Financial Foundations

A Financial Beginnings Financial Education Program

INVESTING

Presenter's Guide

Presented by

COUNTRY FINANCIAL®

FINANCIAL BEGINNINGS
PROVIDING GOOD ¢ENTS.

Our Mission

Financial Beginnings empowers youth and adults to take control of their financial future. We provide educational programs that incorporate all aspects of personal finance to give individuals the foundation they need to make informed financial decisions.

Our Vision

Financial Beginnings is the pathway to a financially literate nation. In a financially literate nation, individuals cease to see finances as a barrier and instead view them as a tool to realize their dreams. In a financially literate nation, individuals are vested in and contribute to a healthy economic system nationally, regionally, and in their own neighborhood.

Welcome to Financial Foundations!

Financial Foundations is Financial Beginnings' Financial Literacy Program for high school participants and young adults. Financial Foundations is Financial Beginnings' largest program serving approximately 30,000 participants each year. This is a full-service program in which Financial Beginnings provides all of the materials and presenters to deliver the program.

The curriculum is broken down into five subjects which specifically focus on a different area of personal finance and include:

- Banking
- Budgeting
- Credit
- Investing
- Risk Management

Each of the five subjects is taught in 2-one hour classes or 1-1 1/2 hour block period. Educators are given the flexibility to choose the subjects that best fit into their class (though most choose to have all five).

This **Presenter's Guide** will walk presenters through how to deliver the lessons and utilize the accompanying participant **Resource Guides**, **PowerPoint slides** and additional **online resources** to provided an impactful lesson. The goal of this Presenter's Guide is to help you deliver the lessons and effectively utilize the information provided by Financial Beginnings.

Thank you for partnering with Financial Beginnings to provide this valuable financial education program to our community's youth and young adults.

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Using this Presenter's Guide

This Presenter's Guide is just one tool that Financial Beginnings provides you to help you deliver the Financial Foundations programs for high school students and young adults. Below outlines the Financial Foundations resources available for your use:

Volunteer Website— http://financialbeginnings.org/volunteers/ You have to be an active volunteer in order to gain access to the website. All of the materials for all of Financial Beginnings' programs are available under the *Classroom Materials* page of the Volunteer Website. In addition, there are supplemental videos available to be viewed on the *Videos* page of the Volunteer Website. Before presenting it is always good to go to the Volunteer Website to ensure that you have the most up to date materials.

Resource Guides— Each of the five subjects has a corresponding booklet, called the Resource Guide. Each participant is provided with a Resource Guide for the corresponding subject taught. You can obtain hard copies of the Resource Guides from the Financial Beginnings office or download pdf files from the Volunteer Website. The Resource Guides were developed to serve as an on-going reference guide for participants to save and refer back to in the future.

PowerPoint Slides— Each subject has a set of corresponding slides and presenter's notes. The slides can be downloaded from the Volunteer Website as well as a pdf file showing the notes pages. Volunteers can modify the PowerPoint Slides to provide up to date relevant information to enhance the presentation.

Presenter's Guide— Provides volunteers with detailed directions on how to deliver the Financial Foundations program. The guide is meant to provide an overview off all of the resources and how they work together to make a smooth lesson plan.

We want to provide our volunteers with flexibility in how they present the lessons, but to ensure program consistency and quality we ask that you meet the course objectives and use as many of the activities as possible. A good rule of thumb to follow for program consistency is to stick to the *80/20 Rule*. Make sure that you are using at least 80% of the provided curricula.

This Presenter's Guide is based on the **Financial Foundations Resource Guides Rev. 7**, Last revised September 2016.

Meeting Standards

Increasing individual financial capability remains at the forefront of our nation. Executive Order 13530 established the President's Advisory Council on Financial Capability. The Council was tasked with identifying new approaches to increase capability through financial education and financial access.

Increasing the financial education opportunities available to youth was identified as one of the Council's three major focus areas. A resource guide published by the Council further emphasized the importance of curriculum that is age-appropriate and aligns with each year of K-12 instruction.

Financial Beginnings' Financial Footings program provides age-appropriate curriculum on all areas of personal finance for elementary school students. The partnership between COUNTRY Financial, Financial Beginnings and the Financial Footings program represents a proactive effort to advance these national strategies to increase financial education among youth.

