

21st Century Learner Standards Collaboration Planning Sheet

Grade Level: **10 & 11**

Teacher/Team: **Lemke & Supenski**

Planning Date: **2/22/2016**

Content area(s): **Business/Math** Unit(s) of Study: **Personal Finance**

Timeline: **10 weeks**

Content Standards/Benchmarks/Indicators:

Students will understand how to analyze, problem-solve, and experience the creative process in their own personal finances.

Students will understand financial planning is affected by many factors.

Students will be able to...

*Create a spending/savings plan

*Evaluate savings/investing options

21st Century Learner Standards (Type standard, strand, and indicator in rectangles below, e.g., 1.1.1) Strands	→	1. Inquire, think critically, and gain knowledge.	2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.	3. Share knowledge and participate ethically and productively as members of our democratic society.	4. Pursue personal and aesthetic growth.
Skills		1.1.1, 1.1.3, 1.1.4, 1.1.6, 1.1.8, 1.1.9	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5	3.1.4, 3.1.5, 3.1.6	4.1.4, 4.1.7
Dispositions in Action		1.2.1	2.2.3, 2.2.4	3.2.1, 3.2.2	4.2.2
Responsibilities		1.3.2, 1.3.4, 1.3.5	2.3.1, 2.3.3	3.3.3, 3.3.4	4.3.1, 4.3.3
Self-Assessment Strategies		1.4.2, 1.4.4	2.4.1, 2.4.3	3.4.2	4.4.3

Learning Activities/Projects:	Materials/Resources Needed:	Person(s) Responsible:
1. Students will learn the basics of the H&R Block Challenge. And register using their own school email address. 2. Students will create a Cash Flow Spreadsheet and understand budgeting. 3. Students will understand paychecks, gross and net pay.	1. Projector and Web Browser on Teacher Computer. Student access to iPad/Computer/Tablet/Smartphone with a Web Browser. Student needs access to own school email. 2. Student access to iPad/Computer/Tablet/Smartphone. Excel or Google Sheets app. 3. Notability or Explain Everything App via Student iPad. Worksheet for calculating Total Net Pay. Researching Tools via Web Browser, Tax Bingo Worksheet.	1. Gogi Supenski (Business Teacher) and Sandra Lemke (acting School Media Specialist). 2. Supenski and Lemke 3. Supenski

<p>4. Students will learn about 401k/retirement investments. Will also research and ask parents/guardians about 401(k) contributions, etc...</p>	<p>4. Student access to Web Browser via iPad/Computer/Tablet/Smartphone. Bloomberg 401(k) Savings Calculator. Student Handout: <i>How much will you have when you retire.</i></p>	<p>4. Supenski</p>
<p>5. Students will understand taxes and will be able to fill out tax forms.</p>	<p>5. Student access to Web Browser via iPad/Computer. Access to irs.gov website and the <i>How's of Taxes Simulations.</i></p>	<p>5. Supenski</p>

How will we assess learning?

Students will be assessed on their engagement and real world readiness based on the H&R Block Challenge Simulation.

A 21st Century Checklist will also be used to assess student learning.

Comments/Evaluation of the Unit:

Are the students 'real-world ready' based on the H&R Block Challenge?

If students can demonstrate the target levels of Behavior, Knowledge and Skill in the H&R Block Challenge simulation then they are ready to manage their own personal finances in the real world. So what does this measure?

Behavior: this is a measurement of a student's engagement and the target is set at 100%. To demonstrate Behavior/Engagement in the simulation, a student needs to pay bills, take available surveys and login regularly.

Knowledge: this is a measurement of a student's quiz performance and the target is 100%. To demonstrate Knowledge in the simulation, a student needs to figure out answers to important financial questions by researching and finding information. Often times, the material in the quizzes is not provided ahead of time and this is by design. The quizzes are very short (usually 3-5 questions) and are open for an entire week which gives plenty of time to talk to parents/teacher and research using information skills used in case they don't know the answer. Today, the rate of change is faster than ever before, and while students obviously need to possess financial knowledge, it is equally important that they also possess problem solving skills.

