



# NETWORKS FINANCIAL INSTITUTE

*At Indiana State University*

**National K-12 Financial Literacy  
Qualitative & Quantitative Research  
March/April, 2007**

# Research Objectives

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- **Assess what, if anything, is taught by K-12 teachers in the United States relative to Financial Literacy topics.**
- **Understand the techniques used (incidence and anecdotally) relative to academic standards.**
- **Understand the use of learning assessments.**
- **Identify current source(s) of information and materials.**
- **Understand perceived barriers to teaching Financial Literacy.**

# Methodology

Study utilized both **quantitative** and **qualitative** research methods

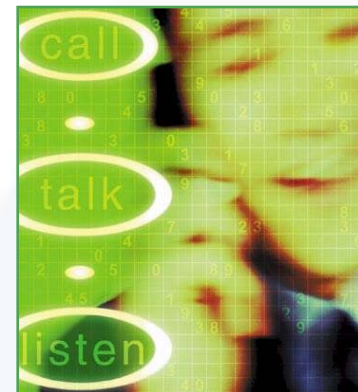
## ■ Phase I: Quantitative

- An online survey was administered with a national sample (n=650) of K-12 teachers on the following Financial Literacy issues:
  - Topics currently taught at various grade levels
  - Methods employed to teach content
  - Challenges to teaching
  - Sources and materials used in courses
  - Reasons why financial literacy is not taught in some schools



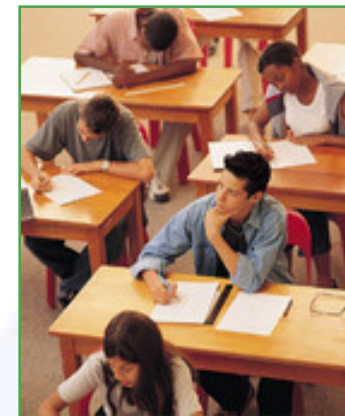
## ■ Phase II: Qualitative

- One-on-one telephone interviews with 15 K-12 teachers
  - Interviews were conducted to gain additional insights regarding financial literacy content currently being taught in the U.S.



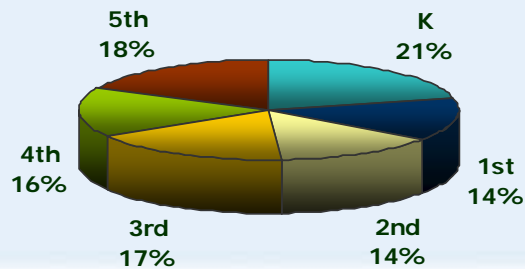
# Sample Composition

- **National Research with K-12 Teachers**
- **Total Sample = 650**
- **K-5 Teachers by Grade taught**
- **Middle School Teachers by subject area**
  - Social Studies
  - Math
  - Family and Consumer Sciences
  - Business Education  
(Non-Vocational & Vocational)
- **High School Teachers by subject area**
  - Economics/Finance
  - Math
  - Family and Consumer Sciences
  - Business Education  
(Non-Vocational & Vocational)

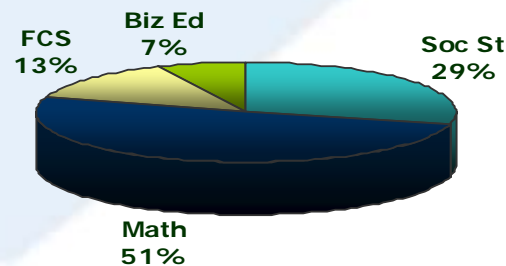


# Teacher Profile

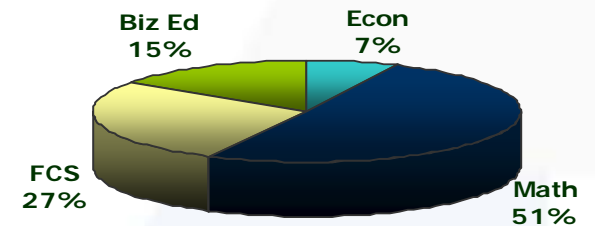
- Elementary school teachers represented all K-5 grade levels.
- Most middle and high school educators teach math. Other subjects are also represented among study participants.



Elementary (K-5) Teachers = 219  
*Grades Taught*



Middle School (6-8) Teachers = 213  
*Subjects Taught*



High School (9-12) Teachers = 218  
*Subjects Taught*

# Financial Literacy

## Executive Summary

- This section summarizes the key findings from the research overall.

# Executive Summary

- **Most K-12 teachers are familiar with the term “Financial Literacy,” but it is a concept that individuals define and interpret differently.**
- **Teacher’s own personal knowledge of “Financial Literacy” is not well defined, and many do not rate their personal knowledge of the subject highly.**
- **The research indicates a need for Professional Development in order for educators to feel comfortable with financial topics in general.**
- **The majority of teachers - 8 in 10 - think it is important to teach financial literacy in U.S. classrooms.**
  - Only about half of K-12 teachers, however, say they do teach some form of “Financial Literacy” to their students.
  - Middle and High School teachers are more likely to teach financial literacy topics compared to K-5 teachers.

# Executive Summary

- **The lack of time, lack of state curriculum requirements and lack of demand are the top three challenges to teaching financial literacy topics according to teachers.**
  - In addition, many are unclear about where they could fit financial literacy into their subjects.
- **Lack of materials, funding and professional development are also cited by many as challenges to teaching financial literacy.**
- **About one-third of K-12 teachers think their state has standards related to financial literacy, but nearly three-quarters believe their state *should* have academic standards for this subject.**
  - An extremely small number of teachers overall have been asked to teach Financial Literacy topics in their classrooms.

# Executive Summary

- **According to teachers, financial literacy skills are lacking among young people in the U.S., and many say that their students need to be exposed to the basic financial skills they will need to function in society.**
  - Balancing checkbooks, managing credit, making intelligent economic decisions and staying out of debt are all topics teachers mention as being important to teach students before they go out into the “real world.”
- **Some (~20%) teachers feel, however, that financial literacy should not be taught at school.**
  - These educators cite time constraints, the unsuitability of financial subjects for younger grades and the need for parents to have some responsibility for preparing their children for life as reasons why this subject should not be part of their curriculum.

# Executive Summary

- **Saving and spending money and budgeting are the top three financial literacy areas taught most often among K-12 teachers who currently include financial literacy topics in their curricula.**
  - Banking, wants vs. needs and interest are also noted by at least half of current financial literacy teachers as topics they include in lessons.
    - K-5 teachers tend to focus more on the basics of saving and spending money, and the difference between wants and needs.
    - Middle School teachers also teach saving and spending, but include budgeting and banking in their lessons.
    - High School teachers place strong emphasis on budgeting, banking and credit, as well as income and money management.

# Executive Summary

- **Most K-12 educators who teach financial literacy topics use a combination of pre-developed and their own materials.**
  - Paper “play” money, board games, simulations, websites, check registers, advertisements and guest speakers are all pre-developed materials teachers employ in financial literacy lessons.
- **More than half of K-12 teachers use on-line sources to seek out financial literacy lesson materials.**
  - Middle and high school teachers are more likely than those in elementary grades to use the Internet to locate financial literacy teaching materials.
- **About half of teachers use formal assessments to test their students progression in financial literacy.**
- **Overall, teachers rate the pre-developed materials they find regarding financial literacy topics as “good.”**
  - This indicates an opportunity to develop course materials and lesson plans that are more specifically targeted to grade levels and/or particular classes – this research indicates that teachers who use materials would welcome new and better forms of information to support financial literacy topics.

# Executive Summary

- **K-12 teachers who do not currently teach Financial Literacy state the following as key reasons why this subject is not covered in their classrooms:**
  - Lack of state standards for financial literacy.
  - Lack of relevance and/or suitability of the topic to either subject, grade or students (i.e., special needs).
  - Need for professional development and training in financial literacy.
  - Lack of instructional time.
- **Materials, training and enhanced personal financial knowledge are the most frequent mentions of things that would make K-12 teachers consider teaching Financial Literacy topics.**
  - Material needs include: general access, grade appropriate resources, free information and information to correlate financial literacy topics to current required content (to provide support for inclusion in the curriculum).
  - Teacher knowledge could be enhanced via professional training and workshops (which would also help administrators recognize the importance of the subject).
- **Nearly 100% of teachers who do not currently teach financial literacy have *not* been asked to consider teaching this subject.**
- **Most K-12 Non-Fin Lit teachers believe math is the subject area where financial literacy topics would be most valuable.**
- **If non-Financial Literacy teachers were to begin teaching the subject, they expect that they would receive little support overall.**

# Total Sample Highlights

**This section summarizes  
and highlights by:**

- Total Sample of K-12 Teachers;  
and
- Grade level, subject taught,  
school type  
(public/private/charter), etc.

# Financial Literacy Definition

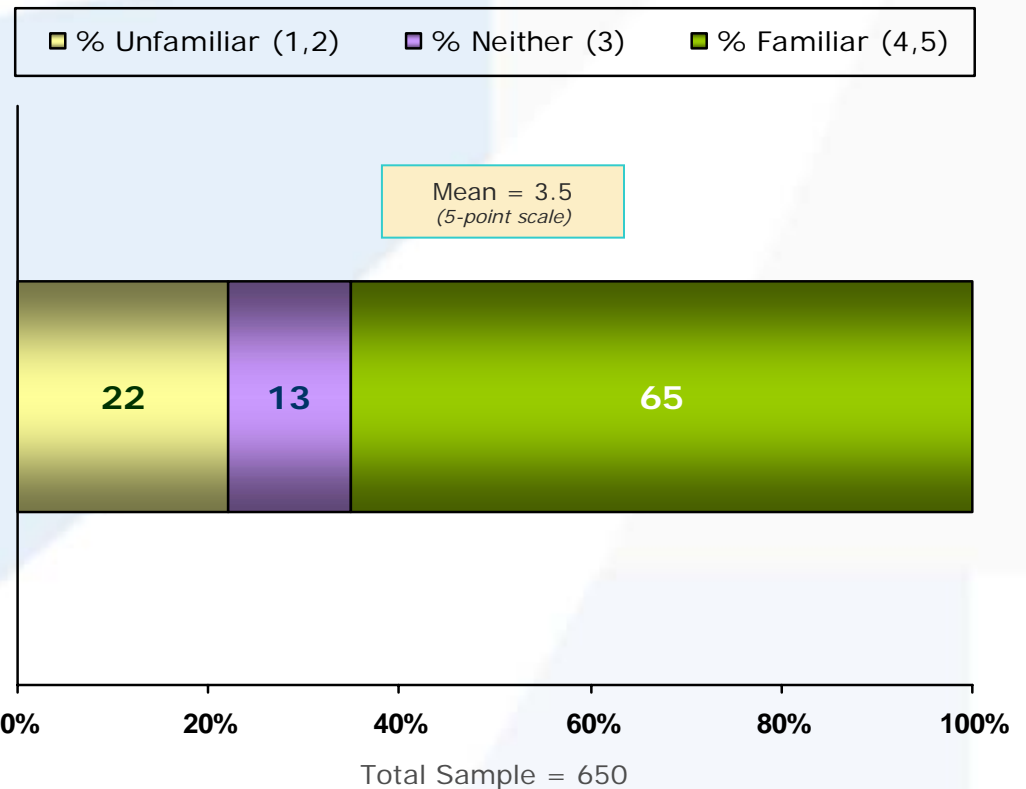
- Teachers were given the following Financial Literacy definition for reference in the online survey and to discuss during follow-up interviews:

**“Financial Literacy is the ability to make informed judgments and effective decisions regarding the use and management of money.”**

# Financial Literacy Familiarity

- Overall, K-12 teachers are familiar with the term Financial Literacy.
- Those more familiar:
  - Middle School (MS) and High School (HS) are more familiar than K-5
  - HS Math is more familiar than MS Math
  - Males are more familiar than Females

Familiarity with Financial Literacy



Q2. Given the definition of Financial Literacy, how FAMILIAR are you with Financial Literacy?

# Familiarity Additional Insights

- **More than 6 in 10 K-12 teachers are familiar with “Financial Literacy,” additional insights from the follow-up interviews:**
  - To most, financial literacy means understanding how to manage money, use credit, work with a bank and generally be able to function financially as an adult in society.
  - Many students in the U.S. lack basic financial management skills.
  - Resources to assist educators in teaching financial literacy are available, but typically need to be modified, especially for young students and students with special needs.

One-on-One Interviews; Total Sample = 15

# Financial Literacy – What it means to teachers

- In the one-on-one interviews, teachers offer the following definitions of “financial literacy:”

- *“Financial literacy means understanding about money and being able to read a stock page.” (Private Middle School, MD, Non-Fin Lit Teacher)*
- *“Being able to function financially as an adult between banking and credit and things such as that. Also being able to understand credit scores and different kinds of accounts.” (Public High School, IL, Non-Fin Lit Teacher)*
- *“Understanding everyday uses of finances, whether it be the checkbook, or understanding what goes on in the stock market, what goes on in general economic happenings throughout the nation, throughout the world, and what effects the economics of businesses and countries.” (Public High School, PA, Non-Fin Lit Teacher)*
- *“Financial literacy would mean using math in real life scenarios and understanding investments...it is helping students understand the application of math in real life.” (Public Middle School, CA, Non-Fin Lit Teacher)*
- *“Being versed in areas of finance and learning about how to manage money.” (Public High School, IN, Fin Lit Teacher)*
- *“Being able to participate in the everyday world and being able to apply their math skills for everyday budgeting and being able to look at buying, purchases, percents and things like that.” (Public Middle School, OH, Fin Lit Teacher)*
- *“It means teaching kids how to manage money. It means dealing with credit cards, buying a house, buying a car, making a budget and things like that.” (High School, TX, Non-Fin Lit Teacher)*

One-on-One Interviews; Total Sample = 15

# Knowledge of Financial Literacy

- K-12 teachers personal knowledge of Financial Literacy is **dispersed** overall, with definite room for improvement.
- Those **more confident**:
  - Middle and High School teachers are **more** confident than K-5 teachers
  - Males are **more** confident than Female teachers

Knowledge of Financial Literacy

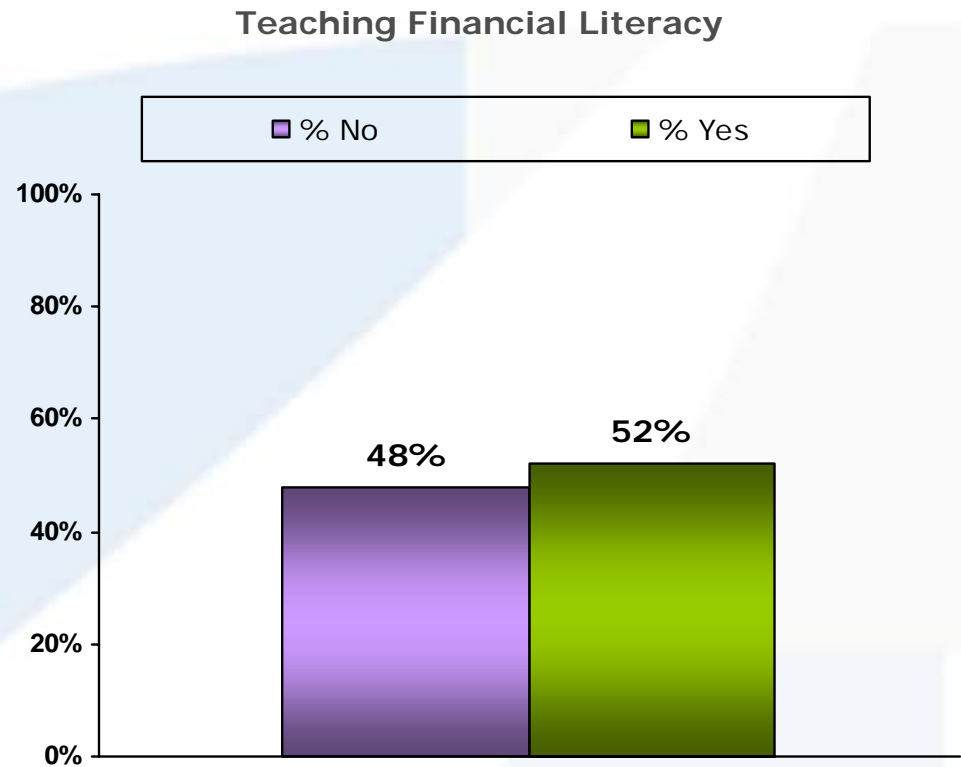


Total Sample = 650

Q3. How would you rate your PERSONAL KNOWLEDGE of Financial Literacy?

