



# Family Financial Fun Night

## 2019 Toolkit

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# Hands on Banking ® Family Financial Fun Night Toolkit

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## Hands on Banking ®

Family Financial Fun Nights

RUN OF SHOW

Please note: start time of all events are to be determined by specific markets and the schools. Events will occur after school.

-90:00	CEE affiliate representatives arrive to set up and meet with on-site contact, e.g., principal
-60:00	Wells Fargo volunteers arrive, CEE staff provides instructions and guidance about the event
-15:00- 00:00	Teachers, students and parents/caregivers arrive
00:00	Event begins; opening remarks from Wells Fargo; instructions to attendees from CEE
00:10- 01:15	Attendees participate in activities, with support and guidance from volunteers
00:45	Refreshments are made available
01:15	Attendees complete survey
01:30	Event concludes; clean-up

## **ACTIVITY: EARNING POWER**

### **Materials:**

Cut-outs of four job tokens

Earning Power Worksheet

Blank paper for calculations

### **INSTRUCTIONS TO TEACHERS/VOLUNTEERS**

In this activity, students will select tokens that represent jobs they can do to earn money. They have to decide which tokens and how many of each they have to use in order to earn enough money to buy a \$26 sweatshirt. There are four possible jobs reflected on the tokens: Dog walking; Running errands; Car washing and Babysitting. Be sure to have cut out in advance the tokens on the next page. Ask students to select enough tokens to add up to at least \$26. They can choose multiple tokens of the same job or different tokens for different jobs, as long as they add up to at least \$26. Have students use the blank paper to add up (with their parent/caregiver or with you) the total of their chosen tokens to be sure they have at least \$26. Once they have enough money, provide the student with a copy of the Earning Power Worksheet and ask him/her to answer the questions. For younger students, you can have them respond verbally to the questions; for older students have them first write down their responses and then discuss them.

### **Then read aloud the**

### **INSTRUCTIONS TO STUDENT**

Let's say you want to buy something. How could you earn money to buy it? Here are four possible jobs: Dog walking; Running errands; Car washing and Babysitting.

How many of each job would you need to do in order to earn enough money to buy a sweatshirt that costs \$26?

Select the number of each token of the job or jobs that you would like to do to earn money.

Then add up your tokens to see if you have enough money to buy the \$26 sweatshirt.



## Earning Power Worksheet



1. If you wanted to earn some money, which of these jobs would you want to do? Why?
2. If you wanted to start a small business doing this, when would you work?
3. What would your flyers look like?
4. What other jobs could you do to earn money?
5. If Zing wants to wash cars to earn gas money, how many cars must he wash to make at least \$26?
6. If Zing finds a \$5 bill, and he washes a car and babysits 2 times, how much money will Zing now have?

## **ACTIVITY: THE MEANING OF MONEY**

### **Materials:**

Blank white paper

Colored pencils

Pennies, quarters, dimes, nickels

### **INSTRUCTIONS TO TEACHER**

In this activity, students learn the basics of money. They carry out a math-based activity of identifying different ways to make 50 cents out of coins. They then do a rubbing of coins to better appreciate the attributes of various coins.

### **Then read aloud**

#### **INSTRUCTIONS TO STUDENT**

Where does money come from? Money is created, or “minted” by a government’s “Treasury.” The Treasury carefully controls how many dollars and coins are distributed.

What is money used for? Money is used as an “exchange.” Individuals receive money in exchange for work, which is known as income. What other reasons do people sometimes receive money?

People also use money to purchase things, called “spending.” They exchange the money for a good or a service that someone else provides to them?

What are some of the coins that you see here on the table? Can you tell me how much they are worth? What are the different features of these coins that help you tell them apart? Can you put coins together in different ways to make 50 cents? How many different ways can you show me to make 50 cents?

Now take a coin and a pencil and a piece of paper and let’s make a rubbing with a coin or two. Don’t forget to do the back as well as the front. Tell me some of the features you see on your rubbing.

## **ACTIVITY: UNDERSTANDING NEEDS AND WANTS**

### **Materials:**

Markers/highlighters (yellow, green, blue)

Needs and Wants Worksheet

### **INSTRUCTIONS TO TEACHER**

This activity will provide an opportunity for students to determine and discuss needs and wants. Students will first learn the definitions of need, want, and value. They will then explore their own personal needs and wants and discuss what they chose and why, and what categories their needs and wants fell into.