Skill: this is a measurement of a student's leaderboard score and the target is approximately half of the maximum possible score for a given simulation. The leaderboard score is the combination of many factors simultaneously working together. To score well on the leaderboard, a student will need to save money, avoid fees, and do well on quizzes. What is the 'maximum possible' leaderboard score and how is that calculated? The maximum possible score can only be generated by giving perfect information (advanced knowledge of unexpected events) to a solver-type program that runs many thousands of trial solutions to identify the best one possible. This is certainly an unrealistic expectation for any student to achieve, but it is a useful reference point for what is theoretically possible in a complex simulation such as this. For this reason, there may be instances where students exceed 100% the target (which is 50% of the max possible).

So why present both the Leaderboard and this Real-World Ready statistics? The leaderboard is great for driving excitement and engagement within a class, but there are some short comings with a completely relative scoring system. For instance, the winner in one class might have scored near the middle of another class and vice versa. The Real-World Ready scores are meant to show a comprehensive view into a student's readiness to manage their own finances across the dimensions of Behavior, Knowledge and Skill. We understand that this is challenging for many adults and can be considered an adult-level expectation. With that being said, we feel strongly that showing these gaps are extremely useful to students as well as teachers.

(ProperLiving, LLC, 2014).

Assessment of Student Learning: H&R Block Challenge Simulation

- Student Effort: This setting prioritizes engagement score % to reflect "How much students played."
- Simulation performance: This setting prioritizes skill % to reflect "How well students played."
- **50% Student effort and 50% Simulation performance: This setting merges the two settings equally for a blended view of the student.** (Mrs. Supenski and Ms. Lemke decided to use this setting, a 50/50 Blend of Performance and Effort of Student)

Grading Assistant

Select Class: Curve Class Average: Minimum Engaged Percent:

Choose Grading Method:



Effort 50/50 Blend Performance

Target Score: 1,286.52

Grades can be curved to reach a desired average.

- Use the Curve Class Average drop-down to select the basis for the curve. This will impact all student grades.
- Since unengaged students can attain large negative scores that impact the class average, we have built a way to omit these outliers from the curve. To generate a more meaningful set of curved grades, teachers may use the Minimum Engaged Percent drop-down field to exclude students who do not meet their minimum threshold for participation.
- Individual grades can be adjusted by entering positive/negative numbers on the row for individual students.
- The first three columns (Engaged %, Knowledge %, & Skill %) compare student performance to objective scores for each dimension of the simulation. Budget Challenge aims to make students Real-World-Ready and has provided targets that represent adult-level expectations. These measures may be considered stretch-goals in school settings and can serve as a reference point.

Students will research and ask parents about 401(k) contributions. 1.1.1, 1.1.3, 1.1.4, 1.2.1, 1.3.2, 2.1.5, 2.3.1, 2.3.3, 2.4.3, 3.1.5, 4.1.4, 4.2.2												
Students will calculate 401(k) savings via Bloomberg Calculator online. 2.1.3, 2.1.4, 2.3.1												
Students will be able to complete a tax form using the irs.gov website and Simulations of different situations. 1.4.4, 2.1.4, 2.2.4, 2.3.1, 3.3.4												

Adapted from Information Literacy Standards Checklist created by Sherry R. Crow 2002 Courtesy of Colorado Springs District #11

Reflection Sheet

Planning

Gogi Supenski and I have worked well together throughout my teaching at Bellevue West High School. It just so happens that we are both on the Technology Trainer team, so we communicate on a daily basis between our Periods designated for Tech Training in the building. This allowed for a convenient time for us to collaborate and work on this project together.

Supenski is all about trying new things and jumping in to a new idea or project feet first, so I knew she would be a great teacher to work with as well. As we were discussing her maybe trying the H&R Block Challenge this semester, I thought it would be a great way to incorporate 21st Century Learning standards for her students. So, this was a perfect opportunity for her to try this new simulation and guide her through teaching personal finance. She would have the opportunity to have me help her find resources and information tools to use as well as have someone to collaborate with in teaching using this simulation. After discussing this project with her she was all about trying the H&R Block Challenge with her students!

