

Financial Literacy Pilot Program

This report summarizes the activities funded by the state budget, Financial Literacy line item 7061-0928.

The report covers activities from March 2013 through June 2015.

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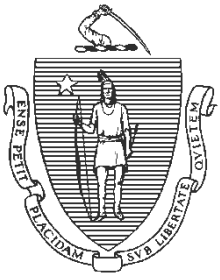
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Mitchell D. Chester, Ed.D.
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October 16, 2015

To Members of the Legislature and Interested Parties:

I am pleased to present to you the final report on the Financial Literacy Pilot (FLP) Program Grant from the Department of Elementary and Secondary Education (ESE), funded by the state budget in line item 7061-0928.

The Financial Literacy Pilot Program, which was established by the Legislature in July 2012, supports eleven high schools in ten Gateway City districts to equip high school students with the knowledge and skills necessary to become self-supporting and make critical decisions regarding personal finances. The first-year planning grants awarded March 2013, provided support to teams of educators and their partners in the development of financial literacy programs that align with the *2011 Massachusetts Curriculum Frameworks for Mathematics* and the Economic Education Council's *National Standards for Financial Literacy*. The 2013–14 school year was the first year of program implementation in which each site implemented their financial literacy courses and other program components. These sites worked in the 2014-2015 school year to refine their respective programs and scale-up the number of course sections and/or students engaged.

Achievements:

- Successful Public Private Partnerships in the development of curriculum, experiential activities, and Professional Development: 36 external partners, including 9 higher education institutions, 7 financial institutions, 7 financial literacy nonprofit organizations, 6 community-based organizations, 6 private businesses, and 1 government representative (State Representative Tackey Chan, 2nd Norfolk District).
- The number of participants in the FLP program increased by eighteen percent, from 4,450 in the 2013–14 school year to 5,243 in the 2014–15 school year.

School Year 2014-2015:

- Seventy-two percent of students demonstrated gains in financial literacy on the pre- and post-assessments.
- Seventy-six percent of teacher survey respondents reported that they had observed a moderate to strong improvement in their students' financial decision making.

- Eighty-six percent of students reported that they were much or somewhat better able to make informed decisions about their personal finances after participating in their FLP courses.

The financial literacy pilot programs developed through this funding will serve as useful models for other districts across Massachusetts. Each school has been able to strategically plan and implement financial literacy education programs that respond to local needs and capacity, are integrated with core academics, and involve multiple strategies to make financial literacy relevant and contextualized to students and their community. It is more important than ever that every student leave high school equipped with the ability to apply personal financial literacy concepts and skills that are pivotal to making key life decisions. This funding truly assisted the ten districts by providing such preparation for their students and resulted in models on which other districts can now build.

Current efforts to teach personal finance in public schools today are fragmented and inconsistent. To ensure that every student receives the instruction they need to make informed decisions about saving, spending, investing and protecting their money, all students should have access to quality financial literacy education.

I want to thank the members of the Legislature for their support of financial literacy and opportunities to prepare students across the Commonwealth for college, career and life.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Introduction

The Department of Elementary and Secondary Education (ESE) respectfully submits this Report to the Legislature: pursuant to line item # 7061-0928:

“7061-0928 For a competitive grant program to promote financial literacy; provided, that the program shall equip students with the knowledge and skills needed to enable students to make critical decisions regarding personal finances; provided further, that the department of elementary and secondary education shall develop a 3 year pilot program for 10 public high schools on financial literacy education for implementation for the school year beginning in 2014; provided further, that the pilot program shall be a competitive grant process for high schools in gateway municipalities, as defined in [section 3A of chapter 23A](#) of the General Laws; and provided further, that the department’s advisory committee shall prepare and submit a report describing and analyzing the implementation of the program to the chairs of the senate and house committees on ways and means and the office of the state treasurer not later than December 31, 2015. \$250,000 “

This report describes the results of the planning year (FY13) and implementation years (FY14 & FY15) of the Financial Literacy Pilot Program Grant funded under this line item. In each fiscal year, \$250,000 in state funds supported grants to 10 districts.

Financial Literacy Pilot Program Grant

Overview

The purpose of this state-funded Financial Literacy Pilot Program Grant is to support high schools in 10 Gateway municipalities to plan and pilot financial literacy programs that engage high school students in developing personal financial knowledge and skills for college and career readiness. The overall goal of this Pilot Program is to develop multiple models that demonstrate effective implementation of high school financial literacy education; models that any high school can choose to implement based on their context and desired goals.

The Pilot Program aligns with the Economic Education Council’s National Standards for Financial Literacy and the *Massachusetts Curriculum Framework for Mathematics and Technology Literacy* to equip high school students with the knowledge and skills needed to make critical decisions regarding personal finances.

Topics addressed in the National Standards for Financial Literacy include:

- Earning Income
- Buying Goods and Services
- Using Credit
- Saving

- Financial Investing
- Protecting and Insuring

Topics addressed in the *Massachusetts Curriculum Frameworks for Mathematics and Technology Literacy* include:

- Algebraic Functions
- Exponents
- Using Spreadsheets

Many of the district programs included additional elements or topics, such as Dress for Success, Business Plan writing, creating market research reports, financial planning, job shadowing, and a ‘Shark Tank’ competition.

The Financial Literacy Pilot Program grant recipients were required to meet specific requirements:

- Provide a minimum of 12 hours of professional development
- Provide a minimum of 25 hours of standards-aligned financial literacy content
- Meet Financial Literacy, Mathematics, and Technology Literacy standards
- Financial literacy content must be part of a credit-bearing course
- Include at least one experiential activity
- Scale-up over three implementation years
- Contribute to program evaluation and evaluate project-specific effectiveness

While these components were required of all grant recipients, there was significant flexibility in how each district designed and implemented their program. Financial Literacy Pilot Program Models are listed in Appendix A. The ten pilot districts were chosen to represent diverse approaches to ensure that a range of models were articulated and tested.

Timeline

The FY13 planning grant was for teams of educators within each of the 10 Gateway districts to develop a financial literacy program that aligns with the National Standards for Financial Literacy and the *Massachusetts Curriculum Frameworks for Mathematics and Technology Literacy*. Each district addressed the conditions and resources necessary for implementing and evaluating the program in FY14 and defined the contributions and responsibilities of high school staff members and community partners for all aspects of the program. The planning grant also supported educator professional development in financial literacy. The schools began their implementation in FY14. During FY14, ESE also contracted with University of Massachusetts Donahue Institute (UMDI) to conduct a program evaluation across the set of districts.

The first implementation year, FY14, supported the districts in implementing their financial literacy high school program, including educator professional development, implementing the course(s) and related program activities, and evaluating the impact of their design. In the second year of implementation (FY15), the districts continued to employ diverse program models while adding courses or other components to improve their programs or scale-up to reach more

students. Most Pilot high schools expanded or refined their program in the second year of implementation. Table 1 provides an overview of the three years:

Table 1: Overview of the three years of the Financial Literacy Pilot Program, including the number of students and teachers engaged each year.			
Year	Phase	# students	# teachers
FY13	Planning Period	0	17
FY14	1 st year of Implementation	4,450	81
FY15	2 nd year of Implementation, including refinement and scale-up	5,243	231*

* Lowell high school’s program was directed to the 9th grades through the Freshman Academy and Revere high school’s program was directed to the whole school population through their Advisory period.

The FY14 and FY15 evaluation reports can be found on the ESE STEM Grants webpage: <http://www.doe.mass.edu/STEM/grants.html>.

