



# PROJECT NEFE

"Working together to create a secure future for young Texans"

## *Tool Kit*

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*NEFE High School Financial  
Planning Program*

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Dear Friend and Colleague,

The Texas Credit Union Foundation's mission, "Empowering People To Improve Their Financial Well Being," and vision, "The Premier Resource For Building A Better Financial Future," reflect the commitment of our organization and of credit unions throughout Texas. We are honored to have you as a partner in this commitment!

We are pleased to offer this "Tool Kit" as a resource for reaching out to schools and your community with the NEFE High School Financial Planning Program.

In the kit, you will find proven tips for working with schools, pertinent facts and figures about financial literacy, sample letters to schools, as well as sample articles that may be reprinted for classroom or credit union use. You will also find a myriad of financial literacy resources through our partners, Jump\$tart and the National Youth Involvement Board.

We hope that this will assist you as you reach out to your community and schools with financial education curriculum and information. Remember, this information may be used not only in schools, but also with youth groups like Boy Scouts or Girl Scouts, church groups etc.

We will make additions and updates to this material as appropriate. You can find this Tool Kit and more information at our website, [www.tcuf.coop](http://www.tcuf.coop).

As you move forward, please remember to report your presentations and send us an update on what your credit union or organization is doing for financial education. A form is also included in the Tool Kit for your convenience or you may enter this online at our website. This also helps update our database so we can share best practices and highlight what your organization is doing!

If you have any questions, please feel free to contact us at 469-385-6443 or 1-800-442-5762 ext. 6443.

Sincerely,

Jill Pharr

Courtney Nickles

Staci Zale

# PROJECT NEFE

“Working together to create a secure future for young Texans”

**Launched in 2007, Project NEFE is a statewide collaborative led by the Texas Credit Union Foundation to bring the accredited High School Financial Planning Program (HSFPP) along, with comprehensive training, to schools across Texas free of charge.**

**Goal:**

To establish the new NEFE High School Financial Planning Program as the leading resource in Texas classrooms.

**What:**

The National Endowment for Financial Education’s High School Financial Planning Program has reached nearly five million students in all 50 states since its inception in 1984.

The 2006 revised edition is the result of over 18 months and thousands of hours of work by a team of professional educators. It is a seven-unit curriculum that teaches the basics of money management to young people at a time when they are developing habits and attitudes about money that will influence them for the rest of their lives.

The seven units of the program are: *Your Financial Plan: Where It All Begins*; *Budgeting: Making the Most of Your Money*; *Investing: Making Money Work for You*; *Good Debt, Bad Debt: Using Credit Wisely*; *Your Money: Keeping It Safe and Secure*; *Insurance: Protecting What You Have*; and *Your Career: Doing What Matters Most*. This practical and non-commercial program is available at no cost to all high schools throughout the country.

**Features:**

The fully revised NEFE High School Financial Planning Program is TEA-approved and meets all TEKS for a course including instruction in personal finance, which will be required no later than the 2008-2009 school year. Program materials are entirely FREE and feature complete lesson plans and an instructor’s guide with a supplementary CD; student guides for as many students as you need to accommodate; PowerPoint visuals; interactive web-sites for teachers, students, and parents; and performance-based assessments.

**Project Scope:**

1. Establish a *Project NEFE Network* comprised of Texas Credit Union Foundation staff, credit union professionals, Cooperative Extension educators and individuals who are passionate about financial education. The Network will assist with the promotion and delivery of the new NEFE High School Financial Planning Program through internal and external marketing, by training other individuals, and/or hands-on classroom instruction.
2. Equip the Network with all the necessary tools and information needed to conduct their own training programs and/or classroom instruction throughout the year.
3. Conduct “Train the Trainer” sessions around the state using the materials/resources provided by NEFE and the HSFPP.
4. Identify opportunities around the state to present or display the new NEFE program.
5. Watch the program spread throughout the Lone Star State!

**2007 Results:**

The Texas Credit Union Foundation’s Project NEFE program exceeded all benchmarks that were set at the beginning of 2007, including training over 4,500 individuals, counting credit union employees, educators, high school students, non-profit organizations, and community representatives. Other 2007 highlights include; 22 NEFE “Train the Trainer” sessions were conducted throughout Texas, over 82,400 copies of the curriculum were sent to Texas classrooms, the materials were presented at nine different events, and more than 100 credit unions, 35 organizations and 150 schools were trained on the program.

# PROJECT NEFE

"Working together to create a secure future for our young Texans"

## Network Members

Member	CU/Organization	City	Phone	Email
Kathy Crim	TDECU	Lake Jackson	979-297-1154	kcrim@tdecu.org
Elda Ostrowcki	Randolph-Brooks FCU	Universal City	210-945-3778	EOstrowski@rbfcu.org
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Deleonard Fincher	Texans	Dallas	972-348-2062	Deleonard_fincher@texanscu.org
Lamonda Johnson	DuPont Goodrich FCU	Nederland	409-727-2351	Lamonda.johnson@DUGOOD.org
Michelle Chatham	MacArthur HS/Aldine ISD	Houston Area	832-754-6910	mechatham@aldine.k12.tx.us
Erayne Gee Hill	Unity One FCU	Fort Worth	817-306-3106	ehill@unityonefcu.org
Jerry Lozier	Duncanville High School	Duncanville	972-708-6505	jlozier@duncanvilleisd
Joe Gonzalez	South Texas FCU	McAllen	956-686-9515	jgonzalez@stefcu.org
Danny Wilson	Texas Trust CU	Grand Prairie	972-595-1778	dwilson@texastrustcu.org
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## WHY YOUR ORGANIZATION SHOULD BE INVOLVED WITH FINANCIAL EDUCATION

- Texas Gov. Rick Perry signed HB 492 by Rep. Woolley (R-Houston) into law in June 2005. The Texas Credit Union Foundation and the Texas Jump\$tart Coalition worked with Legislators to garner support for this legislation. HB 492 by Woolley, effective September 1, 2005, adds financial literacy education to Texas high school curriculum as a prerequisite for graduation from any public or charter high school in the state.
- More than 5,775 high school students in 37 states took the Jump\$tart Coalition's 2006 Student Survey designed to measure 12<sup>th</sup> graders level of knowledge of personal finance basics. On average, the students answered 52.4% of the questions correctly, up marginally from 52.3% in the 2003-04 survey. (National Jump\$tart Coalition for Personal Financial Literacy)
- Teens surveyed by Teenage Research Unlimited reported spending 98% of their money, rather than saving it. (Teenage Research Unlimited, 2001)
- More young adults filed for bankruptcy than graduated from college in 2002. (US Department of Treasury)
- Young people are not only current and future members, but also consumers who control billions of dollars in economic activity. Recent studies have found that 41 percent of the US population is under 30 years old – 15 percent larger than baby boomers. ("Reach for the Stars in Youth and Young Adult Marketing" – Michael Millis, Soulstice Training)
- Of the youth who have credit union membership, 46 percent say their credit union is their primary financial institution. (Filene Research Institute – CUNA Marketing Council – NYIB – CUNA Market Research – CUNA Mutual Group)
- University administrators state that they lose more students to credit card debt than to academic failure. (Utah Mentor, 2003; The Voice Digital News, 2003)
- According to the Federal Reserve and National Bankruptcy Institute Report, more than 70% of college undergraduates have credit cards; most have multiple cards with an average balance of \$2,748 while 20% of college undergraduates who carry balances have debt of more than \$10,000.
- 45% of college students are in credit card debt, the average credit card debt being \$3,066. (Senate Resolution 48, 2003)
- Only 21% of students between the ages of 16 and 22 say they have taken a personal finance course through school. (Youth and Money Survey, ASEC, 1999 and/or 2001)
- The US has recently seen an over 50% increase in bankruptcies among people under age 25 (fastest growing age range for bankruptcies). Bankruptcy filings for this age group were at an all time high in 2000, numbering almost 150,000, which is a tenfold increase in just five years. (Teenage Research Unlimited, 2001)

(over)

# FINANCIAL EDUCATION RESOURCES FOR YOUR ORGANIZATION

Please take the time to visit the websites below to learn more about the additional resources available to your organization to assist with your financial education initiatives:

NEFE High School Financial Planning Program – [hsfpp.nefe.org](http://hsfpp.nefe.org)  
TCUF “Train the Trainer” Sessions and Financial Education Grants – [www.tcuf.coop](http://www.tcuf.coop)  
Texas Jump\$tart Coalition for Personal Financial Literacy – [www.txjumpstart.org](http://www.txjumpstart.org)  
Texas Cooperative Extension – [texasextension.tamu.edu](http://texasextension.tamu.edu)  
Jump\$tart Coalition Clearinghouse – [www.jumpstartclearinghouse.org](http://www.jumpstartclearinghouse.org)  
Junior Achievement Student Center – [studentcenter.ja.org](http://studentcenter.ja.org)  
National Jump\$tart Coalition’s Reality Check - <http://www.jumpstart.org/realitycheck>  
National Youth Involvement Board – [www.nyib.org](http://www.nyib.org)  
CUNA’s Youth Initiatives - [www.cuna.org](http://www.cuna.org)  
CUER’s Consumer Education Modules – [www.cuer.coop](http://www.cuer.coop)  
Federal Government's Financial Education Website - <http://www.mymoney.gov/>  
Financial Calculators - [www.bankrate.com](http://www.bankrate.com) and [www.myfico.com](http://www.myfico.com)

I encourage you to share this information with others in your organizations or with your Board of Directors. For more information about the Foundation’s efforts to provide financial education programs to Texans of all ages, please contact Courtney Nickles, Texas Credit Union Foundation Associate Director at 1-800-953-TCUF.



