

Program Evaluation Report

Youth Financial Education



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Program Development and Evaluation ❖ Family Living Programs

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Executive Summary

The important role of financial literacy in personal and social survival has never been more apparent, including for young people. Many youth have jobs and credit cards but do not follow basic principles of earning, spending, saving and managing money. Financial literacy has been a core component of the Family Living Programs of the University of Wisconsin-Extension, Cooperative Extension (UWEX). In recent years, reality programs that feature simulation and experiential learning have grown in popularity given their effectiveness in teaching and learning. During 2008, educators in 18 counties were involved in making these reality experiences available for youth to learn and practice financial management.

To better understand the value and impact of these reality events on youth financial literacy, a team came together to design and implement an outcome evaluation. Data collection was completed during 2008 with over 500 middle and high school student participants.

Outcomes

Overall, financial simulations (reality events) were found to be very effective in building important financial competencies among youth participants. The youth self-reports indicated important changes in their knowledge about their financial obligations and what it means to pay bills, be able to live on what you earn and deal with credit. Perhaps most important is the apparent impact these reality events have on youth views, awareness about expenses, and the choices and decisions to be considered when managing personal finances.

The reality events were rated very high by all youth. Particular value was given to the interactivity, real-life nature and opportunities for hands-on practice. Youth related to the life scenarios that were made real through simulated pay checks, mock checkbooks, debit cards, credit cards, registers, fate cards, and reward cards. In the words of one participant, "It was a real eye-opener. It helped me to greatly understand what spending for life is really about." Eighty-eight percent of the participants rated the program as helpful or very helpful.

Knowledge outcomes. Over 50% of all respondents indicated increases in knowledge on all but three of the 18 knowledge change items. Changes that were most frequently reported included increased understanding of the cost of buying on credit, what it feels like to pay bills, greater understanding of what it costs to live, and increased knowledge of financial concepts such as checking vs. credit card accounts and saving vs. investing.

Skill outcomes. Middle school youth most frequently reported increased skills related to completing a job application (76% of respondents) and being a safe internet user (61% of respondents). The largest numbers of high school students reported increased skills in being able to determine monthly financial needs, plan for unexpected expenses, and plan for charitable giving.

Confidence outcomes. Ninety-seven to 100% of the youth responding to the self-efficacy questions reported increased confidence in making financial decisions, managing money, and setting goals.

Behavioral intent. Most frequently, youth reported plans to avoid unnecessary spending, use a budget, adjust spending to make ends meet, and track spending. Equal numbers plan to save as those who report that they already save for future goals. Tracking spending is a critical financial practice regardless of age. The number of youth who reported that they “plan to” track their spending (56% of all respondents) as a result of attending the reality event is especially noteworthy.

These results indicate the power and potential impact of using simulation and reality events for building positive financial attitudes and practices among youth that could be expected to carry over into adulthood. The study also illuminated various topics for future research.

Situation

With the current economic crisis front and center, the important role of financial literacy in personal and social survival has never been more apparent. Financial education has been and continues to be a core component of the Family Living Programs of the University of Wisconsin-Extension, Cooperative Extension (UWEX). In recent years, given the crisis in financial management and documented evidence of low financial literacy among all age groups, it has grown in importance.

Youth are a primary target audience of financial literacy education. Today's average high school graduate lacks basic skills to handle personal financial affairs. Many are unable to balance a checkbook and have little insight into the basics of earning, spending, saving and investing. Peer pressure and high pressure marketing surround youth. An estimated 80% of Wisconsin students work during their high school years and nearly one-third have personal checking accounts and credit cards (Wisconsin Department of Public Instruction, 2006). A 2004 credit card study by education lender, Nellie Mae, found that 76% of undergraduates started the school year with credit cards and the average outstanding balance on undergraduate credit cards was \$2,169 (Nellie Mae, 2005).

From a 1999 *Youth and Money* study conducted by the American Savings Education Council, fewer than half of U.S. high school and college students save money (Yakoboski, 1999). About 23% of the surveyed students use a budget and less than one-quarter track their spending. According to the *Jump\$tart™ Coalition for Personal Financial Literacy*, "Many young people fail in the management of their first consumer credit experience, establish bad financial management habits, and stumble through their lives learning by trial and error" (<http://www.jumpstartcoalition.org/>).

The majority of states have adopted consumer education policies and some have specifically mandated high school instruction on topics of financial decision making (budgeting, credit management, saving and investing). The Wisconsin Department of Public Instruction (DPI) adopted a set of academic standards in 2006 for voluntary use by school districts. UWEX community educators are well-positioned to assist their schools, businesses and communities in addressing the youth financial literacy crisis.

