



**MAVERICK  
FINANCIAL  
LITERACY INC.**  
where literacy meets wellness...

presents

# Financial Literacy Training



TEENAGERS & ADULTS



June 24, 2023



3:30pm - 4:30pm

**Register Here**

<http://bit.ly/MaverickTraining>

or scan the link to register

Attendance is free



Toledo Lucas County Public Library. 1032, S McCord Rd, Holland, OH. 43528

## MAVERICK FINANCIAL LITERACY INC. TRAINING – TOLEDO OHIO, JUNE 2023.

*...where literacy meets wellness.*



<https://www.maverickfinancialliteracyinc.com>

## Opening Message

This is a comprehensive report on the financial literacy training administered by Maverick Financial Literacy Inc. in Toledo, Ohio. This training produced optimistic outcomes and had a positive influence on the participants' financial knowledge and conduct.

The training sessions focused on fundamental financial concepts, such as budgeting, saving, investing, and managing debt. Through interactive discussions, real-world examples, and hands-on exercises, the participants acquired a deeper understanding of these topics and developed fundamental money management skills.





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## Event Overview & Programming Details

At Maverick Financial Literacy Inc., we have a strong passion to help individuals gain a better understanding of their personal finance, including budgeting, saving, investing, and managing debt. By promoting financial literacy, we equip community members with the tools to improve their financial well-being, make sound financial choices, and build a more secure future.

Our objectives for our maiden training are:

1. Enhance comprehension of fundamental financial concepts and principles: Improving people's understanding of fundamental financial concepts and principles is the main goal of our financial literacy training. This covers subjects including setting a budget, setting aside money, investing, managing debt, and comprehending financial products.
2. Enhance ability to make smart financial judgements: Our financial literacy education aims to increase people's capacity to make wise financial decisions. Participants will learn how to weigh risks and rewards, evaluate financial possibilities, and make decisions with the long term in mind.
3. We seek to encourage individuals to adopt good financial practices by providing them with training in financial literacy. This entails educating participants about the value of having financial goals, budgeting, and making decisions that are in line with their long-term aspirations.

4. Foster financial empowerment: Our financial literacy education attempts to empower people by giving them the information and abilities they need to manage their money. People can overcome financial obstacles, make plans for the future, and strive towards reaching their financial objectives by developing confidence in their financial skills.
5. Develop money management skills: Equipping people with useful money management skills is another goal of our financial literacy training. This might cover subjects including making and keeping a budget, keeping tabs on costs, establishing priorities, and effectively identifying potential scams.

## Program Details

**Location** – The Toledo Library – Holland Toledo

**Date** – June 24, 2023.

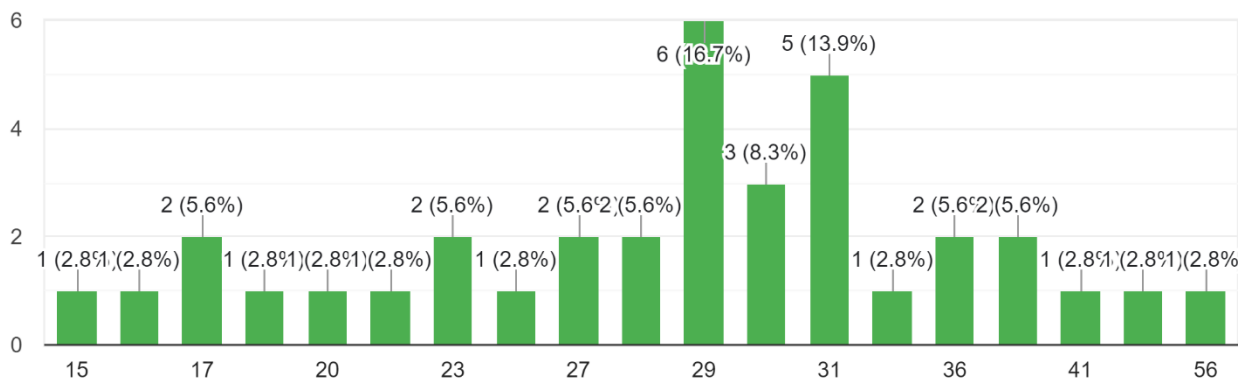
**Time** – 3:30pm – 4:45pm – 1 hour 15 minutes.

