

LEADERSHIP HUNTERDON INAUGURAL CLASS



2012 WHITE PAPERS





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LEONARD LANCE
SEVENTH DISTRICT, NEW JERSEY

COMMITTEE:
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COMMERCE, MANUFACTURING
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June 11, 2012

Dear Graduates:

Congratulations on your graduation from Leadership Hunterdon! I commend each of you for making an important personal and professional commitment to improving Hunterdon County. This is an accomplishment of which you should be proud.

As a graduate of this important program, each of you will play an important role in helping our friends and neighbors in Hunterdon County for many years to come. As the next generation of leaders in Hunterdon County, I extend my deep appreciation to you for making such a significant investment in our community. The Leadership Hunterdon program has no doubt left you even better equipped to serve our county, state and country both as business and civic leaders.

Again, congratulations again on your accomplishment.

Sincerely,

A handwritten signature in cursive script that reads "Leonard Lance".

Leonard Lance
Member of Congress

Leadership can take many different forms and styles. However, certain fundamental qualities remain constant; the ability to foster collaboration, integrity, creativity, vision, and a commitment to the goals of an organization. As anyone involved in a leadership role will tell you, a sense of humor doesn't hurt either.

Hunterdon County has many opportunities for individuals who want to help shape the future of our community. Leadership Hunterdon provides its participants with a broad variety of resources which allow them to foster relationships and develop the skills necessary to become advocates for the County and leaders in their businesses and professions.

The success of this year's Leadership Hunterdon program is a result of the dedication of the participants, the vision of the Chamber and its staff and the knowledge and insight shared with the class by business, non-profit and political leaders in our community. In a quote attributed to John F. Kennedy, "Leadership and learning are indispensable to each other." The Leadership Hunterdon program helps achieve our goals for a stronger community and workforce by providing invaluable resources and tools to individuals willing to make a difference.

On behalf of the Board of Directors of the Hunterdon County Chamber of Commerce, it is with a great deal of pleasure that I congratulate the 2012 class of Leadership Hunterdon.

Nicholas Pellitta, Esq.



Norris, McLaughlin & Marcus, P.A.

Chairman, Hunterdon County Chamber of Commerce



Dear Alumni:

Congratulations on being the first Graduating Class of Leadership Hunterdon. But, as we all know being a leader is the PITS. As a change agent and thought leader you are constantly ducking the slings and arrows being thrown at you. It's the PITS!

As a former Chair of the Hunterdon County Chamber of Commerce, it is a great honor to be a part of this, the first Leadership Hunterdon Class, of 2012. I'm proud of the work you are doing and grateful for your commitment to the community.

Being a leader is the PITS. What is PITS? It is Passion, Innovation, Trust and Security. P.I.T.S.

Passion- You have passion for your family, your community and your business. It drives you to explore a better way or to discover a new direction. You are propelled by your passion to always be your best, to stand the tallest and to not compromise your standards. You urge yourself to find the best solutions to problems. You relentlessly explore the possibilities.

Innovation - As an innovator, you explore the cutting edge possibilities. You turn over every stone, and you are ready to walk out into the unknown. You plow through words looking for the best description encompassing the whole problem. Once completely defined, your mind begins the ideation process, searching for creative solutions.

Trust – Passion and Innovation are a must but first comes trust.

As Max DuPree says in *Leading Without Power*; “Earning trust is not easy, nor is it cheap, nor does it happen quickly. Earning trust is hard and demanding work. Trust comes only with genuine effort, never with a lick and a promise.”

You've been building trust as part of your Leadership Hunterdon experience; you've worked as a team in writing the white paper; you've grown your personal relationships and you've met people you know, like and trust. A potential team awaits your need.

Security - You lead with assurance and confidence as a graduate of Leadership Hunterdon. You are one of the rare few who are knowledgeable about the community. With knowledge comes power and freedom from doubt. It is your definitiveness and positiveness that attracts people to you and your ideas.

You are a leader and being a leader is the P.I.T.S. It is hard work and worth the effort.

Good luck.

Sincerely,

Linda Reed Friedman
Director of Business Development
DesignPoint, Inc.
Chairman, Hunterdon County Chamber of Commerce '95

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The Power of Women

As an organizational leader in Hunterdon County, I was pleased to be able to contribute to the Hunterdon County Chamber of Commerce's Leadership Program. As a woman I also have a desire to "pay it forward" and help other women develop their own unique skills and talents, and find a vehicle for them to utilize these gifts. Throughout our history, women have played a vital role in leading organizations to identify and meet the most pressing needs of our communities by laying a strong, solid foundation for the future. In other areas, women have demonstrated their philanthropic spirit by establishing schools, founding medical clinics and hospitals and helping the poor and vulnerable. Today, many women are finding that they have reached heights that no other women in history have achieved. Increasingly, women can choose a career in business or the home, take active roles in government and politics and expect equal treatment in public and private life. Like never before, women are endowed with wealth and power and the ability to serve with impact in their communities.

There are many benefits to women, local organizations and our community in taking leadership roles. Research proves that women want to work on "What Matters." All across America, local United Ways are harnessing the desire in their communities to create real and lasting improvements in people's lives, and turning that desire into collective action will require leadership. I believe that women can and should be some of these leaders, empowered to participate in decision-making at every level. Women's economic empowerment is indeed human empowerment and community development.

So, what can you do to help develop and/or expand women's leadership in and for Hunterdon County?

Not only do our organizations and communities benefit from Women leaders, but the women who are involved in these efforts benefit in many ways as they have opportunities for:

- **Advocacy**—Build the capacity to educate, equip and enhance women in our community to be advocates at both the local and state levels.
- **Leadership**—Cultivate women's leadership by leading the way through speaking engagements and/or volunteer opportunities.
- **Resource Development**—Raise the financial support necessary to support the most pressing needs in Hunterdon County. See the results of your investments of time, treasure and talents through investments in specific programs/projects/issues/focus areas.
- **Volunteerism**—Get engaged in work that matters to you, either individually and/or with your families—and use your talents to help others, teaching them the importance of volunteering and how good it feels to give back to the community.
- **Inspiration**—Inspire future generations and/or help by serving as a mentor. Women are able to mentor the next generation of women philanthropists in Hunterdon County, instilling in them the importance of giving back to the community.

If it's true that a community can be judged by the way it responds to the needs of its citizens, then Hunterdon County residents have many reasons to be proud. Together we have achieved much, and achieving the change we envision will require support from all segments of our community. That's why I hope you'll be inspired to join an organization as we work together to build a healthier, safer community for all. To all our graduates – Congratulations! I wish you much success and hope to see you at the table leading Hunterdon County towards community solutions in an ever increasingly complex environment.

Most sincerely,

A handwritten signature in cursive script that reads "Bonnie Duncan".

Bonnie Duncan
Executive Director
United Way of Hunterdon County

GIVE. ADVOCATE. VOLUNTEER.
LIVE UNITED™ 

Leadership Hunterdon

**Prescription Drug Epidemic
Kristy Alfano, Hunterdon Medical Center and
Lesley Gabel, Hunterdon Prevention Resources**

Executive Summary

Every day, 40 Americans die from an overdose caused by prescription painkiller abuse, according to the U.S. Centers of Disease Control. Overdoses of opioid prescription drugs now kill more people in the U.S. than heroin and cocaine combined. 15,000 Americans die annually from prescription drug overdoses. Prescription drug overdoses now kill more than heroin and cocaine combined. Two in five teenagers mistakenly believe prescription drugs are "much safer" than illegal drugs, according to the DEA, and three in 10 teens mistakenly believe prescription painkillers are not addictive. No single demographic group escapes the risk of misuse, abuse or diversion.

In June 2011, the New Jersey State Commission of Investigation reported that a growing number of young people are abusing prescription drugs, and noted a significant trend in which the practice has led to increases, not only in the number of young people addicted to painkillers, but to the number of young people using heroin as well. The New Jersey poison control center reported in 2011 – 49% of calls to poison control were due to prescription drugs problems.

The purpose of this white paper is to try to aggressively restore balance to our national drug control policy, making evidence-based reforms that recognize that our global drug problem requires both a public health and public safety approach. It is our belief that creating a multidisciplinary task force to look at this concern, while also educating county members of the current processes and programs already in place to decrease the potential for RX drug abuse within Hunterdon County.

Prescription Drug Epidemic

There is a current need in Hunterdon County to raise awareness of the potential risks that RX drugs can pose to children, teens, adults and seniors. RX drug abuse is a serious concern for all members of Hunterdon County both young and old. The purpose of this white paper is to try to aggressively restore balance to our national drug control policy, making evidence-based reforms that recognize that our global drug problem requires both a public health and public safety approach. It is our belief that creating a multidisciplinary task force to look at this concern, while also educating county members of the current processes and programs already in place will decrease the potential for RX drug abuse within Hunterdon County.

Background/Introduction



The prescription drug epidemic topic was chosen for several reasons. Primarily due to the fact that there is an extreme need professionally to bring this serious issue to key stakeholders within the community. In our professional environment in the medical and prevention industry, we experience families with tragic endings of losing family members to overdoses due to prescription drugs. Sadly most of the lives could have been saved if they could have reached medical attention within 1 – 3 hour window and were given the information needed to make good choices regarding prescription drug abuse and storage. There were so many layers that we needed to further research

outside our normal work environment to tackle this multi-faceted problem. We both realized that we needed to work outside our comfort zone to gain further knowledge, and experience to the issues surrounding the epidemic. In addition, we found this topic to be relevant as it affects all age groups leading to the reality that no one is immune. Lastly, we both personally have experienced the loss of our own family members or have close friends who have lost love ones to prescription drug abuse.

According to the Office of National Drug Control, Prescription drugs account for the second most commonly abused category of drugs, ahead of cocaine, heroin, methamphetamine (Marijuana if first). Over the last few years, there has been a 400% increase in treatment for RX abuse as well as 111% increase in ER admissions (SAMHSA). Every day, 40 Americans die from an overdose caused by prescription painkiller abuse, according to the U.S. Centers of Disease Control. Overdoses of opioid prescription drugs now kill more people in the U.S. than heroin and cocaine combined. 15,000 Americans die annually from prescription drug overdoses. Prescription drug overdoses now kill more than heroin and cocaine combined. Two in five teenagers mistakenly believe prescription drugs are "much safer" than illegal drugs, according to the DEA, and three in 10 teens mistakenly believe prescription painkillers are not addictive. In the United States, every day 2,500 youths take a prescription pain reliever for the purpose of getting high for the very first time, according to the Office of National Drug Control Policy. The US Drug Enforcement Administration reports that prescription drugs, including opioids and antidepressants, are responsible for more overdose deaths than "street drugs" such as cocaine, heroin, and methamphetamines. The number of American teenagers and adults who abuse prescription drugs is greater than those who

use cocaine, hallucinogens, and heroin combined, according to the 2009 National Survey on Drug Use and Health, compiled by the US Department of Health and Senior Services.

Most Common Abused RX, “When not taken as prescribed:”

- Depressants (Painkillers) - Vicodin, Oxycontin, Percocet, Darvon, Codeine
- Sedatives & Tranquilizers – Xanax, Valium
- Stimulants - Amphetamines (i.e. Ritalin)
- 60% of teens (12-17) who have abused prescription painkillers first tried them before age 15. (Drug Free America 2010)

Why are these painkillers being abused (Oxy)? Pain relievers cause euphoria or feelings of well-being by affecting the brain regions that mediate pleasure. Users are constantly chasing that high that is never the same as the first one. Startling facts; The U.S. is the world’s largest consumer of painkillers, using 71 percent of the world’s Oxycodone and 99 percent of the world’s Hydrocodone, or Vicodin. These drugs are addictive, affects the region of the brain just as heroin. Withdrawal symptoms & seizures may occur when reduced or stopped. They can be deadly especially combined with alcohol or other medication. It is important to note that Heroin and Oxycodone are interchangeable and addicts regularly use the one that is available. Heroin addiction is on the rise as Oxy abusers turn to Heroin as they drug is cheaper (runs \$5 a bag locally). These painkillers can be taken orally, or the pills may be crushed and the powder snorted or injected. Snorting or injecting these results in the rapid release of the drug into the bloodstream, exposing the person to high doses and causing severe respiratory depression that can lead to death.

Central nervous system (CNS) depressants, also known as sedatives or tranquilizers (Xanax, Valium), are used to treat conditions such as sleep disorders, stress, and panic attacks. However, many abuse these drugs to block out emotional pain. Health risks related to depressant abuse include loss of coordination, respiratory depression, dizziness due to lowered blood pressure, poor concentration, feelings of confusion, and in extreme cases, coma and possible death.

Stimulants - Amphetamines (Ritalin LA, Concerta, Focalin XR, Metadate CD, Adderall XR, Vyvanse, Dextrostat and Dexedrine). Dextrostat and Dexedrine. The side effects of stimulant-type ADHD medications when they're used long term at high (abusive) dosages include increased heart rate and blood pressure, tremors (uncontrolled shaking), changes in mood, confusion, paranoia, hallucinations, delusions (when your mind thinks something is true when it really isn't), and irregular breathing. Overdosing on ADHD medications can also cause dangerously high blood pressure and irregular heartbeat, seizures, severe twitching or uncontrolled movements, sweating, dry mouth and eyes, and vomiting. These medications can also become addictive when they're abused. As with other controlled prescription medications, there are laws against sharing ADHD medications with others. Teens especially tend to abuse these drugs as they are used as a study aid (keep you awake for long periods of time) and as an appetite suppressant, weight loss.

Typically, prescription drugs are taken in a form (e.g., a pill) that doesn't allow for rapid absorption of the drug by the brain and at a dosage that treats the problem but doesn't overwhelm the system—both of which reduce the likelihood of addiction. However as described above, most abusers will alter the medication for rapid release.

Altering these drugs as well as long-term medical use of certain prescription drugs can, however, lead to “physical dependence,” because the brain and the body naturally adapt to chronic drug exposure. A person may need larger doses of the drug to achieve the same initial effects (tolerance), and when drug use is stopped, withdrawal symptoms can occur. Dependence is not the same as addiction (although it also happens to someone who is addicted). It is one of the many reasons why prescription drugs need to be taken and stopped under a physician’s guidance.

What Are the Common Misconceptions About Prescription Drug Abuse?

There's a reason that prescription drugs are intended to be taken under the direction of a doctor: if used improperly they can be dangerous. Teens are making the decision to abuse prescription medicines based on misinformation. In fact, many people think that abusing prescription drugs is safer than abusing illicit drugs. As the facts will tell you, prescription drugs can have dangerous short- and long-term health consequences when used incorrectly or by someone other than for whom they were intended (Resource: NIDA <http://teens.drugabuse.gov>).

New Jersey:

In June 2011, the New Jersey State Commission of Investigation reported that a growing number of young people are abusing prescription drugs, and noted a significant trend in which the practice has led to increases, not only in the number of young people addicted to painkillers, but to the number of young people using heroin as well. The New Jersey poison control center reported in 2011 – 49% of calls to poison control were due to prescription drugs problems.

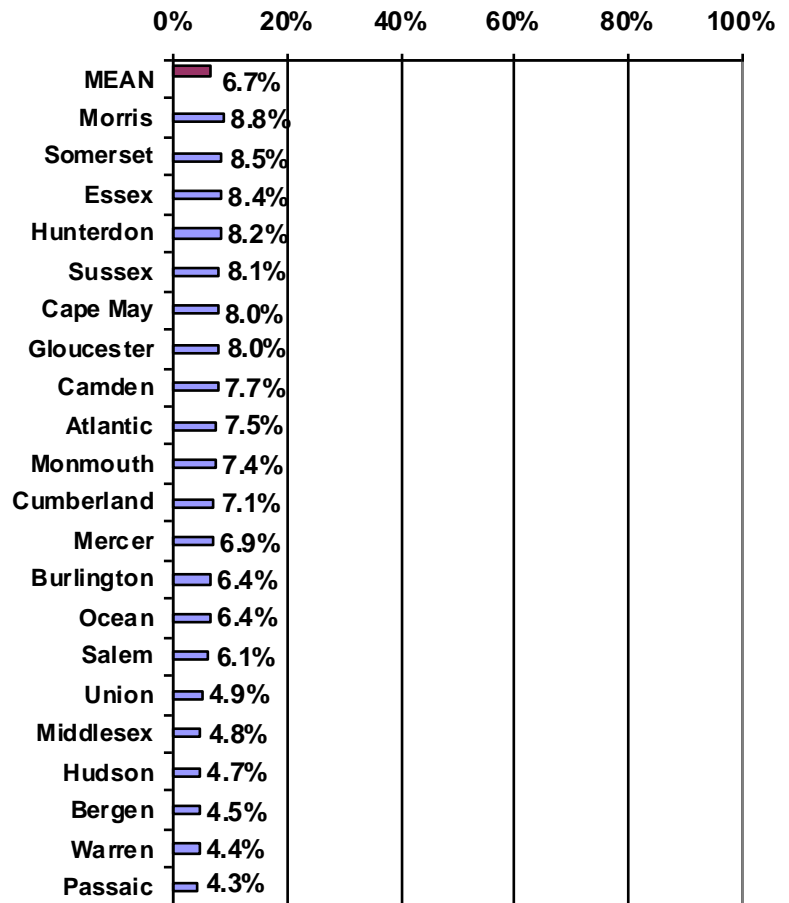
Hunterdon County:

NJ Pride Risk/Protective High School Survey		Hunterdon County 2008 %	State Averages %
Prescription Drugs w/o Prescription	Lifetime	17.4	14.8
	Past Year	13.9	11.8
NJ Pride Risk/Protective Middle School Survey		Hunterdon County 2010 %	State Averages %
Prescription Drugs w/o Prescription	Lifetime	6.0	5.8

A. ILLICIT DRUG USE

- The highest prevalence of past year illicit drug use was found in Morris and Somerset counties (9% each) (Figure 8-5). However, half of all New Jersey counties attained a percentage of at least 7% and the counties with the lowest reported rates of illicit drug use, Passaic and Warren, were at 4% each.