Variations in Model Design

Each of the 11 FLP high schools employed diverse program models designed to meet their unique needs, populations, and priorities. Most high schools added courses or other components to improve their programs or scale-up to reach more students:

- Haverhill integrated financial literacy components across its freshman seminars.
- Dean, Lynn, and Revere integrated financial literacy components in their freshman mathematics courses.
- Putnam offered freshmen a Junior Achievement (JA) in a Day intervention, which is a day-long condensed version of JA’s Economics for Success program.
- Four High Schools, Durfee, Haverhill, Quincy and North Quincy targeted special populations of students.
- Eight sites offered a Credit for Life fair, an event where students must make budgetary decisions based on their income and credit score.
- Three sites offered financial literacy fairs that were not affiliated with Credit for Life.
- Lynn held a Family Financial Fluency event again for students and parents, showcasing students’ financial knowledge in a quiz show-like competition and offering supports such as credit counseling.
- Putnam and Dean both offered My Dream My Future conferences that were offered to a general student population rather than to students who were enrolled in a particular class.
- Worcester offered a career fair and an Advanced Placement night as part of its FLP program.

FLP content has been integrated in Advisory Blocks, Accounting, Computer Literacy, Street Law, Spanish II, ELL, Business Technology, Evening school, Teen Mothers Program, Century 21, Pre-ELL Program, Retail and Marketing, Business, Robotics, Allied Health Design and Visual, Horticulture, Economics, Cosmetology, Electromechanical, Hospitality and Restaurant, Programming and Web Design, and Pre-Calculus courses.

In the second implementation year, most of the high schools added courses or other components to improve their programs or scale-up to reach more students. Table 2 provides the number of students engaged each year:

Table 2: All students Participating in Financial Literacy Pilot Programs in FY14 and FY15 by Site.			
Gateway District	High School(s)	Number of Students Engaged FY14 (Percent of School Population)	Number of Students Engaged FY15 (Percent of School Population)
Fall River	BMC Durfee High School	560 (25%)	75 (3%)
Haverhill	Haverhill High School	570 (31%)	225 (12%)
Holyoke	Dean Technical High School	74 (16%)	403 (100%)
Lowell	Lowell High School	261 (9%)	832 (27%)
Lynn	Lynn Classical High School	608 (41%)	600 (37%)
Quincy	North Quincy High School	74 (6%)*	80 (7%)*
	Quincy High School	48 (3%)*	41 (3%)*
Revere	Revere High School	1,550 (100%)	1,700 (99%)
Salem	Salem High School	109 (10%)	80 (8%)
Springfield	Putnam Vocational High School	546 (41%)	985 (73%)
Worcester	Worcester Technical High School	50 (4%)	222 (16%)
	Totals:	4,450	5,243

* Quincy schools targeted special populations: engaged 100% of their target students.

Students who participated in the FLP program represented a range of socio-economic and achievement levels. More than two-thirds of participants were from low-income households. Participants were also diverse in terms of gender, race, special education status, English language proficiency, and grade level. Half of student participants were freshmen.

Most grantees expanded or considerably altered their FLP program in the second year of implementation. Some project leaders indicated plans to expand their programs in FY16. For example, Haverhill anticipated integrating financial literacy components into its life skills program in the 2015–16 school year and its summer camp. In addition, several site project

leaders said they would like to make a financial literacy class, or component, mandatory for all students. Financial Literacy Pilot Program Models are listed in Appendix A.

Achievements

The next two sections are a summary of the UMDI evaluation of the Financial Literacy Pilot Program. The FY14 and FY15 evaluation reports can be found on the ESE STEM grants webpage: <http://www.doe.mass.edu/STEM/grants.html>.

In both implementation years, Financial Literacy Pilot (FLP) project leaders from every site incorporated the six National Standards for Financial Literacy and the three required topics from the *Massachusetts Curriculum Frameworks* into their programming. Upon completion of the second implementation year, the following were accomplished and achieved by the FLP program:

- The number of educators delivering FLP curriculum increased from 81 in the first year of implementation to 231 in the second year of implementation.
- The number of participants in the FLP program increased by eighteen percent, from 4,450 in the 2013–14 school year to 5,243 in the 2014–15 school year.
- Seventy-two percent of students demonstrated gains in financial literacy on the pre- and post-assessments.
- Teachers and project leaders also reported improvements in their students' financial literacy knowledge and skills. When asked to what extent the FLP program had improved their students' financial decision making, seventy-six percent of teacher survey respondents reported that they had observed a moderate to strong improvement. The remaining quarter of respondents stated that students showed limited improvement. No respondents selected the "no improvement" category.
- Eighty-six percent of students reported that they were much better (forty-five percent) or somewhat better (forty-one percent) able to make informed decisions about their personal finances after participating in their FLP courses.

Lessons Learned

Most teachers and project leaders believed that the FLP was relevant to students' personal finance decisions and that their students agreed with this assessment. The most commonly named factors that facilitated FLP implementation included having the benefit of experience and reflection, embedding financial literacy content in existing courses and programs, teacher buy-in, the use of technology, and community partnerships:

- Most sites reported that alignment of their programs with the financial literacy standards was less difficult than alignment with the mathematics and technology standards, and that impacts on students were correspondingly greater in relation to the financial literacy standards than the mathematics and technology standards. Schools that incorporated the mathematics standards in mathematics courses and digital literacy standards in digital literacy courses did not report alignment issues.

- The success in implementing their financial literacy program resulted from being able to implement the program as it fit in their school.
- FLP high schools continued to implement an array of program models featuring diverse curricula and activities. Each of the high schools reported that they had expanded or altered their program in the second year of implementation in order to improve the quality of FLP programming and/or increase the number of student participants.
- Some project leaders indicated plans to grow their programs further in FY16. For example, Haverhill anticipated integrating financial literacy components into its life skills program in the 2015–16 school year and its summer camp. In addition, several site project leaders said they would like to make a financial literacy class or component mandatory for all students. Revere leaders noted that their long-term plan of making the course mandatory would be a budgetary challenge because it would mean hiring at least one more teacher.
- Factors that facilitated the implementation of FLP programs in the second year of implementation included teacher buy-in and commitment, the ability to reflect on lessons learned from Year 1, the use of technology, and embedding financial literacy content in existing courses and programs. The appreciation of embedded content contrasts with the Year 1 finding that teachers and project leaders favored stand-alone financial literacy courses.
- Many project leaders reported that as high schools became more familiar with their financial literacy curricula and programs, curriculum and instruction support from outside organizations decreased; however, it became more targeted. For example, Lowell’s work with the International Institute is now targeted to developing financial literacy curriculum for ELL students, rather than for the entire student body. Similarly, the first two years of Revere’s partnership with Wheelock College focused on workshops, content, and instructive case studies, however, during the 2014–15 school year, the emphasis shifted to expanding course offerings, materials, internships, and community service projects.
- Most project leaders stressed that for a program to successfully teach financial literacy concepts, it must focus on two components:
 - (1) *Hands-on activities.* Most teachers and project leaders reported that students’ participation in experiential learning opportunities had a positive impact on their financial literacy knowledge and skills. Many project leaders said that hands-on and “real life” activities were the most effective means of engaging students in the financial content. Moreover, several project leaders expressed those experiential activities promoted greater retention of the material because students had the opportunity to apply financial concepts in real time and in real-life situations.

They believed that Credit for Life Fairs, job shadowing, field trips, creating household budgets, and developing business plans were particularly effective. Several sites considered the Stock Market Challenge and the Stock Market Game simulations to be some of the most engaging activities. These required students to make careful but quick investment decisions in a lively, competitive environment.

