

THE FINANCIAL LITERACY CHALLENGE AND ITS IMPACT IN OUR COMMUNITY



The state of financial literacy and capability in our community is tenuous at best. The challenge affects everyone – men and women, young and old, across all racial and socio-economic lines. The problem cannot be ignored.

The Mercadien Foundation's exploration of the financial literacy challenge, Spring 2013.

Executive Summary

- Financial literacy, defined as the ability to use knowledge and skills to manage financial resources effectively for a lifetime of well-being, is a long-standing issue that was publically recognized in 1995 by the Jump\$tart Coalition. Many solutions have been proposed throughout the last two decades to improve the health and well-being of the US population with seemingly little success.
- During the financial crisis of 2008, change seemed imminent, with states across the country getting on board to require personal finance courses in K-12 education as graduation requirements. Since 2008, subsequent survey data has not shown significant increases in financial literacy or capability, and in many cases, tests have shown students and individuals having less financial literacy and capability today, than any time in the last ten years.
- Financial illiteracy is not an issue unique to any one population. It affects everyone – men and women, young and old, across all racial and socio-economic lines. This problem cannot be ignored.
- Financial literacy and capability are priorities that have been established by the White House through the President’s Advisory Council on Financial Literacy and Capability to encourage better understanding in these areas. These advisory councils have developed resources to be used by government agencies, employers, and other groups to encourage furthering education in the area of personal finance throughout the US population.
- National data shows that programs for improving personal financial literacy have been increasing on a state-wide level and that today, 13 states require personal finance as a graduation requirement, although only 5 states require passing a test in this area.
- The Mercadien Foundation has launched a Financial Literacy Project with the following goals:
 - Identify the gaps in need and service delivery in the area of financial literacy;
 - Better educate members of our community in specific areas of personal finance as determined through the 2013 personal financial literacy needs surveys and gap analysis;
 - Provide a forum for expanding financial literacy education and sharing best practices;
 - Expand volunteer and leadership opportunities for Mercadien associates and build a more robust philanthropic workplace culture.
- The Mercadien Foundation surveyed individuals, educators, business owners, students, and nonprofit organizations in early 2013 to determine the most significant gaps in connecting financial literacy education to residents of Mercer County. Through this research, The Mercadien Foundation has identified specific targeted areas where program development can be utilized to better educate and support the needs of residents.
- To accomplish these goals, The Mercadien Foundation plans initially to convene community stakeholders in roundtable discussions as follows:
 - **Formalizing Financial Literacy Education in Relation to NJ Core Curriculum Requirements**
 - **Financial Capability at Work: A Strategic Framework to Guide Employers**
 - **Creating Financially Capable Communities**
- Without duplicating services that are already offered in the Mercer County area, The Mercadien Foundation Financial Literacy Project will partner with appropriate groups to create a program that is effective and scalable to allow the opportunity for greatest impact within clearly defined resources. The project will launch in September 2013 and will be evaluated post-launch to determine its effectiveness with the potential for modification in subsequent iterations.

What is Financial Literacy?

Financial Literacy is the ability to use knowledge and skills to manage financial resources effectively for a lifetime of well-being.

What do a teacher and student have in common? How about a physicist and sculptor? From credit card and student loan debt, to home or car payments and filing taxes, a lot more than many think. Financial literacy plays a major role in the everyday lives of all Americans, and the ability to function constructively in society requires a tool-kit that many of us don't possess. "Just as it was not possible to live in an industrialized society without print literacy—the ability to read and write—so it is not possible to live in today's world without being financially literate. To participate fully in society today, financial literacy is critical."¹ When it comes to personal finance, more than 1/3 of Americans give themselves a C, D, or F grade,² confirming that we have a long way to go in order to equip members of our society with the basic tools for financial well-being.

Financial illiteracy is not an issue unique to any one population. It affects everyone – men and women, young and old, across all racial and socio-economic lines. We can't stand by and ignore this problem.³

The President's Advisory Council on Financial Literacy, established in 2008 under the George W. Bush administration, defines financial literacy as, "the ability to use knowledge and skills to manage financial resources effectively for a lifetime of well-being."⁴ In addition, the President's Council specifically defines financial education as, "the process by which people improve their understanding of financial products, services and concepts, so they are empowered to make informed choices, avoid pitfalls, know where to go for help, and take other actions to improve their present and long-term financial well-being."⁵ Financial literacy is part of the tool-kit that Americans need to possess, but it brings to light the need to have not only financial literacy, but also financial capability.

In January 2010, the Obama administration changed tack when it created a new council, the "President's Advisory Council on Financial Capability."⁶ This marked a change in priority and direction. Print literacy allows us to read and write, but print capability allows us to use creative thinking and words to create meaningful interactions with our environment; to better our lives through the ability to interact with words. In the same way, financial literacy allows us to understand the terminology and methods with which personal finance is carried out. Financial capability is taking that knowledge and understanding and implementing it in our everyday lives. It's making the best choice given a particular circumstance with the tool-kit that has been built through financial literacy education.

