



Community Partner's Guide

Financial Literacy and Positive Youth Development

Real-world financial topics and tools
to help parents and teens:

- Understand
- Talk about and
- Manage their money

Sponsored by Capital One and Search Institute





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About Bank It

Overview of Bank It

Capital One is proud to partner with Search Institute in developing the Bank It program. Bank It delivers real-world financial topics and tools for teens and parents that make it easier to understand, talk about, and manage their money. Through an interactive web site and local face-to-face workshops, the program empowers families to explore budgets, goals, and strategies for making financial choices that count.

A key life skill is making positive money choices. The Bank It program provides teens and their parents with age-appropriate tools and resources designed to increase their comfort, knowledge and skills in managing money. The program modules contain educational materials that will enable families to learn together and talk about financial values, goals and strategies for making wise choices.

As a collaborative project of Capital One and Search Institute, Bank It grounds financial literacy in a strength-based approach to youth and family development. This approach affirms that families that talk together about financial challenges, values, and choices are stronger and make better choices.

The Financial Literacy Standards of Bank It

Because of the wide range of state financial literacy education standards (and the fact that a number of states do not have any standards), Bank It is aligned with the National Standards in K-12 Personal Finance Education as outlined by the Jump\$tart Coalition for Personal Financial Literacy. In addition, Bank It follows the Jump\$tart Coalition's Best Practices for Personal Finance Education Materials.



The core BANK IT program workshops offer similar content and flow for each audience.
Each module session is one hour in length.

AUDIENCES

- Parents
- Teenagers (grades 6 to 12)
- Volunteers

12 MAJOR FINANCIAL THEME AREAS

- Talk Well (Introduction)
- Borrow Well
- Budget Well
- Dream Well
- Earn Well
- Give Well
- Invest Well
- Live Well
- Protect Well
- Save Well
- Spend Well
- Move Forward Well (Conclusion)

MODULE SESSION SERIES FLOW

Each of the 12 Major Financial Theme Areas include three modules:

- Module #1
- Module #2
- Module #3

Module #1:

Introduction to the Topic

Many participants aren't comfortable with managing their money and don't know the basics. This session starts at the beginning (where many financial literacy programs do not) to empower participants to start managing their money well.

Module #2:

Going Deeper with the Topic

Once participants know the basics, they can begin to go deeper into the topic.

Module #3:

More Advanced Topic

From developing a financial plan to summarizing major consumer credit laws, these modules explore the more advanced topics of the Jump\$tart standards.

Making the Case for an Asset-Building Approach to Financial Literacy

In the past decade, a wide array of educational, financial, and public institutions have begun to recognize the need for increased financial education and literacy for young people and families. However, there remain gaps in the financial education resources that are available, creating opportunities for innovative and unique strategies that meet pressing needs. Most financial literacy efforts focus on imparting information and increasing knowledge (literacy) about money (budgeting, planning, saving, spending, investing, and, sometimes, giving). All of this basic information is important and must be accurate and clear. In addition, it is just as essential to pay attention to the broader development, skills, values, and priorities of the young person or family that is making financial decisions.

Search Institute's framework of Developmental Assets provides an important tool to place financial literacy, competence, and decision making within the context of people's whole lives. Essentially, the Developmental Assets identify the kinds of relationships, opportunities, skills, values, and commitments that young people need to make wise choices so they can succeed in life.

Search Institute research shows:

- Among all youth, having more Developmental Assets makes it more likely that they will make better money decisions. (See the charts on page 7.) Young people with more Developmental Assets are significantly less likely to gamble, and they are significantly more likely to express an intent to save their money, rather than spending it impulsively. These findings represent all youth, including young people of minority groups and those¹ who have a low social economic status.²

About the Partnership Between Capital One and Search Institute

Search Institute is a leading innovator in growing great kids. As creator of the framework of 40 Developmental Assets, Search Institute has a strong national reputation as a credible, accessible resource for youth development, parenting, and community building. Search Institute has surveyed more than three million young people's Developmental Assets since 1989 and continues to do so. The Bank It program leverages Search Institute's understanding of young people, families, and communities with Capital One's strengths in financial education and volunteerism.