(2) *Skills that can be practically applied in daily life.* Most interviewees felt that teaching “everyday” skills, such as college costs and planning, use of credit cards, saving for luxury items, or experiences like the senior prom, and opening a checking account, translated to greater student interest. As in the previous implementation year, some project leaders reported that creating and presenting relevant content was most difficult at the 9th grade level. The schools that concentrated their FLP work on economic and business content—as opposed to more everyday financial activities—did so with the intention of tailoring their program to students’ current interests and their post-high school plans.

- Finding the right partner(s) at the right time was of great benefit in implementing the FLP program. All of the FLP high schools worked with at least one external partner. Most schools expanded or solidified the roles of partners from Year 1, and some schools added new partners. The roles of community partners fell mostly into three categories: curriculum and instruction support, guest speakers/mentors/role models, and expanded resources.
- Several interviewees recommended improving or expanding Professional Development (PD) for FLP teachers. They recognized that this would likely require additional time and funding. Several respondents to the teacher survey were also eager to have more collaborative time. When these teachers received support, they reportedly delivered financial literacy curriculum more effectively and enthusiastically.
- Continually developing opportunities for grantees to share best practices and lessons learned with each other. In both grant implementation years, grantees expressed that this sharing helped to improve practice in their schools. These shared opportunities provide a forum for sites to contribute resources that they had developed or discovered. FLP grantees have both identified and developed valuable resources, including materials targeted to specific, high-need populations, such as ELL students, teen mothers, and students with social-emotional challenges. During the 2014–15 school year, these opportunities included a webinar, presentations, a poster session, and a case consultancy session at the grantee meeting, and the bi-monthly evaluation newsletters.
- Multiple grantees have engaged in collaborations with Institutes of Higher Education that have been strong learning experiences for students in grantee schools, as well as opportunities for college students to offer mentorship, provide community service, and possibly deepen their own understanding of subject matter relevant to their studies.
- One of the most common measures to bolster the sustainability of FLP programs was to embed financial content into existing (and often required) classes and academic programs. Program leaders felt that this made it less likely that personal finance curriculum will be eliminated. In addition to promoting sustainability, interviewees described the following benefits of embedded financial literacy content: strengthening existing courses and academic programs, making mathematics more appealing, and increasing buy-in and involvement of staff school-wide.

Many project leaders would like to know whether the financial literacy content and abilities learned in high school would translate to improved attitudes and decision making about money in adulthood, a question beyond the scope of this program and evaluation. One administrator noted that he would like his school to do a better job of tracking students once they had graduated. He acknowledged that this might be difficult to do in a quantitative way but that engaging graduates

through social media could be informative. A few project leaders attributed the difficulty in assessing impact to the limited opportunity to view students outside of school and to the fact that there are so many influences on students' behavior.

Use of Funds FY15

This report describes the results of the planning year (FY13) and implementation years (FY14 & FY15) of the Financial Literacy Pilot Program Grant funded 7061-0928 line item. In each fiscal year, \$250,000 in state funds supported grants to 10 districts.

Table 3: Use of FY15 Funds	
Use	Amount
10 Districts grant (approx. \$20,000 each)	\$200,000
External evaluation (UMDI)	\$47,000
Advisory Committee (logistical support)	\$3,000
Total:	\$250,000

Advisory Council Recommendations

While many high schools offer financial education, it is typically part of an elective course, and the personal finance content is often limited. Current efforts to teach personal finance in public schools today are fragmented and inconsistent, depending on which particular school district a student attends. To ensure that every student receives the instruction they need to make informed decisions about saving, spending, investing and protecting their money, all students should have access to quality financial literacy education.

The Financial Literacy Advisory Committee has advised the design and implementation of the FLP throughout the three years. Advisory Committee members are listed in Appendix B. Based on their observations of district FLP implementation, their financial literacy expertise, and the evaluation results, the Advisory Committee recommends the following for consideration of future state financial literacy efforts:

- Massachusetts should adopt a set of comprehensive K-12 academic standards devoted to financial literacy. The financial literacy standards should include only financial literacy standards and call out connections to other Massachusetts framework standards to encourage cross-curriculum development and implementation. Whether such standards are formally adopted by the Department (ESE) or more simply an agreed upon common reference for the state, is open for discussion. This will address the alignment problem described in the Lessons Learned section.
- School districts should have a range of implementation options for offering this content. The success of the Pilot districts in implementing their financial literacy programs is a result of their ability to develop diverse curricula, interventions, and activities to meet school needs and priorities. These can now serve as models for other districts that share similar conditions, needs, and priorities.
- All financial literacy curriculum should include two key features:

(1) *Hands-on Activities*. Students' participation in experiential learning opportunities such as stock market simulations, financial literacy fairs, capstone projects, budgeting, online financial games, Credit for Life Fairs, job shadowing, field trips, creating household budgets, and/or developing business plans, is critical to student engagement.

(2) *Practical contexts and application*. Curriculum that is relevant to students' lives outside of school provides key motivation for their learning and use of the content.

- Professional Development (PD) support should be provided to financial literacy educators. This should include subject-specific PD sessions, e.g., the history of banking, and approaches to teaching economic terminology, hands-on strategies, and technology topics relevant to teaching financial literacy. Further, opportunities for financial literacy educators to share best practices and lessons learned with each other should be developed and sustained.
- A centralized directory of best practices and resources should be developed to include financial literacy curriculum, syllabi, activities, lesson plans, ideas for classroom, assessments, software, applications, community partners, and funders. This would also provide a forum for organizations and districts to contribute resources that they had developed or discovered.
- Financial literacy programs should promote and support partnerships with Institutions of Higher Education (IHEs), businesses, and other community partners. These are critical to providing curriculum and material, guest speakers, professional development, and helping plan, host, and fund events.
- Independent evaluators should continue to collect data on the students who participated in the financial literacy education pilot to assess long term impact of these interventions. This longitudinal study may result in the identification of best practices within the 10 models.

Summary

The recent economic crisis and high consumer debt has focused the need for financial literacy education in Massachusetts. Financial literacy education is critical to college and career readiness and has significant impact in everyday life, e.g., financing college, investing/saving for the future, or buying/refinancing a home.

The purpose of this state-funded grant was to support high schools in 10 Gateway municipalities to plan and pilot financial literacy programs that engage high school students in developing personal financial knowledge and skills for college and career readiness.

This Pilot Program has developed multiple models that demonstrate effective implementation of high school financial literacy. These Pilot schools represent comprehensive and vocational high schools, as well as varied structures and goals that will result in models that many high schools can choose to implement based on their own capacity, structure, and desired goals.

Appendix A: Financial Literacy Pilot Program Models

Most grantees expanded or considerably altered their FLP program in the second year of implementation. The following list summarizes notable expansions and/or changes:

- **BMC Durfee High School** – The FLP program was formerly implemented across Freshman Academy classes and is now housed in the school’s 21st Century Community Learning Center, a voluntary out-of-school-time program that targets students who are struggling or have social-emotional needs. The FLP program is credit bearing.
- **Dean Technical High School** – Addition of financial literacy components in Freshman Algebra courses.
- **Haverhill High School** – Addition of “Earning, Learning, and Investing” stand-alone financial literacy class open to juniors and seniors. Addition of a semester of financial literacy components in Haverhill’s Night School Program.
- **Lowell High School** – Expansion of FLP program from mathematics seminar to all seminars in the Freshman Academy (in the second semester).
- **Lynn Classical High School** – Financial literacy components added to four courses: Algebra II (eight sections), Algebra III (five sections), Pre-calculus, and Spanish II (nine sections).
- **Putnam Vocational Technical Academy** – Addition of program components, including JA in a Day event for freshmen, the JA EnTEENpreneur “Shark Tank” Challenge for students in Retail and Marketing, Design and Visual, and Business shops, and JA Finance Park Virtual for Career Planning Students.
- **Quincy and North Quincy High Schools** – Financial literacy components added to pre-English language learners program.
- **Revere High School** – Addition of a stand-alone, quarter-long financial literacy elective (primarily for juniors and seniors).
- **Salem High School** – Addition of a financial literacy reality fair in partnership with Cabot Money Management and Peoples United Bank, held at Salem State University.
- **Worcester Technical High School** – Expansion of financial literacy components (from Network for Teaching Entrepreneurship curriculum) to Cosmetology and Electromechanical shops, and the Pre-calculus course.