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Are We Meeting the Challenge?

Since financial literacy became a publicly recognized issue in 1995 when the Jump\$tart Coalition for Personal Financial Literacy was created and began championing literacy, many changes have taken place that have shifted the US population, especially its youth, toward a better understanding of personal finance. The improvements made so far have been small and slow to come to fruition, giving many pause as to whether significant

progress can be made for the overall population. In 2007, just six US states made personal financial literacy a high school graduation requirement. In 2009, the number of states requiring personal financial literacy jumped to 13, and the President's Advisory Council on Financial Literacy responded to the 2008 financial meltdown of the US economy with an impactful statement from the Council's Chairman, Charles Schwab.

"...the lack of basic skills such as how to create and maintain a budget, understand credit, or save for the future are preventing millions of Americans from taking advantage of our vibrant economic system. Addressing these issues is critical to the future of our nation's economy."

"The market turmoil and credit crisis of 2008 underscore the critical need for improved financial literacy in the United States. While there are many causes to the economic problems facing the country, it is undeniable that a lack of financial literacy is a contributing factor. Far too many Americans entered into home and other loan agreements that they did not understand and ultimately could not afford. More broadly, the lack of basic skills such as how to create and maintain a budget, understand credit, or save for the future are preventing millions of Americans from taking advantage of our vibrant economic system. And tens of millions of our citizens are either unbanked or underserved, which leaves them outside the economic mainstream. Addressing these issues is critical to the future of our nation's economy."⁷

With the Council's report to the President and the significant impact felt from the financial crisis of 2008, one easily measurable and surprising statistic remains the same: The number of states requiring high school students to take a course in personal financial literacy as a high school graduation requirement remains at 13, the same number as in 2009. While this statistic solely measures high school requirements, it infers that the overall US population's position on understanding and learning from the mistakes of our societal past has not yet created mandates for further education on a nationwide scale.

The 2013 report of the President's Advisory Council on Financial Capability determined four targeted points of emphasis to summarize their findings related to financial literacy and capability.

Financial education is a lifelong pursuit that needs to begin in the home with parents educating their children.

- Financial education is a lifelong pursuit that needs to begin in the home with parents educating their children, continue in a child's pre-school years, continue throughout high school in preparation for post-secondary education and training, and then continue to persist beyond. Indicators such as the level of student loan debt in the US illustrate the urgency of equipping our youth with the financial skills for a successful future.
- The workplace is a critical place to provide financial capability education and well-framed financial choices. The group established a resource titled, "Financial Capability at Work: A Strategic Framework to Guide Employers," to help in this effort.

- Financial literacy and capability can best be advanced in the community through the coordinated efforts of local governments, schools, post-secondary institutions, financial service providers, local business leaders, and nonprofits working together. The Council created a document titled, “Creating Financially Capable Communities,” to assist this effort.

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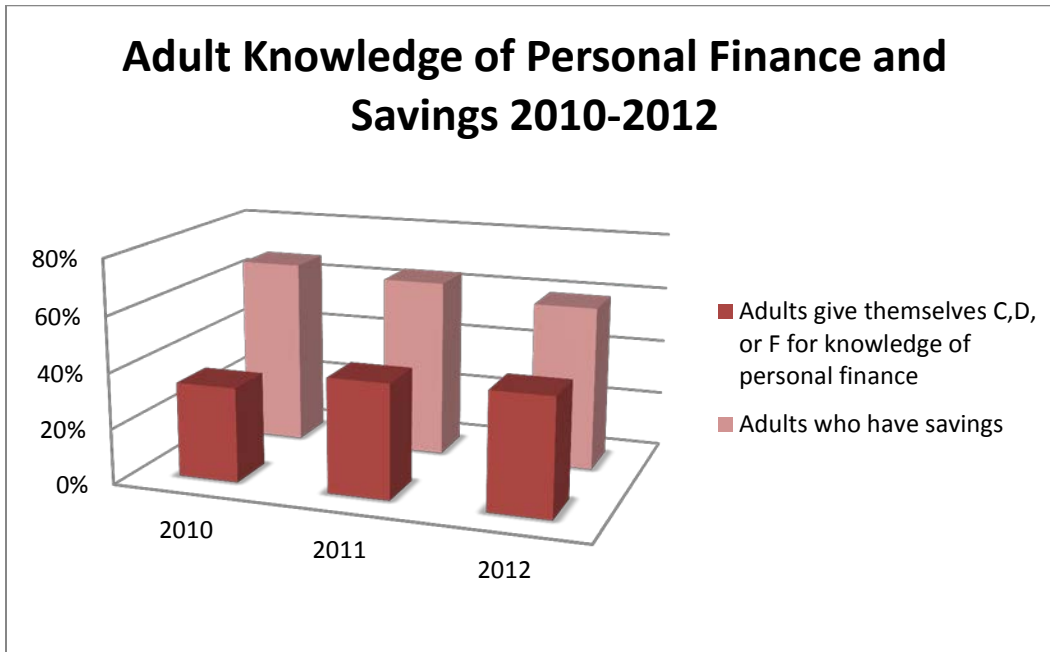
- Financial literacy and capability can be viewed as a function of education, enlightened regulation, and choice architecture. Without well-designed financial instruments, informed by an understanding of the kinds of mistakes people make, even the best-educated are likely to fail, and thoughtful education programs will be considered ineffective. Understanding these requirements requires research and appropriate regulation to better meet the needs of all participants in the US population.⁸