## Tips on Gaining Access to Schools and Teachers

By Dawn Lindley, Virginia Credit Union League

- **First: Contact your local cooperative extension agent!** Find out if she (or he) is already in the schools. If she is, it may be a simple matter of offering to help them present their program. If she isn't, it may be something she has been meaning to get to but simply has not had the time/resources. If that's the case, your phone call will sound like an angel band! Just the fact that you have contacted them will automatically put you on their list as a potential volunteer. If they are NOT already in your schools or NOT interested in teaching financial literacy -- ask them if there is a teacher or administrator you should talk to.
- **If you have no luck with your cooperative extension agent, approach the person at the school you feel most comfortable approaching** -- if you know a teacher, talk with them and find out who might be receptive to a financial literacy effort in their school. If you know a teacher at ANY school, ask them if they know someone at the school you're interested in approaching.
- **If you don't know a teacher, start with either the superintendent or the principal of the school.** Some people feel more comfortable starting with a letter of introduction and following up with a phone call. (See attached sample letter.)
- **If you don't get response from the Superintendent or the Principal, find out who the FBLA (Future Business Leaders of America) club leader is.** FBLA club leaders will many times become a champion for you -- as their goals and your goals are similar. Other potential contacts are leaders for Distributed Education programs, 4-H programs and the Family, Career and Community Leaders of America (FCCLA).
- **Make sure you find out how the NEFE program adheres to the Standards of Learning for your state.** (Perhaps your League rep has this information? I know we do!) Once you find out, you have a great document for showing teachers that you can help them achieve their goals. Teachers are so pre-occupied with meeting Standards of Learning that many times they will ignore everything and everybody that have nothing to do with them.
- **When you do get to talk with someone:**
  - Thank them for taking the time to talk with you.
  - Make sure you take at least two copies of the informational packets. Be prepared to leave them behind, along with at least two of your business cards.
  - Tell them you can get as many student guides and instructor guides as needed at NO COST - *magic words*
  - Tell them that the program is flexible enough to be taught in a variety of different ways by showing them the different learning methods in the book.
  - Tell them your credit union/organization is flexible: you can train-the-teachers, train along side them, or be the instructor to the students.
  - You can customize the program to their needs
  - If you have prior presenting experience, mention it.
  - Leave behind the document that shows how the NEFE program adheres to their Standards of Learning
    - If you are with a credit union, be sure to mention that credit unions are non-profit financial cooperatives interested in improving our communities.
    - Tell them that you will NOT be promoting your credit union/organization. You are here as a resource for improving financial education, not to sell anybody anything.

- **After talking with the person:**
  - o Send them a thank you note and enclose your business card
  - o After the thank you note, follow up with a phone call asking them if they have had time to review the material yet.
  
- **When you get "the nod" to present:**
  - o Work with the teacher on how you can best help.
  - o Prepare, prepare, prepare!
  - o Have enough active learning stuff prepared to make it fun.
  - o Tell the teacher what you intend to do.
  - o You will know by the time you leave the school on the first presentation if you were a "hit". If you are a hit, word will spread like wildfire -- and as time goes by you will find that you will have your hands full.
  - o **\*\*Don't say NO.\*\*** Once you do, the interest dies down. If your credit union/organization does not have the time to give a presentation, call other credit unions in the area, locate a cooperative extension agent in the area or look to your co-workers and see if you can find a sub.
  - o Keep your presentations alive by partnering with local business people (car dealers, insurance agents, human resources experts, financial institutions, financial planners etc.) New faces are always welcome in the classroom.
  - o If you do bomb out... that's OK. You got it out of the way and you will have a better feel for what to do next time. Don't give up!

**Executive Director**  
Laura Levine

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## **MAKING THE CASE FOR FINANCIAL LITERACY— 2005**

A collection of personal finance statistics gathered from other sources.

### **Financial Literacy Education**

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#### **Adults and Parents:**

1. The 2004 annual back-to-school survey from Visa USA found that:

- 56% of parents believe high school graduates are totally unprepared to manage their personal finances responsibly.
- Only 30% of parents said their child's high school offered a course on practical money skills.
- 78% of parents said their high school student does not have a budget.
- 57% of parents put no restrictions on how their child can spend the money they are given.
- Over half of the parents surveyed, 62%, require their teens to save at least some of what they earn.
- Out of parents surveyed, 53% said their children generally spend the money they earn on food and entertainment.
- Only 37% of parents said their family will have an itemized back-to-school budget, 61% will not.

[Visa USA, *Visa USA Back to School Survey Shows Sex, Drugs and Money Management Top Issues Parents Discuss with their High School Students*, August 3, 2004, <http://www.practicalmoneyskills.com/english/presscenter/releases/080304.php>]

2. A survey conducted by FleetBoston in September 2003 found that:

- Only 27% of respondents feel very well informed about managing household finances.
- Among parents with children five or older, only 26% feel well prepared to teach their kids about basic personal finances.
- Fewer than half of respondents feel they are a good role model for their children regarding saving and spending.

[FleetBoston, *Smarter Decisions With Fleet National Survey*, September 2003, <http://www.cbanet.org/SURVEYS/literacy/WEB%20FINAL%202004%20Financial%20Literacy%20Survey%20Report.pdf>]

3. A 2003 Financial Educational Survey done by Capital One and Consumer Action found that:

- While nearly 70% of the parents surveyed said that they have talked to their teenagers about money.
- More than 70% of parents say they have spoken with their teens about credit and using credit cards wisely, while less than 44% of the teenaged children of those respondents say their parents have talked to them about credit cards.
- More than half of the parents said they think their teens' knowledge of money management is good to excellent but only 20% of the teens in question agree.

[Capital One and Consumer Action, *Financial Educational Survey*, October 23, 2003, <http://phx.corporate-ir.net/phoenix.zhtml?c=70667&p=irol-newsArticle2&ID=462192&highlight=parents>]

1. An online survey commissioned by Northwestern Mutual in the fall of 2003 reveals:
  - 43% of parents believe that schools should be doing more to educate kids about money.
  - Almost half of all parents say they don't set a good example when it comes to handling their own money and are not capable of properly teaching their children.
  - 70% of parents say that most kids in the US today feel a sense of entitlement- that they just expect to have whatever it is they want whenever they want it.
  - Saving versus spending was talked about in 57% of homes. Fewer than 40% of parents said they talked about credit cards, loans and debt, and their own family finances with their kids. Even less talked with their children about how to invest their money.

[Northwestern Mutual, *Teaching Kids About Money Parent Survey Summary, Kids Learn Money Lessons Early at Home, But Parents Lack Confidence as Role Models, Survey Shows*, October 2003, [http://www.nmfn.com/tn/aboutnet--nm\\_nr\\_kids](http://www.nmfn.com/tn/aboutnet--nm_nr_kids)]

## **Students:**

1. The 2003 annual back-to-school survey from Capital One found that:
  - 87% of college students and 90% of high school students rely on their parents for financial guidance.
  - 98% of college students and 90% of high school students say they have learned about money management through their own experiences with money. Additionally, 53% of collegians and 43% of high school students claim to have learned something about money management through talking with friends.
  - 70% of college students surveyed say their parents have not given them tips or advice about spending wisely while shopping for school supplies.
  - Capital One's survey found more than 70% of middle school and high school students say they perform odd jobs to earn extra money. Additionally 72% of college students have a regular full or part-time job.

[Capital One, *Capital One's Annual Back-to-School Survey Reveals Family Falling Short as Key Source for Students' Financial Know-How*, July 29, 2003 <http://phx.corporate-ir.net/phoenix.zhtml?c=70667&p=irol-newsArticle2&ID=436171&highlight=parents>]

2. The 2004 annual back-to-school survey from Capital One found that:
  - More than 81% of high school and middle school students expect their parents to join them on back-to-school shopping trips, but nearly 85% say their parents have not taken the time to discuss their back-to-school finances with them.
  - Nearly 60% of parents plan to spend more than \$125 per child, but only 20% have discussed a back-to-school budget with their child.

[Capital One, *Capital One's Back-to-School Survey Shows Annual Shopping Excursions are a Missed Opportunity for Parents to Help Kids Pass the Financial Education Test*, July 19, 2004, <http://phx.corporate-ir.net/phoenix.zhtml?c=70667&p=irol-newsArticle2&ID=592381&highlight>]

## Other:

1. 100% of banks responding to the 2004 Consumer Bankers Association's survey said they sponsor financial literacy programs and/or support such efforts through partnerships, with 89% supporting public school education and 50% supporting college programs.

[Consumer Bankers Association, *2004 Survey of Bank-Sponsored Financial Literacy Programs*, April 2004, <http://www.cbanet.org/SURVEYS/literacy/WEB%20FINAL%202004%20Financial%20Literacy%20Survey%20Report.pdf>]

2. Thirty-eight states reported personal finance standards in 2004, up from 31 states in 2002. Twenty-one states required explicitly that the standards must be implemented.

[The National Council on Economic Education, *NCEE 2004 Survey of The States*, <http://www.ncee.net/about/survey2004/NCEESurvey2004web.pdf>]

3. Seven states, up from four in 2002, made personal finance a requirement for high school graduation in 2004. Nine states require testing in personal finance.

[The National Council on Economic Education, *NCEE 2004 Survey of The States*, <http://www.ncee.net/about/survey2004/NCEESurvey2004web.pdf>]

## American Kids and Teenagers

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1. American children, teens and young adults (ages 8-21) earned about \$211 billion in 2003, down from \$231 billion in 2002. Survey results show that this group is spending at a rate of approximately \$172 billion per year and is saving at a rate of \$39 billion per year.

[Harris Interactive, *Generation Y Earns \$211 Billion and Spends \$172 Billion Annually*, September 3, 2003, <http://www.harrisinteractive.com/news/allnewsbydate.asp?NewsID=667>]

2. In 2004, Teens are projected to spend \$169 billion, averaging \$91 per week.

[Teenage Research Unlimited (TRU), *TRU Projects Teens Will Spend \$169 Billion In 2004*, December 1, 2004, [http://www.teenresearch.com/PRview.cfm?edit\\_id=287](http://www.teenresearch.com/PRview.cfm?edit_id=287)]

3. Teens aged 12-17, numbered at over 25 million in 2004, are a formidable consumer market with considerable spending power. Teen spending [is expected] to reach \$124 billion in 2004, up 45% from 1999 levels.