Some project leaders indicated plans to grow their programs further in FY16. For example, Haverhill anticipated integrating financial literacy components into its life skills program in the 2015–16 school year and its summer camp.

In addition, several site project leaders said they would like to make a financial literacy class or component mandatory for all students. Revere leaders noted that their long-term plan of making the course mandatory would be a budgetary challenge because it would mean hiring at least one more teacher.

High School Financial Literacy Pilot Program Overview

	Fall River – BMC Durfee High School	Haverhill – Haverhill High School	Holyoke – Dean Technical High School	Lowell – Lowell High School	Lynn – Lynn Classical High School	Quincy – North Quincy High School	Quincy – Quincy High School	Revere – Revere High School	Salem – Salem High School	Springfield – Putnam Vocational High School	Worcester – Worcester Technical High School
School Type	Comp	Comp	CVTE	Comp	Comp	Comp	Comp	Comp	Comp	CVTE	CVTE
Comprehensive – Comp Vocational – CVTE											
Delivery Mechanism Required – R Elective – E	Extra-curricular [E]	Accounting Strand Class [R] Night School [R] Money Matters Class [E]	Freshman Algebra Class [R] 12 th Grade Personal Finance Class [E]	Freshman Academy [R] Two 10-12 Grade Classes [E]	Algebra 1 and 2 Classes [R] 6 Any Grade Classes [E]	11-12 th grade 4 Targeted Classes [R]	11-12 th grade 4 Targeted Classes [R]	All Grades Advisory Block [R] Freshman Math Class [R] Financial Literacy Class [E]	12 th Grade Money Matters Class [E]	6 CVTE Strand and 2 General Classes [R] 2 Any Grade Class [E]	5 CVTE Strand Classes [R] Pre-Calculus Class [E]
Academic Department	21st Century Program	Multiple	Math	Multiple	Multiple	Multiple	Multiple	Multiple	Business	Multiple	Multiple
Experiential Activities	4	6	8	1	3	8	5	5	3	4	7
Student population (%)	3%	12%*	100%	27%	37%	7%*	3%*	100%	8%	73%*	16%*
Community Partners	1	7	4	3	6	3	4	3	2	7	3
Contact	Brad Silva, dsilva@fallriverschools.org	Susan Finn, sfinn@haverhill-ps.org	Greg Oliver, goliver@projectgradusa.org	Dr. Roxane Howe, rhowe@lowell.k12.ma.us	Dr. Mark Johnston, johnstonm@lynnschools.org	Keith Segalla, keithsegalla@quincypublicschool.com	Keith Segalla, keithsegalla@quincypublicschool.com	Matt Costa, mcosta@revere.mec.edu	Andrew Wulf, andrewwulf@salemk12.org	Paul Nycz, nyczp@sps.springfield.ma.us	Kyle Brenner, Brennerk@worc.k12.ma.us

* Represents 100% of targeted population.

District	Pilot Program Description - FY15 Data				
Fall River– BMC Durfee High School	Required Course(s): None Elective Course(s): Durfee 21st Century Community Learning Center (grades 9-12) Experiential: Activity: Online/App Stock Market Game Personal or Household Budget Business or Financial Plan Other Curriculum Resource: Junior Achievement				
	<table border="1"> <thead> <tr> <th data-bbox="329 604 596 653">External Partner</th> <th data-bbox="596 604 1323 653">Role(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="329 653 596 814"> Junior Achievement (with Nathan Araujo) </td> <td data-bbox="596 653 1323 814"> Provided financial literacy curriculum and materials; Provided guest speakers </td> </tr> </tbody> </table>	External Partner	Role(s)	Junior Achievement (with Nathan Araujo)	Provided financial literacy curriculum and materials; Provided guest speakers
	External Partner	Role(s)			
	Junior Achievement (with Nathan Araujo)	Provided financial literacy curriculum and materials; Provided guest speakers			
	Students Participating in FLP Program: 75				
Educators delivering Financial Literacy Pilot curriculum: 7					
<p>FLP program was housed in Durfee’s 21st Century Community Learning Center, a voluntary out-of-school-time program that targets students who are struggling with or have social-emotional needs. The 21st Century Community Learning Center program was developed by the Durfee FLP team with materials and input from Junior Achievement and Baycoast Bank. This is a credit bearing program. The curriculum was implemented via a variety of instructional strategies. In addition to teacher-directed, hands-on activities using our school-based curriculum, students used an online simulation where they were given a fictional job, age, income, and education, and were tasked with balancing a personal budget and making life decisions.</p> <p>Durfee has also partnered with Junior Achievement, whose representative worked with students on a weekly basis to deliver JA standards-based curriculum, addressing the concepts of Goal setting, Financial choices, Budgeting, Saving, Spending, Investment, Credit, Identity theft, Fraud, and Insurance.</p> <p>For more project information, contact: Brad Silva, dsilva@fallriverschools.org.</p>					

District	Pilot Program Description - FY15 Data												
Haverhill – Haverhill High School	<p>Required Course(s): EBiT Academy Business/Accounting Strand Earning, Learning, and Investing (grades 11-12) Night School Program Financial Literacy Night School Program (grades 9-12)</p> <p>Elective Course(s): Money Matters (grades 9-12)</p> <p>Experiential Activities: Credit for Life Fair Online/App Stock Market Game Personal or Household Budget Business or Financial Plan Job Shadowing Other</p> <p>Curriculum Resource: NEFE based (National Endowment for Financial Education) Practical Money Skills for Life website</p>												
	<table border="1"> <thead> <tr> <th data-bbox="329 814 597 898">External Partners</th> <th data-bbox="597 814 1334 898">Role(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="329 898 597 1062">Haverhill Bank</td> <td data-bbox="597 898 1334 1062">Provided guest speakers; Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials (Credit for Life Fair); Offered job shadowing opportunities</td> </tr> <tr> <td data-bbox="329 1062 597 1115">Coldwell Banker</td> <td data-bbox="597 1062 1334 1495" rowspan="5">Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials (Credit for Life Fair)</td> </tr> <tr> <td data-bbox="329 1115 597 1209">Costello Insurance</td> </tr> <tr> <td data-bbox="329 1209 597 1262">Cedardale Health</td> </tr> <tr> <td data-bbox="329 1262 597 1314">Emmaus House</td> </tr> <tr> <td data-bbox="329 1314 597 1440">Northern Essex Community College</td> </tr> <tr> <td data-bbox="329 1440 597 1495">Men’s Wearhouse</td> <td data-bbox="597 1440 1334 1495">Provided guest speakers</td> </tr> </tbody> </table>	External Partners	Role(s)	Haverhill Bank	Provided guest speakers; Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials (Credit for Life Fair); Offered job shadowing opportunities	Coldwell Banker	Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials (Credit for Life Fair)	Costello Insurance	Cedardale Health	Emmaus House	Northern Essex Community College	Men’s Wearhouse	Provided guest speakers
	External Partners	Role(s)											
	Haverhill Bank	Provided guest speakers; Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials (Credit for Life Fair); Offered job shadowing opportunities											
	Coldwell Banker	Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials (Credit for Life Fair)											
	Costello Insurance												
	Cedardale Health												
	Emmaus House												
	Northern Essex Community College												
	Men’s Wearhouse	Provided guest speakers											
<p>Students Participating in FLP Program: 225</p> <p>Educators delivering Financial Literacy Pilot curriculum: 4</p> <p>PD Provider: National Financial Educators Council Lynda.com</p> <p>This year, with the help of the Financial Literacy Grant, we introduced a Financial Literacy class to the night school. The class was a half-year and started in January. The HHS Night school is for students who could not attend during the day and mostly work during the day. They had trouble previously attending school. The instructor was</p>													