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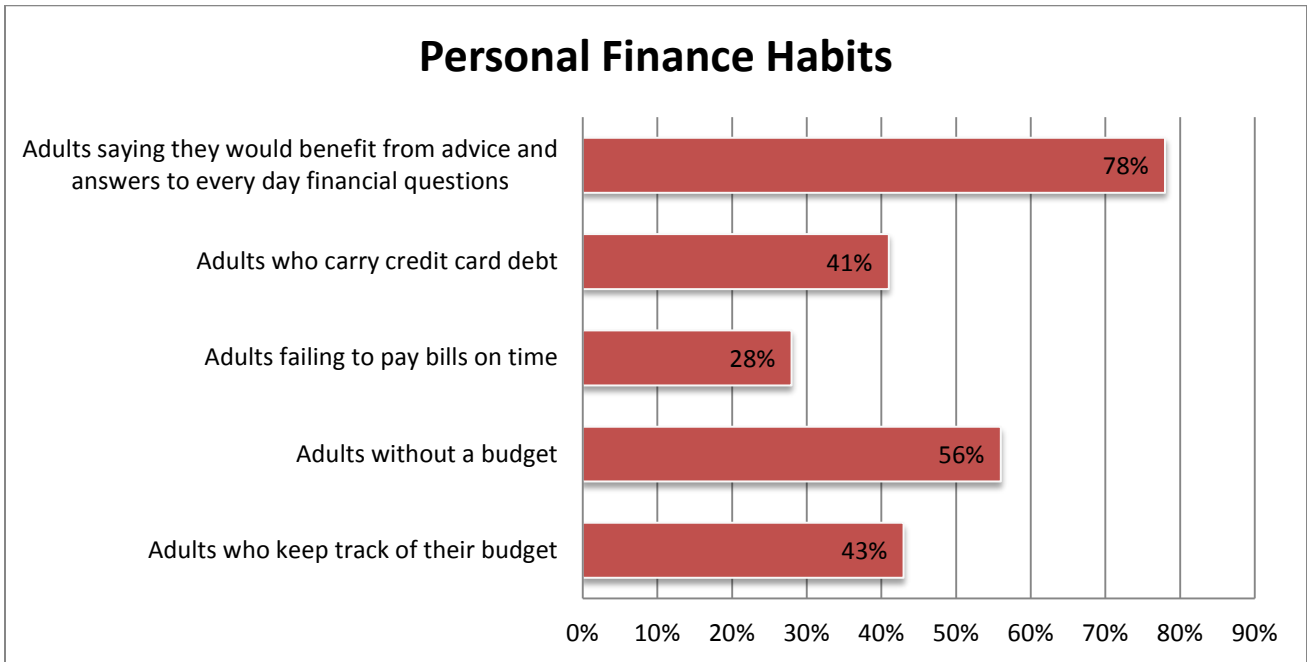
Financial literacy and capability is not a stand-alone issue that is isolated from the rest of our lives. It must be woven into the fabric of our lives – into our homes, schools, workplaces, communities, even the design and regulation of the financial products we use. The national position on personal financial understanding, need and willingness for education, fear, and stress may best be seen through several recent surveys conducted throughout the nation.

National Statistics on Financial Literacy

National Foundation for Credit Counseling Poll⁹ from 2012 Findings



Annual trends indicate adults' knowledge and confidence in personal finance has decreased from 2010 to 2012 despite a slight increase in personal savings. This inconsistency in trends actually shows that with the heightened awareness of financial issues, adults are realizing they do not fully understand financial concepts beyond a general need to save.