Figure 8-5: Past Year Use of One or More Illicit Drugs, by County



How Are Prescription Drugs Abused?

It depends—some people take other people's drugs for their intended purposes (to relieve pain, to stay awake, or to fall asleep). Others take them to get high, often at larger doses than prescribed, or by a different route of administration. Most prescription drugs come in pill or capsule form. Sometimes, people who abuse prescription drugs break or crush the pill or capsule, then swallow the drug, sniff it, or "cook" it—turn it to liquid—and then inject it.

Age Groups:

Quest Diagnostics performed an in-depth study to analyze the scope and demographics drivers of prescription drug abuse. The sample size was 75,997 and conducted in 2012. The majority of patients, 63% were inconsistent with physician orders. 60% took additional drugs without physician oversight. However while the youth were more likely to misuse, data reveals that women and men of all ages are at risk. Income and health plans do not appear to play a role. Repeat testing was associated with lower prescription drug misuse. Medicaid beneficiaries tested were more likely to have inconsistent results than those in a private health plan or Medicare.

Why do teens abuse prescription drugs?

Teens abuse prescription drugs for a number of reasons, including to get high, to help them with school work, and to treat pain. Interestingly, teenage boys and girls tend to abuse some types of prescription drugs for different reasons. For example, boys are more apt to abuse prescription stimulants to get high, while girls tend to abuse them to

self-medicate. Quest Study 2012, Prescription Drug Monitoring Report, indicated the rise of misuse was greatest 10-24 years old, 70% ages 10-17, were inconsistent with physicians orders. Among youth aged 12 to 17, 3.0 percent reported past-month nonmedical use of prescription medications. According to the 2010 Monitoring the Future study, prescription and OTC drugs are among the most commonly abused drugs by 12th graders, after alcohol, marijuana, and tobacco. While past-year nonmedical use of sedatives and tranquilizers decreased among 12th graders over the last 5 years, this is not the case for the nonmedical use of amphetamines or opioid pain relievers. This additionally supports the need for a key focus of prevention education in this age bracket.

Why do 18-25 year olds abuse prescription drugs?

In the Quest Study of 2012, 18-24 years of age has the highest inconsistency of misuse at 73%. This is the largest growing population of misuse in the state of New Jersey as indicated by admissions rates to treatment. Studies have indicated that the combination of academic stress and the lack of coping skills (family, and life skills) that are necessary for successful transition from teen to young adult leads to this misuse. Abuse of prescription drugs is highest among young adults aged 18 to 25, with 5.9 percent reporting nonmedical use in the past month (NSDUH, 2010).

Why do middle age adults abuse prescription drugs?

Majority of middle age adult's misuse and abuse prescription drugs as they are more likely to self-medicate. This age group often miss preventive medical interventions as well as they lack a healthy work life balance. Additionally, they tend to stock their

medications for future use instead properly taking as prescribe and disposal.

Why do seniors abuse prescription drugs?

For years prescription drug abuse has been getting worse and worse, and we've all heard about how it's ruining people's health and destroying lives. But there's another cost associated with the problem. Everybody is paying for it, whether they're aware of it or not. Recent studies find the total financial cost of prescription drug abuse now exceeds 120 billion dollars a year. This financial burden trickles down to the county level and impacts employers financially as well as taxpayers. Jim Quiggle, Director of Communications of The Coalition Against Insurance Fraud, says we measure this "in lost productivity, in higher premiums, as a drain on the medical system, and a drain on the average American taxpayer money...insurance money is what is paying for so many of these drugs – this translates to higher premiums that all of us have to pay during a down-turned economy." He points out "the door is wide open to painkillers -anywhere you want, you can find them...crooked clinics are spooning them out like candy to almost anyone who asks, dishonest pharmacies are involved – they're helping grease the skids for obtaining these drugs... in some locations crooks are setting up sham pharmacies whose sole purpose is to grease the skids for prescription drugs...it is costing society tens of billions of dollars a year." Quiggle adds "prescription drug abuse is the largest epidemic that too many Americans don't know much about...this is something we all need to wake up to, because we're all paying a price – it's far too big a price for us to continue paying as a society, especially when our economy is so shaky - we need to wake up." The problem has gotten so bad that the Centers for Disease

Control and Prevention now consider prescription drug abuse to be an epidemic. Statistics show more than 36 thousand people died of drug related deaths.

Drugs even have an effect on the workplace and on employers. Statistics show that 70% of drug abusers are employed, and, on average, they found jobs in companies with no drug policy. Substance abuse in the workplace causes: higher absenteeism, more accidents, higher health care costs, more theft, workplace violence, decreased productivity, lower profits to your bottom line.

Present Prescription Drug Work Efforts:

The following logic model (see attached on page 16) demonstrates what work is currently underway by the Safe Communities Coalition of Hunterdon/Somerset County. This coalition is a multi-sector based group that is working on environmental strategies to address prescription drugs, underage drinking and marijuana abuse within the region. HOPE/SAFE initiative – “In A Split Second” – both coalitions worked together to create, film and launch. Split second teen decisions cause life-long consequences. One section depicts a local Hunterdon County teen that died from a oxy overdose. Matthew’s Message / Teen Safety– strategy used to educate the dangers of prescription drugs, reached over 2,000 Hunterdon County residents since launching in December 2010. The program is now given during school assemblies, town safety meetings, drug court and evening programs, etc. Lastly in a collaborative effort with the Prosecutor and Sheriff’s office, the coalition purchased a permanent prescription drop off box to assist with decreasing the accessibility and availability of house hold drugs. This permanent drop off box is location in the Hunterdon County Justice Center in

downtown Flemington. It is guarded and protected by the Sheriff' department and disposed of by the Prosecutor's office. Additionally, the Sheriff has set up a protocol within the county to monthly go to the senior center to collect their unused and expired drugs as most seniors struggle with making it to the drop off site. See photos below depicting the drop off box and the results of a successful six months of collection (378lbs).



Hunterdon Prevention Resources works within the schools conducting prevention education programs during health classes and school assemblies. Additionally, Hunterdon Prevention Resources conducts outreach programs at the senior citizen center. Education programs are also conducted at the Drug Court, Annual HPR Professional Conference and annual HPR town hall meetings.

Drugs Don't Work in NJ! was established to help business owners and public sector employers fight these problems by making their workplace drug-free. Drugs Don't Work in NJ! provides the following services free of charge:

- A Drugs Don't Work in NJ! Employer Kit to help plan a drug-free workplace program.
- Quarterly Updates to keep members informed about important legal and legislative developments concerning drug-free workplaces.
- An invitation to the Annual Members Seminar that focuses on important legal/legislative developments for maintaining a drug-free workplace
- A worksite visit from a Drugs Don't Work in NJ! field representative, trained to help businesses establish drug-free workplaces, upon request.

Recommendations for Hunterdon County Residents

Recommended Steps



1. Take an inventory of your prescription and over the counter medicines. Know what you have.

2. Storing Medicines Safely – Reduce Accessibility (lock them up!)

(60,000 children under the age of five wind up in hospital emergency rooms because of unsupervised medicine ingestions)

- Choose a place that is high up and out of sight to keep all of your family's medicines and vitamins, including those products you use every day.
- Put medicines and vitamins away—out of reach and out of sight—every time after you use them.
- Always lock the child safety cap completely after every time you use a medicine.
- Remind houseguests of safe medicine storage so they don't leave medicines in bags, coats, or other reachable places that small children can get into.
- Always tell children what medicines are, never referring to them as candy.

3. Disposal – Reduce Availability

- Permanent Drop Off box for prescription drugs, located in the Hunterdon County Justice Center (65 Park Avenue, Flemington). Implemented by the Safe Communities Coalition in collaboration with the Sheriff and Prosecutor's Office. *Flushing most medicines down the toilet / drains can cause serious health risks. The Hunterdon Medical Center takes these same precautions and has appropriate containers to dispose of all medications.

PLEASE NOTE: If you are unable to get to the Justice Center, contact the Sheriff's department at 908-788-1377, they will come pick them up.

4. Take Your Medication Exactly As Prescribed.
5. Sustainable Community wide education about the Dangers of Prescription Drugs.

Recommendations for Sustainable Impact on this Epidemic at the local

Hunterdon County Level

Task Force comprised of: Pharmacists, Doctor (primary care), Dentist or Oral Surgeon, Freeholder, Community Member, Superintendent of schools, PTO or PTA member/rep, Law Enforcement (specifically narcotics officer), Hunterdon Prevention Rep, Healthcareprovider Rep (RN), Healthcare provider Rep (from behavioral health), EMS, Young Youth Community Leader, Senior Services, and a Faith Based Leader. This task force will be charged with the challenge of implementing the following as well as comprising further sustainable solutions:

- Implement evidence based curriculum, school/county wide, occurs regularly within school calendar. Could include: PEERx www.teens.drugabuse.gov/peerx The National Institute on Drug Abuse (NIDA), part of the National Institutes of Health, offers an online initiative called PEERx to educate 13-15 year olds on the dangers of prescription drug abuse. The centerpiece of the initiative is "Choose Your Path," an innovative video tool that empowers teens to assume the role of the main character and select which path to take at certain points in the drama and then watch the consequences play out onscreen. Other free PEERx resources include: an Activity Guide with step-by-step instructions to help teens organize peers in their school or community group; Peer Into Your Path, a twist on Choose Your Path that invites teens to write their own decision tree-based stories weaving in facts about the effects of

prescription drugs; free downloads that can be made into iron-on decals for T-shirts, or posters, wallpaper or stickers; relevant posts from NIDA's Sara Bellum Blog; and fact sheets.

- Senior citizens quarterly education program. Utilize municipal alliance funding to support. www.Mustforseniors.org – Medication Use Safety Training for Seniors – is a website by the National Council on Patient Information and Education which provides various resources to help educate the public on safe medication use in older adults.
- Online education – discount on medical insurance.
- Require all residents under narcotic pain management education requirement.
- Discharge patients receiving brochure on prescription drug conflicts.
- Ensure that the earmark of the \$14,000 county prevention education dollars that \$7,000 must be targeted for prevention prescription drug programs covering adult's community (age group 19 – 65).
- For those that are under the care for chronic pain management, that there is an increase in urine screening to ensure the absence of abuse.

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Prescription Logic Model – Safe Communities Coalition

Problem Statement

But Why? Root Causes

But Why Here? Local Conditions & Data (Specific, identifiable, actionable)

Strategy Examples

RX Abuse in Hunterdon County

Data: Qualitative 2009 Focus Group Study

Number one concern of community is the abuse of prescription drugs.

DEA reporting number one killer

Availability

Data: Key Informant Study
44% reported from teens easy to obtain in HC. Easier to obtain than all other drugs.

Data: Qualitative 2010 Focus Group Study
Take from friends and family medicine cabinet, reporting @ 66%

Directly from Doctors

Data: Qualitative 2010 Focus Group Study
44% reporting easiest to go to doctors

Hunterdon County
Take Back Days

Permanent drop off box

Perception of No Harm

Data: Qualitative 2010 Focus Group Study

Most teens abuse RX as they believe it is fun

Data: Qualitative 2010 Focus Group Study
47% of teens reported abuse of rx mainly used for fun.

Little education in schools and at home of the harmful effects of RX abuse.

Data: Needed

Teen Safety Night,
Matthew's Message

"In a Split Second"
Documentary

Safe Newsletter,
Coalition website,
EAlerts

Leadership Hunterdon

Career Path and Exploration for Hunterdon High School Students

By

Teresa Trigas-Phefferie, Nancy Lestrangle, Michael Holk

April 2012

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Executive Summary

As concerned citizens of Hunterdon County we, the authors, believe that the more successful a resident of Hunterdon County is the more successful Hunterdon County will be. Through research that we conducted, we feel that there is a lack of support throughout Hunterdon County for students to tactilely explore their options and to forge mentorship relationships for the future. This deficiency may lead to a growing population of young people who will leave Hunterdon County in search of other opportunities or fail to meet their true potential to contribute to our community. Early planning is the key to success. Where do our high schools want to be in assisting students with career exploration and planning? What can we do at the high school level to better prepare our students?

Dual enrollment, job shadowing, internships and Junior Achievement type programs all provide students with more career exploration options.

The ultimate goal is to bring to fruition our vision of a future for students in Hunterdon County that prepares them to compete in the world, to find a future here in Hunterdon County and to find fulfillment in their lives by contributing to our community.

We, the authors, stand ready to assist in any way we can contribute to initiate these programs in Hunterdon County.

Introduction

Each year as the weather begins to turn warmer Hunterdon County students thoughts turn toward the promise of spring and anticipation of summer. Their minds are filled with visions of endless days of sunshine, the sound of ocean waves breaking on the beach and the scent of sunscreen filling the air.

However, for Hunterdon County high school seniors who are completing their thirteen year journey through the county's education system a new kind of anticipation is entering their minds. These seventeen and eighteen year olds are looking toward not only a new summer, but in essence, a new phase of their life. Soon the structured path they have followed since the age of five will no longer be laid out ahead of them. Instead they will be asked to embark on the most important journey of their lives, choosing a career. Each of them must choose their next step along a new path in their lives that they alone will follow. The decisions that will be made during this time will have a lasting effect on the remaining sixty plus years of their lives and ultimately impact the community in which we all live.

The question we, as the community of Hunterdon County need to ask is "Are we providing these individuals with the necessary tools to not only survive, but to thrive"?

In an ever changing global economy, now more than ever, we need to provide the youth of our community with the proper job and life skills to compete with the best and brightest of the world.

As concerned citizens of Hunterdon County we, the authors, believe that the more successful a resident of Hunterdon County is the more successful Hunterdon County will be. Through research that we conducted, we feel that there is a lack of support throughout Hunterdon County for students to tactilely explore their options and to forge mentorship relationships for the future. This deficiency may lead to a growing population of young people who will leave Hunterdon County in search of other opportunities or fail to meet their true potential to contribute to our community.

The focus of this white paper is to provide insight into the importance of setting our high school seniors out on the road to success with the tools necessary to help them succeed.

First, we want to propose a vision of what we believe our students here in Hunterdon County could be learning and preparing for as residents of this county. Second, we researched what programs currently exist in our county either in the local high schools, the nearest community college or through community outreach. Third, we are recommending a way to narrow the gap between what resources are available and what resources we believe should be available. The ultimate goal is to bring to fruition our vision of a future for students in Hunterdon County that prepares them to compete in the world, to find a future here in Hunterdon County and to find fulfillment in their lives by contributing to our community.

We are not bold enough to believe that our paper will be an earth shattering event that will shake the foundations of our current education system. However, if we

can impart some insight to those involved in shaping the future of our County we feel we will have done our job and achieved our goal with this paper.

Context

Currently, Hunterdon County is the fourth richest county in the United States of America, boasting a median household income of \$97,874 (1). If we, as residents, want to maintain this high standard of living our goal should be to invest heavily in our future. That investment should be made in education and career planning of all of our students, not just those who will be attending college. The goal of our schools should be to hand over to the world prepared, independent, and well educated individuals.

“Well begun is half done” goes the old saying. Shouldn’t we use the same philosophy for our children’s education? Why is getting started so important? The national rate of early student departure from public colleges and universities has remained relatively unchanged at 45% over the past century. The majority of these departures, 26.7%, occur between their freshman and sophomore year. (2) In addition to the obvious results of dropping out of college, the lack of an education and impact on self-esteem, there is a significant financial impact on the students and parents. The cost of education is substantial and incurring two or more semesters of costs with little or nothing to realize from it is a significant financial setback for most students and families.

What are the reasons for early departures – financial, academic or personal? In a study conducted by the Office of Student Affairs at a mid-South doctoral university, 648 students who left college prior to graduation completed a questionnaire in which

they provided their primary reasons for their early departure. The most consistent reasons given by students for leaving college early were financial (19%) and academic (21.7%). (2) The exorbitant cost of higher education is a problem well beyond the scope of this paper, so will not be discussed here. The most common cause for early departure from college for “academic” reasons (21%) was given as a “lack of motivation”. How can we motivate students? Perhaps these students are unmotivated because they are unsure of what they want to do or are unprepared for college life.