Selected Findings from the Bank It Pilot

Starting in 2007, Capital One and Search Institute began a collaboration to explore how Search Institute's approach to youth and family development could integrate with financial literacy for teens and parents. Together, Capital One and Search Institute . . .

- Conducted focus groups with youth and parents;
- Interviewed Capital One bankers about core program concepts;
- Reviewed existing financial literacy programs and research;
- Tested prototypes of tools that would help engage parents and teens;
- Established and coordinated pilot trainings in four Capital One markets in collaboration with Capital One associates in each site; and
- Conducted developmental evaluation of the piloting process, including pre-post surveys and focus groups with workshop participants and interviews with bank associates who delivered the workshops along with their community partners.

Selected Findings (which guided the development of the BANK IT program)³

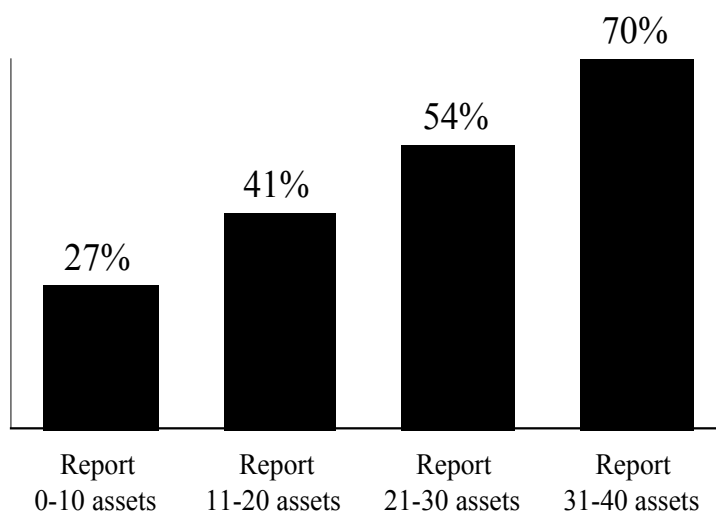
- Many teens are "in the dark" about financial topics. Many (especially younger teens) say they can't think of topics they want to learn about.
- Teens say they turn first to family to help them learn about financial topics.
- Most parents do not consider themselves to be financial role models. The typical conversation teens and parents have about money is brief and unsupportive.
- Many parents are living with the consequences of not having sound financial skills. Parents fear that their teens will repeat the same mistakes.
- Money doesn't come up as a distinct topic in families; it's part of other life issues and choices: stuff to buy, school, friends, financial stress.
- Youth with more Developmental Assets (e.g., Positive Family Communication; Planning and Decision Making) are more likely to make better financial choices. (See the charts on the next page.)
- Parents and other adults are most comfortable in community-based organizations when participation barriers (child care, transportation) are addressed.

Developmental Assets and Money: Research Connections

Minneapolis-based Search Institute surveys of 217,000 6th- to 12th-grade students across the United States during one calendar school year* revealed the following⁴:

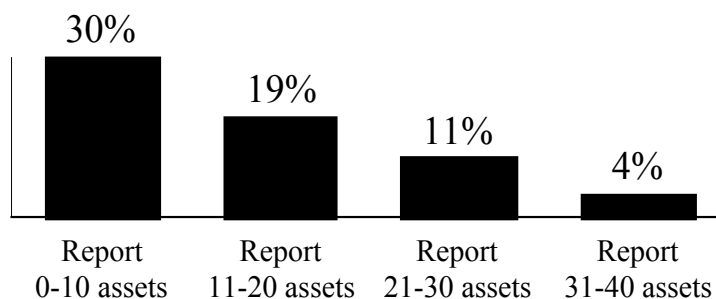
SAVING

The more Developmental Assets youth report, the more likely they are to say they save money for something special rather than spending it all right away.