Financial Stress and Employee Productivity:

- 61% of employees find dealing with their financial situation stressful. Notably, 56% of employees report their stress level related to financial stress has increased over the past 12 months.¹⁰
- 33% report financial stress being a distraction at work (increased 4% from 2011). These distractions are highest in the 35- to 44-year-old age group, at 40%. Of the people who are distracted by personal financial stress at work, 86% find they lose between 1 and 5 hours of productivity each week because of this stress.¹¹

Retirement:

- 35% of employees believe they'll need to use their retirement plan to pay for expenses other than retirement and 29% of employees have already withdrawn funds from their retirement plans to pay for expenses other than retirement.¹²
- 39% of people have no non-retirement savings¹³

Educators and Students:

- College seniors who graduated in 2010 owed an average of \$25,250 in student loan debt, up 5% from 2009.¹⁴
- Data also shows college students suffer from a lack of financial literacy, and their behavior, particularly regarding debt, illustrates this. In Jump\$tart's first Survey of Financial Literacy Among College Students, the college students did better than their younger counterparts, but not particularly well, with an average score of 62%. If graded, the average would be a low D.¹⁵
- On the Jump\$tart Survey of Financial Literacy Among High School Students, participants got an average of only 48.3% of the test questions correct. Jump\$tart has conducted this research with 12th grade students biennially for a decade, with scores ranging from a high of 57% to the recent low of 48.3%—all within the range of a failing grade.¹⁶
- Less than 20% of K-12 educators reported feeling confident to teach personal finance topics.¹⁷

The Mercadien Foundation's Mercer County Survey Data

The Mercadien Foundation conducted four surveys primarily in Mercer County, New Jersey, to assess the gaps in personal financial literacy on a local level. These surveys were distributed to four target audiences: individuals, nonprofit organizations, K-12 educators, and college students. Significant results from each survey are included below.

Survey of Individuals

- 80% of respondents believe that most Americans live beyond their means, while 84% say they live within their means, showing a weak confidence in the general population and major disconnect between individuals' views of themselves and their views of society as a whole.
- When asked about being confident in their understanding of:
 - Credit: 42% are somewhat or very confident
 - Investing: 12% are somewhat or very confident
 - Money Management: 21% are somewhat or very confident
 - Saving: 21% are somewhat or very confident
 - Spending: 39% are somewhat or very confident

The only area participants felt confident in their confidence was in the area of Income, where 53% are "somewhat confident" but, still, none are "very confident"

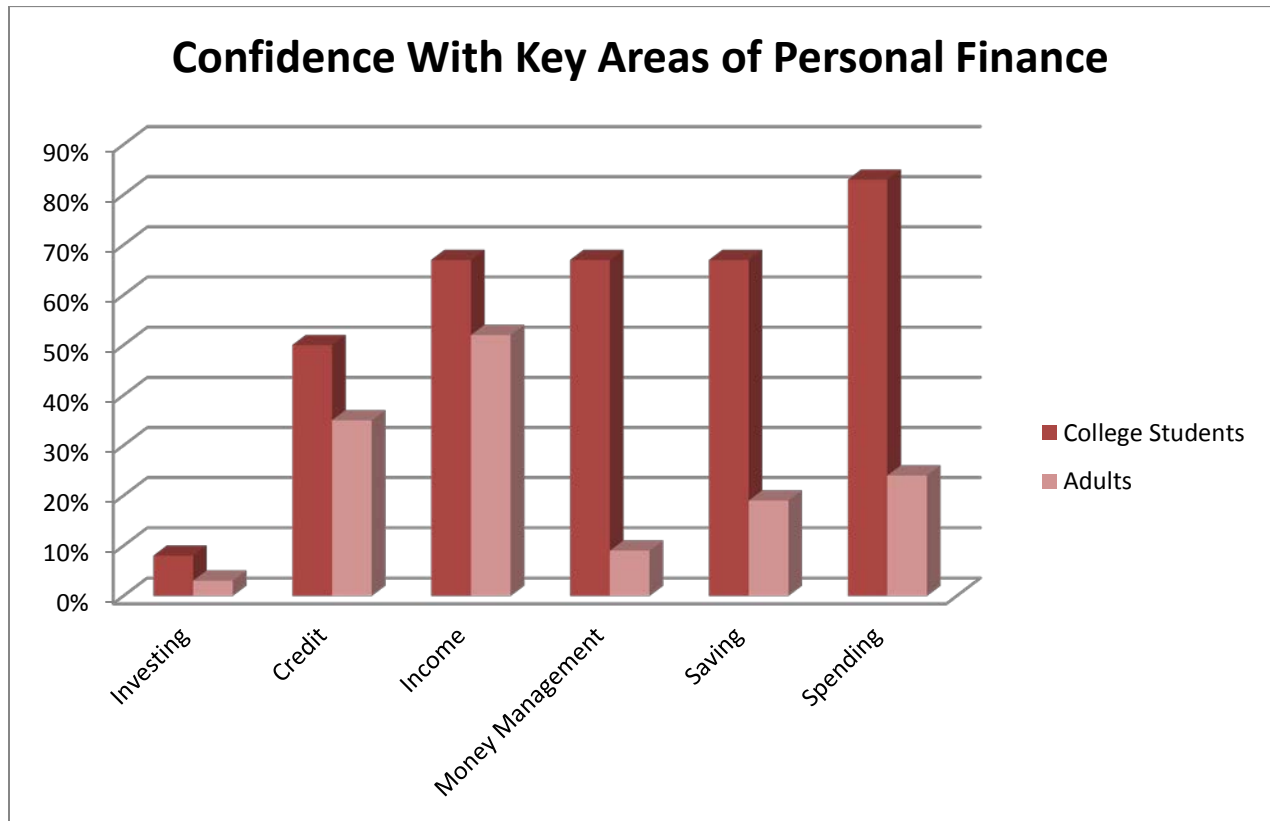
- 39% of respondents have not checked their credit score within the last 12 months, and over 12% have never checked it.
- Of employers surveyed, 78% believe their employees are preoccupied with stress related to their finances, and 60% believe this reduces workplace productivity showing major areas where productivity could be increased and employee stress could be decreased.
- Only 26% of respondents spent time each month discussing personal finance with children in the household, clearly indicating individuals feel this responsibility falls to someone other than themselves.
- When adults are asked about the financial literacy of recent high school and college graduates to handle their own finances, none believe high school graduates have these skills, and fewer than 9% believe college students are prepared to handle these areas.