### **Then read aloud INSTRUCTIONS TO STUDENT**

A need is something that we require to live, a want is a desire or thing we enjoy/like – that makes life more enjoyable. Our values are our ideals and beliefs about what is good and bad, or what is desirable or undesirable. They help us judge items as needs or wants. Distinguishing between needs and wants help us to identify our priorities. While there will always be something we want, there are many things we already have and several free things that we strongly value.

What are some examples of a need and a want? You don't have to agree with others, there are no right or wrong answers.

Now write on the Needs and Wants Worksheet your personal needs and wants. Then divide your list into categories using different color markers or highlighters:

- a. Highlight in yellow if you don't have item but would like to buy/get it (e.g. new video game).
- b. Highlight in green if you currently have the item (e.g. book, pet).
- c. Highlight free items in blue (e.g. air, hugs, love).

Why did you choose the needs and wants that you did? Which ones do you not yet have but would like? Which of these would you get first if you could?



## Needs

--

## Wants

--

## **ACTIVITY: PLANNING FOR A PET – Can I afford a Dog?**

### **Materials:**

Hand out sheet with list of items Beans –

15 for each pair

### **INSTRUCTIONS TO TEACHER**

Match students in pairs – each pair gets 15 beans to use. This exercise is in two rounds.

First round: Tell them they have 15 beans to select which of the items on the list they can buy to take care of their dog. Ask them to check off the items they will buy.

Second round: Then take away five beans and ask them again to select which items they plan to buy for their dog.

### **Then read aloud INSTRUCTIONS TO STUDENT**

Many people overlook the costs associate with having a pet. Pretend you were adding a dog to your family today. With a partner, pick the things that you would want to have for your dog. It's important to think about all the costs that you need so you can be prepared.

## Can I Afford a Dog?

Many people overlook the costs associated with having a pet. Pretend you were adding a dog to your family today. With a partner, pick the things that you would want to have for your dog. It's important to think about all the costs that you need so you can be prepared.

Can I Afford a Dog?	
Food and Treats	<input type="checkbox"/> <input type="checkbox"/>
Vaccines, Vitamins, Heartworm	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Spay/Neuter	<input type="checkbox"/> <input type="checkbox"/>
Bed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Chew Bones	<input type="checkbox"/>
Bowls	<input type="checkbox"/>
Leash	<input type="checkbox"/>
Flea control	<input type="checkbox"/>
Fence/Crate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Dental care	<input type="checkbox"/> <input type="checkbox"/>
Waste disposal tools	<input type="checkbox"/>
Car restraint	<input type="checkbox"/> <input type="checkbox"/>
Looking Good	
Grooming	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Grooming Tools and Shampoo	<input type="checkbox"/> <input type="checkbox"/>
Training	
Professional Training	<input type="checkbox"/> <input type="checkbox"/>
Training Aids	<input type="checkbox"/>
Traveling	
Boarding	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In-home Pet Sitter	<input type="checkbox"/> <input type="checkbox"/>
Ask family or friends for help	No Cost

## **ACTIVITY: SAVINGS AND ME – How to track your savings and expenses**

### **Materials:**

Pens/pencils

Savings Register Worksheet

### **INSTRUCTIONS TO TEACHER**

Hand out the worksheets.

Students will read the instructions and write in the amounts on the Savings Register.

Whether you use a savings account, a checking account, Venmo or PayPal, you need to keep track of your withdrawals (taking money out to pay for things) and deposits (adding money to the account). Follow the instruction to write the transactions into the Savings Register.

### **Then read aloud the INSTRUCTIONS TO STUDENT**

Use the information to fill in a sample savings account register. When you make a withdrawal (take money out), you subtract. When you make a deposit (put money in), you add. When you get the bank's monthly statement or your Venmo statement, be sure to recheck your computation to be sure your records agree with the bank's records.

## Savings Register Worksheet

Use the information below to fill in a sample savings account register. Remember, when you make a withdrawal (that is, take money out of your savings account), you subtract. When you make a deposit (put money into your savings account), you add. When you get the bank's monthly statement, be sure to recheck your computation to be sure your records agree with the bank's records.