In addition to furthering a national agenda to increase financial capability and stability, the Financial Footings program also meets or exceeds the standards set forth by the individual states, in regards to financial education.

Investing

Session Objectives

Investing is an excellent way to build wealth and achieve your financial goals in life. The Investing module will help you to understand the key principles of investing.

By the end of of this session participants will:

- Understand what investments are and how they can help you to achieve your financial goals,
- Understand risk vs. return and diversification,
- Learn about common types of investments,
- Understand common options for retirement savings, and
- Learn what kind of investor/saver you are and the pros and cons of each type.

Investing **Overview & Timeline**

Activity (Time)	Objective	Summary of Activity
Icebreaker (15 Minutes)	Introduce the topic and encourage classroom discussion	Review session objectives and break the ice with **Activity: Lifeline**.
Lesson 1 (30 Minutes)	Understand the different common forms of investments and the relationship between risk and return.	Lead participants through a discussion and direct them to the **Risk Quiz** to determine the type of investor they are and **Activity: Pay Off Debt or Invest in 401k?**
Lesson 2 (30 Minutes)	Understand common investment terms and utilize the Rule of 72 to calculate compound interest.	Lead participants through a discussion and engage them with **Activity: Rule of 72**.
Lesson 3 (15 Minutes)	Learn about the tools available to save for retirement.	Lead participants through a discussion.
Conclusion (10 Minutes)	Review the day's lesson and answer any remaining questions.	Answer any remaining questions participants have and emphasize key takeaways from the lesson.

Resource Guide

Activities:
Page 11-12- Lifeline
Page 13- Pay Off Debt or Invest in 401k?
Page 14- The Rule of 72

Appendices:
Page 9: Appendix A: Financial Goals Worksheet
Page 10: Appendix B: Choosing an investment professional

PowerPoint Slides
Slides can be found on the Financial Beginnings Volunteer Website under Classroom Materials

Investing **Understanding Your Audience**

Before beginning any presentation it is helpful to think back to when you were first introduced to the subject. The more that you can understand and relate to your audience the better your presentation will be because it will allow you to make the information relevant to the participants.

Below are some generalities about attitudes and understanding of young adults relating to investing:

- Most will likely not know much about this subject.
- They get very excited when you talk about the time value of money and how the best thing they have on their side is *TIME*.
- They are more risk adverse than previous generations.
- They are coming out of witnessing a major recession and worried about the stock market and economy overall.

Investing **Ice Breaker**

Time: 10 Minutes

Objective: Review session objectives and break the ice with a fun activity.

Resource Guide

Page #:
1- Session Objectives

Activity:
11-12— Activity: Lifeline

PowerPoint Slides

Slide #:
- Ice breaker
- What are we doing today?.

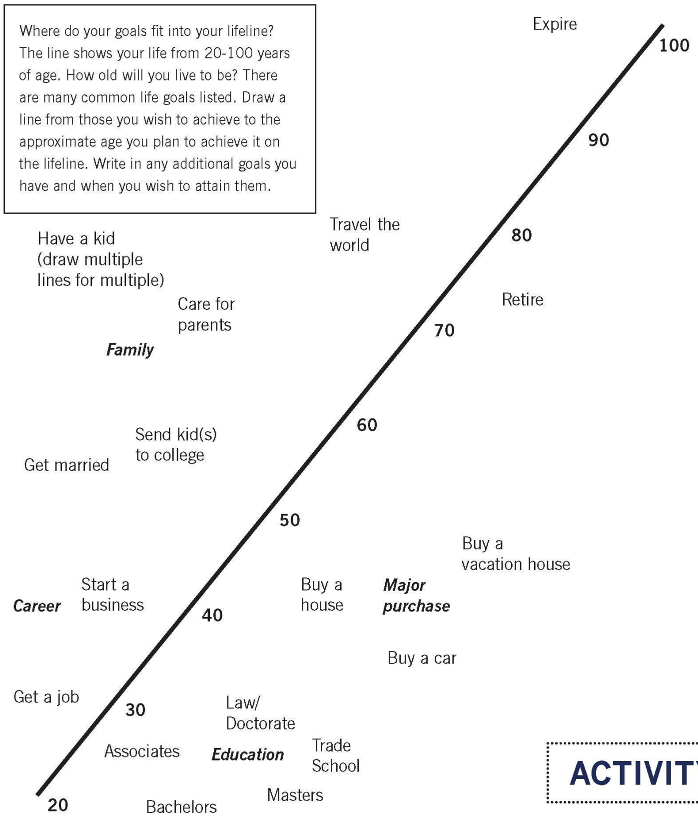
Discussion

Utilizing the **Lifeline Activity** participants will match life milestones with the age they project on achieving them on **page 11** of the **Resource Guide**. On **page 12** participants will fill in which milestones they wish to achieve in each decade of life. Usually the trend is that we have several things we want to do when we are younger like get married, go to school, have children. As people get older the list decreases.