# Teaching Financial Literacy

- About **half** of K-12 teachers teach some type of Financial Literacy.
  - **Middle** and **High School** teachers are **more** likely to teach financial literacy topics compared to those in K-5
  - **Males** are **more** likely to teach financial literacy to their students compared to their female colleagues

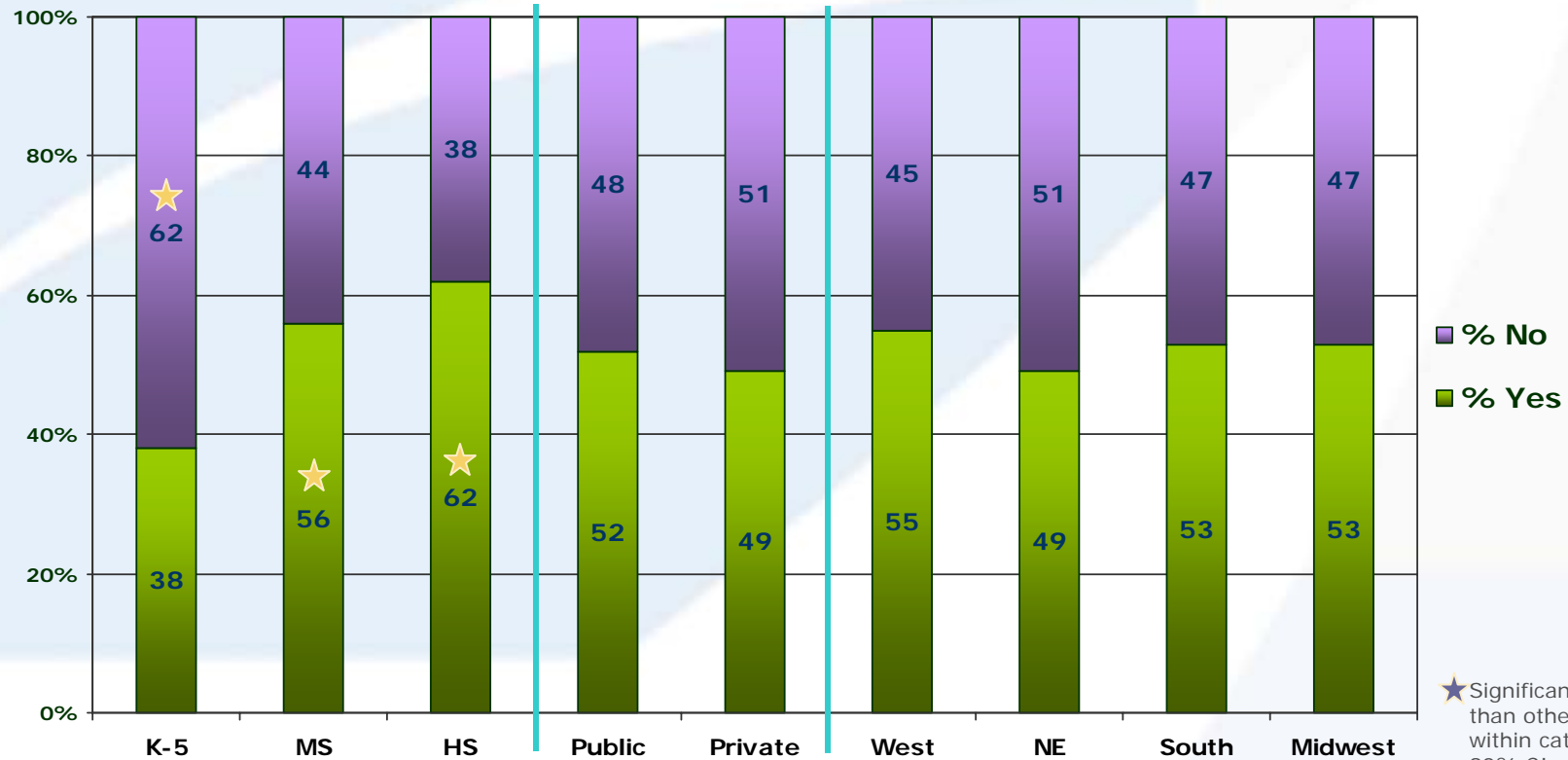


Total Sample = 650

Q4. Given the subjects you teach to your students, do you include Financial Literacy teaching in your classroom?

# Teaching Financial Literacy – School Segments

Teaching Financial Literacy

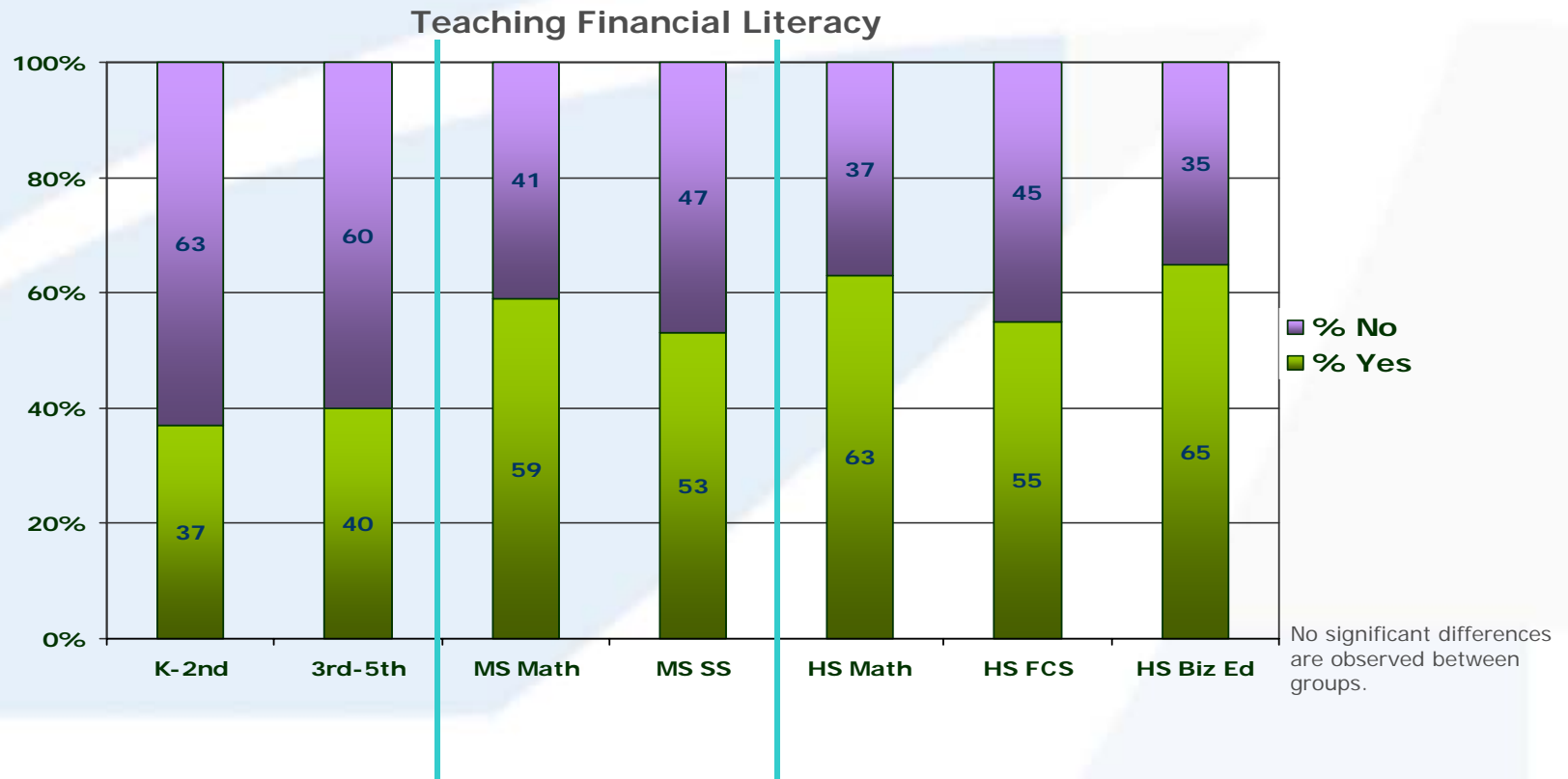


Total Sample = 650

Q4. Given the subjects you teach to your students, do you include Financial Literacy teaching in your classroom?

★ Significantly HIGHER than other areas within category at 90% CI.

# Teaching Financial Literacy – K-12 Subject Areas



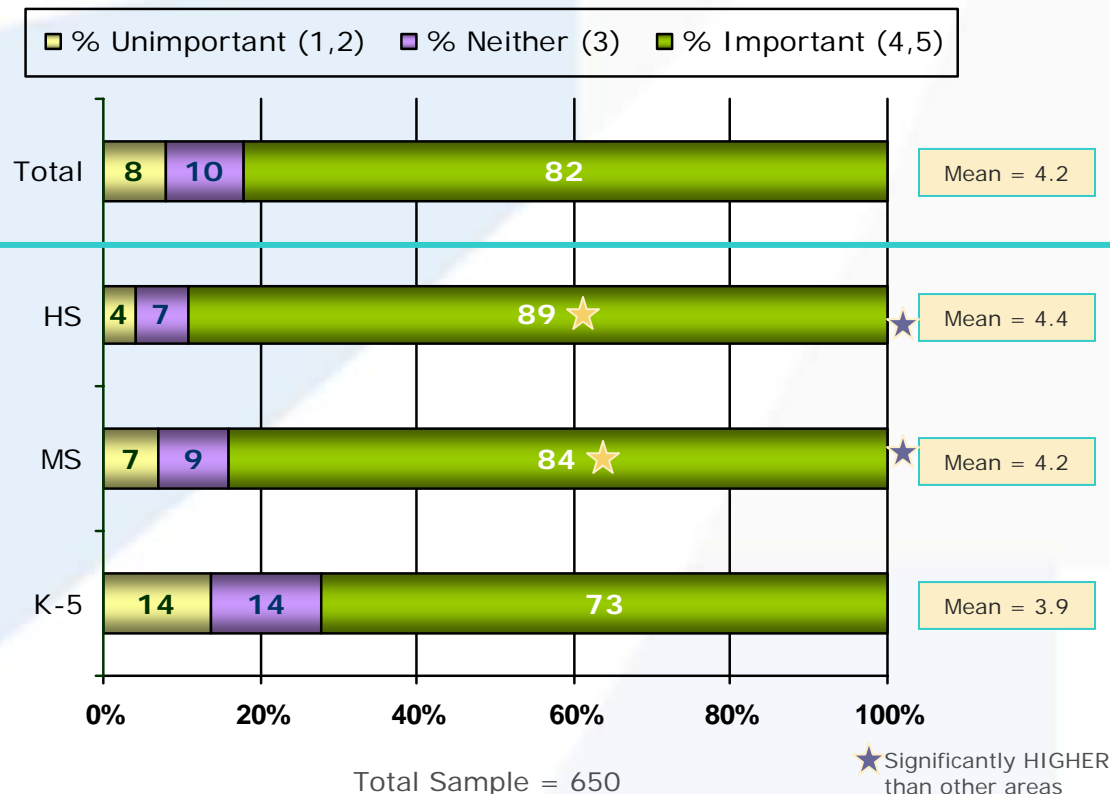
Total Sample = 650

Q4. Given the subjects you teach to your students, do you include Financial Literacy teaching in your classroom?

# Importance of Teaching Financial Literacy

- The majority of K-12 teachers think it is **important to teach Financial Literacy in their classrooms.**
  - Middle School teachers feel **much stronger** about this than K-5 teachers
  - High School teachers are **significantly more likely** than those in elementary and middle schools to say teaching financial literacy is “very important”
  - Male teachers are **significantly more likely** to say teaching financial literacy is “very important” than their female colleagues

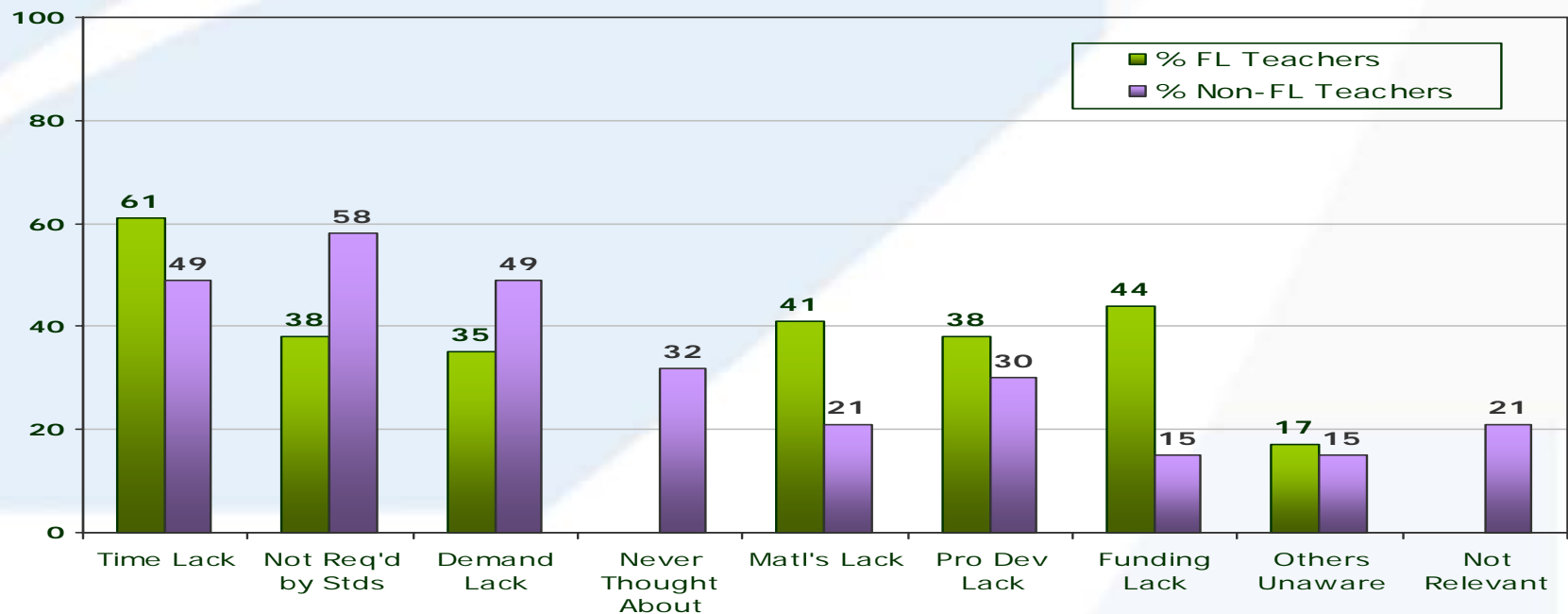
Importance of Teaching Financial Literacy



Q36. Overall, how IMPORTANT do you personally think teaching Financial Literacy is to your students?