### Instructions:

- First, write the date of the transaction in the column marked "A."
- Now, fill in the description of each transaction in the column marked "B." In the top row, describe whether it was a withdrawal or deposit, and indicate whether it was at an ATM. In the second row, describe what the withdrawal was for, or where the deposit funds came from, such as babysitting money or a gift.
- If it's a withdrawal, write the amount in the column marked "C."
- If it's a deposit, write the amount in the column marked "D."
- As you add or subtract each amount, write your current balance in the column marked "E."

### Transaction information:

1. On 10/4, a cash withdrawal of \$15.
2. On 10/15, a deposit of \$10 of babysitting money.
3. On 10/31, a withdrawal of \$25 to buy headphones.
4. On 11/3, a deposit of \$40 of birthday gift money.


Savings Register						BALANCE FORWARD	
DATE	DESCRIPTION	WITHDRAWAL		DEPOSIT		\$172	50

A
B
C
D
E

## Station/Activities Passport

Use the template below to encourage your students to stop at every station and complete all 6 activities.

1. Print prior to the event several Station Passports and share one with every participating student.
2. Provide each station volunteer with a stamp (or stickers) that they can use and put on the passport as the student completes one activity
3. We strongly encourage you to have a raffle or giveaway at the end of the event for the students that completed all 6 stations.



**STATION PASSPORT**

Station 1    Station 2    Station 3    Station 4    Station 5    Station 6

COMPLETE TASKS AT EACH STATION TO EARN STAMPS.  
EARN STAMPS AT ALL SIX STATIONS TO RECEIVE PRIZES!

## Family Financial Fun Night Parent/Guardian Evaluation

**DATE:**

**LOCATION:**

**Child's Grade:**

Please tell us how you liked each activity.

Activity Station	I loved this activity	I liked this activity	This activity was just OK	I didn't like this activity	I did not do this activity
Earning Power					
Savings and Me					
Planning for a Pet					
Needs and Wants					
The Meaning of Money					
Activity #6					

Please provide us feedback on the event itself.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The event was well-organized					
The event made me more comfortable speaking with my child about money					
I learned ways to better manage my money					
I will help my child learn more about money					
I would recommend this event to others					

What other comments or suggestions would you like to make about this event?

## Family Financial Fun Night Teacher Evaluation

**DATE:**

**LOCATION:**

Name: \_\_\_\_\_

For each activity that you observed, tell us what went well and what could have been improved. In particular, we would be interested in hearing your perspective on how successful the activities were in engaging students and their parents/caregivers.

Earning Power:

Savings and Me:

Planning for a Pet:

Needs and Wants:

The Meaning of Money:

Activity 6:



Please provide us feedback on the event itself.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
The event was well organized.					
The event made me more comfortable speaking with my students about money.					
I would use these activities in my class.					
I would recommend this event to other schools.					

What about the event should we keep doing/not change?

What about the event should we stop doing or change?

What financial literacy concepts should this event have addressed that were not discussed?

What other comments or suggestions would you like to make about this event?

## Family Financial Fun Night Wells Fargo Volunteer Evaluation

### Session Details

Date of Session: \_\_\_\_\_ Location (type): \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_

### Your Perspective

- How long have you been providing financial education outreach (including campaign participation)? \_\_\_\_\_
- What four words describe the session that you are submitting data for? \_\_\_\_\_
- What do you think the participants learned? \_\_\_\_\_
- Is there anything that you wish you had known in advance? \_\_\_\_\_
- What can we improve? \_\_\_\_\_

### Please check the corresponding answers:

- How many sessions/years have you participated?     1     2-5     6-10     11+
- Have you participated in Hands on Banking® orientation training?     Yes     No
- Were you adequately prepared for this session?     Yes     No
- What did you do to prepare?

- Review materials prior to scheduled session     Hands on Banking orientation     Practice with team members or leadership

- To what extent did the session meet your expectations?  
 Did not meet expectations     Met expectations     Exceeded expectations

*If you are willing to share feedback with the Hands on Banking® team or if you want to or receive updates, please include your contact information below:*

Team Member Name (optional): \_\_\_\_\_

- Team Member Email (optional): \_\_\_\_\_

**Please send this form with your evaluations to Mark Rich at MAC D1053-251.**

For each activity that you observed, tell us what went well and what could have been improved. In particular, we would be interested in hearing your perspective on how successful the activities were in engaging students and their parents/caregivers.

