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Introduction to the CFS Instructor Guide

I. PREFACE

Welcome to the Command Financial Specialist Training Course and the Command Financial Specialist Training Instructor Guide. This is the third edition of the Command Financial Specialist Training Instructor Guide. It replaces the second edition published in 2005. This guide reflects the recommendations of a comprehensive field survey conducted in the summer of 2008.

To facilitate the use of these instructional materials, the following terms, abbreviations and acronyms will be used:

Command Financial Specialist Training	CFST
Command Financial Specialist Training Instructor Guide	IG
Command Financial Specialist Training Instructor	Instructor
Command Financial Specialist Training Participants	Learners
Command Financial Specialist Training Student Manual	SM
Command Financial Specialist	CFS
Financial Planning Worksheet	FPW
Fleet and Family Support Centers	FFSC
Personal Financial Management Standardized Curriculum	PFMSC
Personal Financial Management	PFM

CFST instructional materials consist of the following:

- Instructor Guide and Resources (CD-ROM)
- Student Manual (hard copy)
- PFMSC CD-ROM

The CFS IG is designed as a complete package that can take a new CFST instructor from the beginning planning stages of training to the final administration required for a successful course. It is written in detail for the new instructor but also in outline form for the experienced instructor. This format should meet the needs of all CFST instructors and provide for top-quality, standardized training throughout the fleet. The IG has been written for use by all training sites; therefore, the information is generic in nature.

II. PURPOSE AND SCOPE OF PFM PROGRAM

Evidence indicates that many Navy personnel are experiencing significant debt, loss of credit and/or financial crisis, lack of basic money-management skills, poor budgeting practices, and bankruptcy. In August 1989, the Secretary of the Navy directed the Navy to “develop a comprehensive personal financial management program that meets the needs of all DON members.” In response to this important quality-of-life issue, the Navy Personal Financial Management (PFM) Education, Training and Counseling Program was implemented under OPNAVINST 1740.5 in November 1990.

Now in its third revision, OPNAVINST 1740.5B, dated 7 May 2007, continues to mandate the Navy’s PFM program and in fact strengthens it as our Navy personnel and their families meet the challenges of the global economy. Financial concerns are among the top issues leaders most likely will have to address with service members. The financial pitfalls faced today include debt management, loss of security clearances, mortgage and foreclosure issues, government credit cards, Internet buying and selling, a plunging stock market, and identity theft, to name but a few. Meanwhile, the average Navy recruit continues to possess little or no financial education before entering the service and yet is forced to deal with an increasingly complex financial marketplace. In addition, expanded financial opportunities demand proactive financial education, such as the military Thrift Savings Plan and the Career Status Bonus (CSB/REDUX) retirement plan, to name but two that are specific to the military.

In accordance with DoD INST 1342.27 (12 Nov 04), PFM policy under OPNAVINST 1740.5B states that “the Navy shall promote operational readiness, personal responsibility, reliability, morale and QOL, by providing knowledge, skills and counseling to its members regarding sound PFM practices.” The three major components of the PFM program are as follows:

- **Education and Training:** Financial education is a continuum starting with recruit training. Fundamental financial-management principles and skills will be introduced at officer and enlisted accession points, spanning the military career. Training and education is to be provided by CFSs and FFSC. Education topics include:
 1. Military Pay Issues
 2. Banking and Financial Services
 3. Developing Your Spending Plan
 4. Credit Management
 5. Car-Buying Strategies
 6. Consumer Awareness
 7. Insurance
 8. Home Purchase/Housing
 9. Money and the Move



10. Financial Planning for Deployment
 11. Savings and Investing
 12. Retirement Planning
 13. Paying for College
 14. Legal Issues
- **Information and Referral:** The OPNAV states, “Providing current financial information and appropriate referral resources to military personnel is an integral part of the PFM program.” Relevant PFM information will be issued or published regularly to raise awareness and keep members advised of the latest concerns and assistance available. The CFS and FFSC will maintain or have access to a library of current financial information and resources including current periodicals to assist service members in successful money management.
 - **Counseling:** If financial problems or concerns persist after adequate access to education, training, information and referral resources, individuals can be provided financial counseling by their CFS or, in the absence of a qualified CFS, by the FFSC.

Statistics and experience continue to support the Navy’s innovative approach to financial education and training, counseling and information and referral in the form of a comprehensive, long-range Personal Financial Management program. This plan includes a 17-module standardized curriculum encompassing required training topics in the OPNAV, from how to write a check to retirement planning. Along with FFSC PFM educators, the PFM program is delivered by certified Command Financial Specialists, ensuring that every service member has access to a full spectrum of financial-planning information at the deck-plate level. In the case of the CFS, the training is delivered by a shipmate specially trained to fill the job. A CFS is capable of delivering stand-up training directly from the PFM Standardized Curriculum, providing timely and accurate referrals, and conducting Solution-Focused Financial Counseling for individual sailors and their families to help meet their financial needs.

In addition to CFS tasks, the PFM program, via direction in the OPNAV, provides a life-cycle/career-cycle approach to PFM education, ensuring just-in-time information is provided to sailors where and when they need it. The PFM program is recognized as the strongest link between a member and his or her successful financial future. With proactive financial education and training, and the ability to provide appropriate referrals and necessary counseling, a well-run command-level PFM program provides a significant benefit in recruiting, retaining, rewarding and retiring our most important resource — our personnel.

III. OVERVIEW OF THE COMMAND FINANCIAL SPECIALIST TRAINING COURSE

Regular and reserve commands, permanent detachments, and departments having at least 25 active-duty personnel are required to have a trained CFS to coordinate

the PFM program and to assist the CO by providing financial training, information and counseling to members. A ratio of one CFS for every 75 members assigned to the command is mandated. A CFS becomes certified by completing the Command Financial Specialist Training Course, a five-day course conducted at designated FFSC sites. Learners are nominated by their command and under OPNAV 1740.5B must have the following qualifications:

- Be an E-6 and above (including officers).
- Be highly motivated and financially stable (must meet the qualifications for overseas screening).
- Successfully complete the authorized CFS training course provided by FFSC sites.
- Have at least one year remaining in the command at the time of CFS course completion.
- Participate in continuing education (i.e., CFS forums) and attend CFS refresher training at least every three years.

The purpose of the course is to prepare learners to conduct specific CFS tasks under OPNAV 1740.5B (Enclosure 2), located in Chapter 2 of this IG:

- a. Assist the command to establish, organize and administer the command PFM program including a thorough pass down to the incoming CFS.
- b. Disseminate financial-management information within the command through General Military Training (GMT), POD notes, newsletters, e-mail, etc.
- c. Maintain current PFM resource books, directories, references and training materials for use in GMT, divisional training and counseling. In addition, CFSs shall maintain close liaison with the FFSC PFM staff, where possible.
- d. Present PFM training as part of the command GMT program (under reference (c) and provide divisional/departmental/branch PFM training as required under enclosure (5)).
- e. Provide basic PFM counseling to individual members of the command, upon request.
- f. Maintain individual records of counseling conducted and counseling referrals. Per reference (g), those records shall be maintained to ensure confidentiality and compliance with the Privacy Act.
- g. Refer members with serious financial problems to the appropriate resource or agency capable of providing necessary assistance or counseling, such as FFSC PFM staff, NMCRS, non-profit CCCS, and per references (a), (b), (i) and (k) . Ensure the individual is seen and counseled. Follow up on referred individuals by maintaining contact with the individual and the resource/counseling agency to monitor progress.
- h. Assist members with the development of their Extended Absence Finan-



cial Plan per reference (a) and coordinate the administrative responsibilities for the command.

- i. Perform financial screenings, as needed, for members of the command. In the absence of a CFS, or in a complicated case, the FFSC PFM staff can perform the screenings.
- j. Report quarterly to the CO the CFS activity (education and counseling) conducted at their command. Individual command data shall be tracked by using the CFS reporting Web site at <https://donsir.persnet.navy.mil/cfs>.

Course Terminal Objectives

Upon completion of this course, learners should be able to:

- Construct, organize and/or manage a comprehensive, proactive PFM program at the command level as measured by quarterly reporting requirements.
- Conduct effective PFM education and training using the PFM Standardized Curriculum.
- Provide appropriate information and referral resources for clients evidenced by participation in class role-play scenarios and group case studies.
- Conduct effective one-on-one counseling for clients using Solution-Focused Financial Counseling tools and techniques.

Detailed learning objectives are contained within each chapter of the IG.

The three main PFM task areas — education and training, information and referral, and counseling — are integrated throughout the course, with each day having a specific area of focus:

- **Education and Training:** This topic is covered both through modeling and direct training on the topic. PFMSC modules either are used directly or adapted for use throughout the course, and the PFMSC CD is given to learners for use in their program development. Although training techniques are modeled, the PFMSC modules are not all strictly modeled. However, it is made clear to the learners that they are provided with all the training materials they need to conduct successful PFM education and training. Instructional techniques are reviewed at the end of each day during the daily wrap-up to reinforce further the techniques that have been modeled.
- **Information and Referral:** This topic is woven throughout the course, as most topics end with a list of sources of help. Day two focuses specifically on resources with guest speakers invited from common referral resources such as the Navy-Marine Corps Relief Society and the Fleet and Family Support Center. The topic is supplemented with dedicated resource training where learners are given short case studies and must suggest appropriate referrals. Other resources presented during the course can include speakers from the local disbursing office, Navy Legal Services Office, non-profit debt-management counseling agencies, NEX, credit-reporting agencies, TRICARE, base housing, the EFM program, and experienced

Command Financial Specialists. Referral resources also are presented via the six group case studies that the learners complete during the week. By the end of the course, learners have had exposure to a wide variety of referral resources either in person or through case study.

- **Counseling:** Learners are exposed to counseling tools and techniques throughout the week, starting on Monday and culminating on Thursday with counseling role-plays. Each chapter of the course includes suggestions on counseling clients on the specific topic of the respective chapter. Solution-Focused Financial Counseling and an eight-step counseling cycle are introduced to learners Monday afternoon, and specific skills in Solution-Focused Financial Counseling are practiced via lecture and role-play during the week.

