issues for the audience members, such as access to child care or public transportation?
• What are the best times to offer the program? Mornings, early afternoons, evenings, weekends?

• How long can your audience members commit to a program?

• Is scheduling a program at the same hour once a week for four weeks realistic?

• Could incentives be used to attract participants to the program? If so, what incentives?

Take the cultural and logistical needs of program participants into account. Foreign-born residents may not be familiar with financial practices in the United States, or they may come from a culture that encourages community savings as opposed to building personal assets. Effective curricula address these differences by building on concepts familiar to participants and explaining how to adapt previously learned practices to current goals.

Limited access to transportation, time constraints, and a need for supportive services often can discourage participants from completing these types of workshops. You can avoid these deterrents by offering classes in easily accessible locations and providing amenities such as child care.

Reviewing Existing Community Resources
Before launching a brand-new program, it is important to conduct a review of your community to find out what types of financial education programs and services currently exist. To get started, see if any nonprofit or educational organizations such as Cooperative Extension, Jump$tart Coalition, or Bank On are active in your community. Check with the Financial Planning Association to find out if pro bono financial planners are available in your area. (Use the contact information in the “Financial Education Resources” starting on page 78.) In addition, check with city and county support services. Once you find an organization that is providing financial education, you can network to find others. As you conduct the review, look for opportunities to participate in local coalitions or working groups focused on financial education.

After conducting the review, you will have a clear sense of what is available; be careful not to duplicate programs and services that already exist in the community. Consider opportunities to partner with existing programs before deciding to launch your own. If you determine that your community would benefit from a new financial education program, start by gathering information about the unique needs of your target population.

Use the Community Resources handout on page 25 to document your community’s existing financial education resources.

Assessing Organizational Capacity
Once you identify your community’s unique needs and confirm that insufficient programs exist to meet those needs, the next step is to assess your organization’s ability to provide financial education. Start by looking at your organization’s mission, objectives, and overall goals. Does the vision and mission include helping people become financially capable? Is a financial education program compatible with the organization’s other
programs and services? Assessing your organization's degree of readiness, including looking at staffing, potential partners, and funding, will help you select the best financial education program model. For help in recording what you learn, see the Self-Reflection Questions handout on page 23.

**Staffing**
Finding the right person to staff your financial education program is crucial for its success. Consider whether to designate an existing staff member, search for a new employee, or contract outside services to run financial education training. Also consider the interests, capacities, and readiness of your staff so that you can determine the purpose and potential of your program. Does the organization have the staff and budget for a financial education program? Do you have an active core of staff personnel or community volunteers who will implement the program?

The staff person or volunteer you select should be evaluated according to his or her experience(s):

- Familiarity or post-training experiences with financial education content
- Understanding of their own personal finances
- Skills in working with people of diverse backgrounds
- Ability to relate to your target population and teach the curriculum in an engaging manner
- Ability to incorporate adult learning principles into training
- Communication skills
- Demonstrated organizational skills
- Ability to handle multiple tasks
- Willingness to work evenings and flexible hours

**Partners**
Do you have access to potential partners and experts such as credit counselors, bankers, or financial advisors? Has your organization been the site for other classes, or will this be a completely new endeavor? Can you offer classes at a time and location that is convenient to your target audience members?

**Budget**
To ensure that your organization can provide an effective and sustainable financial education program, it is important to create an annual budget. Include staffing (which may constitute the primary expense) along with training materials, supplies, refreshments, and any general overhead costs. Use the Options for Funding a Financial Education Program handouts starting on page 12 to create a preliminary budget for your program.
HANDOUTS
Options for Funding a Financial Education Program

The following handout shows three different options for funding a financial education program:

- **Option A:** 100 Percent Services and Supplies Donated
- **Option B:** 50 Percent Services and Supplies Donated, 50 Percent Funded
- **Option C:** 100 Percent Services and Supplies Funded by Grant

You can use the cost estimates to see which scenario is most realistic for your organization. Cost estimates may vary according to the program you select and cost of living in your area.

When you seek donations and sponsorships, keep in mind that local businesses may be willing to help with facilitating classes, printing materials, and providing refreshments in return for promoting their businesses.

Be sure, however, that it is clear to the audience that your organization is not endorsing a particular business, specifically one providing financial services and/or products.
HANDOUT
Option A: 100 Percent Services and Supplies Donated

Research the costs in your area. Complete the Your Possible Cost column to see how much you would need to solicit in the way of donated services and supplies.

<table>
<thead>
<tr>
<th>Item</th>
<th>Average Cost</th>
<th>Your Possible Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator</strong></td>
<td>$50 to $75 per hour.</td>
<td>approximately 6 hours</td>
</tr>
<tr>
<td>Contact a local banker, consumer credit counseling group, or professional financial planner and request someone to donate his or her time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advertising</strong></td>
<td>$3,500 one-time cost</td>
<td></td>
</tr>
<tr>
<td>Contact the marketing teacher at a local high school, college, or university and ask to have their students develop marketing materials as a class project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training Materials</strong></td>
<td>$10 per participant</td>
<td></td>
</tr>
<tr>
<td>Contact local businesses with the opportunity to sponsor your program by purchasing or printing the participant materials and allowing them to brand the materials with their business logo.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The facilitator may be interested in providing the participant materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Refreshments</strong></td>
<td>$2 to $3 per participant per session</td>
<td></td>
</tr>
<tr>
<td>Contact local businesses and ask for either in-kind donations or cash donations to purchase refreshments. You may need to set aside funds for a planning dinner as well.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total estimated cost:**
**HANDOUT**

**Option B: 50 Percent Services and Supplies Donated, 50 Percent Funded**

Research costs in your area. Complete the *Your Possible Cost* column to see how much you funding you would need. Estimate how much you will need in donated services and supplies.

<table>
<thead>
<tr>
<th>Item</th>
<th>50% Donated Average Cost</th>
<th>Your Possible Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator</strong></td>
<td>$25 to $37.50 per hour. Approximately 6 hours</td>
<td></td>
</tr>
<tr>
<td>Contact a local banker, consumer credit counseling group, or professional financial planner and request someone to donate his or her time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advertising</strong></td>
<td>$1,750</td>
<td></td>
</tr>
<tr>
<td>Use internal resources to create brochures and send emails. Try to find a media sponsor or your local news resources to run announcements or ads about your program at no cost to you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training Materials</strong></td>
<td>$5 per participant</td>
<td></td>
</tr>
<tr>
<td>Contact local businesses with the opportunity to sponsor your program by purchasing or printing the participant materials and allowing them to brand the materials with their business logo. The facilitator may be interested in providing the participant materials at no cost to you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Refreshments</strong></td>
<td>$1 to $1.50 per participant per session</td>
<td></td>
</tr>
<tr>
<td>Purchase beverages and cookies for each session. Remember to shop the sales, use coupons, and take advantage of discounted pricing for bulk purchases. You may need to set aside funds for a planning dinner as well.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total estimated cost:**
HANDOUT
Option C: 100 Percent Services and Supplies Funded by Grant

To get grant funding for a financial education program, you need to figure out how much funding to request from all sources. Be sure to request nonprofit rates as you research costs in your area, then complete the *Your Possible Cost* column.

<table>
<thead>
<tr>
<th>Item</th>
<th>Average Cost</th>
<th>Your Possible Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator</strong></td>
<td>Hire a local banker, consumer credit counseling group, or professional financial planner to present your content.</td>
<td>$50 to $75 per hour. Approximately 6 hours</td>
</tr>
<tr>
<td><strong>Advertising</strong></td>
<td>Hire a professional to develop marketing materials such as brochures and emails.</td>
<td>$3,500</td>
</tr>
<tr>
<td><strong>Training Materials</strong></td>
<td>Contact local businesses with the opportunity to sponsor your program by purchasing or printing the participant materials and allowing them to brand the materials with their business logo. The facilitator may be interested in providing the participant materials.</td>
<td>$40 per participant</td>
</tr>
<tr>
<td><strong>Refreshments</strong></td>
<td>Purchase beverages and cookies for each session. Remember to shop the sales, use coupons, and take advantage of discounted pricing for bulk purchases. You may need to set aside funds for a planning dinner as well.</td>
<td>$2 to $1.50 per participant per session</td>
</tr>
</tbody>
</table>

**Total estimated cost:**
Defining Program Goals
After you define specific needs and assess your organization’s ability to meet those needs, you can start to develop specific goals and objectives for your financial education program. You may want to set goals for both your organization and your participants. The organizational goals should further the mission and objectives of the entire organization, including increased organizational capacity, new partners through collaboration, and a larger audience.

Participant goals may include:

- Increased financial skills
- Less debt
- Fewer credit problems
- Increased motivation to save
- More savings
- Buying a car or a home
- Creating a family spending plan
- More long-term thinking and planning
- Increased confidence that financial goals are achievable
- More awareness about consumer rights and responsibilities

Be sure any goals you set are SMART (Specific, Measurable, Attainable, Realistic, and Time Bound) goals. For more ideas on program goals, visit www.smartaboutmoney.org or www.financialworkshopkits.org.

Reviewing Program Models
With an understanding of what your community needs and how your organization is equipped to provide it, you can start looking at program models. This section highlights three conceptual models, which require varying degrees of organizational resources:

- Information and Referral Model
- Partnership Model
- Full-Scale Financial Education Program
These conceptual models offer an overview of your options for creating a financial education program. Based on your organization’s needs and resources, you can combine the models or create your own hybrid version. For example, you may want to start your efforts at the simplest level by serving as a financial education information and referral conduit for your community. While you are providing information and referrals, you may begin generating resources and building capacity to launch the partnership model. Conversely, if you possess the resources and support at the outset, you may want to move right into the partnership model or even the full-scale financial education program model.

Whatever you decide to do, remember that it is a growth process. You always can expand your focus or level of involvement later in the process. The following section describes the three models in detail and will help you decide on the best way for your organization to begin its financial education initiative.

**Information and Referral Model**
Gathering written materials about financial topics is a relatively easy way to heighten awareness and spur interest in financial education topics. Develop a reference and resource library as follows:

- Conduct a financial education scan of your community to determine what resources are available in your area. Use the Community Resources handout on page 25 to complete your assessment of community resources.

- Collect resources and curricula on varied financial topics from public and private organizations. See “Module 2: Evaluating and Choosing a Curriculum” beginning on page 32 for more information.

- Generate a list of local experts and service agencies capable of providing follow-up assistance.

- Include names, addresses, websites, contact information, and a description of services for the experts and agencies on your list.

Once you have collected information on resources, curricula, experts, and agencies, promote the availability of this information to your clients. After generating a basic level of enthusiasm among your clients, you may want to partner with an organization that offers introductory workshops on subjects of interest.

**Partnership Model**
The partnership model offers the opportunity to provide more services to your community, gain expertise and connections, and begin to establish a reputation as a provider of financial education services. Identify local, reputable experts in your community who can conduct financial educational workshops and provide follow-up services, if necessary.
Topics might include:

- Managing credit
- Insurance and taxes
- Homeownership
- Financial planning
- Banking basics
- Saving and investing
- Getting out of debt

Your organization will be responsible for establishing partnerships with outside experts and groups as well as managing the logistical steps in planning, promoting, and coordinating workshops. When seeking partners, be wary of organizations that are interested in partnering with you to promote or sell their products and services.

To launch financial education workshops with a partner, you will need to take the following steps.

1. Reach Out to Partners
   At least three months before you expect to launch the workshops, contact the professional partners whom you want as presenters. Be sure to communicate your overall goals, approach, and schedule, as well as seek their input, suggestions, and commitments. Potential partners to consider include:

   - **Credit and home-buyer counseling agencies.**
     Many of the agencies produce their own materials or have access to materials produced by national organizations.

   - **Banks and credit unions.**
     These organizations often produce pamphlets and brochures on select financial education topics, including savings, credit, mortgages, and predatory lending. Some organizations may have special programs or opportunities for which your clients might qualify.
• **Insurance agents.**
  Insurance agents frequently provide written materials that generally explain products that apply to financial planning and homeownership (for example, homeowners’ insurance, life insurance, disability insurance, renters’ insurance, and automobile insurance). For more information, contact the National Association of Professional Insurance Agents at [www.pianet.org](http://www.pianet.org).