What can we do at the high school level to better prepare our students? While many colleges have instituted programs designed to identify and assist those students deemed “at-risk” for dropping out, these programs are more reactive than proactive. High schools are the last chance to address these issues prior to enrolling in college. Our high schools have evolved over the past 15–20 years in how they prepare students for that next step. Today’s students are bombarded with information during their last year in school. From time management to money management our high school seniors are much more informed than any other generation before them. Unfortunately, all of this information has not changed the statistics regarding early departure.

What else can we do? Could expanding our curriculum beyond the career exploration computer models such as Naviance help our students with taking the next step? Reaching the goals of independent, educated individuals can be achieved through multiple methods, not only online career profiling. A more “hands on” approach such as internships and job shadowing should play a much more significant role in this process. Our high schools need not be the only source of educating the youth of Hunterdon. The local businesses could and should play a key role in the development of

our future leaders. Some methods to consider that may increase a student's motivation are through a dual enrollment program, internship or through job shadowing. These methods will be discussed in detail later.

Research

Our research has been an eye opening experience that has brought us into contact with individuals who have a direct impact on our graduating students and has provided us with some surprising statistics showing how detrimental not providing these career development skills can be to the future of our youth. For those students attending college and those not attending college what we provide during their time in high school can and often does have an everlasting financial and social impact on their lives.

As part of our project we interviewed key members of the career exploration programs at Hunterdon Central Regional High School, Voorhees High School and Delaware Valley Regional High School. What we found was both interesting and surprising. After interviewing individuals in the guidance departments of our three local Hunterdon High Schools, our research found that the programs in place currently are lacking consistency between the schools and are lacking collaboration with the local business community. There are some businesses who, on a small scale, take it upon themselves to offer internships or job shadowing options. However, there seems to be a lack of structured program or overall goal. Currently, each school has its own program established to make the transition to college or career easier. One tool that all schools do utilize is the computer based career cruising system Naviance. Naviance serves as an assessment tool, involves classroom modeling, mock interviews, resume and cover letter preparation. Beyond that each school has a different approach.

Hunterdon Central Regional High School established their College and Career counselor position in the early nineties and seven years ago added the College and Career Center to its campus. The Center serves as the central office for monitoring and developing the career exploration program of its students. Within the College and Career Center there are twenty counselors, four for each grade level, three assistants and the College and Career Counselor. The current College and Career Counselor Jennifer Nuechterlein feels that the current program is very informative and returning students have consistently provided positive feedback. Many students indicated that they believe that their time at Hunterdon Central Regional High School left them far more prepared for college than some of their college classmates.

As part of their program the school has instituted a “house” system in which the Grade Level counselors, the vice principal, nurse and secretary all follow their respective classes from freshmen year to senior year. As the initial part of the program freshmen take a “learning inventory” which establishes a plan for that student. Each year as each student moves from grade to grade the plan is assessed and revised to best fit the student and his or her needs. The counselors periodically (at least once a year) review each student's schedule to make sure that they are on track to meet their goals. The last part of the program is to provide outgoing seniors with a presentation on money management and time management, as well as utilizing the school's Naviance program. Naviance assists students with college selection choices, career planning options and conducts an assessment of their personalities as a way of guiding students into the next phase of life in which they are most likely to succeed. Overall, Hunterdon Central reports that 89% of their graduating students attend college. The remaining 11%

move directly to the workforce or the military. The high rate of college bound students limits the need for Hunterdon to create a program for non-college bound students. Typically, these services are provided to these individuals on a case by case basis and consist mainly of assistance with resume and cover letter writing. Overall, Hunterdon Central provides quite an impressive array of services and information for its outgoing seniors. However, there is always room for improvement.

Voorhees High School's transitional curriculum is slightly less defined than Hunterdon Central's. The program begins with the enrollment of incoming freshmen into the school's Advanced Academic Literacy program which requires that they select and research a potential career. As sophomores, each student is introduced to the Naviance program and takes part in the high school's career fair in hopes that the exposure to various careers will spark some interest in the student. The focus in a student's junior and senior year is on the college application process. As with Hunterdon Central, Voorhees does not currently offer a job shadowing program. Those students not interested in college have the opportunity to take part in the Hunterdon County Polytech Career Academy, curriculum in order to find an alternative career. Brian Strauss, a guidance counselor at Voorhees believes that some of the biggest obstacles facing today's high school seniors may be the seniors themselves. "Students today are often more coddled and less patient than students of the past. Many do not understand that building a career is not a quick process". (9)

Delaware Valley Regional High School uses a more traditional approach similar to that of Voorhees High School. The focus of the transition program is through the use

of the Naviance program. The school may at times, supplement this with outside speakers. After that, students must initiate their own career research and planning. Kathy Cevera, the guidance director at Delaware Valley, has indicated that the current budget constraints and logistics limit the school's ability to initiate and fund any type of job shadowing or internship program. On a more positive note, the Polytech is available for those students who would prefer to move directly to a career such as nursing or a similar vocation rather than attending college. (10)

“Early planning is the key to success.” (12) We ask the question “Where do our high schools want to be in assisting students with career exploration and planning?” We propose some ideas to obtain optimal results for students.

Discussion

Could expanding our curriculum beyond the career exploration computer models such as Naviance help our students with taking the next step?

As you can see from our research, each school has its own unique program in place, but none have a comprehensive dual enrollment, internship or a job shadowing component in place. Hunterdon Central, Hunterdon County Polytech, North Hunterdon and Voorhees high schools all offer some limited courses for dual enrollment with Raritan Valley Community College. Instituting a County wide program consisting of one or all of these types of programs would bring some uniformity to the task of informing and motivating our students as they make the transition from high school to further education or a career.

Dual enrollment allows students to experience college first hand while they are still in high school. For some this can be an eye opening experience that can provide them with the confidence to complete high school and move on to an institution of higher learning. For others who have already decided that college is in their future, enrolling in a dual enrollment program may assist them in determining what the focus of their studies should be. Dual enrollment does not have to apply to only those students who are considered gifted, but should also encompass average students and those students more inclined to a “technical education”. The State of Pennsylvania has provided funding for dual enrollment since 2005. The main focus of the program is for those students deemed disengaged from high school or those students from lower

income families. The idea behind the program is to provide these students with the opportunity to better prepare for college, which will in turn increase the likelihood that they will complete college and increase their earning potential over their lives. During the school year 2007 – 2008 over 95% of the 19,519 dual enrollment courses funded by the State were passed with a “C” or better. (4) Currently, there are 10 New Jersey Colleges that sponsor dual enrollment programs. (5) One such program, at Raritan Valley Community College, is located right in our backyard. Raritan Valley is consistently ranked as one of the top community colleges in the United States. With such a valuable resource so close by it seems like a golden opportunity for our high schools to expand their currently limited involvement in a dual enrollment program.

Other key components of career exploration are job shadowing or internships. Job shadowing and internship programs allow students to experience a career first hand. What better way to gain an understanding of what a specific job entails than by actually performing that job? The impact of becoming involved in a job shadowing or internship program may benefit all types of students, but it could potentially have a greater impact on those students who are unsure if college is for them. There is nationwide attitude that “you’ll be a third class citizen if you don’t go to college.” (3) This is evidenced by the fact that colleges throughout the United States are taking students who would be better served not enrolling in college in the first place. (3)

“Within today’s high schools there is definitely a lack of preparation. High schools need to understand that there are two tracks, college or vocational” (6) stated Charles Brown, Program Director at Junior Achievement, a non-profit organization that brings

the real world to students through hands-on curriculum. As part of its curriculum Junior Achievement provides students with exposure to various professions through job shadowing and internship programs sponsored by several major corporations, such as Marriott Hotels, Best Buy and BET. “We understand that college is for some students but not for everyone. Some students are great with hands on work such as mechanic, computer technicians and culinary based jobs and job shadowing or interning could potentially have a huge impact on a student’s life”. Mr. Brown is quick to point out that it is not necessarily the fault of the schools for not establishing these programs, as most schools are limited financially, which does not allow them the ability to run a comprehensive job shadowing program such as Junior Achievement does.

In addition to providing non-college bound students with job shadowing and internships Junior Achievement places college bound students in similar programs with the same companies where they can interact with the behind the scenes employees such as the attorneys, accountants and other professionals. “We need to do a better job preparing our students for the ever changing global economy” Mr. Brown stated. “The current model of asking high school seniors to graduate, go to college and incur incredible amounts of debt for a potential career at a job they have never worked at nor will necessarily be available for them, is becoming quickly outdated”.

With this in mind, can’t we here in Hunterdon County use the Junior Achievement model or implement an enhanced dual enrollment program? Could a job shadowing or internship program work at our local schools? Would an enhanced dual enrollment program better assist students in their transition to college? The answer is “we won’t

know until we try". These programs will not solely benefit the students. Local colleges such as Raritan Valley would benefit through the added exposure to students whom may have little knowledge of the school and all it has to offer. The numerous local businesses will benefit by having the first shot at the local talent that is generated by our schools.

Our schools are already among the best in the nation. These programs will only make them better. Establishing these programs on a county wide basis will provide some uniformity between the local schools.

Other Jurisdictions

How do we measure up against what is being done elsewhere?

We took a look at what is going on nationally as far as public school systems that are providing internship programs with local businesses. In Ohio, the North Ridgeville HS has created a partnership with the local Chamber of Commerce where a 20 hour internship program is established with local businesses in North Ridgeville (7). The internships are available year round and students can participate on a semester basis and include a summer option. This is an excellent way to gain community service experience, get an excellent reference and to learn about the many careers available. Careers vary from business to business including, but not limited to, construction, healthcare, dental professions, education, embalmer, mechanic, paramedic, pastor, pharmacy tech, telemarketer, travel and tourism, veterinary and many more.

Darien High School in Connecticut has a similar program. The purpose of their program is to expose students to the workplace outside of their formal educational experience, to provide businesses with motivated and eager workers and to provide a potential pool of future employees. (8)

On a more local level, Monroe Township High School in Middlesex County, NJ, established a Senior Option Program in September 2007. In partnership with the New Jersey Board of Education and the Department of Labor, the program is geared toward assisting students develop and put into practice their post-secondary career plans. The Senior Option is available to all Monroe High School Seniors. The program is designed

to increase the student's options and allow the student to begin preparing for a college education or a career following graduation. The program provides multiple and diverse opportunities in which students may participate. Options include:

- Work Study programs where students gain practical paid work experience;
- Professional Internships where students are supervised in practical paid or unpaid experience on the job site;
- Community Service where students participate in a project that is designed to enhance or augment the Monroe Township community; and
- Job Shadowing Program where students observe professionals in their work environment and study pertinent information related to that occupation.

The Monroe high school has employed three School Structured Learning Experienced Coordinators that have extensive business, teaching and counseling backgrounds. Their job is to supervise and counsel Senior Option students in the workplace and serve as the liaison between the community and high school. The school provides a variety of paths students can explore outside of the classroom. Students are supervised and counseled individually by their assigned coordinator.

In our own backyard we found that the Hunterdon County Polytech partners with local businesses and organizations for student internships, advisory committees, mentorships and community service opportunities. Students are provided with relevant, in-demand technical programs that meet the changing employment needs of our

community. These programs are coordinated through the guidance office of Hunterdon Central Regional High School. However, we found that there was limited information available on the website for students, parents or potential business partners. This limits their utilization by our students.

We were very encouraged to find out that the North Hunterdon-Voorhees HS district has developed a new strategic plan to carry the district thru to 2017 and one of the goals of the program is to create partnerships between students and local area businesses.

Potential Benefits

We see the impact on our students and local businesses as follows:

Benefits to the Students

- What can an internship program do for me?
- Opportunities for work and learning experiences within the students own community
- Opportunities to develop self-esteem in ones abilities
- Opportunities to develop work ethics/soft skills necessary for school and work
- Opportunities to see relevance between work and experience and academics/vocational studies
- Chance to explore a variety of career fields and understand the work skills necessary for the 21st century
- Ability for students to make more informed choices for future

Benefits to Business

- A reduction in employee training costs
- More skilled and qualified applicants
- Future dedicated, happy, contributing employees
- A fresh perspective with creative solutions to problems
- An intern meeting the needs of the business at little or no cost while creating a learning experience for both
- Being able to expand on what students learn in the classroom into a real world environment

The Way Forward

What is our vision for the future? What do we recommend?

We would like to align the parties who can develop a collaborative partnership between our high schools and the business community for a better future for students, businesses and our county. Mastery is the key when it comes to learning something new, so what better way than local business modeling career behavior and examples for students who are ambivalent about their future. That partnership should include, but not be limited to a "Future Solutions - Job Shadowing (Hunterdon County Chamber of Commerce coordinated), and a co-operative course on career exploration-electives Junior Achievement type program. Details for the program should be promoted throughout our high schools and on a county sponsored website for students (non-college bound and college bound) to find information on jobs, internships and job shadowing opportunities. Businesses would be able to promote themselves on the website to in effect "sell" themselves to the students. The available programs should consist of internships and job shadowing positions for a specified period of time with a local business. We expect that a large portion of our local businesses will seize the opportunity to work with and assist our students as they make the transition from student to career. At present, Assembly Woman, Donna Simon employs such a practice in her office with local high school students.

We feel that if nothing is done a growing population of students will meander through life with no clear goals for the future or enter into the wrong career for them, never meeting their full potential. The need for a vision is vital as students make their

transition from high school to becoming productive members of our community and society as a whole. It is said that it takes a village to raise a child. We believe that our “village” includes local businesses, the Chamber of Commerce, and the various educational institutions along with the students and their families. Each member of our village has a very important role in the process of cultivating career exploration in our students. If we fail them, they in turn will fail to maximize their contribution to our community. In order to enhance the community we live in and add on to the rich history of Hunterdon County, we need to investigate establishing a dual enrollment program between our local schools and our local college and job shadowing and internship program opportunities.

We stand ready to assist in any way we can contribute to initiate these programs in Hunterdon County.

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Changing the Way Flemington Moves: Creating a Smaller Carbon Footprint through Improvements to the Flemington Circle and Route 31 Corridor

Prepared for Leadership Hunterdon 2012

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Appendix A

Bibliography

Executive Summary

It's an all too familiar situation, how does one get from one side of Flemington to the other without traveling the Route 31 corridor. We have all been there, the traffic, the lights, and the circles...just the thought of all that is enough for us to take the long way around. But what is the impact of all this "avoidance". At a time when Flemington is rallying around its Renaissance, shouldn't we be looking for solutions to draw vehicles to Flemington, not keep them away?

Severe demands are being placed on the major roads in and around Flemington, and no longer just around the typical weekday rush hour periods. Rather, these demands are becoming more consistent, occurring more frequently throughout the day, even more so on the weekend. Many of the demands include conflicting vehicular and pedestrian patterns that require a high degree of control to assure everyone's safety.

1. Introduction

While there are many schools of thought on the need for traffic control systems, such as traffic lights and circles (roundabouts), and their advantages and disadvantages when installed, it has been proven that when these systems are appropriately justified, properly designed, and effectively operated and maintained, they can be effective tools for traffic engineers to implement to address traffic demands and concerns. When incorporated into a system that operates interdependently, these tools can be extremely effective in keeping traffic flowing efficiently and safely.

1.1. Background

Since Flemington was chosen as the County seat in 1785, the demands on the transportation infrastructure have continued to increase. From the horse draw carriage days of Flemington's incorporation, to the invention of the motor vehicle in the late 1800's, to present day, moving vehicles and people in and around Flemington has become an increasingly difficult challenge.

1.2. Purpose

This white paper discusses some thoughts to managing traffic flow in and around Flemington with the potential for reduced commuting times, lower construction costs, improved safety, and lower fuel consumption, which could lead to an improved shopping and dining experience in and around Flemington. Our focus shall be on the following areas:

1.2.1. Flemington Route 202/31 Circle

Propose widening the circle to three lanes from the current two lanes on the Route 202 North section of the circle. The third lane will allow drivers to merge into traffic safely and with less congestion. This plan would be less disruptive to area businesses and traffic during and after construction than the NJDOT plan and it could be done at a fraction of the cost.

We strongly recommend not doing any large scale construction projects to the circle at this time. We think widening the Route 202 North section of the circle will sufficiently improve safety and relieve traffic congestion on the circle.

Should a larger project be deemed necessary in the future, we recommend the Route 202 traffic both northbound and southbound bypass the circle at the section of the circle currently used by Route 202 North. This will remove all Route 202 traffic from the circle and make any additional changes to the circle unnecessary.

The majority of traffic problems on the circle are due to the Route 202 South traffic having to travel around the circle. The NJDOT plan continues to have all Route 202 South traffic go around the circle. The NJDOT plan, by their estimate, will cost \$7,480,000 and it will offer little to no improvement on safety and traffic congestion.

1.2.2. Traffic Signals

Traffic lights play an important part in managing the flow through the system, but they need to be optimized in order to minimize the delays for residents, commuters and visitors. The current systems can be improved with better traffic light phasing for particular traffic conditions and implementing traffic light sequencing that best fits the prevailing traffic conditions.