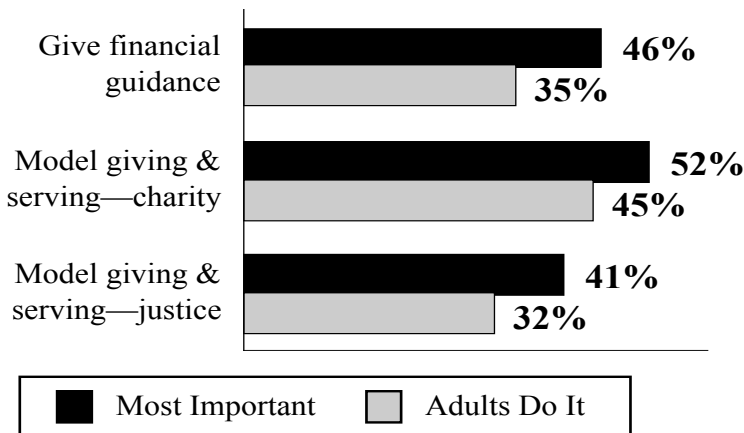
GAMBLING

The more Developmental Assets young people report, the less likely they are to report that they gambled three or more times in the past 12 months.



ADULTS' PERSPECTIVES

In Search Institute's *Grading Grown-Ups* study (2000)⁵, 1,000 adults were asked what things they believe are important for adults to do with children and youth outside their families. They were also asked how many adults they believe do these things.



Overview of Developmental Assets

Asset building is a positive approach to working with young people (from birth to age 18) that focuses on cultivating the relationships, opportunities, skills, values, and commitments they need to grow up healthy, caring, and responsible. It is based on Search Institute's research-based framework of 40 Developmental Assets.

The Power of the Developmental Assets

The more assets young people experience, the better. Youth with high levels of Developmental Assets are less likely to engage in high-risk behaviors and are more likely to engage in thriving behaviors. For example, youth with high levels of Developmental Assets (31 to 40 Developmental Assets) are 15 times less likely to use alcohol than those with 10 or fewer Developmental Assets.⁶

Developmental Assets matter for all groups of youth. These research findings hold true across all groups of youth studied, regardless of racial-ethnic background, socioeconomic background, and community size.⁷

The 40 Developmental Assets framework offers **common ground and a shared vision** for what young people need to succeed. The framework is used by people from all sectors of society, across the ideological spectrum. It is used in schools, financial institutions, youth programs, parenting programs, faith communities, neighborhoods, businesses, and government.

Why Developmental Assets Work

The focus is on strengths, not problems. The 40 Developmental Assets recognize that young people are resources to their communities, not problems to be fixed or pushed aside.

Young people are recognized as resources, and their involvement is vital.

Everyone can build Developmental Assets, not just professionals. Asset builders can include young people, parents, extended family members, youth workers, bankers, neighbors, and teachers.

Developing **meaningful, sustained relationships** is a major focus. Developmental Assets are built through relationships in workshops, within families, among peers, across generations, and throughout community and society.

How Developmental Assets Enrich Financial Literacy

Being intentional about building the 40 Developmental Assets ensures that financial literacy efforts not only meet financial, educational standards but also contribute to young people's overall growth and success.

Community Partner's Guide

Bank It highlights important, measurable financial literacy goals in the context of positive youth development and the 40 Developmental Assets.

It emphasizes the importance—and power—of nurturing relationships through a Developmental Asset approach to financial literacy.

It builds bridges to other sectors in the community that are often committed to bringing out the best in young people, including education, youth development, prevention, and juvenile justice.

The 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.⁸

External Assets

SUPPORT

1. **Family Support**—Family life provides high levels of love and support.
2. **Positive Family Communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
3. **Other Adult Relationships**—Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood**—Young person experiences caring neighbors.
5. **Caring School Climate**—School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling**—Parent(s) are actively involved in helping young person succeed in school.

EMPOWERMENT

7. **Community Values Youth**—Young person perceives that adults in the community value youth.
8. **Youth as Resources**—Young people are given useful roles in the community.
9. **Service to Others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

BOUNDARIES AND EXPECTATIONS

11. **Family Boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood Boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult Role Models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive Peer Influence**—Young person's best friends model responsible behavior.
16. **High Expectations**—Both parent(s) and teachers encourage the young person to do well.