We started discussing and collaborating almost everyday (for a few minutes) to plan the project together. As we met to discuss the project, we decided that along with the H&R Block Challenge Simulation we would also have students do research and question adults on the various vendors and selections in the simulation, then create a presentation of the information found. Students would get together in groups or as an entire class and present the information they found and decide on vendors through discussion of choices, etc. We would have students create a cash flow spreadsheet via google sheets, excel, or numbers to help keep track of their budget as they go through the simulation. The students will also do research on 401(k)s & retirement contributions. Then lastly we decided with tax season, students will understand taxes as well as fill out tax forms via a Simulation on www.irs.gov.

We decided that I would provide reliable resources to help students find information on the topics they needed to research. I would also teach the class how to use Pages, a presentation tool, to organize the information to help make vendor selections in the Simulation. I would also assist

by being in the classroom when students were registering for the Simulation, as well as doing research and creating Presentations and Spreadsheets. I would also be in the classroom to help with the researching of 401(k)s as well as help students use the Bloomberg 401(k) savings calculator. The other activities were all things Mrs. Supenski has done in the past, so we decided it wasn't really necessary for me to be in the classroom during those days. Since I am also a classroom teacher at this time, I worked mostly with Mrs. Supenski's 1st Period Personal Finance class, since that is my plan period.

Teaching

We spent the first class period of the project registering for the H&R Block Challenge Simulation. Students used their school google email address to sign up. We did a I do, we do set-up. First, we projected our screens and we did the registration process require students to have all devices set down at this point. Then we walked through to the process again and all the students registered as we walked through the process. This seemed to work really smooth. Luckily the students have had their school g-mail accounts since 5th grade, so they were all comfortable logging in and clicking on the link to complete their registration. So, that was something we did not have to teach or really assist them with.

The other thing we did the first day of the project was showed students how to access all the information on the vendors and selections students needed to make choices based on in the simulation. i.e. Checking Account options, Rent options, Insurance Rates, Loan options, and other personal expense options. At this point, students used the rest of the class period to read information given to them on each vendor in the simulation and compile for their presentation on information.

The next part of the project I showed students the basics on how to use Pages to create a presentation to share with classmates on all the information they had compiled on their vendor choices. We decided to go with Pages, because Mrs. Supenski has an iPad cart in her classroom, so this was an app already on the iPads that students could easily present their information with

as well as lock their presentation and prevent other students from changing. Students were to pick their options in the Simulation, and then give reasoning and research behind the reasoning of the vendor options they chose. Then students worked in small groups to present their options to classmates, and discussed as a group which options might be the best. Students could evaluate their decisions and then come to the conclusion if the option they originally decided on was the best choice, or if they wanted to change the option. I needed time for planning, so I was only in the classroom the first day of this process of researching and setting up Pages presentation, and then going over their options and collaborating/discussing with classmates.

I also spent some class time with students showing them how to access good resources for doing their research on personal financing and personal budget options. The students were mostly going to use the internet to research, so I spent some time explaining what a good and reliable resource looks like on the internet. The internet has so much information, students need to be able to assess whether or not a source is reliable and if they want to use it to gain information. Students must learn to be savvy and discriminating readers when learning about topical issues. No Web site can provide all the information a student needs to know, and teachers should encourage students to "interrogate" Web sites even as they are reading. Students should ask themselves: What did I learn from this source? What didn't I learn from this source? Who sponsors this source? What bias might the sponsor have? How current is the site? (PBS, 1995-2014). As the role of the media specialist it is my duty to make sure students can evaluate a website, or information from the web, and decide if it is reliable information. This was beneficial before students were introduced to a 401(k) and retirement contributions.