District	Pilot Program Description - FY15 Data
	<p>equipped with iPads, the NEFE curriculum, and supplemental material, as well as professional development. We also took advantage of Lynda.com. This is a great professional development web site and includes many tutorials and classes in business and finance. The class Earning, Learning, and Investing for a New Generation was also started this year. We ran one section for juniors and seniors in September and a second section started in January. We worked on introducing Financial Literacy to the Life Skills program and hope to get that in place by next year. Our Credit for Life Fair was held in April and we had two speakers come in to talk to students about presentation, first impressions, and interviews.</p> <p>For more project information, contact the Program Administrator: Susan Finn, Dean Business/Technology, sfinn@haverhill-ps.org.</p>

District	Pilot Program Description - FY15 Data										
Holyoke – Dean Technical High School	<p>Required Course(s): Freshman Algebra (grade 9 mathematics department)</p> <p>Elective Course(s): Personal Finance course (grade 12 mathematics department)</p> <p>Experiential Activities: Credit for Life Fair Other Reality Fair JA Stock Market Challenge Capstone or Year-end Project Financial Literacy or Business Portfolio Personal or Household Budget Business or Financial Plan Other</p> <p>Curriculum Resource: Junior Achievement</p>										
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	External Partners	Role(s)									
	Junior Achievement of Western Massachusetts	Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event (Credit for Life Fair; My Dream, My Future Conference); Provided funding for FLP events and/or materials; Offered job shadowing opportunities									
	Elms College	Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event (My Dream, My Future Conference); Offered job shadowing opportunities									
	Credit For Life Western Massachusetts	Provided financial literacy curriculum and materials; Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials (Credit for Life Fair)									
Bay Path University	Provided guest speakers (college students support during JA Finance Park); Offered job shadowing opportunities										
<p>Students Participating in FLP Program: 403</p>											
<p>Educators delivering Financial Literacy Pilot curriculum: 2</p>											
<p>We participated in the stock market challenge. We used JA Finance Park computer simulation and the Titan program when we could coordinate times for it. We participated in Elms college Trip for Girls (about empowering girls to succeed). We had volunteers scheduled to come in from Baypath to assist the finance class students. JA</p>											

District	Pilot Program Description - FY15 Data
	<p>worked with Teresa Beaulieu to set up some career fairs. We had a JA volunteer working with a class on an entrepreneur project.</p> <p>For more project information, contact the Project Director: Greg Oliver, goliver@projectgradusa.org.</p>

District	Pilot Program Description - FY15 Data								
Lowell – Lowell High School	<p>Required Course(s): Freshman Academy (grade 9)</p> <p>Elective Course(s): Personal finance (grades 10–12, Business department) Accounting (grades 10–12, Business department)</p> <p>Experiential Activities: Credit for Life Fair</p> <p>Curriculum Resource: NEFE HS Financial Planning Program</p>								
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	External Partners	Role(s)							
	Jeanne D'Arc Credit Union	Assisted in planning financial literacy curriculum; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials; Offered students work experience in credit union branch located in the high school							
	International Institute	Assisted in planning financial literacy curriculum							
Coalition for Better Acre	Assisted in planning financial literacy curriculum								
Students Participating in FLP Program: 832									
Educators delivering Financial Literacy Pilot curriculum: 53									
<p><u>Freshman Academy</u></p>									
<p>The initial grant was used to incorporate financial literacy within the Freshman <u>Mathematics Seminar</u> (98 students). During the previous school year, the work was focused on revamping the Freshmen Seminar to incorporate financial literacy so all 9th grade students (759 students) would have this curriculum. The Financial Literacy lessons were scheduled for second semester and the first few lessons occurred with the continued support of Jeanne D’Arc Credit Union.</p>									
<p><u>ELL Courses</u></p>									
<p>This past year, the focus was on modifying financial literacy curriculum to meet the needs of our ELL students. The curriculum work occurred between March and May of this past school year.</p>									
<p><u>Financial Literacy Fair</u></p>									
<p>We held the 5th Financial Literacy Fair for seniors sponsored by Jeanne D’Arc Credit Union on March 31, 2015.</p>									
<p>For more project information, contact the Project Leader: Dr. Roxane Howe, Business Department Chair, rhowe@lowell.k12.ma.us.</p>									

District	Pilot Program Description - FY15 Data														
Lynn - Lynn Classical High School	<p>Required Course(s): Algebra I (grade 9, Mathematics department) Algebra II (grade 10-12, Mathematics department)</p> <p>Elective Course(s): Algebra III – College Algebra (grade 11-12, Mathematics department) Pre-Calculus (grade 11-12, Mathematics department) Computer literacy (primarily grade 9, Applied Technology Department) Street Law (grades 11–12, Social Studies Department) Financial Literacy (grades 11-12, Social Studies Department) Spanish II (grades 9-11, Foreign Languages Department)</p> <p>Experiential Activities: Other Reality Fair Online/App Stock Market Game Financial Literacy or Business Portfolio</p> <p>Curriculum Resource: Valmo Village (Financial Fluency) Materials curated from various financial education curricula</p>														
	<table border="1"> <thead> <tr> <th data-bbox="329 863 597 947">External Partners</th> <th data-bbox="597 863 1406 947">Role(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="329 947 597 1108">Valmo Villages (Niaz Karim)</td> <td data-bbox="597 947 1406 1108">Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s)</td> </tr> <tr> <td data-bbox="329 1108 597 1199">CenterBoard</td> <td data-bbox="597 1108 1406 1199">Provided guest speakers; Planned and/or hosted FLP event(s)</td> </tr> <tr> <td data-bbox="329 1199 597 1329">Metro Credit Union</td> <td data-bbox="597 1199 1406 1329">Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials</td> </tr> <tr> <td data-bbox="329 1329 597 1455">American Credit Counseling</td> <td data-bbox="597 1329 1406 1455">Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials</td> </tr> <tr> <td data-bbox="329 1455 597 1581">Mass Assets (The Midas Collaborative)</td> <td data-bbox="597 1455 1406 1581">Provided guest speakers; Planned and/or hosted FLP event(s)</td> </tr> <tr> <td data-bbox="329 1581 597 1709">Wheelock College</td> <td data-bbox="597 1581 1406 1709">Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development</td> </tr> </tbody> </table>	External Partners	Role(s)	Valmo Villages (Niaz Karim)	Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s)	CenterBoard	Provided guest speakers; Planned and/or hosted FLP event(s)	Metro Credit Union	Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials	American Credit Counseling	Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials	Mass Assets (The Midas Collaborative)	Provided guest speakers; Planned and/or hosted FLP event(s)	Wheelock College	Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development
	External Partners	Role(s)													
	Valmo Villages (Niaz Karim)	Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s)													
	CenterBoard	Provided guest speakers; Planned and/or hosted FLP event(s)													
	Metro Credit Union	Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials													
	American Credit Counseling	Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials													
	Mass Assets (The Midas Collaborative)	Provided guest speakers; Planned and/or hosted FLP event(s)													
	Wheelock College	Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development													
	<p>Students Participating in FLP Program: 600</p> <p>Educators delivering Financial Literacy Pilot curriculum: 9</p> <p>Other PD Provider: Massachusetts Consumer Credit</p>														