CONSTRUCTIVE USE OF TIME

17. **Creative Activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth Programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. **Religious Community**—Young person spends one hour or more per week in activities in a religious institution.
20. **Time at Home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

COMMITMENT TO LEARNING

- 21. **Achievement Motivation**—Young person is motivated to do well in school.
- 22. **School Engagement**—Young person is actively engaged in learning.
- 23. **Homework**—Young person reports doing at least one hour of homework every school day.
- 24. **Bonding to School**—Young person cares about her or his school.
- 25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

POSITIVE VALUES

- 26. **Caring**—Young person places high value on helping other people.
- 27. **Equality and Social Justice**—Young person places high value on promoting equality and reducing hunger and poverty.
- 28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
- 29. **Honesty**—Young person “tells the truth even when it is not easy.”
- 30. **Responsibility**—Young person accepts and takes personal responsibility.
- 31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

SOCIAL COMPETENCIES

- 32. **Planning and Decision Making**—Young person knows how to plan ahead and make choices.
- 33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
- 34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. **Resistance Skills**—Young person can resist negative peer pressure and dangerous situations.
- 36. **Peaceful Conflict Resolution**—Young person seeks to resolve conflict nonviolently.

POSITIVE IDENTITY

- 37. **Personal Power**—Young person feels he or she has control over “things that happen to me.”
- 38. **Self-Esteem**—Young person reports having a high self-esteem.
- 39. **Sense of Purpose**—Young person reports that “my life has a purpose.”
- 40. **Positive View of Personal Future**—Young person is optimistic about her or his personal future.

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Getting Started

Working Together

Work together with the trainer to ensure that every step of your process works well. Communicate often with the trainer to make sure that each person is doing what the other expects. Some community partners create a partnership with the trainer and have frequent meetings (or touch base via phone or e-mail) as the Bank It program gets set up.

Recruitment

Since the audience for Bank It workshops includes busy people, it's important to have a recruitment strategy to get the word out, encourage people to sign up, and ensure that they attend all sessions. During the pilot of Bank It, community partners and trainers worked together to decide if incentives would be used. (Incentives could be a gift card for attendance, opening up a savings account at the bank with a \$10 deposit given to each participant who completes the training, or some other incentive. Many pilot locations found that the incentives boosted their attendance numbers.) Once you decide whether or not to use incentives, work on getting the word out to groups that have your target audience (either parents of teenagers or teenagers, depending on what's being offered). The most successful sites had someone who would personally invite each participant and contact participants before the session to remind them to attend. Ideally you want to recruit parents and teenagers from the same family in order to make the Bank It program even more effective.

Transportation

When recruiting and registering your participants, find out about their transportation needs. Some have easy access to your training site. Others may have difficulty getting there. Some community partners schedule trainings to occur immediately after another short event so that the participants are already on site. Others create car pools to pick up participants who may have trouble getting to and from the training site.

Child Care

Depending on the parents you recruit, some families may find it easier to attend a Bank It training if child care is offered.

Training Site

The community partner will provide a training site that is comfortable, well lit, convenient to participants, and conducive to a positive workshop experience for all. The training site should be open and available for the trainer to set up a minimum of one hour prior to the start of the workshop.

Make sure that the site has adult-sized chairs and enough chairs for each participant to be able to sit. If the trainer plans to use a projector, make sure there are outlets, a screen, and a place for the projector.

The trainer will also be using a flipchart and markers. Make sure there is room for a flipchart and that all the participants are arranged so that they can see the flipchart.

Training Room

The training room should include adequate space for participants. It should be large enough to allow participants to be comfortably seated and also to move around and interact with one another. As a helpful guideline we recommend providing **approximately 50 to 60 square feet per participant**. Because of the participatory nature of the training, it is essential that tables and chairs are movable. We recommend that participants be seated at round tables, with no one's back to the trainer. (If only long tables are available, they should be arranged in a fashion that allows everyone to see the trainer easily while seated and minimizes the likelihood that participants will be seated behind one another. Classroom seating should be avoided, although you do want to provide a writing surface for participants to take notes and complete the evaluation.)

The training room should have controllable heating and/or cooling with clear access for the trainer or sponsor to set and adjust the room temperature.

Some trainers like to post newsprint from the flipchart onto the training room walls during the workshop session. (It is important that permission to use painter's tape on the training room walls is secured prior to booking a training site.)

A rectangular table should be set up at the front of the room for the trainer's materials and notes. A separate table or projector stand should also be available for the overhead projector or data projector. (See the "Equipment and Materials" list that follows.)