Response: Description of Youth Financial Education Program

An effective way to teach personal finance to youth is through the use of simulation (O'Neill, 2008). Simulation replicates the essential features of a task or situation. By providing the learner the opportunity to experience a situation as real, the learner can understand the consequences of his/her actions without being subject to its actual real-life consequences. Simulation brings meaning to learning. It is a teaching technique that arouses curiosity and problem solving. By doing, rather than listening, learning is active and fun. It leads to a higher level of involvement and enriched learning experience; active participation leads to greater learning (Chapman & Sorge, 1999); enhanced problem-solving, self-motivation and self-confidence (DeBord, 1989). The empirical evidence of simulation's teaching value is broad: NASA's astronaut training; medical student education; airline pilot training; military education; plus various examples from the corporate world that show simulation's effectiveness over traditional teaching methods (Prensky, 2007).

For the past several years, UWEX community family living educators have helped design and implement simulations to enhance the financial literacy of middle and high school students. During 2008, UWEX educators in 18 counties were involved in simulation type financial educational events (hereafter referred to as reality events). Each reality event is slightly different depending upon the local context, partner interests, and age of the targeted students (middle to high school grades). The event may be several hours in length to a full day. Attendance ranges from 10-500 students. The event may be called *Reality Day*, *Reality Daze*, *Reality Fair*, *Youth Money Smart College*, *The Balancing Act*, or *Money Quest*.

Despite the variation, all events feature experiential learning through life scenarios, simulated pay checks based on a career of choice and the use of mock checkbooks, debit cards, credit cards, registers, fate cards, and reward cards. All events also feature UWEX working in collaboration with other local partners: schools, businesses, local agencies, community residents. The UWEX educator's role may involve coordinating the planning committee, handling publicity, recruiting and training volunteers, preparing materials, securing funding, evaluating, and participating at the event. Several UWEX educators partner with the Credit Union National Association (CUNA) to implement the CUNA curriculum (*Mad City Money™*) which is available to member credit unions for use in local schools.

Case example: Richland County



Richland County has hosted a youth financial simulation for four years. The effort started in 2005 when the UWEX family living educator responded to a need identified by the Richland County Housing Partnership. The Partnership identified financial literacy as an obstacle to home ownership and overall housing security and argued that high school students needed education in sound financial practices to prevent future financial trouble. The UWEX educator recruited a planning team that held its first *Get Real!* simulation in March 2006. Students choose a career with an expected monthly salary. They are randomly assigned family status – married, single, widowed, or divorced, with or without children – and a simulated paycheck. During the course of 3 hours, students move from station to station simulating one month in a real life – purchasing necessities, opening a bank account, buying or renting a home, purchasing groceries, managing childcare, paying taxes, etc. The cost of living sets in quickly. Twists await students as they might receive a speeding ticket from local law enforcement or be told by a nurse that their child needs glasses. In the process, they learn and experience budgeting, spending and saving, planning, and making financial decisions. From a start with 80 volunteers and 200 high school students from three schools, the annual event has grown to involve over 130 volunteers and reach approximately 350 students from six schools.

Case example: Washington County



The first *Youth Money Smart College* was held in 2002. Since that time there have been six colleges with the seventh planned for Money Smart Week of 2009. In 2001 the UWEX family living educator was approached by members of the local chapter of the American Association of University Women (AAUW) for assistance in providing financial education for school aged girls. The best strategy was identified and the group recruited additional partnering agencies and financial institutions to develop the first reality simulation for youth in grades 7-9. The goal was to provide a basic introduction to personal financial education that would leave a lasting impression of the importance of continued learning for developing a sound financial future. At *Youth Money Smart College*, held on a Saturday at the UW-Washington County campus, youth attend a keynote address and 3-4 concurrent sessions conducted by local experts. All of the sessions are experiential with active participation—no lectures are allowed. At the beginning of the day all students receive a “virtual job” typical for their age, a paycheck statement with taxes deducted and “virtual cash” for a week of net pay. Throughout the day they receive “fate cards” that add or subtract money to represent typical weekly expenses and emergencies. At the end of the day, they pay up their obligations including contributions to savings and charity and have a consumer education experience in the *Reality Store* where they purchase merchandise to take home. Since 2005 parents have been invited to attend the keynote address and one special session designed for parents. To date the annual event has reached 185 students and over 60 parents, and includes 25-30 volunteers each year.

Community Partnerships

Helping to implement these events are many adult volunteers representing local banks and other businesses, government agencies, schools, community groups, and residents – all concerned about youth financial literacy. The involvement of these volunteers provides the added benefit of intergenerational learning, as well as the opportunity for youth to connect with community business leaders and services. Students learn first-hand about various career fields that can help them think about their own career goals. *“One [student] was so compelled by investing and the like, he is interested in looking at financial advising for a career.”* The adult volunteers gain by having the opportunity to interact with youth and to fulfill their service and personal interest goals. In the words of one volunteer, *“I should pay you for letting me do this. It’s just too much fun.”* Businesses also benefit from interacting with potential future clients and customers.