Refer participants to **Activity: Lifeline** on **pages 11 and 12** of the **Resource Guide**.

ACTIVITY: Lifeline

Where do your goals fit into your lifeline? The line shows your life from 20-100 years of age. How old will you live to be? There are many common life goals listed. Draw a line from those you wish to achieve to the approximate age you plan to achieve it on the lifeline. Write in any additional goals you have and when you wish to attain them.



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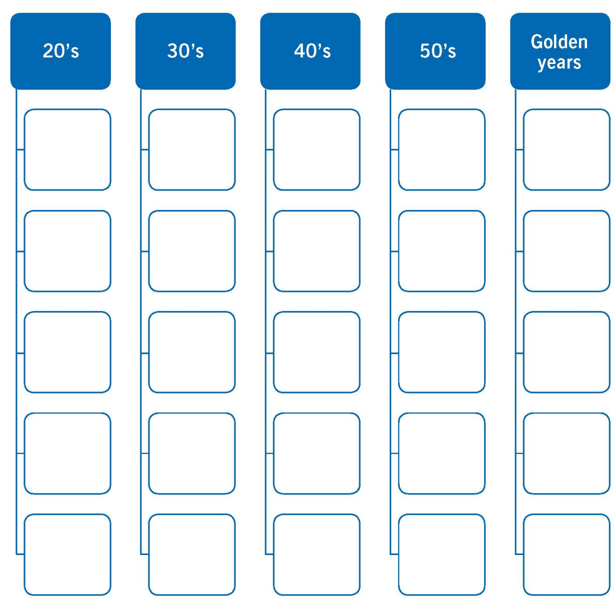
ACTIVITY: Lifeline



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Investing **Lesson 1**

Time: 20 Minutes

Objective: Understand the different common forms of investments and the relationship between risk and return.

Resource Guide

Page #:
2-Types of investments
7-Do you like investment risk? Dare you to find out.

Refer participants to **page 7** of the **Resource Guide** to take the **Risk Quiz**.

Do you like investment risks? Dare you to find out.
Based on a Risk Tolerance Quiz by Bankrate.com

What's your money personality? Take our test and find out where you rank in the investment world.

The way you do that is to help you figure out your risk tolerance- one of the best measures is seeing who you are as an investor. Risk is defined as the probability of loss. Do you like to take risks? Are you generally conservative? Do you even know? Some people easily take risks in certain aspects of their lives but when it comes to their money, it's a whole new ballgame.

So let's play ball. Take this quiz, add up your totals and you should have a good idea of the type of investor you will be.

1.You just won $10,000 in the lottery. Congratulations! What do you do?
a.Use the funds to start up the business you and your best friend have been talking about. (3 points)
b.You speak to your father's stock broker and decide to invest it in the stock market. (2 points)
c.You put it under your mattress, or in a nice, safe certificate of deposit. (1 point)

2.Your brother asks you for a $10,000 for a fool proof investment which he will split the profits with you. Most of the time your brother's plans don't work out, but there have been a couple of times where you've made pretty good money off of them. Do you…
a.Not taking any chances and not giving him the money. (1 point)
b.Offer to match any funds your brother is willing to invest. (2 points)
c.Give your brother the money, he is family after all and it might pay off. (3 points)

3.You want to get some advice on how to invest your lottery winnings, so you…
a.Read as much as you can, watch the news, and invest based on your research. (2 points)
b.Ask the store clerk who sold you the winning ticket. (3 points)
c.Seek out the advice of a stock broker. (1 point)

4.You have finally decided to invest the money. You invest in…
a.A mutual fund that follows the stock market. (2 points)
b.A certificate of deposit at your bank. (1 point)
c.A stock tip given by the Mad Money guy on TV. (3 points)