# Challenges to Teaching Financial Literacy – Teachers vs. Non-Teachers

- Lack of time, state standards and demand are the top challenges all educators cite with respect to teaching Financial Literacy.
- Those who do teach Financial Literacy also say lack of materials, professional development and funds are challenges hindering from teaching this subject.



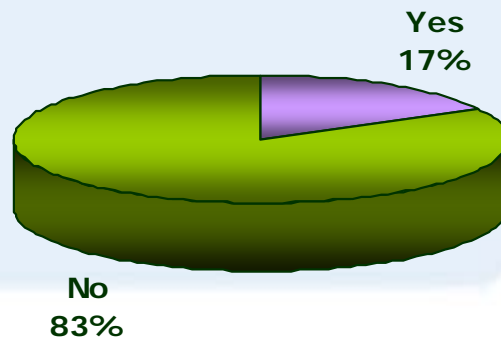
FL Teachers n = 340; Non-FL Teachers n = 310

Q21/25. Which of following CHALLENGES face in teaching Financial Literacy or do NOT allow or hinder you from teaching Financial Literacy related topics in your classroom, if any?

# Teachers Asked to Teach Financial Literacy

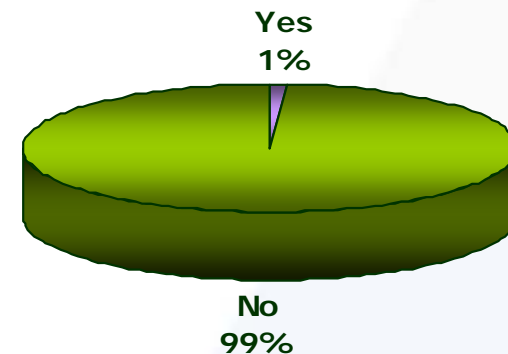
- Overall, very few teachers have been asked to teach more, or consider teaching, Financial Literacy related concepts in their classrooms.
  - Of those who do teach Financial Literacy, Middle and High School teachers have been asked to teach more (22% and 20% respectively) compared to Elementary teachers.

Asked to Teach More Financial Literacy?



FL Teachers = 340

Q18. Have you been asked to teach more Financial Literacy in your classroom?

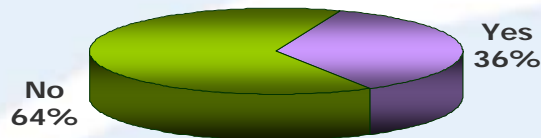


Non-FL Teachers = 310

Q30. In the past year, have you been asked to consider teaching Financial Literacy related topics in your classroom?

# Academic Standards Relative to Financial Literacy

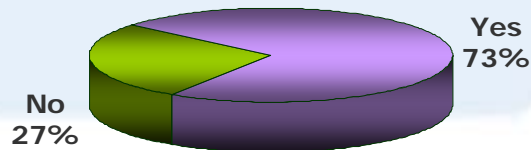
Are there Current Academic Standards relating to Fin Lit?



Total Sample = 650

Q37. Do you think there are existing current ACADEMIC STANDARDS in your state that relate to Financial Literacy?

Should there be Required Academic Standards for Fin Lit in your State?



Total Sample = 650

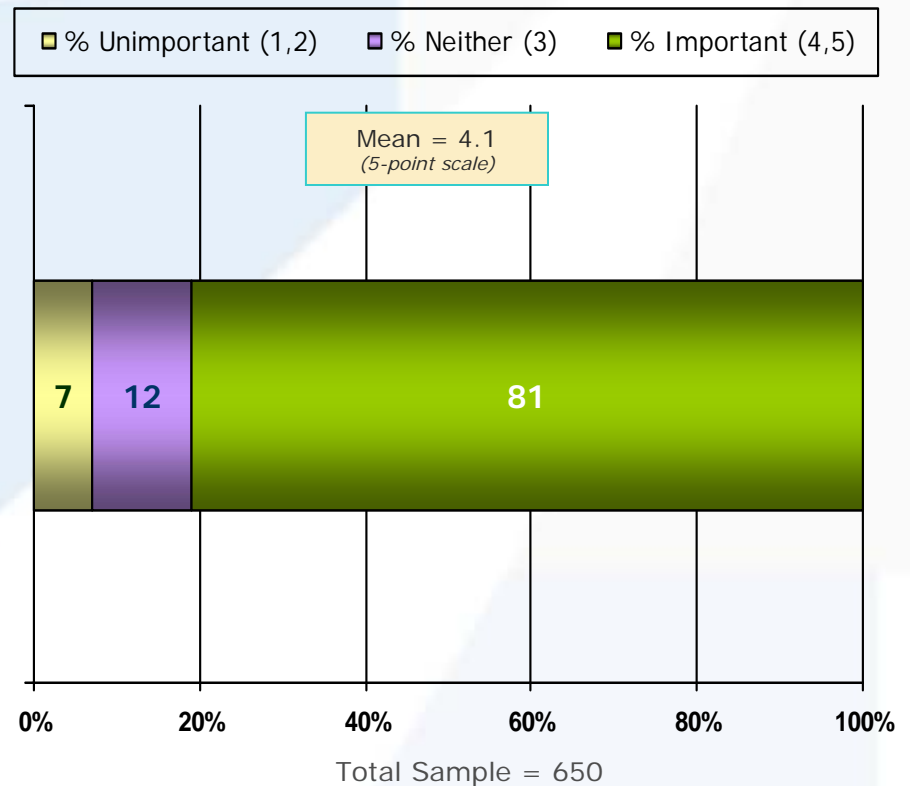
Q37a. Do you believe there should be ACADEMIC STANDARDS for Financial Literacy in your state?

- Majority of K-12 teachers do *not* think there are Academic Standards relating to Financial Literacy in their states.
- Nearly three-quarters, however, think there *should be* Academic Standards for Financial Literacy in their states.

# Academic Standards Relative to Financial Literacy

- The majority of K-12 teachers think it is *important* to have Academic Standards related to Financial Literacy.
- Middle and High School are more likely than their K-5 colleagues to say academic standards are “very important.”
- Not surprisingly, those currently teaching Financial Literacy, are *more likely* to say standards are important than those who do not currently teach Financial Literacy.

Importance of Having Fin Lit Academic Standards



Q38. Overall, how IMPORTANT do you think it is to have ACADEMIC STANDARDS for Financial Literacy?

# Importance of Having Academic Standards

## ■ Why Important?

- Financial Literacy is a basic skill needed to function in society.
- Students will need this kind of intelligence to deal with financial problems, manage money and to make sound economic decisions.
- Learning to deal with financial issues at a young age will help students manage money as an adult.
- Many young people do not know how to manage credit or how to stay out of debt.

## ■ Why Not Important?

- Financial Literacy should be taught by parents at home.
- Lack of time in the school day to teach another subject.
- Not a core subject, other areas need more attention.
- Financial Literacy is not relevant to lower grades, it is more suited to higher grades.
- Financial Literacy should be an elective, not a compulsory subject.

Total Sample = 650

*Q39. Why do you think having ACADEMIC STANDARDS for Financial Literacy is important/not important?*

# Sample Comments Regarding Academic Standards

## Financial Literacy Academic Standards Are...

### Important Because:

*“Our economic system is based on money and we are driven by money, so why not learn how to use it? It is extremely necessary that people know how to budget and use they money wisely.” (Fifth Grade Teacher)*

*“Financial literacy is not an area of expertise for the average person and should not be learned by error once an individual hits high school or college. Sound financial values (saving, investing, using credit wisely) should be taught and addressed starting at a very young age.” (Kindergarten Teacher)*

*“Because students today are very entitled and do not think they are one day going to have to support themselves. They also all think they are going to be wealthy without and hard work or sacrifices. Their usual response to a budget activity is ‘that won’t happen to me’.” (MS Voc. Bus. Ed.)*

### Not Important Because:

*“I don’t know how to fit it into curriculum already being taught.” (Fifth Grade Teacher)*

*“I don’t have a clue what financial literacy is.” (Third Grade Teacher)*

*“I think that should be left to families. It seems like schools are already overrun with requirements to cover in their classrooms. This would be just one more thing. What would we be replacing? We can’t do it all.” (Fifth Grade Teacher)*

*“Financial literacy is hard to teach in younger grades. I think it is more relevant...for older students” (Fourth Grade Teacher)*

Total Sample = 650: Q39. Why do you think having ACADEMIC STANDARDS for Financial Literacy is important/not important?

# Overall Summary – Familiarity & Knowledge

- **Most K-12 teachers are familiar with the term “Financial Literacy.”**
  - However, Financial Literacy as a concept may be interpreted in various ways. In programs which NFI may develop, it will be important to define this term as it should be interpreted and used in the programs and to use it consistently in all materials.
- **Teachers’ personal knowledge of “Financial Literacy” is not well defined.**
  - Personal knowledge ratings by teachers are almost evenly split into thirds between fair to poor, good and very good to excellent. This may be due to interpretation of what Financial Literacy means and/or how broadly it covers financial topics.
- **The research shows a need for Professional Development in order for teachers to feel comfortable with financial literacy topics in general as well as those appropriate to the grade level and/or subject area they teach.**

# Overall Summary – Who Teaches FL?

- The majority of teachers - 8 in 10 - say it is important to teach financial literacy in U.S. classrooms.
- Only about half of K-12 teachers, however, say they teach some form of “Financial Literacy” to their students.
  - Most teachers do not use the exact term “Financial Literacy,” but do teach some basic money, finance and personal economics topics as part of their curriculum.
    - Thus, financial literacy may be touched upon more in classrooms than the research shows; the disconnect being the terminology used to describe the subjects presented.
  - Middle and High School teachers are more likely to teach financial literacy topics compared to K-5 teachers.
    - Financial literacy topics are covered in more than half of middle and high school math, FCS and business education courses.

# Overall Summary – Challenges to Teaching FL

- **According to teachers, lack of time, lack of state curriculum requirements and lack of demand are the top three challenges to teaching financial literacy topics.**
  - Teachers must cover all required curriculum standards, many say that they have more to teach in less time overall during the school year and are not sure where they would fit financial literacy into their subjects.
- **Lack of materials, funding and professional development are also cited by many as challenges to teaching financial literacy.**
  - The lack of teacher’s personal knowledge and professional development on the subject also contribute to the challenges to teaching financial literacy.
  - Among teachers who do *not* currently teach financial literacy, nearly one-third say “they have never thought about it.”
- **The majority of teachers overall have not been asked to teach Financial Literacy topics in their classrooms.**
  - Only about one-third think their state has standards related to financial literacy, but nearly three-quarters believe their state should have academic standards for this subject.

# Overall Summary – FL relative to Academic Standards

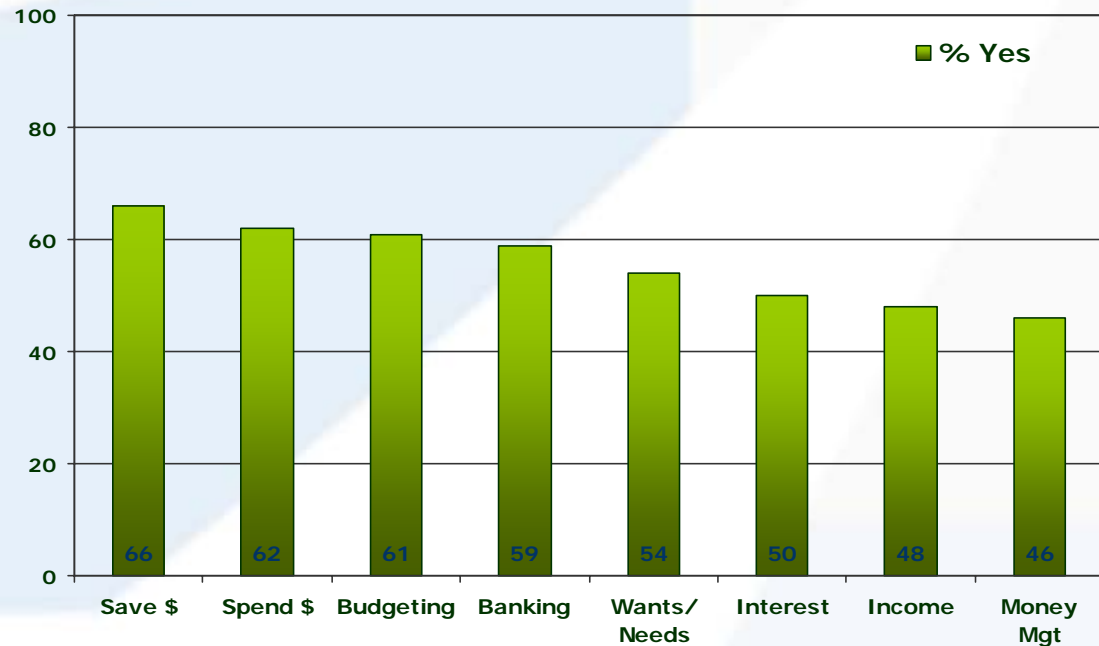
- **Eight in ten teachers overall think it is important to have academic standards related to financial literacy in their states.**
  - Middle and high school teachers are more likely than their K-5 counterparts to say that academic standards related to financial literacy are “very important.”
- **According to teachers, financial literacy skills are lacking among young people in the U.S.**
  - Many say that their students need to be exposed to the basic financial skills they will need to function in society; balancing checkbooks, managing credit, making intelligent economic decisions and staying out of debt are all topics teachers mention as being important to teach students before they go out into the “real world.”
  - Teachers who feel, however, that financial literacy should not be taught at school cite mainly time constraints, unsuitability of most financial content for younger grades and the need for parents to have some responsibility for preparing their children for life as reasons why academic standards are not important to implement.

# Financial Literacy Teachers

**This section summarizes the teachings around Financial Literacy in U.S. classrooms.**

# Areas of Financial Literacy Teach Most

- **Saving Money** is potentially “top” Financial Literacy area taught among K-12 teachers.
- **Spending Money, Budgeting and Banking** are also frequently mentioned as aspects of Financial Literacy typically taught, among other topics.