Other key skills and themes covered during the course:

- **The role of the CFS and their responsibilities:** This is covered initially in “The Need for Personal Financial Management” and is reinforced at several points in the course.
- **Budgeting and the Financial Planning Worksheet:** This critical key program area also is integrated throughout the course, with practical training on the use of the FPW on Monday and Tuesday. Practical application of the budgeting tools occurs on Monday when the class completes income exercises using the income sheet. Each learner is required to complete their own Financial Planning Worksheet and hand it in on Wednesday morning, allowing enough time for review of the worksheets and remedial instruction, if needed. Practical application of the FPW continues to occur during homework, class group work on the case studies, and during the counseling role play.
- **Instructor Training:** This key training area is discussed in each training section through correlation to the OPNAVINST. This focus is augmented by a training section on Instructional Training Techniques. Learners discuss key points on motivating adult learners and active training techniques and are presented with a presentation checklist. Learners then are exposed to the PFMSC through modeling of specific topics from the PFMSC materials, including consumer awareness and car-buying. Instructor options include presenting these programs personally or having class participants do the training.
- **Group Case-study Work:** Learners are grouped and given case-study scenarios on Tuesday. They are given an hour to work on the case studies on Tuesday, Wednesday and Thursday, and then each group presents their case study to the class on Friday morning. There are six different case studies. Each group case study presents a challenging scenario with a different financial focus. Through group case studies, the learners are exposed to a range of financial difficulties and problems and must propose options for the client that may solve their problems. This affords learners more hands-on training with completing and mastering the FPW, developing a debt-management program and making appropriate referrals. They also have the opportunity to present the case study to the class, utilizing instructional techniques that have been studied and/or modeled during the week. Other case-study exercises are utilized throughout the week that emphasize counseling and listening skills and referral resources available to the CFS.



- **Learner-centered Training:** Throughout the week, instructors are provided with a number of interactive options to encourage active learning and retention. These options include learning partners, small-group and large-group brainstorming, polling, open discussion, panels, games, guided note-taking, worksheets and, when possible, online interactive case scenarios.
- **Program Development:** CFS instructors constantly must encourage the learners to develop a comprehensive, proactive program when they return to their command. Wherever appropriate throughout the course, suggestions are made in applying the lessons to a real-life command program and real-life clients.

Financial Training Topics

The specific financial topics covered during the week of CFST are:

- Budgeting and Financial Management
- Military Pay Issues
- Financial Counseling Tools and Techniques
- Record-keeping
- Consumer Awareness
- Legal Issues of Personal Financial Management
- Financial Referral Resources
- Credit and Debt Management
- The Two LOIs: Letters of Indebtedness and Letters of Intent
- Insurance and Survivor Benefits
- Saving and Investing
- Retirement Planning
- Car-Buying Strategies

Financial topics not covered but provided on the PFMSC CD include:

- Banking and Financial Services (including Checking Account Management Exercise)
- Financial Planning for Deployment
- Home-Buying and Renting
- Money and the Move
- Paying for College
- Raising Financially Fit Kids
- How to Survive the Holidays Financially
- Don't Bet Your Life on It: Gambling Awareness (2009)

IV. COURSE EVALUATION

Level One: A Level One Evaluation measuring reaction to the learning is included in the Student Manual. The evaluation can be administered at the conclusion of the program or begun midweek. Responses should be tallied and reviewed, using the data to upgrade the quality of the training where indicated. The evaluation should take 10 to 15 minutes for learners to complete. Be sure to retain all Level One evaluation results for courses chosen for Level Three evaluation.

Level Two: Level Two Evaluations, measuring learning that takes place during the training, is included in two ways during CFST. The primary means of Level Two Evaluation is via a pre/post test administered before content is delivered, and again after the training has concluded. Answers should be tallied and reviewed, using the data to upgrade the quality of the training delivery where indicated. Secondary Level Two Evaluation occurs during the course of the training wherever a chapter learning objective has a matching behavioral activity. It is critical that the trainer conduct these assessments to ensure learning is taking place during the training, as the activities have been aligned with critical knowledge, skills or abilities the CFS will need to perform on the job effectively. The group case studies provide an excellent opportunity for Level Two Evaluation, assuming they are used as a course capstone to measure content synthesis and application. Be sure to retain all Level Two evaluation results for courses chosen for Level Three evaluation.

Level Three: Level Three Evaluation measures the degree of behavioral change back on the job. It is critical to conduct level-three evaluation to determine if lack of behavioral change is due to the training or to environmental factors beyond the trainer's control. The trainer or training supervisor should conduct a Level Three Evaluation three to six months post-training. Two simple surveys are included in this instructor guide and can be customized and sent to both the learner and the supervisor to assess learning application at the command. The Level Three Evaluation can be conducted effectively on just a few courses a year but should include 100 percent of the learners in attendance at the training to be evaluated. Responses should be tallied and reviewed, using the data to upgrade the quality of the curriculum where indicated. Systemic issues that preclude application of the training on the job, and that are beyond the control of the trainers, should be brought to the attention of the CNIC PFM Program Manager. The evaluations can be conducted by an online survey tool, by e-mail, or by in-person or telephone interviews.

Level Four: Level Four Evaluation, which measures the overall impact of the training on the organization as a whole, is the responsibility of the Program Manager. However, Level Four cannot be conducted if Levels One, Two and Three have not been conducted validly. Relevant data from the first three levels should be forwarded to the manager for help in the Level Four Evaluations.



V. BACKGROUND AND PURPOSE OF CFS INSTRUCTOR GUIDE

At the local command level, the three elements of the PFM program — financial education and training, financial information and referral, and financial counseling — are under the control of trained Command Financial Specialists. The FFSC provides support to all elements of the PFM program and in particular provides CFS training at sites designated in OPNAV 1740.5B. A CFS Mobile Training Team, as designated by the CNIC PFM Program Manager, also may provide CFS training. Tasks under the OPNAV (Enclosure 3) for CFS training sites include:

- When training CFSs by any method, at a minimum, provide two on-site individuals (one instructor must be from the FFSC PFM staff and others may be a CFS or other qualified Navy civilian employee and/or contractor), capable and trained as instructors of the CFS course. An additional person capable of acting as an alternate instructor also should be available.
- FFSCs shall report to the CNIC program manager on a quarterly basis. Reporting criteria and format must contain, at a minimum, the type and number of PFM related classes/workshops/seminars held; number of participants in each; CFS training sessions and learner loads; number of personnel receiving individualized counseling or assistance; and reason(s) individual counseled.
- Make available the CFS Training Course with sufficient periodicity and locations to meet demands and optimally offer 25 to 30 learner quotas per class, using CNIC (lead) and Naval Education and Training Command (NETC) (Center for Personal and Professional Development (CPPD)) (assist) developed CFS Instructor Guide and CFS Training Manual. CFS training locations shall serve as quota control for CFS training.
- Ensure data from CFS training is entered into the Corporate Enterprise Training Activity Resource Systems (CETARS), Standard Training Activity Support System (STASS), Navy Integrated Training Resource Administration System (NITRAS) II systems, as applicable.
- Maintain records for at least two years of the name, rate/rank, Social Security number, member's assigned command, and Unit Identification Code (UIC) of all trainees who successfully complete the CFS course. Provide documentation (course completion certificate) to the trainees' command.
- Submit annually by 30 June, to the CNIC program manager and NETC via the Echelon 2 commander/area coordinator, a schedule of CFS classes for the upcoming fiscal year.
- Function with NMCRS as agreed in Memorandum of Agreement (MOA) between NMCRS/DON of 5 Feb 2001 (NOTAL) or current MOA.
- Ensure only CFS and PFM course materials approved by CNIC program manager and NETC (CPPD) referred to in this instruction are used in all training and counseling activities.

The purpose of this Instructor Guide is to provide CFS Instructors with complete directions on how to prepare, conduct and complete administration for the 40-hour Command Financial Specialist Training Course. The first chapter covers course background information, course planning and administration, and instructional techniques. Each succeeding instructional chapter covers an individual chapter in the course corresponding to the Course Agenda. Each instructional chapter will be structured as follows:

- I. Introduction
- II. Learning Objectives
- III. Outline
- IV. Chapter Preparation
- V. References
- VI. Content
- VII. Forms

The following icons will be used in each chapter:



This icon indicates information that needs to be updated before chapter presentation. For example, you may see this icon used in Retirement Planning where the annual amount allowed for TSP contributions is noted. An update sheet summarizing all updates needed in the program and their sources is included in the CFS Course Checklist.



This icon indicates a learner-centered activity to reinforce content.



This icon indicates the corresponding page(s) in the Student Manual.

NOTE:

This box indicates additional instructor information. Experienced instructors may want to integrate this information into the classroom instruction.

VI. CFS TOOLKITS AND RESOURCES

The following materials are included in separate folders on the instructor disk for ease of use and reference. The CFS Toolkit should be provided to the learner for their convenience. Chapter locations are noted in parentheses.