5.You are now a stock market junkie, and you are watching your new investment. You believe…
a.You're confident that the value of your investment will increase. (3 points)
b.You worry that the value of your investment will decrease. (1 points)
c.You understand the price of the stock will fluctuate up and down. (2 points)

6.You wake up this morning and hear the market went down 2,000 points (Arrgh!!!). What do you do?
a.Invest more because prices are lower- if it was a good buy at the original price it is even better now. (3 points)
b.Wait for the market to return to its previous level and leave your investment alone. (2 points)
c.Sell everything, put the remaining money in a savings account, and sleep soundly. (1 point)

7.Well, with all of this excitement, you realize you're enjoying the stock market "thing", so you decide to ride out the storm. How long do you expect it will take for your investment to double?
a.One year (3 points)
b.Five years (2 points)
c.Ten years (1 point)

8.Believe it or not, your stock is not affected by the decline in the market, and one month later, the value of your stock is up 50%. You have no information on why this is happening, but you decide to…
a.Buy more. (3 points)
b.Sit tight and hold on to your original position. (2 points)
c.Sell it, put the money into your savings account and call it a day. (1 point)

If you scored between 8 and 12, you are a more conservative investor. You are okay with smaller returns on investments that don't keep you up at night with worry.
If you scored between 13-17, you are willing to assume moderate risk with your investments. You are comfortable investing in stocks with prices that continuously move up and down.
If you scored 18 or higher, you are a more aggressive investor and willing to accept more risk in exchange for the potential of larger returns. You are looking for the next Google or Apple, and understand that you could either win big or lose big in the process.

Activity:
13- Pay Off Debt or Invest in 401k?

Appendix:
9- Appendix A: Financial Goals Worksheet

PowerPoint Slides

Slides:
- Why should we start talking about investing now?
- Inflation
- What types of investments do you know about?
- Savings and CDs
- Bonds
- Stocks
- Pete's Pizza
- What if Pete files bankruptcy….who gets paid first?
- Mutual funds
- Investment portfolio
- Risk vs. Return
- Diversification

Discussion

IMPORTANCE OF INVESTING
Help participants to understand investing is important because they will need the leverage of investments to reach their life goals. Most people want to retire at some point and in order to do that they need to invest in order to accumulate the savings necessary to stop working. It is important to get enough of a return on retirement savings to beat inflation and then some.

Teenagers or young adult participants usually understand inflation and can give examples of how it effects them personally. The cost of movie tickets or gas are good examples to explain inflation.

Refer participants to **page 9** of the **Resource Guide**, **Appendix A: Financial Goals Worksheet**. It is important that individuals always keep their goals in mind when deciding on how to proceed with investments. The term in which the goal is desired to be achieved can affect the investment strategy.

ACTIVITY
Direct participants to **page 13** of the **Resource Guide** to **Activity: Pay Off Debt or Invest in 401k** and have them work through it individually or in pairs. Answers for the activity can be found at the end of this lesson. In the activity, the math ends up being that the amount of interest earned in the 401k is the same as the interest saved by putting the additional funds towards the credit card. Still, even though the interest is equal the net effect on the balance sheet is more in favor of investing in the 401k plan because of the employer's matched funds.

TYPES OF INVESTMENTS
Walk participants through the different types of investments. Explaining what the investment is, how risky it is, and what the likely return would be.
- Savings Account
- Certificate of Deposit (CD)
- Bonds
- Stocks

- Mutual Funds
- Other investments like real estate, businesses or Real Estate Investment Trust's (REITs)

Explain the combination of all our assets makes up our investment portfolio. Also, explain the need to have some of our assets liquid for unexpected expenses.

ACTIVITY
Provide participants with this scenario of Pete and his Pizza Shop which can be found on the **PowerPoint Slides.**

Pete is opening up a Pizza Shop, but needs money to get it up and running.

"What are the different ways he can acquire the funds he needs?"

Discuss with participants Pete's situation and discuss the different ways he could obtain the funds he needs to start his pizza shop.

Pete could: Borrow or share in ownership.

"What if Pete files bankruptcy…who gets paid first, the owners or the lenders?"

This question is a great way to explain to participants that debtors get paid before owners, which is why it is more risky to be an owner than it is to be a lender.

RISK VS. RETURN
Refer participants to **page 7** of the **Resource Guide** to take the **Risk Quiz**. Utilize the quiz on to lead participants through a discussion on risk versus return and the importance of understanding what type of an investor we are.