Traffic Signals at Off Peak Travel Times

We propose traffic signals with flashing red and amber for off peak travel times. Lights could be programmed to go from normal green-amber-red cycle to flashing red and amber during certain times of the day and night, depending on the traffic count.

Sequenced Traffic Signals

We propose traffic signals be timed to allow vehicles traveling at the speed limit to proceed without having to stop at traffic signals on many of the area's high traffic volume roadways.

Removal of Unnecessary "No Turn On Red" Signs at Traffic Signals

Remove "No Turn On Red" signs at all intersections with an unobstructed view of oncoming traffic.

2. Flemington Circle Plan and Other Low Cost Solutions to Traffic Problems

2.1. Flemington Route 202/31 Circle

We must focus on getting more out of the current infrastructure at the lowest cost possible. Optimizing the flow of traffic in the Flemington road network is essential to achieving this goal.

One impediment to efficient traffic flow in Flemington is the traffic congestion created at the Route 202/31 circle. There have been large scale project proposals which attempt to improve these conditions, but these would likely result in a little improvement at great cost, as exemplified by the recent changes made at the Route 12/Main Street circle. We propose relatively low cost changes, which may significantly improve traffic flow in that area while improving safety.

The NJ Department of Transportation recognizes the problem and has come up with various plans to improve safety and congestion, such as their plan to build a large ramp to pass over the circle. The ramp project was terminated in 2004 due to funding issues and community objections. The NJDOT has more recently proposed many possible solutions to the problem, drafting at least 30 different designs. To get an idea of their plans for the circle you need to look at what was done at the Route 12/Main Street circle in Flemington; sidewalks surrounding the circle, a large detention basin in the middle of the circle and all roads leading into the circle yielding to the circle traffic. The Route 202/31 circle plans are well intentioned and very creative, but all seem impractical because they would not significantly improve the situation, would be too expensive and would be very disruptive to traffic and local businesses during construction.

The NJDOT has a plan for a short term solution to the circle traffic problem. Their plan proposes to have the southbound Route 202 traffic yield to traffic in the circle. It is possible that having the Route 202 traffic yield to traffic on the circle is not a well thought through plan, since the majority of traffic coming into and out of the circle is traveling on Route 202. To know how poorly this will work one only needs to envision two fully loaded tractor trailers side by side having to yield to the traffic on the circle and coming to a complete stop and then waiting for a chance to merge into the circle traffic while the traffic behind them backs up. Recently the NJDOT has given the traffic in all circles the right of way regardless of where the traffic flow is heaviest, reversing years of existing practice. This way

of thinking may be explained by the way they rank project designs and their impact on traffic. The NJDOT ranks their ideas from decreased performance to significant improvement. They gave their Route 202 yield idea the top rating for significant improvement in operational performance, but it is unclear why.

We also think there will be a significant increase in accidents if the plan to change the yield to Route 202 South goes forward. Drivers will be confused by the new traffic pattern and this may result in a significant number of injuries. One of the NJDOT stated goals is to increase safety on the circle. During two crash analysis periods 2003-2005 and 2007 to 2009 there were a high number of accidents on the circle, 316 and 280, respectively. However, there were no fatalities and a much lower injury rate than the state average, 15.7% vs. 28.5%. If safety is defined by the seriousness of the accidents, then the circle is already safer than the average NJ road. NJDOT's short term solution to the circle traffic problem will make the circle less safe.

The NJDOT's current approved long term plan for the circle is to construct a multilane modern roundabout located in the infield of the existing circle. All business access will be located outside of the roundabout. Route 202 North will be reduced from three lanes to two lanes at the circle to allow traffic to continue on Route 202 and not enter the roundabout. Businesses will be accessed from this two lane section of roadway. The NJDOT plan will also impact access for the businesses on the other side of the circle. The NJDOT projects the cost of this project to be \$7,480,000.

We think the NJDOT's long term plan has several flaws. Even if they are able to rebuild the circle at their projected cost, it will be very large outlay of financial resources for a plan that will not improve safety or congestion on the circle and may actually make the situation worse. Most of the congestion on the circle is due to the southbound traffic on Route 202 having to go around three quarters of the circle. The NJDOT plan rebuilds the circle within the existing circle and keeps the Route 202 South traffic going around the circle, so millions will be spent and nothing really changes. They may have all traffic entering the circle yield to the circle traffic, so traffic backups on Route 202 North will be added to the Route 202 South backups which begin with the DOT's short term solution. Adding to the backups entering the circle will be the backup of traffic when all the traffic on Route 202 North has to merge from three lanes down to two lanes. It is likely the Route 202 North traffic yielding to traffic on the circle and the traffic backup from the three lanes going to two lanes will combine into larger traffic backups.

Safety on and around the circle will also be a problem. Adding another yield to the Route 202 traffic entering the circle will likely lead to an increase in accidents caused by drivers unfamiliar with the new traffic pattern. In addition to the potential for increased accidents as a result of the new Route 202 yields, there may be an increase in other sections of the circle. Many of the accidents that presently occur on the circle involve vehicles turning into or exiting the businesses on the Route 202 North section of the circle. With Route 202 North bypassing the circle these accidents will still occur and probably at higher speeds.

Adding to the problem is the fact that businesses along Route 202 North near the circle will have all access from the circle cut. The only way for drivers to access these businesses will be from Route 202 North next to the circle; to get on Route 202 North from Route 31 South will require traveling on the Route 202/31 circle, then up to and around the Route 12/Main Street circle and on to Reaville Avenue where they would make a left at the traffic light onto Route 202 North; then drivers will be forced to work their way through the backed up traffic approaching the circle and get over to the right side of the highway, otherwise they would be forced to go around the Route 202/31 circle and repeat the entire process again. The local businesses will be significantly impacted by this new configuration and to a greater degree during the construction phase of the project, which can be expected to take at least as long as the Route 12/Main Street circle project.

We propose an alternative plan that can be achieved for a fraction of the cost of the NJDOT project, will improve safety on the circle, have little disruption of traffic and will allow the businesses on Route 202 to continue having access from the circle. Traffic analysis has shown that the primary congestion occurs during the morning and afternoon peak travel times when queuing occurs within the circle where the circle yields to Route 202 southbound. This queue can sometimes extend back and block Route 202 northbound traffic. We propose widening the Route 202 northbound section of the circle from the current two lanes to three lanes. Widening just this section of the circle will significantly reduce the congestion at two points, where the circle traffic yields to traffic entering the circle

from Route 202 North and where the circle traffic yields to traffic entering the circle from Route 202 South. Much of the delay at the Route 202 North yield is caused by drivers unable or reluctant to pull out into what is the fast lane of two-lane Route 202 North. If a third lane is added it will allow vehicles to enter the circle or Route 202 North more easily and safely. The third lane will provide another lane for traffic to queue at the point where the circle yields to the traffic entering the circle on Route 202 South. The third lane will also allow traffic traveling on Route 202 North to pass through more safely. Many of the accidents which occur in this part of the circle are due to drivers that want to travel north on Route 202 and are blocked by the queue, leading to driver impatience and resulting in crashes. Under this proposed concept, the Route 202 northbound motorists will no longer be blocked by the queuing within the circle.

Our road widening plan for this section of the circle will sufficiently address the traffic and safety problems on the circle for the foreseeable future. If traffic continues to increase and it is found that the road widening plan is no longer sufficient, we propose a long range plan. This long range plan will be much less expensive and disruptive to traffic and local businesses during construction than the NJDOT plan and it may completely solve all traffic congestion problems on the circle. Our plan will be significantly less expensive than the NJDOT plan because it will utilize the section of the circle widened for our current solution plan, the Route 202 North section of the circle, and it will require no changes to any other section of the circle. This plan would have Route 202 North and South

bypass the circle entirely. Route 202 North would continue along the same path as it currently does and Route 202 South would no longer go around the circle, but would go straight through, traveling south along the widened section of the circle. By having all the traffic of Route 202 bypass the circle, the traffic on the circle will be reduced so significantly that no other changes will need to be made on the rest of the circle. The circle will still be accessible to traffic traveling south on Route 202 with an exit from Route 202 and Route 202 South will be accessible from the circle with an entrance from the circle.

The only negative to this plan would be that access to Route 202 North and the businesses along that section would not be available, but this result will already happen if the current NJDOT plan goes forward. Construction of the NJDOT plan will require reconstructing the entire circle. Our plan would limit construction to just the Route 202 North section of the circle. This will significantly reduce the impact of disrupted traffic on area businesses. It will also reduce the need for unnecessary expenses relating to other parts of the NJDOT plan, such as the construction of a massive detention basin within the circle. There is no drainage problem that requires such a large basin, or any basin, just as there was no need at the Route 12/Main Street circle.

We think that widening the circle to three lanes on the Route 202 North section of the circle will adequately address the safety and congestion problems on the circle for the foreseeable future. Though it is reasonable to expect that the numbers of vehicles traveling the circle will increase over the next decade, we

think it is very likely that advances in vehicle technology will make our long range plan unnecessary. Driverless vehicles have already been developed that use currently available technology to travel thousands of miles on highways and within cities without accidents. It is likely that within 10 years automated driving systems will be commercially available which will significantly reduce the number of traffic-related injuries and deaths, while using energy and space on roadways more efficiently. Driverless vehicles will significantly increase the numbers of vehicles which will be able to safely travel the roadways.

Other NJDOT solutions for circle congestion involve adding more traffic lights on Route 202 either where more development is planned or just to add another light between Church Street and the circle to create spacing on the circle. We think there are more than enough traffic lights on Route 202 now.

2.2. Route 31/202 Corridor Traffic Signals

Traffic; the very mention of that word conjures up a host of negative images of being trapped in our vehicle just rolling along at 5MPH, and not getting anywhere. How can it be called the *rush hour* when nothing moves? Traffic affects us all, and there is no way around it; no pun intended.

Some of us may remember when you could drive the 12 miles from the Flemington circle to the Somerville circle in less than 15 minutes. That would be impossible today given the number of traffic lights. We believe traffic signal coordination could make shorter commuting times a reality.

We believe that many delays are caused by unnecessary waiting at lights, wasting time and fuel. Traffic signals will also increase traffic congestion by clustering vehicles. While side impact accidents are reduced with traffic signals, this is often more than offset with increased rear end accidents. We propose traffic signals with flashing red and amber lights for off peak travel times. Lights could be programmed to go from normal green-amber-red cycle to flashing red and amber during certain times of the day and night, depending on the traffic count. Within the town of Flemington, the majority of the evening hours and much of the day has fairly light traffic at the signaled intersections.

We propose the removal of seemingly unnecessary “No Turn On Red” signs at traffic signals. A good example of this is at the intersection of Church Street and Broad Street. You are not allowed to turn right on red from Broad Street onto Church Street; however you may make a turn on red from Church Street onto Broad Street. There does not seem to be a logical reason for this situation. The intersection has virtually no pedestrian traffic, a completely unobstructed view of oncoming traffic, a low speed limit and most times of day and night this intersection has low traffic volume.

Right turn on red has been practiced in the western United States for more than 50 years, with the eastern states adopting the law in the 1970s to save fuel. Numerous studies were conducted and determined that the right turn on red maneuver did not result in significantly more accidents. Now all 50 states as well as the District of Columbia, Guam, and Puerto Rico have allowed right turns on

red since January 1, 1980, unless there is a sign or signal prohibiting this, such as "No Turn On Red" or "No Right on Red". The one exception in the United States is within New York City, where right turns on red are prohibited unless a sign indicates otherwise. It is understandable given the high volume of traffic and often obstructed views in New York City. Flemington has much less traffic volume than New York City, yet intersections within the town with recently installed traffic lights do not allow turning on red; this should be changed immediately and it can be done at no expense other than the time it would take to remove the signs.

One of the main causes of traffic concern in the town of Flemington is the Route 31 Corridor from Sand Hill Road / Bartles Corner Road to the end of Flemington Car and Truck Country, at the light just before the Motor Vehicle Inspection Station. This stretch of Route 31 encompasses 12 traffic signals and has the most traffic congestion. If you have ever driven on this road, in either direction, you will agree. In the middle of this stretch of road, lies the Flemington Circle.

Our intent is offer a plan that will not only move traffic more efficiently, in both directions, but to do it in a manner that will reduce traffic congestion. We are only focusing our plan on this area because it runs right through Flemington, and because it has the most volume of vehicles. The roads on either side of Route 31, and into Flemington proper, will remain as they are, as traffic there, for the most part, does move in a timely manner.

The main reason that traffic does not move freely along this corridor is because the 12 traffic signals are governed by the amount of cars on the streets that feed into it. For example: if you are stopped at one of these 12 signals, and it turns green, there is a good chance that the next signal could turn red, depending on how many cars are waiting to feed in, or cross, Route 31. The current system is flawed, and as the volume of traffic increases it will only get worse.

Our plan will show that traffic can actually move freely on Route 31 without compromising the traffic that flows into Route 31. This can be achieved by setting the controllers on selected traffic signals. Modern traffic signals are typically operated by a computer controller mounted near the signaled intersection. These controllers can be programmed for each day of the year, for different times of the day, and can be activated by sensors at the intersection. Typical sensors include ultrasonic motion detectors mounted on signal cross arms and wire loops buried in the street. Controllers can also be operated from a remote traffic center or by a computer that is programmed to optimize signal operation bases on input from sensors of group of intersections.

There are three basic types of traffic signals: Pre-Timed, Semi-Actuated, and fully actuated.

Pre Timed: The signal serves each phase of traffic without sensing any traffic at the signal.

Semi Actuated: The main flow of traffic won't sense any traffic, but the side street senses cars.

Fully Actuated: All phases of traffic sense cars and the signal cycles on demand. The controller is programmed for minimum and maximum green times. The green phase of traffic will terminate in two ways. The green phase served its maximum time, or the phase “gapped out” (excessive amounts of time between cars).

The traffic signal we are going to incorporate is the Pre-Timed signal.

Here is a case in point. If you are traveling to New York City via the Holland Tunnel and proceeding uptown after you exit the tunnel, the first traffic signal you will come to is on Hudson Street. If you are stopped at that traffic signal you will notice that all the traffic signals, as far as you can see up the street, are also red. Once the traffic signal turns green and you look ahead, you will see that as you proceed forward every traffic signal in front of you begins to turn green. That is because they are all on timers and in sequence. You will also notice that traffic moves freely. You can literally drive from Canal Street, through lower Manhattan, passing Greenwich Village and into the numbered streets without encountering a single red traffic signal. Of course a large volume of traffic, and driver variables, can alter this free flow of traffic. If this can work in Manhattan, it can certainly work in Flemington, New Jersey. Our plan incorporates the New York City timer and sequence scenario, and places them on the 12 traffic signals on the Route 31 corridor, in the pre-timed method.

Plan Details:

The first traffic signal at Sand Hill Road / Bartles Corner road will start the sequence going South on Route 31. This sequencing will run from 3am to 3pm.

All traffic signals before this road will not be a part of the timing and sequencing. Once that signal turns green, there will be a timed interval before the next signal ahead turns green at the Hunterdon Medical Center. Once that signal turns green, there will be another timed interval before the next signal turns green at Minneakoning Road, and so on down the road. This sequence will continue all the way to Church Street. Once the signal turns green at Church Street, there will be another longer timed interval until the next traffic signal, at Reaville Ave, turns green. This interval is increased to allow for the Flemington Circle. The signals following Reaville Ave will all turn green at a timed interval until the last one at the end of Flemington Car and Truck Country. At 3pm, the sequencing changes to start at Light 12 at Flemington Car and Truck Country and run north along Route 31.

By implementing this plan, we feel it will provide for a more orderly means of traffic flow, less stopping and going, reduced emissions from idling, and even less accidents. We have driven through these 12 traffic signals both ways a host of times, using timers to simulate the changing of the signals, and it works. It really does. The current traffic count on Northbound Route 31 is 29,500 cars per day, while the current count on Southbound Route 31 is 30,500 cars per day.