<p>CFS Toolkit</p>	<p>Checklist for Command Financial Specialists (22) Command Financial Specialist Needs Assessment (22) Command Financial Specialist Quarterly Report (22) Deter-Detect-Defend Brochure (8) Financial Counseling Checklist (6) Financial Counseling Planning Sheet (18) Financial Values Clarification(6) FPW (Excel) (4) FPW (Print) (4) FPW Checklist (4) How do you Rate as a Money Manager (6) How May We Help You? (22) OPNAVINST 1740.5B (3) PFM Case Activity Notes (18) PFM Case Closing Form (18) PFM Client Information Sheet (18) PFM Recordkeeping Organizer (7) Plan of Action and Milestones (22) PPTs for Sample Briefs (22) Privacy Act Statement (6) Resources for the Savvy CFS (10) Sample POD Notes 2009/2010 (Resources) Sources of Help (8) WIC Fact Sheet (4) WIC Overseas Brochure (Resources) (10)</p>
<p>Instructor Toolkit</p>	<p>CFS Course Agenda (1) CFS Training Registration (1) Course Planning Checklist (1) Dantes Fact Sheet (1) FPW Print Version (4) Instructional Techniques Critique Sheet (7) Level One Evaluation: Course Evaluation (2) Level Three Evaluation: Learner (1) Level Three Evaluation: Supervisor (1) Level Two Evaluation: CFS Pre/Post Test (1) Pay and Compensation Calculator (5) Plan of Action and Milestones (22) Role Play Counselee Package (18) Sample Certificate of Completion (1) Student Data Card (2)</p>

Resource File	
	2009 Privacy 100 — Standdown
	Ad Age Spend Trends 2008
	Bankrate Survey
	BLS Consumer Expenditures 2007
	Center for Responsible Lending Foreclosure and Spillover 2008
	Center for Responsible Lending What's Draining Your Wallet 2008
	CNA Retirement Choice Study
	Consumer Action Handbook 2009
	Consumer Sentinel Data Book 2008
	DANTES Fact Sheet
	DoD 5400.11-R Privacy Program
	DoD INSTR 1000.15 Non Entities on Base
	DoD INSTR 1341.11p FSSA
	DoD INSTR 1342.27 PFM for Members
	DoD INSTR 1344.07 Pers Commercial Solicitation
	DoD INSTR 1344.09 Indebtedness
	DoD INSTR 1344.12 Indebtedness Processing
	DoD Travel Card Info from FMR
	DoN CAF Presentation on Security Clearances
	Federal Reserve Survey of Consumer Finance 2009
	Financial Info from Security Manual
	FINRA Study 2008
	FSSA Guide 10 Oct 06
	FTC Credit Brochure
	GAO Bankruptcy Report 2005
	GAO May 2006 DoD needs to take steps
	GAO Report on Financial Conditions 2005
	Internet Generations 2009 Charts
	Military Strives to Maintain Financial Readiness Among Troops
	MILPERSMAN 1754-030 Support of Family Members
	MILPERSMAN 5800-010 Paternity Complaints
	MILPERSMAN 7000-010 Worthless Checks
	MILPERSMAN 7000-020 Indebtedness
	MILPERSMAN 17410-20 SGLI
	MILPERSMAN 17410-30 FSGLI
	Navy Cash Fact Sheet 2007
	NCL Fraud Center 2007 Internet Scams
	NCL Fraud Center 2007 Telemarketing Scams
	NFCC and Princeton 2008 Financial Literacy Study
	NMCRS 2008 At a Glance
	NPRST 2008 Financial Health Quick Poll
	NPRST 2009 Financial Health Quick Poll



<p>OPNAVINST 1510.10B Corporate Enterprise Training Activity Resources System</p> <p>OPNAVINST 1740.5B PFM Program</p> <p>Pew Internet Studies on Generations 2009</p> <p>POD Notes for 2009 2010</p> <p>RAND 1997 Financial Mgt Problems Among Enlisted Personnel</p> <p>SECNAV M-5510.30 Personnel Security Program</p> <p>SECNAVINST 1740.2E Commercial Solicitation</p> <p>SECNAVINST 5510.30B Personnel Security Program</p> <p>Security Awareness Brief</p> <p>WIC Overseas Brochure</p>
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CFS Course Agenda

Monday	Introduction to Personal Financial Management
0730–0820	Welcome, Introduction and Pre-Test (2)
0830–0930	The Need for Personal Financial Management (3)
0930–1100	Introduction to PFM and the Financial Planning Worksheet (4)
1200–1250	Military Pay Issues (5)
1300–1350	Income Case Studies (5)
1400–1450	Introduction to Financial Counseling (6)
1500–1545	What Are My Options? Exercise (4)
1545–1600	Daily Wrap-up

Tuesday	Referral Resources
0730–0830	Practical Application Review; Record-keeping; Instructor Techniques Review (7)
0840–1000	Consumer Awareness (8)
1010–1100	Legal Issues of PFM (9)
1200–1330	Resource Speakers: NMCRS; FFSC; EFM; Housing (10)
1340–1430	Resource Training (10)
1440–1545	Introduction to the Group Case Studies (11)
1545–1600	Daily Wrap-up

Wednesday	Credit and Debt
0730–0800	Practical Application Review
0800–0900	Credit Management (12)
0910–1000	Credit Reports and Scores (13)
1010–1100	Debt Management (14)
1200–1230	Debt-Management Programs (14)
1230–1300	The Two LOIs (15)
1310–1410	Insurance and Survivor Benefits (16)
1420–1445	FPW Computer Demo (17)
1445–1545	Group Case Studies (11)
1545–1600	Daily Wrap-up

Thursday	Counseling and Wealth-Building
0730–0950	Counseling and Communication Seminar (18)
1000–1100	Wealth-Building Part I: Saving and Investing (19)
1200–1430	Wealth-Building Part II: Retirement Planning (20)
1440–1545	Group Case Study Preparation (11)
1545–1600	Daily Wrap-up

Friday	Program Development
0730–0920	Group Case Study Presentations (11)
0930–1020	Car-Buying Strategies (21)
1030–1120	Developing Your Program (22)
1130–1200	Post-Test; Course Evaluation; Presentation of Certificates

Notes:

1. Homework is due first thing each morning.
2. Fully completed Financial Planning Worksheets are due first thing Wednesday morning.
3. Bring in your credit report for Wednesday. If you don't have one from the past 12 months, download one report at www.annualcreditreport.com.
4. The Ballpark Estimate is due Thursday morning and is available at (www.choosetosave.org/ballpark).

Command Financial Specialist Course Planning Checklist

ANNUALLY

___ Determine dates of training, room and equipment

EIGHT WEEKS BEFORE COURSE: (Date: _____)

___ Co-trainer conference (choose teaching segments, establish lead trainer, determine responsibility for course preparation)

___ Begin advertising course availability to target population

___ Messages

___ Base e-mails

___ Base newspapers

___ Leadership meetings and trainings

___ Command Representative Program

___ Base marquee

___ POD/POW notes

___ Establish room availability, reserve room

___ Location _____

___ Available day before for setup?

___ Begin registration

___ Keep log of quotas

___ Provide learners with pre-course information: They need to bring their most current LES, a calculator, a three-ring binder, no-cost TAD orders (if needed), and any other locally applicable information requirements. See sample Welcome Letter. It is highly recommended that you also send a “Welcome Letter” to the learner’s supervisor, orienting them to the class, and encouraging them to help the learner get the most out of the training both before, during and after the course takes place.

___ Student Manuals: check supply, order more if necessary

___ Check availability of necessary classroom training equipment

___ TV/VCR/DVD Player

___ PowerPoint/Excel projection capability

___ Computer/laptop — CD-ROM capability

___ Classroom Internet hookup

___ Newsprint and easel

___ Whiteboard

SIX WEEKS BEFORE COURSE: (Date: _____)

_____ Coordinate guest speakers, provide chapter from IG or discuss content.

_____ Pay and allowances (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ Legal (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ NMCRS (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ FFSC (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ EFM/TRICARE/Housing (choose one) (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ Credit reporting agency (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ NEX/collections (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ Debt-management program (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ Navy Mutual Aid Association (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ CFS panel—need three experienced CFSs (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ Speaker to welcome class on day one — CO/XO/CMC/COS/director (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

_____ Speaker to hand out certificates (Day _____, Time _____)

Name: _____ Phone: _____ Confirmed (Date: _____)

FOUR WEEKS BEFORE COURSE: (Date: _____)

_____ Establish availability of computer labs for Tuesday, Wednesday and Thursday group case studies

_____ Establish availability of course certificates of completion

_____ Gather student materials/handouts

ONE WEEK BEFORE COURSE: (Date: _____)

___ Finalize agenda, confirm guest speakers, send base passes and ID requirements.

___ Determine if Level Three evaluation will be conducted on this class.

___ Verify training equipment availability

___ Update Data

___ Update Data for Instructor Guide Chapters

Location	Description	Source for Update
1	Governing Directives	DoD Directives: www.dtic.mil/whs/directives DoN Directives: http://doni.daps/dla.mil
3	Studies and Statistics	www.militaryhomefront.dod.mil/sp/pfm/resources
3	NMCRS Stats	www.nmcrs.org
3	Security Clearance Stats	Contact DoN CAF
4	FPW Living Expense Data	www.dod.mil/dfas (Defense Finance and Accounting Service — Pay and Allowance charts) www.bls.gov (Department of Labor Consumer Expenditure Survey — Average American Family Expenses) www.fns.usda.gov/wic (Women, Infants and Children) www.irs.gov (Earned Income Tax Credit) www.usda.gov/cnpp (Food Plan costs and other data)
5	Pay and Allowance Updates	www.defenselink.mil/comptroller/fmr/07a/ (Financial Management Regulations chapter 7a.) www.militaryhomefront.dod.mil (Pay tables and information) www.dfas.mil (pay tables and information) www.va.gov (update survivor benefit and GI Bill info)
8	FTC Fraud Data	www.ftc.gov/Sentinel/ (FTC Consumer Sentinel Network)
8	Internet and telemarketing fraud statistics	www.fraud.org
8	Advertising Spending	www.adage.com
8	Internet Use Stats	www.pewinternet.org/trends
10	EFM Fact Sheet	www.npc.navy.mil/CommandSupport/ExceptionalFamilyMember/
10	TRICARE Fact Sheet	www.tricare.mil
10	NMCRS Info	Contact NMCRS HQ staff at www.nmcrs.org
3 and 12	Bankruptcy Stats	www.abiworld.org
3 and 12	National Consumer Credit Stats; Survey of Consumer Finances	www.federalreserve.gov/releases/g19/Current/
16	SGLI/FSGLI/TSGLI Rates	www.insurance.va.gov
16	Survivor Benefit Updates	www.va.gov ; www.defenselink.mil/militarypay ; www.gibill.va.gov
19	Inflation Rate	www.bls.gov/cpi