## Participant Details

This training program's age demographic is diverse, including individuals from various age categories. The attendees ranged in age from 15 to 56. The objective of the initial training is to provide financial education and support to individuals at various stages of life, recognizing that their financial requirements and priorities may vary with age. By accommodating a wide range of ages, the training program promotes diversity and ensures that participants receive individualized guidance and resources to resolve their unique financial challenges and objectives.

### Age

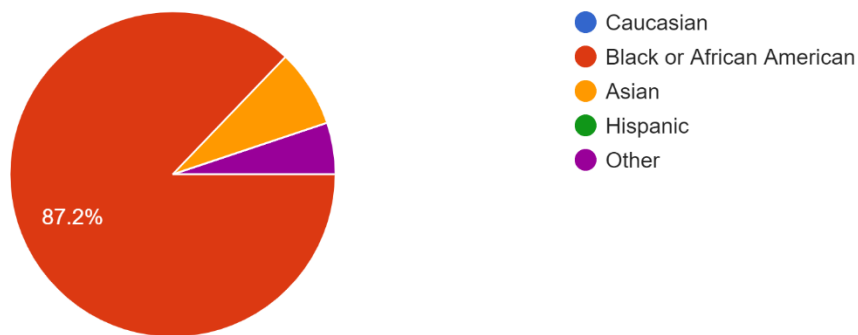
36 responses



The ethnicity demography for this training program is inclusive and aims to reach participants from diverse ethnic backgrounds. The program welcomes individuals from various ethnicities and cultural backgrounds, recognizing the importance of promoting financial literacy within different communities. Black and African Americans represented majority of the attendees with 82.7% while those that chose not to specify their ethnicity were 5.1%.

### Ethnicity

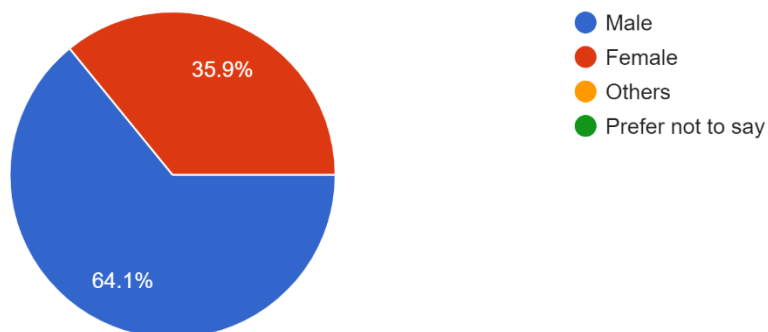
39 responses



The gender demography for this training program is inclusive and aims to reach participants of all genders. There were more Males than Females represented in the training. The program acknowledges that financial knowledge and skills are essential for all individuals, regardless of gender, and seeks to equip participants to make informed financial decisions and enhance their financial well-being.

### Gender

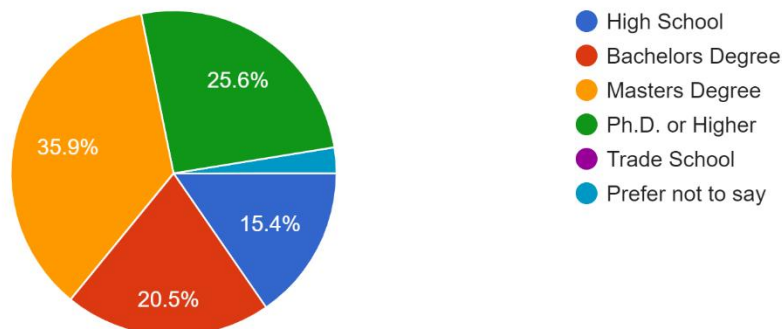
39 responses



The education demography for this training program is designed to accommodate individuals from various educational backgrounds. The program is open to participants with different levels of education, ranging from individuals with limited formal education to those with advanced degrees. Participants with master's and PhD degrees had the highest representation with 61.5% representation.

## Education

39 responses



## Program Goals & Outcomes

Participants had improved budgeting skills. Through our financial literacy training, individuals have gained better budgeting skills, allowing them to track their income and expenses more effectively. This has led to improved financial planning and the ability to allocate funds towards different financial priorities.