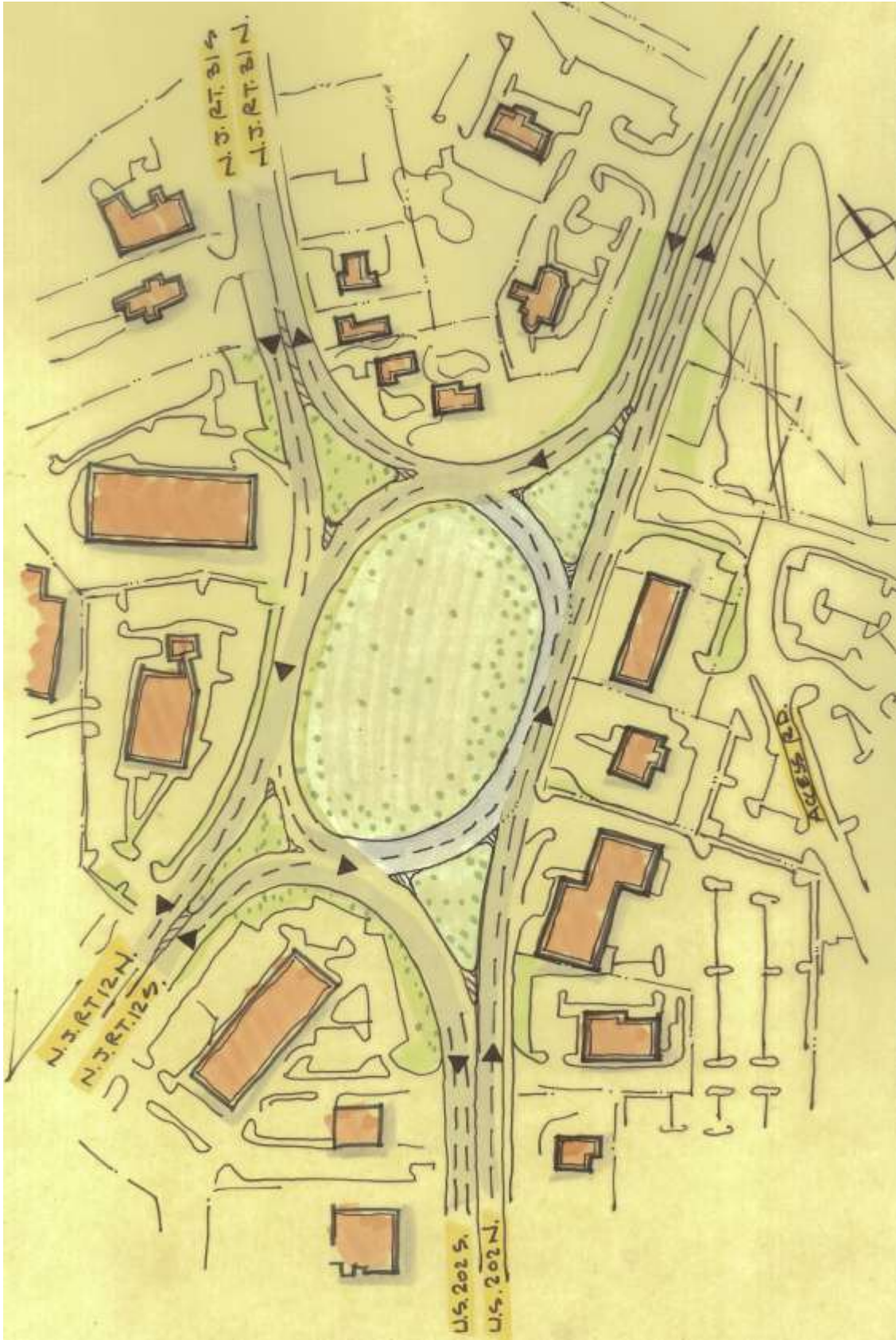
The one flaw in all of this is the drivers themselves. Driving while on the phone, texting, eating, and drinking are all deterrents to keeping cars moving, and a great safety hazard. Only they can control those things. Perhaps automated cars will solve that problem.

3. Conclusion

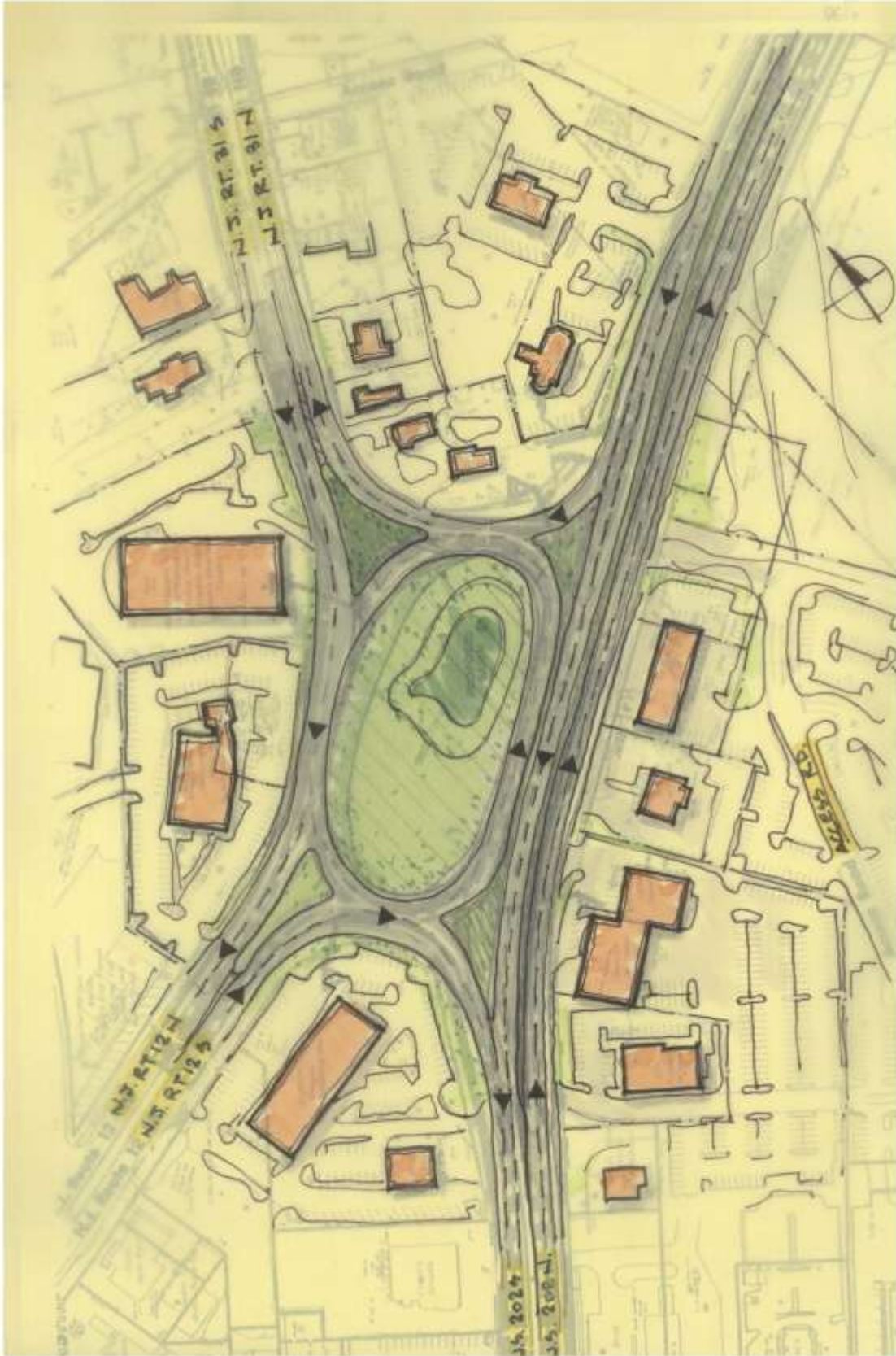
This Route 31 corridor is part of resident and commuter's journey. Creating a pleasant, efficient travel pattern that in all likelihood will lead to Flemington becoming a destination, rather than a pass through. We want travelers to get where they want to go, with less aggravation, and not have them say they don't like coming to Flemington because of so much traffic. Don't you feel better when you are not stuck in traffic? We do, and so will you.



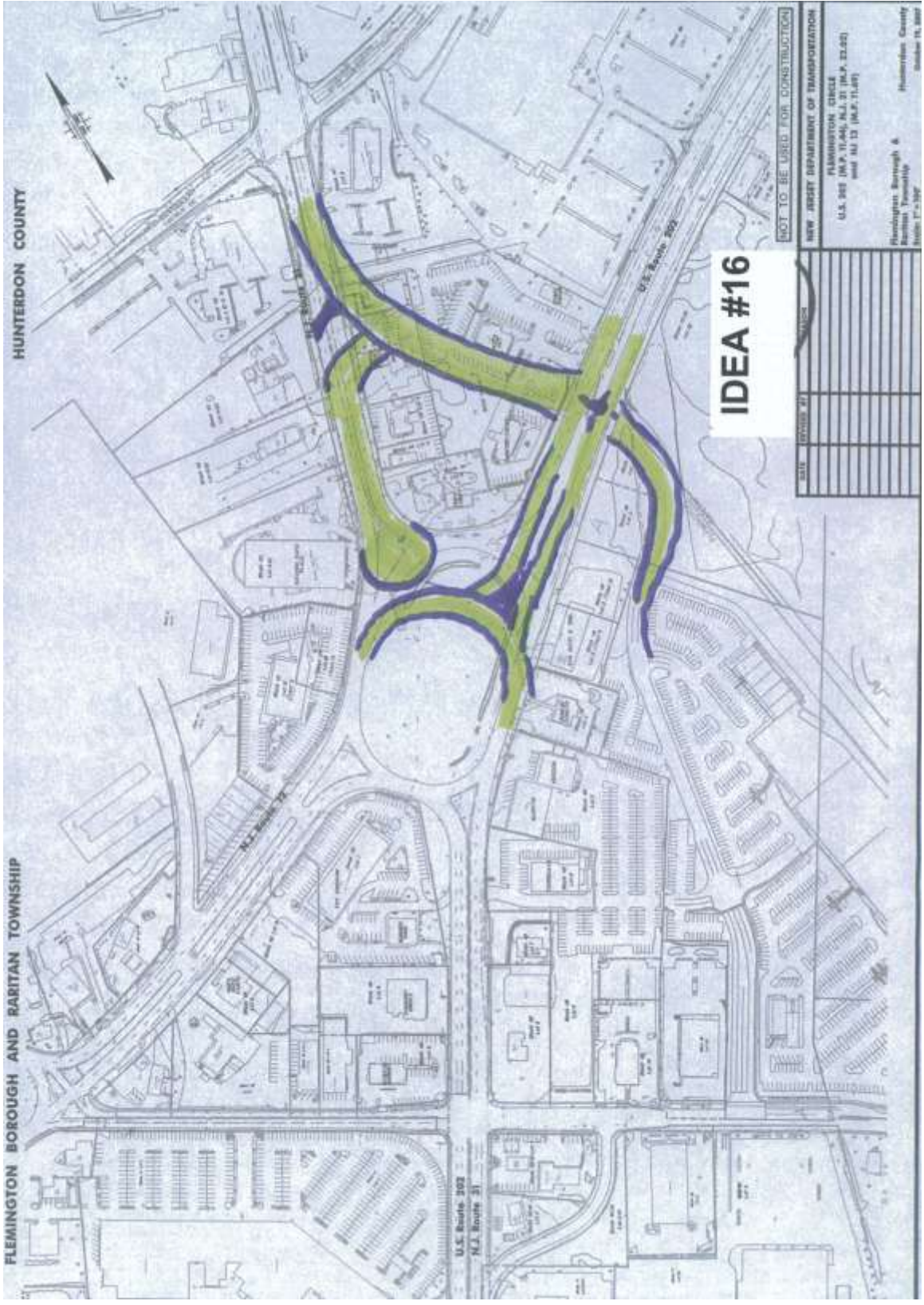
NJ DOT Approved Plan



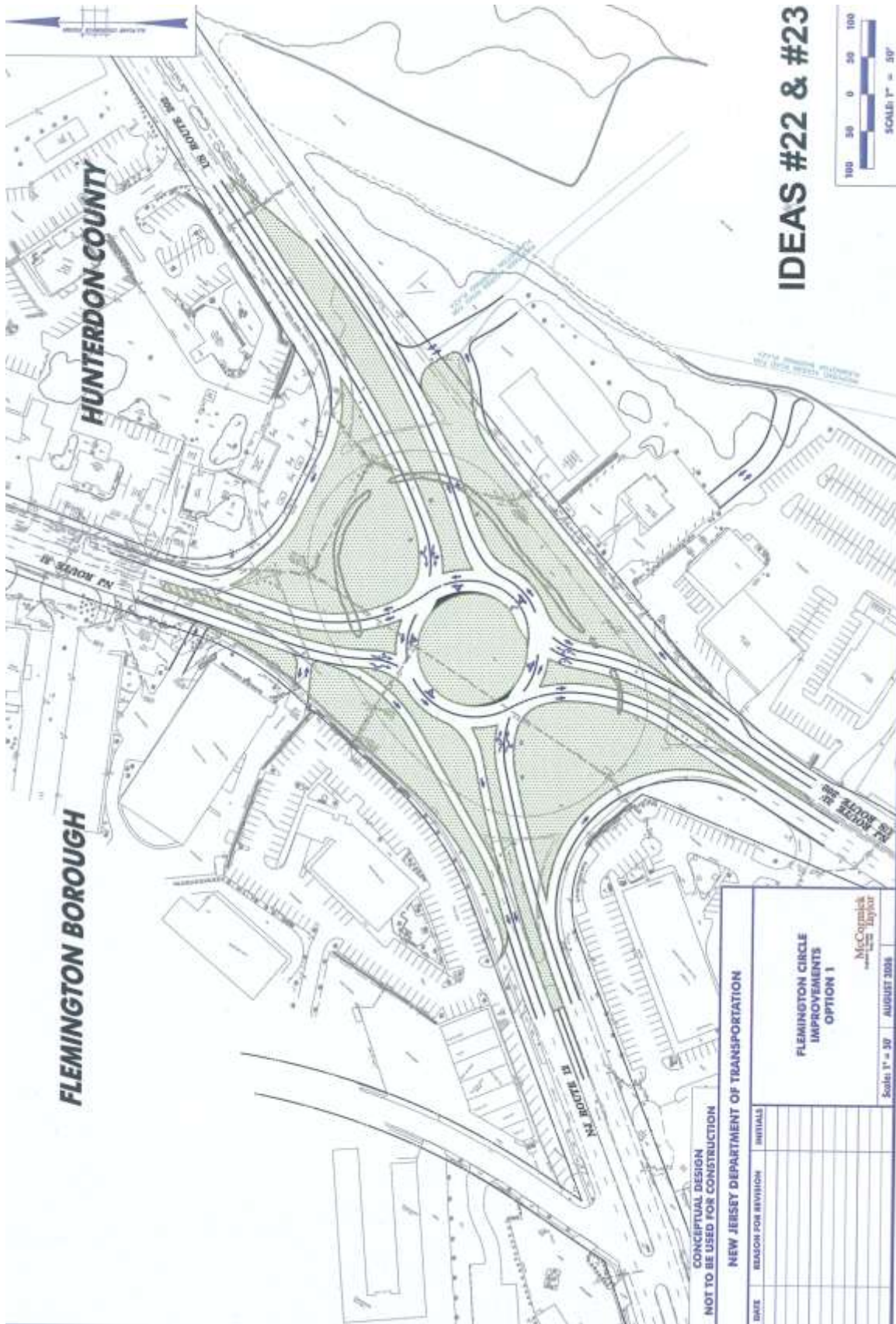
Scheme 1: Widen Circle 1 Lane at 202 North Lanes



Scheme 2: Provide North & South Bypass lanes at 202 North Lanes



NJ DOT Concept #16



IDEAS #22 & #23

CONCEPTUAL DESIGN
NOT TO BE USED FOR CONSTRUCTION

NEW JERSEY DEPARTMENT OF TRANSPORTATION

DATE	REASON FOR REVISION	INITIALS

FLEMINGTON CIRCLE
IMPROVEMENTS
OPTION 1

McCorquick
Taylor
Scale: 1" = 50'
AUGUST 2008

NJ DOT Concept #22 & 23



IDEA #29

NJ DOT Concept #29

Bibliography:

McCormick Taylor. Rout 31 Flemington Circle Improvement Plan. New Jersey Department of Transportation, September 2011

Leadership Hunterdon

The Importance of Childhood Financial Literacy Education

Presented by: Michelle Heide and Yvette Calvo

Executive Summary:

The need for childhood financial literacy education in the United States is clear and compelling. While this fact is not disputed within Hunterdon County, it is not strongly advocated for either. At a time when schools are being pressured with not enough time in the day for all that needs to be accomplished, the community is presented with a challenge as to how to provide students with the financial skills that are needed to prepare them for the complex world of global economics after high school. What better time than now, when local communities are working to rebuild our economy, to invest in our children! Just talking about the issue, expecting that parents or educators teach “something” about financial education, throwing up a website, or taking it to the social media airwaves will not change the behavior or increase the long-term financial stability for our children and community.

A long-term solution will take the collaborative participation and collective support of the community to develop a program with measureable outcomes that will help the next generation.

Regularly repeating public awareness events, with the involvement of community leaders, educators and parents and the press will also be needed to maintain momentum for long-term success. Imagine what our community would be like if national headlines read, “Hunterdon County’s children are one of the most fiscally fit in the nation;” children as young as kindergarten understand the difference between wants and needs, and community awareness campaigns are developed to teach parents how to talk to their children about finances, much in the same way that Public Service

Announcements direct parents to resources about talking to their children about risky behaviors.