19	ROR Stocks, Bonds	Most financial websites, Ibbotson Chart for Stocks, Bonds, Bills and Inflation, www.savingsbonds.gov for U.S. Gov't Savings Bonds
19	ROR MMA, Savings accounts	www.bankrate.com
20	Comparison of TSP Fund Returns	www.tsp.gov
20	Annual CNA Redux Report	www.cna.org/nationalsecurity/rad/retirementcalc.aspx
20	Retirement estimates	https://staynavytools.bol.navy.mil/RetCalc/Default.aspx

ONE DAY BEFORE COURSE: (Date: _____)

___ Room setup (tables, chairs, trash cans, coffee mess, etc.)

___ Stock classroom with other training supplies

___ Markers (multicolored)

___ Pens and pencils

___ Stapler and staple remover

___ Three-hole punch

___ Extra calculators

___ Pencil sharpener

___ Masking tape

___ Sticky notes

Be prepared to provide information to class on the following:

___ Coffee mess

___ Materials in room overnight

___ Smoking areas

___ Parking

___ Restrooms

___ Noise in the halls

___ Other information about facilities participants should know

___ Put all student materials (manuals/handouts) in training room

___ Ensure all training materials are in classroom

___ CFS Instructor Guide

___ CFS CD-ROM (with CFS Toolkit File, Resource File, and any other local information desired)

___ PFMSC CD-ROM

___ Role Play Counselee Packages (one package for each group)

- ___ The Money Tree Video (optional)
- ___ Additional resources and research as needed
- ___ Other materials per individual IG direction

WEEK OF COURSE

- ___ Gather student data cards
- ___ Generate class roster for distribution to class on Friday
- ___ Score pre-test
- ___ Generate certificates of completion
- ___ Get certificates of completion signed
- ___ Review daily (if used) and course evaluations for training effectiveness and course improvement

FINAL DAY OF COURSE

- ___ Gather course evaluations
- ___ If Level Three Evaluation will be conducted on this class, inform participants
- ___ Clean classroom
- ___ Put all materials away for next training course

WEEK AFTER COURSE

- ___ Thank-you notes to guest speakers
- ___ Enter information into CETARS/NITRAS system as required
- ___ Score post-test, compile data and Level Two Evaluation report
- ___ Review all course evaluations. Compile data and incorporate recommended changes into next course as appropriate
- ___ If Level Three Evaluation will be done on this class, retain Level One and Level Two Evaluations

THREE TO SIX MONTHS AFTER COURSE

- ___ Conduct Level Three Evaluation

DANTES Fact Sheet



Personal Finance Fact Sheet 2008

TEST INFORMATION

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The ultimate passing score for each examination is determined by the school. The school is provided with a recommended passing score established by a national committee of college faculty who teach this course. The DSST program is approved by the American Council on Education (ACE), and the ACE provides both a recommended passing score and a recommended number of credits that could be awarded to successful students. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution from which they expect to receive credit.

The use of nonprogrammable calculators is permitted during the test. Scratch paper for computations will be provided. A calculator function is available during computer-based exams.

CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

Personal Finance Exam Content Outline

- I. **Foundations** □ 10%
 - A. Financial goals, budgeting, financial statements, and cash management
 - B. Economic terminology
 - C. Institutional aspects of financial planning
 - D. Time value of money
- II. **Credit and Debt** □ 15%
 - A. Consumer credit
 - B. Bankruptcy

III. Major Purchases

 □ 15%

- A. Auto
- B. Housing
- C. Other major purchases

IV. Taxes

 □ 15%

- A. Payroll deductions
- B. Income
- C. Tax planning/estimating

V. Insurance

 □ 15%

- A. Life policies
- B. Property and liability policies
- C. Health, disability, and long-term care policies

VI. Investments

 □ 15%

- A. Saving accounts and money markets
- B. Stocks, bonds, and mutual funds
- C. Sources of information

VII. Retirement and Estate Planning

 □ 15%

- A. Funding retirement
- B. Social Security
- C. Estate planning

REFERENCES

The following references were used to create exam questions and may be useful as study materials. You are not allowed to use these references in the testing center.

1. *Personal Finance*, Eighth Edition, 2002, Robert S. Rosefsky, Wiley Publishing, 10475 Crosspoint Blvd., Indianapolis, IN 46256, www.wiley.com/WileyCDA.
2. *Personal Financial Planning*, 11th Edition, 2008, Lawrence Gitman and Michael Joehnk, South-Western, 20 Davis Drive, Belmont, CA 94002, academic.cengage.com.

CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process and has made the following recommendations:

Area or Course Equivalent	Personal Finance
Level	Lower level baccalaureate
Amount of Credit	Three (3) semester hours
Source	ACE Commission on Education Credit and Credentials

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. Prometric will be happy to help schools in this effort.

Command Financial Specialist Training Registration

Date	Location
Class Size Limit	Lead Trainer

Student Name	Complete Command Mailing Address	Supervisor Name
Command Phone	E-mail Address	Date Registered and Name of POC or Caller
Confirmation Letter Sent	Notes	Staff Name

Student Name	Complete Command Mailing Address	Supervisor Name
Command Phone	E-mail Address	Date Registered and Name of POC or Caller
Confirmation Letter Sent	Notes	Staff Name

Student Name	Complete Command Mailing Address	Supervisor Name
Command Phone	E-mail Address	Date Registered and Name of POC or Caller
Confirmation Letter Sent	Notes	Staff Name

Student Name	Complete Command Mailing Address	Supervisor Name
Command Phone	E-mail Address	Date Registered and Name of POC or Caller
Confirmation Letter Sent	Notes	Staff Name

Student Name	Complete Command Mailing Address	Supervisor Name
Command Phone	E-mail Address	Date Registered and Name of POC or Caller
Confirmation Letter Sent	Notes	Staff Name

Sample Welcome Letter

[Date]
[Name of Trainee]
Address]

Subj: CFS Training Information

Dear [Name]:

1. Thank you for registering for Command Financial Specialist training. The course information is as follows:

[Date/time and location]

2. Please bring the following items to class with you:

- Your most current LES
- A recent copy (last 12 months) of your credit report (www.annualcreditreport.com)
- A calculator
- A three-ring binder
- No-cost TAD orders (if needed)
- Your completed Financial Planning Worksheet (see 3.b below)
- Dress Code: Uniform of the Day

3. Complete the following before attending CFS training:

- a. Download a copy of OPNAVINST 1740.5B, (7 May 07, as amended 2 Jul 08), "Personal Financial Management (PFM) Education, Training and Counseling" and ensure you meet the eligibility requirements for attending the training (IAW Enclosure 2, para 1) (available at <http://doni.daps/dla.mil>).
- b. Meet with the current CFS at your command and have them complete a Financial Planning Worksheet with you to ensure you meet the "financial stability" requirement (IAW OPNAVINST 1740.5B, Enclosure 2, paras 1.b and 2.i). Bring a copy of the worksheet to class.

4. If you have any questions, comment or concerns, or need to cancel your quota, please contact me at [contact information].

Course Certificate of Completion

Command Financial Specialist Training

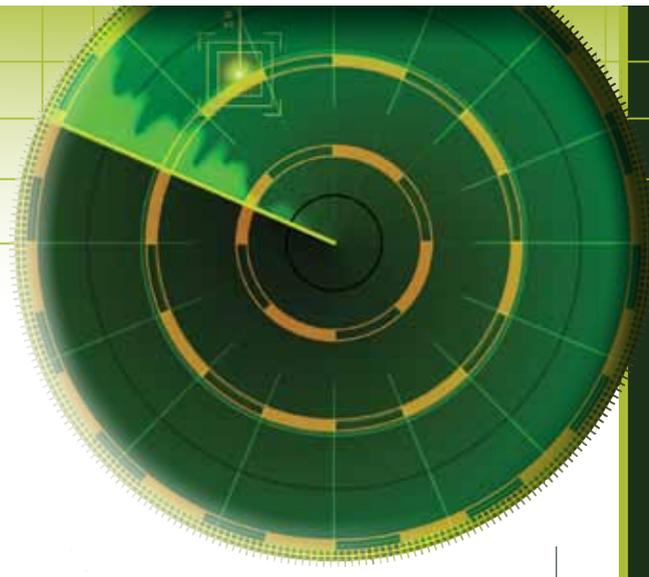
Sponsored by The Fleet and Family Support Center

Has successfully completed training as a
Command Financial Specialist
and is awarded this certificate in recognition of the accomplishment.

Date

Director

Financial Education Specialist



VII. REFERENCES

See each individual chapter for topical references.

Training Techniques

- Charles, C.L. (1998). *The Instant Trainer*. New York: McGraw-Hill.
- Kirkpatrick, D.L. (2007). *Implementing the Four Levels: A Practical Guide for Effective Evaluation of Training Programs*. San Francisco: Berrett-Koehler Publishers Inc.
- McCain, D.V. (2005). *Evaluation Basics*. Alexandria, VA: ASTD Press.
- Newstrom, J.W. (1980). *Games Trainers Play*. New York: McGraw-Hill.
- Pike, R.A. (1995). *101 Games for Trainers*. Minneapolis: Lakewood Books.
- Scannell, E.E. (1983). *More Games Trainers Play*. New York: McGraw-Hill.
- Silberman, M. (2005). *101 Ways to Make Training Active*. San Francisco: Josey-Bass.
- Silberman, M. (1990). *Active Training*. San Diego: Josey-Bass.