Because volunteers are an integral part of conducting a youth financial simulation, they are asked to share their insights to evaluate student learning. Following are a few comments reflecting the perspectives of these volunteers:

A local banker: *“I enjoy interacting with them [students] and at the same time helping them work through the decision-making process at each station. I think it*

opens their eyes about some of the choices they will have to make once they get into the real world.”

A high school educator: “The ... simulation is a perfect opportunity for students to practice the concepts they have been learning about in Personal Finance, a required course for our juniors. In attending the program in past years, students have been shocked at the number of expenses and their costs, including housing, groceries, insurance, and transportation. They are especially amazed at the financial costs of having children... Many students find out that the occupations they are planning to pursue will not provide for basic living expenses, aside from having much discretionary income. It’s a real eye-opener for students when they are hit with unplanned expenses like receiving a speeding ticket or facing an emergency situation. It certainly helps them to understand some of the financial stresses their parents face.”

A community volunteer, “I think it is even more valuable than we can know.”

Evaluation Design

While youth financial literacy programs have increased in numbers in recent years, evidence of effectiveness is mixed, largely due to variation in program delivery and to inconsistencies in what is measured and how. More evidence of impact is needed to justify the value and expense of simulations for building youth financial competencies. Consequently, in 2007, five family living educators involved in reality events volunteered to design and implement a statewide outcome evaluation. Data collection was completed during 2008.

To define the program and focus the evaluation, the team began by reviewing the existing literature and constructing a logic model to describe the program’s theory of change (Appendix 1). The theory of change suggests that if youth attend the reality event, they will increase their knowledge, skills, confidence and motivation on a variety of financial objectives. If the youth achieve these short-term outcomes, then they can be expected to make positive changes in their financial behaviors. If they make these behavioral changes, then it can be expected that they will establish sound financial habits that they carry throughout life. Specific outcomes vary by age and background of the youth.

Three primary questions guided the evaluation:

- To what extent are desired outcomes occurring for youth participants related to changes in knowledge, skills, confidence, motivation and behaviors in their financial practices?
- What do the youth view as the value of this type of reality/experiential education program?
- What suggestions and lessons can be learned to improve these reality programs?

Given the importance the Wisconsin public school system places on financial literacy and the UWEX-school partnerships that exist in many counties, the design team worked to ensure that the Department of Public Instruction (DPI) standards were represented in the outcomes to be measured. See Appendix 2 for listing of the DPI standards.

Data Collection Methods

Drawing on the literature and existing instruments for measuring youth financial literacy, the team developed questions related to each of the desired outcomes. It was decided that a post-session survey questionnaire was the most feasible and appropriate way to collect information from youth participants. A pool of questions (Appendix 3) was developed to cover the many aspects of youth personal finance. From this pool of questions, educators could choose questions appropriate for their local program and age of participants (middle school or high school). Educators sought to confine their questionnaires to a single sheet, front-to-back, to keep them interesting and easy to fill out. The questionnaires included close-ended questions to measure satisfaction with the program and changes related to financial knowledge, skills, confidence and plans to practice certain financial behaviors (behavioral intent); as well as several open-ended questions to ask about program improvement and participant perceptions (see Appendix 4 for sample, not actual, middle school and high school questionnaires). Questionnaires were distributed and completed by participants at the end of the session. A nine-month follow-up survey was piloted and implemented in one county during December 2008 to assess the extent to which medium term outcomes were achieved.

During March to June 2008, data collection was conducted in four counties, at 25 schools and at one statewide event involving nearly 650 students and over 230 volunteers (Table 1). The sites included ten high schools in Price and Richland counties, fifteen middle schools in Fond du Lac and Washington counties, and the statewide Wisconsin 4-H and Youth Conference. The high schools had the most participants, accounting for 81% of all participants.

Table 1. Number of sites, youth and volunteers participating in the 2008 reality event study sites

Site	# of schools	# of youth attending event	# of volunteers
Fond du Lac	8	39	7
Washington	7*	33	25
Price	4	185	55
Richland	6	344	137
Statewide 4-H and Youth Event		46	14
Totals	25+	647	238

* A few home schooled

Respondents

Over 500 students completed the post-session survey questionnaire (Table 2). The majority were high school students, in proportion to participant numbers. Eighty-seven percent of all respondents were Caucasian with a few participants of African American, Hispanic/Latino, Asian, Native American, or multiracial heritage. Seven percent indicated “other” or “no answer”.