It is now mandatory for New Jersey high school students to take a financial class in order to graduate¹, but why wait? Children are aware of money as soon as they start being aware of the world around them. Hunterdon County is the fourth wealthiest county in the United States; yet 27% of all households do not earn enough to be self-sufficient². In 2013, we will celebrate our county's 125th anniversary. If we want our community to continue to move in a positive direction for the next 125 years, it will be critical for our children to be able to grow up in an environment in which systems; processes, programs and products exist for their financial protection and which support their understanding and access to financial systems. We believe the key to allowing children to become self-sufficient adults lies in this.

Our objective is to increase community awareness about the importance and need for early childhood financial education. We would also like to note that it cannot be done in a vacuum by expecting children to learn only at school or only in the home. The community at large needs to take a more active role in this to work. Instead of continuing to focus on the 3 R's – reading, writing, and 'rithmetic, let's also focus on the 3 S's – save, spend, and share!

Our findings:

As a preface, we want to make you aware of the fact that it was difficult to find Hunterdon County specific information. Individual State data is limited in scope and most data and information relates to the nation as a whole. Experts agree that there needs to be greater assessment of financial literacy among young children.³

We reviewed the National Strategy for Financial Literacy 2011⁴, which was developed by the Financial Literacy and Education Commission Members. As of June 17, 2009, New Jersey now requires high school students to pass a 2.5 credit financial literacy class in order to graduate.

In reviewing the New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers, we also found that, although the 2009 Standards Revision Project reviewed and updated the NJ Core Curriculum Content Standards to incorporate more financial education into the curriculum, it is still somewhat vague and left up to the individual schools as to how they address this. It also tends to focus on the older children -- "by the end of grade 4," "by the end of grade 8," and "by the end of grade 12." There is little focus on Kindergarten through grade 3. Section 9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy⁵.

Making the Case:

- A 2010 iVillage survey of online U.S. moms revealed that:
 - 29% said they would go online to talk with other moms for advice and information on how to talk about money with their children.⁶
- Results from the *Teachers' Background & Capacity to Teach Personal Finance study*, funded by the National Endowment for Financial Education indicate that⁷:
 - While 89% of K-12 teachers agree that students should either take a financial education course or pass a competency test for high school graduation, relatively few teachers believe they are adequately prepared to teach personal finance topics.
 - K-12 teachers and prospective teachers are acquiring very little additional formal education in personal finance, either through credit-based courses or non-credit offerings. In addition, only a few teachers and a handful of prospective teachers had completed any formal course work in educational methods for teaching financial education. Only 11.6% of K-12 teachers had taken a workshop on teaching personal finance.
 - The study also found no influence of state mandates on whether a teacher had taken a course in personal finance, taught a course, or felt competent to teach a course. In fact, over 60% of teachers and prospective teachers said they do not feel qualified to teach their state's financial education standards. And teacher education faculty members in those states were no more familiar with state financial education standards than K-12 teachers themselves.

- The College Savings Foundation's 2010 "The State of College Savings"⁸ survey of parents revealed that:
 - 76% of all respondents said that they take the time to teach their children how to be financially literate. Nearly all – 90% – said that they believe there is a need to teach financial literacy to children as part of the school curriculum. Of those parents, 82% said that they believed that school districts should be required to offer a multi-grade integrated financial literacy curriculum.
- Studies show that parents generally have the most influence on children when it comes to learning about managing money. But it's less what they say than what they do. To quote Karen Rancourt, a researcher and educator on this topic, "When a child hears a parent on the phone talking (disapprovingly) about neighbors driving a 10-year-old car, there's a lot of processing (in children's heads) going on around those statements."⁹ Rancourt also states that a child's attitude toward and relationship with money are pretty much set by age 13. Yet another reason to start teaching financial concepts at an early age.
- In a recent survey conducted by T. Rowe Price¹⁰, they found that children want more guidance on money matters – particularly about saving and how to make money, yet parents are lacking as financial role models. An astonishing 77% of parents said that they are not always honest with their children about money-related items, with 15% not telling the truth at least weekly! Most commonly, 43% of parents report not being honest about how worried they really are about money.

- Children develop an understanding of economic and financial concepts as they progress through successive developmental stages. Although young children's financial understanding is unsophisticated, scholars suggest that they can understand concepts at a very young age, perhaps as young as four to six years. The concepts that they learn at these early ages form the foundation of more sophisticated understanding of financial concepts in later years.¹¹
- Although there are far fewer studies of financial education with young children, the studies that have been done show that elementary school financial education programs tend to have positive outcomes, while results from high school programs show mixed results.¹²

Why is financial education so important?

Advertising heavily targets and influences children; companies spend \$15 billion a year on marketing to children under the age of 12. On a study done through Children Now¹³, they found that:

- Children under the age of eight do not recognize the persuasive intent of ads and tend to accept them as accurate and unbiased.
- A 30-second commercial can influence brand preferences in children as young as two years old.

Statistics state that the average 2 year old has participated in over 200 shopping expeditions¹⁴. The same 2 year old has witnessed Mom or Dad swiping a card to pay for their purchases many times, not to mention seeing them use an ATM, where cash magically appears with a press of a few buttons. In a study done by Suiter &

Meszaros¹⁵, the time spent in stores and retail venues exceeds in a typical week the time dedicated to reading, church attendance, household activities, and outdoor play! 98% of children spend the money they receive as allowance, gifts, and earnings¹⁶. In 2003, US teens spent \$175 billion, equal to Mexico's yearly exports¹⁷. In 2011, teen will have spent approximately \$208.7 billion.¹⁸ 2012 prom spending in the Northeast will average \$1,944¹⁹.

On average, college students have 4.6 credit cards, and half of the students had four or more cards²⁰. Sallie Mae found that more than half of college students accumulated more than \$5000 in credit card debt while in school. An additional one-third piled on more than \$10000 in credit card debt while in school²¹. This means that many students are starting their careers by making decisions that could negatively affect their futures. Laying the foundation of financial literacy education at an early age will help children develop smart money habits that can become foundation of their relationship with money for the rest of their lives.

Hartford Financial Services 2007 Survey of college students showed that less than one quarter of students say they are prepared to deal with financial challenges after graduation; 76% wish they had more help preparing them for their financial future²².

Financial education helps. Research has shown as little as 10 hours of instruction positively impacts students spending and saving habits²³.

How can we make financial literacy programs effective?

- **Relevant program** design – Research states that program design today must relate directly to today’s complex financial environment. In the era of technology, focus needs to be on understanding the relationship between work and money, money and ATM machines, money and investments, bill payment mechanisms, etc. and not solely on “piggy bank” themes²⁴.
- **Effective motivation** – Studies have shown a direct correlation between lack of motivation and low financial literacy scores and recommends that programs need to teach *why* financial literacy is important²⁵.
- **Early education** – Children acquire some ideas and information about finance from non-school sources, some of which is correct and some will be incorrect and misleading; the longer we wait to provide financial education, the more time teachers will spend correcting misinformation²⁶. A Networks Financial Institute report recommends that the core concepts include goal setting, intertemporal choice, philanthropic giving, earning, saving, and spending – and that these need to be emphasized and supported from the very earliest grades²⁷.

Why in the world should Hunterdon County care?

Making poor financial decisions is a private issue in that individuals suffer loss of income, wealth and “lifestyle”. The poor financial decisions of individuals are also a public problem as evidenced by the current fiscal environment attributable in part to unsustainable housing purchases and consequences and the growing credit card debt of individuals.

Food-stamp usage in Hunterdon County surged 513% between 2007 and 2010²⁸. Approximately 77% of homeowners and 53% of renters spend 30% or more of household income on housing—the definition of housing burdened or living in an unaffordable home. If nothing is done to address the issue of financial literacy from cradle to grave, those figures will only get worse.

In the most recent CFED 2012 *Assets & Opportunity Scorecard*, New Jersey was graded a “C” in terms of financial assets & income. A few of the key highlights of the report include: 41% of New Jersey households live in liquid asset poverty, 26% of households live in asset poverty, 7% of New Jersey households are unbanked; and the average credit card debt is \$14,085³⁰. To read more of the report, see Appendix IV.

In Hunterdon County 1.3% of all households are unbanked and an additional 11.6% are underbanked. Some statistics for local municipalities chosen at random are: 0.6% of all households are unbanked and 12.2% are underbanked in Califon; 1.6% of all households are unbanked and 13.5% are underbanked in Annandale; 6.5% of all households are unbanked and 17.7% are underbanked in Flemington; and 1.7% of all households are unbanked and 14.4% are underbanked in High Bridge³¹. A person is considered underbanked if they have either a checking or savings account, but continues to rely on alternative financial services, such as check-cashing services, payday loans, rent-to-own agreements or pawn shops.

The 2008 Jumpstart’s Biennial Survey of *Financial Literacy Among High School Students* showed disparities in students’ scores based upon their parent’s income and educational levels³².

Since financial well-being is a function of both financial resources and financial literacy, we come to terms that any disparity in financial literacy between socioeconomic levels may also increase the divide in the future economic success and stability of our children. We need to ensure that every child receives the financial education he or she needs in order to be a contributing member of society, if the goal is to empower children to take control of their financial lives and their financial futures.

“Students from states where a financial education course was required had the highest reported financial knowledge and were more likely to display positive financial behaviors and dispositions. Compared to other students, these young adults were:

- More likely to save.
- Less likely to max out their credit cards.
- Less likely to make late credit card payments.
- More likely to pay off credit cards in full each month.
- Less likely to be compulsive buyers.
- More likely to be willing to take average financial risk³³.”

There is also anecdotal evidence that teaching children about financial education provides an opportunity to educate their parents as well. Our community will need to explore ways to develop an intergenerational model that provides financial education to both children and their parents. By incorporating parents, grandparents, and or caregivers into their children’s financial education there may be an increase in the adults own financial knowledge thus making them better financial stewards and role models for their children.

To create a new generation of savers, the community needs to teach the importance of delayed gratification, planning and working towards identified goals. No matter how much educators may want to teach financial concepts, they are constrained by budget cutbacks and mandates to concentrate on subjects such as math and language arts. So the requirement may fall to social studies or math teachers, but as noted earlier many of them lack the confidence to teach the subject when they are struggling with their own finances.

Recommendations:

We are proposing several ideas that would help engage the community and bring a greater awareness.

- 1) In Fall 2012, Leadership Hunterdon Alumni and the Hunterdon Chamber of Commerce will host a free event for educators and parents to learn about how children's literature can be used to teach financial literacy. The proposed invited speaker would be Dr. Yana Rodgers, Associate Professor of Women's and Gender Studies at Rutgers University. Dr. Rodgers also manages a project on economics and children and serves on the Board of Directors for Junior Achievement of New Jersey. Her research shows that reading children stories with financial concepts and discussing money matters can help children learn about money and become responsible. Reading books and talking with children about economic topics during the early, formative years is ideal because this is when life habits and skills are developed.

Leadership Hunterdon Alumni and the Hunterdon County Chamber of Commerce will work in partnership with financial institutions, credit unions, nonprofits, and other local organizations to promote personal financial literacy. Members of this group would be expected to collaborate, agree to share ideas and resources to achieve greater public awareness of the financial programs and services available in Hunterdon County. The expected deliverable would be a week-long event during April 2013; to coincide with National Financial Literacy Month. The goal of this county-wide event would be to stress the importance of financial literacy, inform residents

- where they can get help, and provide free educational seminars and activities throughout the week.
- 2) School Participation in beta-testing of a new “App” called *GreenStreets Unleash the Loot!*³⁴ This app is specifically targeted to children 5 to 8. The game seamlessly teaches financial and ecological lessons while incorporating Science, Technology, Engineering and Mathematics (STEM). The game will also connect to parents, grandparents, caregivers and educators, via email to engage them the teaching process in real life. We are in conversations with two schools districts that have expressed interest.
 - 3) Development of a Children’s Financial Literacy Guide. This would be a free tool for adults to help initiate financially themed conversations with children. The guide would help teach children pertinent lessons while also helping to expand the financial knowledge of adults. It would outline age-appropriate financial topics, free resources, conversation starters, and activities. The information should be designed to teach the very basics of personal money management, thus helping to prepare children for a more successful adulthood. Neither a lead organization nor financial sponsors have been finalized as of this time.

In order for children to have the opportunity to meet their full potential schools cannot do this work alone. Many teachers are “maxed” and do not have a lot of time to spend on financial education in the classroom. Parents will need to become fully engaged in their children’s schools and work to help create community partnerships. Afterschool programs can also provide an opportunity for children to enhance and apply their

financial literacy. For example through programs at the Y, 4-H and the Girls Scouts, children can also learn skills that strengthen their financial knowledge and prepare them for economic success.

Future Goal:

We strongly feel that a Hunterdon County Children Financial Literacy Strategy should be developed. This strategy would help make sure our next generation of community members, employees and employers, and community leaders are prepared to plan and save for the future, manage their finances and build credit; thus ensuring their wellbeing and success as well as the economic stability of Hunterdon County.

Benefits:

Students will learn useful real-life skills in a positive and safe environment.

Schools will be able to meet State standards and benchmarks without the burden of additional training or resources.

Hunterdon County will see a new generation of savers who can help stimulate the economy and successfully manage their money.

Key components of the strategy should include:

- The creation of a community task force that brings together leaders from the public, private, and non-profit sectors as well as educators, parents and other community residents to identify needs, opportunities, and priorities for future be

action. It is suggested that the Hunterdon County Financial Stability Partnership the lead on this component.

- Promotion of effective community-school collaboration through regular meetings between teachers, parents, school boards, school superintendents, and targeted community partners that focus on shared priorities and the development of joint plans of action.
- Encourage and highlight successful approaches to financial education, so other schools do not have to recreate the wheel. The business community with education partnerships can provide resources so that schools can introduce innovative programming
- Financial sector volunteers who connect with schools and community agencies to: provide free resources; help develop programs and presentations while keeping in mind the NJ Core Curriculum Standards; create opportunities for teachers to receive financial education training; and deliver seminars on budgeting, credit and banking services.
- The use of benchmarks or a community “report card” that tracks key outcomes over time and places them within the context of a broader report on the status of family and community financial stability. These benchmarks could include:
 - % of children who show an increase in financial knowledge; to be done through pre and post-surveys.
 - % increase in the number of children savings accounts.

% increase in the number of children savings account balances.

% of parents who show an increase in financial knowledge; to be done through pre and post-surveys.

- The creation of a financial literacy information network so that educators, parents, and children can better access existing information and services in Hunterdon County.
- The development of a community advocacy plan to help support systemic change and funding at the local, state, and federal levels. This would be a blueprint on how schools, parents, nonprofits, community organizations, business leaders and elected officials should work together to support and improve children's financial literacy.

A cautionary note:

Because private sector entities are often assumed to be motivated solely by commercial concerns, those who wish to work with nonprofits and schools must make a concerted effort to counter this perception. Businesses would be better served by focusing more on the benefits of saving versus the benefits of a particular product, which in turn will help create a more long-term productive partnership with the schools.

Potential partners must be able to convincingly articulate the possible benefits of financial capability for both children and their communities. When working with schools, it is not enough to obtain the support or permission of the superintendent; program implementers also need to make sure a critical mass of the school community is in

support of the concept. For example, explaining the program to teachers and parents, through the school's parent association or educational foundation, is an essential step. This not only makes it more likely that the partnership with the school will last, but also helps spread the word about the program.

We are encouraging all members of the community to become involved in this important issue. There is a lot to do and plenty of room for everyone. So help work with your local elementary school to create a school-community coalition, volunteer by offering to provide a workshop, or seminar, help with planning, or simply advocate by raising awareness on the importance of preparing our children for financial independence.