The **PowerPoint Slides** shows the relationship between risk and return for some comment investment types. Participants may understand that the stock market has historically provided the best rate of return over the long run, but they may be scared based on the recession they lived through. Explain to participants the importance of diversification and the different strategies for diversifying.

Cover such things as:
- Banks are considered no risk, but also will not provide a high rate of return.
- Stocks, bonds and other uninsured investments are riskier, but in exchange provide the potential for a greater return.
- An investment advertised as "low risk, high return" should be seen as a flashing caution light.
- Past performance is not an indication of future returns.

Explain to participants that they can minimize risk through diversification.

Appendix A: Financial Goals Worksheet on **page 9** of the **Resource Guide**.

APPENDIX A: Financial Goals Worksheet

It is important to set goals and create plans to meet the goals. Use this worksheet to help you create short, intermediate and long-term goals and develop plans to achieve them. If you plan to save monthly towards some of your goals you will want to be sure and include the total savings amount in your budget.

Short-Term Goals (Less than 1 year)

Monthly Expense	Date To Be Achieved	Total Cost	Plan To Achieve	Monthly Amount Saved

Intermediate-Term Goals (1-10 years)

Monthly Expense	Date To Be Achieved	Total Cost	Plan To Achieve	Monthly Amount Saved

Long-Term Goals (More than 10 years)

Monthly Expense	Date To Be Achieved	Total Cost	Plan To Achieve	Monthly Amount Saved

Direct participants to **page 13** of the **Resource Guide** for **Pay Off Debt or Invest in 401k?** and have them work through it individually or in pairs.

ACTIVITY: Pay Off Debt or Invest in 401k?

Is it better to pay my credit card bill off (20%) and then add to my 401K (50% company match first 6%), or just get started? Why? Assume you make $35,000 annually and will invest 6% of your salary, get a 10% return on your 401k and you are in a 25% marginal tax rate.

Answer the questions below to help determine your answer.

401k

How much will you be contributing to your 401k annually?
(Annual salary * contribution %)

$2100

How much will your employer be matching annually?
(Annual salary * (50% of your contribution %))

$1050

What is the total amount you and your employer will contribute to your 401k annually?
(your contribution + employer contribution)

$3150

What would the annual return be on the 401k?
(total contribution * rate of return)

$315

Credit Card

Taking the same amount as you personally contributed to your 401k, calculate the after tax amount you will have available to pay on the credit card.
(your contribution to 401k * (1- marginal tax rate)

$1575

By paying down the credit card with the amount above how much will you be saving in interest on the credit card?
(After tax amount available to pay on credit card * credit card interest rate)
So what do you do?

$315

What will the difference in your net worth be for each option?
401k? $3465
Paying off credit card? $1575

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Investing **Lesson 2**

Time: 30 Minutes

Objective: Understand common investment terms and utilize the Rule of 72 to calculate compound interest.

Resource Guide

Page #:
3- Investing concepts

On **page 4** of the **Resource Guide** you will find an example demonstrating the power of compound interest calculated using the Rule of 72. Have participants work this out independently or work it out together as a group.

EXAMPLE: If $100 earns 5% per year, at the end of the first year the account has $105. If left alone, the account will earn 5% on the $105 in the second year, rather than earning interest on just the $100. This compounding effect will continue indefinitely.

To estimate the impact of compounding, use the "Rule of 72", where 72 / Annual % rate = number of years to double the original investment.

Rule of 72
As listed above use the Rule of 72 to find the number of years it will take to double your original investment.

EXAMPLE: An investment that earns 7.2% per year will double in approximately 10 years (72/7.2 = 10 years). If $5000 were invested at 7.2% return by someone age 20, by the time he or she turned 30; the account would hold $10,000.

Using the Rule of 72 calculate how much would be in the account every 10 years, for the next 50 years.

How much would be in the account at age 70 assuming you never added to it?

How much total interest did you earn in 50 years?

Age	20	30	40	50	60	70
Balance	$5,000	$10,000	$20,000	$40,000	$80,000	$160,000

You can see how important it is to start saving early. Investing (or saving) a little bit of money now can save you a lot of hard work later. Don't play catch up!