[Intel International Group Ltd., *Teen Consumer – US*, December 1, 2004, <http://www.marketresearch.com/browse.asp?categoryid=1446&SID=14101023-314839654-303249529>]

4. The average adolescent spends about \$264 a month.

[Coinstar Inc., *First Coinstar Teens Talk Poll Reveals Adolescents Spend At Least \$264 Each Month*, September 30, 2003, <http://www.coinstar.com/US/PressReleases/453946?OpenDocument>]

5. 10% of teens 12-19 have their own credit card; 38% believe credit card use should be limited to adults only.

[Teenage Research Unlimited (TRU), *Teens Cautious, but Curious, about Credit Cards*, November 22, 2004, [http://www.teenresearch.com/PRview.cfm?edit\\_id=280](http://www.teenresearch.com/PRview.cfm?edit_id=280)]

6. Just 5% of teens claim it's okay to have credit card debt, and only 3% say it's acceptable to make credit-card purchases without having the money to pay off the full monthly bill.

[Teenage Research Unlimited (TRU), *Teens Cautious, but Curious, about Credit Cards*, November 22, 2004, [http://www.teenresearch.com/PRview.cfm?edit\\_id=280](http://www.teenresearch.com/PRview.cfm?edit_id=280)]

7. Fully 71% of teens report learning about money management from parents, and 35% say they've learned about the topic in school.

[Teenage Research Unlimited (TRU), *Teens Cautious, but Curious, about Credit Cards*, November 22, 2004, [http://www.teenresearch.com/PRview.cfm?edit\\_id=280](http://www.teenresearch.com/PRview.cfm?edit_id=280)]

## Undergraduate and Graduate Students

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1. 55% of college students acquire their first credit card during their first year in college, and 83% of college students have at least one credit card. 45% of college students are in credit card debt, with the average debt over \$3,000.

[Senator Akaka, *Credit Card Minimum Payment Warning Act*, May 21, 2004, <http://akaka.senate.gov/~akaka/speeches/2004521A11.html>]

2. 72% of college students have a regular full or part-time job.

[Capital One, *Capital One's Annual Back-to-School Survey Reveals Family Falling Short as Key Source for Students' Financial Know-How*, July 29, 2003 <http://phx.corporate-ir.net/phoenix.zhtml?c=70667&p=irol-newsArticle2&ID=436171&highlight=parents>]

3. In 2003, three quarters (75%) of college students (ages 18-24) maintained jobs, earning \$645 per month on average. A fifth (20%) secured on-campus jobs and four in ten (42%) spent school breaks working. Mom and Dad kicked in too, contributing another \$154 to a student's monthly income. All told, students spend more than \$13,000 per year, 19% of which is discretionary. That adds up to a substantial \$211 per month of discretionary spending.

[Harris Interactive, *360 Youth College Explorer Study*, Fall 2003, <http://www.harrisinteractive.com/news/allnewsbydate.asp?NewsID=835>]

4. A 2003 Credit Card Usage Among Graduate Students Analysis by Nellie Mae includes the following:

- The average credit card debt among graduate students who carry cards is \$7,831 per student, a significant increase of 59% over 1998's average debt of \$4,925.
- Median credit card debt has increased a somewhat less dramatic 32%, from \$2,834 to \$3,730, since 1998.
- Consistent with 1998 and up from 2000, graduate students carry an average of six cards each, and 96% of all graduate students carry credit cards.
- Graduate students accrue more than twice the average balance of final-year undergraduate students: \$7,831 vs. \$3,262.
- Forty percent of graduate students with cards have average balances exceeding \$6,000, and 15% of graduate students have credit balances exceeding \$15,000, more than twice as many as in 1998.
- Graduate business students accumulate the most credit card debt, with an average balance of \$11,585.

[Nellie Mae, *Credit Card Usage Among Graduate Students*, May 2004,  
[http://www.nelliemae.com/library/ccstudy\\_2003.pdf](http://www.nelliemae.com/library/ccstudy_2003.pdf)]

## American Families

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### Saving and Investment:

1. Nearly six out of 10 Americans are trying to make changes in their financial situation so they'll have enough income when they retire.

[FleetBoston, *Smarter Decisions With Fleet National Survey*, September 2003,  
<http://www.cbanet.org/SURVEYS/literacy/WEB%20FINAL%202004%20Financial%20Literacy%20Survey%20Report.pdf>]

2. Personal savings as a percentage of personal income decreased from 7.5% in the early 1980s to 2.3% in the first three quarters of 2003.

[Senator Akaka, *Financial Literacy Month Resolution*, March 9, 2004,  
<http://akaka.senate.gov/~akaka/speeches/2004311559.html>]

3. Between 25,000,000 and 56,000,000 adults are unbanked, i.e., not using mainstream, insured financial institutions.

[Senator Akaka, *Oversight Hearing on Financial Education and Literacy: The Federal Government's Role In Empowering Americans to Make Informed Financial Decisions*, March 30, 2004, <http://akaka.senate.gov/~akaka/speeches/2004330A20.html>]

4. In a 2003 survey, the median reported value of all household retirement savings was only \$40,000, and 25% of those surveyed had no retirement account at all. Only 47% of Americans are either somewhat or very confident that they will have saved enough for retirement.

[Merrill Lynch, *Retirement Preparedness Survey*, August 2003,  
[http://ml.com/index.asp?id=7695\\_7696\\_8149\\_8688\\_8570\\_5868](http://ml.com/index.asp?id=7695_7696_8149_8688_8570_5868)]

### Debt:

1. The percentage of income used for household debt payments, including mortgages, credit cards, and student loans, rose to the highest level in more than a decade in 2001 and remained above 13% in 2003.

[Senator Akaka, *Financial Literacy Month Resolution*, March 9, 2004,  
<http://akaka.senate.gov/~akaka/speeches/2004311559.html>]

2. Revolving Debt, mostly comprised of credit card debt, has increased from \$54 billion in January 1980 to more than \$780 billion in November 2004. A U.S. Public Interest Research Group and Consumer Federation of America analysis of Federal Reserve data indicates that the average household with debt carries approximately \$10,000 to \$12,000 in total revolving debt and has nine credit cards.

[Senator Akaka, *Credit Card Minimum Payment Warning Act*, February 16, 2005,  
<http://akaka.senate.gov/~akaka/speeches/2005216428.html>]

3. According to the Daily Bankruptcy News, consumer debt is now equal to 110% of disposable income. Ten years ago, it was 85%, and 20 years ago, it was 65%.

[Senator Akaka, *Credit Card Minimum Payment Warning Act*, May 21, 2004,  
<http://akaka.senate.gov/~akaka/speeches/2004521A11.html>]

4. If average 2004 back-to-school expenses of \$3,389 are charged on a credit card and only the minimum monthly payment is made, it will take 39.5 years to pay off and cost an additional \$9,098 in interest payments. (Using an 18% interest rate and a monthly minimum payment of 2%.)

[Myvesta Organization, *Consumers Paying Slightly More For Back-To-School Expenses*, August 12, 2004, <http://myvesta.org/news/releases/081204PRBackToSchool.htm>]

5. The average revolving balance, among individuals with at least one credit card, is now \$3,815, with households in the \$75,000 to \$100,000 income bracket carrying the heaviest load of nearly of \$8,000 per person.

[CardWeb.com, *Card Debt*, April 2004,  
<http://www.cardweb.com/cardtrak/pastissues/april2004.html>]

6. The new Gallup Poll of 1,000 consumers conducted in early April [2004] revealed that among Americans who have credit cards, the average number they own is 3.6, about the same as what Gallup measured in April 2001 and April 2002.

[CardWeb.com, *Card Debt*, April 2004,  
<http://www.cardweb.com/cardtrak/pastissues/april2004.html>]

7. Gallup found that 60% of Americans revolve balances, and that the number of convenience users who "always pay-off in-full" has declined over the past three years from 42% to 37%.

[CardWeb.com, *Card Debt*, April 2004,  
<http://www.cardweb.com/cardtrak/pastissues/april2004.html>]

8. At the end of 2004, Americans carried 657 million bank credit cards, 228 million debit cards, and 550 million retail credit cards in their wallets. At the current rate of growth, the number of payment cards in the U.S. should hit 1.5 trillion by the end of this year.

[CardWeb.com, *Cards Galore*, February 25, 2005,  
<http://www.cardweb.com/cardtrak/news/2005/february/25a.html>]

9. Americans shelled out more than \$24 billion in credit card fees last year [2004], an 18% jump over the previous year.

[CardWeb.com, *Fee Party*, January 13, 2005,  
<http://www.cardweb.com/cardtrak/news/2005/january/13a.html>]

## **Bankruptcies, Defaults and Foreclosures**

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1. Consumer bankruptcy filings in 2003 hit a record of nearly 1.7 million, or an average of nearly one in every seven households over the past decade. The bad debt costs the average U.S. family more than \$500 annually through higher consumer prices.

[National Retailers Federation, *Retailers: Attach Bankruptcy Reform to Ag Bill*, January 28, 2004,  
<http://www.nrf.com/content/default.asp?folder=press/release2004&file=bankruptcyag0104.htm&hcp=1>]

2. Personal bankruptcies nearly doubled in the past decade, including more than 1.6 million people who filed for personal bankruptcy in fiscal year 2003.

[Senator Akaka, *2nd Annual Hawaii Economic and Financial Literacy Conference*, November 4, 2004, <http://akaka.senate.gov/~akaka/speeches/2004B17817.html>]

*Updated March, 2005*

# How To Recruit Teachers for the NEFE High School Financial Planning Program®

for Credit Union Volunteers

*"As a business teacher, I appreciate your efforts in making personal money management realistic for our high school students."*

-- Colorado teacher

**1. Identify prospects.** The NEFE High School Financial Planning Program (HSFPP) is appropriate for all high school students and can be successfully integrated into subjects such as economics, math, consumer/life sciences, and social studies. It is written at an eighth-grade reading level. Contact NEFE (303-224-3510; eas@nefe.org) to see if any teachers in your area have asked for volunteers to help teach the program or to add your name to the volunteer list. To find new candidates, consider teachers your child has had, ask parents for suggestions, and seek leads at PTA/PTO meetings.