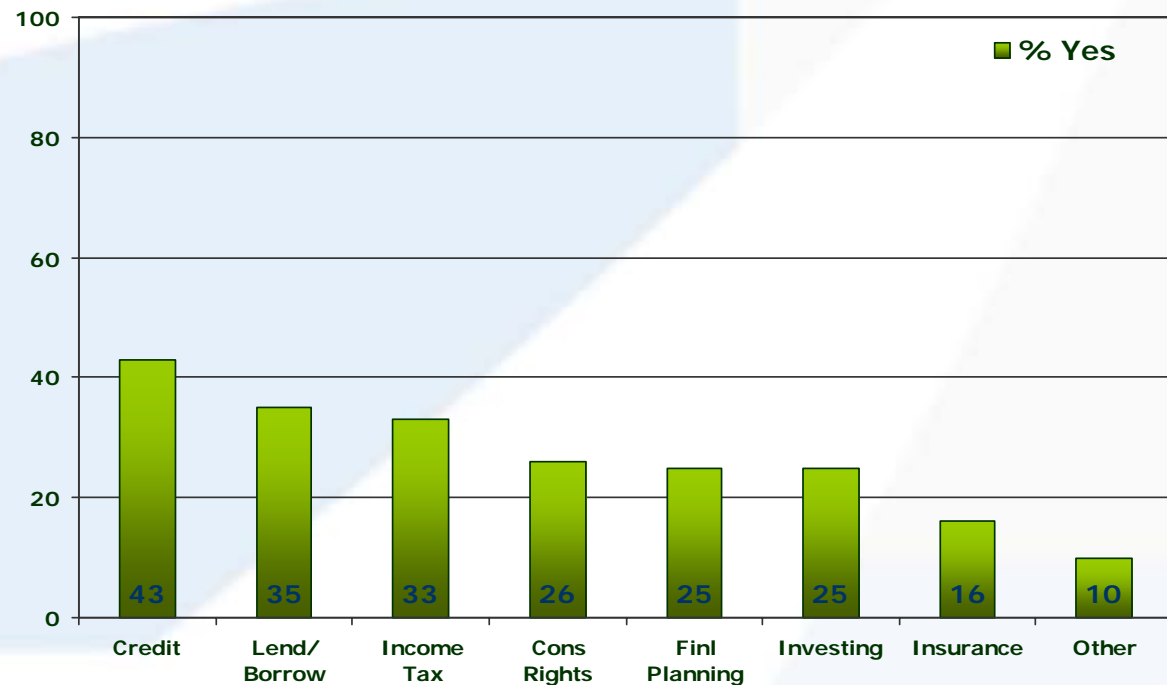


FL Teachers = 340

Q5. From the following list of areas of Financial Literacy, which do you teach in your classroom?

# Areas of Financial Literacy Taught Least

- Insurance, Investing, Financial Planning and Consumer Rights are the financial literacy topics that K-12 teachers in the U.S. teach least often in their classrooms.



FL Teachers = 340

Q5. From the following list of areas of Financial Literacy, which do you teach in your classroom?

# Areas of Financial Literacy Taught – by Grade Levels

- K-5 teachers tend to focus on basic Saving and Spending.
- High School teachers focus more on higher level financial concepts, such as Investing, Credit and Financial Planning compared to lower grades.



FL Teachers = 340

Q5. From the following list of areas of Financial Literacy, which do you teach in your classroom?

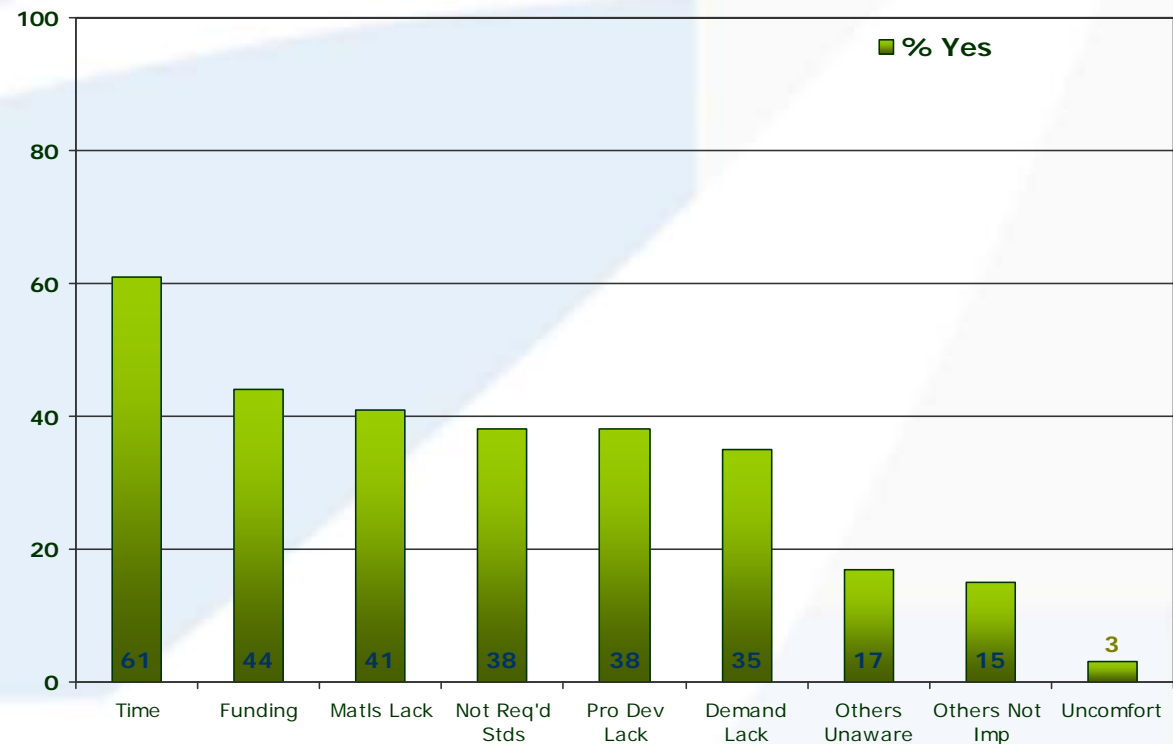
\* Significantly HIGHER than other areas within category at 90% CI.

# Areas of Financial Literacy – Key Differences by Grade Levels

Segment	Key Differences in Areas of Financial Literacy
K-5 (n=84)	<ul style="list-style-type: none"> <li>■ Public and Private school teachers present financial concepts to their classes at similar levels.</li> <li>■ Lower grades tend to focus on Wants/Needs and Saving and Spending money.</li> <li>■ Teachers working in grades 3-5 are more likely than those in K-2 to teach Financial Literacy topics.</li> </ul>
Middle School (n=120)	<ul style="list-style-type: none"> <li>■ Math and Social Studies teach top Financial Literacy topics similarly.</li> <li>■ Social Studies teaches more Wants/Needs, Financial Planning and Consumer Rights than Math.</li> <li>■ Math teaches more Banking and Interest than Social Studies.</li> </ul>
High School (n=136)	<ul style="list-style-type: none"> <li>■ Given small sample sizes, we can make following directional trends. <ul style="list-style-type: none"> <li>– Math teaches more Interest than either FCS or Business Education. The one exception is that Math teaches more Lending/Borrowing.</li> <li>– Business Education teaches more about Spending Money than Math.</li> <li>– Math and Business Education teach more about Banking than FCS.</li> <li>– FCS teaches more Consumer Rights than Math.</li> </ul> </li> </ul>

# Challenges to Teaching Financial Literacy

- The main challenge to teaching Financial Literacy is **Lack of Time**.
- Other challenges include **Lack of Funding, Lack of Materials**, the subject is **Not Required** by state standards and **Lack of Professional Development** available to teachers.

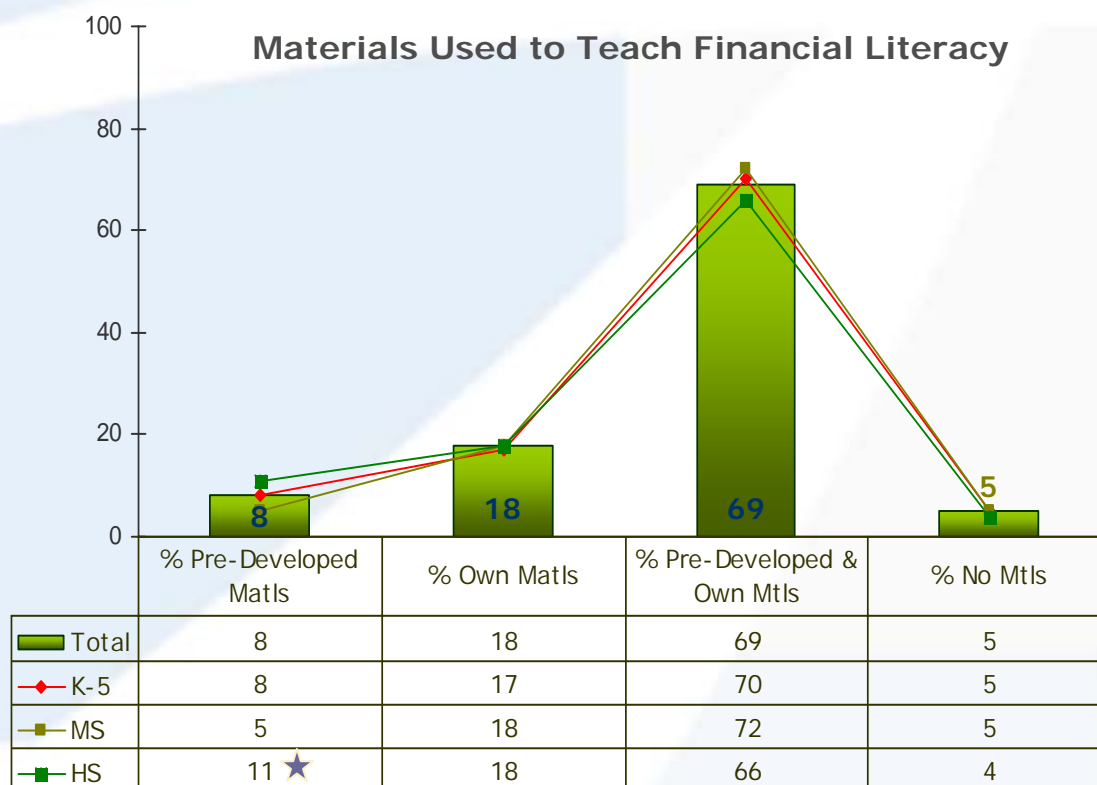


FL Teachers = 340

Q21. Which of following CHALLENGES do you face in teaching Financial Literacy related topics in your classroom, if any?

# Materials Used to Teach Financial Literacy

- K-12 teachers primarily use a combination of **Pre-developed materials** and their **own materials** in teaching Financial Literacy.



FL Teachers = 340

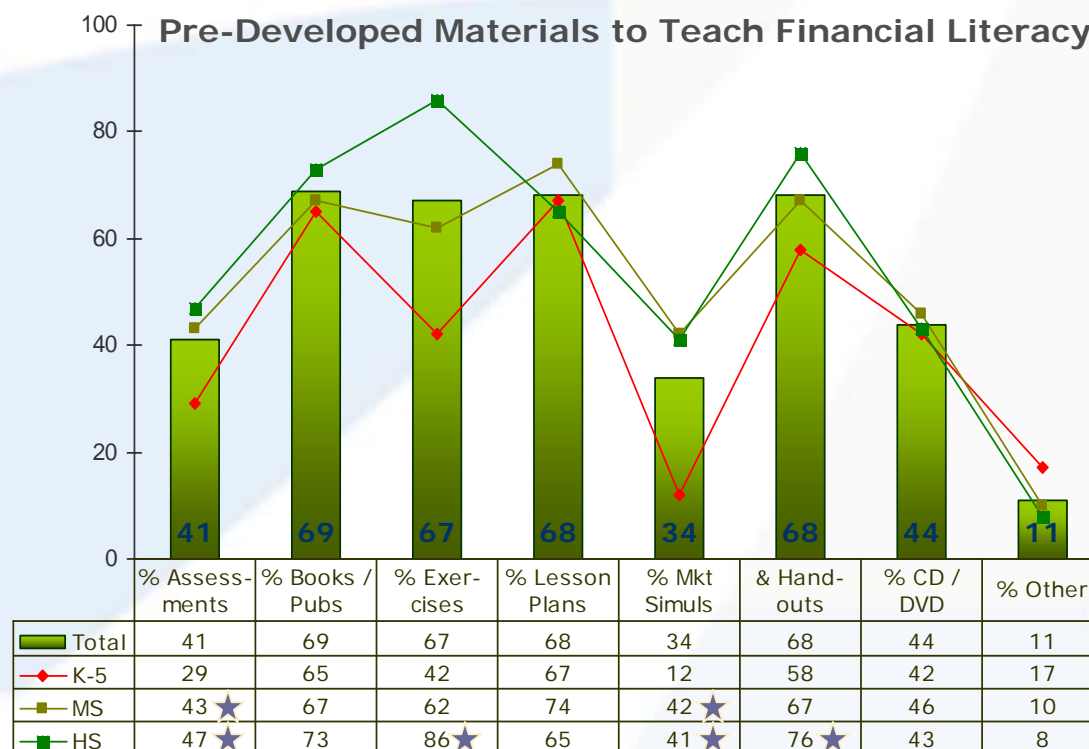
Q8. Do you use materials pre-developed from other sources or do you create your own materials for teaching Financial Literacy in your classroom, if any?

★ Significantly HIGHER than other areas within category at 90% CI.

# Pre-Developed Materials Used to Teach Financial Literacy

- Most common pre-developed materials used by teachers include **Books, Lesson Plans, Handouts.**
- Middle and High School teachers reference **Exercises and Market Simulations** more so than K-5.
- In Middle School, **Social Studies** teachers use more **Lesson Plans & CD's/DVD's/Videos** as compared to **Math** teachers.
- High School **FCS** teachers use more **Assessment Tools, Market Simulations & CD's/DVD's/Videos** as compared to **Math** teachers.

Pre-Developed Materials to Teach Financial Literacy



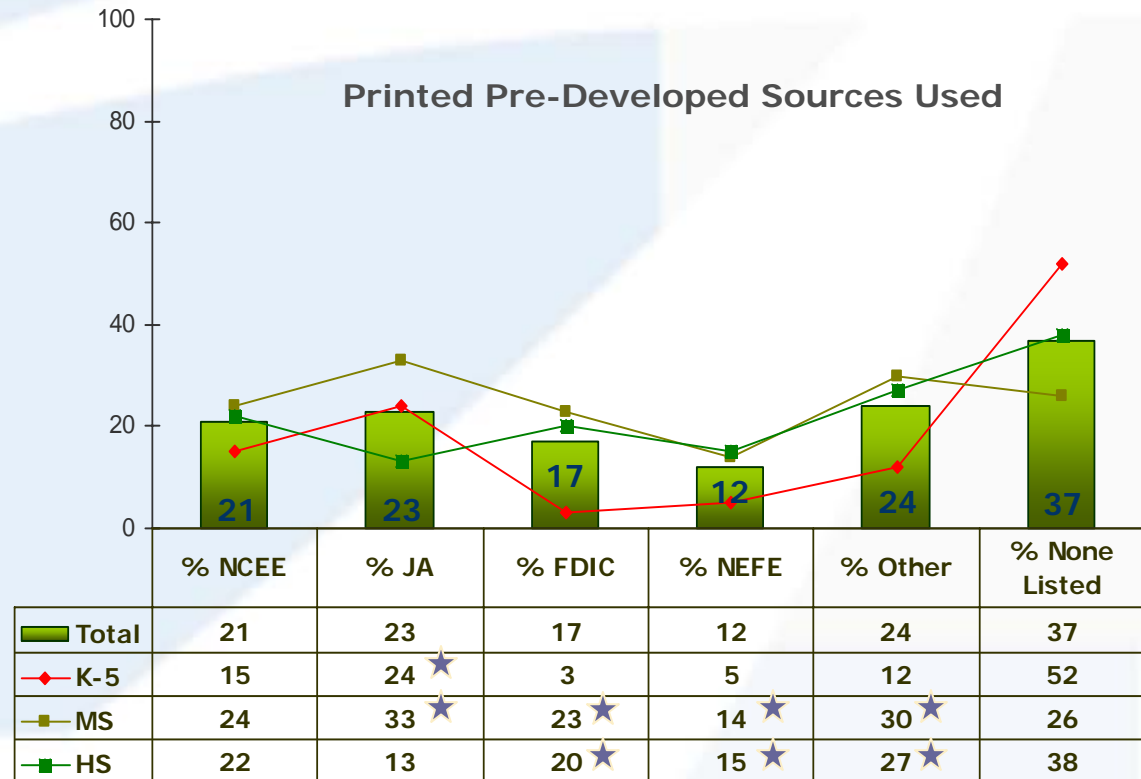
FL Teachers = 263

Q9. From following list of possible types of pre-developed materials to teach Financial Literacy, which do you use in your classroom, if any?