Mrs. Supenski has been using the H&R Block Challenge as a bell-ringer everyday of the 10 weeks the simulation was running. Students were to log in and check their dashboard, bank account, credit card balance, invoices, etc. Then they were also supposed to update their Cash Flow Spreadsheet to help keep them on track during the simulation. Then using certain activities in the H&R Block Challenge to spin off of and teach parts of her unit that she has taught in the past. The simulation created a competitive aspect on the personal finance curriculum, which created student engagement. Since the H&R Block Challenge is easily accessible from any device, it was easy to differentiate learning for students. We had a student who is blind and deaf in one of the

classes, and he has been extremely active and engaged, because when he doesn't have a chance to complete everything in class, he can access it at home or in his resource class period.

Assessment of Student Learning

Overall students were pretty engaged in the challenge. Students were not so good at keeping track of their personal budget via Spreadsheet, so that may be something that next time we do the project we emphasize more and make sure we allow students more time in class to work on filling out as we go through the simulation.

Below is the data from the engagement statistics in the H&R Block Challenge simulation.

BW Thinking 3rd

Rank	Student Name	Score	Avg. Engaged %	Currently Engaged	Logins	Late Pmts	Quizzes
1	Dumont, Jared	2259.82	91.00%	Yes	Yes	Yes	Yes
2	Frieze, Brett	1702.43	100.00%	Yes	Yes	Yes	Yes
3	Sanchez, Chris	1554.04	87.00%	Yes	Yes	Yes	Yes
4	Mann, Taylor	1449.24	83.00%	Yes	Yes	Yes	Yes
5	Mills, Stephen	1433.12	96.00%	Yes	Yes	Yes	Yes
6	Thomas, Max	1398.00	91.00%	Yes	Yes	Yes	Yes
7	Phillips, Jamil	1397.94	87.00%	Yes	Yes	Yes	Yes
8	Reynolds, Tyler	1352.65	100.00%	Yes	Yes	Yes	Yes
9	Bare, Collin	1334.77	96.00%	Yes	Yes	Yes	Yes
10	Williams, Delaney	1300.41	96.00%	Yes	Yes	Yes	Yes
11	Torres, Trinity	1286.25	96.00%	Yes	Yes	Yes	Yes
12	Johnson, Caleb	1274.25	91.00%	Yes	Yes	Yes	Yes
13	Henry, Emily	1269.35	96.00%	Yes	Yes	Yes	Yes
14	Chaney, Sam	1267.75	96.00%	Yes	Yes	Yes	Yes
15	Sanchez, Luis	1265.14	96.00%	Yes	Yes	Yes	Yes
16	Magnuson, Canesha	1210.86	96.00%	Yes	Yes	Yes	Yes
17	Fogarty, Sara	1112.30	96.00%	No	Yes	No	Yes

Below is the data from the actual performance of the students in the H&R Block Challenge based on points scored as well as Quiz Results, from the Quizzes generated in the actual simulation.

Quiz Scores by Student (Useful for grading)

BW Fabulous 1st (2016_Feb11_to_Apr21)

Students in BW Fabulous 1st

Export to CSV

Student Name	Total Points	Total Possible Points	Quiz Average
Brett Allvin	39	155	25.16 %
Payton Bennett	117	155	75.48 %
Daniel Campbell	78	155	50.32 %
Zachary Clark	130	155	83.87 %
Brooke Coakley	102	155	65.80 %
Matthew Colwell	78	155	50.32 %
Karissa Dymond	102	155	65.80 %
Katie Fellbaum	103	155	66.45 %

So, as you can see based on the data, we decided to not grade the students just based on their actual Performance and Quiz scores, because they didn't do too great on the quizzes in the simulation. Yikes! Next time doing this project, I think we would encourage students to do more research when completing the quizzes, and inquire on what adults they know would do in a real life scenario comparable to the quiz questions. Maybe give them more assistance on how to research and how to find answers to real life scenarios.

Below is the data from the grading done by the simulation based on a 50/50 blend of Effort and Performance of just one class period involved in the project.

