



RICHARD MYLES JOHNSON

F O U N D A T I O N

BUILDING LEADERS & FINANCIALLY SOUND CONSUMERS

2007 Beacon Award Nomination Form

*The Beacon Award recognizes individuals, credit unions,
and other organizations making a difference in their community
with outreach efforts focused on financial literacy.*

CREDIT UNION /ORGANIZATION NOMINEE

CALIFORNIA COAST CREDIT UNION FINANCIAL LITERACY PROGRAM

Name	Terri Miracle and Robyn Quaco		
Title	Community Relations Managers		
Credit Union	California Coast CU	Asset Size as of 12/31/06:	\$864.5 million
Address	PO Box 502080, San Diego, CA 92150-2080		
Telephone	(877) 495-1600, ext.5103	E-mail address:	tmiracle@calcoastcu.org
	Robyn, ext. 4229		rquaco@calcoastcu.org

Sponsored by(optional):

Name	_____		
Title	_____		
Credit Union	_____		
Telephone	_____	E-mail address:	_____

RMJ Beacon Award Nomination Form

Name: Terri Miracle and Robyn Quaco
Title: Community Relations Managers
Credit Union: California Coast Credit Union
Address: P.O. Box 502080, San Diego, CA 92150-2080
Phone: (858) 636-5103
Email: tmiracle@calcoastcu.org; rquaco@calcoastcu.org
Asset size as of 12/31/06: \$865 million

Please answer the following questions, limiting your answers to a maximum of 300 words for each question:

Nomination: California Coast Credit Union Financial Literacy Program

1. Who was the target audience for this project and how many individuals did the project reach (with evidence of results)?

Staying true to the ideals of the teachers who founded it, California Coast has expanded and re-energized its focus to provide financial literacy to three target audiences: 1) K-12 students, 2) adult credit union members and employees of Select Employer Groups, and 3) the larger community.

1) The financial literacy efforts for students reached approximately 1,000 students from August 2006-August 2007, primarily through schools and the Boys and Girls Club. The wide variety of customized programs included one-class sessions, such as financial basics in English and Spanish for 90 middle school girls; to Money Matters, an after-school teen financial literacy program at the Boys and Girls Club for at-risk youth; to a day-long Independent City workshop for 300 at-risk high school seniors; and a week-long Money Camp day camp for 50 fifth through eighth graders. California Coast also served on a new Senior High School Personal Financial Literacy Task Force that developed curriculum implemented in 2006-07.

2) Believing that lifelong learning is essential, California Coast offered 20 no-cost workshops in the evening, reaching approximately 800 members. We targeted our adult members, but also invited employees of select employer groups. We based the subject matter on topics that were of most interest to our members aged 25-54, including personal financial basics, investments, retirement basics and skills for homebuyers.

3) To give back to the larger community, California Coast representatives provided consumer information in approximately 32 live television news interviews and 12 print interviews, reaching as many as one million viewers and readers. We focused on topics that were most relevant to the current news, including investing in turbulent times, preventing identity theft and evaluating wants versus needs.

2. What is the greatest benefit of your financial literacy project?

The most rewarding benefit is that students and members gain information that will help them better manage their financial futures and reach their financial goals. In our view, this is an important part of

California Coast's mission. They share with us, either in person or in written evaluations, that they can truly use the information and will invite their spouses or adult children next time.

David Pohl, 10, of San Diego who recently attended a California Coast Money Camp program, said he used to waste his money. "Now I know what's better to buy and what you should save for, like college." Parent Dulia Candelaria enrolled Julia, age 12, in the camp. "When we talk to her, it has a different effect," Dulia said. "She uses technical terms like junk bonds and sounds like she's no longer a child talking. She's been asking me to buy her Disney stock."

Members often thank us for providing the free financial workshops, adding that they wish they had known the information years ago because they could have saved more money and made fewer mistakes. The representative from one of our largest SEGs said that the workshops were the best thing about our partnership.