Earning Power:

Savings and Me:

Planning for a Pet:

Needs and Wants:

The Meaning of Money:

Activity 6:

What other comments or suggestions would you like to make about this event?

## Family Financial Fun Night Recorded Message Script

“Family Financial Fun Night” x3 *[Try saying that 3 times fast.]*

“We invite you to join us for a night of FUN for the whole family while learning about money.

The event will occur at \_\_\_\_\_ school on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.

Enjoy complimentary food and then move through stations to spark family discussions on financial education topics.

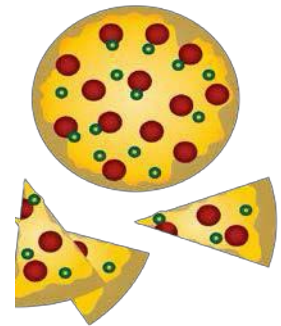
We hope to see you there”.

# Please join us for a Family Financial Fun Night

Featuring games for K-5th grade students



[Date]  
[Time]  
[School]



Fun for the whole Family! Free Food!

----- CUT HERE -----

*Please return by [date] if you are able to join us.*

Yes! We will join the fun.  
\_\_\_\_ people will attend.

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Talking to your kids about money

We live in a consumer-oriented society where money is part of daily life. As a parent or guardian, you have the opportunity to educate your children about smart money management. You can help them to build healthy, lifelong financial habits. By engaging your kids in age-appropriate conversations about money and sharing your thoughts with them about how you make your daily spending and saving decisions, you are helping your kids develop a healthy relationship with money that can have a positive, lifelong impact.

Most kids are interested in money and recognize money management as an important step toward maturity and independence. Talking with them about personal finance will show that you recognize they are on the road to becoming responsible young adults. By gradually transferring more financial responsibility to them, they will gain experience in planning, making choices, and learning to live independently. It's never too early to begin teaching your children the basics of good money management; consider these tips for talking to your kids about money:

### Young Children

- As soon as your children can count, you can introduce them to money — dollars and cents.
- When shopping, introduce them to the ideas of spending, saving, and how money is used to store, measure, and exchange value.
- Talk about the value of coins as well as everyday things, like toys and food as well as for saving for the future.
- Help them understand the difference between a want and a need.

### Tweens




- Have the kids join you on shopping trips and help you to clip coupons, watch for sales, and compare quality, service, and price.
- Discuss the pros and cons of financial decisions with the family to help your kids recognize the importance of weighing alternatives.
- If your child asks for expensive items the family can't afford, consider using the situation as a teaching opportunity by giving your child the specific reasons behind your decision.
- Let your kids sit with you while you pay household bills, review your monthly credit card statement, or update the family budget to help them understand the monthly household expenses.

### Teens

- Share your past money mistakes and what you learned from them. Let your kids know they can always turn to you for financial information and advice.
- Consider opening a bank account. Some banks may offer a teen checking account (may require an adult co-owner).
- Consider allowing your teen to have a part-time job - a good way for young people to learn more about earning money and how to manage it.

To learn more about managing your money or talking about money with your family, visit <https://handsonbanking.org> to explore the courses, tools, or other resources.

## Family Financial Fun Night Student Evaluation

Activity/Station				<b>Top 3 Activities</b> Check your favorite activities
<b>Earning Power</b>				
<b>Savings and Me</b>				
<b>Planning for a Pet</b>				
<b>Needs and Wants</b>				
<b>The Meaning of Money</b>				
<b>Activity #6</b>				

**Based on the Information that I learned:**

<b>I can identify U.S. currency</b>			
<b>I know how to count money</b>			



**Media Contacts:**

**FOR IMMEDIATE RELEASE**

INSERT YOUR CONTACT NAME HERE  
INSERT YOUR ORGANIZATION NAME HERE  
INSERT CONTACT EMAIL ADDRESS HERE

## **The Council for Economic Education and Wells Fargo Team Up to Get Kids and their Families to Talk about Money**

*A Collaboration to Provide Schools with Family Financial Fun Nights*

**LOCATION (DATE)** – Seventy-two percent of parents experience at least some reluctance to talk to their kids about financial matters.<sup>1</sup> According to the Council for Economic Education’s (CEE) 2020 *Survey of the States*, K-12 students are not receiving adequate tools and training to make informed financial decisions; and only 40% of U.S. states require high school students to take a course in personal finance.