Table 2. Number of youth who completed the post-session questionnaire by site and age level

Site	# of respondents	
	Middle school students	High school students
Fond du Lac	31	5th-8th grades
Washington	30	6th-10th grade
Price		170
Richland		237
State 4-H event		41
Totals	61	448

Data Analysis, Interpretation and Reporting

Descriptive statistics, including frequencies, percentages and means, were used to analyze the quantitative data. Qualitative analysis relied on standard content analysis. The team reviewed and interpreted the data to summarize the results. While the Richland County sample could potentially bias the analysis given its size, no inherent biases were found, so results are combined and summarized. Statewide reports, local county reports and multiple communications pieces are envisioned to share the results with state and local stakeholders, volunteers, teachers and participants.

Human Subjects Protection

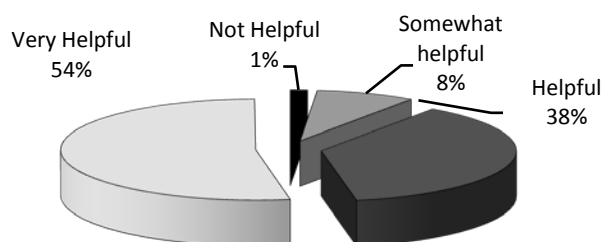
Approval for this evaluation is on file in the Office of the Secretary of the Faculty and Academic Staff, University of Wisconsin-Extension, Madison.

Results

Program Satisfaction

The reality programs in the five sites received high ratings by the youth. Overall, 88% of all the respondents rated the program as helpful or very helpful (Figure 1). At the two middle school sites, 93% of the 59 youth gave the program these very favorable ratings.

Figure 1. Overall Rating of Program (n=493)



Youth also rated the teachers/volunteers and activities very high:

- 91 % rated the teachers as helpful or very helpful (n =496 respondents)
- 86 % rated the activities as helpful or very helpful (n = 497 respondents)

The youth provided numerous written comments expressing how much they valued the interactivity and hands on opportunities that provided real life practice for budgeting and spending. "... it makes you think about spending more and you experience it," one student shared. Other comments included: "It was a real eye-opener. It helped me to greatly understand what spending for life is really about." "It makes you realize it is not as easy as it seems." "It was a great reality check and I will be more prepared in the future." "It's a lot harder to get by than I thought." "It showed me how hard it is to survive in real life without going into debt."

They also commented on the reality event as an easy and fun way to learn. "It's a super fun way to learn." "You have to actually walk around and write checks, you can't get bored and you pay for your mistakes." "It teaches in a fun way but makes sure you get it 100%."

In other written comments, the youth gave credit to good instructors with comments like: "[I liked] the openness to ask questions, the friendliness of the teachers and clearness of the ideas." "It answered some questions that I didn't know and helped me to better understand how these things worked."

More specific results related to desired knowledge, skills, confidence and intended behavioral change follow.

Knowledge Outcomes

Eighteen knowledge change questions were included in the post-session questionnaires. The exact questions varied by site since the questionnaires were customized to fit the local program. For these knowledge change items, students were asked if the program helped them increase their knowledge or if they already knew it before participating in the program.

Table 3 lists the 18 items, the grade level reporting (MS=middle school; HS=high school) and the results. Most frequently youth self-reported changes in knowledge related to their understandings of the cost of buying on credit (93% of MS respondents); what paying bills feels like (82% of HS respondents) and the costs of living (items g and h); and increases in knowledge about financial concepts such as checking vs. credit card accounts; saving vs. investing (items b, c, d, e). Fewer youth reported changes in their understanding of the difference between needs and wants: over half of the youth reported that they "already knew" this difference. Similar numbers of youth felt that they already knew about the purpose of insurance and the importance of saving. Despite these lower numbers, many youth (33-47%) still reported that the reality event increased their knowledge in these areas.