Financial literacy also benefits California Coast as a member organization, because both members and the larger community see that the credit union is providing financial literacy as part of the credit union difference. And, financial literacy empowers both our youth and adults to create financial freedom in their lives. People are creatures of habit, and developing the right financial habits can change their futures.

3. What was unique and/or innovative about this project?

During this period, California Coast provided and developed several unique financial education programs to strengthen our ongoing efforts.

Senior High Personal Financial Literacy pilot curriculum: Everyone was talking about it; then we joined the local city and county school districts and community leaders to do something about it. The superintendent of San Diego Unified School District was so pleased with the pilot that the program will be implemented for all senior economics students in 2007-08.

Money Camp. Just the idea of a summer day camp about money management, instead of sports or science, makes it unique. California Coast's Robyn Quaco, community relations manager, became certified at the training academy, then partnered with Palomar College to offer a weeklong money camp to 30 students. When it sold out, a second series was offered. Money Camp uses a fun, interactive, accelerated teaching technique to expose students to a tremendous amount of financial education vocabulary, concepts and principles.

Money Matters: Studies show there is a correlation between acquiring a higher paying job and the amount of schooling completed. California Coast is working with our partner Boys and Girls Club to teach a free after-school financial realities program to teens aged 14-18. Money Matters introduces students to concepts from the risks of using credit cards to the value in setting higher education goals for greater earning potential.

Financial Field Trip: Developed just for the curriculum needs of a partner high school, Financial Literacy Day welcomed 60 teens to a day at California Coast's Administrative Offices. The students enjoyed interactive sessions on budgeting, credit and investing, as well as a tour of departments for their career exploration.

4. How was the project communicated and/or presented to reach the target audience (i.e. medium used and forms of communication)?

Here are some new examples from the past 12 months:

Money Camp: This week-long camp was advertised on the credit union's website, emails to opt-in members, press releases, TV news interviews, in the community recreation guide and college camp guild mailed to households. The actual camp used many methods of communication, including male and female presenters, games such as Payday, and breaking into small groups, along with a branch visit.

Senior High Personal Financial Literacy pilot curriculum: A six-week curriculum was developed, written and rolled out to select high schools. Government and economics teachers taught graduating seniors the concepts of saving early, taxes, budgeting and identity theft.

Money Matters: The Boys and Girls Club teen center advertised the no-cost after-school financial literacy program at their site. Students who were enrolled in "Gang Busters", a gang resistance intervention program, were required to attend as part of their community service. Presenters used an informal presentation and discussion style.

At-risk Teens: Teens were notified by their counselors and with a reminder flier that they would have a guest speaker. A small group setting with extra time for Q&A was the best format for discussing real-life experiences with budgeting, establishing and rebuilding credit and reviewing credit reports.

No-cost workshops: Members were notified of upcoming workshops via credit union website, emails, fliers in branches and an article in the quarterly newsletter. SEGs were notified via fliers and emails sent by the company's representative. At the workshops, a certified financial planner presented most of the material, but participants also broke into small discussion groups.

TV interview series, Can You Stop Spending for a Month?: This was advertised via teasers on the news program the night before and during the morning broadcast. A credit union representative and a member did three live interviews during the spending challenge, one of which was during Sweeps Week.

5. Outline of the Project and/or Curriculum:

While each different element of our program has its own curriculum, two were so innovative that we present them here.

Money Camp

Monday

- A. 1. Financial Literacy Exam
 - 2. Financial independence is Your Choice
- B. Life is a Do-it-yourself Project
 - 1. Visualizing goals
 - 2. Manifesting your future
- C. Creating Your Future

FINANCIAL LITERACY



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Foreword

We are pleased to present the curriculum for personal financial literacy that will focus on high school seniors. We anticipate this pilot will be a future model for the entire San Diego Unified School District (SDUSD), San Diego County, the state, and the nation.