**2. Prepare your case.** Demonstrate your willingness and ability to teach by summarizing program content and making the following points:

- Youth financial illiteracy is rampant (share "What 12th-Graders Don't Know");
- The HSFPP puts curriculum concepts into a real-life context;
- HSFPP classroom materials and team-teaching assistance are provided as a public service at **no** charge;
- The HSFPP does **not** sell financial services or promote specific institutions;
- The HSFPP develops students' decision-making abilities, sense of financial responsibility, and long-term confidence about money management (share "Key Findings of the NEFE HSFPP Evaluation"), helping them avoid excessive debt, bankruptcy, and related social problems such as divorce;
- HSFPP content is regularly subject to expert review and updating; and,
- The HSFPP can be covered in as little as 10 hours of total class time.

**3. Present your case.** Make an appointment with the prospective classroom teacher with sufficient time (20 to 30 min.) to explain the program's benefits. Start with an overview of the HSFPP's scope and connect its content to the teacher's subject matter and state curriculum standards as clearly as possible. Establish your qualifications (both formal and informal) to teach the material. Offer to speak with anyone else who would be involved in the decision to use the HSFPP. (This will vary among school districts. Many teachers have the authority to add the HSFPP to their curriculum on their own. Others might need the approval of a department head, the principal, or even the school board. In any case, follow the teacher's lead.) Leave behind supporting material—the HSFPP information packet, which includes the "Key Findings" summary.

*"I am excited about the HSFPP -- it covers about 20 chapters in our textbook in easy 'user-friendly' units."*

-- Kentucky teacher

**4. Follow up.** At the first meeting, set a time for a follow-up contact and stick to it. Make yourself available for meetings with the administration, if necessary. The timing of your initial contact and the degree of the teacher's interest will determine when you can implement the HSFPP in the class.

# How To Team-Teach the NEFE High School Financial Planning Program® for Credit Union Volunteers

**KEYS** to team-teaching NEFE's High School Financial Planning Program (HSFPP) successfully:

- Review the material and lesson plans with the classroom teacher;
- Cover all units in their entirety, including completion certificates;
- Allow student's and teacher's questions and interests to guide discussions;
- Customize your presentation with contemporary, local references and data;
- Report each completed course to the National Youth Involvement Board (NYIB, see "How To Get Involved"); and,
- Serve as a consultant and guest speaker for classroom teachers who are willing and able to take over teaching the program on their own.

What you **CAN** do while team-teaching the HSFPP:

- 👉 Identify yourself as a credit union staff person or volunteer;
- 👉 Explain what a credit union is and how it differs from a bank;
- 👉 Use credit union sample checks, loan forms, etc. in class when appropriate; and,
- 👉 Identify your credit union as a program sponsor by affixing a logo-and-name sticker or by stamping or imprinting your credit union ID on Student Guides.

What you **CAN'T** do while team-teaching the HSFPP:

- 👉 Recommend specific financial services;
- 👉 Recruit for your credit union or disparage competing institutions; and,
- 👉 Distribute membership applications or product advertising.

What you **SHOULD** do while team-teaching the HSFPP:

- ☑ Inform local and school media of your involvement, using the Sample Press Release;
- ☑ Include a description of your involvement in your credit union's Statement of Commitment to Members;
- ☑ Encourage your peers at chapter and other meetings to team-teach the HSFPP, perhaps as a cooperative chapter project;
- ☑ Work with a Cooperative Extension educator in your area to recruit and train teachers and classroom volunteers (contact [pheckman@cuna.com](mailto:pheckman@cuna.com) for help in locating an extension educator); and,
- ☑ Renew your commitment each school year.

***We are very impressed with this program. Next year, we plan to expand your program and use it in more of our classes.***

-- Wisconsin teacher

***"I set money goals for the next 10 years."***

-- Texas student

PO BOX 720207  
Dallas, TX 75372

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# WOMEN'S SOUTHWEST FEDERAL CREDIT UNION

Date

Dallas Can Academy  
4621 Ross Ave  
Dallas, TX 75204

Dear Administration,

The Women's Southwest Federal Credit Union is excited about serving the needs of its community. We are aware that over the past decade, credit card debt among 18-24 year olds has risen by 104 percent. Often young adults find themselves overwhelmed trying to understand and organize their finances. The Jump\$tart Coalition for Personal Financial Literacy determined that the average student who graduates from high school lacks basic skills in the management of personal financial affairs. Many are unable to balance a checkbook and most simply have no insight into the basic survival principles involved with earning, spending, saving and investing.

We want to help you confront this escalating dilemma by offering your students a free financial education session. In this session, we use the National Endowment for Financial Education (NEFE) High School Financial Planning Program (HSFPP) curriculum that educates high school about credit, debt, and the risk of misuse. We also teach some basic financial terms, check writing and balancing. We are elated about the opportunity to help you prepare our youth for what lies ahead. Please contact Mareka or Teri at (214) 887-0700 so that we can set up a time to meet and review the curriculum, as well as, discuss the particulars on how we can get the NEFE program implemented in your classrooms. Thank you so much for your time and concern for your students.

Together, we can improve the financial literacy of young Texans and empower them with the tools they need to make wise financial choices and avoid financial hardship!

Teri Portillo  
Manager/CEO  
Office: 214-887-0700  
Fax: 214-887-0099

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DATE

Name of Superintendent  
Superintendent  
DISTRICT  
ADDRESS  
CITY, STATE ZIP

Dear NAME:

Please find enclosed the information that you requested concerning the NEFE Program. You will find for your convenience a student handbook and a brochure on this outstanding program.

Several schools and districts are currently using this program. The convenience and benefits of the program are:

- As many student handbooks and teacher manuals can be ordered completely free
- This program can be used for any length of time that the teacher wishes such as a one-week, six-week or semester curriculum.
- The teacher handbook can easily be taught by a student teacher and has been used many times for that specific reason. It is very detailed but yet extremely simple to instruct and understand
- This program is completely free to the schools and district

I am sure after you have had a chance to review you will agree as well that this is a phenomenal teaching tool. Please give me a call and let me know if you, or any of your schools need to order any information and I will take care of the ordering process for you. If you need additional handbooks to show or demonstrate to your staff or teachers, please let me know and I will make arrangements to deliver those to you.

Thanks you for your time and I look forward to hearing from you soon.

Sincerely,

Kathy Crim  
Director Member Education  
Texas Dow Employees Credit Union  
979-299-3603  
kcrim@tdecu.org

# Credit Union Letterhead

Date

Mr. Superintendent  
County Superintendent of Schools  
County Administrative Building  
PO Box XXX  
My Area, Virginia 22973

Dear Mr. Superintendent:

In 2001-2002, more young people filed bankruptcy than graduated from college. Even scarier, only 32% of kids learn about money from their parents. XXX Credit Union is committed to working with schools in our area to promote financial education. As a non-profit financial cooperative, we aim to improve our community one student at a time!

Enclosed are two information sets for the *NEFE High School Financial Planning Program*. Please take a few moments to peruse this well-established curriculum. There are several ways we can help. We can provide:

- All the student and instructor guides needed at no cost.
- Expert volunteers to work in the classroom alongside teachers to help facilitate the program.
- Introductory programs for teachers to introduce the curriculum and show them different ways to implement the curriculum.

Please let me know when you might have the time to talk more about partnering on this. I would love to sit down and talk about how this curriculum can help support the Standards of Learning (SOLs) that all educators are focused on now.

I am very excited about the prospect of working with County Schools in the near future. One of our oldest and dearest mottos is: “*for people, not for profit*”, we have nothing to sell or promote other than financial responsibility for making a stronger community.

Sincerely,

My Name  
Job Title  
XXXX Credit Union  
Phone Number  
Email



# **BACK TO SCHOOL WITH TDECU**

Texas Dow Employees Credit Union is proud to welcome back our teachers and faculty for the 2007-08 school year. To make sure you are on the right bus, TDECU has many things to offer to you the educator both personally and for your classroom.

As a leader in financial education and with the Legislator passing HB 492 we are here to help you implement financial education into any classroom or grade level. We have a variety of materials that can help reach all your students learn the right way to financial freedom before they adopt bad habits and or become victims of poor money management.

Our Financial Education Director, Kathy Crim, is available full time to meet you and come to you to instruct your students at any time in the comfort of your classroom with these materials. This service is free of charge and TDECU hopes you will take full advantage of this service. She covers such things as credit, budgeting, career tips, check writing fundamentals, the importance of saving and spending wisely and much more.

**SO GIVE HER A CALL TODAY TO SET UP A TIME WHEN SHE  
CAN COME TO YOUR CLASSROOM.**

**KATHY CRIM  
DIRECTOR OF EDUCATION  
TEXAS DOW EMPLOYEES CREDIT UNION  
979-299-3603-OFFICE 979-417-1798 CELL  
KCRIM@TDECU.ORG**



## **FINANCIAL EDUCATION ARTICLES**

*Courtesy of the LoneStar Leaguer, an online publication of the Texas Credit Union League*

### **YOUNG ADULTS TAPPED OUT FINANCIALLY, AUTHOR SAYS**

Young adults may very well represent an important demographic to marketers, but according to a new book, "*Strapped: Why America's 20- and 30-Somethings Can't Get Ahead*," 60 percent of those in the group are struggling financially. Student debts, depressed wages, and soaring health-care and housing costs are among the reasons that young adults face a "crippling financial situation," according to author Tamara Draut.

"Student loans are now \$20,000 on average," Draut – director of the Economic Opportunity Program at a public-policy research and advocacy organization in New York – tells *InvestmentNews.com*. "It has a big impact on a student's decision where - and if - to go to school, and many are not getting the level of education they want or need to compete economically."

Draut further states, "it's becoming harder for this generation to work or educate their way into middle class." Financial planners, Draut says, will need to help 20-and 30-somethings navigate the "tension between paying off their debt and the need to start saving."