Activity:
14- The Rule of 72

PowerPoint Slides

Slides:
- Which scenario puts you farther ahead?
- Are you too young?
- Compound Interest
- Rule of 72
- Stock Exchanges
- Indexes

Other Resources

Video:
Can be found on the Financial Beginnings Volunteer Website under Videos. 14 year old investor

Discussion

TIME VALUE OF MONEY

"What if I start saving $200 each month between the age of 20-30, but then stop and leave the money until 60, but my brother doesn't start to save until age 30, but to keep up he puts away $200 a month for 30 years, who ends up with more money?"

The answer is me! Starting at age 20 and putting away a total of $24,000 will end up providing about $827,000 at age 60, whereas the brother starting at age 30 puts away $72,000, but only ends up with $457,000 at age 60.

This example demonstrates the importance of starting early. The great thing about these participants being exposed to this lesson at a young age means they can get a head start on their savings.

ACTIVITY
Explain to participants what compound interest by walking through the **Rule of 72 example** on **page 4** of the **Resource Guide.** Explain why Albert Einstein said *"Compound interest is the eighth wonder of the world. He who understands it, earns it….he who doesn't…..pays it."*

After completing the example refer participants to **Activity: The Rule of 72** on **page 14** of the **Resource Guide** and allow participants time to complete the activity independently or in pairs. Answers for the activity can be found at the end of this lesson.

MARKET AND INDEXES
Now that participants understand the importance of starting early and the importance of getting the best rate of return, walk through how the stock exchanges work. An individual cannot just go to wall street and ask to purchase a share of stock. One must utilize a broker who then executes the trade in one of the exchanges.

Discuss some of the common exchanges like:
- The New York Stock Exchange- NYSE
- The American Stock Exchange- AMEX
- The National Association of Securities Deals Automated Quotations- NASDAQ

"When you hear on the news that the stock market is doing well or poor, what are they quoting?"

Usually it is the Dow Johns Industrial Average (DOW). Still, many do not know that the DOW is comprised of only 30 companies. What may be a more accurate picture of the market is the Standard & Poor's 500, which tracks the top 500 publicly traded companies.

Refer participants to **Activity: The Rule of 72** on **page 14** of the **Resource Guide** and allow participants time to complete the activity independently or in pairs.

ACTIVITY: The Rule of 72

Fill in the table below using The Rule of 72.

Initial Investment: $1,000
Interest Rate: 8%

How many years will it take for the investment to double? _9_

Age	30	39	48	57	66	75	84
Amount	$1,000	$2,000	$4,000	$8,000	$16,000	$32,000	$64,000

Initial Investment: $5,000
Interest Rate: 6%

How many years will it take for the investment to double? 12

Age	40	52	64	76	88	100	112
Amount	$5,000	$10,000	$20,000	$40,000	$80,000	$160,000	$320,000

Initial Investment: $10,000
Interest Rate: 12%

How many years will it take for the investment to double? 6

Age	20	26	32	38	44	50	56
Amount	$10,000	$20,000	$40,000	$80,000	$160,000	$320,000	$640,000

What impact does the interest rate have on the number of years it takes your investment to double?

The number of years decreases as the interest rate increases.

Why is it important to start saving at a young age?

It allows for more time for your investment to compound.

Investing **Lesson 3**

Time: 10 Minutes

Objective: Learn about the tools available to save for retirement.

Resource Guide

Page #:
5-Retirement savings
6-Understanding options for retirement savings

PowerPoint Slides

Slides:
- Retirement Savings
- How does the government play a role in our retirement?
- Individual Retirement Account IRA
- Employee Retirement Plans

Discussion

RETIREMENT SAVINGS
Discuss the importance of starting early to save for retirement. Refer back to the time value of money, discussed earlier, and how *"time"* is the best thing participants have on their side.

SOCIAL SECURITY

"How does the government play a role in our retirement?"

"Do you think you will receive Social Security when you retire?"

Participants likely know about Social Security. Many participants are under the impression they will not receive Social Security benefits. As it stands now, Social Security is one of the most solvent programs of the United State Government. Still, adjustments will need to be made to the program if it is going to maintain the same level of benefits.

INDIVIDUAL RETIREMENT ACCOUNTS AND EMPLOYEE RETIREMENT PLANS
Make sure participants understand that we cannot just rely solely on Social Security to live on in our retirement years. There are other tools for saving for retirement including:
- Individual Retirement Accounts (IRA)- Compare and contrast transitional IRAs and Roth IRAs, including the differences in taxes.
- Employee Retirement Plans- Provide information on 401K plans and other employer sponsored retirement accounts.