Our training on scams and prevention of scams played a vital role in improving the prevention and identification of fraud. By enhancing individuals' understanding of financial concepts, products, and common fraudulent schemes, we equipped participants with the knowledge and skills necessary to recognize and avoid fraudulent activities. Individuals who are financially literate are more likely to exercise caution, skepticism, and critical thinking when presented with suspicious offers or requests. They are better equipped to identify red flags, such as unsolicited communication, requests for personal information, or too-good-to-be-true investment opportunities.

One of the key outcomes of our recent financial literacy training is the development of financial confidence and empowerment. Participants have experienced an increased sense of control over their finances, reduced stress related to money management, and a greater ability to navigate financial challenges successfully.

# Education Mix & Programming Touchpoints

## Primary Training Education Mix

The educational mix selected for the program included multiple methods of instruction to engage a variety of learners and to present a variety of methods that align with the users' preferences. Care was taken to ensure that all educational components work together toward a common goal. The educational mix deployed included:

- 85% Live Group Training (in-person)
- 10% One-on-one Training (in-person)
- 5% Online Follow-up Technology-based Learning (Email)



## Education Mix & Programming Touchpoints (Cont.)

### Added Programming Touchpoints

Besides the education presented in the primary training portion, we also included a focus on pre- and post-programming to ensure a positive learner experience throughout the program. This focus was included to create a positive first impression and to continue supporting participants indefinitely with high-quality ongoing education.



#### *Pre-programming*

- Organization of benefit-driven marketing & pre-education materials to help learners develop personal reasons to attend the training.
- Communication of important program details to build trust among the learners and help them preview the training.
- A registration process and follow-up communication to give participants timely program updates.
- Learner interest questionnaire to understand the topics that interest them and customize the program to meet their needs.

## Education Mix & Programming Touchpoints (Cont.)

### Post-programming

Delivered our wellness information by encouraging physical exercise and mindfulness to reward participants for their efforts.

We provided ongoing education through email and social media engagements to help learners feel supported after the primary training concludes, addressing timely needs to help them extend their learning and apply the lessons to real-life decisions. This program provided:

- Extended Learning Plan & Activities. Before students left primary training, they were given exercise assignments.
- DRIP Education. Participant received information monthly about ongoing education via emails.
- Calendar-based Education Reminders. Notifications are emailed to participants quarterly reminding them of timely financial tasks.
- Accountability or Coaching Program – Provided contacts and information for one-on-one free coaching.



# Lessons Covered & Educational Resources

## Lessons Covered

The primary goal of the program was to help participants manage their personal finance and wellbeing – examples – plan for retirement, get out of debt, build long-term savings, prepare to fund college, etc.

To reach that goal, we focused on an in-depth teaching of two(2) basic lessons because of the time and duration of this training:

**INFO** Select from these lessons or add your own:

1. SPEND: Budgeting
2. PROTECT: Identifying and Preventing Scams
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**PLAY: The Bean Game**

Each day we make choices based on what we value as important by assessing whether our time, energy, and money is worth it. This game will help you discover what is most important to you to spend money on and how your personal experiences and values affect your money management decisions.

**BEAN MAP**

Housing			Food		
Living with family, sharing cost of utilities	DD		Cook at home; dinner out once a week	DD	
Share an apartment or house with roommates	DDD		Frequent Fast Food lunches and weekly dinner out	DDDD	
Rent your own place	DDDDD		All meals away from home	DDDDD	
Insurance			Clothing		
Auto	No coverage (ONLY if leased no car below)	No cost	Clothing	Wear present wardrobe	No cost
	Liability coverage only	DD		Shop at discount or thrift stores	D
	Comprehensive coverage	DDD		Shop for new clothes	DD
Health and Disability	No coverage	No cost		Shop for designer clothes	DDDD
	Basic health coverage	DD	Laundry	Do laundry at parents' house	No cost
Property	No coverage	No cost		Use laundromat, some dry cleaning	D
	Renters insurance	D		Rent or purchase washer and dryer	DD