The genesis of this project began a year ago when a coalition of dedicated teachers, bankers, non-profit organizations, bankruptcy court, legal community, government agencies, and community members came together to seek alternative ways to improve the financial skills of young adults by promoting the teaching of personal finance in the classroom.

The lack of personal finance knowledge by young adults has become pervasive. Our country is touted as the land of limitless possibilities, yet it seems that our young adults are a generation whose income is being swallowed up in paying off debt. It is also evident that this lack of financial knowledge in relation to personal finance issues and savings tips is due to the lack of education on the topic during their youth. Debt appears to have become the norm. It is becoming more and more evident that we must be able to teach our children that they are responsible for their personal economic well-being. Consider the following:

- There were two million bankruptcy filings in the U.S. in 2005. Out of those who filed, the fastest growing group filing bankruptcy is people ages 18 – 24
- Between 1989 – 2004 credit card debt doubled
- More than half of students at four-year colleges – and at least 75% at two-year colleges – lack the literacy to handle real-life tasks such as understanding credit card offers
- A nationwide survey concluded that, on average, high school seniors only answered a little over 50% of the questions about personal finance correctly
- 70% of parents agree that kids in the US feel a sense of entitlement – which means our kids want what they want when they want it!
- 79% of students between the ages of 16 – 22 have never taken a personal finance course in school.

Our expectation is that students who successfully complete this curriculum will gain valuable life-long skills to meet the challenges of a changing, more competitive global society. It will be valuable and practical information for them to learn as they become young adults who will be starting careers, paying taxes, supporting families, creating business ventures and maintaining civic obligations.

As with every project, it took a great deal of time and effort from task force members and SDUSD staff who worked diligently behind the scenes. I would like to give special thanks to John Hargrove, Chief Judge of the Bankruptcy Court and Janet Delaney, SDUSD Director of Community Relations for having the foresight and commitment to convene the task force. Special recognition is also extended to Virginia Eves, Director and James Michaelian, Program Specialist, from the Office of College, Career and Technical Education for keeping us moving forward and to the GATE (Gifted and Talented Education) Department for their support and advocacy. Also, a huge thank you to Ellen Towers and Vicky Banks, Teacher Coordinators, and teachers at Hoover High School, for their leadership and contribution of time over the summer to research and write this curriculum.

And finally, my heartfelt thanks to all the teachers who have agreed to field test these lessons and provide feedback. Your efforts will be recognized in classrooms throughout the district. We look forward to reviewing, evaluating and sharing the results in early 2008.

Kristy Gregg
Chair, SDCS Personal Financial Literacy Task Force

FINANCIAL LITERACY

For The Teacher



THE GAME OF LIFE A CURRICULUM PROJECT

Introduction

Economic and financial decision making skills are learned—we are not born with them. Nationally, bankruptcy filings are at an all time high for 18-25 year olds. In 2005, more Americans filed for bankruptcy than graduated from college. Currently, only nine states require personal financial literacy as a graduation requirement; although 38 states now include economics in their standards. In some high schools, personal finance standards are included in the graduation requirement. The State of California requires an economics course to graduate high school; however, the course does not include any personal finance standards.

Course Description and Goal

The Financial Literacy Curriculum Project is designed for senior students in the San Diego Unified School District, through, and as a supplement to their state mandated economics class. These supplemental materials represent life learning skills that our educators and community members believe are essential and necessary for all students as they leave high school. The ideas, concepts, knowledge, and skills contained in the Game of Life Financial Literacy Project will enable students to implement the decision-making skills they will need to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and effective members of our global economy.

This course is designed using a “hands-on” instructional approach involving techniques such as problem solving, reasoning, simulation, and direct application of the concepts. Our goal is that the use and application of actual adult skills will empower students to incorporate the concepts of Financial Literacy into their lives. This curriculum will incorporate concepts and standards from economics, mathematics, language arts, business technology, and character education.