Refreshments

Drinking water should be available either in an accessible part of the building or on the tables where participants are seated. Refreshments are highly recommended, particularly if they're served immediately after the session to encourage participants to stay a bit longer and talk.

Registration

Set up and administer participant registration. Keep track of who signs up and attends. Provide nametags with participant names in large, readable type. Downloadable name tags are available on the Bank It Web site.

Equipment and Materials

As the host, take charge of getting the following equipment and materials set up in the training room:

- A computer projector that will work with the trainer's laptop computer. Check first to see if the trainer needs a projector and, if so, what the technical requirements are.
- Large screen and projector stand (if needed)
- Extra extension cord (if needed)
- Lavalier microphone (This may be optional based on the size and acoustics of the training room and the number of workshop participants; it should be determined in consultation with the trainer.)
- Flipchart stand with a full pad of flipchart paper
- Markers (a minimum of two dozen fresh, nontoxic, water-based markers in bright dominant colors)
- Pencils (one dozen sharpened with #2 lead) or pens
- All handouts, such as notes, evaluation forms, and other materials (check with the trainer about this)

The Bank It One-Page Overview Community Partner Checklist

Use this checklist to guide you in preparing for your Bank It workshop(s). Each item is listed in detail through the Bank It Leader's Guide and the Bank It Web site.

TWO MONTHS BEFORE THE WORKSHOP

Task	Who is doing this?	By which date?
<input type="checkbox"/> Meet with your training leader at least two months before the workshops are to occur.		
<input type="checkbox"/> Find out which workshop modules the training leader plans to present.		
<input type="checkbox"/> Find out which audience the modules are for.		
<input type="checkbox"/> Decide on training dates with the training leader.		
<input type="checkbox"/> Choose a training location.		
<input type="checkbox"/> Discuss the recruitment of participants with the training leader.		
<input type="checkbox"/> Decide whether or not to provide incentives. (If you do, you may need to find a funder or donor.)		
<input type="checkbox"/> Download the Bank It Community Partner's Guide for yourself.		
<input type="checkbox"/> Set recruitment goals.		
<input type="checkbox"/> Get the word out about the workshop modules.		

ONE TO TWO MONTHS BEFORE THE WORKSHOP

Task	Who is doing this?	By which date?
<input type="checkbox"/> Find out the transportation and child-care needs of the participants you recruit.		
<input type="checkbox"/> Provide transportation, if needed.		
<input type="checkbox"/> Provide child care, if needed.		

ONE WEEK BEFORE THE WORKSHOP

Task	Who is doing this?	By which date?
<input type="checkbox"/> Follow up with people who have been recruited to ensure participants attend.		
<input type="checkbox"/> Check with the training leader about the equipment and materials he or she needs. (See "Equipment and Materials" in the Community Partner Guide.)		

THE DAY OF THE WORKSHOP

Task	Who is doing this?	By which date?
<input type="checkbox"/> Get refreshments for participants.		
<input type="checkbox"/> Set up a registration area near (or inside) the training room.		
<input type="checkbox"/> Make sure the training room is equipped to meet the needs of your training leader.		

AFTER THE WORKSHOP

Task	Who is doing this?	By which date?
<input type="checkbox"/> After the training, evaluate how it went with the training leader.		
<input type="checkbox"/> Make changes to improve the workshops for next time.		

Resources

About Capital One®

Capital One Financial Corporation (www.capitalone.com) is a financial holding company headquartered in McLean, Virginia, that offers a broad spectrum of financial products and services to consumers, small businesses, and commercial clients. One of the top ten largest banks in the United States, Capital One has over 1,000 branch locations and over 2,000 ATMs primarily in New York, New Jersey, Texas, Louisiana, Maryland, Virginia, and the District of Columbia. A Fortune 500 company, Capital One trades on the New York Stock Exchange under the symbol "COF" and is included in the S&P 100 index.

About Search Institute®

Search Institute is Capital One's partner in developing the Bank It program. Based in Minneapolis, Minnesota, Search is a leading innovator in discovering what children and adolescents need to succeed. It applies this knowledge to motivate and equip everyone in society—youth and adults—to take part in creating a world where all young people are valued and thrive.

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. It was founded in 1958 and has been promoting positive change on behalf of young people for 50 years. For more information, visit www.search-institute.org.

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