Student Name 	Engaged %	Knowledge %	Skill %	Indiv. Adjustment	Curve Based Grade
Bare, Collin	96.00 % 	56.42 % 	103.75 % 	<input type="text" value="0.00"/>	91.51 %
Brown, Jordan	61.00 % 	31.28 % 	43.42 % 	<input type="text" value="0.00"/>	47.84 %
Busse, Brandon	70.00 % 	25.14 % 	62.64 % 	<input type="text" value="0.00"/>	60.77 %
Chaffee, Lauren	96.00 % 	41.90 % 	82.15 % 	<input type="text" value="0.00"/>	81.62 %
Chaney, Sam	96.00 % 	51.40 % 	98.54 % 	<input type="text" value="0.00"/>	89.12 %
Dumont, Jared	91.00 % 	53.63 % 	175.65 % 	<input type="text" value="0.00"/>	122.16 %
Dunn, Keegan*	92.00 % 	2.23 % 	75.80 % 	<input type="text" value="0.00"/>	76.87 %
Eggert, Jeffrey	91.00 % 	37.99 % 	83.12 % 	<input type="text" value="0.00"/>	79.77 %
Fogarty, Sara	96.00 % 	52.51 % 	86.46 % 	<input type="text" value="0.00"/>	83.59 %

It was no surprise to see that students that were not keeping track of their budget on the Cash Flow Spreadsheet had more late fees and penalties than students who had a really good, up to date Cash Flow Spreadsheet.

Discussing assessment with Gogi, it was interesting that students with a competitive edge that normally did not stay on task or engaged in class were really engaged and interested in the challenge. Just having the leaderboard for the class was enough competition for the students, but then to have the national leaderboard was even more incentive for them to actually try in the simulation.

See below, an example of one of the class periods leaderboard.

	First Name	Last Name	Class Rank	Score	401k %	Cleared Checks	Pending	Bank Balance	Login Days	Days Since Last Login	Survey Points	Simulation Rank
View	Jared	Dumont	1	2,254.82	30.00%	4	3	\$678.75	15	0	96.00	99.95% (28)
View	Brett	Frieze	2	1,702.43	20.00%	5	2	\$901.14	14	1	114.00	98.67% (715)
View	Chris	Sanchez	3	1,554.04	15.00%	6	0	\$1,013.69	12	2	64.00	94.77%
View	Taylor	Mann	4	1,448.74	17.00%	5	2	\$738.70	13	2	86.00	89.09%
View	Stephen	Mills	5	1,433.12	10.00%	5	2	\$1,051.16	13	2	94.00	87.67%
View	Jamil	Phillips	6	1,397.94	20.00%	6	1	\$1,501.15	10	4	67.00	84.62%
View	Max	Thomas	7	1,397.50	10.00%	5	4	\$1,150.88	12	2	77.00	84.63%
View	Tyler	Reynolds	8	1,352.65	10.00%	5	1	\$1,221.71	13	2	94.00	80.54%
View	Collin	Bare	9	1,334.77	7.00%	8	0	\$1,334.58	12	3	101.00	78.67%
View	Delaney	Williams	10	1,300.41	7.00%	7	2	\$533.38	13	2	90.00	74.55%
View	Trinity	Torres	11	1,285.75	5.00%	7	0	\$578.56	14	1	111.00	72.58%
View	Caleb	Johnson	12	1,274.25	5.00%	5	2	\$1,290.06	14	1	96.00	70.81%
View	Emily	Henry	13	1,269.35	5.00%	5	3	\$1,687.51	12	2	129.00	70.08%
View	Sam	Chaney	14	1,267.75	5.00%	5	4	\$1,383.34	11	4	92.00	69.87%
View	Luis	Sanchez	15	1,264.14	10.00%	6	1	\$530.83	13	2	97.00	69.43%
View	Canesha	Magnuson	16	1,209.86	4.00%	6	2	\$1,571.77	14	3	95.00	62.50%
View	Sara	Fogarty	17	1,112.30	5.00%	5	4	\$1,385.84	12	3	94.00	52.24%
View	Jeffrey	Evans	18	1,069.30	0.00%	4	1	\$1,882.58	13	2	88.00	47.50%

Examples of Student Work

This is an example of a student's bank account and credit card balance information that had high outcomes (ranked high) in the simulation. He happened to put in 25% in to his 401(k) from his paycheck, which is why I think he was ranked so high in the simulation.