Governing Directives

Web sites for source material:

DoD Directives: www.dtic.mil/whs/directives

DON Directives: <http://doni.daps/dla.mil>

Instructions, Directives and Manuals:

Number	Date	Title
DoDDIR 5400.11 and 5400.11-R	8 May 07	DoD Privacy Program
DoD FMR, Vol 9, Ch 3	March 2005	Government Travel Card Regulations
DoDINST 1000.15	23 Oct 08	Private Organizations on DoD Installations
DoDINST 1341.11	4 Mar 08	Family Subsistence Supplemental Allowance (FSSA) Program
DoDINST 1342.27	12 Nov 04	Personal Financial Management for Service Members
DoDINST 1344.07	30 Mar 06	Personal Commercial Solicitation on DoD Installations
DoDINST 1344.09	8 Dec 08	Indebtedness of Military Personnel
DoDINST 1344.12	18 Nov 95 as updated	Indebtedness Processing Procedures for Military Personnel
MILPERSMAN 1741-020	29 Jan 03	SGLI
MILPERSMAN 1741-030	10 Mar 08	FSGLI
MILPERSMAN 1754-030	26 Apr 06	Support of Family Members
MILPERSMAN 1770 Series	Various	Casualties and Survivor Benefits
MILPERSMAN 5800-010	22 Aug 02	Paternity Complaints
MILPERSMAN 7000-010	9 Jun 05	Worthless Checks by Members and/or Their Families



MILPERSMAN 7000-020	4 Apr 06	Indebtedness and Financial Responsibility of Members
MILPERSMAN 7220 Series	Various	Disbursing
OPNAVINST 1500.22F	29 Dec 06	General Military Training (GMT) and Navy Military Training (NMT)
OPNAVINST 1510.10B	13 Apr 05	Corporate Enterprise Training Activity Resource System (CETARS) Catalog of Navy Training Courses and Student Reporting Requirements
OPNAVINST 1740.5B	7 May 07 (as amended 2 Jul 08)	Personal Financial Management (PFM) Education, Training and Counseling Program
SECNAV M-5510.30	June 2006	Department of the Navy Personnel Security Program Manual
SECNAVINST 1740.2E	12 Jul 08	Solicitation and Conduct of Personal Commercial Affairs on Department of the Navy Installations
SECNAVINST 1754.1B	27 Sep 05	Department of the Navy Family Support Programs
SECNAVINST 5211.5E	28 Dec 05	Department of the Navy Privacy Program
SECNAVINST M-5510.30	no date	Navy Security Manual Adjudicative Guidelines for Security Clearances
SECNAVINST 5510.30B	6 Oct 06	Department of the Navy Personnel Security Program Instruction

VIII. DAILY INTRODUCTIONS AND WRAP-UPS

Day One

Day One Preparation

1. Set up classroom; place manuals, markers, name cards and any other necessary materials at each seat.
2. Ensure site that the receptionist has the name of any guest speakers coming on Monday, knows when they should be arriving, and sends them to the training room.
3. Review Chapters 2–6 and update material as needed, including slides (see Course Planning Checklist for update listing and source citations).
4. Prepare any optional videos you may be showing (Chapters 2–3) and secure A/V equipment.
5. Determine if you will be using the Bowling for Budgets optional review in Chapter 4. Also, prepare six newsprint pages for What are my options? activity.
6. To prepare for Chapter 5:
 - ▶ Prepare FPW spreadsheet solutions for Income Case Studies. Print out hard copy of each case study to assist in instruction.
 - ▶ Have copies of current Pay Tables and Federal Tax Withholding Tables for each learner.
 - ▶ If classroom Internet is available, practice the Military Compensation activity.
 - ▶ Have extra hard copies of the Financial Planning Worksheet available.

Day One Introduction

The focus of Day One is to introduce the learner to PFM, the CFS program, the Financial Planning Worksheet, and the basics of financial counseling. Day One sets the stage for the remaining four days of instruction, and a well-rehearsed, competent and enthusiastic Day One will inspire your adult learners to great accomplishments by the end of the week. Be well-prepared for this critical day of training.

The day begins with an introductory piece covering course administration and personal introductions (Chapter 2). The introductory exercise is simple but provides the instructor with important information to use during the course: the learner's job, the knowledge the learner brings into the classroom, whether or not the learner was "voluntold" to attend, etc. Be sure to leave at least 15 minutes for the learners to complete the CFS pre-test which, when combined with the course post-test, provides useful Level Two Evaluation data.

The second session provides a broad overview of the Navy's PFM program and the part they play in it and then focuses on specific financial issues with which the learner may be familiar, as well as the very specific tasks as mandated by the OPNAV.



The third session, Chapter 4, moves on to introduce the learner to financial planning in general and the Financial Planning Worksheet specifically. Based on the “Developing Your Spending Plan” module of the PFMSC, the instructor has the option of using the “Bowling for Budgets” activity to reinforce learning. A learner-centered activity called “What are my options?” in which learners brainstorm on ways to cut expenses is reserved for the end of the day, when learner energy level is low.

Chapter 5 covers military pay and allowances. It is designed to ensure all learners are working from the same baseline level of knowledge. A practical application of income case studies follows. If you are inviting a guest speaker to cover the content from this chapter, provide them with the relevant portion of the Instructor Guide chapter so they will know the scope and sequence of the information.

After the income case studies, the focus of the class shifts from the mechanics of the Financial Planning Worksheet to the mechanics of counseling, with an introductory session on counseling. Learners are introduced to the basics of Solution-Focused Financial Counseling. Counseling skills will be developed during the week, especially on Thursday during the Counseling Seminar, but the introductory material in Chapter 6 allows you to begin using some of the language and techniques of SFFC at the start of the training and throughout the whole week.

The day concludes with the learner-centered “What are my options?” activity. Be sure to allow about 15 minutes at the end of each day for a daily wrap-up and homework assignments.

Day One Wrap-up

1. Review Training Topics: Conduct a brief (5-minute) review of the day’s topics, asking for any final questions or clarifications needed. Topics covered were:
 - a. Welcome and Administration (including the pre-test)
 - b. The Need for Personal Financial Management
 - c. Introduction to Personal Financial Management and the Financial Planning Worksheet
 - d. Military Pay Issues (including the income case studies)
 - e. Introduction to Solution-Focused Financial Counseling
 - f. What are my options? activity
2. Training Techniques: Ask the class to briefly (5 minutes) list the training techniques that were used in the classroom during the day’s training. You may want to keep a running list of the training techniques used and post it in the room during the week.
3. Practical Application (homework):
 - ▶ **Note:** Refer learners to the “Daily Homework” sheet on page 2.9 in the Student Manual.”

- a. Completely read OPNAVINST 1740.5B and answer the questions on page 3.36 in the Student Manual.
 - b. Complete any income case studies not done in class.
 - c. Complete How Do You Rate as a Money Manager and the Financial Values Clarification sheets on pages 6.10 and 6.11 in the Student Manual.
 - d. Begin the personal Financial Planning Worksheet, to be handed in Wednesday morning. Learners should be able to complete the first four pages at a minimum and compute their surplus or deficit.
 - e. Read Student Manual Chapter 7 on Instructional Techniques.
4. Remind the learners that training starts at 0730.

Day Two

Day Two Preparation

1. Have all materials ready that are necessary to review any income case studies done for homework and for Record-keeping Review (Chapter 7).
2. If you have invited guest speakers, ensure that the site receptionist has their name, knows when they should be arriving, and sends them to the training room. Review any information that a guest speaker is scheduled to cover, and be prepared to present the segments in the event of a no-show. If using the “card” option for presenting the referral case studies, prepare the cards and have them in the classroom. (Chapter 10)
3. If doing the “learner presentation” option for Chapter 12, Credit Management, tomorrow, there may be some materials to prepare for handouts as homework at the end of the day. (See Chapter 12 for details.)
4. Allow 15 minutes at the end of the day for daily wrap-up and homework assignments.

Day Two Introduction

The focus of Day Two of Command Financial Specialist Training is referral resources and instructor training. Providing information and referral is one of the key tasks under the OPNAV instruction; therefore, we endeavor to introduce the learners, face-to-face if possible, to many of the different referral resources that are available. The main goal of Day Two is for the learner to leave at the end of the day secure in the knowledge that he or she is not operating in a vacuum but, in fact, has a whole team of individuals and agencies that work in concert with him or her to find solutions to the client’s problems and concerns.

The day begins with a review of the practical applications for Monday night. This includes any remaining income case studies that weren’t completed during class, reviewing the answers to the “OPNAV Review,” ensuring that the learners know how to use How Do You Rate as a Money Manager and the Financial Values Clarification forms, and checking on the progress of the learners’ personal FPWs. Be prepared to



provide any additional instruction to the learners regarding their FPW. The opening session also includes a brief discussion of record-keeping. This discussion is timely as the learner should be able to characterize their own record-keeping since they just were constructing their own FPW the previous evening and had to look through their own records. Finally, the learners were asked to review the information on instructional techniques in the Student Manual, and the teaching points can be reinforced by a group discussion.

A critical role of the CFS is to function as a consumer advocate for command members, so time is set aside this morning to cover the Consumer Awareness module in the PFMSC. When presenting this segment, the trainer should keep in mind that although they may be introducing new information to the learner, they always are training the learner to be a CFS, so the information should be placed in that context. There is time on the agenda for inclusion of the “Consumer Jackpot” review game.

After Consumer Awareness, Chapter 9 , Legal Issues of PFM, should be covered and is particularly effective if there is a legal officer available who is a skilled instructor. The main thrust of this training is NOT to make the learner into a legal expert but to help the learner recognize when he or she is dealing with a legal issue and to make the appropriate referral. Brief any guest speakers on the very specific intent of this chapter: awareness, not expertise.

In the afternoon, additional guest speakers should be invited from “typical” referral resources. About 90 minutes is set aside for this, so each site should choose the most appropriate speakers. It is recommended that you invite NMCRS for 30 minutes, FFSC for 30 minutes, and choose among the EFMP, TRICARE and Housing for the remaining time. Make sure your guest speakers are informed of the intent of the brief, which is to provide the CFS with information on when to make a referral to their agency. Be prepared to present the information in case of a no-show. Fact sheets are included in Chapter 10. Specific training on the referral process takes place in Chapter 10 as well.