White Paper Appendices

Appendix I: United Way of Hunterdon County – Alice Facts

Appendix II: State of New Jersey, Department of Education

21st Century Life and Career Standards: 9.2

Appendix III: State of New Jersey, Department of Education

2.5% Credit Graduation Requirement for
Financial, Economic, Business and Entrepreneurial
Clarification Statement

Appendix IV: CFED Assets & Opportunity Scorecard for New Jersey

Appendix V: 2008 The Financial Literacy of Young Americans,
Jump\$tart Coalition Survey, Table 2-7, Subject
Results of High School Students by Backgrounds

Self-sufficiency budget, Hunterdon County: monthly costs 2008

	One Adult	2 Adults + 2 pre-K
Housing	\$ 1,151	\$ 1,354
Child care	0	1,958
Food	245	704
Transportation	273	536
Health care	133	383
Miscellaneous	180	494
Taxes (net)	445	958
TOTAL	\$ 2,428	\$ 6,388
Self-sufficiency wage	\$13.80/hour \$29,139/year	\$18.15/hour/adult \$76,652 total/year
NOTE: No allowances are made for clothing, entertainment or travel		

Source: *Self-Sufficiency Standard for Hunterdon County, NJ*, Poverty Research Institute, Legal Services of New Jersey, 2008

21st Century Life and Careers Standards Learning Progressions

<p>9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>		
<p>A. Income and Careers</p>		
<p>By the end of Grade 4</p>	<p>By the end of Grade 8</p>	<p>By the end of Grade 12</p>
<p>Content: Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>9.2.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>	<p>Content: Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>9.2.8.A.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p>	<p>Content: Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>9.2.12.A.1 Analyze the relationship between various careers and personal earning goals.</p>
<p>Content: Income often comes from different sources, including alternative sources.</p> <p>9.2.4.A.2 Identify potential sources of income and their limitations.</p>	<p>Content: Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>9.2.8.A.2 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p>	<p>Content: Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p>
<p>Content: Income affects spending decisions and lifestyle.</p> <p>9.2.4.A.3 Explain how income affects spending and take-home pay.</p>	<p>Content: Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>9.2.8.A.3 Relate earning power to quality of life across cultures.</p>	<p>Content: Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>9.2.12.A.3 Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.</p>
<p>Content: Taxes and the cost of employee benefits affect the amount of disposable income.</p> <p>9.2.4.A.4 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical</p>	<p>Content: Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>9.2.8.A.4 Relate how the demand for certain skills determines an individual's earning power.</p>	<p>Content: Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>9.2.12.A.4 Summarize the financial risks and benefits of entrepreneurship as a career choice.</p>

benefits) are taken out of pay.		
	<p>Content: Income often comes from different sources, including alternative sources.</p> <p>9.2.8.A.5 Explain the difference between “earned income” and “unearned income” (e.g., gifts) and why earned income is important.</p>	<p>Content: Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>9.2.12.A.5 Evaluate current advances in technology that apply to a selected occupational career cluster.</p>
	<p>Content: Income affects spending decisions and lifestyle.</p> <p>9.2.8.A.6 Examine how labor market trends and the cost of living can affect real income, spending decisions, and lifestyle.</p>	<p>Content: Income often comes from different sources, including alternative sources.</p> <p>9.2.12.A.6 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>
	<p>Content: Taxes and the cost of employee benefits affect the amount of disposable income.</p> <p>9.2.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.</p>	<p>Content: Income often comes from different sources, including alternative sources.</p> <p>9.2.12.A.7 Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person’s business to another.</p>
	<p>Content: Taxes and the cost of employee benefits affect the amount of disposable income.</p> <p>9.2.8.A.8 Differentiate among the types of taxes and employee benefits.</p>	<p>Content: Income affects spending decisions and lifestyle.</p> <p>9.2.12.A.8 Analyze how personal and cultural values impact spending and other financial decisions.</p>
	<p>Content: Taxes and the cost of employee benefits affect the amount of disposable income.</p> <p>9.2.8.A.9 Differentiate between taxable and nontaxable income.</p>	<p>Content: Taxes and the cost of employee benefits can affect the amount of disposable income.</p> <p>9.2.12.A.9 Demonstrate how exemptions and deductions can reduce taxable income.</p>
		<p>Content: Taxes and the cost of employee benefits can affect the amount of disposable income.</p>

		<p>9.2.12.A.10 Explain the relationship between government programs and services and taxation.</p>
		<p>Content: Taxes and the cost of employee benefits can affect the amount of disposable income.</p> <p>9.2.12.A.11 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p>
		<p>Content: Taxes and the cost of employee benefits can affect the amount of disposable income.</p> <p>9.2.12.A.12 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p>

9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

B. Money Management

By the end of Grade 4	By the end of Grade 8	By the end of Grade 12
<p>Content: Money management involves setting financial goals.</p> <p>9.2.4.B.1 Differentiate between financial wants and needs.</p>	<p>Content: Money management involves setting financial goals.</p> <p>9.2.8.B.1 Construct a simple personal savings and spending plan based on various sources of income.</p>	<p>Content: Money management involves setting financial goals.</p> <p>9.2.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.</p>
<p>Content: Money management involves setting financial goals.</p> <p>9.2.4.B.2 Identify age-appropriate financial goals.</p>	<p>Content: Money management involves setting financial goals.</p> <p>9.2.8.B.2 Justify the concept of “paying yourself first” as a financial savings strategy.</p>	<p>Content: Money management involves setting financial goals.</p> <p>9.2.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.</p>
<p>Content: Money management is reliant on developing and maintaining personal budgets.</p> <p>9.2.4.B.3 Explain what a budget is and why it is important.</p>	<p>Content: Money management involves setting financial goals.</p> <p>9.2.8.B.3 Relate the concept of deferred gratification to investment, meeting financial goals, and building wealth.</p>	<p>Content: Money management involves setting financial goals.</p> <p>9.2.12.B.3 Construct a plan to accumulate emergency “rainy day” funds.</p>

<p>Content: Money management is reliant on developing and maintaining personal budgets.</p> <p>9.2.4.B.4 Identify common household expense categories and sources of income.</p>	<p>Content: Money management involves setting financial goals.</p> <p>9.2.8.B.4 Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.</p>	<p>Content: Money management is reliant on developing and maintaining personal budgets.</p> <p>9.2.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.</p>
<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.4.B.5 Identify ways to earn and save.</p>	<p>Content: Money management involves setting financial goals.</p> <p>9.2.8.B.5 Evaluate the relationship of cultural traditions and historical influences on financial practice.</p>	<p>Content: Money management is reliant on developing and maintaining personal budgets.</p> <p>9.2.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.</p>
<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.4.B.6 Distinguish among cash, check, credit card, and debit card.</p>	<p>Content: Money management is reliant on developing and maintaining personal budgets.</p> <p>9.2.8.B.6 Construct a budget to save for long-term, short-term, and charitable goals.</p>	<p>Content: Money management is reliant on developing and maintaining personal budgets.</p> <p>9.2.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.</p>
<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.4.B.7 Explain the purposes of financial institutions in the community.</p>	<p>Content: Money management is reliant on developing and maintaining personal budgets.</p> <p>9.2.8.B.7 Develop a system for keeping and using financial records.</p>	<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.12.B.7 Develop personal financial planning strategies that respond to and use tax deductions and shelters.</p>
	<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.8.B.8 Explain the concept of cash flow and construct cash flow statements.</p>	<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.12.B.8 Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.</p>
	<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.8.B.9 Create debit and</p>	<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.12.B.9 Chart and evaluate</p>

	credit balance sheets and income and cash statements.	the growth of mid- and long-term investments.
	<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.8.B.10 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, checkbooks).</p>	<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.12.B.10 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.</p>
	<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.8.B.11 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.</p>	
	<p>Content: Money management requires understanding of cash flow systems and business practices.</p> <p>9.2.8.B.12 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.</p>	

9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

C. Credit and Debt Management

By the end of Grade 4	By the end of Grade 8	By the end of Grade 12
<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>9.2.4.C.1 Explain why people borrow money and the relationship between credit and debt.</p>	<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>9.2.8.C.1 Compare and contrast the financial products and services offered by different types of financial institutions.</p>	<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>9.2.12.C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.</p>
<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding</p>	<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p>	<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p>

<p>of the cost of credit.</p> <p>9.2.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).</p>	<p>9.2.8.C.2 Compare and contrast debt and credit management strategies.</p>	<p>9.2.12.C.2 Compare and compute interest and compound interest and develop an amortization table using business tools.</p>
<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>9.2.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p>	<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>9.2.8.C.3 Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.</p>	<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>9.2.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.</p>
<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>9.2.4.C.4 Determine the relationships among income, expenses, and interest.</p>	<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>9.2.8.C.4 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).</p>	<p>Content: Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>9.2.12.C.4 Compare and contrast the advantages and disadvantages of various types of mortgages.</p>
<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.4.C.5 Determine personal responsibility related to borrowing and lending.</p>	<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.8.C.5 Determine ways to leverage debt beneficially.</p>	<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.12.C.5 Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.</p>
<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.4.C.6 Summarize ways to avoid credit problems.</p>	<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.8.C.6 Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose).</p>	<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.12.C.6 Explain how predictive modeling determines “credit scores.”</p>

	<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.8.C.7 Explain the meaning and possible consequences of “predatory lending practices.”</p>	<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.12.C.7 Explain the rights and responsibilities of buyers and sellers under consumer protection laws, and discuss common unfair or deceptive business practices.</p>
	<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.</p>	<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.12.C.8 Evaluate the implications of personal and corporate bankruptcy for self and others.</p>
	<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.8.C.9 Summarize the causes and consequences of personal bankruptcy.</p>	
	<p>Content: Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>9.2.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.</p>	

9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

D. Planning, Saving, and Investing

By the end of Grade 4	By the end of Grade 8	By the end of Grade 12
<p>Content: Information about investment options assists with financial planning.</p> <p>9.2.4.D.1 Determine various ways to save.</p>	<p>Content: Information about investment options assists with financial planning.</p> <p>9.2.8.D.1 Determine how saving contributes to financial well-being.</p>	<p>Content: Information about investment options assists with financial planning.</p> <p>9.2.12.D.1 Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.</p>
<p>Content: Appropriate application of basic economic principles leads to</p>	<p>Content: Information about investment options assists with financial planning.</p>	<p>Content: Information about investment options assists with financial planning.</p>

<p>wiser decisions for individual, family, and business financial planning.</p> <p>9.2.4.D.2 Explain the concept of “opportunity cost.”</p>	<p>9.2.8.D.2 Differentiate among various savings tools and how to use them most effectively.</p>	<p>9.2.12.D.2 Assess factors that influence financial planning.</p>
<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.4.D.3 Explain what it means to “invest.”</p>	<p>Content: Information about investment options assists with financial planning.</p> <p>9.2.8.D.3 Differentiate among various investment options.</p>	<p>Content: Information about investment options assists with financial planning.</p> <p>9.2.12.D.3 Justify the use of savings and investment options to meet targeted goals.</p>
<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.4.D.4 Distinguish between saving and investing.</p>	<p>Content: Information about investment options assists with financial planning.</p> <p>9.2.8.D.4 Distinguish between income and investment growth.</p>	<p>Content: Information about investment options assists with financial planning.</p> <p>9.2.12.D.4 Analyze processes and vehicles for buying and selling investments.</p>
	<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.8.D.5 Explain the economic principle of supply and demand.</p>	<p>Content: Information about investment options assists with financial planning.</p> <p>9.2.12.D.5 Compare the risk, return, and liquidity of various savings and investment alternatives.</p>
	<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.8.D.6 Relate saving and investing decisions to successful entrepreneurship.</p>	<p>Content: Information about investment options assists with financial planning.</p> <p>9.2.12.D.6 Explain how government and independent financial services and products are used to achieve personal financial goals.</p>
	<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.8.D.7 Calculate short- and long-term returns on various investments (e.g., stocks, bonds,</p>	<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.12.D.7 Relate savings and investment results to</p>

	mutual funds, IRAs, deferred pension plans, and so on).	achievement of financial goals.
	<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.8.D.8 Assess the impact of inflation on economic decisions and lifestyles.</p>	<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.12.D.8 Differentiate among various investment products and savings vehicles and how to use them most effectively.</p>
		<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.12.D.9 Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.</p>
		<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.12.D.10 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.</p>
		<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.12.D.11 Determine the impact of various market events on stock market prices and on other savings and investments.</p>
		<p>Content: Appropriate application of basic economic principles leads to wiser</p>

		<p>decisions for individual, family, and business financial planning.</p> <p>9.2.12.D.12 Evaluate how taxes affect the rate of return on savings and investments.</p>
		<p>Content: Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>9.2.12.D.13 Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.</p>

9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

E. Becoming a Critical Consumer

By the end of Grade 4	By the end of Grade 8	By the end of Grade 12
<p>Content: The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.</p> <p>9.2.4.E.1 Determine factors that influence consumer decisions related to money.</p>	<p>Content: The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.</p> <p>9.2.8.E.1 Prioritize personal wants and needs when making purchases.</p>	<p>Content: The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.</p> <p>9.2.12.E.1 Analyze and apply multiple sources of financial information when prioritizing financial decisions.</p>
<p>Content: Cost-benefit analysis informs responsible spending practices.</p> <p>9.2.4.E.2 Identify ways interest rates add to the cost of goods and services.</p>	<p>Content: Cost-benefit analysis informs responsible spending practices.</p> <p>9.2.8.E.2 Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.</p>	<p>Content: The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.</p> <p>9.2.12.E.2 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.</p>
<p>Content: Cost-benefit analysis informs responsible spending practices.</p> <p>9.2.4.E.3 Evaluate financial</p>	<p>Content: Cost-benefit analysis informs responsible spending practices.</p> <p>9.2.8.E.3 Evaluate the appropriateness of different types of financial decisions</p>	<p>Content: The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.</p> <p>9.2.12.E.3 Evaluate how</p>

information from a variety of sources.	(e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.	media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
<p>Content: Cost-benefit analysis informs responsible spending practices.</p> <p>9.2.4.E.4 Apply comparison shopping skills to purchasing decisions.</p>	<p>Content: Cost-benefit analysis informs responsible spending practices.</p> <p>9.2.8.E.4 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.</p>	<p>Content: Cost-benefit analysis informs responsible spending practices.</p> <p>9.2.12.E.4 Evaluate business practices and their impact on individuals, families, and societies.</p>
<p>Content: Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities.</p> <p>9.2.4.E.5 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.</p>	<p>Content: Cost-benefit analysis informs responsible spending practices.</p> <p>9.2.8.E.5 Identify the components of written and verbal contracts and the inherent responsibilities of the contracting parties.</p>	<p>Content: Cost-benefit analysis informs responsible spending practices.</p> <p>9.2.12.E.5 Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.</p>
<p>Content: Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities.</p> <p>9.2.4.E.6 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.</p>	<p>Content: Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities.</p> <p>9.2.8.E.6 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.</p>	<p>Content: Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities.</p> <p>9.2.12.E.6 Apply consumer protection laws to the issues they address.</p>
<p>Content: Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities.</p> <p>9.2.4.E.7 Compare and contrast product facts versus advertising claims.</p>	<p>Content: Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities.</p> <p>9.2.8.E.7 Recognize the techniques and effects of deceptive advertising.</p>	<p>Content: Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities.</p> <p>9.2.12.E.7 Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.</p>
		<p>Content: Consumer protection includes providing information about the range of products and services and about consumer resources, rights,</p>

		and responsibilities. 9.2.12.E.8 Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.
		Content: Consumer protection includes providing information about the range of products and services and about consumer resources, rights, and responsibilities. 9.2.12.E.9 Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities.

9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

F. Civic Financial Responsibility

By the end of Grade 4	By the end of Grade 8	By the end of Grade 12
<p>Content: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>9.2.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.</p>	<p>Content: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>9.2.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p>	<p>Content: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>9.2.12.F.1 Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.</p>
<p>Content: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>9.2.4.F.2 Relate a country's economic system of production and consumption to building personal wealth</p>	<p>Content: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>9.2.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.</p>	<p>Content: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>9.2.12.F.2 Summarize the concept and types of taxation used to fund public initiatives.</p>

and achieving societal responsibilities.		
<p>Content: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</p> <p>9.2.4.F.3 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p>	<p>Content: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>9.2.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.</p>	<p>Content: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>9.2.12.F.3 Assess the impact of emerging global economic events on financial planning.</p>
<p>Content: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</p> <p>9.2.4.F.4 Identify skills related to organizing, managing, and taking on the risks of owning a business.</p>	<p>Content: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</p> <p>9.2.8.F.4 Calculate appropriate amounts of charitable giving based on current financial status.</p>	<p>Content: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>9.2.12.F.4 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p>
	<p>Content: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</p> <p>9.2.8.F.5 Determine opportunities for micro-financing of global charities and causes.</p>	<p>Content: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p> <p>9.2.12.F.5 Summarize the purpose and importance of a will.</p>
		<p>Content: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</p> <p>9.2.12.F.6 Compare and contrast the role of philanthropy, volunteer service,</p>

		and charities in community development and quality of life in a variety of cultures.
		<p>Content: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</p> <p>9.2.12.F.7 Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.</p>
		<p>Content: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</p> <p>9.2.12.F.8 Evaluate the effects of entrepreneurship on economic stability and quality of living in local and global communities.</p>
		<p>Content: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</p> <p>9.2.12.F.9 Assess the impact of the global economy on entrepreneurial opportunities.</p>

9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

G. Risk Management and Insurance

By the end of Grade 4	By the end of Grade 8	By the end of Grade 12
<p>Content: There are common financial risks and ways to manage risks.</p> <p>9.2.4.G.1 Summarize common types of financial risks and basic risk management strategies.</p>	<p>Content: There are common financial risks and ways to manage risks.</p> <p>9.2.8.G.1 Compare the impact of losses associated with different types of financial risk.</p>	<p>Content: There are common financial risks and ways to manage risks.</p> <p>9.2.12.G.1 Analyze risks and benefits in various financial situations.</p>
<p>Content: Insurance is designed to protect the</p>	<p>Content: There are common financial risks and</p>	<p>Content: Insurance is designed to protect the consumer against</p>

<p>consumer against unintended losses.</p> <p>9.2.4.G.2 Explain the importance of protection against financial loss and reasons for risk assessment.</p>	<p>ways to manage risks.</p> <p>9.2.8.G.2 Explain why it is important to develop plans for protecting current and future personal assets against loss.</p>	<p>unintended losses.</p> <p>9.2.12.G.2 Differentiate between property and liability insurance protection.</p>
<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.4.G.3 Describe how valuable items might be damaged or lost and ways to protect them.</p>	<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.8.G.3 Explain the purpose and importance of health, disability, life, and consumer insurance protection.</p>	<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.12.G.3 Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.</p>
	<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.8.G.4 Determine criteria for deciding the amount of insurance protection needed.</p>	<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.12.G.4 Evaluate individual and family needs for insurance protection using opportunity-cost analysis.</p>
	<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.8.G.5 Analyze the need for and value of different types of insurance and the impact of deductibles.</p>	<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.12.G.5 Compare insurance policy coverage limits and related premiums and deductibles to minimize costs.</p>
	<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.8.G.6 Evaluate the need for different types of extended warranties.</p>	<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.12.G.6 Differentiate the costs and benefits of renter's and homeowner's insurance.</p>
		<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.12.G.7 Compare sources of health and disability coverage, including employee benefit plans, with options in another country.</p>

Appendix II

		<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.12.G.8 Compare and contrast options for long-term healthcare insurance for home care and external care.</p>
		<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.12.G.9 Explain how to self-insure and how to determine when self-insurance is appropriate.</p>
		<p>Content: Insurance is designed to protect the consumer against unintended losses.</p> <p>9.2.12.G.10 Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.</p>

***2.5-Credit Graduation Requirement for
Financial, Economic, Business and Entrepreneurial Literacy
Clarification Statement***

N.J.A.C. 6A:8-5.1(a)1v requires “**At least 2.5-credits in financial, economic, business, and entrepreneurial literacy, effective with the 2010-2011 grade nine class.**” The goal of this requirement, adopted by the State Board of Education on June 17, 2009, is to ensure that students demonstrate understanding about how the economy works and their own role in the economy, and also develop the necessary skills to effectively manage personal finances by the time they graduate.