District	Pilot Program Description - FY15 Data
	<p>The Lynn Classical Financial Literacy Program is aligned with its 2013/2014 goals. We worked on the pilot program curriculum units. The snow days, along with preparation for MCAS, slowed us down a bit; however, we got back on track and completed the units. We worked to include technology-based activities in some of the curriculum units in order to enhance their attraction to students. In addition, we included a quarterly project in some of them as well. We analyzed our pre- and post-data. We held another Family Financial Fluency Day this past spring, spearheaded by Valmo Villages and Metro Credit Union. We worked with Wheelock College to review and improve our current classroom implementation plan of the curriculum units.</p> <p>For more project information, contact the Project Supervisor: Dr. Mark Johnston, Mathematics Department head, johnstonm@lynnschools.org.</p>

District	Pilot Program Description - FY15 Data								
Quincy – North Quincy High School	<p>Required Course(s): Career and Technical Education Business Technology Program Business Technology Program (grades 11-12) Special Populations Gaining Opportunities and Acquiring Learning Skills (grades 11-12) Positive Academic and Social Success Program (grades 11-12) English Language Learners Program (grades 11-12)</p> <p>Elective Course(s): None</p> <p>Experiential Activities: Credit for Life Fair JA Stock Market Challenge Online/App Stock Market Game Capstone Project Financial Literacy or Business Portfolio Personal or Household Budget Business or Financial Plan Other</p> <p>Curriculum Resource: Materials from various financial literacy curricula</p>								
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	External Partners	Role(s)							
	Quincy Credit Union	Provided financial literacy curriculum and materials; Provided guest speakers; Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials							
	Quincy Asian Resources	Provided financial literacy curriculum and materials; Provided guest speakers; High School Adult Financial Literacy Program							
Tackey Chan (MA State Representative)	Guest speaker; Offered job shadowing opportunities								
Students Participating in FLP Program: 80									
Educators delivering Financial Literacy Pilot curriculum: 4									
<p>Other PD Provider: Microsoft</p> <p>Quincy’s Financial Literacy Pilot Program at both Quincy High and North Quincy High Schools was fully implemented. Approximately 109 students were enrolled in Quincy's Financial Literacy Pilot Program. All nine instructors of Quincy’s special population programs, including English Language Learners, Quincy Evening High School, Teen Mothers Program, Goals Program, and PASS Program administered the Financial Literacy Pretest immediately following February recess. Facilitators of Quincy’s Pilot</p>									

District	Pilot Program Description - FY15 Data
	<p>Program met with the teachers to discuss the integration of technology, curriculum modifications, and incorporating Quincy’s Community Business Partnerships. Facilitators and teachers met on February 26th to share and discuss best practices within their programs and ways to support each other, where appropriate. Financial Literacy staff also received training on career exploration for students through Naviance. In addition, participants in the program attended Quincy Public Schools 7th Annual Credit for Life Fair on March 26, 2015.</p> <p>For more project information, contact the Grant Administrator/Manager: Keith Segalla, Executive Director, Career & Technical Education, keithsegalla@quincypublicschools.com.</p>

District	Pilot Program Description - FY15 Data										
Quincy – Quincy High School	<p>Required Course(s): Career and Technical Education Business Technology Program Business Technology Program (grades 11-12) Special Populations Quincy Teen Mothers Program (grades 11-12) Quincy Evening High School (grades 11-12) Pre-English Language Learners Program (grades 11-12)</p> <p>Elective Course(s): None</p> <p>Experiential Activities: Credit for Life Fair Online/App Stock Market Game Capstone or Year-end Project Personal or Household Budget Other</p> <p>Curriculum Resource: Materials from various financial literacy curricula</p>										
	<table border="1"> <thead> <tr> <th data-bbox="329 810 597 890">External Partners</th> <th data-bbox="597 810 1321 890">Role(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="329 890 597 1052">Quincy Credit Union</td> <td data-bbox="597 890 1321 1052">Provided financial literacy curriculum and materials; Provided guest speakers; Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials</td> </tr> <tr> <td data-bbox="329 1052 597 1142">Quincy College</td> <td data-bbox="597 1052 1321 1142">Provided funding for FLP events and/or materials; Planned and/or hosted FLP event (Job Fair)</td> </tr> <tr> <td data-bbox="329 1142 597 1272">Quincy Asian Resources</td> <td data-bbox="597 1142 1321 1272">Provided financial literacy curriculum and materials; Provided guest speakers; High School Adult Financial Literacy Program</td> </tr> <tr> <td data-bbox="329 1272 597 1392">Tackey Chan (MA State Representative)</td> <td data-bbox="597 1272 1321 1392">Offered job shadowing opportunities</td> </tr> </tbody> </table>	External Partners	Role(s)	Quincy Credit Union	Provided financial literacy curriculum and materials; Provided guest speakers; Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials	Quincy College	Provided funding for FLP events and/or materials; Planned and/or hosted FLP event (Job Fair)	Quincy Asian Resources	Provided financial literacy curriculum and materials; Provided guest speakers; High School Adult Financial Literacy Program	Tackey Chan (MA State Representative)	Offered job shadowing opportunities
	External Partners	Role(s)									
	Quincy Credit Union	Provided financial literacy curriculum and materials; Provided guest speakers; Planned and/or hosted FLP event (Credit for Life Fair); Provided funding for FLP events and/or materials									
	Quincy College	Provided funding for FLP events and/or materials; Planned and/or hosted FLP event (Job Fair)									
	Quincy Asian Resources	Provided financial literacy curriculum and materials; Provided guest speakers; High School Adult Financial Literacy Program									
	Tackey Chan (MA State Representative)	Offered job shadowing opportunities									
<p>Students Participating in FLP Program: 41</p> <p>Educators delivering Financial Literacy Pilot curriculum: 3</p> <p>Other PD Provider: Microsoft</p>											
<p>Quincy’s Financial Literacy Pilot Program at both Quincy High and North Quincy High Schools was fully implemented. Approximately 109 students were enrolled in Quincy's Financial Literacy Pilot Program. All nine instructors of Quincy’s special population programs, including English Language Learners, Quincy Evening High School, Teen Mothers Program, Goals Program, and PASS Program administered the Financial Literacy Pretest immediately following February recess. Facilitators of Quincy’s Pilot Program met with the teachers to discuss the integration of technology, curriculum modifications, and incorporating Quincy’s Community Business Partnerships.</p>											

District	Pilot Program Description - FY15 Data
	<p data-bbox="326 268 1451 449">Facilitators and teachers met on February 26th to share and discuss best practices within their programs and ways to support each other, where appropriate. Financial Literacy staff also received training on career exploration for students through Naviance. In addition, participants in the program attended Quincy Public Schools 7th Annual Credit for Life Fair on March 26, 2015.</p> <p data-bbox="326 491 1451 592">For more project information, contact the Grant Administrator/Manager: Keith Segalla, Executive Director, Career & Technical Education, keithsegalla@quincypublicschools.com.</p>