• **Financial planners.**
  You may want to ask a financial planner to provide segments on long-term investment strategies as part of your financial programs or to offer follow-up, pro bono counseling and services to interested participants on an individual basis. For more information, contact the Financial Planning Association at [www.plannersearch.org](http://www.plannersearch.org).

2. **Plan Topics**
   Once you gauge the capacities of the available presenters, you will need to decide on the overall themes and specific topics to be covered by your workshops. Be sure to consider everything you learned about your community’s needs and interests along with the program goals.

3. **Plan Schedules and Agendas**
   With your workshop topics and presenters in place, you can begin working with your partners to set firm dates, times, and agendas for these events. It generally is better to schedule workshops in the evening.

   Plan to limit each workshop to approximately two hours, allotting some free time at the beginning and end of each session to serve refreshments, distribute materials, socialize, and schedule follow-up appointments or sessions.

4. **Determine the Location of Your Program**
   It is important to select a location and environment that will work well for your clients. Some options might include your organization’s location or a local community center, church, or library. If you plan to serve dinner or refreshments, be sure the location allows food service.

5. **Attract and Retain Participants**
   The prospect of committing to a financial education program may be intimidating to some of your potential audience members, so make it as easy and appealing as possible to attend the workshop session(s). Provide any incentives you can to encourage participation, such as providing meals, transportation, child care, and even help with children’s homework. You even might allocate money in your program’s budget to reward participants with a $10 gift card upon completion of the program. Try partnering with a local bank or credit union to offer financial incentives such as a matching program for long-term savings or a $50 deposit to their account when they sign up through your program.
6. Publicize the Event
To promote your financial education workshops, take advantage of free resources such as community websites and newspapers, church bulletins, social events, community meetings, and neighborhood watches. Make sure to include:

- A brief description of the workshop topic
- Dates, times, and locations
- The name, address, phone number, and email address of a contact person from your organization

In addition to promoting the event through media and community organizations, ask current and former participants to refer friends and family.

7. Confirm Arrangements
One week before each financial education workshop, confirm the delivery of materials by your presenters, arrange for refreshments, and finalize the meeting room setup. Once you have successfully piloted financial education workshop, you may be ready to consider a full-scale program.

Full-Scale Financial Education Program Model
With the full-scale financial education program model, the organization maintains a staff financial educator who has the expertise to provide individual, one-on-one counseling on a regular basis. Like the partnership model, this model features a series of ongoing classes taught by additional financial educators. The educators might consist of a range of professionals, such as bankers, credit counselors, investment advisors, real estate agents, and others.

Launching a full-scale program will involve building internal capacity to offer your clients strategic, hands-on assistance towards achieving long-term financial goals. The staff financial educator can offer one-on-one follow-up meetings to ensure that your clients are improving their financial situation.

Full-scale programs require more effort and resources than the other two models. Most organizations reach the point of launching a full program only after they have gathered a considerable degree of experience, contacts, credibility, resources, and partnerships.
Implementing a Program Model

A review of the program models should give you an idea of what is realistic for your organization when it comes to implementing an effective and sustainable financial education program. If you are under pressure to start a financial education program immediately, keep in mind that each organization’s start-up time will be determined by these factors:

- Availability of funding
- Hiring and training of staff members and/or volunteers
- Curriculum development or adaptation
- Outreach efforts

To create an effective and sustainable financial education program, you will not want to rush the process. A quick recap of the steps involved in planning a financial education program will help you establish a realistic timeline as well:

1. **Determine your community’s needs.**
   Research the financial needs in your community, see what resources are currently available to meet those needs, and find out how to best deliver the information to your community.

2. **Assess your organization.**
   Review your staffing, potential partners, and funding to confirm that you can handle all the tasks and expenses.

3. **Set goals.**
   Define goals for the program that fit within the community’s needs and your organization’s mission statement.

4. **Review financial education models.**
   Determine whether you want to implement an information referral model, a partnership model, or a full-scale program.
Once these four steps are completed, you can start looking at specific curricula, partners, volunteers, marketing, funding options, and program measures. To help you keep on track while planning and implementing a financial education program, use the following six handouts on pages 23–30:

- **Self-Reflection Questions**
  Complete this handout to determine how ready your organization is to provide financial education.

- **Community Resources Worksheet**
  Use this handout to identify gaps in the financial education resources in the community.

- **Understanding Financial Planning, Coaching, and Counseling**
  Read this handout to help clarify the needs of your community by understanding the differences between financial planning, coaching, and counseling.

- **The Ideal Financial Education Program**
  Brainstorm elements of an effective financial education program for your community here.

- **Financial Education Program Details to Consider**
  Answer the questions in this handout to clarify the content and delivery of your financial education program.

- **Planning Checklist**
  Keep your planning and implementation on track with this checklist.
HANDOUT
Self-Reflection Questions

For help in assessing your organization’s interest in and ability to provide a financial education program, answer the following questions.

• Does a financial education program fit within the organization’s mission?

• What is the organization’s current financial situation?

• Is there adequate funding available or do funds need to be raised?

• How does this program fit with other services available from the organization?
HANDOUT
Self-Reflection Questions, continued

• What other organizations and resources exist that clients could be linked to?

• Do staff and board members support developing a new financial education program?
**HANDOUT**

**Community Resources**

Review all of the financial education resources available in your community and make notes about them on this worksheet. This will help you identify any financial education needs in your community that are not being met through existing programs and/or services.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Geographic Area Served</th>
<th>Description of Programs, Classes, Services, and Products</th>
<th>Languages Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Counseling Providers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Unions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Financial Education Providers</td>
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<td></td>
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<tr>
<td>Legal Services Providers</td>
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<td></td>
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<tr>
<td>Home-Buyer Education Providers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Training Providers</td>
<td></td>
<td></td>
<td></td>
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<td>Nonprofit Community Organizations</td>
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<td>Relevant Government Agencies</td>
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<td>Social Services Providers</td>
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<td>Tax Preparation Services</td>
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HANDOUT
Understanding Financial Planning, Coaching, and Counseling

As you start to think about the needs of your community and the type of financial education program you want to create, think about the difference between financial planning, coaching, and counseling. According to Saundra Davis of Sage Financial Solutions, over the long term, a financial planner serves as a “mechanic” to keep a plan “tuned-up,” and a financial coach acts as a “gas station” to “activate” the plan. A financial counselor, meanwhile, helps address a problem or a specific area when need arises. The following chart helps explain the differences between planners, coaches, and counselors.

Be aware that various certification and credentialing programs exist for professionals providing financial advice. For example, for financial planners, the CFP Board provides the CERTIFIED FINANCIAL PLANNER™ (CFP®) designation; for financial coaches and counselors, the Association for Financial Counseling and Planning Education (AFCPE) provides certification. When working with financial professionals, be sure to compare certifications and research the certifying organizations. For more information on the CFP Board, the AFCPE, and other organizations, see the “Financial Education Resources” starting on page 78.

<table>
<thead>
<tr>
<th>Financial Planner</th>
<th>Financial Counselor</th>
<th>Financial Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive knowledge of financial planning concepts</td>
<td>Some knowledge of financial planning concepts</td>
<td>May have only minimal knowledge of financial planning concepts</td>
</tr>
<tr>
<td>Focuses on crafting an appropriate plan</td>
<td>Focuses on education and implementation of client plan</td>
<td>Focuses on clarifying goals and values, removing obstacles to implementation</td>
</tr>
<tr>
<td>Guides client by setting agenda and meeting outcomes</td>
<td>Guides client by setting agenda and meeting outcomes</td>
<td>Works with client to create agenda and desired meeting outcomes</td>
</tr>
<tr>
<td>Provides answers to client questions</td>
<td>Provides answers to client questions</td>
<td>Helps client to self-awareness and finding his or her own answers</td>
</tr>
<tr>
<td>Helps with financial literacy</td>
<td>Primary responsibility is teaching financial literacy</td>
<td>Educates as necessary</td>
</tr>
<tr>
<td>Planner does most of the talking, presentation</td>
<td>Counselor does most of the talking, presentation</td>
<td>Client does most of the talking</td>
</tr>
<tr>
<td>Planner seeks commitment to logical next steps</td>
<td>Counselor seeks commitment to logical next steps</td>
<td>Coach works with client to mutually determine next steps; builds in accountability</td>
</tr>
</tbody>
</table>
The Ideal Financial Education Program

While it is important to think about the needs of your community in relation to the capabilities of your organization, it also may help you to think about the ideal financial education program you would like to create. Use these questions to guide the creation of your program.

- Describe the ideal program.

- Describe the program content.

- When will the program be offered?

- How will you attract and retain participants?

- Where will the program be offered? Describe the setting.
HANDOUT
Financial Education Program Details to Consider

Use this handout to document logistics of your program.

Program
- Over what length of time will the classes be held?
- What is the optimal class size and composition?
- Does the entire family need to attend or just one member?
- Will there be group education classes, individual counseling, peer support groups, or a combination of methods?
- What incentives can be tied to attendance or completion of the program?

Content
- What topics and information do participants want to study?
- Which curriculum and materials will the organization use?
- In what order should the topics be presented?
- What teaching methods should the facilitator use?
- What are the goals for the program as they relate to the neighborhood, the clients, and the organization?

When
- How many classes are needed to deliver the content?
- How frequently should the classes be held?
- Should the classes be held on weekends or evenings?
- At what time of day should they be held?
HANDOUT
Financial Education Program Details to Consider
(Continued)

When, continued
• Are you making sure to take into account the needs and schedules of your target audiences?
• Does it make sense to rotate meetings with multiple and repeating classes to maximize participation?

How
• What incentives will be provided? Refreshments, door prizes, or others?
• What are the attendance and/or project requirements for course completion?
• What is the class size minimum and maximum?
• What languages do participants speak?
• What is the literacy level of participants?
• Is there a need for field trips or guest presenters?
• What kind of follow-up, such as support groups or peer-led discussions, will occur after the classes end?

Where
• Is there a central location available?
• Does the site have access to public transportation?
• Is the location accessible for people with disabilities?
• Is the setting comfortable?
• Are there enough restrooms and public phones?
• Will child care be provided?

Source: Adapted from NeighborWorks America Financial Fitness training materials.
HANDOUT
Planning Checklist

Review the questions and topics on this handout to ensure that you complete all the steps in the planning process.

**Determine financial education needs**

☐ Are the members of your community interested in improving their financial well-being?

☐ What topics interest them?

☐ What financial issues affect your community? For example:
  - Homeownership
  - Home maintenance
  - Retirement
  - Medical expenses
  - Getting by paycheck to paycheck

☐ What level of instruction do they need: basic money management information or more advanced financial education?

☐ Are there logistical issues for the audience members, such as access to child care or transportation?

☐ Do any of the participants have special needs?

☐ What are the best times to offer the program?
  - Mornings
  - Early afternoons
  - Evenings
  - Weekends

☐ Can your organization offer classes at that time?

☐ Is scheduling a program at the same hour once a week for four weeks realistic?

☐ How long can your audience members commit to a program?

☐ Could incentives be used to attract participants to the program? If so, what incentives?

☐ Has your organization been the site for other financial classes or will this be a completely new endeavor?

**Review learning styles, logistics, and cultural factors**

☐ How do the members of your audience tend to learn best?

☐ Are they comfortable in interactive group discussions?

☐ Do they prefer to gain information through written materials?

☐ Do they prefer one-on-one counseling or coaching?

☐ What are the literacy and linguistic needs of your audience?
HANDOUT
Planning Checklist, continued

Review existing community resources
- What types of financial education programs and services currently exist in the community?
- Are there opportunities to partner with existing programs before deciding to launch your own?
- Do you have access to potential partners and experts such as credit counselors, bankers, or financial advisors?