The final topic for Day Two is introduction of the group case studies in Chapter 11. Working in groups, learners should assess the client’s situation, produce a Financial Planning Worksheet (including projections), and prepare to present the case study to the class on Friday. Time is set aside for group case studies each day. The group case studies allow the learners to build on what they absorb each day and apply it to situations they are likely to encounter. Each of the six case studies has a specific focus that aligns with key issues the CFS may work with back at their command. On Tuesday, the groups should get oriented to their assigned case study and begin the FPW. On Wednesday they will have the opportunity to transfer the FPW to the Excel spreadsheet, allowing for in-class application of the computer demonstration. They also should be able to make recommendations on any debt issues after the credit/debt discussions that take place that day. On Thursday, the groups should be considering how they will present their case to the class and applying what they have learned in their Wealth-Building and Counseling seminars to the case study. The group case studies provide an ongoing vehicle for practical application of daily learning objectives, as well as a capstone project requiring synthesis of the entire body of

knowledge used during the week. When combined with the pre/post test, the group case studies also provide the trainer with a critical Level Two Evaluation tool.

Day Two Wrap-up

1. Review Training Topics: Conduct a brief review of the day's topics, asking for any final questions or clarifications needed. Topics covered were:
 - a. Record-keeping and Instructor Training
 - b. Consumer Awareness
 - c. Legal Issues of PFM
 - d. Resource Speakers and Resource Training
 - e. Group Case Studies
2. Training Techniques: Conduct a discussion on the training techniques of the presenters. Ask the class to list briefly the training techniques that were used during the day's instruction.
3. Practical Application (homework):
 - ▶ **Note:** Refer learners to the "Daily Homework" sheet on page 2.9 in the Student Manual.
 - a. FPW: Complete personal Financial Planning Worksheet, to be handed in first thing in the morning.
 - b. If learners will be presenting Chapter 12 or 16, provide them with appropriate materials to prepare (See Chapter 7, Activity: Training Techniques).
 - c. Learners should bring a current (within the past 12 months) credit report to class on Wednesday. If they do not have a credit report from the past 12 months, they can download a free credit report from www.annualcreditreport.com. Learners should complete the Personal Credit Report Review on page 13.2 of the Student Manual. Assure learners that their credit report and personal information will not be shared with the class or instructor.
 - d. Provide learners with the Brightscore promotional code and ask them to access their credit score using the Brightscore website (www.brightscore.com). Ask them to print their Brightscore Action Plan and bring it to class Wednesday morning. Assure them that their credit score and personal information will not be shared with the class or instructor.
 - e. If additional laptops are needed for the computer demonstration, ask for volunteers who may be able to bring one. Note that the laptops will be needed both Wednesday and Thursday and must have Excel software.
4. Remind the learners that training starts at 0730.





Day Three

Day Three Preparation

1. Ensure that the site receptionist has the name of any guest speakers coming on Wednesday, knows when they should be arriving, and sends them to the training room.
2. Review all chapters where a guest speaker is scheduled. Be prepared to present the segments in the event of a no-show.
3. Review local area procedures for Processing Letters of Indebtedness and Letters of Intent.
4. Be prepared to present Chapter 16—Insurance and Survivor Benefits and the Case Study. Check for any information that needs to be updated (see Course Planning Checklist for update listing and source citations).
5. For Chapter 17, ensure that you have at least one computer per case study group. Prepare for your computer demonstration per the instructions in the chapter.
6. Update any information as indicated in the IG (see Course Planning Checklist for update listing and source citations).

Day Three Introduction

The focus of Day Three is credit and debt. The day starts with learners turning in their FPWs and discussing their comfort level with the form and then moves into the session on credit management.

ASK what their comfort level with the form is. You can ‘scale’ the class by asking, on a scale of one to ten, with one being “I haven’t a clue how to fill this form out” and ten being “I can knock out one of these in 20 minutes without a problem” where they are today. ASK where they were on the scale on Monday. Comment on any improvement, and commend.

ASK if learners found the FPW personally helpful, and how. ASK if they can see how it can help clients.

ASK if the FPW raised their awareness level of their own personal finances. ASK if it raised their awareness level of areas they hadn’t been concerned with before.

ASK the learners if any of them were (or are) uncomfortable handing this personal information in to a relative stranger. ASK if any felt uncomfortable on Monday when they were first given the assignment. If any answer in the affirmative, suggest they always remember that feeling so that they can empathize with the discomfort a client may feel in disclosing their information to a CFS.

Finally, ASK learners for any final difficulties they may still be having with the form. If clarification can be done in class, address the issues now. If the clarification will take longer, suggest learners speak with you one-on-one during a break or on the lunch hour.

COMMEND the learners for putting forth the effort in getting the forms in to you, and tell them you will try to get them all reviewed and returned by Thursday morning.

The credit-management session will prepare the learner to conduct training using the Credit Management module of the PFMSC. Besides teaching the content of the module, trainers also must put the subject into context for the CFS: How will the CFS use this information in their role as a CFS? How will this affect the training they do at the command, their referrals, and especially the counseling they do? The trainer has the option of having the learners present portions of the credit topic, which gives them a chance to demonstrate and critique instructor skills.

After the credit topic, an in-depth session on credit reports takes place. Now more than ever, the credit report has become a key document in personal financial planning, and the CFS must be proficient in helping Sailors obtain, review and, if necessary, correct their credit report. This session includes a review of the practical application assignment on the learners' own credit reports. This session may include a guest speaker on credit reports, but the trainer should ensure that the guest speaker understands the scope and sequence of the information to be covered.

After talking about credit, the morning concludes with a discussion of debt. What are the options for indebtedness situations? What are the collection practices in the industry? How should the CFS work with a client considering bankruptcy? Included in this discussion should be a guest speaker from a local non-profit debt-management organization, such as CCCS, if available. However, it is critical that the trainer ensure that the CFS is well-versed on dealing with indebtedness after covering Chapters 12 through 15.

Chapter 15, originally covering only processing letters of indebtedness, has been updated with this version of the CFST to include Letters of Intent. With over 58 percent of Navy security-clearance denials directly attributable to financial problems (DoN CAF 2009), now more than ever the CFS needs to work with the command to help Sailors keep their financial house in order. There is time during this presentation for application using debt-related mini-case scenarios in a triad counseling activity. At the end of Credit and Debt day, the learners must have a thorough understanding of how to work with a client who has a debt problem and where to send them if their problem goes beyond the scope of their abilities.

The day's topics continue with Insurance and Survivor Benefits. There are many resources available to the CFS to refer a client who has questions about these topics; the CFS is not expected to be an expert on either. However, insurance is an integral part of a good financial plan, so awareness of the types of insurance and how to make the buying decision, as well as the survivor benefits available when on military service, is an important part of the CFS's tasks. These topics can be presented by a guest speaker, but the trainer must ensure that any guest speaker is familiar with the scope and sequence of the material so as not to overwhelm the learner.

The remainder of the day is dedicated to a brief demonstration of the Excel version



of the Financial Planning Worksheet, followed by practical application of all the day's learning via the group case studies. Groups should enter their case study FPW into the Excel spreadsheet and use it as a tool for determining solutions. Reserve 15 minutes at the end of the day for a daily wrap-up.

Day Three Wrap-up

1. Review Training Topics: Conduct a brief review of the day's topics and ask for any final questions or clarifications needed.

Topics covered:

- a. Credit Management
 - b. Credit Reports
 - c. Debt Management and Debt-management Programs
 - d. Letters of Indebtedness and Letters of Intent
 - e. Life Insurance and Survivor Benefits
 - f. Excel FPW Demonstration and Group Case Studies
2. Training Techniques: Ask the class to list briefly the training techniques that were used in the classroom during the day's instruction.
 3. Practical Application (homework):

Note: Refer learners to the "Daily Homework" sheet on page 2.9 in the Student Manual.

- a. Counseling Role Play: Read Chapter 18, Role Play Instructions in preparation for Role Play.
 - b. Wealth-Building: Complete the ASEC Ballpark Estimate for the Retirement Planning section of Wealth-Building, Chapter 20 (available at www.choosetosave.org).
 - c. Analyzing an FPW: Direct the learners to pages 4.12 to 4.17 in Chapter the Student Manual, where they will find a completed FPW sample. They will recognize this from Day One when you introduced them to the Financial Planning Worksheet. Explain that the FPW is a typical budget they might see for a sailor who wants to move out of the barracks and into off-base housing. For homework the learners are to analyze the sailor's FPW, fully complete the Action Plan page with their recommendations, and state whether the sailor is ready to move out of the barracks. Note that at this stage in the training the learners should be able to analyze a budget for specific reasons and make sound recommendations based on what they have learned in class.
4. Remind the learners that training starts at 0730.

Note: You will need to set aside time during the day or evening to review all FPWs and have them ready to be returned to the learners Thursday.

Day Four

Day Four Preparation

1. Determine how many groups the class will break into for counseling role play. Ensure that each group has a place to conduct their session.
2. Prepare one Client Profile Package per Role Play group (Chapter 18).
3. Review Wealth-Building Seminar and check for any information that needs to be updated (recent market returns, contribution amounts that change during the year, etc. See Course Planning Checklist for update listing and source citations.)
4. At the start of class Thursday, remind learners that you will need their completed Course Evaluation Form at the end of the class on Friday. They may want to start filling them out early.

Day Four Introduction

Day Four has two main areas of focus: a Counseling Seminar, where counseling and communication skills are developed; and a Wealth-Building Seminar. Day Four also includes the final hour of group case study preparation.

Analyzing the FPW: Before starting the day's topics, review this homework assignment. Learners were asked to review a completed budget (included in Chapter 4) and make recommendations on the budget and whether or not the sailor can afford to live in off-base housing. ASK the learners what recommendations they made on the Action Plan page. The completed version of the FPW in Chapter 4 of the Instructor Guide has suggested recommendations. ASK them if they think this sailor is ready to move off-base, and what their reasoning is for their recommendation. Encourage the learners to use the Action Plan page with their clients, and to become involved in the BAH screening process.