Intent of Clarification

The department’s intent in the following guidance is to support district implementation of this requirement by providing options that allow for flexibility in instruction. To that end, the 2.5-credit requirement at N.J.A.C. 6A:8-5.1(a)1v may be met in the following ways:

1. By completing a stand-alone, half-year course which can be taught by staff holding any one of the following certificates:
 - a. Social Studies
 - b. Business: Finance, Economics, and Law
 - c. Comprehensive Business
 - d. Comprehensive Family and Consumer Sciences
 - e. General Business (still held by many staff, but no longer issued)
 - f. Math (for consumer math programs)
2. By completing option 2 through N.J.A.C. 6A:8-5.1(a)2i3 (curricular activities and programs, such as interdisciplinary or theme-based programs, independent study, online courses) as allowed in all content areas; and
3. By completing one or more elective courses that integrate the content and skills required by **N.J.A.C. 6A:8-5.1(a)1v** taught by staff holding a Social Studies; Business: Finance, Economics, and Law; Comprehensive Business; Comprehensive Family and Consumer Sciences; General Business certificate; or Math certificate.

Note that school districts remain responsible for assessing and publicly reporting on the progress of all students in developing the financial literacy knowledge and skills specified by the Core Curriculum Content Standards, no matter how learned, according to N.J.A.C. 6A:8-3.1(a)3.

Core Content

Suggested core content for fulfillment of this requirement focuses on **personal financial literacy** and an understanding of foundational concepts in **economics**. The new 2009 standard, Personal Financial Literacy (Standard 9.2), includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact self, the family, and local and global communities. Topical strands address money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility. In addition, the cumulative progress indicators for grades 9-12 in the 2009 social studies standards address various concepts in economics.

STATE PROFILE: NEW JERSEY



The recession and its aftermath have left unprecedented numbers of New Jersey families financially insecure: 10% of households are poor. However, even more families in New Jersey are financially vulnerable. The 2012 *Assets & Opportunity Scorecard* shows that 26% are asset poor, meaning that they lack the financial resources – money in the bank, assets in a home or car – to weather a job loss or other emergency. Still more troubling, the *Scorecard* shows that 41% of New Jersey households are liquid asset poor. Liquid asset poverty is a more realistic picture of the resources families have to meet emergency needs since it excludes assets such as a home, car or business that are not easily converted to cash.



Asset poverty in New Jersey is 2.6 times higher than income poverty and liquid asset poverty is 4.2 times higher.

WHAT NEW JERSEY CAN DO

- **Protect Homeowners and Communities:** To lower the foreclosures rate, which is one of the highest in the nation, as well as the number of delinquent mortgages, New Jersey should regulate mortgage servicers. To protect communities severely affected by foreclosure, New Jersey should enable land banking of foreclosed properties.
- **Expand Health Care Coverage:** To decrease the uninsured rate, New Jersey should increase income eligibility thresholds for childless adults and reopen coverage for low-income parents.
- **Create Jobs Through Self-Employment:** To decrease unemployment and underemployment rates and to increase microenterprise and small business ownership, especially for people of color and women, New Jersey should use federal block grant funding for microenterprise development and fund a State Microenterprise Association

ABOUT THE SCORECARD

The *Assets & Opportunity Scorecard* is a comprehensive look at Americans' financial security today and their opportunities to create a more prosperous future. It assesses the 50 states and the District of Columbia on 101 outcome and policy measures, which describe how well residents are faring and what states can do to help them build and protect assets. These measures are grouped into five issue areas: Financial Assets & Income, Businesses & Jobs, Housing & Homeownership, Health Care, and Education.

For a complete description of all 2012 *Scorecard* measures and sources, including how the grades and ratings were assigned, go to <http://scorecard.cfed.org>.

KEY HIGHLIGHTS

26%

of New Jersey households live in asset poverty

51%

of New Jersey consumers have subprime credit

47%

of homeowners in New Jersey are cost burdened

10%

of New Jersey households live in income poverty

41%

of New Jersey households live in liquid asset poverty

7%

of New Jersey households are unbanked

Published January 2012

NEW JERSEY

OVERALL RANK: 25

The *Scorecard* ranks 52 outcome measures from best to worst; #1 is the most desirable, #51 is the least desirable. Data for an additional 16 measures are published, but states are not ranked on these measures due to insufficient data at the state level. Issue area ranks and grades are calculated by averaging the ranks of measures within the issue area. Grades for issue areas are given on a curve: 10 states get As, 10 get Bs, 16 get Cs, 10 get Ds and 5 get Fs. The overall rank is calculated by ranking the sum of the issue area ranks.

FINANCIAL ASSETS & INCOME

ISSUE AREA RANK: 23 | GRADE: C

OUTCOME MEASURE	State Data	U.S. Data	STATE RANK
Income Poverty Rate	9.9%	14.0%	4
Asset Poverty Rate	26.1%	27.1%	—
Asset Poverty by Race	3.3 x higher for HHs of color	2.2 x higher for HHs of color	—
Asset Poverty by Gender	1.2 x higher for single men	1.1 x higher for single women	—
Asset Poverty by Family Structure	3.6 x higher for 1-parent HHs	2.2 x higher for 1-parent HHs	—
Liquid Asset Poverty Rate	41.2%	43.1%	20
Liquid Asset Poverty by Race	2.4 x higher for HHs of color	1.9 x higher for HHs of color	—
Liquid Asset Poverty by Gender	1.04 x higher for single men	1.09 x higher for single women	—
Liquid Asset Poverty by Family Structure	2.5 x higher for 1-parent HHs	1.9 x higher for 1-parent HHs	—
Extreme Asset Poverty Rate	20.5%	19.0%	—
Net Worth	\$127,800	\$70,600	—
Net Worth by Race	—	12.8 x higher for white HHs	—
Net Worth by Income	—	70 x higher for top 20%	—
Net Worth by Gender	—	1.03 x higher for single men	—
Net Worth by Family Structure	—	29 x higher for 2-parent HHs	—
Unbanked Households	7.4%	7.7%	34
Underbanked Households	12.0%	17.9%	3
Consumers with Subprime Credit	50.9%	55.8%	17
Borrowers 90+ Days Overdue	4.3%	4.2%	38
Average Credit Card Debt	\$14,085	\$10,852	48
Bankruptcy Rate (per 1,000 people)	4.5	5.0	28

BUSINESSES & JOBS

ISSUE AREA RANK: 21 | GRADE: C

OUTCOME MEASURE	State Data	U.S. Data	STATE RANK
Microenterprise Ownership Rate	15.3%	16.0%	29
Small Business Ownership Rate	1.48%	1.37%	21
Business Ownership by Race	1.9 x higher for white workers	1.5 x higher for white workers	34
Business Ownership by Gender	1.5 x higher for men	1.3 x higher for men	46
Business Value by Race	2.3 x higher for white bus. owners	2.6 x higher for white bus. owners	18
Business Value by Gender	2.6 x higher for men	2.6 x higher for men	24
Employee Ownership (per 1,000 firms)	0.97	1.46	41
Business Creation Rate (per 1,000 workers)	8.7	8.9	28
Private Loans to Small Business	\$1,396	\$1,322	21
Unemployment Rate	9.3%	9.6%	32
Unemployment by Race	1.3 x higher for people of color	1.6 x higher for people of color	5
Underemployment Rate	15.7%	16.7%	29
Low-Wage Jobs	17.1%	22.0%	13
Average Annual Pay	\$48,512	\$46,751	8
Retirement Plan Participation	41.7%	44.9%	40
Employers Offering Health Insurance	62.1%	53.8%	4

HOUSING & HOMEOWNERSHIP

ISSUE AREA RANK: 49 | GRADE: F

OUTCOME MEASURE	State Data	U.S. Data	STATE RANK
Homeownership Rate	66.4%	65.4%	37
Homeownership by Race	1.8 x higher for white HHS	1.5 x higher for white HHS	45
Homeownership by Income	2.4 x higher for top 20%	2.2 x higher for top 20%	40
Homeownership by Gender	1.08 x higher for single women	1.03 x higher for single women	—
Homeownership by Family Structure	2 x higher for 2-parent HHS	1.9 x higher for 2-parent HHS	44
Foreclosure Rate	8.08%	4.43%	50
Delinquent Mortgage Loans	3.78%	3.46%	42
High-Cost Mortgage Loans	3.2%	5.2%	17
Affordability of Homes (value/income)	5 x higher than median income	3.6 x higher than median income	45
Housing Cost Burden - Homeowners	46.7%	38.0%	48
Housing Cost Burden - Renters	54.3%	53.0%	43

HEALTH CARE

ISSUE AREA RANK: 31 | GRADE: C

OUTCOME MEASURE	State Data	U.S. Data	STATE RANK
Uninsured Rate	15.0%	17.7%	22
Uninsured by Race	2.7 x higher for people of color	2 x higher for people of color	48
Uninsured by Income	12.7 x higher for bottom 20%	10 x higher for bottom 20%	34
Uninsured by Gender	1.3 x higher for men	1.2 x higher for men	35
Uninsured Low-Income Children	10.5%	11.7%	29
Uninsured Low-Income Parents	27.2%	33.1%	19
Employer-Provided Insurance Coverage	66.9%	57.6%	6
Employee Share of Premium	28.5%	27.0%	37
Out-of-Pocket Medical Expenses	15.9%	16.2%	—

EDUCATION

ISSUE AREA RANK: 5 | GRADE: A

OUTCOME MEASURE	State Data	U.S. Data	STATE RANK
Early Childhood Education Enrollment	33.1%	27.2%	13
Math Proficiency - 8th Grade	46.8%	34.7%	3
Reading Proficiency - 8th Grade	44.7%	33.5%	2
High School Degree	88.0%	85.6%	26
Two-Year College Degree	41.6%	35.7%	9
Four-Year College Degree	35.4%	28.2%	6
Four-Year Degree by Race	1.4 x higher for white adults	1.6 x higher for white adults	19
Four-Year Degree by Income	5.1 x higher for top 20%	5.3 x higher for top 20%	27
Four-Year Degree by Gender	1.05 x higher for men	1.02 x higher for men	—
Average College Graduate Debt	\$23,792	\$25,250	30
College Graduates with Debt	66%	65%	38

For a complete description of all 2012 Scorecard measures and sources, including how the grades and ratings were assigned, go to <http://scorecard.cfed.org>.

— = "Not Available." Data or ranks are not available because insufficient or unreliable data exist for the state.

N.R. = "Not Ranked." These data are not ranked because the estimate or rank is too imprecise to say with confidence how the state compares to other states.





POLICY RATINGS

The *Scorecard* includes 33 policy measures: 12 priority policies and 21 additional policies. For policy priorities, states are assessed against criteria for what constitutes a strong policy. Taken together, these policies provide a comprehensive view of what states can do to help residents build and protect assets. Policy priority data are current as of June 30, 2011; additional policy data are drawn from the latest published reports, usually 2010-2011.

-  Very strong policy
-  Strong policy, but some room for improvement
-  Some policy, but much room for improvement
-  Minimal policy in place
-  No policy in place

FINANCIAL ASSETS & INCOME

Policy Priorities

-  Tax Credits for Working Families
-  State IDA Program Support
-  Lifting Asset Limits in Public Benefit Programs
-  Protections from Predatory Short-Term Loans

Additional Policies

- Income Tax Threshold** ... \$30,900
- Tax Burden by Income** ... The poorest 20% of families pay 1.4 times more of their income in taxes than the top 1% of families
- Prize-Linked Savings** ... Prize-linked savings not allowed
- Paperless Payday** ... Paperless payday not permitted

BUSINESSES & JOBS

Policy Priorities

-  State Support for Microenterprise
-  Job Quality Standards

Additional Policies

- Unemployment Benefit Level** ... 36.9% of average weekly wage
- Unemployment Benefit Eligibility** ... Uses alternative base period; Part-time workers covered; Not all criteria met
- Incentives for Employee Ownership** ... Direct state assistance; Not all criteria met
- Loans for Beginning Farmers** ... No state policy

HOUSING & HOMEOWNERSHIP

Policy Priorities

-  Foreclosure Prevention and Protections
-  First-Time Homebuyer Assistance

Additional Policies

- Housing Trust Funds** ... Has statewide housing trust fund
- Preservation of Affordable Rental Housing** ... 16.2% of LIHTC for preservation
- Tenant Protections from Foreclosure** ... Has protections beyond federal law
- Property Tax Relief** ... Circuit breaker for homeowners and renters; No tax deferment
- Resident Ownership of Manufactured Housing Communities** ... Medium strength protections; 45 to 60 days closure notice and opportunity to purchase; No tax incentive

HEALTH CARE

Policy Priorities




-  Access to Health Insurance

Additional Policies

- Expanded COBRA Coverage** ... COBRA expansion for 36 months
- Healthcare Information Databases** ... Does not have database

EDUCATION

Policy Priorities

-  Access to Quality K-12 Education
-  Financial Education in Schools
-  College Savings Incentives

Additional Policies

- State-Funded Head Start** ... No state supplement
- Quality of State Pre-K Programs** ... Established state program; \$11,578 per child enrolled; 8.8 of 10 quality standards met
- Kindergarten Standards** ... No Kindergarten offered; no standards; certificates or training required for teachers
- State Financial Aid for Postsecondary Education** ... \$1,205 per student; 93% need-based
- TANF-Funded Workforce Training** ... 2.67% of funds spent on training
- WIA-Funded Workforce Training** ... 69.7% of participants received training

Appendix IV

Table 2-7
Subject Results of High School Students by Background

	<u>Income</u> <u>Score</u>	Money <u>Management</u> <u>Score</u>	<u>Saving</u> <u>Score</u>	<u>Spending</u> <u>Score</u>	<u>Credit</u> <u>Score</u>
All Students 2008	56.1%	40.9%	43.2%	50.8%	44.1%
All Students 2006	59.2	46.4	42.6	56.9	51.8
All Students 2004	62.9	45.4	41.0	55.4	48.8
All Students 2002	61.5	46.0	41.6	53.1	47.5
All Students 2000	57.6	46.8	45.3	55.1	49.1
All Students 1997	71.9	54.2	47.4	56.8	---
<u>Parents' Income</u>					
Less than \$20,000	49.3	38.1	38.9	45.2	38.8
\$20,000 to \$39,999	54.8	39.6	42.1	49.7	43.4
\$40,000 to \$79,999	58.6	41.3	44.3	53.5	46.4
\$80,000 or more	61.1	45.1	46.7	54.1	47.2
<u>Highest Level of Parents' Education</u>					
Neither Finished H. S.	51.5	36.2	40.6	45.7	39.3
Completed H. S.	55.1	39.6	41.3	49.8	43.2
Some College	57.3	41.1	42.5	51.9	45.4
College Grad or More	59.8	44.1	46.6	54.1	46.8
<u>Sex</u>					
Female	55.4	41.2	42.2	50.4	43.7
Male	57.0	40.4	44.4	51.3	44.6
<u>Race</u>					
White	61.6	43.6	45.9	55.4	48.4
African-American	46.6	36.4	37.1	43.2	37.6
Hispanic American	51.9	37.6	41.7	46.6	40.1
Asian-American	52.7	39.0	44.2	49.5	42.7
Native American	40.1	38.6	36.5	36.6	31.2

Bibliography

- 1 State of New Jersey Department of Education Core Curriculum – 21st Century Life and Careers <http://www.state.nj.us/education/cccs/standards/9/index.html>
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