Staffing and budget requirements
- Familiarity with financial education content
- Skills in working with people of diverse backgrounds
- Ability to relate to your target population and teach curriculum in an engaging manner
- Ability to incorporate adult learning principles into training
- Communication skills
- Demonstrated organizational skills
- Ability to handle multiple tasks
- Willingness to work evenings and flexible hours
- An annual budget for the program that includes staffing, training materials, supplies, refreshments, and any general overhead costs

Define program goals
Goals might include:
- Increased financial skills
- Less debt
- Fewer credit problems
- Increased motivation to save
- More savings

Review program models
- Information and Referral Model
- Partnership Model
- Full-Scale Financial Education Program

Implement a program model

Evaluate your program
Module 2

Evaluating and Choosing a Curriculum

Hundreds of different financial education curricula have been produced throughout the United States. Many are high quality and available free or at a low cost. Before creating a new curriculum, review existing materials to determine if they meet your needs. Even if you do not find materials perfectly suited to your needs, you easily can supplement the curriculum you choose with additional educational tools.

Finding a Curriculum

Many organizations catalog and produce financial education curricula. To find a curriculum for your organization, start with the following resources.

Consumer Action

Consumer Action provides free, multilingual training on a variety of practical topics such as managing money online, understanding cell service, improving credit, using prepaid cards, and much more. Visit www.consumer-action.org to explore the offerings.

Jump$Start Clearinghouse

The Jump$Start Clearinghouse provides a database of personal finance resources available from a variety of education providers such as government, business, and nonprofit organizations. Although the Jump$Start Coalition focuses on K–12 education, many of the resources can be used with older audiences, too. You will find that many of the materials are low cost or free of charge. To access the Clearinghouse go to www.jumpstart.org and click Clearinghouse.
**Junior Achievement**

Junior Achievement (JA) helps prepare students for the world of work. The Personal Finance Center includes simulations, resources, activities, calculators, worksheets, and more. To access the information, go to [www.ja.org](http://www.ja.org) and select Student Center, then click Plan Your Finances.

**National Endowment for Financial Education**

The National Endowment for Financial Education (NEFE) is the leading private nonprofit national foundation dedicated to inspiring empowered financial decision-making for individuals and families through every stage of life. To access NEFE’s tools, go to:

- [www.nefe.org](http://www.nefe.org) for information about programs for high schools, colleges, and those approaching retirement, in addition to information for educators and financial capability research findings
- [www.financialworkshopkits.org](http://www.financialworkshopkits.org) for scripted financial education PowerPoint presentations geared to specific audiences
- [www.myretirementpaycheck.org](http://www.myretirementpaycheck.org) for information about optimizing retirement income and planning decisions
- [www.smartaboutmoney.org](http://www.smartaboutmoney.org) for articles and financial planning resources surrounding life events
- [www.spendster.org](http://www.spendster.org) for help with making smarter spending decisions, including getting rid of useless stuff, living frugally, and saving money
- [www.hsfpp.org](http://www.hsfpp.org) is a free, turnkey curriculum with training support that has reached nearly eight million students to date.

**MyMoney.gov**

The U.S. government’s website dedicated to teaching all Americans the basics about financial education is MyMoney.gov. The site is sponsored by the Financial Literacy and Education Commission (FLEC) with the U.S. Department of the Treasury. Throughout the site, you will find important information from more than two dozen federal agencies. To access the information, go to [www.mymoney.gov](http://www.mymoney.gov).

**Money Smart**

The Federal Deposit Insurance Corporation (FDIC) has a comprehensive financial education curriculum called Money Smart, which is designed to help schools, employers, and local leaders get started with their own financial capability initiatives. For the Money Smart program, go to [www.fdic.gov](http://www.fdic.gov). Click Consumer Protection. Select Financial Education & Literacy. Choose Money Smart – A Financial Education Program.
Office of the Comptroller of the Currency
The Office of the Comptroller of the Currency (OCC) was created by Congress to charter national banks, oversee a nationwide system of banking institutions, and assure that national banks are safe and sound, competitive and profitable, and capable of serving the banking needs of their customers in the best possible manner. Go to Resource Directories for descriptions of Financial Literacy programs and organizations.

NeighborWorks America
NeighborWorks America works to create opportunities for lower-income people to live in affordable homes in safe, sustainable neighborhoods that are healthy places for families to grow. Financial education resources at www.nw.org include home-buying guides and curriculum materials (For Nonprofits > Products and Services).

Federal Reserve System
The Federal Reserve System consolidates financial education resources for educators at www.federalreserveeducation.org. The site features online courses, lesson plans, publications, and activities for various age groups.

Evaluating Curriculum
When evaluating financial education curricula, review everything you have learned about your community’s needs. In particular, refresh your memory on the following:

- The demographics of your audience
- The topics that need to be covered
- Additional topics of interest to participants
- Literacy levels
- Language needs
- Participants’ preferred format for receiving information

Once you have a good understanding of the financial education needs of your target population, you are ready to select a financial education curriculum.

Using the Evaluation Worksheets
Review the curriculum using the Handouts on pages 35–37.
The federal government created this list of core competencies to define what consumers should know and be able to do in order to successfully understand and make informed decisions about their personal finances. Use these core competencies to evaluate the content and scope of financial education programs.

Making the most of your money starts with five action areas:

1. **Earn**
   - Understand your paycheck, including deductions.
   - Learn about taxes and any workplace benefits.
   - Invest in your education.
   - Make informed decisions about work, investments, and assets.

2. **Spend**
   - Set financial goals.
   - Track your spending habits and develop a spending plan (budget).
   - Live within your means.
   - Comparison shop.
   - Start and keep an account at a bank or credit union.

3. **Save and Invest**
   - Start saving early.
   - Pay yourself first.
   - Build an emergency savings account.
   - Balance risk (the likelihood you will lose some of your money), return (the money you earn from the investment), and liquidity (the ability to get your money when you need it) when making saving and investment choices.
   - Save and/or invest for short-term and long-term goals.
   - Track your savings and investments and monitor what you own.
HANDOUT
Financial Education Core Competencies
“Know & Grow,” continued

4. Borrow
• Plan, understand, and shop around for a loan with the lowest interest rate and best terms for you.
• Understand when and how to use credit effectively.
• Understand how information in your credit report and your credit score impacts you.
• Plan and meet your payment obligations.
• Track your borrowing habits.

5. Protect
• Choose appropriate insurance.
• Consult a qualified and appropriate professional for help when needed.
• Avoid deals that seem too good to be true. They usually are scams or frauds.
• Critically analyze advertisements and offers before acting.
• Protect your identity.

Find out more about managing your money and Financial Education Core Competencies at www.mymoney.gov.
HANDOUT
Choosing Program Content

The content of your financial education program and your teaching methods will depend on your audience’s needs.

Topics to Consider

• Money management
• Banking
• Credit
• Credit counseling
• Saving
• Budgeting
• Basic budgeting, including managing food stamps
• Basic banking: choosing a bank or credit union, managing your account, terminology
• Credit cards
• Responding to credit/debt collectors
• Credit reports
• Consumer rights
• Consumer awareness
• Keeping it safe: identity theft, rent-to-own contracts, payday loans
• Stretching your dollar
• Family involvement: lessons for children
• Asset planning
• Food and finance: shopping and cooking vs. eating out

Presentation Considerations

• What is the literacy level of your audience?
• Can your clients choose the topic for their workshop?
• Will your audience learn best one-on-one, in a group, or online? What about peer-to-peer mentoring?
• Can you invite a guest speaker? In addition to experts in the field, consider bringing in people from the community who can share their success stories.
• Is it possible to offer or connect participants with comprehensive benefits screening?
• Are you teaching both core classes and life skills?
• Does your audience need referrals to other services or to a case manager?
Module 3

Working with Partners and Volunteers

Rather than reinvent the wheel, effective financial education programs take advantage of qualified partners and volunteers. Collaborating with others can make for a cost-effective way to reach goals, provided that partnerships are orchestrated carefully and volunteers are managed diligently.

Identifying Potential Partners

Potential partners for financial education programs include:

- Credit unions, banks, and other financial institutions
- Insurance organizations
  - National Association of Insurance and Financial Advisors
    www.naifa.org
  - The Alliance of Insurance & Financial Professionals, Inc.
    www.taifp.com
  - Independent Insurance Agents & Brokers of America
    www.iiaba.net
• Cooperative Extension services
  www.extension.org (Family > Personal Finance)
• Universities and colleges
• Local government agencies
• Faith-based institutions
• Community-based organizations
• Local businesses
• Credit and home buyer counseling agencies
• Neighborhood associations
• NEFE, which provides free resources for teaching money management skills at
  www.financialworkshopkits.org

• Financial planner organizations such as:
  • Financial Planning Association
    www.fpanet.org
  • The National Association of Personal Financial Advisors
    www.napfa.org
  • American Institute of Certified Public Accountants
    www.aicpa.org
  • Certified Financial Planner Board of Standards, Inc.
    www.cfp.net

Partners can provide a variety of benefits for your program such as:
  • Funding
  • Training resources
  • Venues for training
  • Publicity and marketing
  • Gift certificates, giveaways, T-shirts, discount coupons, and other in-kind supplies
Selecting Partners

The reputation of your partner is central to the success of your program. Be sure to look carefully at potential partners by reviewing existing relationships, surveying stakeholders, and getting recommendations from others. Before selecting a partner, be sure to evaluate the organization’s:

- Objectives
- Capacity to commit and follow through
- Location and the geographical distribution of its services
- History
- Composition of its board
- Competition
- Standing with local and national regulators, Better Business Bureaus, and other government and nongovernmental watchdogs
- Recent positive or negative press coverage
- Any ethical issues or conflicts of interest, such as hiring family members or working with partner organizations with dramatically different belief systems

Evaluate your needs, goals, and objectives for developing a partnership and determine which organization can best meet your needs. Identify your strengths and your potential contribution to a partnership. Be prepared to demonstrate what you have to offer to your potential partner.

- **Identify what you want in a partnership.** You might need to develop more than one partnership. Research several potential partners to determine how closely they match your goals and needs. Look for partners that offer complementary services rather than services that are similar to the ones you already provide. Assess their motivation for participating in your program. Be prepared to persuade partners to participate based on their motivating factors.

- **Negotiate a win-win partnership.** Work together to ensure that each partner has a stake in the process and the outcome. Compromise is a key element for a successful partnership.

- **Roles and responsibilities.** Be clear about the roles and responsibilities of each partner and make sure that the program and/or operations staff members are involved in discussions about how the partnership will operate within the organization. Work together to draft specific outcomes that will make each partner successful and consider drafting a written agreement to formalize the arrangements.

For help in evaluating partner organizations, use the Evaluating Partner Organizations handout on page 44.
Formalizing a Partnership

Once you identify a partner, it is critical that both partners fully understand each other’s goals and have the ability to commit to realizing them. Also, consider the formality of your partnership. Many organizations find success in a fluid agreement that allows for an evolving process in program development and implementation.

Others prefer a solid arrangement such as an agreement or a memorandum of understanding. A written partnership agreement offers definite advantages. By detailing legal, financial, and time commitments in the partnership agreement, you can avoid future misunderstandings.

A written agreement should, at the very least, include:

- Purpose of the partnership
- Roles and responsibilities
- Duration of the agreement
- Activities and timeline
- Intellectual property rights
- Use of logos and names
- Process for approving copy, logos, and other written materials
- Protocol for project reporting
- Details of the arrangements for funding and other resources
- Payment schedules
- Evaluation plan
- Terms relating to the expiration, extension, or termination of the agreement

Evaluate the partnership at regular intervals. Reviewing the partnership’s effectiveness can provide valuable information to both organizations. Throughout the project’s duration and at its conclusion, evaluate accomplishments against the original goals and expectations. Be flexible about changes to the partnership structure or process. To judge the success of the program and help garner future support, be sure to keep statistics about how many people attend the program along with feedback from participants. For example, you might try to get specific quotes from participants about what they learned and how it has impacted their lives.
Working with Volunteer Speakers and Trainers

Many financial education programs enlist the help of expert volunteers to expand their pool of trainers. Expert volunteers can have various backgrounds, including:

- Cooperative Extension agents
- Financial advisors/planners
- Representatives from financial institutions
- Credit counselors

These experts allow organizations to incorporate first-rate speakers into their programs. Volunteers can be used in more general roles, too. Using volunteers enables organizations to accomplish more with limited resources. However, using volunteer trainers requires time and effort. The most effective volunteer efforts include an orientation or training program to avoid problems, maintain quality, and assure smooth operations.