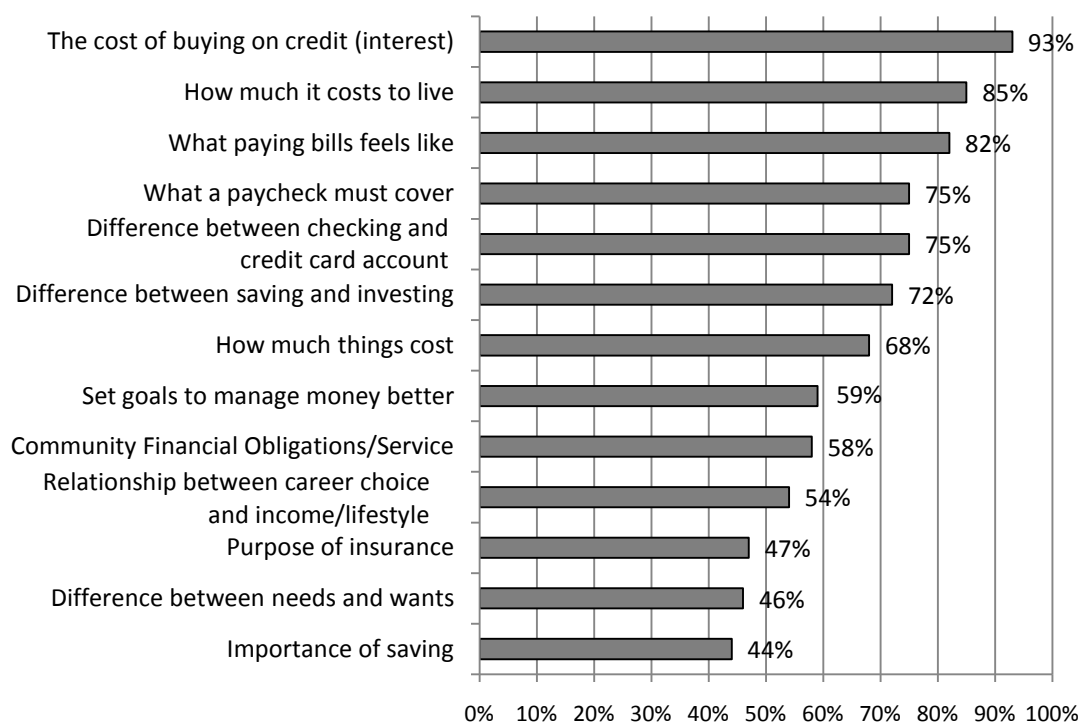
Table 3. Financial knowledge questions and responses

Knowledge item	Grade level	n*	Increased my knowledge	Already knew
The cost of buying on credit (interest)	MS	55	51 (93%)	4 (7%)
Difference between a checking account and a credit card account	MS	60	45 (75%)	15 (25%)
Difference between saving and investing	MS	60	43 (72%)	17 (28%)
How credit cards work	MS	60	39 (65%)	21 (35%)
Consequences of not paying credit card on time	MS	60	36 (60%)	24 (40%)
Value of education beyond high school	MS	59	34 (58%)	25 (42%)
What a paycheck must cover	MS HS	60 40	43 (72%) 32 (80%)	17 (28%) 8 (20%)
How much things cost	MS HS	59 438	34 (58%) 306 (70%)	25 (42%) 132 (30%)
Community Financial Obligations	MS HS	60 399	34 (57%) 234 (59%)	26 (43%) 165 (41%)
Difference between needs and wants	MS HS	61 439	20 (33%) 211 (48%)	41 (67%) 228 (52%)
What paying bills feels like	HS	39	32 (82%)	7 (18%)
Set goals to manage money better	HS	398	235 (59%)	163 (41%)
What a budget is	HS	39	22 (56%)	17 (44%)
Where my money goes	HS	39	22 (56%)	17 (44%)
Relationship between career choice and income/lifestyle	HS	99	217 (54%)	182 (46%)
Purpose of insurance	HS	398	188 (47%)	210 (53%)
Importance of saving	HS	398	174 (44%)	224 (56%)

*Number of respondents varies depending if the question was included in the questionnaire and a response given.

Across all the students, over 50% of the respondents indicated increases in knowledge on all but three of the 18 knowledge change items that were included in the study (Figure 2).

Figure 2. Percentage of respondents who increased knowledge (all respondents)



Skill Outcomes

Besides changes in knowledge, the youth financial simulations seek to increase youth skills in basic financial practices. Eleven different questions covered such financial skills as being able to create a personal budget, track spending, and manage a checking account. Students were asked to indicate whether they thought their skill had increased as a result of participating in the program or if they already could do it.

Table 4 lists the 11 items, the grade level reporting (MS=middle school; HS=high school) and the results. Middle school youth most frequently reported increased skills related to completing a job application (76% of respondents) and being a safe internet user (61% of respondents). These items were included in the middle school questionnaires given the educational emphasis on getting a job and consumer literacy including shopping online that is part of the middle school curriculum. The largest numbers of high school students reported increased skills in being able to determine monthly financial needs (75% of respondents), plan for unexpected expenses (66% of respondents) and plan for charitable giving (61% of respondents). Concerning the checking account items on the questionnaire, 71% of the middle school youth reported that the reality event helped them increase skills in being able to balance a checkbook while over half felt that they already could write a check correctly. Over 70% of the high school students reported that they already could write a check correctly and balance a checkbook, which might be expected for high school students. Just over half of the high school students felt that they increased their skills in keeping track of credit card use and keeping track of spending and income; the others felt that they already could do these tasks. Even if youth already know and have these skills, reinforcing existing knowledge and skills helps enhance and maintain important competencies.