Jill Pharr, executive director of the Texas Credit Union Foundation (TCUF), says she's confident that young adults – armed with the right information - would make wiser financial choices. She encourages credit unions to continue their efforts in bringing much-needed financial education into their schools and communities.

The National Endowment for Financial Education (NEFE) offers a free curriculum in partnership with America's Credit Unions and state credit union foundations. The High School Financial Planning Program was recently revised and meets Texas state requirements for financial literacy curriculum, adds TCUF Associate Director Courtney Nickles, who coordinates all of the foundation's financial education initiatives.

"We offer free train the trainer classes to credit union volunteers, teachers and community groups," says Nickles. Incorporating this information in member outreach, schools and other community outreach programs will help young adults as they learn to manage their money. For more information, go to [www.tcuf.coop](http://www.tcuf.coop).

### **OPRAH CHALLENGES CONSUMERS TO GO ON DEBT DIET**

America's quest to keep up with the Jones' is putting U.S. families in crisis, and Oprah Winfrey is challenging America to go on a debt diet. On Monday's program (the first in a three-part series), Winfrey invited several money experts to talk about this growing problem, and offer suggestions on how Americans can improve their financial conditions. One expert compared America's debt problem as being of the same magnitude as obesity – with the only difference being, you can conceal your debt problems.

But if living under a mountain of debt is not how you want to live your life – if you want to live better and not owe your life to creditors, Winfrey challenges viewers to change their habits; make the necessary sacrifices to get out of debt.

The TV personality is offering consumers on her web site at [www.oprah.com](http://www.oprah.com) a step-by-step plan to get out of debt. Experts on last night's program agreed that the following four steps could help eliminate debt and improve their financial circumstances:

- Calculate debt
- Track Spending
- Learn the credit card game (i.e. double minimum payment; renegotiate interest rates, etc.)
- Stop spending

"While these may seem like simple enough steps to follow, many consumers struggle," says Texas Credit Union Foundation (TCUF) Executive Director Jill Pharr. "We live in a society where a lack of cash is never a deterrent for excessive spending. Credit is easily accessible and often times consumers don't even realize how much they are spending."

Pharr points out that the Foundation is focused on helping change consumer habits with regard to money and credit unions, she says, are the vehicle for pushing this message out to the seven million credit union members and the millions more that could benefit from a credit union relationship.

"Credit unions are in a position to help their members live a more solvent life, enjoy today and also save for tomorrow," adds Pharr. The Texas Credit Union Foundation assists credit unions achieve their community outreach mission through partnerships, shared resources and grants targeted toward financial education initiatives.

## **KNOWING YOUR WEAKNESSES COULD HELP YOU DIG OUT OF DEBT**

Are you among the 10 percent of cardholders that carries a credit card balance in excess of \$10,000? Do find yourself using your credit cards to make ends meet? If you're up to your eyeballs in credit card debt, Gail Cunningham, vice president of business relations at Consumer Credit Counseling Service of Greater Dallas, advises *Bankrate.com* readers to take a step back and recount their money missteps.

Knowing your weaknesses, she says, could not only help you get out of debt, but also prevent you from falling back into the bad credit pit. The following are 10 bad habits that can lead to financial disaster:

- Misusing balance transfers
- Not checking credit reports -- you can't change them anyway
- Failing to alert creditors about a financial hardship
- Thinking of "budget" as a dirty word
- Using retail store credit cards to make use of discounts
- Procrastinating on creating an emergency fund
- Paying bills in no particular order
- Charging purchases instead of paying in cash or with a debit card
- Making credit payments late
- Making the minimum payment only

Courtney Nickles, associate director with the Texas Credit Union Foundation (TCUF) says Texas credit unions have an incredible opportunity to educate their members and young people with financial education programs aimed at developing good financial habits early on.

Nickles, who also serves on the Board of Directors for Texas Jump\$start, encourages anyone to search the Jump\$start clearinghouse at [www.txjumpstart.org](http://www.txjumpstart.org) to find financial information, programs, curricula and presentations which can be used to educate and retain your members.

"The partnership between the foundation and the Texas Jump\$start Coalition gives credit unions and their members access to the latest and most comprehensive financial education database in existence," Nickles adds.

## FINANCIAL EDUCATION WEB SITE PROVIDES VALUABLE RESOURCES

It's never too early or too late to start saving for life goals. To help individuals achieve financial well-being, there's a Web site which reaffirms that no matter what stage of life a person may be experiencing, now is the best time for them to get smart about money. The National Endowment for Financial Education (NEFE) has created [www.smartaboutmoney.org](http://www.smartaboutmoney.org) to help consumers cope with the many financial challenges they will face in their lifetime, by providing a wide variety of practical, unbiased and dependable personal finance resources.

"Americans increasingly are expected to be self-reliant in handling their own financial situations. We are confident that they're up to the task, given appropriate information and the right tools to apply to managing their money," says Ted Beck, president and CEO of the Colorado-based NEFE. "The *Smart About Money* Web site is a beneficial tool that can help everyone get to that point of financial independence."

The Web site supports people at some of the most critical moments in their lives by offering numerous materials to aid them in gaining control of their finances. Moments of personal transition—starting a new job, buying a home or saving for a child's college education—require individuals to make difficult financial decisions. The *Smart About Money* Web site provides sound advice that applies to many money-management challenges, covering everything from getting out of debt to saving for the future. Among the resources found on the site are:

- A list of "10 Basic Steps to Getting Smart About Money," offering information on how to save, spend and budget wisely every day. Worksheets also are available to facilitate these steps.
- A financial assessment that helps people identify their most important needs.
- The NEFE Financial Literacy Resource Center, which allows consumers to search for materials that address their specific money-management concerns, including everything from teaching kids about money to eldercare. There are currently more than 200 resources available for use on the Web site.
- A "Facts of Life" section, directing individuals to financial planning subjects organized by particular life events and crises.
- Downloadable software to assist consumers with their planning for various situations, such as retirement and credit and debt management. It includes six components to help balance goals, visualize alternatives and develop an action plan to gain financial independence.

Since its launch in September 2005, hits on [www.smartaboutmoney.org](http://www.smartaboutmoney.org) have approached nine million. The Web site is one of numerous NEFE programs, offered both alone and in partnership with other organizations that offer financial education to members of the public.

Texas credit unions are reminded that the Texas Credit Union Foundation (TCUF) offers free NEFE "train the trainer sessions" for those interested in bringing the program into their local schools and community. In the spring, TCUF will introduce the newly revised NEFE curriculum.

Stay tuned for more details. For more information on NEFE and the "train the trainer" sessions, please visit [www.tcufl.coop](http://www.tcufl.coop) or contact Courtney Nickles, TCUF Associate Director at [cnickles@tcufl.coop](mailto:cnickles@tcufl.coop).

## WHAT IS YOUR SCORE?

*"I'm thinking of a number between 300 to 850. My credit score and it happens to be..."* You've probably seen the television commercial – yet another effort to educate consumers about credit scores and what role their score plays in determining their credit worthiness. Despite such efforts, Fair Isaac says nearly half of all consumers do not understand that credit scores measure risk.

The risks of not understanding your credit score are tremendous. Establishing and maintaining a good credit record is critical to your financial health. Lenders, employers, insurers, public utilities and others pull your credit report to determine if they'll do business with you and at what cost. A low credit score could deny you access to a credit card, mortgage or car loan, insurance, electric and telephone service, an apartment rental unit or a job. It could also result in your paying thousands of dollars a year in additional finance charges. On the other hand, a strong credit score means lenders are more likely to loan to you and at a more favorable interest rate.

Although each credit-reporting agency formats and reports information differently, all credit reports contain basically the same categories of information (i.e. personal identifying information, list of credit accounts, inquiries and public record and collection items). Your credit score is based on information present in your credit report. Payment history, amounts owed, length of credit history, new credit and types of credit in use are all things a FICO score considers. If your score is not what you would like it to be, Fair Isaac offers the following tips for raising your score:

- Keep balances low on credit cards and other "revolving credit"
- Pay off debt rather than moving it around
- Don't close unused credit cards as a short term strategy to raise your score
- Don't open a number of new credit cards that you don't need, just to increase your available credit
- If you've been managing credit for a short time, don't open a lot of new accounts rapidly
- Do your rate shopping for a given auto or mortgage loan within a focused period of time
- Re-establish your credit history if you have had problems
- Apply for and open new credit accounts only as needed
- Have credit cards but manage them responsibly
- Note that closing an account doesn't make it go away

For additional tips on understanding and improving your credit score, go to <http://www.myfico.com>.

## AMERICANS HAVE GOOD INTENTIONS, BUT STILL STRUGGLE TO SAVE

Even though most Americans have good intentions, the reality is, they lack follow through when it comes to saving money. According to a Pew Research Center report, 77 percent of Americans describe themselves as the kind of person who "always looks for ways to save money;" and yet 63 percent acknowledge they don't save enough. And a fair number of Americans (25 percent in fact) admit to sometimes spending more than they can afford.

Asked what they splurge on, people most frequently cite food and restaurant dining, followed by entertainment and recreation, then shopping and personal items. One central finding of the survey is hardly a surprise: the less income people have, the more trouble they have with saving and spending. People with lower incomes are more likely to say they always look for ways to save but less likely to say they succeed. They're more prone to worry about money, and they're more likely to have piled up credit card debt. Additionally, lower income consumers report arguing about money more often with their spouses.

However, income levels, this survey finds, are not the only demographic characteristic strongly correlated with people's habits and attitudes about saving and spending. Age and life cycle also matter a great deal. For example, older Americans (those ages 65 and above) are much more likely than the rest of the adult population to say they save and invest enough. Also, they're less likely to say they worry about money, or that they spend more than they can afford.

The survey also finds that more than one-in-three (36 percent) Americans have at some point in their lives felt their financial situation was out of control. And, more than seven-in-ten Americans say they worry about money, either often (35 percent) or sometimes (37 percent). Among the groups most inclined to worry a lot are those with lower incomes and those with credit card debt. Additionally, women worry more than men; younger adults worry more than older adults, and people who think of themselves as savers worry more than people who don't.