★ Significantly HIGHER than other areas within category at 90% CI.

# Printed Sources Used to Teach Financial Literacy

- Overall, K-12 teachers do **not** use the printed sources listed **very often**.
  - About one-fifth use printed sources from National Council on Economic Education (NCEE) or JA.
  - One-quarter use Other Sources.
  - Middle and High School reference FDIC more often than Elementary.



FL Teachers = 263

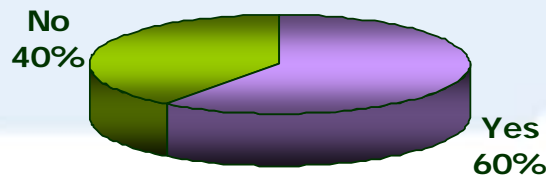
Q10. Which of the following PRINTED or NON-ELECTRONIC SOURCES do you use to obtain pre-developed materials to teach Financial Literacy, in your classroom, if any?

★ Significantly HIGHER than other areas within category at 90% CI.

# Online Sources to teach Financial Literacy

- **Six of ten K-12 teachers use online sources**
  - MS and HS are **more likely** to use online sources than K-5 teachers.
- **Search Engines are the primary sources (used by 8 in 10 teachers) of online reference materials.**
  - ERIC and MyMoney.gov are also used by about one-quarter of teachers overall.

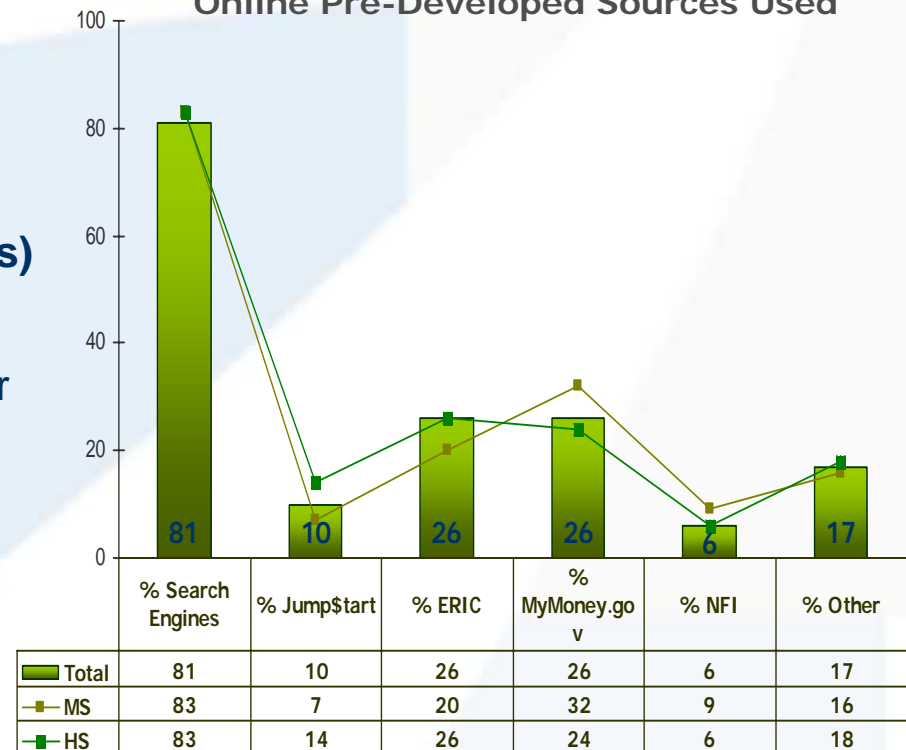
Use Online Sources?



Total Sample = 324

Q14. Do you use ONLINE SOURCES via Internet to obtain/develop materials you use to teach Financial Literacy in your classroom?

Online Pre-Developed Sources Used



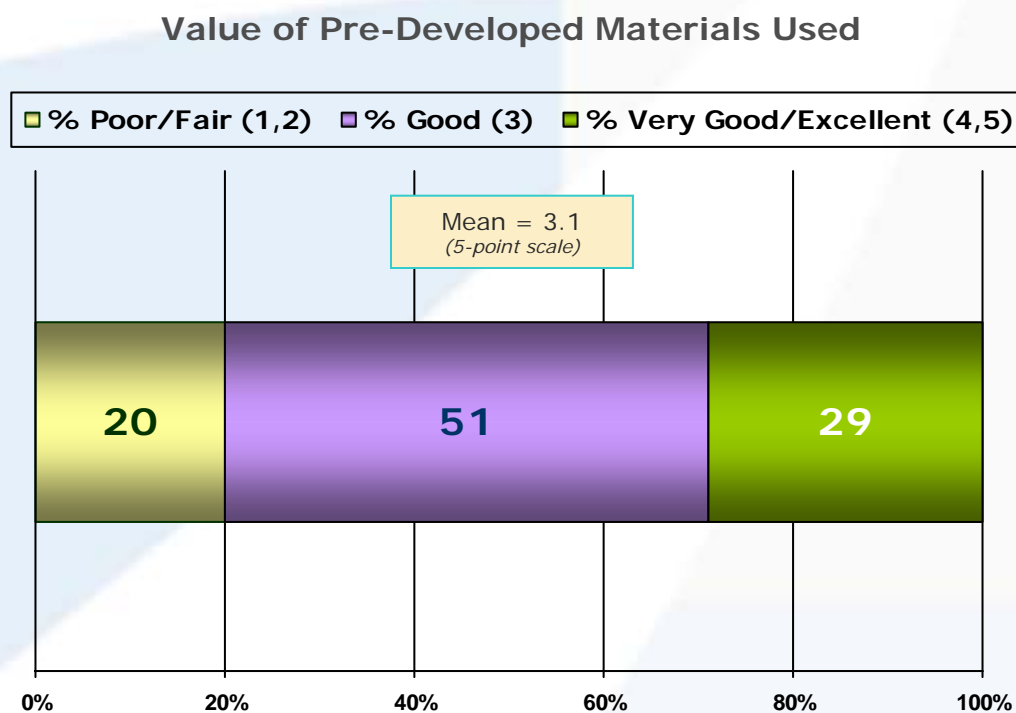
Total Sample = 193

Q15. Which of following ONLINE SOURCES do you use ...?

★ No significant differences are observed between groups.

# Value of Pre-Developed Materials Used

- K-12 teachers say the value of pre-developed materials from “other” sources is “good” overall.
- One-on-one interviews reveal that teachers tend to customize financial literacy teaching materials from other sources in order to best fit their class needs.



Total Sample = 263

Q12. How would you rate the VALUE of all pre-developed materials from other sources you use to teach Financial Literacy in your classroom?

# Materials – What’s Missing?

- Exercises designed to **simulate real-life applications** in the financial world.
- **Hands-on** activities.
- **Credit/Debit** card exercises.
- Materials for **young students** in K-3 grades.
- **Banking**.
- **Basic Finances**.
- **Visually pleasing presentation materials** and **worksheets**.
- **More current material** and **videos**.
- **Guest speakers**.
- **Games** to make learning fun.
- **Computer Simulations** that would allow students to **make financial decisions** and **see what happens**.

*“I would like to see more true to life hands-on type experiences for the students, such as actually have them do some banking or investing, checking out different insurance companies...” (HS Math)*

*“Many of the materials available to teach money management skills are too complex for lower elementary students. There is a definite lack of quality material available for this age range that covers basic things (banks, credit cards, spending, saving money, needs vs. wants) that we cover in lower grades.” (Kindergarten)*

*“I wish there were some problems that were mainly geared in real-life situations. For instance, I would like to see problems that help a 16-year old plan on how to buy a car.” (HS Math)*

*“Good hands-on activities and lessons designed for different age groups and ability levels.” (Third Grade)*

*“A well-designed web site where lessons can be accessed and the lessons provided were supplemented with video.” (MS Math)*

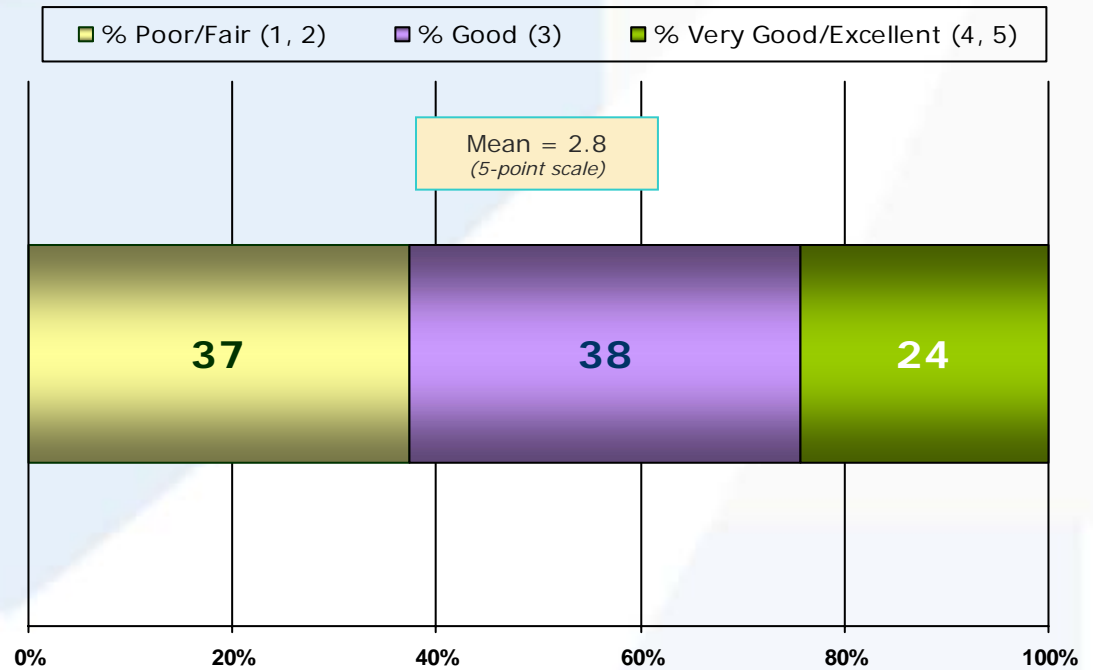
Total Sample = 300.

Q17. Thinking about ALL of the materials you use, whether you use pre-developed or your own materials, what do you feel is missing?

# Level of Financial Literacy Support

- Most Financial Literacy teachers in K-12 receive minimal school system support to teach the subject.

Level of Support for Teaching Financial Literacy  
(Among FL Teachers)



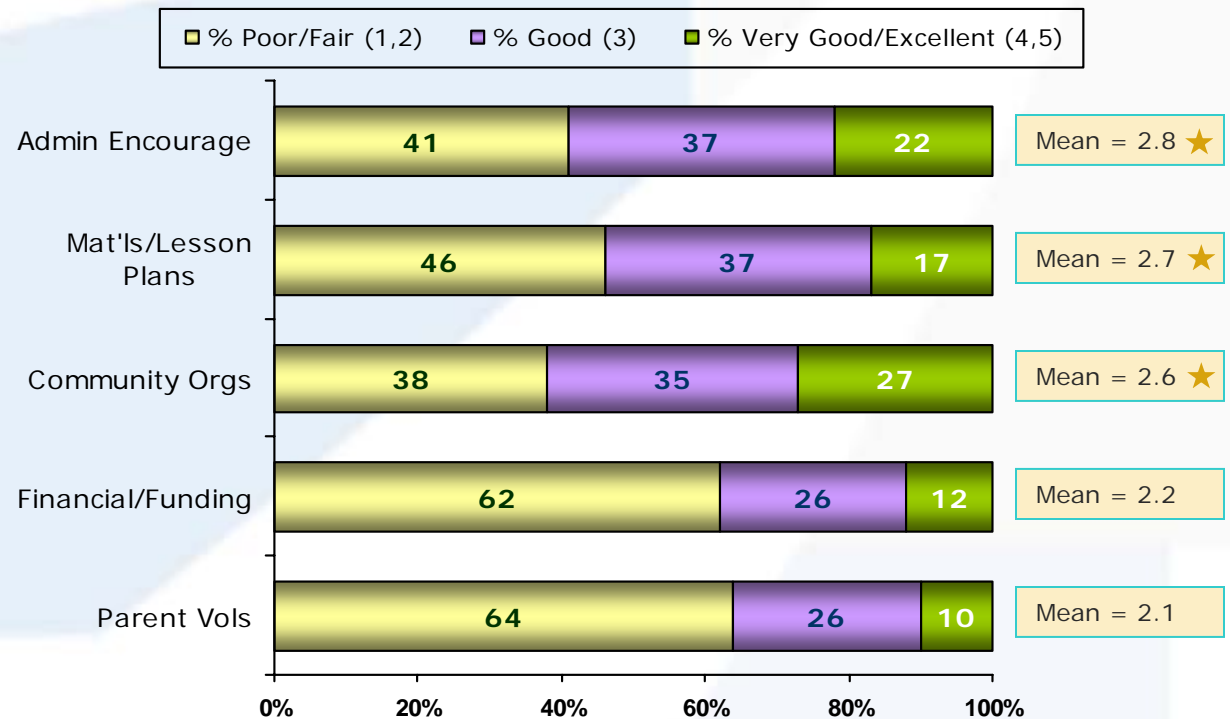
FL Teachers = 340

Q20. Overall, how would you rate the LEVEL OF SUPPORT you receive from your school system in teaching Financial Literacy in your classroom?

# Financial Literacy Support

- Overall, Teachers receive little support in teaching Financial Literacy.
- Teachers receive the least amount of support in terms of Financial Funding and Parent involvement.