Survey of K-12 Educators: *Of respondents, 83% were from public schools and 17% were from private or charter schools.*

- 56% are unaware of the personal financial literacy curriculum requirements established in the 2009 NJ core curriculum.
- 42% of schools have only 1 teacher who is responsible for personal financial literacy education.
- In 2/3 of schools, personal financial literacy is taught by the math or business departments.
- 2/3 of teachers say their school has not developed a well-designed and user-friendly curriculum guide for personal financial literacy.
- Educators gave themselves a 57% proficiency rating on having the necessary skills and knowledge to handle their own personal finances, and 85% would like to feel more comfortable with their own personal finances.
- 70% say their teaching would benefit from increasing their own understanding of personal finance.

Survey of College Students: *In the survey of college students, all were attending 4-year colleges, with 42% having education aspirations of master's degree or higher; 66% were still at the freshmen or sophomore level.*

- 83% had no personal finance requirement in order to graduate high school, but 82% wish they had been required to take one of these courses. Further, 92% have no personal finance requirement in order to graduate from college, and 67% wish they were required to take one of these courses to graduate.
- Students give themselves a rating of 5.6 on a scale of 1 to 10 in being equipped to handle their own finances.
- 43% of those with student loans admittedly do not understand the terms.
- 42% aren't comfortable understanding the terms of their credit cards and other financial obligations.
- 83% say additional resources or training in personal finance would increase their comfort level with entering the workplace following their college experience.
- College students rank credit as the personal finance area in which they have the most interest in learning additional information, followed closely by money management.



The significant divergence in confidence among college students versus adults may be explained simply through the phrase, “you don’t know what you don’t know,” where students seemingly have little awareness of the information that has not yet been learned.

Survey of NonProfit Organizations: *Of respondents, half were from health and human service and education organizations; 78% serve the local community and 72% serve individuals with an annual household income of less than \$75,000; 64% serve those with no college course work.*