The counseling and communication skills topic has two parts — an informational lecture reviewing the Eight-Step Counseling Cycle introduced on Day One and Solution-Focused Financial Counseling; and a Role Play Practical Application. The lecture takes about 50 minutes, and the role play takes about 80 minutes. The Wealth-Building Seminar consists of two parts as well: the Investing section and the Retirement Planning section. The agenda allows for a little over 3 hours to be spent on the entire Wealth-Building Seminar.

Day Four is packed with information, With the Wealth Building seminar being particularly dense in content and subject to much group discussion. In keeping with Days One through Three, Day Four ends with an activity — the final preparation for the Group Case Study presentations. It is important to conduct this final session after the Wealth-Building Seminar, because several of the issues discussed during the seminar need to be incorporated into some of the case studies. Conducting the final case study preparation at the end of the day also allows groups that need additional time to stay after 1600. Be sure each group loads their Excel FPW on the class computer before leaving for the day and informs you of any other items they may



need for their group presentation.

Trainers are reminded that the intent of the training is to teach the learners to carry out their tasks effectively under the OPNAV. Subject-matter experts in Thursday's topic areas will need to exercise restraint in moving beyond the scope of the IG. Trainers will need to strike a delicate balance between educating and motivating, on the one hand, and causing cognitive load on the other.

Practical Application (homework) for Thursday will include a review of the Case Study Presentation Guide, completion of the CFS Plan of Action and Milestones, and other optional "Developing Your Program" preparation as decided by the instructor (see specific chapters for daily options). You may want to conduct the Daily Wrap-up before the Group Case Study session so when groups are done with their case study preparation, they can leave for the day.

Day Four Wrap-up

1. Review training topics
 - a. Counseling Seminar
 - b. Wealth-Building Seminar
 - c. Group Case Studies
2. Training Techniques: Ask class to list briefly the training techniques that were used in the classroom during the day's instruction.
3. Practical Application (homework): Give class assignments.

Note: Refer learners to the "Daily Practical Application Sheet."

- a. Group Case Studies: Complete any final preparations for first thing in the morning, review Case Study Presentation Guide, and read all case study scenarios in Chapter 11.
 - b. Developing Your Program: Complete the Plan of Action and Milestones, Student Manual 22 and any optional exercise chosen by the instructor (see Chapter 22 for Options).
 - c. Remind learners that a completed Course Evaluation Form is their ticket out of class at the end of training.
 - d. If learners will be presenting Chapter 21, provide them with appropriate materials to prepare (See Chapter 7 , Activity: Training Techniques).
 - e. If using volunteers to do the sample briefs from Chapter 22, solicit volunteers and ensure that they have the required materials.
4. Training starts at 0730.

Day Five

Day Five Preparation

1. Prepare class materials needed for case study presentations. Make sure you have a watch or clock with a second hand for timing presentations.
2. Review Car-Buying Strategies (Chapter 20) and Developing Your Program (Chapter 21) and prepare any materials needed.
3. Confirm any speakers for the CFS panel.
4. Check on status of certificates; make sure names are spelled correctly and certificates are signed. Check on status of class roster, if handing one out. Check on status of your guest to present the certificates, if one is invited. Confirm time.

Day Five Introduction

Day Five wraps up the Command Financial Specialist Training. The morning starts with group case study presentations. The learners should demonstrate their grasp of all training topics in their presentations. Encourage questions from the audience and applause before and after each group presentation. Highlight any of the key skills that each group demonstrated well. After the presentations, commend and encourage the class on their hard work on this capstone project.

Car-Buying Strategies is presented after the Case Studies, with options for learner and/or group presentation. After this, the training concludes with “Developing Your Program.” This session consists of a lecture followed by an optional panel discussion with experienced CFSs. The content reviews their role as a CFS and available support and continuing education; discusses program research and marketing; solicits input for advanced training topics; and requires the learners to designate what specific actions they will take upon returning to the command. The student materials include a general “indoc” brief and a general “marketing” brief for the CFS to use in their program. Instructor options include asking for a volunteer to model one or both of these briefs for the class, especially if no panel is available.

Finally, the learners will complete the course post-test during class (be sure to allot at least 15 minutes for the test (Student Manual page 2.7). Upon conclusion of the training, learners should complete the Course Evaluation Form and turn it in. Deliver information regarding Continuing Education Credit. Present certificates to the new CFSs and dismiss the class. See the Course Planning Checklist for additional after-class tasks.

Level One Evaluation

Command Financial Specialist Course Evaluation

Command Financial Specialist Training Course DATES _____

Please indicate your responses by circling SD—Strongly Disagree; D—Disagree; A—Agree; AS—Strongly Agree.”

1. I found the training well-organized.	SD	D	A	SA
b. I was well-engaged during the course.	SD	D	A	SA
c. The instructor met my needs.	SD	D	A	SA
d. I understood the objectives that were outlined during the course.	SD	D	A	SA
e. I will be able to apply what I learned during this course.	SD	D	A	SA
f. I found the room atmosphere to be comfortable.	SD	D	A	SA
g. I was given ample time to demonstrate my skills.	SD	D	A	SA
h. The Student Manual enhanced my learning.	SD	D	A	SA
i. I am clear about what is expected of me as a result of going through this training.	SD	D	A	SA
j. I do not anticipate any barriers to applying what I learned.	SD	D	A	SA

Please indicate the usefulness of these individual chapters to you—1 indicating “LOW” and 5 indicating “HIGH.”

1. The Need for Personal Financial Management	1	2	3	4	5
2. Intro to Personal Financial Management and the Financial Planning Worksheet	1	2	3	4	5
3. Military Pay Issues	1	2	3	4	5
4. Introduction to Financial Counseling	1	2	3	4	5
5. Record Keeping /Instructor Training	1	2	3	4	5
6. Consumer Awareness	1	2	3	4	5
7. Navy-Marine Corps Relief Society	1	2	3	4	5
8. What FFSC Can Do for You	1	2	3	4	5
9. Resource Training	1	2	3	4	5
10. Legal Issues of PFM	1	2	3	4	5
11. Credit Management	1	2	3	4	5
12. Credit Reports and Scores	1	2	3	4	5
13. Debt-Management Programs	1	2	3	4	5
14. Letters of Indebtedness and Letters of Intent	1	2	3	4	5
15. The eFPW Computer Demo	1	2	3	4	5
16. Insurance and Survivor Benefits	1	2	3	4	5
17. Financial Counseling Seminar	1	2	3	4	5
18. Wealth-Building Seminar—Saving and Investing	1	2	3	4	5
19. Wealth-Building Seminar—Retirement Planning	1	2	3	4	5
20. Group Case Studies	1	2	3	4	5
21. Car-Buying Strategies	1	2	3	4	5
22. Developing Your Program	1	2	3	4	5

How would you improve this course?

What kind of help might you need to apply what you learned?

What barriers do you anticipate you might encounter as you attempt to put new CFS skills into practice?

What ideas do you have for overcoming the barriers?

What ultimate impact do you think you might contribute to the Navy as you successfully apply what you learned?

Additional comments:

Command Financial Specialist Pre/Post Test

Identifier: _____

Check all that apply:

- | Status | Gender | Rate/Rank | Time in Service |
|--|---------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Active Duty | <input type="checkbox"/> Male | <input type="checkbox"/> E-5 – E-6 | <input type="checkbox"/> Less than one year |
| <input type="checkbox"/> Retiree | <input type="checkbox"/> Female | <input type="checkbox"/> E-7 – E-9 | <input type="checkbox"/> 1 – 5 years |
| <input type="checkbox"/> Family Member | | <input type="checkbox"/> O-1 – O-3 | <input type="checkbox"/> 6 – 10 years |
| <input type="checkbox"/> Other | | <input type="checkbox"/> O-4 or above | <input type="checkbox"/> 11 years or more |

Please circle the correct answer. If you do not know the answer, please do not guess; select “E.”

- An effective financial counselor:
 - Helps the client create solutions to identified problems
 - Does as much for the client as possible to relieve stress
 - Is capable of making quick judgment calls regarding a client
 - Has enough technical experience to get through a session asking a minimal amount of personal questions
 - Unknown
- If a client cannot make payments on a car loan “secured” by the car, what can happen?
 - Lenders generally will give three months to catch up
 - They will only be sued for payments owed on the car even if it's been repossessed
 - They will only be sued for the “Blue Book” retail value of the car
 - Lenders generally do not repossess the physical object because of wear and tear
 - Unknown
- If a client gets into serious financial trouble, what is the strongest action the military can take?
 - Require counseling; require financial-management classes
 - Take away privileges; take away a rank
 - Stop a promotion; take away duty assignment; remove a security clearance; or even discharge
 - Report the information to all credit bureaus and affect the member's credit
 - Unknown
- What is the purpose of a spending plan?
 - To show all monthly budget items
 - To provide a paycheck-by-paycheck plan for paying expenses
 - To predict ahead of time when more credit will be needed
 - To show when too much is being paid for loans
 - Unknown
- What are the first steps to effective personal financial management?
 - Saving enough money to invest, getting expert advice, and writing a will
 - Deciding if you will have a child, saving for retirement, and writing a will
 - Planning, buying a home, and getting insurance
 - Setting goals, planning, making a budget
 - Unknown
- According to OPNAVINST 1740.5B, the three major tasks of the CFS are:
 - Budgeting, savings and investing, and counseling
 - Education and training, budgeting, and consumer advocacy
 - Education and training, information and referral, and counseling
 - Information and referral, resource library maintenance, and debt-management assistance
 - Unknown