Working with Volunteer Administrators

In addition to volunteer trainers and speakers, you may need additional volunteers to cover a range of management functions, including needs assessment, recruitment, supervision, evaluation, ethical (noncommercial/promotional) guidelines, and recognition. Think creatively about projects that volunteers might handle at various times throughout the year. Design and frame your volunteer projects as if you were engaging consultants or project managers. Let volunteers play an active role in setting project goals, procedures, and timelines.

Ensuring a Positive Volunteer Experience

The success of any volunteer program lies in its ability to attract and retain dedicated and enthusiastic volunteers. Individuals who commit their time and effort to volunteer projects do so for a wide variety of reasons.

Organizations need to formulate specific strategies to enhance volunteer utilization and satisfaction. These efforts are likely to result in more volunteers, who are hard working, motivated, and satisfied with their positions. In addition, volunteer-friendly strategies generate more and larger financial contributions, stronger long-term commitment among program participants, and greater loyalty among both volunteers and financial contributors.

For help in creating a plan to ensure volunteer satisfaction, complete the Creating an Action Plan to Enhance Volunteer Satisfaction handout on page 46.
Understanding the Advantages and Challenges of Using Volunteers

Volunteers can be a valuable resource, but they come with advantages and disadvantages.

Advantages

- Volunteers expand the capacity of your program.
- Participants can gain from the different perspectives and experiences of other trainers who are passionate about their work.
- Volunteers have a strong commitment to the program, and could become potential donors, since they see a clear need for additional involvement and contributions.
- Volunteers may be able to supplement support on evenings and weekends, and they could pre-train or screen potential new staff.
- Enthusiastic volunteers are great advocates, recruiters, and promoters.

Challenges

- If volunteers are not good trainers, they may not relate well to the audience. They may bore the audience and reduce the quality of the program.
- Volunteers who are professionals in the financial services industry may inappropriately pitch their products or services (such as real estate lending, appraisal, or inspection) or have trouble relaying information in layman’s terms.
- Volunteers may present incorrect or biased information.
- Volunteers can pose management issues. You cannot always rely on them to arrive on time (or at all), it is difficult to ensure they are doing a good job, and firing them may be tricky.
- Some tasks can be done only by employees.

To ease the challenges of working with volunteers, read the 10 Tips for Working with Volunteers handout on page 49.
HANDOUT
Evaluating Partner Organizations

Answer the questions in this handout to evaluate potential partner organizations for your financial education program. Complete one of these worksheets for each partner organization you are considering.

Potential partner organization: ____________________________

What are the opportunities?

What does the partner organization offer your organization?

What does your organization offer to the partner?

Does the partner organization have the capacity to commit and follow through?

What is the partner organization’s location?

What is the geographical distribution of the partner organization’s services?
HANDOUT
Evaluating Partner Organizations, continued

Describe the partner organization’s history, financial situation, and reputation.

Are there any apparent disadvantages to partnering with this organization?

If there are any disadvantages, what are they and how will you overcome them?

Are you using a particular speaker or speakers from the partner organization?

Will partnering with the organization create a public relations or legal concern?

Can the partner organizations handle any public relations issues that may arise?

Do you have a letter of agreement to state the details of the partnership?
HANDOUT
Creating an Action Plan to Enhance Volunteer Satisfaction

If your financial education program is volunteer driven, assess how positive and satisfying the volunteer experience is. Ask about your organization’s “volunteer friendliness.” Create a strategy to enhance volunteer satisfaction and monitor its effectiveness.

Step 1: Assessing Volunteer Friendliness
Completing this comprehensive and objective assessment will provide an overview of your organization’s strengths and weaknesses in “volunteer friendliness.” You then can use the results to identify and prioritize areas for improvement. Examine policies and practices in the following seven areas:

1. Organizational Commitment
   - Does your organization have a full-time volunteer coordinator?
   - Is a computerized database containing information about volunteers maintained?
   - Do evaluations of the effectiveness of volunteer programs occur on a regular basis?

2. Organization Staff
   - Are staff members receiving training about how to successfully interact with volunteers?
   - Do evaluations of the effectiveness of paid staffers’ interactions with volunteers occur regularly?

3. Volunteer Recruitment
   - Does the program have a written plan, with target goals, designed to recruit volunteers?
   - Are there formal procedures to solicit prospective volunteer skills and interests?
   - Are inquiries from prospective volunteers handled in a positive manner?
4. Volunteer Orientation and Training

- Is there a formal procedure that matches volunteer skills and interests with work requirements?
- Does the program provide an orientation or training program for all volunteers?
- Does the program have written ethical guidelines and up-to-date procedures for volunteers?

5. Volunteer Work Assignments

- Does the organization offer flexible work options for volunteers?
- Are work assignments for volunteers interesting, satisfying, and motivating?
- Do volunteers typically have fun while performing tasks?

6. Volunteer Recognition

- Does your organization regularly recognize and thank volunteers?
- Does your organization host or offer regular volunteer recognition events?

7. Volunteer Satisfaction Survey

- Do volunteers have periodic opportunities to evaluate their experiences with your organization?
- Are the results from volunteer surveys used to improve volunteer programs?
Step 2: Creating an Improvement Strategy
After identifying and prioritizing program weaknesses, efforts should be directed to formulating and implementing specific improvement strategies.

Strategy Notes:

Step 3: Monitoring Your Strategy
After specific improvement strategies have been implemented, it is essential to monitor their effectiveness. If the strategy is not working, modifications or revisions might be needed.

Monitoring Notes:
HANDOUT
10 Tips for Working with Volunteers

To create a workforce of effective and motivated volunteers, follow these 10 tips.

1. Train volunteers in advance and commit to making them better trainers. For example, review adult training styles and the use of interactive techniques and audiovisual tools.

2. Ask volunteers to rehearse their presentations so you can critique and advise them.

3. Give volunteers small roles at first and expand the roles if they meet or exceed expectations.

4. Develop written “ground rules” or a “code of ethics” for your volunteer trainers and partners. Ask all of your volunteers to abide by these rules as they are essentially representing your organization. These rules should include:
   - No product pitches on site
   - No inappropriate comments about competitors
   - No inappropriate or offensive language or behavior
   - Provide noncommercial, unbiased advice to consumers
   - Keep the best interests of consumers in mind

5. Review an outline of the key points that volunteers plan to cover in their presentations. Help create the outline if necessary.

6. Evaluate the volunteers’ performance through comments from participants after each session.

7. Check in regularly with volunteers to see if they have questions or need additional support.

8. Ask for help and support as volunteers become more involved with the training activities.

9. Be sure to thank volunteers publicly and personally for their help.

10. Involve some of your volunteers in the evaluation of recent programs and the planning of future initiatives.
Module 4

Marketing, Funding, and Sustaining a Program

For your financial education program to have maximum impact, you will need to entice members of your community to sign up for it. Make sure that your organization can afford to host the program now and into the future.

Marketing a Financial Education Program

To attract participants, consider creating a marketing plan that includes the combination of print and digital outreach appropriate to your audience. With your marketing efforts, keep in mind that some people are not sure they will benefit from financial education, others are embarrassed to admit they need it, and many people are in denial and don’t want to address their financial situation.

Creating a Marketing Communications Plan

Draft a communications plan to promote your program and your organization. Developing a communications plan is essential to clarifying priorities, choosing target audiences, and identifying any forces that promote or facilitate your message. Your communications plan should be clearly written, easy-to-read, updated regularly, and supported by staff and board members.
Before you develop a plan, learn what motivates your target audience to seek financial education. In general, most people are motivated to seek financial education for three reasons:

1. **To reach a goal**
   They are saving for a home, starting a business, or saving for college.

2. **To comply with program requirements**
   The Individual Development Account programs require a financial education component.

3. **To get out of financial trouble**
   A financial crisis is the driving factor to take charge of their financial situation.

Understanding your target audience’s motivation for participating in a financial education program will help you develop messages that are effective. For example, if the majority of your target audience is experiencing a financial crisis, promote the program with a message such as “take control of your finances” rather than “learn to save for college” (even if participants will learn to do both). Your marketing should include both formal and informal efforts with measurable goals and objectives in place.

**Formal Marketing**

Formal marketing encompasses the use of traditional marketing tools such as advertising, public relations, and special events. To reach your audience, consider the following:

- Work with partners, such as banks, credit unions, and housing organizations, to obtain referrals of customers interested in financial education.
- Develop an incentive program for personal referrals.
- Design, print, and distribute flyers to publicize the financial education program. Post them at businesses, community centers, churches, and other appropriate neighborhood outlets.
- Attend community events and bring flyers and other relevant materials to distribute throughout the neighborhood.
- Place ads in targeted publications such as community newsletters, local newspapers, and local radio stations.
- Place co-op ads with your partner organizations.
- Conduct a public relations campaign to attract free coverage of the financial education program, including feature articles, broadcasts of customer success stories, and social media outreach.
Informal Marketing
Do not underestimate the power of “word of mouth.” A suggestion from a friend or neighbor may inspire a participant more than formal marketing. (Of course, word of mouth can be both positive and negative.) Positive word of mouth about your program often can be the best way to attract new participants. To encourage positive word of mouth, consider incentives for getting participants to sign up friends and family members.

Negative word of mouth about your program can nullify even the best marketing efforts. To prevent negative word of mouth, be sure to address any problems quickly and completely.

Setting Goals and Objectives
Develop a specific, measurable, attainable, realistic, and time bound goal for your marketing program. Based on your marketing goal, you can determine which marketing tools and messages are most appropriate to promote your program. Goals typically are long term (five years in scope) and should reflect your organization’s mission and theory of change.

Objectives are more specific than goals and cover a shorter time frame, typically one to two years. Think of objectives as a series of benchmarks on the way to your goal. Most likely, you will have a few intermediate objectives that will progressively lead to your goal. Well-defined objectives are crucial to guiding your communications evaluation. If you are clear about what results you want to achieve in the short term, it will be easier to assess whether your communications are leading to your long-term goal. Make your objectives specific and measurable.

Take a look at this example of a five-year goal with two intermediate objectives:

- **Five-year goal**
  Within five years, consumers and funders in metro Delaware Valley area will recognize our organization, measured through surveys, as the premier source of money management education and information.

- **Objective 1**
  By the end of year two, increase by 50 percent the presence of messages about our organization’s financial education program and the impact it has on consumers.

- **Objective 2**
  By the end of year five, triple the number of participants in our financial education program and attract three multi-year funders to support our work.
Developing the Message
Create a short phrase that you want the media to use every time they describe your program, and use that phrase in all of your communications. Develop three or four short “message points” for spokespeople to use when talking to the press. Include basic facts about your organization and financial education program, and draw from public opinion data any messages that resonate with your target audiences. Review the message points before media appearances or interviews. No matter what questions are asked, all of your answers should include the key points. As you develop your message, it will be helpful to develop an elevator speech that you can share quickly and easily about your program.

Creating and Delivering an Elevator Speech
In addition to word of mouth and any formal marketing programs, one of the most important marketing tactics you can use is a clear and compelling elevator speech.

An elevator speech is defined as how you would explain your program to a stranger you met on an elevator during the length of an elevator ride. Being able to succinctly tell anyone (and everyone) who you are, what you do, and how your program helps others is an invaluable skill.

Use the Practicing Your Elevator Speech handout on page 56 for help with practicing and polishing your elevator speech. While you don’t want to appear rehearsed, it is important to practice what you are going to say so it sounds natural and comfortable when you are speaking.

Tips for creating an elevator speech:

- Grab people’s attention with a unique statement.
- Give a tidbit of information the listener might be able to relate to, with the goal of eliciting questions. You want the other person to say, “Tell me more!”
- Describe the biggest problem you solve for your participants. Your solution should be short and punchy.
- Remove jargon from your elevator speech. Check to see that you are using simple, conversational words. Simplicity is the key. Your elevator speech is what you say to everyone.
Tips for delivering an effective elevator speech:

• Introduce yourself with your first and last name.