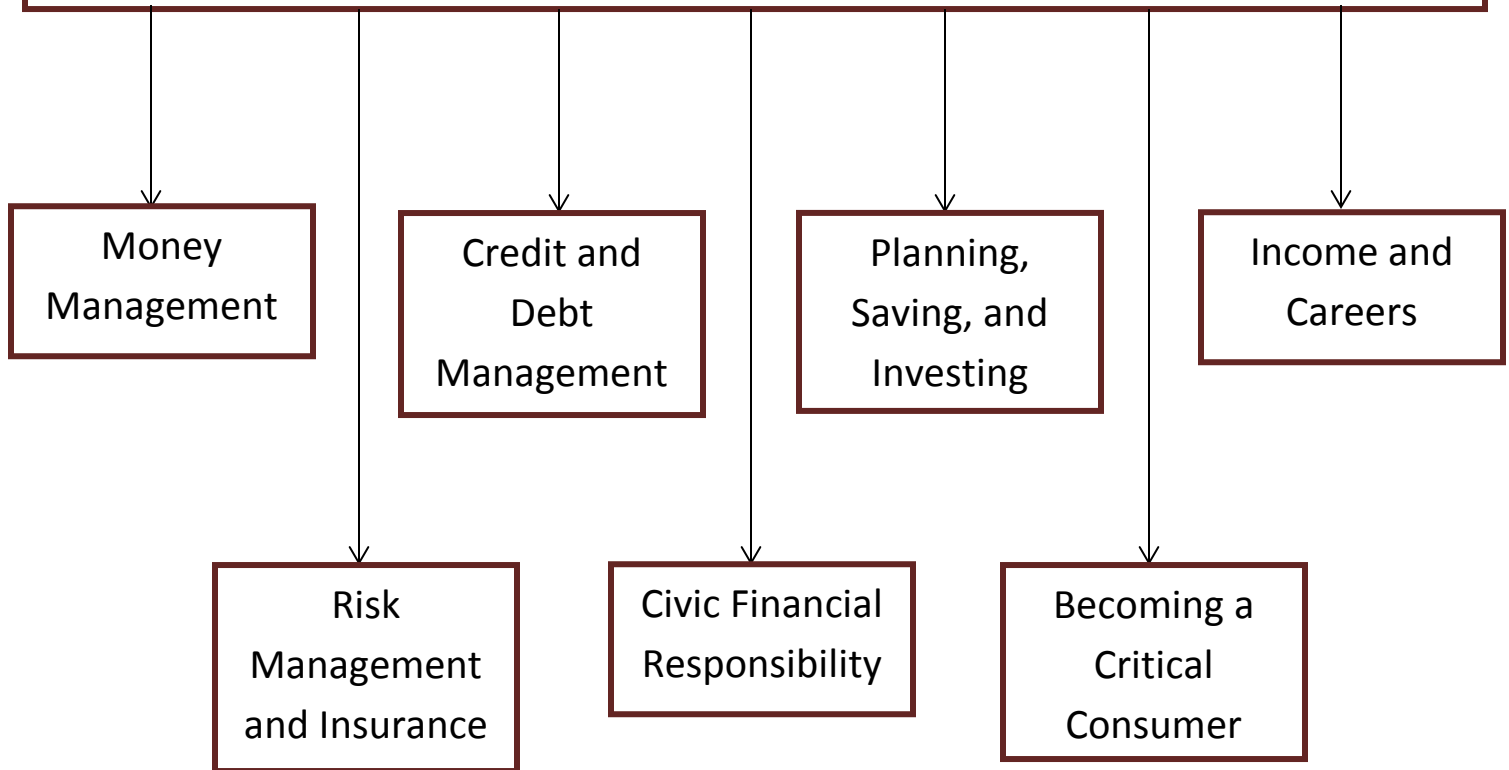
- 83% of nonprofits surveyed were not aware of the 2009 NJ core curriculum requirements for K-12 students in financial literacy, but nearly 40% provide some type of training in financial literacy to their service area.
- 2/3 of the seven organizations that provide financial literacy education, provide it to more than 100 individuals.
- No organizations charge for their financial literacy education.
- Only 1/3 of organizations that provide financial literacy train the educators providing this information.
- On a scale of 1-10, nonprofit staff and volunteers give themselves a 6.6 when asked about their comfort with personal financial topics.

County and State Wide Perspectives

Locally and regionally, financial literacy and capability training efforts have had mixed successes and struggles. In June 2009, new curriculum standards were adopted by New Jersey’s Department of Education—the 21st Century Life and Career Standards. These standards focus on integrating today’s skills and global perspectives with career education so all students acquire the knowledge and skills needed as citizens and workers in the 21st century. This includes everything from career path understanding and planning to personal financial literacy.

The personal financial literacy standards are section 9.2 of the NJ curriculum content standards. While curriculum standards are generally used as a base for instruction, New Jersey also amended the high school graduation requirements to include 2.5 credits of “financial, economic, business, and entrepreneurial literacy” for all those entering Grade 9 in 2010, ensuring the curriculum would be included in the classroom instruction.

Areas of Focus in the Standards for Personal Financial Literacy



Data, discussion, and surveys with educators and administrators have revealed that, while 89% (by far most teachers) believe financial literacy should be taught in the school, few of them, only 20%, feel comfortable teaching it. This, on top of reduced flexibility in curriculum content, increased teacher testing and observation, and an overall sense of being overwhelmed; teachers and administrators have put personal financial literacy low on the list of priorities for teaching in most school districts.

Tom Belding, Director and Teacher of Finance at the Newgrange School of Princeton says, “Personal financial literacy needs to be taught the same way we teach science. In science, our students learn in the classroom *and* in the lab. Hands-on experience is vital. Students need real world experience to understand the principles taught in the classroom. At Newgrange, for the “lab”, we have the students set up and run a small business during the two marking periods they take finance.”¹⁸

“Personal financial literacy needs to be taught the same way we teach science. Hands-on experience is vital. Students need real world experience to understand the principles taught in the classroom”¹⁸

Is the way personal financial literacy is being taught in schools the best method for teaching, according to teachers and student results?