Ratings Regarding Financial Literacy Support

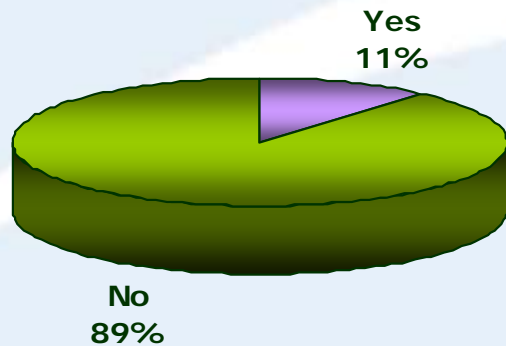


Total Sample = 340

Q20a. How would you rate the following AREAS OF SUPPORT you receive in teaching Financial Literacy?

★ Significantly HIGHER than one or more other means at 95% CI.

# Financial Literacy Support

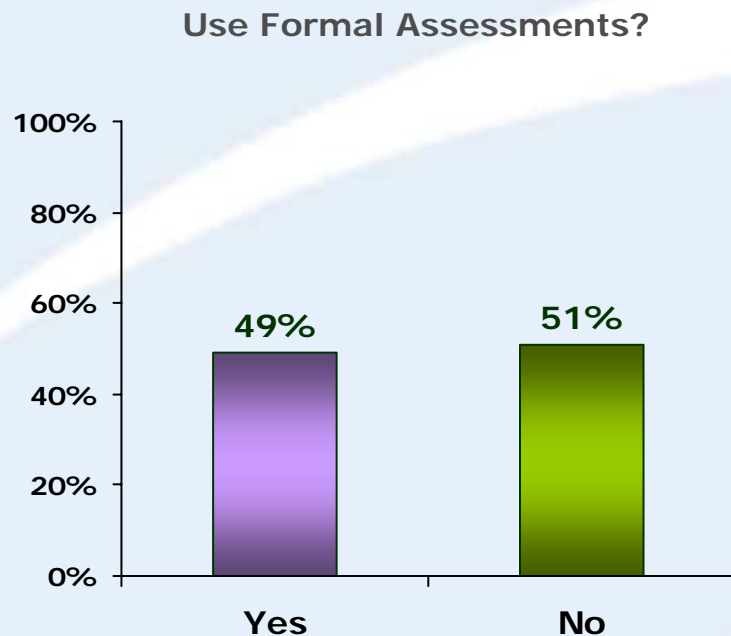


Total Sample = 340

Q20b. Are there any OTHER AREAS OF SUPPORT you receive in teaching Financial Literacy?

- At a low rate, other areas of possible support for teaching Financial Literacy are...
  - Fellow teachers and staff
  - Students
  - Local Banks
  - Stores/Businesses
  - Junior Achievement
  - State Department of Education
  - Community and Church Organizations
  - Library
  - Seminars

# Formal Assessments Usage



FL Teachers = 340

Q22. Do you use formal assessments with your students to test their level of knowledge or progress in learning Financial Literacy concepts?

- About half of K-12 teachers **use formal assessments** to test their students progression in Financial Literacy.
- **Tests/quizzes** and teacher-created **worksheets** are the top mentioned formal assessments.
  - Tests used may be from text books, math curriculum (money units) or self-created.
- **Classroom exercises include check writing, checking account balancing, budgeting, form applications (e.g. loans, taxes, etc.)**
- **Some teachers use self-developed story problems and simulations for testing.**

# Summary – Those Who Teach

- **Saving and spending money and budgeting are the top three financial literacy areas taught most often among K-12 teachers who currently include this subject in their curricula.**
- **Banking, wants vs. needs and interest are also noted by at least half of current financial literacy teachers as topics they include in lessons.**
  - K-5 teachers tend to focus more on the basics of saving and spending money, and the difference between wants and needs.
  - Middle School teachers also teach saving and spending, but include budgeting and banking in their lessons.
    - Social studies classes tend to cover wants vs. needs, financial planning and consumer rights, while math courses focus more on banking and interest.
  - **High School teachers place strong emphasis on budgeting, banking and credit, as well as income and money management.**
    - Business education, math and FCS classes each generally touch on slightly different subjects, however, some overlap in content is also observed.

# Summary – Materials of Those Who Teach

- **Most educators who teach financial literacy topics use a combination of pre-developed and their own materials.**
  - Paper “play” money, board games, simulations, websites, check registers, advertisements and guest speakers are all pre-developed materials teachers employ in financial literacy lessons.
  - About one-fifth use NCEE, JA and FDIC as sources of printed lesson materials.
- **More than half – 6 in 10 – teachers use on-line sources to seek out financial literacy lesson materials.**
  - Middle and high school teachers are more likely than those in K-5 to use the Internet to locate financial literacy materials.
  - The vast majority of teachers use search engines to locate on-line materials.
  - About one-quarter do say they use ERIC or mymoney.gov to find information and lessons on financial literacy.
- **Overall, teachers rate the pre-developed materials they find and use to teach financial literacy topics as “good.”**
  - This indicates an opportunity for NFI to develop course materials and lesson plans that are more specifically targeted to grade levels and/or particular classes – this research indicates that teachers who use materials would welcome new and better forms of information to support financial literacy topics.
- **About half of teachers use formal assessments to test their students progression in financial literacy.**
  - Tests, quizzes and worksheets created by teachers or taken from textbooks are the most commonly used assessment tools reported.

# Financial Literacy Non-Teachers

**This section summarizes why Financial Literacy is not taught in some U.S. classrooms.**

# Primary Reasons Not Teach

- **Not a required** part of the state curriculum
- **Doesn't fit in or is not relevant** to subject area
- **Unfamiliar** with financial literacy/**lack personal knowledge**
- **Subject is not suitable** for grades K-1<sup>st</sup>
- **Subject is not suitable** for special needs students
- **Do not have time** to fit financial literacy into classes
- **Teach other money and economic topics**, but do not define them as Financial Literacy

*"I teach language arts and social studies. Though finances and financial literacy are not strictly mathematics-related topics, the standards and objectives outlined by my state and school district suggest that money matters are predominantly taught in math."  
(Fourth Grade)*

*"We do not teach financial literacy per se, but of course we work with numbers and money problems very often."  
(Fifth Grade)*

*"Not given material or told not to teach – too much other required stuff to teach!"  
(Fifth Grade)*

*"I do not teach financial literacy because my students are too young. I do teach them about saving money that they might earn from chores...in order to buy something special."  
(First Grade)*

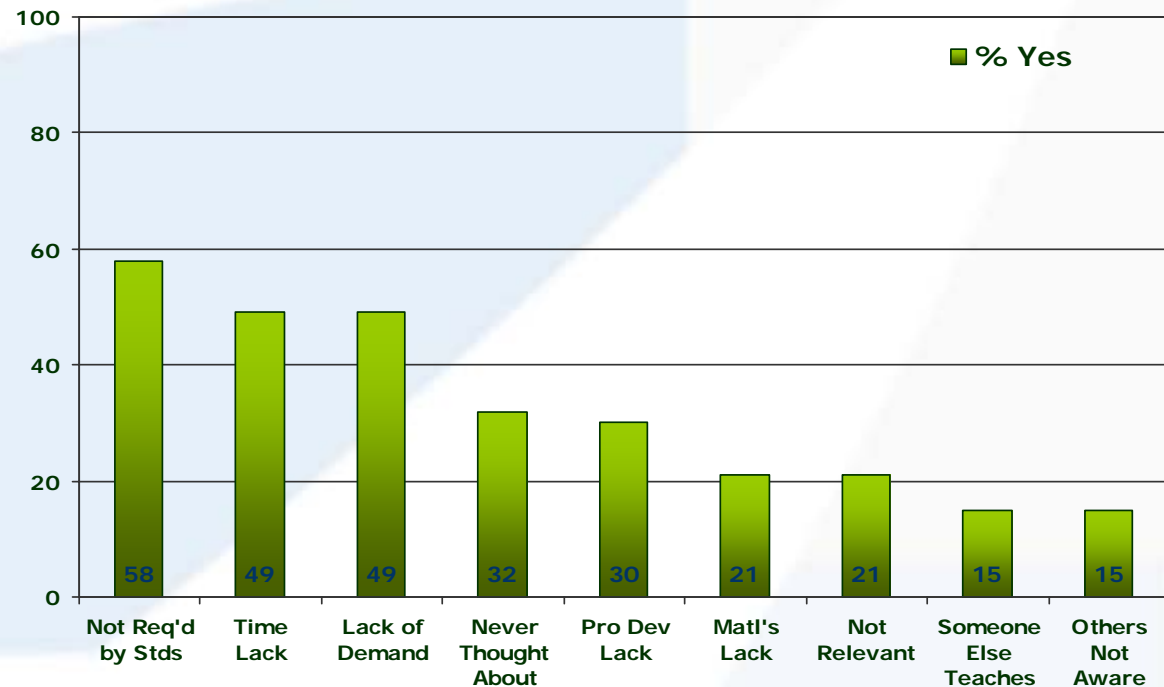
*"The kids do not understand the concepts of money yet. They are still learning what a penny is. When I speak about \$5 they think that this is an enormous amount of money...they have no grasp on the value of money yet."  
(Kindergarten)*

Non-FL Sample N=305

Q24. Please tell us the primary reason(s) you do not teach Financial Literacy related topics to your classroom?

# Challenges to Teaching Financial Literacy

- Six of 10 Non-FL teachers do not teach Financial Literacy given the subject is **Not Required** by state Standards.
- Other challenges are **Lack of Time and Demand**.
- Possible challenges include **Lack of Professional Development and Lack of Awareness (Never Thought About It)**.

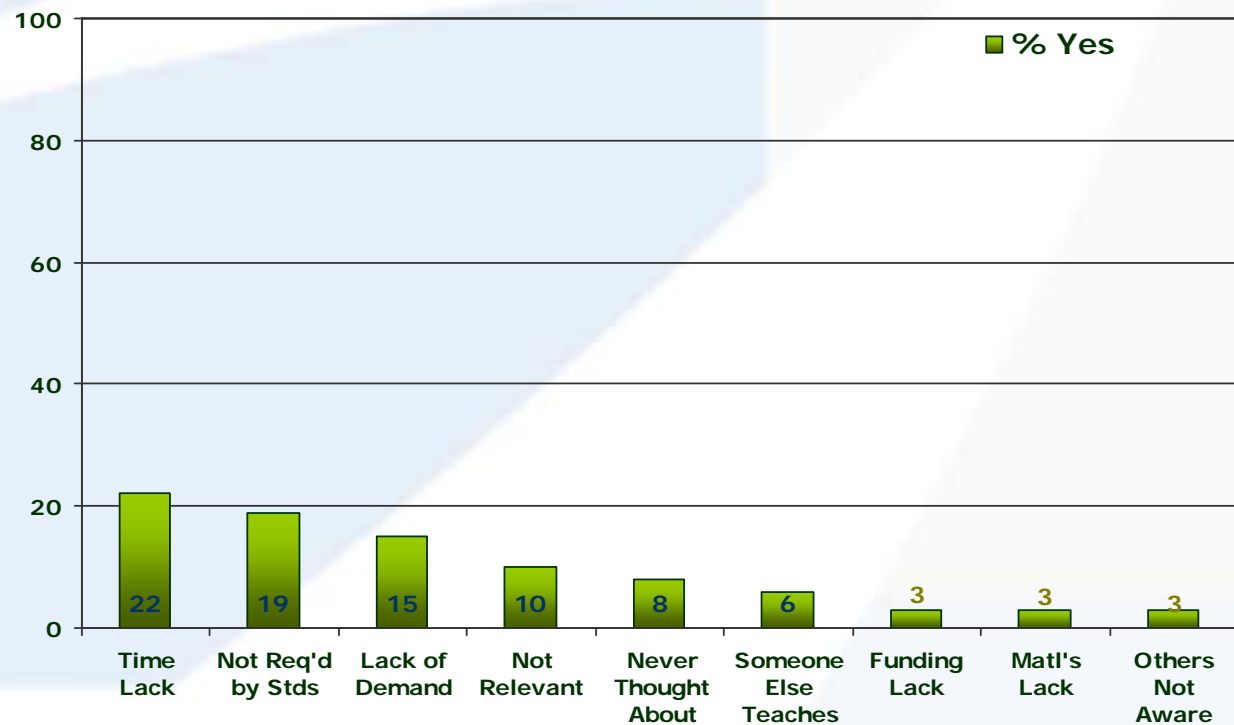


Non-FL Teachers = 310

Q25. Which of following CHALLENGES do NOT allow or hinder you from teaching Financial Literacy related topics in your classroom, if any?

# Primary Challenge to Teaching Financial Literacy

- When asked to choose the Primary Challenge in teaching Financial Literacy topics, Lack of Time, No Standards and Lack of Demand are primary challenges.



Non-FL Teachers = 304

Q26. Given the CHALLENGES that do NOT allow you to teach Financial Literacy related topics in your classroom, which is the PRIMARY CHALLENGE?

# Help to Teach Financial Literacy

- Beyond setting Academic Standards, the majority of Non-Financial Literacy teachers need materials, more information or enhanced personal knowledge to feel comfortable teaching the subject.

## Material Needs

- **Having access to resources available**
- **Grade appropriate materials (particularly for elementary teachers)**
- **Quality materials**
- **“Free” materials**
- **Materials tied to Standards**

## Informational Needs

- **Professional development training, conferences, or seminars for teachers**
- **Better understanding of the overall topic**
- **Knowing how to incorporate financial literacy into different subjects being taught**
- **Requiring financial literacy topics as part of state curriculum standards**

# Help to Teach Financial Literacy Representative Comments

*“A user-friendly guide about how to best incorporate it into all subject areas at a developmentally appropriate level.”  
(Second Grade)*

*“If I could be shown concrete methods and rationales for correlating financial literacy to the study of U.S. history, I may be more likely to teach those related topics. A well-written instructor’s manual, along with ample student use materials, would be critical.” (Fourth Grade)*

*“Easy to use materials that correlate with economics standards, which I don’t have to purchase with personal funds.” (Third Grade)*

*“If the administrators and district were made better aware of the subject and its importance.” (HS FCS)*

*“If I had materials to help me integrate the topic into what I am required to teach.” (Fifth Grade)*

*“Seeing a lesson plan that is based upon the concept and what would be appropriate to teach to the level of kids that I interact with.” (Third Grade)*

*“Professional development on the subject – this is not something that we have ever discussed in workshops and other professional development meetings.” (Kindergarten)*

*“I would first want to be educated on it myself. The next step would be for administrators adding it to the curriculum, and then getting the proper materials and funding.” (HS FCS)*

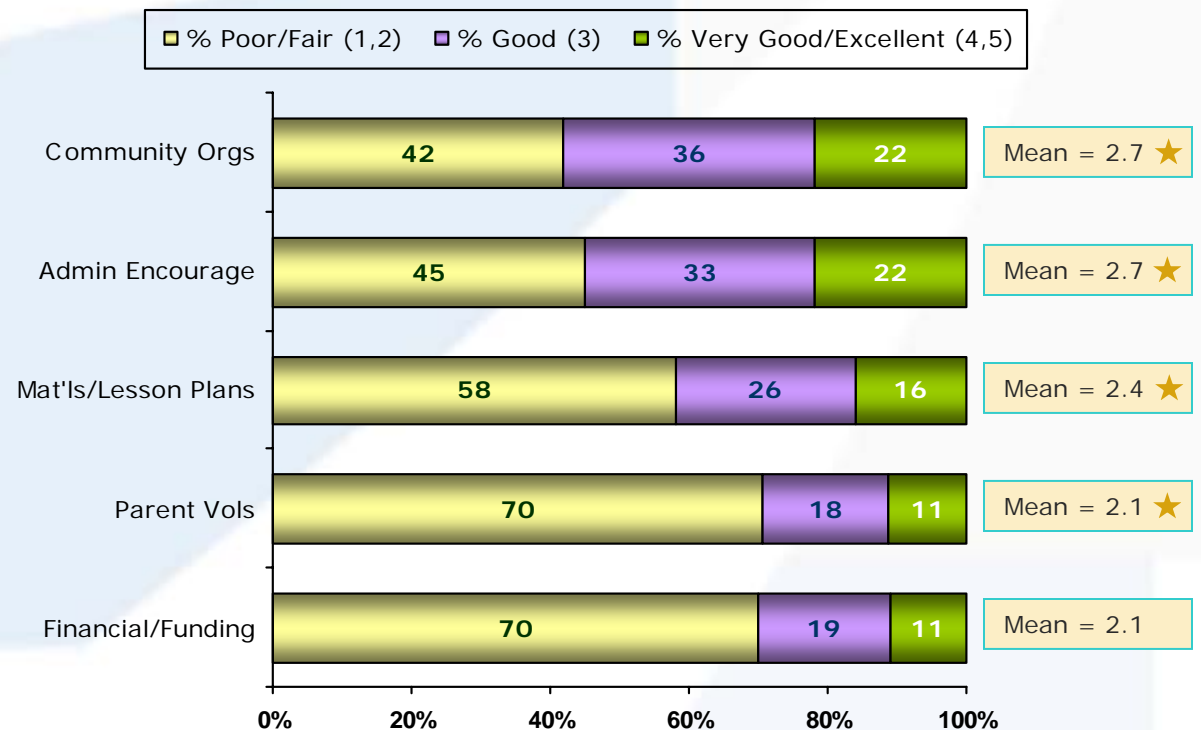
Non-FL Teachers = 310

Q27. What, if anything, would help you to teach Financial Literacy related topics in your classroom?