If you are among the growing number of Americans who struggle to save money, the Federal Trade Commission (FTC) offers 66 ways to save money. These cost-cutting tips include everything from choosing the right financial institution that offers the lowest checking account fees to managing responsibly your credit cards to avoid paying high interest charges; conducting a home energy audit to identify ways to save hundreds of dollars a year on home heating (and air conditioning), and choosing the most cost-effective phone plan.

The FTC's 12-page brochure, [66 Ways to Save Money](#), is available in English and Spanish and can be downloaded from the FTC's web site at [www.ftc.gov](http://www.ftc.gov).

The Pew Research Center's telephone survey was conducted from Oct. 18 through Nov. 9, 2006 among a nationally representative sample of 2000 adults; it has a margin of sampling error of plus or minus 2.5 percentage points. Click [here](#) to view more key findings in the survey.

## TEN STEPS TO FINANCIAL FREEDOM

Every year, millions of Americans resolve to such things as quitting smoking, shedding a few holiday pounds, spending more quality time with their families, etc. Reportedly, as many as 40 to 45 percent of American adults make one or more resolutions and according to the U.S. government ([www.firstgov.gov](http://www.firstgov.gov)) saving money and paying off debt are among the most popular New Year's Resolutions. In fact, paying off debt ranks at number two and saving money, number three.

For those committed to getting control of their finances, Texas Credit Union Foundation (TCUF) Executive Director Jill Pharr offers the following advice:

1. Know your own big picture. Analyze your overall financial situation including income, assets, savings, and debt. Keep in mind that experts recommend three-six months living expenses in savings to cover that inevitable rainy day.
2. Write it down. You have to know where you are spending your money in order to control your spending, so keep a "spending diary" for a period of time - ideally a month. You may be surprised at what you find. For example, that daily latte could set you back a whopping \$780 per year! Do you eat out for lunch every day? If you spend just \$5 a day for lunch every day, that totals just over \$1,800 a year!
3. Take charge of your money matters. Once you understand your overall financial situation and where your money is going, it's time to make decisions and start planning. The most important decision you and your family must make is to live within or below your means. That means spending less than what you make. Diet experts tell us that losing weight is pretty basic - you must take in fewer calories than you burn in a day. Managing your money is no different. The good news is that with your new plan, you will be

accumulating wealth, instead of amassing debt!

4. Set realistic goals. Like many things, you didn't get into this situation overnight, and it will take some time to get control. It's important to set not only short-term goals, but also medium and long-term goals – and write them down!
5. Build your plan and check up on yourself. Using your income and bill payment schedule, you can develop an effective spending plan. If possible, schedule your bill payments evenly over your pay schedule. Some creditors will let you adjust your payment date to help with your cash flow. You should monitor your plan daily or weekly at first, then monthly. Doing so will help keep you on track. If you fall "off the wagon," don't stress, but rather just get right back on. Remember also to build in some rewards into your spending plan. For example, if you stick to your plan for the month, plan a modest reward for yourself or your family. If you are unsure how to organize your plan, ask a financial advisor at your credit union.
6. Pay yourself first. Even if you are swimming in debt, try to set aside just a small amount each payday to get started. If your employer offers a 401K or other savings plan, sign up for it. Additionally, with automatic deposit options at your credit union, you can have part of your paycheck deposited directly into a separate savings account, which will make savings practically painless.
7. Pay off those credit cards. Money managers agree paying off credit cards is the most important shift you can make. While you might be inclined to tackle the higher balances first, you'd be better off to pay your smaller balances off first, as it will give you some quick success. When those are paid off, use that money to attack your larger balances. If you are considering a bill consolidation loans – be weary. Many times, these come in the form of very high interest rates. Another danger is that people may pay off their credit cards, and then go back to old spending habits, along with the bill consolidation debt. If you decide to consolidate your balances, it's a good idea to cut up your credit cards. If you find you have freed up some dollars with consolidation, use this to pay down the debt and set some money aside for savings.
8. Protect your credit. Start by getting your credit report – and credit score. If there is inaccurate information on your report, take measures to correct the information, as negative information affects your score, which affects your ability to get credit. If something unexpected happens and you are unable to meet your obligations, contact your creditors right away rather than waiting. While most people tend to wait until they are far behind in payments, you will have more options if you contact your creditors right away.
9. Remove the temptation. In other words, stay out of the stores and skip the Sunday supplements. If you do go shopping and see something you "just can't live without," wait 24 hours. Go back and look at your plan, then decide how essential it is. Make a list before you go shopping. Clip coupons and review the store specials before you leave the house. If possible, leave your small children at home. However, if you do take your kids, use it as a teaching opportunity, and get them to help you choose the best value products. It's never too early to teach them what everyone needs to know.
10. Get help if you need it. If you have trouble sticking with plans, or understanding the complex world of finances, don't be afraid to ask for help. There are many money management classes available through your credit union, consumer credit counseling, community groups and churches. Again, if you choose a consumer credit counseling service, be sure they are reputable. If you need someone to help you stay accountable, ask them. You are not the first, nor the last to need help with your money.

"Millions of Americans struggle financially, but it's never too late to get on a solid financial path. With discipline, commitment and hard work, we can all learn to be better managers of our money," says Pharr. "The most important thing is to stay focused on the prize - accumulating wealth and being in charge of your own destiny!"

## **MAKING CLASSROOM PRESENTATIONS? LOG THEM IN!**

Just as membership data generated through Project Zip Code is important to elected officials, knowledge of credit unions' work in schools is powerful. If your credit union is making presentations on financial concepts, credit union background, or other topics, the National Youth Involvement Board (NYIB) urges you to take a few minutes to report your work at [www.nyib.org](http://www.nyib.org).

Results are shared with the National Credit Union Administration (NCUA) and the Department of the Treasury's Office of Financial Education, among others. According to 2005-06 figures, 690 presenters reached 285,730 students in the 9,351 presentations logged by June 30, 2006. While these represent increases of 10-12 percent over the previous year, many credit unions doing the same work are not included simply because they haven't input their data or are not aware of the tracking service.

NYIB is a volunteer network of credit union educators, marketers, and other advocates for youth financial education and credit union services for young members. By joining the network—which is at no cost to members—credit union professionals have access to the classroom reporting feature, a growing annual conference in August, an active listserv, and online document and resource sharing. To learn more, visit [www.nyib.org](http://www.nyib.org).

## **CAN YOU PASS A PERSONAL FINANCE TEST?**

Earlier this month, the Jump\$tart Coalition for Personal Financial Literacy released the results of its nationwide biennial survey. The comprehensive written survey of 5,775 high school students in 37 states measured 12<sup>th</sup> graders' level of knowledge of personal finance basics and compared the results with those from similar surveys conducted in 2004, 2002, 2000 and 1997. While the survey reveals an increase in the number of survey questions that students answered correctly, the rate of that increase is growing slowly.

The survey tested students' ability to manage financial resources such as credit cards, insurance, retirement funds and savings accounts. The average score was 52.4 percent, which was a slight improvement since the last biennial survey in 2004. Bankrate.com asks, "Do you think you can do better?"

At [www.bankrate.com](http://www.bankrate.com), visitors to the site are asked to answer 12 questions from the Jump\$tart quiz and bankrate.com will show how their scores compare to the students. Take the challenge...It will take just a couple of minutes to reveal just how much you know about important money matters. For more information on the biennial survey, please visit [www.jumpstart.org](http://www.jumpstart.org).

As a reminder, the Texas Credit Union Foundation (TCUF) offers free "train the trainer" sessions for credit unions interested in teaching financial education in their local schools and community.

For more information on the NEFE training sessions, please [www.tcufoop](http://www.tcufoop).

## **DEBT REDUCTION JOINS REALITY TV BANDWAGON**

They aren't on television trying to find a spouse, or undergoing a televised plastic surgery procedure, or even competing to be the next top model. They are however revealing to the world that their debt is out of control and are in desperate need of professional help to get them back on a solid financial track. It's the latest program to join the reality TV bandwagon – the Arts & Entertainment (A&E) Network's *Big Spender*. The show is on Sunday evenings at 5:30pm EST and looks at the finances of real people who are heavily in debt. Personal finance expert Larry Winget then tells the people in debt what they have to do to get out of it.

Jill Pharr, executive director of the Texas Credit Union Foundation (TCUF), says the program further spotlights a growing problem in this country and emphasizes the importance of financial education.

"American families are struggling to make ends meet. And while it might seem astonishing to some that otherwise intelligent consumers could rack up \$100,000 or more in credit card debt, it is happening," Pharr says.

Pharr points to the fact that Americans aren't saving and bankruptcy filings continue to rise as evidence that this is in fact a serious problem.

"Too many Americans are living on the brink of financial disaster and unless consumers are given the tools to make wiser financial choices, the problem will just get worse," Pharr adds.

Pharr is quick to recognize that credit unions are already making an impact in the area of financial education and encourages their continued efforts.

"Credit unions should never underestimate the value of bringing financial education into their local schools and communities," adds Pharr. "Your efforts are empowering consumers to make sound financial choices; hopefully, armed with the right information and tools, they won't end up in the situation many of the families we'll see spotlighted on *Big Spender*."

## **BACK-TO-SCHOOL SHOPPING DOES NOT HAVE TO BREAK BUDGET, SAYS PHARR**

According to the National Retail Federation's (NRF) 2006 Back-to-School Consumer Intentions and Actions Survey, families with school-aged children will be spending more on back-to-school shopping this year than last, with the average family spending \$527.08, up from \$443.77 in 2005. Total spending is estimated to reach \$17.6 billion, up from \$13.4 billion last year. For many families, the expense for back-to-school items can be overwhelming. However, Jill Pharr, executive director of the Texas Credit Union Foundation (TCUF), says there are steps parents can take to help minimize the impact on their pocketbooks.

"The single most important strategy for back-to-school shopping is to first take inventory of what you already have; then create a list for what you need, and finally prepare a budget – and stick to it," says Pharr.