“Dan Kadlec, author on financial topics including financial literacy and contributing writer for Time magazine and Money, reports, “I’d like to think the cavalry is coming. But it isn’t – not quickly enough, anyway. For all the lip service to financial education and well-intentioned research surrounding what works best when it comes to teaching young people about money, much too little instruction is actually taking place. In plain view, the next generation is growing up as financially inept as the last.”¹⁹

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Students and young adults are not the only residents of Mercer County in need of additional financial literacy education. The US Department of the Treasury reports 23% of households in Mercer County are unbanked or underbanked, versus 19.4% overall in New Jersey²⁰. Unbanked households have no checking or savings account, while underbanked households are households that have an account but rely on alternative financial services, like check cashing services, payday loans, rent-to-own agreements, or pawn shops. Within these numbers, clear trends are realized in the minority communities. For African Americans, 53% are unbanked or under banked, while 59.9% of Hispanics are unbanked or under banked.²¹

Surveys showed no college within Mercer County requires a personal financial literacy component in order to graduate, although college students are adamant about this being an important and useful part of their education for a successful life and career outlook.

Discussions with key stakeholders in Mercer County mirror the survey data received. Public school teachers are overburdened with the multitude of responsibilities that have been increasing over a number of years. Many of these teachers, despite their best intentions are unable to add any further requirements to their plate. College administrators report it’s a recognized problem with need for action, yet no movement has taken place to include this education in the college core requirements.

All this is not to say there is no hope and no action being taken. Several active groups in Mercer County have personal financial programs that impact Mercer County residents. These groups include:



The AICPA provides a free program called “360 Degrees of Financial Literacy” available to all members. This includes articles, handouts, program materials, and other tools to help CPAs better educate their clients in the realm of financial literacy. 360 Degrees of Financial Literacy is a national volunteer effort of the nation’s Certified Public Accountants to help Americans understand their personal finances and develop money management skills. It focuses on financial education as a lifelong endeavor—from children learning about the value of money to adults reaching a secure retirement. The 360 Degrees of Financial Literacy Web site offers general information for managing personal finances and does not recommend specific financial actions.



The United Way Financial Empowerment Center, “*Building Economic Security and Self-sufficiency*,” provides a free course series through Strayer University covering many topics from opening and maintaining a checking or savings account and buying a home to smart investing and credit. The center also prepares tax returns, free of charge, to those who qualify. For the 1,063 EITC (working poor) returns prepared by the United Financial Empowerment Center in 2012, the average tax refund was \$1,431.



JA Finance Park is a hands-on program which includes in-school, teacher-led activities culminating in an “off-site” visit to Capital One/JA Finance Park, where volunteers mentor students as they make real life financial decisions. The Finance Park helps 7th-12th grade students build a foundation of intelligent, personal financial decision-making skills through an experiential, real-life simulation. The program was created in 2006 through the cooperation and support of Capital One, JA Worldwide, and the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.



Catholic Charities offer free tax preparation services to Burlington and Ocean Counties, but these services are not currently offered in Mercer County.



The goal of LVNJ’s financial literacy initiative is to give adult students access to the information they need to make good financial decisions. It is designed to provide opportunities for adult literacy students to increase their own knowledge of financial topics, such as opening a bank account, using an ATM, budgeting, and saving. Participants in their network examine how cultural and personal values affect the way we manage our money, practice activities to use with students, and learn about free resources and support financial literacy education.

Opportunities for Improvement

Financial literacy and capability are significant and growing challenges facing the US population during a time of uncertainty. With national personal finance surveys recording some of their lowest scores in 10 years, it's important to make meaningful changes to better equip residents with a financial tool-kit that grows with them from childhood through retirement so individuals are able to better understand and meet their own financial needs. These challenges have many advocates: organizations, individuals, and governmental agencies, all working toward a better educated and capable population. These advocates look to create an informed population that is able to understand the core components of personal finance and go beyond this basic understanding using the tool-kit they've established. As with all organizations doing good work, there is a great challenge in connecting those in need with the services that will help those individuals and groups grow. The Mercadien Foundation has spent several months learning about financial literacy in the greater Mercer County area to understand the need, the current programs available, the challenges, and the gaps in expanding financial literacy and capability among Mercer County residents.

Major gaps in connecting personal financial literacy with those who need this education are prioritized by user group:

Individuals

- High financial stress levels are leading to significant workplace productivity loss.
- Few adults are spending time educating their children on financial matters or discussing finances in the household.
- Many adults aren't aware of, or don't have access to financial literacy education in the specific topics necessary to their needs.
- There are major needs in improving basic understanding of personal financial principles with investing, money management, and saving at the top of the list.