CEE and Wells Fargo are proud to announce a collaboration to conduct **Hands on Banking® Family Financial Fun Nights** at elementary schools across the country. At these events students and their families come together for a fun evening to learn about the importance of personal finance. The event creates an open dialogue about topics such as savings, spending, debt, and budgeting that are often not talked about at the dinner table. Here in **CITY, on DATE** a Hands on Banking® Family Financial Fun Night will be held at **SCHOOL NAME AND TIME OF EVENT**.

“We are thrilled to be working with Wells Fargo. The Hands on Banking program aligns with our mission to ensure children and families nationwide are equipped with the vocabulary and knowledge needed to make smart financial decisions for themselves, their families and their communities,” said Nan J. Morrison, President and CEO of the Council for Economic Education. “You are never too young to learn and talk about money, and the school setting is a perfect place to start the conversation.”

“We are excited to collaborate with the Council for Economic Education and their affiliate network across the country to engage families in fun and insightful financial activities,” said Darlene Goins, Head of the Hands on Banking team at Wells Fargo. “According to a recent Wells Fargo Financial Health survey, only 36 percent of American parents say they discuss the importance of saving with their kids. These family financial literacy night activities provide an opportunity for parents, guardians, and their children to engage in age-appropriate conversations about money. Together, the Council for Economic Education and the Hands on Banking program are helping to build healthy, lifelong financial habits– a life skill that we all need.”

<sup>1</sup> T.RowePrice, 7<sup>th</sup> Annual *Parents, Kids and Money Survey*, March 2015

<sup>1</sup>T.RowePrice, 7<sup>th</sup> Annual *Parents, Kids and Money Survey*, March 2015





## AUTHORIZATION AND RELEASE FOR USE BY A MINOR

**Project:** \_\_\_\_\_

I am the parent or legal guardian of the minor child whose name appears below (the "Child"). For valuable consideration received, I hereby grant to Wells Fargo Bank, N.A. and its subsidiaries, parent company, affiliates, successors and assigns ("Wells Fargo") the irrevocable right:

1. To photograph, film or otherwise record my Child and my Child's appearance, performance, voice and image and any statements made by my Child ("Recorded Works"); and
2. To reproduce, distribute, display, perform, publish, transmit and otherwise use and prepare derivative works, in whole or in part, of any of the Recorded Works in any and all media now or hereafter known for purposes of illustration, promotion, art, publicity, advertising or trade, throughout the world in perpetuity, without further consent from me and without further consideration to me.

I understand and agree that nothing in this Authorization and Release requires Wells Fargo to select and use the Recorded Works. I further understand and agree that Wells Fargo is relying on this Authorization and Release and the grants and releases set forth herein, and that such agreement, grants and releases are irrevocable. I understand and agree that in no event may I enjoin the exercise of any of the rights and releases granted herein.

I hereby release and discharge Wells Fargo and any of its officers, directors, employees, agents and representatives from any and all claims and demands arising out of, or in connection with, the use of the Recorded Works, including without limitation any and all claims for copyright, right of publicity, right of privacy or defamation, and any injuries incurred during any photography, filming or recording session.

I am at least 18 years old and I have read the foregoing and fully understand the contents thereof. This Authorization and Release shall be binding upon me and my heirs, legal representatives and assigns. This Authorization and Release shall inure to the benefit of the heirs, legal representatives, licensees, and assigns of Wells Fargo

Print Name of Minor Child: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Print Name of Parent Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Date: \_\_\_\_\_ Phone: \_\_\_\_\_

## AUTHORIZATION AND RELEASE FOR USE BY AN INDIVIDUAL

For valuable consideration received, I hereby grant to Wells Fargo Bank, N.A. and its subsidiaries, parent company, affiliates, successors and assigns (“Wells Fargo”) the irrevocable right:

1. To photograph, film or otherwise recorded me and my appearance, performance, voice and image and any statements made by me (Recorded Works”) ; and
2. To reproduce, distribute, display, perform, publish, transmit and otherwise use and prepare derivative works, in whole or in part, of any of the Recorded Works, and any logos, images or recordings that I have furnished or will furnish in the future to Wells Fargo and any statements that I have given or will give in the future to Wells Fargo and any description of the products and services that I have from Wells Fargo (collectively, the “Works”) in any and all media now or hereafter known for purposes of illustration, promotion, art, publicity, advertising or trade, and to use my name in connection with the Works if it so chooses, throughout the world in perpetuity, without further consent for me and without further consideration to me.

