



Learn how to influence key players

Different stakeholders will have different priorities depending on what matters to them. The key is to develop a message that will matter to each stakeholder. Knowing what this message should be will help determine what evidence you may need to collect before approaching that individual or group.

Tool: Who and What (example)

Advocacy Objective

Target	Who?	What matters to them?
District School Board	Specific members of the school board who may already be in support of financial education.	<ul style="list-style-type: none">• student enrollment rates• interests of parents• ensuring students are academically prepared• need in the community• adhering to the state's education policies
State School Board	Specific members of the board who may already have shown interest in or concern for financial education.	<ul style="list-style-type: none">• student enrollment rates• desires of parents• standardized test scores
State Attorney General	Each state has an attorney general who is the state's chief law enforcement officer.	<ul style="list-style-type: none">• consumer protection• - state sovereignty
State Treasurer	Most states have a treasurer who handles the state's finances.	<ul style="list-style-type: none">• consumer protection• financial capability and economic stability

Resources:

- Read about [eight characteristics of effective school boards](#). The report produced by the Center for Public Education also describes what school boards do. Understanding what makes a school board effective can help you tailor your message.
- Review the [five key responsibilities](#) of school principals published by the Wallace Foundation. An effective approach to advocacy can be connecting how job responsibilities relate to financial education.

Influencing School Administrators

Pennsylvania does not require that high school students take a personal finance course to graduate. However, a 2016 [report](#) by the Department of Education and Department of Banking Securities on the status of programs within the state showed that though they weren't mandated by the state to do so, several districts required high school students to take a standalone course or a course that included personal finance topics.

In the absence of state requirements, teachers, community members, and parents can all play a role in convincing schools and school districts to offer or require financial education.

One high school teacher, noticing a lack of financial education courses offered at his school, asked his principal and superintendent if he could start teaching a personal finance elective. Having come from a finance background, he felt comfortable with the topic and prepared to teach it. The administration agreed, but once the course was offered, enrollment was low. The teacher asked the school counselors and English and math teachers to spread the word about his course. They did, and enrollment increased, demonstrating the demand for his course and enabling him to expand the number of personal finance electives available to students.



Tool: Who and What

Advocacy Objective		
Target	Who?	What matters to them?