Transportation		Recreation	
Walk or bike	No cost	Hiking, hanging out with friends, scrolling your phone	No cost
Ride bus or join carpool	D	Streaming service for music, TV, movies	D
Buy fuel for family car	DD	Movie theaters, gym membership, clubs or hobby groups	DD
Buy a used car and gas	DDDD	Concerts, sporting events	DD
Buy new car and gas	DDDDDD	Big vacations	DDDD
Furnishings		Communication	
Second hand from relatives or friends	No cost	No phone	No cost
Buy at a garage sale, thrift shop, or used online	D	Phone with limited data	D
Rent furniture or live in furnished apartment	DD	Phone with unlimited data	DD
Buy new furniture	DD	WiFi at your home	D
Personal Care		Gifts	
Basic products: soap, shampoo, toothpaste, make-up, etc.	D	Make your own	D
Occasional professional haircuts, basic personal care products	DD	Purchase cards or small gifts occasionally	DD
Regular hairdressing, nails, name brand personal care products	DDDD	Purchase frequent gifts for family and friends	DDDD
		Contributions to charities and/or religious groups	D
Savings			
Keep cash in a piggy bank at home		No cost	
5% of income		D	
10% of income		DD	
Invest for Retirement		DD	

The Bean Game – Budgeting.

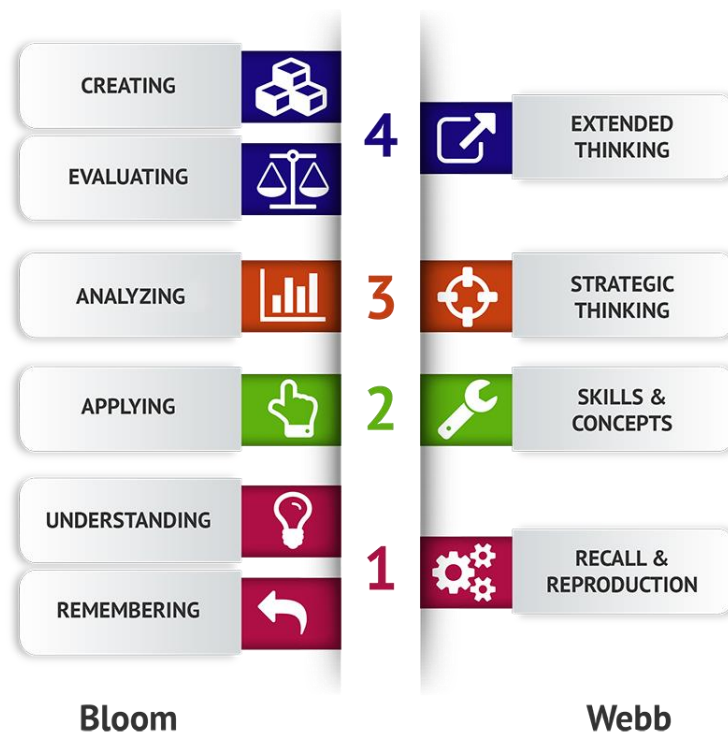
## Educational Resources

The program leveraged the Mavericks Financial Literacy Inc. curriculum and the National Financial Educators Council's (NFEC's) educational resources. These materials are rooted in research-based educational principles and have been tested by tens of thousands of organizations. The program was developed by a collaborative team comprised of educators, financial professionals, and financial education experts – and we recognize that this collaboration has yielded financial education resources that bridge the gap between theory-based education and practical application.

Because every person has different financial habits, emotional connections with money, and current financial realities, we selected material that addresses more than just content knowledge. It includes a focus on establishing positive behaviors, viable money management systems, and financial sentiments in order to help learners work toward positive outcomes.

## Cognitive Rigor Levels

The main focus of our program was on helping participants work toward higher levels of learning. We use Webb's Depth of Knowledge (DOK) framework to guide learner achievement goals, outline the cognitive rigor of the material, and provide a clear context for assessments.



## Cognitive Rigor Levels (Cont.)



### Extended Thinking

At this level, participants can answer questions that require complex reasoning and analysis; they possess the ability to connect lessons with other concepts.

This program included advanced case method lessons and project-based learning where participants created: List outcomes that they accomplished that meet extended level standards. A good interactive session was when participants played the **"Bean Game"**. This allowed participants to complete a personal budgeting plan, researched and considered the many iterations their singular decision could result to.

### Strategic Thinking

Lessons that meet this learning objective require higher cognitive rigor like planning, reasoning, and explaining the process used to derive the answer.

This program featured lessons to help learners develop their strategic thinking, including case

method approach, lesson activities, and project-based learning.