District	Pilot Program Description - FY15 Data								
Revere - Revere High School	Required Course(s): Advisory Block (all grades) Mathematics classes (grade 9, Mathematics Department)								
	Elective Course(s): Financial Literacy course (grades 11-12)								
	Experiential Activities: Online/App Stock Market Game Capstone or Year-end Project Financial Literacy or Business Portfolio Personal or Household Budget Business or Financial Plan								
	Curriculum Resource: Valmo Village and Boston Fed Reserve Bank								
	<table border="1"> <thead> <tr> <th data-bbox="334 659 602 743">External Partners</th> <th data-bbox="602 659 1328 743">Role(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="334 743 602 831">Revere Municipal Credit Union</td> <td data-bbox="602 743 1328 831">Provided guest speakers; Provided funding for FLP events and/or materials</td> </tr> <tr> <td data-bbox="334 831 602 919">Axa Equitable Consultant</td> <td data-bbox="602 831 1328 919">Provided guest speakers</td> </tr> <tr> <td data-bbox="334 919 602 972">Wheelock College</td> <td data-bbox="602 919 1328 972">Provided professional development</td> </tr> </tbody> </table>	External Partners	Role(s)	Revere Municipal Credit Union	Provided guest speakers; Provided funding for FLP events and/or materials	Axa Equitable Consultant	Provided guest speakers	Wheelock College	Provided professional development
	External Partners	Role(s)							
Revere Municipal Credit Union	Provided guest speakers; Provided funding for FLP events and/or materials								
Axa Equitable Consultant	Provided guest speakers								
Wheelock College	Provided professional development								
Students Participating in FLP Program: 1,700									
Educators delivering Financial Literacy Pilot curriculum: 130									
Revere High School taught the Financial Literacy elective course for three consecutive quarters. As the course was a quarter-long course, we were able to make some adjustments to the course, as well as to student performance throughout the year in response to student feedback. Additionally, RHS held its April Financial Literacy week. We promoted financial literacy ideas to all of our students during our morning advisory blocks.									
For more project information, contact: Matt Costa, Director of STEM Disciplines, K-12, mcosta@revere.mec.edu .									

District	Pilot Program Description - FY15 Data						
Salem - Salem High School	<p>Required Course(s): None</p> <p>Elective Course(s): Money Matters (grade 12, business department)</p> <p>Experiential Activities: Credit for Life Fair Online/App Stock Market Game Personal or Household Budget</p> <p>Curriculum Resource: NEFE HS Financial Planning Program</p>						
	<table border="1"> <thead> <tr> <th data-bbox="334 548 602 632">External Partners</th> <th data-bbox="602 548 1328 632">Role(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="334 632 602 869">Cabot Money Management (Rob Lutts, President and Chief Investment Officer)</td> <td data-bbox="602 632 1328 869">Provided guest speakers; Provided funding for FLP event (Credit for Life Fair) and academic scholarship</td> </tr> <tr> <td data-bbox="334 869 602 961">Salem State University</td> <td data-bbox="602 869 1328 961">Hosted FLP event (Credit for Life Fair)</td> </tr> </tbody> </table>	External Partners	Role(s)	Cabot Money Management (Rob Lutts, President and Chief Investment Officer)	Provided guest speakers; Provided funding for FLP event (Credit for Life Fair) and academic scholarship	Salem State University	Hosted FLP event (Credit for Life Fair)
	External Partners	Role(s)					
	Cabot Money Management (Rob Lutts, President and Chief Investment Officer)	Provided guest speakers; Provided funding for FLP event (Credit for Life Fair) and academic scholarship					
	Salem State University	Hosted FLP event (Credit for Life Fair)					
Students Participating in FLP Program: 80							
Educators delivering Financial Literacy Pilot curriculum: 2							
<p>The National Education for Financial Education (NEFE) High School Financial Planning Program’s publication served as the primary curriculum. However, lessons were continually supplemented with current material. In addition, we updated the college financing unit to follow research regarding jobs and anticipated related salaries. We used our iPads for research and the financial literacy applications which were purchased and used last year. The application, “On Your Own” took students through a year of working and living on their own with income and real-life expenses to plan for and pay. On May 20, approximately 60 seniors attended a Reality Fair. The event, which was held at the Bertolon School of Business at Salem State University, was coordinated by Kevin Noyes from People’s United Bank, as well as Andrew Wulf, Carlos Moscoso, and Virginia LeBlanc from Salem High. Rob Lutts, who is president of Cabot Money Management, was also involved and offered to help with funding the fair.</p>							
<p>For more project information, contact: Andrew Wulf, Academic Chair Curriculum, andrewwulf@salemk12.org.</p>							

District	Pilot Program Description - FY15 Data								
Springfield - Putnam Vocational High School	<p>Required Course(s): JA in a Day (grade 9) Enrichment (Mathematics and English) (grades 9-12) Retail and Marketing strand Retail and Marketing (grades 10-12, R and M strand) Business Strand Business (grades 10-12, Business strand) Robotics Strand Robotics (grades 10-12, Robotics strand) Allied Health Strand Allied Health (grades 10-12, Allied Health strand) Design and Visual strand Design and Visual (grades 10-12, Design and Visual strand) Horticulture Strand Horticulture (grade 11, Horticulture strand)</p> <p>Elective Course(s): Mass Mutual Academic Achievers (grades 10-12) H&R Block Knowledge Matters (grades 9-12)</p> <p>Experiential Activities: Credit for Life Fair Other Reality Fair JA Stock Market Challenge Online/App Stock Market Game Capstone Project Personal or Household Budget Business or Financial Plan Other</p> <p>Curriculum Resource: Junior Achievement</p>								
	<table border="1"> <thead> <tr> <th data-bbox="332 1234 600 1312">External Partners</th> <th data-bbox="600 1234 1464 1312">Role(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="332 1312 600 1549">Junior Achievement of Western Massachusetts</td> <td data-bbox="600 1312 1464 1549">Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials; Offered job shadowing opportunities</td> </tr> <tr> <td data-bbox="332 1549 600 1787">Elms College</td> <td data-bbox="600 1549 1464 1787">Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials; Offered job shadowing opportunities</td> </tr> <tr> <td data-bbox="332 1787 600 1894">Springfield Technical Community</td> <td data-bbox="600 1787 1464 1894">Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or</td> </tr> </tbody> </table>	External Partners	Role(s)	Junior Achievement of Western Massachusetts	Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials; Offered job shadowing opportunities	Elms College	Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials; Offered job shadowing opportunities	Springfield Technical Community	Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or
	External Partners	Role(s)							
	Junior Achievement of Western Massachusetts	Assisted in planning financial literacy curriculum; Provided financial literacy curriculum and materials; Provided professional development; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials; Offered job shadowing opportunities							
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Springfield Technical Community	Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or								

District	Pilot Program Description - FY15 Data	
	College	materials; Offered job shadowing opportunities
	Western New England University	Planned and/or hosted FLP event(s)
	MassMutual	Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials; Provided mentoring program
	Western Massachusetts Credit For Life	Provided financial literacy curriculum and materials; Provided guest speakers; Planned and/or hosted FLP event(s); Provided funding for FLP events and/or materials
	Bay Path University	Provided guest speakers; Offered job shadowing opportunities
<p>Students Participating in FLP Program: 985</p> <p>Educators delivering Financial Literacy Pilot curriculum: 9</p> <p>Putnam Vocational Technical Academy worked in partnership with Junior Achievement of Western Massachusetts. The program was built on the successful partnership between JA and Putnam Academy’s academic and vocational programs. This unique approach to educating our students, <i>allowed volunteers from the community to deliver a curriculum, while sharing their experiences with students.</i> Classroom volunteers, program events, and teacher-directed lessons, helped to transform key concepts of lessons into a message that inspired and empowered students to believe in themselves. These hands-on lessons and events helped prepare our students in work-readiness, entrepreneurship, and financial literacy.</p> <p>In the 2014-15 school year, over 600 Putnam Vocational students participated in a variety of programs that incorporated financial literacy concepts into their classes, either through direct curriculum, such as the full semester Economics Program that utilized the JA Economics curriculum, or through one-day special events, such as JA in a Day, where all freshmen completed JA Economics for Success. The latter introduced students to budgeting, savings, investing, risk management and the use of credit cards. Multi-purpose programs, such as JA Be Entrepreneurial and JA Company Program, reinforced financial literacy through a business structure. The capstone, JA Finance Park Virtual, utilized online simulations to reinforce paper and pencil learning.</p> <p>There were five teachers involved in delivering the majority of financial literacy programs, however, JA Economics for Success involved 21 teachers from shops and academics who were trained on the program and participated in the one-day event in partnership with the JA Volunteers. The programs also brought to Putnam more than 70 community volunteers representing area colleges, the community and local businesses.</p>		