Pharr says it's also a good idea to prioritize, so if it becomes necessary to trim the list in order to meet your set budget – the process of elimination will be easier. Sticking to a list, and a budget, requires discipline by the parent and child, but Pharr says doing so will help ensure the family budget is not broken.

Given that spending is expected jump in all categories, Pharr says families should approach back-to-school shopping with discipline, especially when it comes to purchasing big-ticket items. The NRF reports that electronic and apparel purchases will fuel this year's back-to-school

growth. Total spending on electronics or computer-related equipment, such as home computers, laptops, PDAs, or calculators, is estimated to increase by more than \$1.5 billion this year (\$3.82 billion vs. \$2.06 billion). Pharr says parents can help keep costs down for these items by purchasing display merchandise. Often times, merchants will sell these items at a discount because they might have a few scratches.

Pharr cautions parents against pulling out their credit cards for back-to-school purchases. "Unless you are able to pay the balance by the next billing cycle, you'll end up paying finance charges and that can add up over a period time," adds Pharr. "Paying with cash is probably wiser than paying with a credit card because you won't be tempted to spend more than you have budgeted."

If your financial circumstances absolutely require you to use a credit card, Pharr suggests that you set a time line of no more than 90 days to pay that balance in full, and avoid making any other purchases on the card until the balance is paid off.

To avoid being overwhelmed next year, Pharr recommends that families plan ahead and begin setting money aside now for back-to-school shopping for the 2007-08 school year.

### **NEFE HIGH SCHOOL FINANCIAL PLANNING PROGRAM GIVES TEENS' VALUABLE LESSON IN MONEY MANAGEMENT**

For young people, saving money may not be as much fun as spending it, but learning how to budget, putting aside money for the future and taking positive steps to becoming wiser consumers are critical lessons to learn. Allowances, gifts and income from jobs are giving today's teen greater access to money; therefore, they need to have the necessary tools and information to make responsible choices concerning money. The goal of the National Endowment for Financial Education's (NEFE) High School Financial Planning Program is to provide young adults with a greater understanding of and ability to manage their personal finances in the areas of goal setting, budgeting and saving.

Initiated in 1984 as a public service to increase the financial literacy of America's youth, the six-unit curriculum uses unique games, simulations, case studies, and interactive exercises to provide hands-on experience for students to test and apply the financial principles and concepts being taught. Earlier this year, this comprehensive program was approved by the Texas Education Agency to meet the financial education requirement mandated by the Texas Legislature.

There are three main purposes of the NEFE program:

- Enhance students' understanding of the financial planning process
- Allow students the opportunity to apply the process through stimulating exercises and assignments provided in the program
- Motivate students to take control of their finances

Millions of students across the country have already been exposed to this program, which teaches them among other things how to:

- identify and prioritize their personal money management goals;
- develop a budget;
- track their income and spending to stay within their budget;
- understand the cost of using credit;
- protect their assets as they begin to accumulate money, and
- comprehend the impact of time on the value of their money.

The NEFE curriculum is provided free of charge to public and private school teachers and youth leaders nationwide. Although it is generally taught in classroom settings, it has also been offered in unique environments such as summer youth camps, churches, after-school programs, adult education centers, military installations, etc.

With America's rising number of personal bankruptcies, increases in consumer credit card debt, and inadequate retirement savings, the need to teach financial literacy in the nation's high schools is critical.

In response, the Texas Credit Union Foundation (TCUF) offers free "train the trainer" sessions to credit union staff, volunteers and community groups interested in taking the NEFE high school program into their schools and communities. Participants in the "train the trainer" sessions receive an instructor's manual, student workbook, and practical hands on content training. Additional student workbooks and course materials for future classroom presentations are free of charge as well.

For more information, please visit the Foundation's web site at [www.tcufo.org](http://www.tcufo.org) or contact TCUF Associate Director Courtney Nickles, at (469) 385-6448 or (800) 442-5762, Ext. 6448.

### **EDUCATING YOUNG PEOPLE ABOUT ID THEFT AS IMPORTANT AS TEACHING THEM MONEY SKILLS, SAYS PHARR**

They are young, smart, idealistic and technologically savvy. Unfortunately, Generation Yers are also prime targets for identity theft. Reportedly, college students face about the same risk of having their identity stolen as the average person -- roughly one in 30. According to the Federal Trade Commission (FTC), of the more than 255,000 identity theft complaints last year, college students and young adults ages 18 to 29 made up 29 percent of those filing complaints.

Jill Pharr, executive director of the Texas Credit Union Foundation (TCUF) says teaching young people how to protect themselves against identity theft is equally as important as educating them about credit, money management and budgeting.

"Clearly, Generation Y is not at all intimidated with technology. They've grown up digital. But the reality is, while technology makes our life convenient, it also makes us more vulnerable," notes Pharr. To help guard against identity theft, Pharr says it's important for young people to understand this and also take steps to minimize risks.

For example, when making online purchases, be sure the site is secure. If you're using a shared computer, be cautious of your online activity, and be careful about sharing personal information on the Web. Additionally, Pharr says young people should limit their number of credit cards and never share their credit or debit card with anyone. Guarding sensitive information such as your social security number and keeping financial papers private is extremely important, especially if you have roommates, adds Pharr.

The FTC offers the following tips:

- Treat your mail and trash carefully;
- Place passwords on your credit card, checking account, and phone accounts;
- Don't give out personal information on the phone, through the mail, or on the Internet unless you've initiated the contact or are sure you know who you're dealing with;
- Be cautious when responding to promotions. Identity thieves may create phony promotional offers to get you to give them your personal information;
- Always keep your purse or wallet in a safe place;

- Update regularly virus protection software on your computer, and install patches for your operating system and other software programs to protect against intrusions and infections that can lead to the compromise of your computer files or passwords;
- Do not open files sent to you by strangers, or click on hyperlinks or download programs from people you don't know. Be careful about using file-sharing programs;
- Use a firewall program, especially if you use a high-speed Internet connection like cable, DSL or T-1 that leaves your computer connected to the Internet 24 hours a day;
- Use a secure browser – software that encrypts or scrambles information you send over the Internet – to guard your online transactions. Be sure your browser has the most up-to-date encryption capabilities by using the latest version available from the manufacturer, and
- Try not to store financial information on your laptop unless absolutely necessary. If you do, use a strong password with a combination of letters (upper and lower case), numbers and symbols.

### **DON'T WAIT FOR THE POST-HOLIDAY REMORSE; DEVELOP A FINANCIAL ROADMAP TODAY, BBB ADVISES**

Signs of an economic slowdown are mounting and the holiday season will soon be upon us, a time when many people spend more money than they intended. The Better Business Bureau (BBB) advises consumers to take the initiative now to develop a working budget to guide them through the holidays and beyond.

"According to recent economic indicators, more consumers are taking second and third job to make ends meet, the cost of borrowing money is rising and the ranks of uninsured are growing. Families that have in place effective financial roadmaps will be better equipped to navigate through economic challenges as they may arise," said Steve Cole, president and CEO of the Council of Better Business Bureaus (CBBB).

To help guide those who need assistance in improving their spending and savings habits, the Better Business Bureau (BBB) system today released [BBTips on How to Develop a Working Budget](#). Included are practical tips for consumers to help assess their monthly income sources and set spending targets for their fixed, variable and periodic expenses. Consumers can learn what steps they should take if their expenses are greater than their income, and find out how best to pursue short-term and long-term financial goals when they are in a position to set aside savings.

### **ARE YOU A SAVER, OR SPENDER?**

If Americans could be divided into savers and spenders, where would you fall? Unfortunately, it seems far too many Americans would not fall into the saver's category. In fact, the national savings rate for Americans is at its lowest point since the Great Depression. So why aren't people saving when they know the keys to building wealth are through saving and investing? Jill Pharr, executive director of the Texas Credit Union Foundation (TCUF), says many consumers just simply aren't motivated to save. They tend to focus on satisfying an immediate gratification rather than being enthused about saving for deeper, more meaningful long-term goals.

In a recent article, *Bankrate.com* identified six "worthless" excuses for not saving:

1. I don't make enough money.
2. I'll get around to it later.
3. I deserve a little luxury in my life.
4. Someone else will take care of it.
5. I'm saving through my 401(k).
6. This item or service will pay for itself.

"I think we've all used one or more of those excuses," chuckles Pharr. "But the reality is, just as Americans have obesity crisis, we also have savings crisis, and we need to go on a spending diet!"

While it's easy to give excuses, Pharr says we need to toss out the excuses and instead be more disciplined in how we manage our money. She offers the following tips to avoid over-spending:

- Before making an unplanned purchase, wait 24 hours before buying
- Understand that credit cards are not cash
- If you don't have the cash to pay for a particular item, calculate how long it will take you to pay it off – and determine the true cost
- Understand the terms and conditions before making any purchase on credit
- Don't be influenced by sale ads and coupons
- Watch out for special offers and financing options – read the small print!
- If you're an impulsive shopper, avoid the malls!

### **ADEQUATE SAVINGS, WELL-MANAGED SPENDING CRITICAL TO LIVING DEBT-FREE LIFE**

Americans love affair with plastic is nothing new. For the last several years, Americans have been charging more and saving less. Household debt reportedly rose from 96 percent of personal disposable income in 2000 to 111 percent in 2003 and to 113 percent at the end of 2004. At the same time, the savings rate has plummeted. In the 1990s, the savings rate was 7.9 percent. Today, it's in the negative.

According to a May 2006 study by the Center for American Progress, Americans for the first time ever owed more money than they made, with household debt levels surpassing household income by more than eight percent.

"There is no question about it. We are in a crisis," says Texas Credit Union Foundation (TCUF) executive director Jill Pharr. "Far too many families are living one paycheck away from disaster. A solid financial foundation requires adequate savings and well-managed spending."