### Skill & Concept

Activities have participants connect information in the Recall group and apply it to solve problems. Lesson plans at this level ask participants to develop relationships between concepts and interpret data.

Lecture, connecting with existing knowledge, visual education components, games, mental imagery.

### Recall

These assessments test students' ability to recall information like a name, fact, quote, or other basic piece of information.

The training did not focus on the recall level, but rather focused on the middle levels of the DOK framework. Through higher-order thinking activities, a secondary benefit was helping participants recall information.

# Financial Educator Overview

## Personal Notes

The success of any financial literacy training lies in its ability to empower individuals with essential financial skills, ultimately fostering a more financially savvy and resilient society.

It was great facilitating the Financial Literacy training by Maverick Financial Literacy Inc in Toledo, Ohio.

It was interactive, engaging and a time of reflection. Thanks for all those who registered and attended this event.



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## Instructor Bio

<https://www.financialeducatorsCouncil.org/bankole-kumolu-johnson/>

### **Certified Financial Education Instructor (CFEI)**

Bankole Kumolu-Johnson holds the Certified Financial Education Instructor (CFEI) designation and meets the standards set forth in the Framework for Teaching Personal Finance. Certification holders have demonstrated their competency in teaching methods (pedagogy, teaching techniques & educational best practice) and in content knowledge of personal finance topics.

# Program Measures Overview

## Measurements

Data were gathered on important factors that influence a person’s financial situation. Through testing and surveys, we examined participants’ content knowledge, financial behaviors, sentiment, and willingness to work toward an improved financial situation.

### Essential Measurements to Quantify Programming Impact



## Data Collection Details

Data was collected from:

Dates	Methods
05/24/2023 – 06/24/2023	Demographic data including name, age, ethnicity, and contact numbers including pre and post test were collected online and in class.

## Content Knowledge

Tests were conducted before and after the programming to measure improvement in content knowledge. The questions were designed in alignment with higher-order thinking frameworks and with a focus on the practical application of the lessons.



Number of test questions:

**10**

**Pre-test Average Score**

**60%**

**Post-test Average Score**

**95%**

**Pre-test High Score**

**75%**

**Post-test High Score**

**100%**

**Pre-test Low Score**

**40%**

**Post-test Low Score**

**80%**



**What personal finance topics would you like to learn more about in future programs?**

INFO:

Student Loans, 401K, Crypto-Currency, Saving and Investment and Health & Car Insurance.



## Post-training Feedback

*This training helped me have a deeper understanding of budgeting, helping me to identify the difference between needs and wants.*

*Olanrewaju*

*I intend to apply the concept of having an emergency fund for whammy expenses, so it doesn't disrupt my plans when those expenses appear.*

*Abolade*

*It takes discipline to save and protect my money. I need to prioritize my insurance including auto, health, and housing insurance.*

*Benita*

## Organization - Maverick Financial Literacy Inc.

### Our Vision

To create opportunities for individuals and communities to improve their personal finance and wellbeing especially in underserved communities.

### Our Mission

Our mission is to create and introduce cutting-edge financial education resources that will empower individuals to improve their personal finance and well-being.

By equipping individuals with financial knowledge and skills, we pave the way for a brighter financial future for both individuals and the broader society.

This, in turn, promotes economic equity and fosters a more inclusive and resilient society.



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### Moving Forward

We will engage our market segmentation and implementation plan to coordinate the next set of trainings coupled with collaborations with strategic partners. We will consider expanding our reach to a wider audience and explore opportunities to partner with schools, community centers, employers, or other organizations to offer the training on a larger scale.

## Partner Organization Details

We understand that securing partnership and funding is a process that requires grit and perseverance, while we work toward strategic partnerships, we will continue making use of the resources at hand to reach out to the community and continue to provide value through consistent trainings and programs.

We are committed to continued community development, and we are certain that we will soon build a brand that will be visible and effective enough to attract other organizations seeking partnership and collaboration.

Subsequent partnership proposal and success is dependent on our training, our scope of operation, and the value we bring to the table. This takes time to achieve but we are committed to the process, and we hope to engage with organizations who share a common goal in the pursuit of financial literacy and wellness.

## Closing

*By providing access to financial education and resources, we empower marginalized communities and individuals who may have limited access to financial services. Join us in achieving this goal and ultimately have a more literate society.*



### **Contact information:**

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