

# €redit, Do You Get It?

Financial Literacy Promotion Project  
By: Courtney Kelleher and Ashley Guertin  
April 25, 2016



King Philip Regional DECA Chapter

King Philip Regional High School

201 Franklin Street

Wrentham, MA 02093

# Table of Contents:

I.	EXECUTIVE SUMMARY.....	1
II.	INTRODUCTION.....	4
A.	Description of the local DECA chapter.....	4
B.	Description of the school and community.....	6
III.	MANAGEMENT OF ACTIVITIES TARGETED AT OUTSIDE AUDIENCES.....	8
A.	Purpose of the Activities.....	8
B.	Planning and Organization of Activities.....	15
C.	Implementation of Activities.....	20
IV.	EVALUATIONS AND RECOMMENDATIONS.....	23
A.	Evaluation of campaign.....	23
B.	Recommendations for additional new activity(ies) for future campaigns.....	27
V.	BIBLIOGRAPHY.....	29
VI.	APPENDIX.....	29

## I. EXECUTIVE SUMMARY

### INTRODUCTION

€redit, Do You Get It? was founded in the King Philip Regional High School community located in Wrentham, MA. Home of the Warriors, King Philip consists of citizens of Wrentham, Norfolk, and Plainville, creating a community of young adults from various backgrounds. King Philip states in its mission statement that the efforts of its students and teachers, “*extends our student-focused mission into a commitment to excellence.*”

One of King Philip’s most successful organizations is its highly esteemed DECA Chapter. King Philip DECA was founded in 1972 and has excelled in its performance in written events at the district, state, and international level. With such a great amount of success achieved by past teams, we had the ability to inspire our project from the accomplishments of past teams.

Taking on the knowledge of finance is a big step into the adult world that all teenagers will have to make. The process can be daunting, confusing, and even uninteresting at times. With the Junior Achievement Association in Colorado conducting research stating that 51% of young adults wish that their high school had offered a financial literacy course, we took it upon ourselves to inform the student body at King Philip about the importance of finance, specifically focusing on credit and money management.

### MANAGEMENT OF ACTIVITIES TARGETED AT OUTSIDE AUDIENCES

#### Problem Identification

The €redit, Do You Get It? campaign was created in order to educate students on the importance of establishing and maintaining credit, along with teaching them how to properly manage their money. Understanding how to manage credit, avoid personal debt, and to be able to sustain a high credit score has been highlighted throughout our project. As seen in research studies, this age group is known to be the least financially literate age range and demands the largest need for education. EverFi Inc., an education technology company, conducted a study that lead to the conclusion that “Students between the ages of 13 and 18 revealed that the state of financial literacy among the nation’s youth is grim”. We recognized this issue within our King Philip High School, and selected our target audiences accordingly.

#### Target Audiences

The campaign primarily targets students currently in the King Philip community. We planned to address the major lack of financial literacy amongst the students and increase their exposure to finance. Our secondary target consists of the parents of these students, recognizing the importance of making parents aware of their child’s lack of financial literacy. We hoped to empower the parents to become advocates of financial literacy. Involving the parents in the learning and teaching process has allowed the campaign to reach a higher potential of growth and understanding.

Primary Target	Secondary Target
Students of the King Philip community ranging from ages 13-18.	Parents of the students of the King Philip community.

#### Purpose of Activities

The solution to the lack of financial literacy at the King Philip High School is to teach students the importance of being financially literate through personal interactions, creative

teaching strategies, developing partnerships, attending parent events, and creating social media pages. We segmented our project into *comprehensions* and *impressions*. Comprehensions represent the number of people our project has directly educated on finance, while impressions represent the number of people we have made aware of our campaign. These strategies have allowed for us to reach a great number of community members at King Philip, amounting to a total of 4,548 parents and students.

#### Planning and Organization of Activity(ies)

**Spooktacular:** Halloween Spooktacular is run by the King Philip Student Council for the enjoyment of younger aged children. We handed out pre and post surveys about credit to the high school students in attendance, conducted small mini lessons, and allowed students to participate in a raffle. This event allowed for us to monitor how we worked as a team and also attain a basic understanding of the knowledge that students have on financial literacy.