• Speak slowly and clearly so that the other person can understand you.

• Focus on the other person. Look the new person in the eyes.

• Offer your hand and smile.

• Try to develop a speech that is natural. It should come off smoothly. Some people think that practicing what to say puts you at risk of sounding trite or overly polished, but when you are well-prepared it can seem more natural and believable.

• Practice, practice, practice. Practice saying your elevator speech until it becomes an automatic and natural response to the question: “What do you do?”

Funding and Sustaining Your Program

While you may not be primarily responsible for fundraising efforts, you still can impact your program’s bottom line by making the most of your resources and connections.

Cultivate Existing Relationships

As any development director will likely tell you, “fundraising is not raising funds, it is raising friends.” So take advantage of your current relationships. Think about which companies and foundations are friendly to your mission. Do you have relationships with any adult-based education providers? What partnerships and/or collaborations can you create within your circle of relationships?

Reach Out to Community Resources

Work with employers, libraries, adult education centers, community colleges, and other community resources for help with marketing, hosting, and funding your financial education program.

Maximize the Value of In-Kind Contributions

You can save your organization hundreds, and even thousands, of dollars through in-kind contributions. In fact, you may be able to cover most, if not all, of your expenses this way. For many businesses and organizations, donating services and/or resources is the best way for them to support you.

Instead of incurring the hard cost of a financial commitment, businesses can donate their time, skills, or goods at a nominal cost, and a significant benefit to you. In exchange for the donation, you may be able to offer them a marketing or recognition opportunity by publicly acknowledging them as a sponsor or donor.
For example, if a local restaurant or catering company provides food for your program, and you display their logo or announce to a captive audience that food was provided by XYZ Food Supply, the company’s in-kind donation becomes a powerful marketing tool.

There are countless opportunities for in-kind donations, so compile a list of everything you want or need for your program, and start looking for willing providers. Here are some examples to get you started:

- Get paper, ink, printing, collating, and stapling of handouts or other printed materials donated by a local print shop.
- See if a local restaurant or catering company will provide food and/or beverages.
- Ask a business you already partner with to supply pens and/or paper for taking notes.
- Find out whether a centrally located company can offer event space for your program.
- Offer banks, credit unions, or other businesses the opportunity to give your participants a branded gift, such as a calculator, as a reward for completing the course.
- Request help in the form of volunteers if you need them. Sometimes organizations and businesses that cannot afford a financial contribution are willing to help with day-of-event staffing and transportation needs.
- If you have an out-of-town guest presenter, volunteers may be able to provide transportation or even lodging options.

For help with brainstorming ideas for funding your program, use the Fundraising Plans handout on page 57 along with the Providing and Funding Financial Literacy Programs for Low-Income Adults and Youth handout on page 58.
HANDOUT
Practicing Your Elevator Speech

Creating and perfecting an elevator speech allows you to quickly describe to anyone you meet who you are, what you do, and how your program helps others.

Presenter’s Name: ____________________________________________
Observer/Feedback Provider: ________________________________

Concise and clear?
• Was the speech able to clearly communicate the essence of the program in 15 to 30 seconds?

• Would your mother understand the speech?

• Was the presentation free of jargon?

Communicates benefits?
• Does the elevator speech spotlight the unique character of the program?

Elicits interest?
• Did the elevator speech elicit interest?

• Did it generate additional questions?

Speech delivery?
• Was the speech clear and easily understandable?

• Was the delivery conversational, comfortable, and at ease?

• Was the presenter friendly and enthusiastic?

• Was the presenter’s personality evident in the speech?

Positive highlights and other comments?
• Feedback on what worked well along with any other general feedback.
**HANDOUT**

**Fundraising Plans**

Use this handout to brainstorm ideas for raising funds to sustain your financial education program.

### Fundraising Strategy 1

<table>
<thead>
<tr>
<th>Fundraising Goal</th>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
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</table>

### Fundraising Strategy 2

<table>
<thead>
<tr>
<th>Fundraising Goal</th>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
</thead>
</table>

### Fundraising Strategy 3

<table>
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<tr>
<th>Fundraising Goal</th>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
</thead>
</table>

### Fundraising Strategy 4

<table>
<thead>
<tr>
<th>Fundraising Goal</th>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
</thead>
</table>
Funds from federal, state, local, and private sources can be used to support financial literacy programs for adults. Private sources include funds from financial institutions and foundations. Federal funds, many of which flow to states and localities, are a potential funding resource. Federal funds take the form of formula or block grants, discretionary or program grants, and direct payments.

**Adult Education State Grants**  
**U.S. Department of Education**

Adult Education State Grants provide funds to states to support programs that provide adult education and literacy services, including family literacy and financial literacy. Eligible providers include local educational agencies; community-based organizations; correctional educational agencies; postsecondary educational institutions; public and private nonprofit agencies; institutions that provide literacy services to adults and families; and for-profit agencies, institutions, or organizations that are part of a consortium.

**Assets for Independence (AFI)**  
**U.S. Department of Health and Human Services**

AFI is a demonstration program established to help low-income families become economically self-sufficient. AFI provides federal discretionary grants to community-based organizations and state, local, and tribal agencies for the implementation of Individual Development Accounts (IDA) programs. To help clients with their IDA savings, AFI projects provide training and supportive services related to family finances and financial management.

**Community Services Block Grant (CSBG)**  
**U.S. Department of Health and Human Services**

CSBG provides assistance to states and local communities via community action agencies and other community-based organizations to provide activities designed to assist low-income participants make better use of available income and empower them to achieve self-sufficiency. CSBG funds can be used to support financial literacy programs such as those that encourage family financial management.

**Indian Adult Education**  
**U.S. Department of Interior**

Funds may be used to improve educational opportunities for Native American adults who lack the level of literacy skills necessary for effective citizenship and productive employment and to encourage the establishment of adult education programs. Courses may include life-coping skills such as budgeting. Approximately 140 tribes receive funding to provide educational opportunities for adults. Awards are made on an annual basis. Other good resources with a Native American focus include:
Literacy Programs for Prisoners
U.S. Department of Education
This program provides financial assistance for establishing and operating programs designed to reduce recidivism through the development and improvement of life skills necessary for reintegration of adult prisoners into society, including the development of communication, job, financial, and interpersonal skills. These discretionary funds can be used to provide grants to state and/or local correctional agencies or correctional educational agencies.

Social Services Block Grant (SSBG)
U.S. Department of Health and Human Services
This community initiative is directed towards achieving or maintaining economic self-sufficiency and reducing dependence. Among the services for which funds can be used are education and training to improve knowledge or daily living skills and literacy education, including financial literacy. The flexibility of SSBG allows states to provide a wide array of social services to a broad population of individuals and families in need. States and/or local agencies (county, city, or regional offices) may provide services directly or purchase them from qualified providers.

Temporary Assistance to Needy Families
U.S. Department of Health and Human Services
The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) established the Temporary Assistance for Needy Families (TANF) program. TANF provides parents with job preparation, work, and support services to help them become self-sufficient. Funds can be used to provide financial literacy training and to match deposits made by participants in IDA accounts. TANF has an annual cost-sharing requirement known as “maintenance-of-effort” (MOE). Both TANF and MOE funds can be used to support these purposes.

WIA Incentive Grants—Section 503 Grants to States
U.S. Department of Labor
The federal Workforce Investment Act (WIA) provides flexibility to states and localities for the establishment of broad-based labor market systems. Federal job training funds may be used to encourage basic work readiness and financial literacy activities for adults and youth. For a listing of state WIA contacts, visit the U.S. Department of Labor’s Employment & Training Administration at www.doleta.gov. Click Workforce Professionals. Select State & Local Contacts. Choose WIA State Contacts.

Source: The following information was excerpted and adapted from the Finance Project’s September 2005 Strategy Brief, Providing and Funding Financial Literacy Programs for Low-Income Adults and Youth. Visit www.financeproject.org and click Publications > Economic Success for Families and Communities > Providing and Funding Financial Literacy Programs for Low-Income Adults and Youth.
Module 5
Measuring Impact and Evaluation

Measuring the success of a program by documenting its impact is essential for financial educators. This ensures that financial education programs meet the needs of students and secures support from stakeholders.

This section will help you evaluate your overall program through feedback from participants to ensure that your program continues to meet their financial education needs. You also will learn what is working well and what needs to be improved.

Reviewing the NEFE Evaluation Toolkit

Research shows that the impacts and results of financial education programs are not evaluated well enough. However, if such results were more widely tracked and shared, the outcome could be that successful programs were taught more often and the less successful programs were either improved or discontinued within the organization.

The National Endowment for Financial Education® (NEFE®) developed the NEFE Financial Education Evaluation Toolkit® to help financial educators understand evaluation concepts and efficiently apply them to their educational programs. This enables educators to document the impact their programs have on students. To get a complete copy of the Toolkit, visit toolkit.nefe.org.
The following information, excerpted from the Toolkit, provides a quick start guide for how to create and effectively use financial education program evaluations. For more detailed information on topics of financial programming and evaluation, see the manual provided with the Toolkit.

The Importance of Evaluation to Financial Education
Financial education plays an important role in our society by empowering consumers to make informed decisions, follow appropriate financial practices, and achieve economic well-being. Changing financial behavior (not just increasing financial knowledge) is essential for a person to reach financial goals and achieve financial well-being. The Evaluation Toolkit is designed to track and evaluate the outcomes of any financial education program and judge the program’s ability to meet its goals.

The Importance of Evaluating Your Program
By evaluating a financial education program, the educator can identify whether the program is successfully meeting anticipated and desired outcomes. If not, the educator can discover the program’s barriers, weaknesses, strengths, and possible alternatives. Evaluation also will help the educator document the outcome of financial education programs.

This is essential in order for your organization to be held accountable to funders and other stakeholders. Financial educators who do not evaluate their programs miss a great opportunity to build support for educational programs that have the ability to improve the financial well-being of the public.

What is Effective Financial Education Programming?
Successful financial education programs:

- Identify target participant group(s)
- Identify financial education needs
- Design program objectives to meet identified needs
- Choose educational materials and lesson plans to achieve learning objectives
- Choose a delivery method to facilitate participant access to educational materials
- Include an evaluation plan and data-collecting instruments
- Train a financial educator to facilitate learning
- Create a program monitoring plan to use evaluation data to build stronger programs
Preparing to Use the Toolkit
With its easy-to-use online database and manual, this resource is designed to help you understand what evaluation is and how to apply it to your programs, including:

- Basic elements of effective financial education programs
- The importance of program evaluation and commonly used terms
- The evaluation planning process
- How to use the database for designing evaluation tools
- How to collect, analyze, summarize, and utilize evaluation data

The Evaluation Planning Process
Be sure to make your evaluation plan early in the process! The evaluation plan should be in place when your program is ready to be taught. This will allow easy collection of impact and program/process evaluation data and information, as well as natural adjustments to the program that facilitate learning.

How to Proceed
- Assess the needs of your target audience.
- Define the objectives of your program.
- Develop your program by planning educational materials and activities to achieve objectives and meet audience needs.
- Launch your program and perform evaluations.
- Use the collected data to monitor the program and make changes to ensure it achieves objectives.
- Indicate what learning materials are needed and what changes can be expected by writing clear program objectives.

Why is Evaluation Data Important?
- Evaluation data is used to make decisions such as expansion, continuation, reduction, or termination of an education program.
- If the educator does not plan for evaluation at the beginning of the program, the opportunity is lost to record program results and understand the contributing factors to those results.
- Impact evaluation allows educators, administrators, and funding agencies to make decisions about the program based on objective data.
Identifying Impact Indicators
Longer programs possibly will create higher numbers of impact indicators than short programs because participants have more chances to learn. The following information is helpful in finding the right impact indicator for your financial education program.