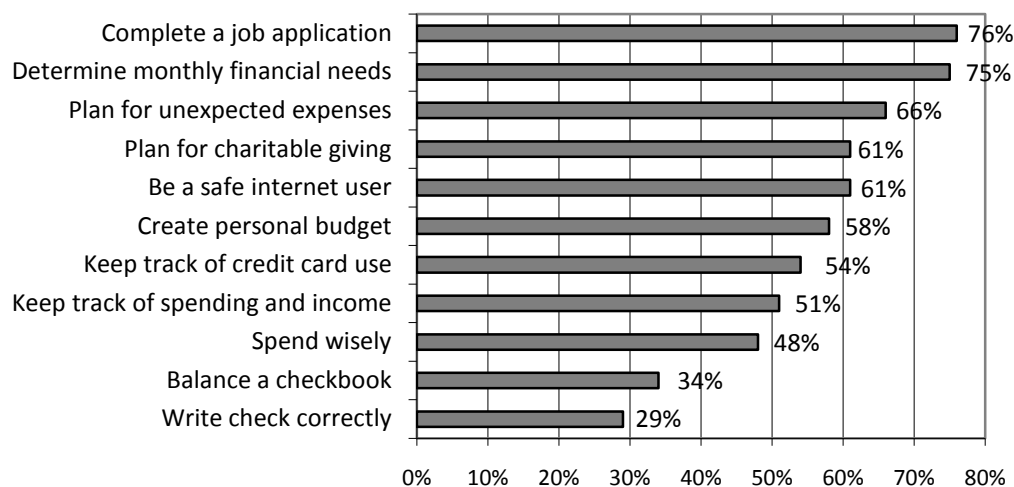
Table 4. Financial skills questions and responses

Skill item	Grade level	n*	Increased skill		Already could do	
Complete a job application	MS	55	42	(76%)	13	(24%)
Be a safe internet user	MS	57	35	(61%)	22	(39%)
Determine monthly financial needs	HS	40	30	(75%)	10	(25%)
Plan for unexpected expenses	HS	401	266	(66%)	135	(34%)
Plan for charitable giving	HS	405	249	(61%)	156	(39%)
Create personal budget	MS	60	44	(73%)	16	(27%)
	HS	399	221	(55%)	178	(45%)
Spend wisely	MS	58	32	(55%)	26	(45%)
	HS	444	208	(47%)	236	(53%)
Balance a checkbook	MS	58	41	(71%)	17	(29%)
	HS	439	128	(29%)	311	(71%)
Write check correctly	MS	58	27	(47%)	31	(53%)
	HS	438	116	(26%)	322	(74%)
Keep track of credit card use	HS	395	213	(54%)	182	(46%)
Keep track of spending and income	HS	437	222	(51%)	215	(49%)

*Number of respondents varies depending if the question was included in the questionnaire and a response given.

Across all youth, over 50% of the respondents reported increased skills on all but 3 of the 11 items (Figure 3).

Figure 3. Percentage of respondents who increased skills



Confidence Outcomes

Three sites (the 2 middle school sites and the 1 statewide conference site) included questions to measure gains in confidence as a result of the reality event. Confidence as a measure of self-efficacy in being able to deal effectively with a situation is an additional step along the path to behavioral change (Bandura, 1977). Students were

asked to what extent the program increased their confidence in three key areas related to decision making, managing money and setting goals.

Ninety seven to 100% of the respondents reported that the reality event increased their confidence in all three of these areas (Table 5).

Table 5. Confidence questions and responses

Item	Respondents	Increased confidence	Not at all increased
Make decisions that deal with money	101	98 (97%)	3 (3%)
Manage my money in the “real world”	100	98 (98%)	2 (2%)
Set goals to manage money	39	39 (100%)	0 (0%)

Behavioral Intent Outcomes

Beyond knowledge, skill and confidence, the program’s theory of change posits that youth who attend the reality event will be motivated to change their financial behaviors. This is the highest level of change that can be measured at the end of a single time event. Six questions were included that asked students to best describe what they plan to do as a result of attending the program. One question was used just at the middle school sites; three questions were used at the both the middle school and high school sites; and two questions were used just at the high school sites.

As seen in Table 6, 58% of the middle school respondents plan to avoid unnecessary spending as a result of attending the reality event; the same number plan to use a budget and 64% intend to track their spending. For the high school students, 57% plan to use a budget and 59% plan to adjust their spending to make ends meet. About equal proportions of the middle school and high school students (47% and 48% respectively) report that they plan to save. Forty to forty-four percent of these students report that they currently save. Overall, few of the respondents reported that they did not plan to engage in any of these recommended financial practices.