District	Pilot Program Description - FY15 Data
	<p data-bbox="332 306 1446 562">New to the program last year, was the opportunity for Putnam students to participate in a live “shark-tank” pitch contest. Thirty-one students from BIM and Marketing & Retail formed student companies, created a product, determined costs, selling price, profit, and breakeven points, then developed a “pitch”, which they tested online with virtual mentors prior to the live pitch event on March 10, 2015. The students’ goal was to be in the top three companies and win the opportunity to submit their plan to the JA USA National Competition held in Washington, DC in June.</p> <p data-bbox="332 600 1235 667">For more project information, contact: Paul Nycz, Assistant Principal, <a data-bbox="332 638 716 667" href="mailto:nyczp@sps.springfield.ma.us">nyczp@sps.springfield.ma.us.</p>

District	Pilot Program Description - FY15 Data								
Worcester- Worcester Technical High School	<p>Required Course(s): Cosmetology Trade Cosmetology (grades 10-12, Cosmetology Trade) Electromechanical Trade Electromechanical (grades 10-12, Electromechanical Trade) Finance and Marketing Trade Finance and Marketing (grades 10-12, Finance and Marketing Trade) Hospitality and Restaurant Management Trade Hospitality and Restaurant Management (grades 10-12, HRM Trade) Programming and Web Development Trade Programming and Web Development (grades 10-12, PWD Trade)</p> <p>Elective Course(s): Pre-calculus (grade 12, mathematics department)</p> <p>Experiential Activities: Credit for Life Fair Online/App Stock Market Game Capstone or Year-end Project Personal or Household Budget Business or Financial Plan Job Shadowing Other</p> <p>Curriculum Resource: NTFE – Network for Teaching Entrepreneurship</p>								
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<p>Students Participating in FLP Program: 222</p> <p>Educators delivering Financial Literacy Pilot curriculum: 8</p>									

District	Pilot Program Description - FY15 Data
	<p>Worcester Technical High School successfully implemented and expanded its three-prong financial literacy program. The first part of our unique program took place in the Hospitality/Restaurant Management and Cosmetology trades. Students went to the wholesale district in New York City in March as part of the NFTE program. These students were given seed money (\$25/each) to purchase items to sell at a “Bazaar” organized by the students. The students were very excited as this was an extremely valuable experience. The students bartered and pulled together resources in order to get the best deals possible. Upon returning to the school, the students set up a “bazaar” during school lunches to sell their inventory for a profit. This experience required the development of a marketing plan in conjunction with their business plan. The project scaffolded to the students’ entrepreneurship senior capstone project. The students and teachers utilized the resources from the grant effectively and were able to document their experiences using the iPads, books, and flash drives. In addition, they continually met with the representatives from NFTE as part of the partnership.</p> <p>WTHS expanded the program to include two additional technical areas. Both an Electro-Mechanical instructor and a Cosmetology instructor were NFTE trained and began the implementation of the NFTE curriculum into their areas. These instructors were given and utilized the Entrepreneur books and workbooks in their respective shops. They also met with NFTE advisors to establish teams and create business plans. Additionally, these programs joined the existing programs and partnered with Clark University. This partnership which paired Clark students with WTHS students aided in the development and production of their business plans.</p> <p>The second part of the program also expanded. In the Finance and Marketing technical program, students continued their community outreach in partnership with the Worcester Credit Union and presented their Financial Literacy Initiative in personal banking to various groups in the Worcester community. They compiled data from the survey given to the participants of the trainings. They presented budgeting and loans workshops to WTHS seniors, adult education students, the Boys and Girls Club, Worcester Housing Authority, and other community groups. This year, students developed a Financial Literacy program to aid students and their families in understanding options in “How to Pay for College”. This program targeted students preparing for college and helped them navigate the myriad of options for student loans, financial aid, scholarships and avoiding the pitfalls of debt. Finance and Marketing students presented to WTHS seniors at the junior class College Fair and the WTHS Advanced Placement Family Night. As part of the outreach program, they went to the Boys and Girls Club. In addition, they too used the books, workbooks, financial calculators/adding machines, and iPad.</p> <p>The third prong ran as part of the pre-calculus curriculum. Personal financing was written into the syllabus and was covered in this class. Also, the Programming and Web Development technical program incorporated the NFTE entrepreneurship principles in the curriculum and the students utilized the competencies in their senior capstone</p>

District	Pilot Program Description - FY15 Data
	<p>projects.</p> <p>Finally, Worcester Technical High School hosted Massachusetts State Treasurer, Deborah Goldberg, for a tour of the school and a presentation of the financial literacy initiatives made possible through the grant. A roundtable discussion was conducted with students, staff, and industry partners on the future of the financial literacy initiative. For more detailed information about the Treasurer’s visit, please click the link: http://www.mass.gov/treasury/about/media-pubs/treas-press-rel/2015/treasurer-talks-financial-lit-with-tech-students.html.</p> <p>For more project information, contact: Kyle Brenner, Principal, Brennerk@worc.k12.ma.us.</p>

Appendix B: Financial Literacy Advisory Committee

Co-Chairs	Title	Institution
Dr. Mitchell Chester, Ed.D.	Commissioner	Massachusetts Department of Elementary and Secondary Education
Mrs. Debra Goldberg	Massachusetts Treasurer and Receiver General	The Office of State Treasurer

Members	Title	Institution
Mr. John Chapman	Undersecretary	The Office of Consumer Affairs and Business Regulation
Mr. John Antonucci	Superintendent, Westwood Public Schools	Massachusetts Association of School Superintendents (M.A.S.S.)
Mr. Nicholas Christ	President and CEO, BayCoast Bank	Massachusetts Bankers Association
Ms. Mary Ann Clancy, Esq.	Senior Vice Pres./General Counsel	Massachusetts Credit Union League
Mr. Benjamin DeLorio	Teacher, Belmont High School	Massachusetts Teachers Association
Mr. Michael Englander	Teacher, North Attleboro High School	American Federation of Teachers Massachusetts
Mr. George Guild	President	Massachusetts Council on Economic Education
Dr. Eric Hayden, Ph.D.	Professor and Chair, Dept. of Economics, UMass Boston	Massachusetts Department of Higher Education
Dr. Dorothy Siden, Ph.D.	Director of the Center for Economic Education, Salem State University	Massachusetts Department of Higher Education

Co-Coordiators	Title	Institution
Ms. Anne DeMallie	Science, Technology Engineering, and Mathematics (STEM)	Department of Elementary and Secondary Education
Dr. Jake Foster, Ph.D.	Science, Technology Engineering, and Mathematics (STEM)	Department of Elementary and Secondary Education
Ms. Leanne Martin Fay	Director of Financial Education	Office of the State Treasurer