7. The difference between pay and allowances is:
- Generally, pay is taxed and allowances are not
 - Generally, only pay is taxed and allowances are only subject to Social Security deductions
 - Pay and allowances are both subject to income tax and Social Security deductions
 - Pay is subject to income tax and Social Security while allowances are subject to Social Security deductions
 - Unknown
8. What does a high interest rate do to the actual price of any item bought on credit?
- It can raise the payment, which is the most important factor
 - On loans for less than \$1,000, it doesn't make much difference
 - It only matters on credit cards, since their rates are so high
 - It makes the item cost substantially more in total price
 - Unknown
9. Which saver will have more in an Individual Retirement Account (IRA) at age 65, assuming they all earn the same interest rate?
- Saver who puts in a \$30,000 lump sum at age 35 and no more
 - Saver who put in \$3,000 every year from age 31 to age 36 and no more
 - Saver who puts in \$3,000 every year from age 30 to age 65
 - Saver who put in \$3,000 every year from age 18 to age 25 and no more
 - Unknown
10. Which of the following steps should be taken before entering into a sales contract?
- Just skim the contract, because most are standard legalese and say the same things
 - Read the headings and the part above where you sign, and you'll know most of it
 - Take it home before you sign, read every word, use Navy Legal Services for advice
 - Ask the salesperson if there are any parts that could get you in trouble
 - Unknown
11. What is the difference between a scam and fraud?
- Fraud concerns things that cost over \$1,000
 - Scams usually are legal but bad deals; fraud involves something illegal
 - Scams usually are illegal, fraud is legal but a bad deal
 - They really are two words that mean the same thing
 - Unknown
12. For military service members, what is the difference between a Letter of Indebtedness and a Letter of Intent?
- The Letter of Indebtedness expresses a creditor's notification of a debt; the Letter of Intent expresses the debtors intent to pay it
 - A collection agency sends a Letter of Indebtedness; a bank sends a Letter of Intent
 - A Letter of Indebtedness is bad news; a Letter of Intent is good news
 - A creditor sends a Letter of Indebtedness; DoN CAF sends a Letter of Intent
 - Unknown
13. What is the total number of days the law allows for you to cancel a contract signed at the merchant's place of business?
- Zero days
 - Three days
 - Ten days
 - Seven days
 - Unknown
14. The law that may allow service members to reduce interest rates to 6 percent on debts incurred before entering the service, maintain state of residency, require a court hearing before evicting, etc.
- Federal Truth in Lending Law
 - There is no such law
 - Servicemembers Civil Relief Act
 - These issues are governed only by state law
 - Unknown

15. Which type of bankruptcy relieves the debtor of all payments and obligations including taxes, alimony, government debts and child support?
- Only a Chapter 7 bankruptcy, which “forgives” most debts
 - Only a Chapter 13 bankruptcy, which reorganizes debt payment
 - No bankruptcy relieves a person of government debts or family support
 - Both a Chapter 7 and a Chapter 13 let the debtor walk away from all debts
 - Unknown
16. How long does the record of a bankruptcy remain on one’s credit record?
- Two years for Chapter 7 and three years for Chapter 13
 - 10 years for any type of bankruptcy
 - 15 years for any type of bankruptcy
 - It remains on your credit record forever
 - Unknown
17. What can an individual do in their own defense if their credit report does not explain their side of a complicated credit problem?
- Insist the creditor remove the item
 - Sue the credit bureau to add their side of the story
 - There is nothing a consumer can do once a negative item is listed
 - Add a 100-word statement telling their side of the story
 - Unknown
18. All types of life insurance provide:
- Cash benefits should the policyholder die
 - Cash-surrender value should the policyholder live
 - Coverage for a specific amount of time
 - Low-interest loan and conversion rights
 - Unknown
19. Which statement is NOT true about credit reports?
- Every American gets a free credit report every two years
 - Anyone with a legitimate business interest can obtain your credit report
 - Credit reports are used when a security clearance is in question
 - Too many trade lines is not necessarily a good thing
 - Unknown
20. Who is the beneficiary of a service member’s SGLI (Servicemen’s Group Life Insurance) policy?
- Any children of the service member
 - Whomever the service member is married to
 - The parents of the service member
 - Whomever the service member names on the policy
 - Unknown
21. What type of program will allow you to pay less on your income taxes and create a retirement fund?
- CSB
 - TSP
 - Social Security
 - Medicare Savings Plan
 - Unknown
22. The Fleet and Family Support Centers:
- May provide emergency money to clients when they need it
 - Are available only for use by spouses and other family members
 - Refer all financial clients to outside resources after an initial assessment
 - May provide financial education and counseling when the CFS is unable or unavailable
 - Unknown
23. When you purchase stock, what are you buying?
- A share in the assets, earnings and losses of a company
 - A seat on the board of directors of a company
 - A chance to share in the increases of a stock but not the decreases
 - A share of a company’s stock that has no value until you sell
 - Unknown
24. Which of the following types of insurance will protect your future earnings if your dog bites your neighbor and you’re sued?
- Rider
 - Replacement cost
 - Umbrella
 - Comprehensive
 - Unknown

25. You have charged goods from a catalog, which billed your credit card but never sent the items. What does the Fair Credit Billing Act let you do?
- A. You have the right to receive the goods or double your money back
 - B. You can force the seller to give you the goods for free after 60 days
 - C. You can ignore the issue until you receive the goods or a refund
 - D. You can refuse, in writing, to pay that part of your bill until the matter is settled
 - E. Unknown
26. Net monthly pay is:
- A. What you make every payday
 - B. What you take home every payday
 - C. What you take home every month after income taxes and Social Security (FICA) are deducted
 - D. What you take home every month after income taxes, Social Security (FICA), and allotments are deducted
 - E. Unknown
27. What are the three ways to create a positive cash flow?
- A. Increase income, decrease living expenses, increase credit use
 - B. Decrease living expenses, increase income, decrease indebtedness
 - C. Increase income, increase credit use, decrease indebtedness
 - D. Increase income, increase credit use, decrease indebtedness
 - E. Unknown
28. Good financial management states your indebtedness should not exceed what percentage of your net income?
- A. 15
 - B. 20
 - C. 35
 - D. 38
 - E. Unknown
29. What is the best way to establish credit?
- A. Open a checking account
 - B. Open a savings account
 - C. Apply for a loan using your savings as collateral
 - D. All of the above
 - E. Unknown
30. What is the name of the monthly compensation your spouse and any children will receive from the government if you pass away on active duty?
- A. DIC
 - B. SDEA
 - C. TSP
 - D. SSA
 - E. Unknown
31. Which of the following is a premise of Solution-Focused Financial Counseling?
- A. It is long-term
 - B. It requires the counselor to take responsibility for solving the problem
 - C. It maintains a task-centered focus
 - D. It focuses on the past to correct the future
 - E. Unknown
32. Final Pay, High Three and REDUX military retirement pay plans are all examples of what?
- A. A defined-benefit retirement plan
 - B. Voluntary retirement programs
 - C. A defined-contribution retirement plan
 - D. Tax-advantaged retirement plans
 - E. Unknown

Level Three Evaluation: Learner

Dear CFS:

Six months ago, you attended Command Financial Specialist Training. At that time, you were informed that your class would be participating in a post-training evaluation. Thank you in advance for answering the following questions. We ask that you complete and return the evaluation within one week. It should take no more than 10 minutes to complete the survey.

1. Since attending CFS Training, have you functioned as a CFS?

- Yes (proceed to the remaining questions)
- No (Please tell us why, and return the survey)
 - Inadequate training
 - Lack of support at command
 - Not assigned as a CFS
 - Sent to a new command
 - It wasn't practical for my situation
 - I tried, and it didn't work
 - Other:

2. What percentage of your time functioning as a CFS is spent on the following:

- _____ percent on education and training
- _____ percent on providing information and making referrals
- _____ percent on counseling

3. Considering your role as a CFS, please indicate your level of use of the following knowledge and skills taught in CFS training:

Knowledge or Skill	Never use	Use a little	Use regularly	Use constantly
Budgeting and the FPW				
Counseling Skills				
Instructor Techniques				
Consumer Issues				
Legal Issues				
Information and Referral				
Credit Management				
Debt Management				
Letters of Indebtedness				
Letters of Intent				
Insurance and Survivor Benefits				
The Excel FPW				
Saving and Investing				
Retirement Issues (including the TSP)				
Car-Buying Information				
Program Development (POA&M, Marketing, etc.)				

4. Have you participated in any CFS forums or other advanced training for Command Financial Specialists?

Yes

No

5. Did the content of CFS Training accurately reflect what really happens on the job? If not, what should be included in the training to make it more applicable?

Remarks:

6. What has been your biggest accomplishment as a CFS since attending CFS Training?

Remarks:

7. What has been your biggest barrier to overcome in functioning as a CFS?

Remarks:

8. Can we contact you to follow up on this survey?

Yes: Name and contact information: _____

No

Level Three Evaluation: Supervisor

Dear [Supervisor]:

Six months ago, you sent [trainee name] to attend Command Financial Specialist Training. At that time, the trainee was informed that the class would be participating in a post-training evaluation. Please take a few moments to evaluate the training and return the survey, which should take no more than 10 minutes to complete.

1. Since attending CFS training, has the trainee functioned as a CFS at your command?

- Yes (proceed to the remaining questions)
- No (Please tell us why, and return the survey)
 - The trainee was sent for personal education only
 - The incumbent CFS has not departed yet
 - The trainee left the command
 - Other (please explain):

2. Please mark your level of agreement with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The trainee is effective in providing financial training to command members.					
The trainee is effective in providing relevant financial information and referral resources to command members.					
The trainee is effective in providing effective financial counseling to command members.					
The trainee as a CFS is valuable to maintaining command personnel financial readiness.					
Upon returning from CFS training, the trainee was prepared adequately to function as a CFS.					
Upon returning from CFS training, the trainee had an action plan for running the command CFS program.					
Command leadership routinely calls on the services of the CFS to maintain financial readiness of command members.					
The trainee participates in ongoing CFS educational opportunities.					
All command members know who their CFS is and what the CFS can do for them.					
The CFS is a regular part of check-ins and indocs.					

3. Do you have any recommendations for how to make the CFS training more effective?

Remarks:

4. Can we contact you to follow up on this survey?

- Yes: Name and contact information: _____
- No