Src	Date	+	-	\$
■	03/03/16	\$0.00	\$22.00	\$477.44
■	03/03/16	\$0.00	\$27.22	\$455.44
■	03/02/16	\$0.00	\$95.28	\$428.22
■	03/01/16	\$0.00	\$7.19	\$332.94
■	02/28/16	\$0.00	\$68.92	\$325.75
■	02/27/16	\$0.00	\$17.25	\$256.83
■	02/25/16	\$0.00	\$31.00	\$239.58
■	02/23/16	\$0.00	\$38.49	\$208.58
■	02/21/16	\$0.00	\$18.00	\$170.09
■	02/20/16	\$0.00	\$9.84	\$152.09
■	02/19/16	\$350.00	\$0.00	\$142.25
■	02/18/16	\$0.00	\$20.00	\$492.25
■	02/16/16	\$0.00	\$7.44	\$472.25
■	02/15/16	\$0.00	\$16.84	\$464.81
■	02/13/16	\$0.00	\$18.50	\$447.97
■	02/12/16	\$0.00	\$79.47	\$429.47
■	02/11/16	\$0.00	\$0.00	\$350.00
■	02/11/16	\$0.00	\$350.00	\$350.00

Bank Activity

Src Legend

- = Paycheck
- = Fee
- = Payment
- = Statement
- = Initial Balance

Src	Date	+	-	\$
■	03/03/16	\$803.75	\$0.00	\$803.75
■	03/03/16	\$0.00	\$64.00	\$0.00
	03/03/16	\$27.22	\$0.00	\$64.00
■	03/03/16	\$0.00	\$10.00	\$36.78
■	02/19/16	\$0.00	\$9.95	\$46.78
■	02/19/16	\$0.00	\$350.00	\$56.73
■	02/19/16	\$0.00	\$783.00	\$406.73
■	02/18/16	\$639.73	\$0.00	\$1,189.73
■	02/11/16	\$550.00	\$0.00	\$550.00

This is an example of a student's bank account information that was average in the simulation rankings.

Account Activity

Source	Date	Name	Description	Credit	Debit	Current Bal
Paycheck	3/3/2016	Widget Engineering and Design	Paycheck	\$1,145.45	\$0.00	\$1,284.40
Payment	3/3/2016	Payment	Memo: Car loan	\$0.00	\$395.00	\$138.95
Fee	3/3/2016	Per_Check_Fee	Per Check Fee	\$0.00	\$0.50	\$533.95
Payment	3/1/2016	Payment	Memo: Cell phone bill	\$0.00	\$125.00	\$534.45
Fee	3/1/2016	Per_Check_Fee	Per Check Fee	\$0.00	\$0.50	\$659.45
Payment	2/24/2016	Payment	Memo: Cable	\$0.00	\$74.00	\$659.95
Fee	2/24/2016	Per_Check_Fee	Per Check Fee	\$0.00	\$0.50	\$733.95
Payment	2/19/2016	Payment	Memo: Auto insurance	\$0.00	\$610.00	\$734.45
Fee	2/19/2016	Per_Check_Fee	Per Check Fee	\$0.00	\$0.50	\$1,344.45
Payment	2/19/2016	Payment	Memo: Groceries & Entertainment	\$0.00	\$350.00	\$1,344.95
Fee	2/19/2016	Per_Check_Fee	Per Check Fee	\$0.00	\$0.50	\$1,694.95
Paycheck	2/18/2016	Widget Engineering and Design	Paycheck	\$1,145.45	\$0.00	\$1,695.45

Here is an example of a student's Cash Flow Spreadsheet that incurred no late fees or penalties throughout the simulation. So, I would rate this student's work to give her high outcomes. It is important to have no late fees and be responsible with your budget. She even went through all the invoices she had in her dashboard alerts and set up all of the bills to be paid on certain dates through the entire simulation, and kept track of that on her cash flow spreadsheet.