Investing **Conclusion**

Time: 10 Minutes

Objective: Wrapping up the day's lesson by reviewing the session objectives and answering any remaining questions.

Resource Guide

Page #:
6- What kind of investor/saver are you?
8- Investment session summary

Appendix:
10- Appendix B: Choosing an investment professional

PowerPoint Slides

Slides:
- How do you want to invest?
- How the professionals are paid
- Takeaways
- Got it?

Discussion

HOW DO YOU WANT TO INVEST?
Finish the lesson by exploring with participants what they prefer:
- Do It Yourself: One needs to spend the time keeping up-to-date and self educating on investing.
- Enlist an Expert**-** Finding a professional that has a strong reputation and investment strategy that aligns with your risk tolerance.

Appendix B: Choosing an investment professional on **page 10** of the **Resource Guide** provides a list of questions to ask when considering an investment professional.

TAKEAWAYS
Wrap up with some key takeaways:
- <u>Start early</u>- Time is their largest ally right now. Saving and investing early can save a great deal of work down the road and avoid having to catch up.
- <u>Maximize matching</u>- Make sure to maximize employer matching programs. It's free money!
- <u>Beat inflation</u>- Inflation averages about 3%, which means if our investments are earning less than that we are losing money. Make sure that long-term investments earn more than inflation.
- <u>Diversify</u>- Don't put all of your eggs in one basket. Utilize diversification strategies to minimize risk.
- <u>Minimize taxes</u>- Utilize tax-advantaged accounts to help both in depositing and withdrawing investments.
- <u>Don't let emotions drive decisions</u>- Investing can ignite emotions and sometimes these emotions can cause poor decisions.

Please allow a few minutes at the end of the course for participants to fill out the survey on **page 15** of the **Resource Guide**. Collect the surveys and delver or send to Financial Beginnings.

Appendix B: Choosing an investment professional on **page 10** of the **Resource Guide**.Some

APPENDIX B: Choosing an investment professional

Financial professionals can be a strong partner by helping you to manage your assets. It is important to find a qualified professional that can help you make investment decisions that align with your goals and risk tolerance. Below is a suggested list of questions to ask as your are interviewing potential candidates.

- **What are your credentials?**
- **What licenses or certifications do you hold?**
- **How long have you been working as an investment professional?**
- **How long have you been with this firm?**
- **How are you paid for your services?**
- **Are you compensated any other way for handling my account? If so, how and how much?**
- **Are you restricted in the fund families your firm invests in?**
- **Is there a minimum account balance I have to have?**
- **How will you communicate with me?**
- **How often will you meet with me?**
- **Is there anyone else at your firm I will be working with?**
- **Have you or your firm ever been disciplined by the SEC, FINRA, a state securities regulator, or another regulator?**
- **Have you ever had any of your professional licenses revoked?**

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<u>Survey (Optional)</u>

The final page of the student workbook is an optional retrospective survey designed to measure knowledge gained by the participants from this program. This is essentially a combined pre- and post-program survey taken at the end of the module. Results will be used to make improvements in how we deliver our programs, for marketing purposes, and to share with donors and stakeholders as appropriate.

Please set aside about **5-10 minutes** at the end of class to administer the survey. Your role will be to introduce the surveys to participants, ask them to complete the surveys, answer any questions, and then collect the surveys when they have been completed.

Below is a suggested script to use when administering the survey. Please feel free to modify as you see fit.

> *“We want to know what you learned today. On the last page of your workbook is a short survey. Please spend 5-10 minutes filling this out, and tear it off when you finish.*
>
> *“This test is separated into two sections. The first section asks about what you now <u>know</u> after this class. The second section asks you to think back <u>before</u> you had this class, and to answer about what you knew then. This survey helps us determine how effective are programs are. It will also help us improve the program and the results will be shared with our supporters and other teachers and schools. Thank you for taking the survey seriously and for your help in making this program effective for you.”*

Please mail or drop off completed surveys to:

Financial Beginnings
9600 SW Capitol Hwy.
Suite 150,
Portland OR 97219.

If you have any questions about the survey, its protocols, or use of results don’t hesitate to contact us at programs@financialbeinnings.org or via phone at 800-406-1876.