**Financial Literacy Jeopardy Night:** We hosted a Jeopardy Game Night where we taught students through a PowerPoint presentation about financial terms, careers in business, and how to make educated decisions when dealing with finance. After the presentation, we asked participants questions in a Jeopardy Game format that pertained to the information they had just learned. Jeopardy night allowed for us to learn how challenging it is to spread awareness to a select target; however, through the performance of our audience, we believe we accomplished the goal of educating our attendants on finance.

**Curriculum Night:** We spoke to parents of 8th graders, students that will be attending King Philip in the following year, about their child's financial knowledge. Parents answered a 5 question survey pertaining to how much experience their child has with finance and how financially literate they are. We strived to be proactive in addressing the lack of financial literacy at King Philip by bringing awareness to the parents of the incoming freshman class. Curriculum night gave us a sense of assurance that our project mattered and had an impact in changing the basic ways at King Philip.

**Parent Teacher Conference Night:** Parents of students currently attending King Philip answered a 5 question survey, allowing them to rate how financially literate their child may or may not be. This event brought parents' attention to the lack of financial literacy in their children and showed us that parents supported our campaign of making King Philip a more financially literate school.

**Monopoly Night:** We hosted a Monopoly Game Night where students came together to play Monopoly while learning about financial literacy. Playing monopoly gave students a fun way to hypothetically involve themselves in real life financial situations. While playing Monopoly, students were educated through creative teaching strategies allowing them to hypothetically observe the financial processes. Monopoly night allowed for us to indirectly teach students along with them learning how to manage money.

**Paint Night:** We hosted Paint Night as a response to the competition for a similar target audience within our DECA chapter. In preparation of Paint Night, we partnered with another team from our chapter competing in the Community Service Project raising money and awareness for Habitat for Humanity. For \$15, attendants could paint a plastic change jar however they pleased. Inside each change jar was a note from our team expressing our hopes for each person to become a more mindful money saver with the addition of their new change jar. We were able to promote financial literacy through this act, as understanding how to save money is a key component to being financially literate. The responsibility of raising money and bringing

awareness to two great causes taught us how much of a difference we can actually make.

**Social Media:** The €credit, Do You Get It campaign was featured on both Instagram and Twitter to keep up with the lives of busy everyday students at King Philip. We utilized the accounts to announce upcoming events and receive feedback from our audience. We also made a point to release current events in finance through posting current updates of the stock market and news articles on recent financial situations. Our social media accounts instilled responsibility into our team through evenly dividing the management of the accounts.

Implementation of Activity(ies)

**Personal Interactions:** We wanted our campaign to accommodate all different learning styles for students, ranging from those who needed personal explanations of concepts to those who needed to learn through visualization or application. Handing out pre and post surveys at Spooktacular allowed for us to gather data on what information students did or did not know, and then to immediately introduce them to our project personally and educate them on credit and money management.

**Creative Teaching Strategies:** One of the main goals of our project was to *involve* students while they were learning about finance. The success of our Financial Literacy Jeopardy Night allowed for us to educate our target audience on finance, while testing the students' knowledge through playing a Jeopardy Game. We also recognized the importance of showing students how the information we were teaching them became relevant in everyday life. Through our Monopoly Night, we were able to show students direct applications of finance through a hypothetical board game, yet every scenario could occur in the real world.

**Partnership:** We were able to expand our audience range through developing a partnership with the Habitat for Humanity team from our DECA chapter. Through hosting Paint Night, we were able to promote financial literacy by supplying attendees with plastic change jars that would encourage them to save their money. We also were able to donate all proceeds collected to our local Habitat for Humanity chapter. Our professionally responsible partnership allowed for us to open our campaign up to more audience members and to learn how to effectively host and plan a successful event with additional group members.

**Social Media:** We were able to make our campaign easily accessible to all members of the King Philip community through our Twitter and Instagram accounts. Not only were we able to announce events we were hosting/attending, but we released posts about current events in finance to show viewers how finance is applied in everyday life. We were able to promote financial literacy through the use of these accounts, and grab the attention of busy teenagers.

## EVALUATIONS AND RECOMMENDATIONS

Evaluations:

- \$ Effective execution of targeting primary and secondary audiences
- \$ Fulfilled goals of educating students on finance in involving them in the learning process
- \$ Consistent use of project management skills

Recommendations:

- \$ Continue to target a large audience that covers a variety of ages
- \$ Create an action plan that involves parent and student interactions
- \$ Advise people who are already financially literate of the need to spread their knowledge to others