Table 6. Plan to do questions with responses

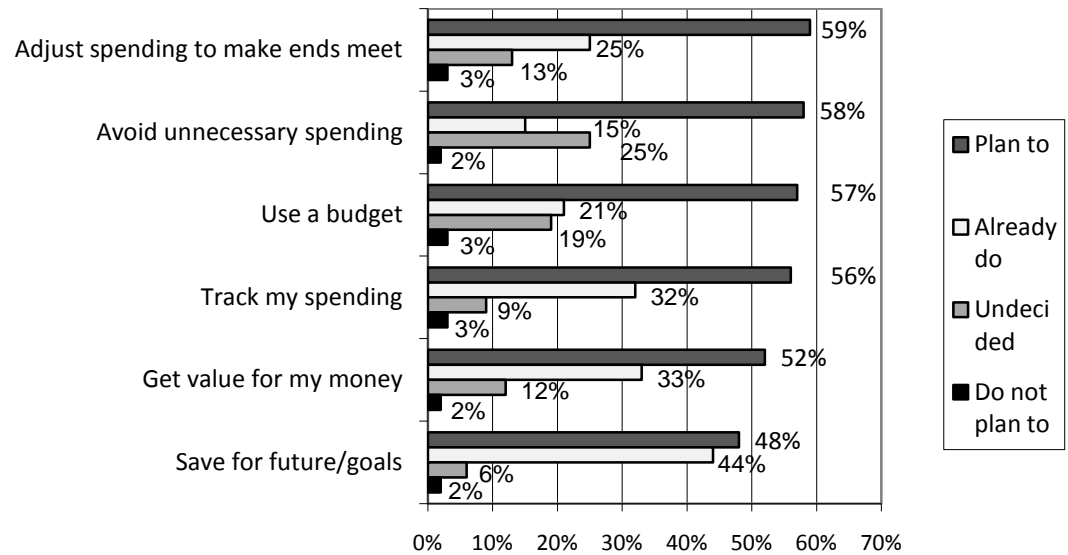
Plan to do item	Grade level	n*	No	Undecided	Plan to	Already do
Avoid unnecessary spending	MS	59	1 (2%)	15 (25%)	34 (58%)	9 (15%)
Use a budget	MS	59	2 (3%)	11 (19%)	34 (58%)	12 (20%)
	HS	423	11 (2%)	80 (19%)	242 (57%)	90 (21%)
Track my spending	MS	58	2 (3%)	5 (9%)	37 (64%)	14 (24%)
	HS	422	11 (3%)	39 (9%)	231 (55%)	141 (33%)
Save for future/goals	MS	58	1 (2%)	7 (12%)	27 (46%)	23 (40%)
	HS	423	7 (2%)	24 (6%)	204 (48%)	188 (44%)
Adjust spending to make ends meet	HS	424	14 (3%)	55 (13%)	251 (59%)	104 (25%)
Get value for my money	HS	383	7 (2%)	47 (12%)	201 (52%)	128 (33%)

*Number of respondents varies depending if the question was included in the questionnaire and a response given.

Overall, 50% of the respondents came away from the reality event with plans to make changes in their financial practices on all but one of the expected outcomes (Figure 4). For example,

- 59 % plan to adjust spending to make ends meet (424 respondents)
- 57 % plan to use a budget (482 respondents)
- 56 % plan to track their spending (480 respondents)

Figure 4. Percentage of respondents who plan to change (All respondents)



Written Comments from Youth

Each questionnaire also included several open-ended questions to solicit students' own perspectives on the value of the reality event and suggestions for improvements.

Question: How has your view of life changed?

In their written comments, students emphasized that they had gained a greater awareness of expenses and the choices and decisions that need to be considered when managing finances. *"I know now I need to pick my job wisely and learn how to spend and make the necessary payments,"* wrote one student. Students also left with a greater understanding of the need to save, to think, and to focus on providing for needs before purchasing wants. As one student wrote, *"First spend for primary things and then if money is left I can buy extra stuff."* and *"I need to plan for the unexpected."* Another student offered, *"Before I just wanted to have a great financial future, but now I know what I have to do."*

Question: How could the program be improved?

Most youth thought that the reality programs were *"the best."* Some youth suggested improvements such as: increase the age limit to allow older teens to participate (middle school respondents); hold more classes; include more activities; make the event longer to learn more; improve instructions to avoid confusing activities; and

specific suggestions for topics to include in future reality events. Comments included, “*Good fun. It taught me how to make wise choices at spending money.*” “*It really helped me understand what I am supposed to do.*” Program staff of the various events will review their data as input for planning future programs.

Question: What were the challenges and rewards of participating in this event?