Determining the Levels of Potential Impact Based on the Type of Program

Short Programs (for example, one-time, short presentations)
In these programs, there is no time to conduct a pre-evaluation and post-evaluation. Generally, this type of financial education program lasts two hours or less and may generate short-term and intermediate-term impacts. These impacts include participants’:

- Change of knowledge
- Change of confidence
- Desire for changing behaviors
- Changes in behavior
- Goal achievement

Long Programs (for example, a daylong workshop)
These programs are long enough to conduct a pre-evaluation and post-evaluation. Normally, this type of educational program may create short-term, intermediate-term, and long-term impacts. These impacts include participants’:

- Change of knowledge
- Change in skills
- Change in aspirations
- Change in behaviors
- Change in socioeconomic conditions

Multi-Session Programs (for example, a series of workshops)
These programs are long enough to observe the participants’ behavior changes over time. This type of educational program may generate intermediate and long-term impacts such as:

- Change of participants’ financial practices
- Change in socioeconomic conditions
Using Program Objectives to Identify Potential Impact Indicators

Short Programs
If the program is a short training workshop on saving, and the objective is to encourage participants to be aware of savings and motivate them to save, the impact indicators may be participants’:

- Knowledge about saving
- Confidence about saving money
- Readiness to begin saving

Long Programs
If the educational workshop is a relatively long program on saving and the objective is to change participants’ saving habits, the impact indicators may be the participants’:

- Knowledge and confidence about saving money
- Readiness to save money
- Actual saving habit changes

Multi-Session Programs
If the financial education program has a multi-session training approach focused on learning to save to buy a home, and the objective is to help first-time home buyers save for a down payment, the impact indicators may be the participants’:

- Actual saving habit changes
- Amount of money saved
- The number of participants who reached their goal

Determining the Type of Evaluation for Each Program

Evaluation of One-Time, Short Programs
- Advantage: A post-evaluation is easy to conduct.
- Disadvantage: Since there is no pre-assessment, documenting changes as a result of the program in knowledge, attitudes, or aspirations is more difficult.

Evaluation of Long Programs
- Advantage: Since there is a pre-evaluation, it is possible to compare pre- and post-evaluations to document changes.
- Disadvantage: It takes more time to administer pre- and post-evaluations. Participants must be identified for matching pre- and post-surveys.
Evaluation of Multi-Session Programs

- Advantage: Stages-to-change evaluation is helpful to document intermediate impacts.
- Disadvantage: This type of evaluation is possible only with multi-session programs.

Designing Evaluation Instruments

- Knowledge. Test participants’ knowledge by asking questions related to program content.
- Confidence. Test participants’ confidence by evaluating their ability to carry out money management tasks.
- Attitudes. Develop a scale to assess participants’ attitudes by using value statements related to the financial practices the program is planning to teach and then recording participants’ responses to those statements on a five-point Likert-type scale.
- Aspirations for change. Test participants’ aspirations for change and taking charge by testing the participants’ preparedness to apply learned financial management practices at the end of the educational program.
- Behavior changes. Test participants’ financial behavior changes by using the stages-to-change evaluation tool to assess the financial behavior of program participants.
- Economic impact. If you have the ability to do a follow-up, evaluate the economic impact of financial education programs.

Collect Necessary Data and Information

- Determine required data and information.
- Limit the number of questions.
- Collect quantitative data and qualitative information.

Assure Accuracy and Reliability of Data

- Assure that questions are clear and simple.
- Remember to tailor your questions to the appropriate reading level of your audience.
- Be aware that some questions may be sensitive for certain members of your audience.
Other Considerations

• The section on evaluating the program delivery process is used to gather participants’ opinions on how they liked the instructor, program materials, and overall program.

• If you are trying to reach certain audiences, participant demographic questions (such as age, income, education, family status, race, and ethnicity) will help provide this information and show you who is being reached through the program, or whether the program marketing needs to be redirected toward your intended audience.

Additional Recommendations

• The name of the program and organization

• Identification number of the participant to match evaluations

• Date of the program

• Instructions to complete the survey

• Return address (for a follow-up evaluation)

• Thank you note with purpose of evaluation

Getting Started with the Evaluation Toolkit

The Evaluation Toolkit is a do-it-yourself, web-based resource that allows you to design evaluation tools for financial education programs. You can choose pre-written questions from the database as well as add your own. The Toolkit is designed to allow you to completely customize the evaluation tool to meet the needs of your program and audience. Before you begin, make sure you are running the most up-to-date version of your Internet browser.

Overview of the Toolkit

The toolkit is organized with different options to provide you full control in designing the type of evaluation tool that best meets your needs. These options allow you to:

• Decide the type of evaluation

• Decide the impact indicators

• Select, add, or edit knowledge questions and behavior statements

• Select, add, or edit open-ended questions for qualitative information

• Select, add, or edit demographic questions
Decide the Type of Evaluation
The Evaluation Tool Selection page introduces you to four evaluation options:

1. Post-evaluation only
2. Pre- and post-evaluation
3. Stages-to-change evaluation
4. Train-the-trainer evaluation

Decide Impact Indicators
For each of the four types of evaluation options listed, you can select impact indicators that are appropriate for your program. The following are five different types of impact indicators:

1. Testing knowledge indicators
2. Building skills/confidence indicators
3. Taking charge indicators
4. Financial behavior indicators
5. Financial position indicators

Testing Knowledge Indicators
The Testing Knowledge Indicators are included in the database as a series of true/false knowledge questions. They have been categorized under different headings and subheadings to help you easily choose testing knowledge questions that fit best with each particular education program.

Building Skills/Confidence
The Building Skills/Confidence indicators track changes in the financial skills and confidence levels of your program participants. They are presented as action statements related to financial skills.

Taking Charge Indicators
The Taking Charge indicators track your participants' intended changes in their current and future financial behaviors. They are presented as statements related to financial behavior.

Financial Behavior Indicators
The Financial Behavior indicators track actual changes in financial behaviors using the stages-to-change approach.

Financial Position Indicators
The Financial Position indicators only are used in the follow-up evaluation. They track specific changes in dollar amounts by asking participants to assign a monetary figure to certain financial areas.
Tips for Planning and Collecting Evaluation Data

Plan Evaluation in Advance and Allocate Necessary Resources

• Set aside the necessary time and resources for evaluation when the program content, length, and outcomes are being considered.
• Make sure the evaluation data is collected appropriately.

Motivate Participants to Complete the Evaluation

• Explain how data will be kept confidential.
• Explain the purpose of the evaluation.

What to Do If You Have a Low Rate of Response

• Keep the evaluation tool concise, clear, and easy to respond for participants.
• Limit open-ended questions.
• Conduct follow-up before participants forget about the program.
• Contact participants who do not respond to reminders.
• Personalize the request letter.

Analyzing and Summarizing Data

Qualitative data includes participants’ responses to open-ended questions, success stories, and observations. The following steps can be used to analyze and summarize most of the qualitative data and information.

• Structure the question and each response to the question in bulleted form.
• Review all of the responses and group them into broad categories based on the content or the underlying message of the response.
• Identify each of the categories based on the underlying theme.
• Review all of the categories based on the number of responses to each theme.
• Identify and summarize the most important themes to be included in the report.

Key Findings

When data analysis is completed, you will need to review evaluation summaries objectively to determine key findings. Key evaluation findings should be presented in a way that helps funders understand the effectiveness of the program.

• Identify who would be most interested in the evaluation report.
• Decide on the main purpose of the communication.
• Be clear and concise about the report.
• Highlight major outcomes with charts.
• Record the highest level of impact, such as financial goal achievements.
• Make suggestions to further improve the program.
• Include an executive summary.
Using Evaluation Findings
Evaluation findings help build stronger programs by keeping the providers accountable to resources used and responsive to participants’ needs. The following key points describe how evaluation findings are used to achieve these two purposes.

Accountability
Meeting financial education needs of diverse groups in society is a challenging task because of the limited resources available. Therefore, financial educators must be prepared to distinguish financial education programs that are successful from those that are not.

Program Improvement
You will use impact and process evaluation data to improve programs. Reviewing the impact data helps you decide whether the program is achieving set objectives or not.

Funding
Competition is high and funding is limited. Therefore, you must be prepared to present evidence of strong financial education programs when applying for funding.

Partnerships
Partnerships involve two or more individuals, groups, or organizations working together for a common goal. When two or more partners work together, it is important that they mutually understand the effectiveness of their program and its delivery.

For more detailed information about using evaluation effectively in your financial education program, see NEFE’s Financial Education Evaluation Toolkit Manual at toolkit.nefe.org.
Financial education programs for adults require an understanding of how adult learning differs from K–12 learning. In addition, if you plan to deploy your financial education program in other locations your nonprofit serves, you may need to train the trainers. When working with adults, preparing, understanding learning styles, and facilitating small groups are essential to success.

**Preparing for a Presentation**

The first step to delivering an effective presentation is knowing your audience. You must understand the goals of the course and why the participants need this information. Start by studying the material to familiarize yourself with the technical content. Feel free to look up anything you can’t easily explain. Practice your presentation out loud in front of a mirror before you present. Be sure to speak clearly and use language familiar to the participants. Whenever possible, avoid jargon or unfamiliar terms.

Prepare your presentation materials in advance and make sufficient copies of all handout materials. If you are using a projector, make sure all computer equipment is functioning and prepare a backup copy of the PowerPoint slides for use during the training.

Similarly, prepare flip chart examples in advance, when possible. The day of the presentation, give yourself ample time before the presentation to set up the classroom and distribute participant materials. One sure way to stay calm is not to feel rushed before and during the presentation.
You may want to use a combination of the following materials to enhance your training and maintain participant interest:

- Flip chart or white board
- Handouts and materials for each participant
- Colored markers, pens, and pencils
- Tape or push pins
- Notebooks or paper
- Laptop computer (optional)

As you prepare for your presentation, keep in mind that you are not likely to know the answer to every question the participants may ask during the training. That is perfectly normal. Just be honest, and if you do not know the answer, assure participants you will find out and get back to them.

Review “Addressing Challenges” on page 77 for more suggestions on how to handle tough questions and difficult participants. You also can refer participants to a reputable expert if you do not have enough information to address their questions. It is helpful to identify experts and other community resources in advance of the workshop. A key part of your job is providing participants with referrals to reputable community organizations, when appropriate.

**Using Visual Aids**

Before your presentation, prepare visual aids that will help you reach your objectives by reinforcing your message, clarifying key points, and enhancing the quality and impact of your presentation. Visual aids enable you to appeal to multiple senses at the same time, thereby increasing the audience’s understanding and retention of important materials. Research shows that retention of information three days after an event is six times greater when information is presented both visually and orally, rather than only by the spoken word.

According to the Department of Labor, three days after an event, people retain:

- 10 percent of what they hear
- 35 percent of what they see
- 65 percent of what they hear and see

Visual aids will be most helpful to visual learners, although they are important for auditory and kinesthetic learners, too. For more information, see “Understanding Learning Styles” on page 73.
Tips for Using Visual Aids
When creating flip charts, PowerPoint slides, handouts, and other visual aids, follow these tips to be sure they are easy to read and consistent with your other financial education program materials.

Flip Charts
• Write with large, clear, bold letters, using 20 words per page.
• Write only key ideas.
• Avoid light colors such as yellow. Use black, blue, or brown.
• Check your spelling.
• Write, turn to the audience, and then talk; do not talk while writing.
• Do not obstruct participants’ view; be sure to ask if everyone can see the flip chart.
• Leave the lower quarter of the page blank so those in the back can see the entire chart.
• Prepare complex pages ahead of time.
• Tear off chart paper you want the group to be able to reference, and post it on the walls around the classroom.

PowerPoint Slides
• Prepare slides that provide supporting evidence such as clear charts and graphs.
• Limit the number of bullet points.
• Use images to convey meaning and deliver impact.
• Avoid using slides that contain too much text.
• Focus and center the slide on the screen before your presentation.
• Never assume technology will work each and every time. Always have a backup plan, such as:
  ○ Bringing hard copies of your presentation
  ○ Saving the presentation on several flash drives
  ○ Emailing the presentation to a personal email account you can access remotely
  ○ Sharing the presentation with colleagues who can access your files
• Turn off the projector between slides if you plan to talk for more than a few minutes.
• Talk to the audience, not the screen.
Handouts

- Use simple, readable fonts such as Times New Roman, Arial, or Helvetica.
- Organize and display dense information in easy-to-read charts, graphs, and other illustrations.
- Use the same graphical elements, colors, and fonts that you use on your slides.
- Make sure the color and graphics print clearly.
- Include more information than you use in your presentation.