K- 12

Educators

- Basic awareness of the core curriculum standards in personal financial literacy and their role in the classroom need to be established.
- Schools have not equipped teachers with the appropriate resources to be able to teach personal financial literacy appropriately in the classroom.
- Educators are not comfortable with their own level of understanding of personal finance to be able to teach personal finance to students.

*College
Students*

- Inadequate understanding of student loans and other financial obligations hold back students following their college experience and potentially expose these young adults to financial crisis.
- The reliance on student loans to fund college education is growing exponentially. Since 1978, the price of tuition at US colleges has increased over 900 percent, 650 points above inflation²². Trends show that to cover the increased cost, more and more tuition is paid with borrowed dollars.
- While confidence is high in personal finance among college students, anecdotal evidence shows these students “don’t know what they don’t know,” making much of the confident data without merit. When tested on financial literacy topics, college students did poorly on tests compared to adults.
- Requirements within high schools and colleges in personal finance are well below the requested levels of both the students’ and parents’ expectations and need.

*Nonprofit
Organizations*

- There appears to be a significant disconnect between organizations and the user groups they serve when it comes to financial literacy needs. Some organizations are providing services that are vitally necessary for the community, but others are somewhat disconnected from the current need in personal financial education. This may be due to being unaware of the changing trends in financial literacy.
- The need for financial literacy appears to be across the entire population, but nonprofit groups are only able to meet the needs of a small portion of the population’s need for personal financial education.
- Financial literacy education currently available covers basic concepts of banking and money management, but does not address more sophisticated concepts of credit management, saving, and investing.
- Organizations that provide financial literacy education tend not to educate their educators, perhaps failing to provide the most high-quality experience possible for those receiving the personal financial education services.

The Mercadien Foundation's Financial Literacy Response

The Mercadien Foundation is a nonprofit entity that is part of The Mercadien Group Family. The Mercadien Group is a family of distinct companies created to serve the diverse and sophisticated needs of our region. The group is comprised of six individual companies situated in one location, providing accounting, auditing, tax planning and compliance, management consulting, technology, wealth management, outsourcing, and investment banking services.

The Mercadien Foundation is developing a financial literacy program to serve the unmet needs of the local community. This program will be accessible to targeted populations and aims to give back to the community over the long term. The Foundation is building on the groundwork that has already begun nationally in financial literacy with its study identifying the greatest needs within Mercer County, compared to national data, to ensure the biggest gaps are being filled. Based on these final results and through roundtables with community stakeholders, the Foundation plans to roll out a hands-on program, partnering with organizations within the greater Mercer County community.

The Mercadien Foundation Financial Literacy Project Goals:

- Identify the gaps in need and service delivery in the area of financial literacy;
- Better educate members of our community in specific need areas of personal finance as determined through the 2013 personal financial literacy needs surveys and gap analysis;
- Provide a forum for expanding financial literacy education and sharing best practices;
- Expand volunteer and leadership opportunities for Mercadien associates and build a more robust philanthropic workplace culture.

To accomplish these goals, the Mercadien Foundation plans initially to convene community stakeholders in roundtable discussions as follows:

Formalizing Financial Literacy Education in Relation to NJ Core Curriculum Requirements

This roundtable discussion will be focused on K-12 educators and administrators, covering best practices, successes and difficulties, identifying resources for teaching within the New Jersey state curriculum requirements. This group could form into a peer resource group that uses each other's resources and experiences to benefit all participants in the areas of personal financial literacy.

Financial Capability at Work: A Strategic Framework to Guide Employers

Based on The President's Advisory Council for Financial Capability's work, a roundtable discussion will take place related to best practices in the workplace for encouraging increased personal financial literacy and the opportunities for human resource departments to increase productivity through more well-structured programs for employees. Employers have expressed hesitancy in bringing educational programs to the workplace, but this discussion will give examples of programs that have worked successfully.

Creating Financially Capable Communities

Some of the strongest and most active change-makers in a community are the nonprofit organizations, political entities, business leaders, financial service providers, and educational institutions. This discussion will invite together all facets of a strong community to develop ideas to improve the health of Mercer County by improving the financial well-being of its residents. This discussion will include many different groups with the common goal of community building, fostering partnerships, and progressing toward a better educated population.

The Mercadien Group has a staff of more than one hundred associates with expert knowledge in many areas of personal finance. These individuals, in an effort to give back to the community, are enthused to help individuals and groups to build the important tool-kit that helps lead to a more stable life with a greater sense of financial and overall well-being.

Without duplicating services that are already offered in the Mercer County area, The Mercadien Foundation Financial Literacy Project will partner with appropriate groups to create a program that is effective and scalable to allow the opportunity for greatest impact within clearly defined resources. The project will launch in September of 2013 and will be evaluated post-launch to determine its effectiveness, with the potential for modification in subsequent iterations.

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