By the end of the Game of Life Curriculum Project students will:

- Select a career based on their skills and our economy
- Use a budget as a tool for life decisions and to identify areas of improvement
- Work with financial institution account documents on checking and credit
- Understand the importance of credit and managing their FICO Score
- Know that informed consumers use research to make buying decisions
- Accept the responsibility of paying and preparing income taxes

Teacher Instructions

This curriculum is meant to be used as a whole unit, like a project. The name of the project is The Game of Life. The measure of its value will be taken by the Pre-Post Test data. It is **imperative** that you give the **Pre-Test before starting** on any of the curriculum; and the Post-Test at the end of the course. The idea is that each lesson will be a day of instruction, once a week, tucked into your Economics class. You may, of course, integrate the curriculum in any way you wish.

Suggested Teaching Method:

Each lesson is designed as an individual unit, however, they are ordered in the Table of Contents to flow from one to another. Each lesson takes learned concepts and vocabulary with them to build a Game of Life folder. We recommend the Optional Lessons as important to preparing your students for life after high school; however, Lessons Nine, Ten, and Eleven are not mandatory for participation in this pilot.

Organizing your classroom:

Begin by giving each student a file folder, have them label it like they would in the workplace (on the indexing tab: LAST NAME, First Name), and then “decorate” the front of the folder with the words, “The Game of Life”. Students can then leave the folder in your classroom, in a designated file box, easily identified for use the next week.

At the end of each lesson, have students staple together the entire work product from that lesson, including bellwork and any homework assigned, and place the stapled packet in their Game of Life folder.

Assessing Student Work:

Using the **scoring rubric**, titled “Game of Life Score Sheet”, you can have students do a Peer Review of each lesson. When the lesson is finished with no incomplete pages or missing answers, the Peer Reviewer can place a ✓ checkmark in the scoring box along with their initials as the Peer Reviewer. Either you or the student Peer Reviewers can also check for the Effort and Thoroughness of each lesson. This scoring column was designed for including comments/feedback to the student. The review of the lessons can be completed at the end of each lesson or at the end of the project, as appropriate for your class. The Date Completed column was included for teacher tracking, allowing students to catch up over time, or to earn extra points for timely completed work. Determine how many points each lesson should be worth and apply the points in the Points Earned column. The Parent Connect activities are available as a homework supplement to the lessons. Only one of them is required to complete the pilot; the others can be added optionally or as extra credit; determine their usefulness based on your knowledge of your students and their families.

The **Student Commentary** at the end of the scoring rubric was designed as a reflection and evaluation. Use this as the teacher to give a final score or grade, together with the Total Points Earned. You may use your student’s comments as a formative assessment of the entire project, and include the comments gathered with your suggestions for improving this curriculum.

A Teacher Feedback Form follows for your use. Both the Game of Life Score Sheet and the Teacher Feedback Form need to be returned as a measure of your participation in the course. Please feel free to give your opinions and ideas for improving the course.

Adelante Mujer (Conference for Young Women)

Saturday, March 3, 2007
Otay Ranch High School, Chula Vista, CA

Presented by the Chula Vista Elementary School District and Sweetwater Union High School District

California Coast Credit Union Workshops:

Smart Money Management

(9 am Spanish, 11 am English/Spanish, 2 pm English)

Welcome and introduction

What are you doing this weekend? [ask participants]
Point out examples of what cost a lot, what was free or low cost

Already managing money, one way or the other

Very important that women know how to manage money (stats)

Get to your financial goals—what are they? How will you get there?

Choosing a financial institution

How credit unions are different from banks

Check cashing services—costs involved

Opening up an account—what you need

Savings account

Checking account

Direct deposit

Auto transfer

Certificates, Money Markets, IRAs

Loans

Types of loans

What getting a loan means = responsibility and privilege

Interest rates, terms—how to compare

Credit cards—advantages and disadvantages

Making a budget

Group project—Quincenera (sweet 15) Party

Financial resources

California Coast branch, phone, website, workshops
Balance program

Thank you and membership special offer