Understanding Learning Styles

Learning style theory proposes that people learn in different ways. Participants in your training will prefer to take in and process information in different ways. Some people prefer to learn by listening. Others prefer to read about a concept, and some need to see a demonstration of the concept. Still others learn by doing. Some people may use a combination of styles to learn new information. There is no right or wrong, or good or bad, learning style. It has nothing to do with intelligence or skills.

Teaching methods also vary among facilitators. Some instructors lecture and others demonstrate; some focus on principles and others on applications. Some instructors emphasize memorization while others are more concerned with participants’ ability to understand concepts.

When mismatches exist between the learning styles of participants in a workshop and the teaching style of the instructor, the participants may become bored and inattentive, perform poorly, and get discouraged about the course, the curriculum, and themselves. Fortunately, people are capable of learning under almost any style, no matter their preferred learning style. In addition, many people respond well to more than one learning style. As a result, be flexible in the way you teach a concept, and vary your methods. The following are tips to consider when presenting to participants with different learning styles.

Visual Learners

Visual learners are those who learn best by seeing how things are done.

Tips for instructors:

- Use visual aids, such as handouts, slides, written instructions, flip charts, and examples.
- Prepare flip charts in advance, using large, clear, bold letters.
- Write, then turn to the audience and talk.
- Design handouts for easy reading, and use colored paper to make locating handouts easier.
Tips to engage participants:

- Encourage note taking during the session.
- Use a blackboard or notebook paper to write questions and answers.
- When you ask participants to explain something, suggest they do so by writing the explanation down.
- Encourage participants to visualize the scene, formula, words, charts, etc.
- Visual learners generally will thrive when presented with aids such as computers, brochures, pictures, maps, video clips, and PowerPoint presentations.

Auditory Learners
Auditory learners are those who learn best by listening or hearing instructions.

Tips for instructors:

- Present a sequence of steps, write them out in sentence form, and then read them out loud.
- Encourage participants to think out loud about what they are learning during the session.
- Provide time for participants to share the experiences with each other.

Tips to engage participants:

- State the problem out loud and reason through solutions out loud.
- Review all of the important facts aloud.
- Join or create a study group, or get a study partner.
- Auditory learners generally will thrive when presented with learning aids such as online videos, podcasts, storytelling, imagination exercises, and CDs.

Tactile/Kinesthetic Learners
Tactile/kinesthetic learners are those who learn best by doing. Kinesthetic learners generally will thrive when presented with maps, research, virtual tours, calculators, simulation games, cognitive visioning, role playing, and mock activities such as creating or giving input about learning materials.

Tips for instructors:

- Create opportunities for participants to handle the materials and manipulate or assemble parts, including writing or drawing activities.
- Incorporate hands-on training and physically active exercises.
- Include role playing, physical games, and activities.
Tips to engage participants:

- Encourage participants to take notes during the session.
- Have participants sit near the front of the classroom to keep them engaged with the training.
- Offer participants hands-on experience when possible.

Understanding Adult Education Techniques

Part of being an effective instructor involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements.

Tips for Working with Adults

To help ensure a successful training, keep these points in mind when instructing adults:

- Adult participants are self-directed. Instructors must involve adult participants in the learning process by seeking their perspective about which topics to cover and emphasize.
- Adult participants have many life experiences. They need to link their experiences to the information they are learning during the workshop.
- Adult participants are goal-oriented. Most adults know what goals they want to attain in their lifetime. They appreciate programs that are organized and have clearly defined objectives. As an instructor, you need to show participants how the class will help them attain their goals.
- A description of goals and course objectives should begin each learning session.
- Adult participants are practical and relevancy-oriented. To be of value, learning has to be applicable to adults’ lives. Therefore, instructors must identify objectives for adult participants before the course begins, and let participants choose topics that reflect their own interests.
- Adult participants need to be shown respect. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. Adults should be treated as equals in experience and knowledge, and be allowed to voice their opinions freely in class.
Seven Helpful Hints for Educators

Researchers at Penn State Harrisburg studied adult financial education and identified a number of ways educators may improve learning, including using relevant teaching materials and reflecting on cultures, beliefs, and values. Their report, *Financial Literacy for Adult Learners in Community-Based Programs*, summarized the findings into seven tips for educators:

1. Remember that developing financial literacy and changing related behavior is a multistage process.

2. Continually refine strategies for evaluating effectiveness.

3. Address the complexities of learners’ cultures.

4. Reflect on how your own beliefs about education, culture, and learners’ financial situations affect your teaching.

5. Adapt or develop a curriculum that genuinely reflects the lives of learners.

6. Help learners get in touch with their money-related beliefs and values.

7. Use varied and interactive approaches to teaching, readings, stories, etc., that engage learners in multiple ways.

Learn more about providing financial education to adults at [www.nefe.org](http://www.nefe.org); click What We Provide, then Primary Research.

Working in Small Groups

Small group learning, which encourages participants to discuss concepts, share information, and apply learning to practical situations, can be an effective classroom method for teaching adults. The role of the facilitator in small groups is important. The group facilitator shouldn’t dominate or give mini lectures. Instead, the facilitator’s role is to promote group interaction and encourage problem solving. When grouping participants, keep in mind:

- Small group learning takes place among a limited number of participant, preferably five to eight participants per group.

- To assign participants into small groups, try telling participants to partner with someone they do not know, or have them count off and assign all the “ones” to work together, all the “twos” to work together, and so on.

- Other ways to create small groups include partnering participants who are in proximity to one another or asking participants to turn their chairs around to form groups with people at the next table.

- Varying the composition of small groups for exercises and activities not only energizes participants, but also creates more opportunity to exchange information and encounter different perspectives.
Addressing Challenges
A variety of challenging situations can occur when conducting trainings. Often, questions will come up that you cannot answer. Other times, you might have to deal with a disruptive participant. It helps to anticipate these situations and identify strategies to address them.

Difficult Questions
No one can know the answer to every question. How the knowledge gap is handled is what separates great presenters from amateurs. Your goal is to be honest while maintaining credibility. The following strategies can help you field even the toughest questions with confidence.

- Confirm or clarify the question if necessary, rephrasing it aloud in your own words.
- Redirect the question to the participants. Adults love to share their knowledge. Seek their input. After you have fielded all of their contributions, be sure to summarize and add your own ideas. Summarizing at the end helps you to maintain control and authority. Always repeat questions before answering them for the same reasons.
- Acknowledge that you do not know the answer and commit to finding out the information. Write the question down and tell the questioner exactly when you will get back to them. By the end of the day? After lunch? Be sure to get the questioner’s contact information if you cannot supply the answer by the end of the training. Committing to finding the answer to a participant’s question is an opportunity to reinforce your expertise while expanding your own knowledge.
- Establish a “parking lot.” At the beginning of the workshop, let participants know that if questions arise outside of the agenda, they will be posted in the parking lot. You will address those questions at a specific time, such as at the end of the session.

Disruptive Participants
Occasionally, classes and training sessions include disruptive participants. The following suggestions will help you address disruptive personalities and prevent them from dominating everyone’s time.

- Paraphrase what the disruptive person says to regain control of the conversation.
- Include small group activities so that disruptive participants get air time without dominating the whole group.
- Do not challenge a disruptive participant. Instead, ask questions that help him or her look at the situation in a different way.
- Give the disruptive person a role (for example, serve as a recorder) to allow him or her to contribute in a nondisruptive manner.

Anticipating challenges and identifying ways to handle disruptive participants before your presentation will better prepare you to handle these situations should they arise during the session. If you encounter a challenge, keep calm and remember the ideas listed in this section.
Financial Education Resources

A variety of government agencies and nonprofit associations provide information that may be helpful in starting and operating a financial education program. The resources listed here provide financial education materials, information on specific financial topics, or advice on recruiting and managing volunteers. Consult this list as necessary for help with the specific needs of your program.

Government Agencies

Consumer Financial Protection Bureau (CFPB)

www.consumerfinance.gov

The CFPB is dedicated to making financial products more transparent and helping educate consumers so they can make better informed choices when pursuing their financial goals. The Office of Consumer Engagement’s Ask CFPB tool provides consumers with hundreds of answers to basic questions about credit cards, mortgages, and other financial products and services. The Student Debt Repayment Assistant helps students and parents understand how much they will owe after graduation. The Office of Financial Education is building a comprehensive approach to financial education, including developing a knowledge base and measuring the effectiveness of financial education programs.
Federal Deposit Insurance Corporation (FDIC) and Money Smart

www.fdic.gov

The FDIC is an independent agency created by the Congress to maintain stability and public confidence in the nation’s financial system. The FDIC insures deposits and examines and supervises financial institutions for safety, soundness, and consumer protection. The FDIC provides the Money Smart financial education curriculum, which is designed to help low- and moderate-income individuals outside the financial mainstream enhance their financial skills and create positive banking relationships. For the Money Smart program, go to www.fdic.gov. Click Consumer Protection > Financial Education & Literacy > Money Smart – A Financial Education Program.

Federal Reserve System

www.federalreserveeducation.org

The Federal Reserve System conducts the nation’s monetary policy, supervises and regulates banking institutions, maintains the stability of the financial system, and provides financial services to depository institutions, the U.S. government, and foreign official institutions. The Federal Reserve System consolidates financial education resources at www.federalreserveeducation.org, which provides personal finance resources for educators and the general public. The site features online courses, lesson plans, publications, and activities for various age groups.

Internal Revenue Service (IRS)

www.irs.gov

The Forms and Publications resource page at www.irs.gov is the official source of IRS tax products and services. In addition, there is a Charities & Non-Profits section on the site with a Taxpayer Advocate Service. The IRS Volunteer Income Tax Assistance (VITA) and the Tax Counseling for the Elderly (TCE) Programs offer free tax help for taxpayers who qualify.

Making Home Affordable (MHA)

www.makinghomeaffordable.gov

MHA is a federal government strategy aimed at helping homeowners avoid foreclosure, stabilize the country’s housing market, and improve the nation’s economy. The strategy involves programs to refinance a home, reduce monthly mortgage payments, get mortgage relief while searching for employment, get help when you owe more than your home is worth, and avoid foreclosure when homeownership is no longer affordable or desirable. The Explore Programs and Learning Center links at www.makinghomeaffordable.gov provide access to a glossary, videos, payment calculators, and information on homeowner programs.
MyMoney.gov

www.mymoney.gov

MyMoney.gov is a U.S. government website dedicated to providing financial education to all Americans. More than 20 federal agencies and bureaus provide important information, including resources organized around life events such as marriage and homeownership; resources for specific audiences such as military, retirees, and teachers; and tools such as retirement and debt payoff calculators, budget worksheets, and checklists to help with financial decision making.

National Institute of Food and Agriculture (NIFA)

www.nifa.usda.gov

NIFA is an agency within the U.S. Department of Agriculture that helps fund research, education, and Extension services at the state and local levels. The agency provides national program leadership and grants to land-grant universities through an extensive network of state, regional, and county extension offices in every U.S. state and territory. Financial education materials are provided through www.extension.org (see page 83).

Office of the Comptroller of the Currency (OCC)

www.occ.gov

The OCC assures that national banks are safe and sound, competitive and profitable, and capable of serving the banking needs of their customers. The OCC publishes a bimonthly e-newsletter that features updates on the entire financial literacy community, including events, new initiatives, and related resources. To sign up for the online Financial Literacy Update, visit www.occ.gov/flu. In addition, go to Resource Directories for descriptions of financial literacy programs and organizations.

President’s Advisory Council on Financial Capability (PACFC), Money As You Grow, and the White House


The PACFC, Money As You Grow, and the White House all provide valuable financial education materials for educators, researchers, and consumers.