BUDGET CHALLENGE®
Road Test for Personal Finance®

Budget and Cash Flow Spreadsheet (CFS)

- Step 1 1) Update the orange cell with the date of your simulation start date
- Step 2 2) Enter your starting bank balance (top cell) and future paychecks (below the top cell)
- Step 3 3) Enter in payments to vendors for bills on their expected transaction date (you may need to estimate some bill payments)
- Step 4 4) Review bank account every few days. Add any bank fees to Budget and Cash Flow Tool and investigate any discrepancy
- Step 5 5) Make notes for yourself in the comments to help with establishing a routine or habit

Note: The Budget Challenge Budget and Cash Flow Tool is provided free of charge to participants of the Budget Challenge Personal Finance Simulation and is intended only for use with this program.

Date	Deposits	Bank fees	Apartment	Renter's Ins	Car Loan	Car Ins	School loan	Cable	Energy bill	Cell Phone	Credit Card	Withdrawals	Deposits	Checking Acct Balance
2/18/2016												\$		\$550.00
2/19/2016	\$ 1,008.77	\$ 0.50									\$ 350.00	\$ 350.50	\$ 1,008.77	\$1,208.27
2/20/2016		\$ 0.50				\$ 610.00						\$ 610.50		\$597.77
2/21/2016												\$		\$597.77
2/22/2016												\$		\$597.77
2/23/2016												\$		\$597.77
2/24/2016												\$		\$597.77
2/25/2016		\$ 0.50						\$ 64.00				\$ 64.50		\$533.27
2/26/2016												\$		\$533.27
2/27/2016												\$		\$533.27
2/28/2016												\$		\$533.27
2/29/2016												\$		\$533.27
3/1/2016												\$		\$533.27
3/2/2016												\$		\$533.27
3/3/2016												\$		\$533.27
3/4/2016	\$ 1,008.77	\$ 0.50								\$ 125.00		\$ 125.50	\$ 1,008.77	\$1,416.54
3/5/2016		\$ 1.00	\$ 640.00		\$ 405.84							\$ 1,046.84		\$389.70
3/6/2016		\$ 0.50							\$ 65.20			\$ 65.70		\$303.95
3/7/2016		\$ 0.50					\$ 281.1					\$ 281.6		\$42.34

Here is an example of a student's Cash Flow Spreadsheet who clearly was not responsible and did not stay on top of their budget. This would be an example of a student's work who had relatively low outcomes. You can see there are hardly any charges filled in on the budget sheet for expenses/bills. Also note the extremely high balance, no student could have this high of a balance in the simulation if they were actually keeping track of their expenses and bills correctly. The paycheck was basically the only thing entered in to the budget, which was what we did as an entire class the first day the students were working on the Spreadsheet. This student's work shows me that the student was not very independent, and maybe I should have been checking in at their spreadsheets more frequently than just at the end of the project. I assume the student was just paying invoices/bills as they were incurred, instead of keeping track of what days the bills were due, and managing their budget so they would have no overdraft fees, etc.



BUDGET CHALLENGE®
Road Test for Personal Finance®

Budget and Cash Flow Spreadsheet (CFS)

- Step 1 1) Update the orange cell with the date of your simulation start date
- Step 2 2) Enter your starting bank balance (top cell) and future paychecks (below the top cell)
- Step 3 3) Enter in payments to vendors for bills on their expected transaction date (you may need to enter)
- Step 4 4) Review bank account every few days. Add any bank fees to Budget and Cash Flow Tool and
- Step 5 5) Make notes for yourself in the comments to help with establishing a routine or habit