I understand and agree that nothing in this Authorization and Release requires Wells Fargo to select and use the Works. I further understand and agree that Wells Fargo is relying on this Authorization and Release and the grants and releases set forth herein, and that such agreement, grants and releases are irrevocable. I understand and agree that in no event may I enjoin the exercise of any of the rights and releases granted herein.

I hereby release and discharge Wells Fargo and any of its officers, directors, employees, agents and representatives from any and all claims and demands arising out of, or in connection with, the use of the Works, including without limitation any and all claims for copyright, right of publicity, right of privacy or defamation, and any injuries incurred during any photography, filming or recording session.

I am at least 18 years old and have the right to contract in my own name. I certify that any statements made or provided by me, if any, are genuine and express my current opinion. I have read the foregoing and fully understand the contents thereof. This Authorization and Release shall be binding upon me and my heirs, legal representatives and assigns. This Authorization and Release shall inure to the benefit of the heirs, legal representatives, licensees, and assigns of Wells Fargo

Signed: \_\_\_\_\_ Print Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Date: \_\_\_\_\_ Phone: \_\_\_\_\_

# Welcome!

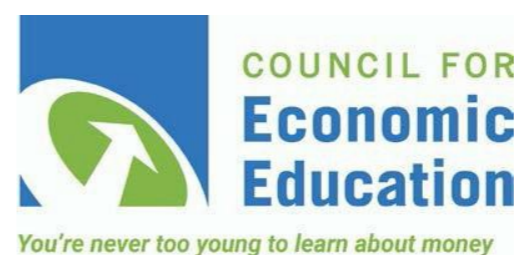


# Family Financial Fun Night

A public service  
provided by



A partnership with





A public service  
provided by



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## About the Council for Economic Education

The Council for Economic Education (CEE) is the leading non-profit organization in the United States that focuses on the economic and financial education of students from kindergarten through high school—and we have been doing so for nearly 70 years. We carry out our mission by educating the educators: providing the curriculum tools, the pedagogical support, and the community of peers that instruct, inspire, and guide. All resources and programs are developed by educators and delivered by our national network of affiliates. Each year CEE's programs reach more than 55,000 K-12 teachers and over 5 million students across the United States. Nearly 2/3 of these educators come from schools serving large numbers of low- and moderate- income students. [EconEdLink](#) - our free, online educator gateway for economic and personal finance lessons and resources— attracts more than 1 million unique visitors annually.

## About the Hands on Banking® program

The Hands on Banking program contains free and engaging non-commercial financial education, available in both English and Spanish that teaches people, in all stages of life, about the basics of responsible money management, including how to create a budget, save and invest, borrow responsibly, buy a home and establish a small business. To learn more about the Hands on Banking program, please visit [www.handsonbanking.org](http://www.handsonbanking.org). The creation of these materials was supported with a grant from the Wells Fargo Foundation.

## About Wells Fargo

Wells Fargo & Company (NYSE: WFC) is a diversified, community-based financial services company with \$1.9 trillion in assets. Wells Fargo's vision is to satisfy our customers' financial needs and help them succeed financially. Founded in 1852 and headquartered in San Francisco, Wells Fargo provides banking, investment and mortgage products and services, as well as consumer and commercial finance, through 7,700 locations, more than 13,000 ATMs, the internet ([wellsfargo.com](http://wellsfargo.com)) and mobile banking, and has offices in 33 countries and territories to support customers who conduct business in the global economy. With approximately 262,000 team members, Wells Fargo serves one in three households in the United States. Wells Fargo & Company was ranked No. 26 on Fortune's 2018 rankings of America's largest corporations. News, insights and perspectives from Wells Fargo are also available at Wells Fargo Stories.

For more information, visit  
[www.wellsfargo.com](http://www.wellsfargo.com).

###

## **CEE Program Team Contact Information**

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