• The PACFC provides financial capability policy recommendations for the nation to the President of the United States. A priority of the PACFC is to encourage the creation of state, tribal, and local financial capability initiatives to build financial security for individuals and economic well-being for their communities at large. The PACFC produced Creating Financially Capable Communities: A Resource Guide to help schools, employers, and local leaders get started with their own financial education initiatives. To download this document, enter “Creating Financially Capable Communities” into a search engine.
Money As You Grow is a PACFC-produced interactive website for consumers that provides 20 essential, age-appropriate financial lessons and corresponding activities that kids need to know as they grow. Written in plain language for children and their families, exploring the site will help equip kids with the knowledge they need to live fiscally fit lives. The lessons in Money as You Grow are based on more than a year of research, drawn from dozens of standards, curricula, and academic studies.

The White House website provides various discussions of financial topics on its blog and in its publications, including the resource, *Every American Financially Empowered: A Guide to Increasing Financial Capability Among Students, Workers, and Residents in Communities*. This comprehensive resource guide is designed to inspire leaders at all levels to leverage partnerships to create their own financial capability initiatives as a means toward building financial well-being for every American. To download this document, enter “Every American Financially Empowered” into a search engine.

**Nonprofit Associations**

**American Institute of Certified Public Accountants**  
[www.aicpa.org](http://www.aicpa.org)  
The AICPA sets ethical standards for the accounting profession and U.S. auditing standards for audits of private companies; nonprofit organizations; and federal, state, and local governments. The AICPA website provides a financial literacy program called 360 Degrees of Financial Literacy (go to Public > Financial Literacy). The program emphasizes that financial education should be a lifelong endeavor, from encouraging children to save their allowance to helping adults plan for a secure retirement. Information is structured for parents and children, small business owners, and life stages.

**AssetPlatform**  
[www.assetplatform.org](http://www.assetplatform.org)  
AssetPlatform, a resource of The Aspen Institute, provides consumer-friendly materials to nonprofit organizations that provide financial education services. The tools include curricula, resources, worksheets, checklists, and calculators on the topics of budgeting, savings, debt, credit scores, and insurance/safety nets. AssetPlatform also offers evaluation tools so nonprofit organizations can measure the results of their efforts. The site requires users to complete a free registration process.

**Association for Financial Counseling and Planning Education (AFCPE)**  
[www.afcpe.org](http://www.afcpe.org)  
The AFCPE is a professional organization dedicated to educating, training, and certifying financial counselors and educators. The organization also works to support, promote, and advance the field of financial counseling and planning education. Membership consists of university and Cooperative Extension educators, military financial counselors, private practitioners, interest organizations, and government officials.
Bank On Programs
www.joinbankon.org
Bank On programs negotiate with banks and credit unions in local communities to reduce barriers to banking and increase access to the financial mainstream for unbanked and underbanked individuals. Bank On programs are voluntary, public/private partnerships among local or state governments, financial institutions, and community-based organizations. They provide low-income unbanked and underbanked people with free or low-cost starter or “second chance” bank accounts and access to financial education.

Certified Financial Board of Standards (CFP), Let’s Make a Plan
The CFP Board fosters professional standards in personal financial planning through setting and enforcing standards of education, examination, experience, ethics, and other requirements for CERTIFIED FINANCIAL PLANNER™ (CFP®) professionals. The CFP Board provides the Let’s Make a Plan website to help consumers and financial planners learn to work together to understand the complete financial planning process, including examining a situation, setting financial goals, and measuring progress. The site also makes it easy to find a CFP® professional in your area.

Cities for Financial Empowerment (CFE)
www.cffund.org
CFE is a national collaboration of municipal governments that are working to advance financial empowerment initiatives in their cities. Member cities are joining together to teach and learn from one another and to develop key partners in the public, private, and nonprofit sectors. The growing list of members includes major cities such as San Francisco and New York City along with smaller cities such as Louisville and Savannah. Financial empowerment initiatives available include local offerings such as microenterprise programs, national curricula such as Bank On, and federal programs such as encouraging the use of Volunteer Income Tax Assistance.

Consumer Action
www.consumer-action.org
Consumer Action is a nonprofit organization that has championed the rights of underrepresented consumers nationwide since 1971. Consumer Action distributes more than one million publications annually in English, Spanish, Chinese, Korean, Vietnamese, and other languages. The Digital Dollars series provides information, advice, and training materials to help consumers navigate the online economy. The series contains three multilingual brochures: Banking Online Safely, Mobile Banking and Mobile Payments, and Safety and Privacy in Online and Mobile Transactions. These three publications are available for free in bulk to all nonprofit community organizations and government agencies. The organization also produces the Consumer Action Insider email newsletter.
Corporation for Enterprise Development (CFED)

www.cfed.org
The CFED empowers low- and moderate-income households to build and preserve assets by advancing policies and programs that help families buy a home, pursue higher education, start a business, and save for the future. The organization promotes programs in the community and invests in social enterprises—such as the American Dream Match Funds, Asset Building for Children, Individual Development Accounts, and the Self-Employment Tax Initiative—that create pathways to financial security and opportunity for millions of people.

eXtension

www.extension.org
The eXtension website is an interactive learning environment that delivers well-researched knowledge from land-grant universities across America. Financial education resources include online learning opportunities, a glossary, calculators, and information on many general topics such as consumer credit, estate planning, and retirement planning along with targeted materials on topics such as lifestyle transitions, military money, and money management in times of disaster.

Financial Industry Regulation Authority (FINRA)

www.finra.org
FINRA is dedicated to investor protection and market integrity through effective and efficient regulation and complementary compliance and technology-based services. The organization helps investors build their financial knowledge and provides them with essential tools to better understand the markets and basic principles of saving and investing. The site includes access to publications, calculators, and articles on topics such as choosing investments, retirement, saving for college, and fraud protection.

Financial Planning Association (FPA)

www.fpanet.org
The FPA Pro Bono Program targets low-income individuals and families striving to build assets and improve their lives, but who cannot afford to engage a financial planner on their own. FPA chapters also may reach out to other populations in need to meet the specific needs of their communities. The FPA home page provides resources for consumers through its Life Goals and Life Crises links.

Foundation for Financial Planning

www.foundation-finplan.org
The Foundation for Financial Planning helps people take control of their financial lives by connecting people in need with the financial planning community. The organization provides pro bono advice, outreach activities, and free downloads on topics such as credit scores, choosing a bank, saving for retirement, and saving for college.
GuideStar
www.guidestar.org
GuideStar connects people and organizations with information on the programs and finances of more than 1.8 million IRS-recognized nonprofits. GuideStar encourages nonprofits to share information about their organizations openly and completely. Any nonprofit in the database can update its report with information about its mission, programs, leaders, goals, accomplishments, and needs for free. Through GuideStar, nonprofit organizations can research potential partner organizations.

Jump$ tart Coalition for Personal Financial Literacy
www.jumpstart.org
The Jump$tart Coalition for Personal Financial Literacy is a nonprofit coalition of organizations that share an interest in advancing financial literacy among students in pre-kindergarten through college. The Jump$tart Clearinghouse is a database of personal finance resources available from a variety of education providers such as government, business, and nonprofit organizations. Although the Jump$tart Coalition focuses on K–12 education, many of the resources can be used with older audiences, too. Many of the materials are low cost or free of charge.

Junior Achievement (JA)
www.ja.org
JA is dedicated to educating students about workforce readiness, entrepreneurship, and financial literacy through experiential, hands-on programs. The Personal Finance Center includes simulations, resources, activities, calculators, worksheets, and more.

National Association of Attorneys General (NAAG)
www.naag.org
The NAAG Consumer Protection Project works to improve the enforcement of state and federal consumer protection laws by state attorneys general, as well as supports multistate consumer protection enforcement efforts. In addition, the project promotes information exchange among the states with respect to investigations, litigation, consumer education, and both federal and state legislation. The committee organizes two consumer protection conferences annually and sponsors other enforcement and training conferences. Local attorneys general have consumer protection divisions or offices with information about fraud and fraud prevention.

National Association of Consumer Credit Administrators (NACCA)
www.naccaonline.org
The NACCA was formed to improve the supervision of consumer financial companies and to facilitate the administration of laws governing these companies. The Consumer Information and Resources link on the NACCA website provides access to free publications on topics such as choosing a credit card, credit repair scams, credit rights and responsibilities, mortgage loans, vehicle financing, fair credit reporting, how to cut the cost of credit, interest loans, and payday loan pitfalls.
National Association of Insurance Commissioners (NAIC)
www.naic.org
NAIC assists state insurance regulators, individually and collectively, in serving the public interest and achieving the following fundamental insurance regulatory goals. The organization works to protect the public interest, promote competitive markets, and facilitate the fair and equitable treatment of insurance consumers. NAIC promotes the reliability, solvency, and financial solidity of insurance institutions in addition to supporting and improving the state regulation of insurance. NAIC provides information on many types of insurance and insurance fraud prevention.

National Association of State Credit Union Supervisors (NASCUS)
www.nascus.org
NASCUS works to enhance state credit union supervision and advocate for a safe and sound credit union system. The organization works for the defense and promotion of the dual chartering system and the autonomy of state credit union regulatory agencies.

National Endowment for Financial Education (NEFE)
NEFE is the leading private nonprofit national foundation dedicated to inspiring empowered financial decision making for individuals and families through every stage of life. Financial education materials available include:

- Financial Workshop Kits: A free program delivered online that provides scripts, handouts, and resources for community volunteers, social services professionals, financial educators, and pro bono financial professionals to teach money management to many audience categories. Topics include new homeowners, military personnel, and people with disabilities.

- Smart About Money: A website for consumers that provides practical articles, worksheets, quizzes, tips, and resources for helping people understand and manage their money. The site focuses on life events and financial decision making, such as funding education, buying a home, handling job loss, and surviving an illness.

National Financial Education Network Database: For State & Local Governments
www.flecnationalnetwork.org
The National Financial Education Network Database for State and Local Governments website was developed by the National Association of Government Defined Contribution Administrators (NAGDCA) in consultation with the Financial Literacy and Education Commission's National Financial Education Network (Network). The website compiles all of the materials submitted by the members of the Network to provide resources on financial literacy to the general public. A list of state governments and agencies is located at www.flecnationalnetwork.org/members.cfm.
National Foundation for Credit Counseling (NFCC)

The NFCC provides resources for its members to deliver financial education programs and counseling services. Resources include information, consumer tips, videos, and calculators on money management, savings, credit, insurance, housing, retirement, and bankruptcy.

NeighborWorks America

NeighborWorks America works to create opportunities for lower-income people to live in affordable homes in safe, sustainable neighborhoods that are healthy places for families to grow. Financial education resources on the website include home-buying guides and curriculum materials.

North American Securities Administrators Association (NASAA)

NASAA is the association of state securities regulators that protect investors from fraud. State securities regulators license securities firms and investment professionals, audit branch office sales practices and record keeping, promote investor education, and enforce state securities laws. The NASAA website provides investor education for topics such as saving, investing, and retirement planning, and provides a fraud center, investor alerts, and tips.

Points of Light

Points of Light is a national, nonprofit organization that helps people transform their communities through volunteering and service through its enterprises: HandsOn Network for mobilizing volunteers, generationOn to encourage the youth service movement, AmeriCorps Alums for inspiring the next generation of the youth service movement, and Corporate Institute for helping companies create volunteer programs. The Neighboring program helps volunteers find innovative, sustainable solutions to local challenges and financial instability within their own communities.

United Way Financial Stability Partnership

United Way Worldwide leads a network of nearly 1,800 community-based organizations that mobilize millions of people to give, advocate, and volunteer to improve their communities by focusing on education, financial stability, and healthy living. The United Way Financial Stability Partnership promotes activities and initiatives that focus on family-sustaining employment, affordable housing, savings and assets, manageable expenses, and income supports. Go to www.unitedway.org, then click Our Work > Income.
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The National Endowment for Financial Education (NEFE) is the only private, nonprofit, national foundation wholly dedicated to improving the financial well-being of all Americans. NEFE’s mission is to inspire educated financial decision making for individuals and families through every stage of life.


Catholic Charities USA’s members (more than 1,700 local Catholic Charities agencies and institutions nationwide) provide help and create hope for nearly eight million people a year regardless of religious, social, or economic backgrounds. For almost 300 years, Catholic Charities agencies have worked to reduce poverty by providing vital services in their communities, ranging from health care and job training to food and housing. Visit www.catholiccharitiesusa.org.