Relying on credit cards to cover basic-necessities, Pharr adds, can lead to disaster. Not sure if your credit card debt is too high? Bankrate.com offers the following indicators to help you determine if your credit card debt is indeed out of control:

- If you can't remember the last time you had zero balances on all your credit cards
- If your FICO score is below 650
- If you don't remember what you bought on your credit card last month
- If you use your credit card for utilities, food, snacks and so on, and you're not doing it to earn frequent flier or bonus points
- If you have money in a 401(k), but you have to live on your credit cards in order to put it there
- If you have no money in any sort of general savings account
- If you're still paying for restaurant meals you can't remember eating
- If you have to take a cash advance from one credit card to make a payment on another one
- If you ever held a garage sale to raise money to make credit card payments

If you want to live a more debt-free, financially secure life, Pharr says there is no better time than the present to start. Pharr offers the following tips to help consumers pay down debt and live a more financially disciplined life:

- Decide to leave your dream world and learn to live within your means
- Assess the damage and develop a plan of attack
- Prioritize payments and tackle debts with highest interest rates and less favorable terms first
- Try and negotiate with credit card companies and consolidate debt if possible
- Get rid of unnecessary credit cards
- Use some savings to pay down high balances, but do not deplete your savings, as you need that cushion
- Make a spending and savings plan – and stick to it!
- Seek help if needed – your credit union is a wonderful resource

### **SETTING A BUDGET WILL HELP ENSURE PARENTS DON'T GO OVERBOARD WITH BACK-TO-SCHOOL SHOPPING, SAYS PHARR**

According to the National Retail Federation's (NRF) 2007 Back-to-School Consumer Intentions and Actions Survey, families with school-aged children will be spending about seven percent more on back-to-school shopping this year than last, with the average family spending \$563.49, up from \$527.08 in 2006. Total spending is expected to top \$18 billion. For many families, the expense for back-to-school items can be overwhelming. However, Jill Pharr, executive director of the Texas Credit Union Foundation (TCUF), says a few simple steps can help parents avoid overspending.

"While it's certainly been a while since my kids were in school, I know what impact back-to-school shopping can have on your pocketbook. To help from feeling overwhelmed, I encourage parents to take inventory of what they already have; then create a list for what they need, and of course, prepare and adhere to a budget," says Pharr.

Parents should also prioritize. This, Pharr says, will make it easier to trim items off the list, should it be necessary in order to stay within budget.

Given that spending is expected jump in all categories, Pharr says families should approach back-to-school shopping with discipline, especially when it comes to purchasing big-ticket items. According to the NRF survey, the electronic category will see the biggest increase in sales this year, with families spending 13 percent more on electronics than last year (\$129.24 vs. \$114.38). When purchasing electronics, comparison-shopping, Pharr says, will help ensure you get the best price, and don't blow the budget.

Pharr cautions parents against using credit cards for back-to-school purchases, because unless you pay the balance by the next billing cycle, you'll end up paying finance charges, which can add up over a period time. If you simply don't have the cash, Pharr says use your credit card wisely, and set a time line of when you'll have the balance paid in full.

If you didn't plan ahead for this year's back-to-school shopping, Pharr recommends parents to start setting money aside now for back-to-school shopping for the 2008-09 school year.

## **MEMBER FINANCIAL LIT MATERIALS REVISED ON HOME BUYING, ID THEFT, PLASTIC, AND CUs**

The Credit Union National Association (CUNA) recently revised several financial literacy resources for members, including home buying, identity theft, credit cards, and credit union membership.

The "Home Buying Program Member Workbook" (stock number 20018) - CUNA's step-by-step guide to buying a home - was recently updated with current guideline ratios and national averages, along with explanations of new mortgage options and precautions when considering them. The 44-page book covers everything from affordability and down payments to closing and home maintenance in an easy-to-understand format featuring numerous charts, checklists, worksheets, additional resources, and a glossary of important terminology.

Three new drive-up envelopes were recently made available for credit unions:

1. Phishing: Don't Take the Bait (stock number 27915) - advises members on what to be on the lookout for in a phishing attempt, explaining that credit unions would never e-mail or call asking for personal data that they already have on file.
2. Prevent Identity Theft (stock number 27916) - provides tips on how to avoid becoming a victim of identity theft.
3. Protect Your Plastic Cards (stock number 27917) - lists five habits that members should practice to protect all of their plastic cards.

The "Credit Cards: Switch and Save" (stock number 23341) statement stuffer was revised to include information on large national credit card issuers' deceptive tricks like universal default, double-cycle billing, and junk fees that are used to bilk more money from consumers. The stuffer also outlines what consumers should know about their credit cards, and advises them to look to their credit union for the best card deals.

Finally, a Spanish statement stuffer - "Las Cooperativas de Ahorro y Crédito Muy Distintas-Muy Útiles" (stock number 21807), which means "Credit Unions: Very Different-Very Useful" - was also revised. The stuffer explains the structural, historical, and philosophical differences between credit unions and banks, along with the potential benefits and cost savings that credit union membership can provide.

For more information or to purchase online, go to [www.finlit.cuna.org](http://www.finlit.cuna.org) - the new member financial literacy site created to help credit unions quickly access and easily navigate through CUNA's product and service offerings in this arena. From there, enter the stock number in the product finder search engine. To order by phone, call (800) 356-8010, press 3, and use the stock number as a reference.

## Your Efforts Count!



In the wake of the American Bankers Association's aggressive "Operation Credit Union" and other burgeoning attacks on credit unions by banking lobbyists

and trade groups, it's vital that credit unions document and report the good works they do for their communities.

A simple way to do this is by reporting your classroom presentations to the National Youth Involvement Board (NYIB). The NYIB is a national network of credit union professionals committed to advancing youth participation in the credit union movement. They maintain a database of classroom presentations and related statistics, which representatives from groups like your credit union league and the Credit Union National Association (CUNA) regularly cite in meetings with state and federal policy makers.

By reporting your efforts you'll do your part in helping protect the unique status of credit unions as not-for-profit financial cooperatives.

This brochure will show you how to report your classroom presentations to the NYIB in 6 easy steps. If you have questions at any time on how to report presentations, contact a member of the NYIB's Executive Committee, Kathy Crim South Central Regional Coordinator for NYIB at [kcrim@tdecu.org](mailto:kcrim@tdecu.org) Please refer to the "Contact Information" section on the back side of this brochure.

## Reporting Your Presentation in 6 Steps

**Step 1.** Log on to [www.nyib.org](http://www.nyib.org)

**Step 2.** If you are a returning user, enter your email address and password then hit "Log In."

*You will need to update your user name and password when you sign in. Click on "click here to get started if you are a returning user". You will need to update your email address (this will be your new username) and you will need to create a password.*

If this is your first time reporting a presentation, you must register. Select the "New User Sign Up." Enter all required information. If your credit union is not listed in the credit union drop down menu, contact your regional coordinator. They will add your credit union's name to the database within a few days. Once your credit union is listed, you can register and report your presentation.

**Step 3.** Once you're on the Classroom Presentation Reporting page, your name, number of presentations, and number of students reached will be listed. If your information has changed, choose "Edit Your Account."

☞ To get credit for all of your efforts, you must report EACH presentation separately. Not sure if your presentation qualifies? Click on "View Presentations" then click on "Presentation Guidelines" to find out.

**Step 4.** To add a presentation click on "Add A Presentation" and fill in all appropriate information.

☞ When entering the date of your presentation, you can choose the calendar to the right of the date box. Simply find the date of your presentation and click on it. The date will automatically appear in the date box. If you make a mistake, simply click on the circle with the "x" in the middle. This will clear out the date box.

☞ Make sure that you read the gray box. It has important information about NEFE student number reporting.

**Step 5.** When all information has been entered, click "Save." If you are adding multiple presentations, click "Save and Add Another."

**Step 6.** When you are finished click "Log Out" to return to the main NYIB page.

## Congratulations!

You did it. Simply close your browser window when finished.



## Customized Reports

The NYIB's Web reporting feature allows you to run customized reports on classroom activity by state, check presentation totals in a given school year, and verify your own presentation data.



To begin, log on to [www.nyib.org](http://www.nyib.org) and enter your username (email address) and password.

To create a report, enter a starting date and ending date, select a state from the drop-down menu or choose the default of "All States," and then click on "Search." A report will appear on screen showing all the classroom presenters from that state, how many presentations they've each conducted and how many youth they reached during the time frame you selected.

## What Qualifies as a Reportable Presentation?



The classroom or youth activity must be conducted to a group of students or youth audience under the age of 26 to qualify as a reportable presentation.

Presentations are defined as a structured (formal) presentation to a group of young people. Presentations can be conducted in a broad range of educational settings, including a traditional classroom, scout troop meeting, church group, community group, etc.

## Contact Information

### NYIB

To contact one of the NYIB Executive Committee members, log on to [www.nyib.org](http://www.nyib.org), and select "Contact Us" (at the top of the page). Then choose "South Central" on the map.



## You Are The **CREDIT UNION DIFFERENCE**

Get Credit for Your Efforts  
with Classroom Reporting to the  
National Youth  
Involvement Board



## Texans Supporting Financial Education

- Individual
- Credit Union
- Chapter
- NEFE Network Member
- Other Organization

**We want to know how you or your credit union/chapter/organization is impacting your community!**

The Texas Credit Union Foundation is compiling a database of financial education projects and programs throughout the state of Texas. This database will serve as a valuable resource for credit unions, chapters, and volunteers statewide, as well as enable us to recognize your efforts publicly. Your input is very important. Please tell us how you, your credit union, your chapter or your organization supports or advocates for financial education in your community.

Credit Union/Chapter/Individual/Organization \_\_\_\_\_

Contact \_\_\_\_\_ CEO \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

E-Mail \_\_\_\_\_

### **Brief Description of your projects/programs for financial education:**

- Overview of project/program
- Who do you reach in your community with this project/program?
- What age group(s) do you reach with your project/program?
- How many individuals benefit from this project/program each year?
- Is this an ongoing project?
- Is this employee or volunteer driven?
- What resources do you use (curriculum, books, special program, etc.)?

Please e-mail or fax this information to the  
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