# Areas of Support Required to Teach Financial Literacy

- Overall, if Non-FL Teachers were to teach the subject, they expect little support in teaching Financial Literacy.
- Teachers would expect slightly more support from **Community Organizations and Administrative Encouragement.**
- Teachers expect the least amount of support in **Financial Funding and Parent involvement.**

Ratings Regarding Financial Literacy Support

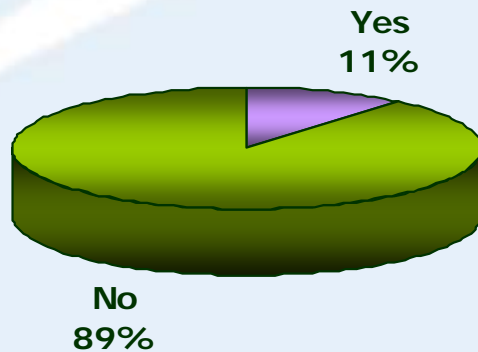


Non-FL Teachers = 310  
 Q34a-e. Assuming you were asked to teach Financial Literacy related topics, how would you rate the following areas of support you would need in teaching Financial Literacy?

★ Significantly HIGHER than one or more other means at 95% CI.

# Financial Literacy Support

Are there any other areas of support you would need in teaching Financial Literacy in your classroom?



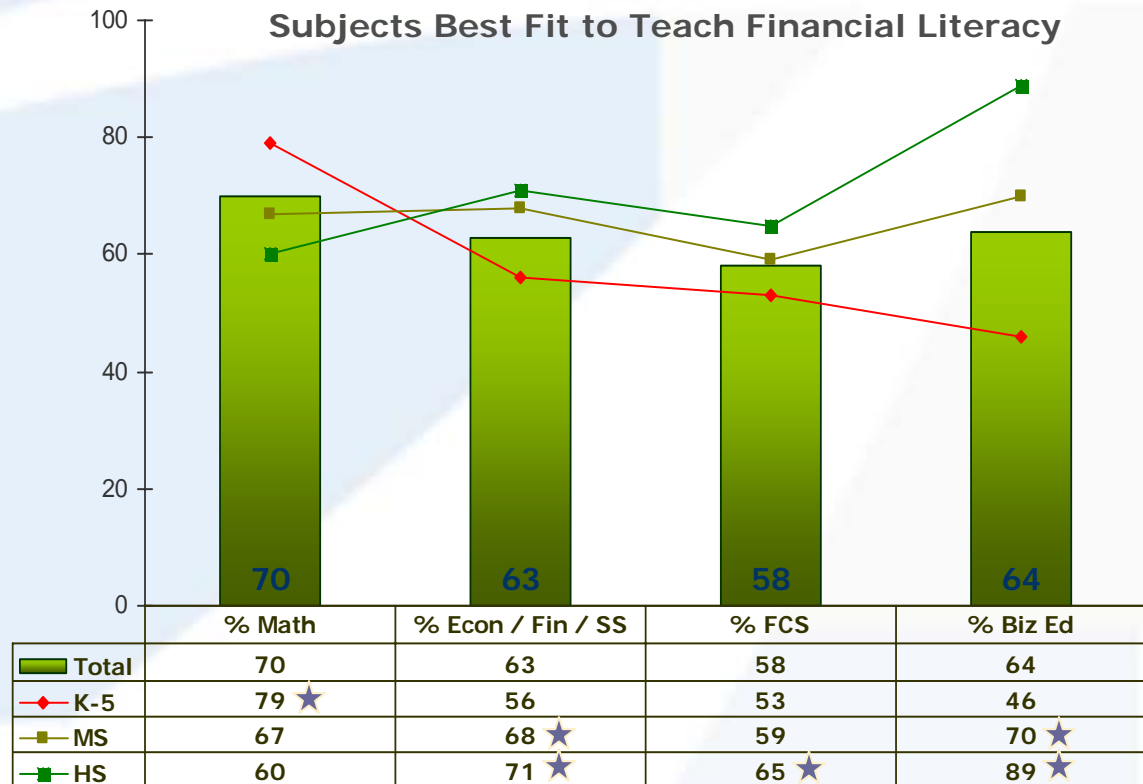
Non-FL Teachers = 310

Q34b. Other than the areas of support listed above in Q34a, are there any other areas of support you would need in teaching financial literacy in your classroom?

- One in ten teachers say they would need support from some other areas in order to begin teaching Financial Literacy.
- At a low rate, other areas teachers may envision support for teaching Financial Literacy include:
  - Staff development/training
  - Support from other faculty
  - More time
  - Curriculum materials
  - Information and resources
  - Funds to purchase materials

# If Taught Financial Literacy – Subject Areas of Value

- Most K-12 Non-Financial Literacy Teachers predict **Math** as the subject area where Financial Literacy topics would be valuable.
  - K-5 teachers think **Math** is more of a fit compared to Middle and High School teachers.
  - Middle and High School teachers say Financial Literacy topics would be valuable in **Vocational Business Education** classes.
  - High School teachers think Financial Literacy is a good fit for **Economics/Finance/Social Studies** and both **Vocational and Non-Vocational Business Education** courses.



Non-FL Teachers = 310

Q32. Assuming you were to teach Financial Literacy, which of the following subject areas would Financial Literacy be of value, if any?

★ Significantly HIGHER than other areas within category at 90% CI.

# Summary – Those Who Do Not Teach

- **K-12 teachers who do not teach Financial Literacy state the following as key reasons why this subject is not covered in their classrooms:**
  - No state standards for financial literacy in the curricula.
  - Lack of relevance and/or suitability of the topic to either the subject, grade or students (i.e., special needs) they teach.
  - Need for professional development and training in financial literacy subject areas.
  - Current content requirements use up all available instructional time.
- **Materials and enhanced personal financial literacy knowledge and training are the two most frequent mentions among teachers in order for them to consider teaching Financial Literacy.**
  - Material needs include: general access, grade appropriate resources, free information and information to correlate financial literacy topics to current required content (to provide support for inclusion in the curriculum).
  - Teacher knowledge could be enhanced via professional training and workshops (which would also help administrators recognize the importance of the subject).
- **One possible directional note: Financial Literacy language can cover a broad context. We heard this in our qualitative interviews. And a very few of them that said they did not teach Financial Literacy indeed touched on some money concepts in their classroom at a low level. So some may touch on financial topics but possibly not consider that they teach Financial Literacy as it is defined here.**
  - Thus, lessons focusing on financial literacy topics – under different names – may be more prevalent in practice.

# Summary – Those Who Do Not Teach

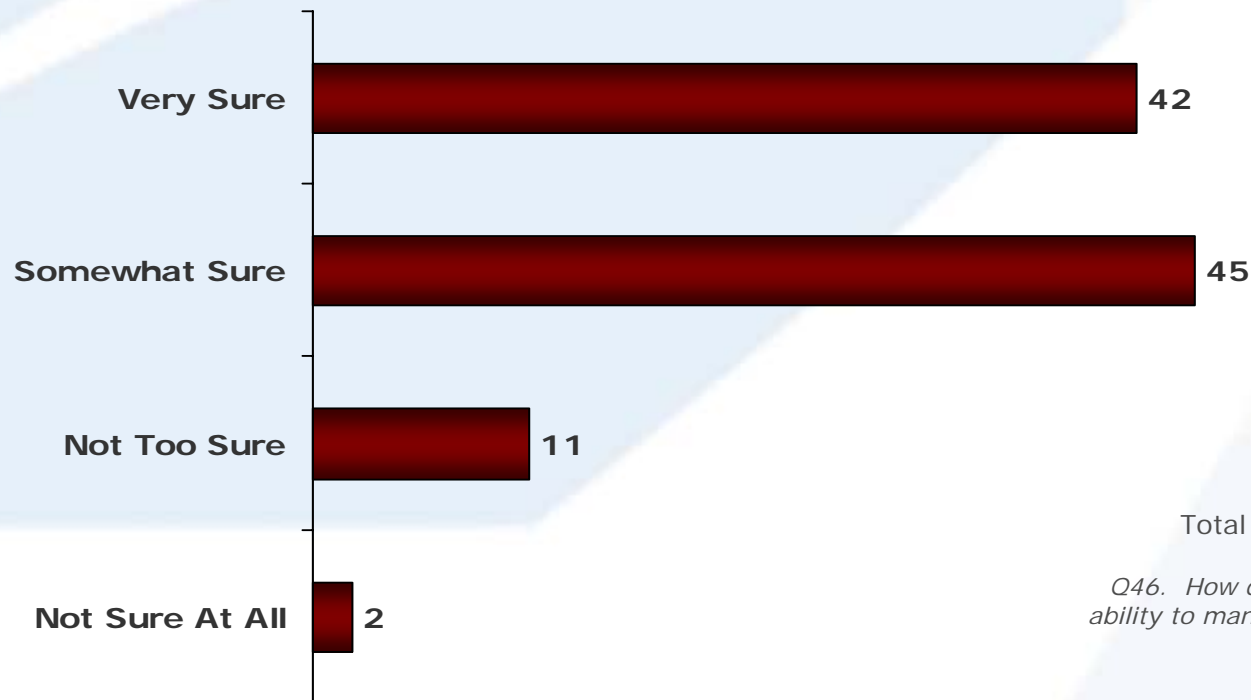
- **Nearly 100% of teachers who do not currently teach financial literacy have *not* been asked to consider teaching this subject.**
- **Most K-12 non-FL teachers believe math is the subject area where financial literacy topics would be most valuable.**
  - K-5 teachers see math as a better fit for financial literacy than do middle and high school teachers.
  - Middle and high school teachers think vocational business education is where financial literacy fits best.
  - High School teachers view financial literacy more broadly, seeing a fit for the subject in economics, social studies and both vocational and non-vocational business education classes.
- **If non-Financial Literacy teachers were to begin teaching the subject, they expect that they would receive little support overall.**

# Demographics

**This section summarizes the demographics of the teachers participating in this research.**

# K-12 Teachers – Confidence in Managing Own Finances

- Most K-12 teachers **feel very or somewhat sure** in managing their own finances.
- High School teachers are generally more confident than Middle School or K-5 teachers.



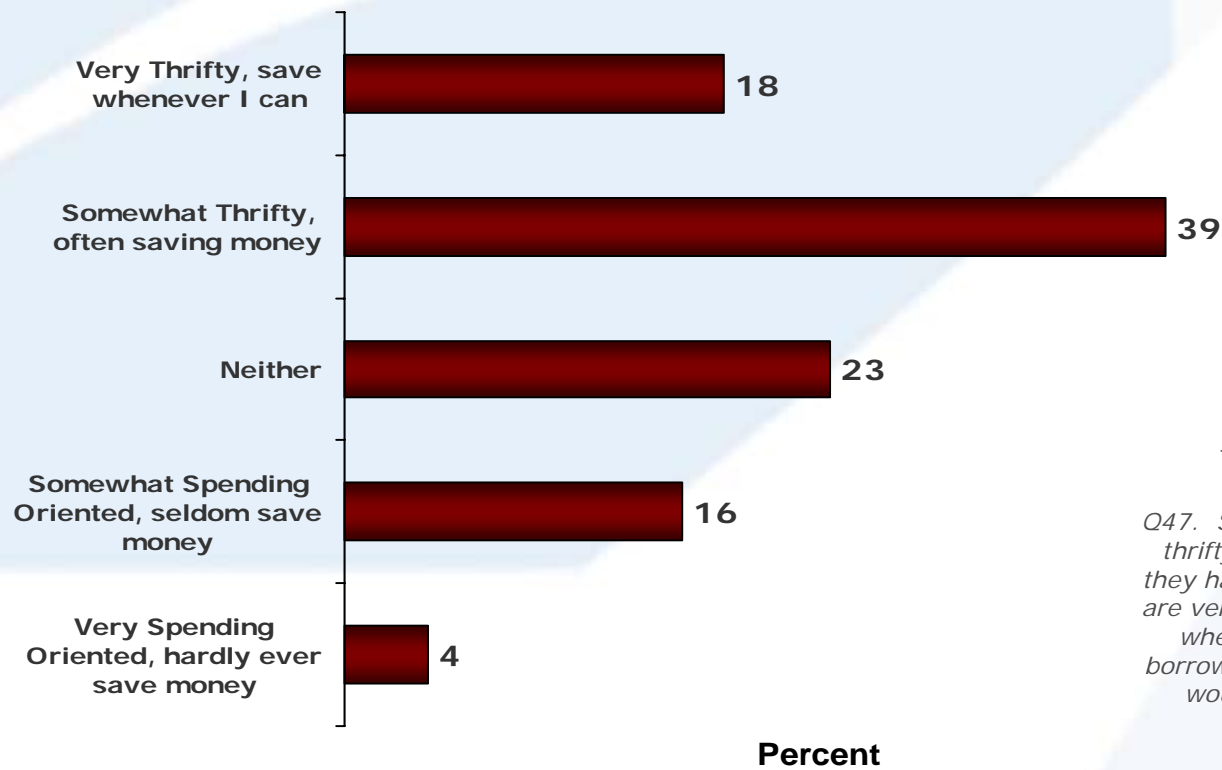
Total Sample = 650

*Q46. How do you feel about your ability to manage your own finances?*

Percent

# K-12 Teachers – How Classify Themselves as Thrifty vs. Spending Oriented

- K-12 teachers largely classify themselves as **Somewhat Thrifty**, often trying to save money.
- Overall, K-12 teachers deem themselves as “Savers” than “Spenders.”