Note: this Budget CFS 2/11/16

Date	Deposits	Bank fees	Apartment	Renter's Ins	Car Loan	Car Ins	School loan	Cable	Energy bill	Cell Phone	Credit Card	Withdrawals	Deposits	Checking Acct Balance
2/21/2016												\$ -		\$2,708.00
2/22/2016						\$610.00						\$ -		\$2,708.00
2/23/2016												\$ -		\$2,708.00
2/24/2016												\$ -		\$2,708.00
2/25/2016												\$ -		\$2,708.00
2/26/2016												\$ -		\$2,708.00
2/27/2016												\$ -		\$2,708.00
2/28/2016												\$ -		\$2,708.00
2/29/2016												\$ -		\$2,708.00
3/1/2016												\$ -		\$2,708.00
3/2/2016												\$ -		\$2,708.00
3/3/2016												\$ -		\$2,708.00
3/4/2016	\$1,608.00											\$ -	\$1,608.00	\$4,316.00
3/5/2016												\$ -		\$4,316.00
3/6/2016												\$ -		\$4,316.00

Materials List

Nonfiction Titles (Print Materials)		
332.024 MON	Monteverde, M. (2009). Frequently asked questions about budgeting and money management. New York, NY: Rosen Pub.	<p>This book was checked out for Mrs. Supenski to have in her classroom during this project, specifically for students to use to do research on questions that might have come up throughout the project.</p> <p>The book offers practical strategies for budgeting and money management, and includes answers to frequently asked questions, facts, and myths about personal finance</p>

R 332.024 CAS	Deering, K. R. (2005). Cash and credit information for teens: Tips for a successful financial life: Including facts about earning, spending, and borrowing money, with topics such as budgeting, consumer rights, banks, paychecks, taxes, loans, credit cards, and more. Detroit, MI: Omnigraphics.	<p>This book was also checked out for Mrs. Supenski to have in her classroom during this project, specifically for students to use to do research on questions that might have come up throughout the project.</p> <p>This book provides a comprehensive guide for teens that offers advice about basic money management and personal finance</p>
332.024 ORM	Orman, S. (2001). The road to wealth: A comprehensive guide to your money: Everything you need to know in good and bad times. New York: Riverhead Books.	<p>This book was also checked out for Mrs. Supenski to have in her classroom during this project, specifically for students to use to do research on questions that might have come up throughout the project.</p> <p>In the book, Suze Orman answers over two thousand questions about personal finance, addressing topics related to debt management, home ownership, insurance, paying for college, retirement planning, stocks, mutual funds, bonds, annuities, and wills and trusts.</p>

Non-Print Materials	
Can you afford to retire? [Motion picture]. (2016). USA.: PBS HOME VIDEO.	This video was used with group instruction when going over retirement contributions and 401(k)s.
FRONTLINE. http://www.pbs.org/frontline/retirement	The companion Web site to the FRONTLINE film provides: answers to frequently asked questions about pension plans; expert opinions on how much to save for retirement; links to retirement calculators and other resources online. This website was used to help with answers to questions students might have come up about retirement contributions as well.
Yahoo Finance: Retirement Special Edition finance.yahoo.com/retirement	This site includes retirement calculators and resources, as well as brief articles about retirement issues. This website will help students do research on some questions that might come up about retirement contributions.

Understanding Taxes - Simulations. https://apps.irs.gov/app/understandingTaxes/student/simulations.jsp	Students apply what they have learned by putting themselves in the shoes of 20 different taxpayers while they explore the ins and outs of filing tax returns electronically! The students will use this simulation to practice filing tax returns electronically. Filing taxes is one of the last parts of the simulation/project.
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References:

PBS. WGBH educational foundation (1995-2014). Additional Resources. Retrieved March 06, 2016, from <http://www.pbs.org/wgbh/pages/frontline/teach/retirement/resources.html>

ProperLiving, LLC. (2014, September 5). H&R Block Budget Challenge Home. Retrieved March 05, 2016, from <http://hrblock.budgetchallenge.com/>