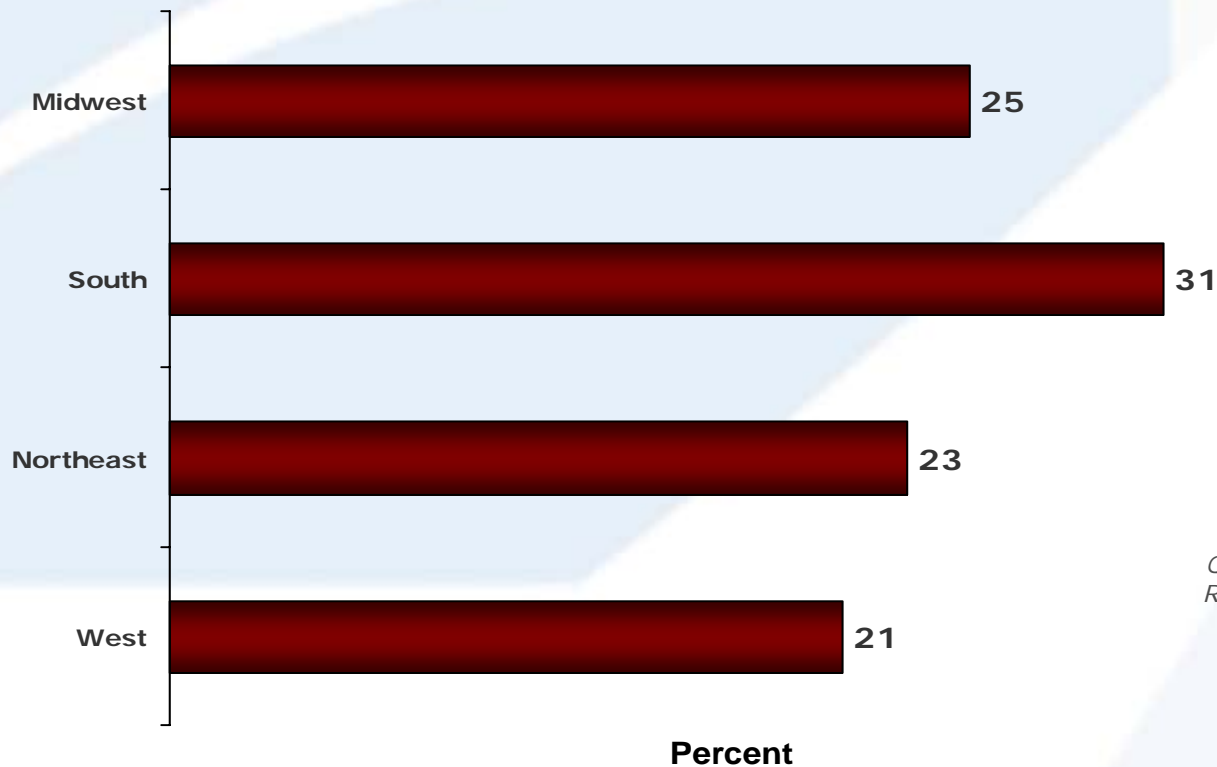


Total Sample = 650

*Q47. Some people tend to be very thrifty, saving money whenever they have the chance, while others are very spending oriented, buying whenever they can and even borrowing to consume more. How would you classify yourself?*

# K-12 Teachers – Regions Teaching In

- A nationally representative sample of K-12 teachers participated in this research.

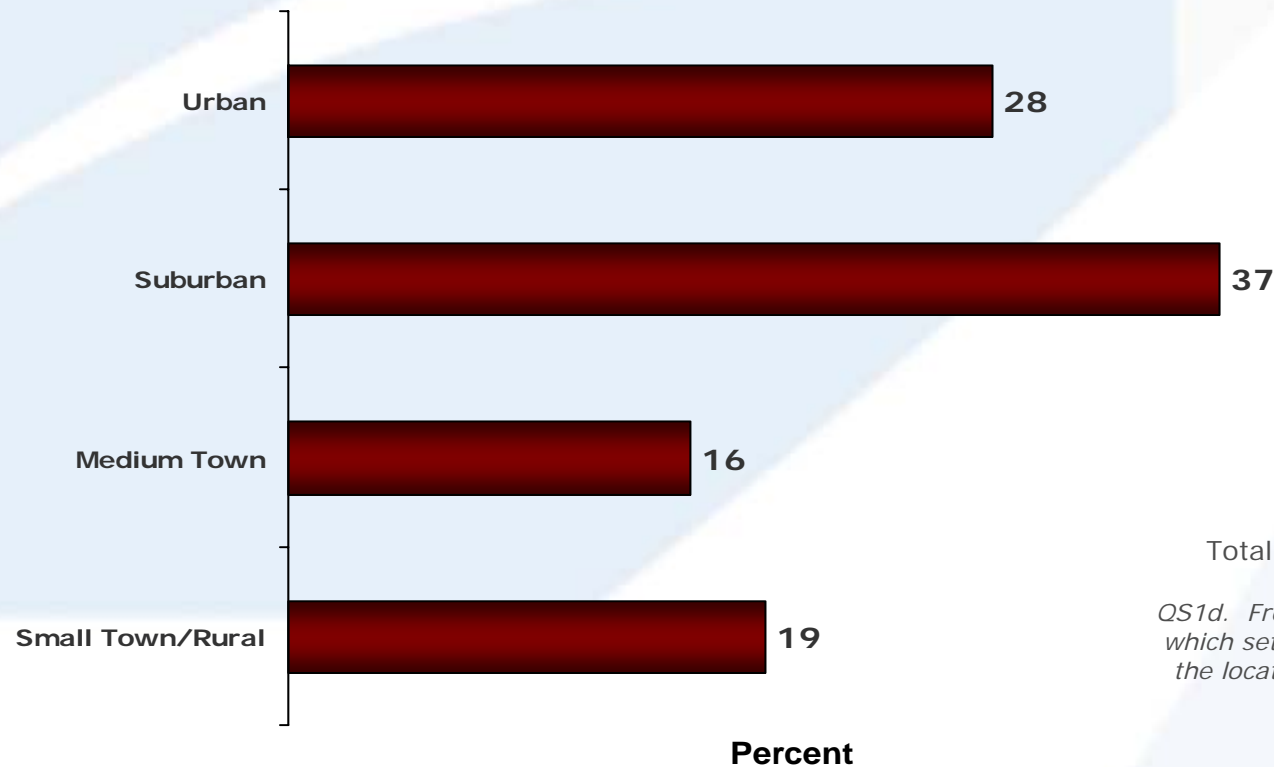


Total Sample = 650

*QS1c. Which of the following  
REGIONS BEST classifies area  
of country you teach in?*

# K-12 Teachers – School Locations

- A cross section of different school locations were included in the research, with most teaching in or around metropolitan areas.

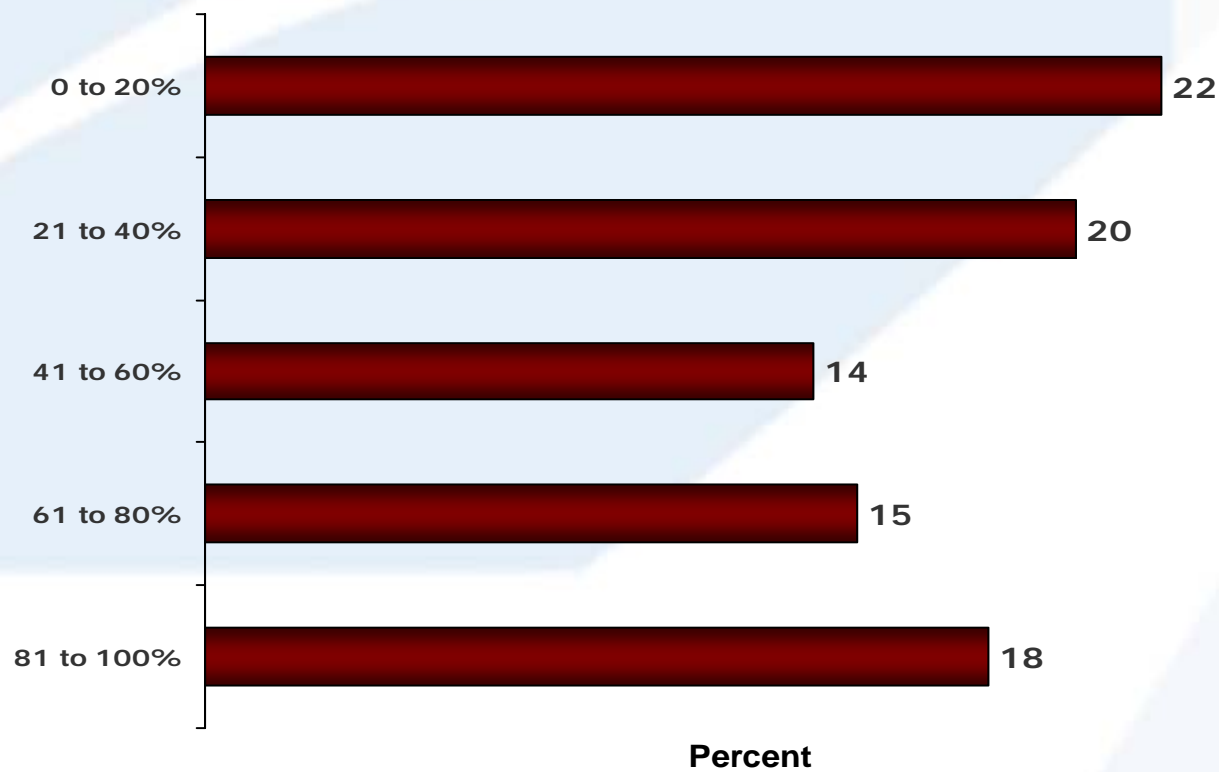


Total Sample = 650

*QS1d. From the following list, which setting BEST describes the location of your school?*

# K-12 Teachers – Schools by % Students in Free Lunch Program

- Although we had a cross-section of teachers from schools with varying levels of Free Lunch, most of the K-12 teachers are from schools with 0 to 60% Free Lunch students.

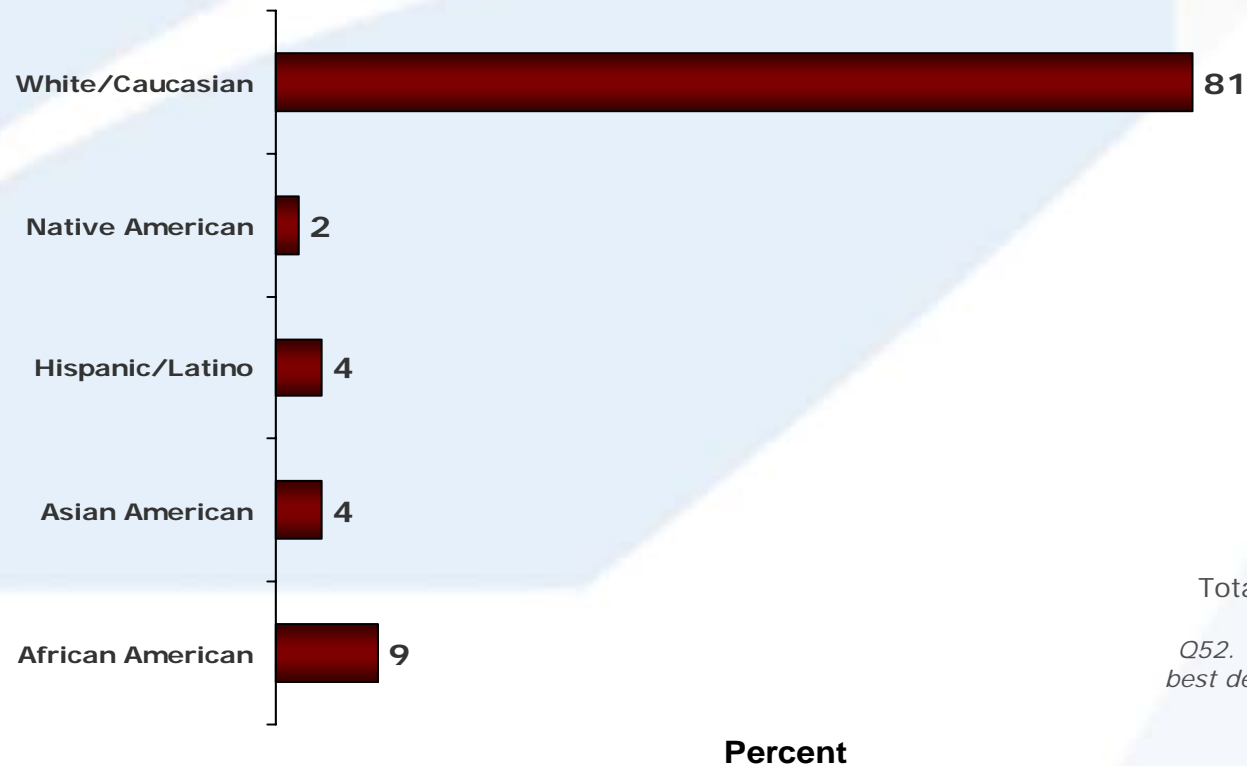


Total Sample = 650

*Q49. To the best of your knowledge, what percent of students in your school participate in the Free Lunch program?*

# K-12 Teachers – Ethnicity

- Most K-12 participating teachers are Caucasian.



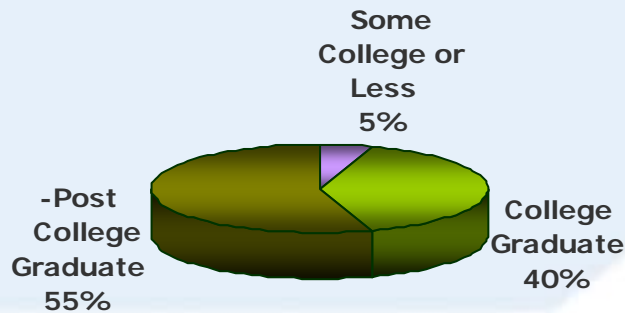
Total Sample = 650

*Q52. Which ethnic group best defines your ethnicity?*

# K-12 Teachers – Education & Gender

- All K-12 teachers participating have completed at least a Bachelor’s Degree with about half having post-graduate degrees.
- The majority of participating K-12 teachers are Female.

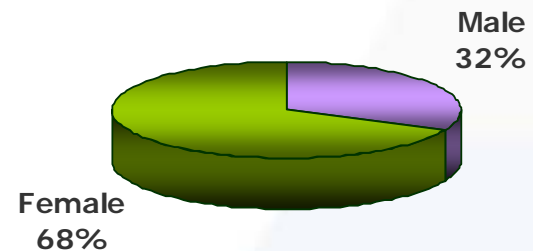
Teachers’ Educations



Total Sample = 650

Q51. Which of the following best describes your level of education?

Teachers’ Genders



Total Sample = 650

Q53. What is your gender?

# Contact Information

**David Godsted**

**Director of Financial Literacy**

**Networks Financial Institute at Indiana  
State University**

**Phone: 317.536.0281 x709**

**Email: [David.godsted@isunetworks.org](mailto:David.godsted@isunetworks.org)**