Youth indicated that they found the most challenging aspects to be staying within a budget, purchasing needs over wants, and writing and balancing a checkbook for those without this experience. Illustrative comments include: “*Making smart choices – knowing the difference between needs and wants.*” “*Deciding how much to spend or give.*” “*Deciding what to buy and seeing if I made a good decision.*” and for those struggling with checkbooks, “*At first, writing a check, but eventually I got it.*”

For the rewarding parts of the day, youth expressed such sentiments as gaining confidence in being able to successfully live on their own. “*It made me more comfortable with my future,*” wrote one. Many commented on gaining a sense of accomplishment as well as building skills. In the words of one, “*The feeling of accomplishment that I could do this.*” From another, “*Knowing that if I pursue the career I hope to pursue and I am smart with my money, I can afford to live like I want to.*”

Conclusions

The Reality Event as a Teaching/Learning Method

It is clear that simulations provide a unique and very useful learning experience in personal finance for youth who participate. Actually “having to do” – whether it is making a decision about what to buy, writing a check, or dealing with an emergency – provides hands-on experience that is real and practical. Youth participants get to feel and experience the reality of financial life. The event offers a real-life situation – that youth can relate to – for practicing and learning. “Learning by doing” is one of the most powerful ways to learn and leads to greater retention. While these events are costly in terms of time and resources to implement, they appear to have a major impact on learning.

The reality created within the setting and activities is paramount. As a result, youth take the experience seriously. They invest themselves in their role and work to succeed through the decisions they make and the skills they practice. This level of seriousness and investment in real actions that have everyday consequences can only serve to further accelerate and reinforce learning. It is also clear that youth find this type of learning fun, an important attribute for learning among youth to occur.

The high ratings by the youth participants of satisfaction with the program attest to the value youth themselves attribute to these reality events.

The importance of energetic, committed staff and volunteers cannot be undervalued. The adults who make the events possible and interact with the youth during the event provide opportunities for learning, connections to careers and serve as role models and mentors. This intergenerational interaction provides important benefits for both the youth and the adults involved.

Youth Personal Financial Outcomes

The results from this study across the 25 schools and one statewide event show major learning outcomes for the youth participants – changes in knowledge, skills, confidence and behavioral intent. Overall, youth participants gained the important understanding of how much it costs to live. The self-reported changes indicate important changes in their knowledge about their financial obligations and what it means to pay bills, be able to live on what you earn and deal with credit.

As with all educational programs, the reality event must meet the learner where she/he is. Learning needs and objectives are different for different ages and abilities of youth. For middle school students, the materials and activities were customized to include the importance of a good education, applying for jobs and consumer literacy. Balancing a checkbook and writing a check correctly may be more appropriate for middle school than high school students, who already largely have these skills. High school students reported important skill changes relative to determining monthly financial needs, creating a personal budget and planning for charitable giving. Understanding the youth learner and her personal financial realities is a prerequisite for effective financial literacy programming.

Tracking spending is a critical financial practice regardless of age. The number of youth participants who reported that they “plan to” track their spending as a result of attending the reality event is especially noteworthy. While follow-up evaluations might determine to what extent youth intentions become actual practice, behavioral intention is often considered an important indicator of actual behavior.

Recommendations

This study relied on grouped data provided by the study sites. Thus, it is impossible to conduct cross-tabulations or to consider relationships between and among variables that are important for making program improvements and adjustments. For example, which youth achieve more significant outcomes? Or, which youth seem to do better relative to what type of program characteristic? If individual level data were collected and analyzed, much more could be learned. Additional demographic and program characteristic data would need to be collected.

Much time and money goes into planning and implementing reality type programs. But not all programs – all simulations – are created or implemented in the same way. What is the difference in implementation across sites? What implementation characteristics link to more positive results? Further research is needed to link implementation variables to youth outcomes and to characterize ‘promising practices’ in youth financial reality events.

The results indicate impressive benefits for the youth participating in these simulation events. Future research might compare the educational method (for instance, face-to-face simulation vs. computer simulation vs. traditional classroom education) to ascertain the impact of the educational method on youth outcomes.

The questionnaires that the team created have now been used at 18 sites. It would be useful to continue to use the core questions and check to see which question wording is more appropriate and valid for different students and settings.

This study focused on outcomes for the youth participants. It is clear that other important outcomes are also occurring: outcomes and benefits for the instructors, volunteers and the schools. It would be useful to explore these secondary outcomes to a greater extent. While the purpose of the reality event is to increase youth financial literacy, secondary benefits for others involved should not be ignored and only add to the value of the simulation event. At the same time, any other unintended (positive or negative outcomes) might be explored.

Limitations of this Study

The survey design used in this study is a single, point-in-time collection of data based on self-reports that have inherent biases. Using a mixed method design that includes multiple sources of information and data collection methods is stronger. Asking youth to report their own perspectives respects their opinions and promotes positive youth development but does not necessarily represent their actual behavior.

The middle school results are based on a small sample size. The large numbers from one site, the Richland County high schools, may present a bias when combining results across sites, though no inherent bias was noted when the data were reviewed.

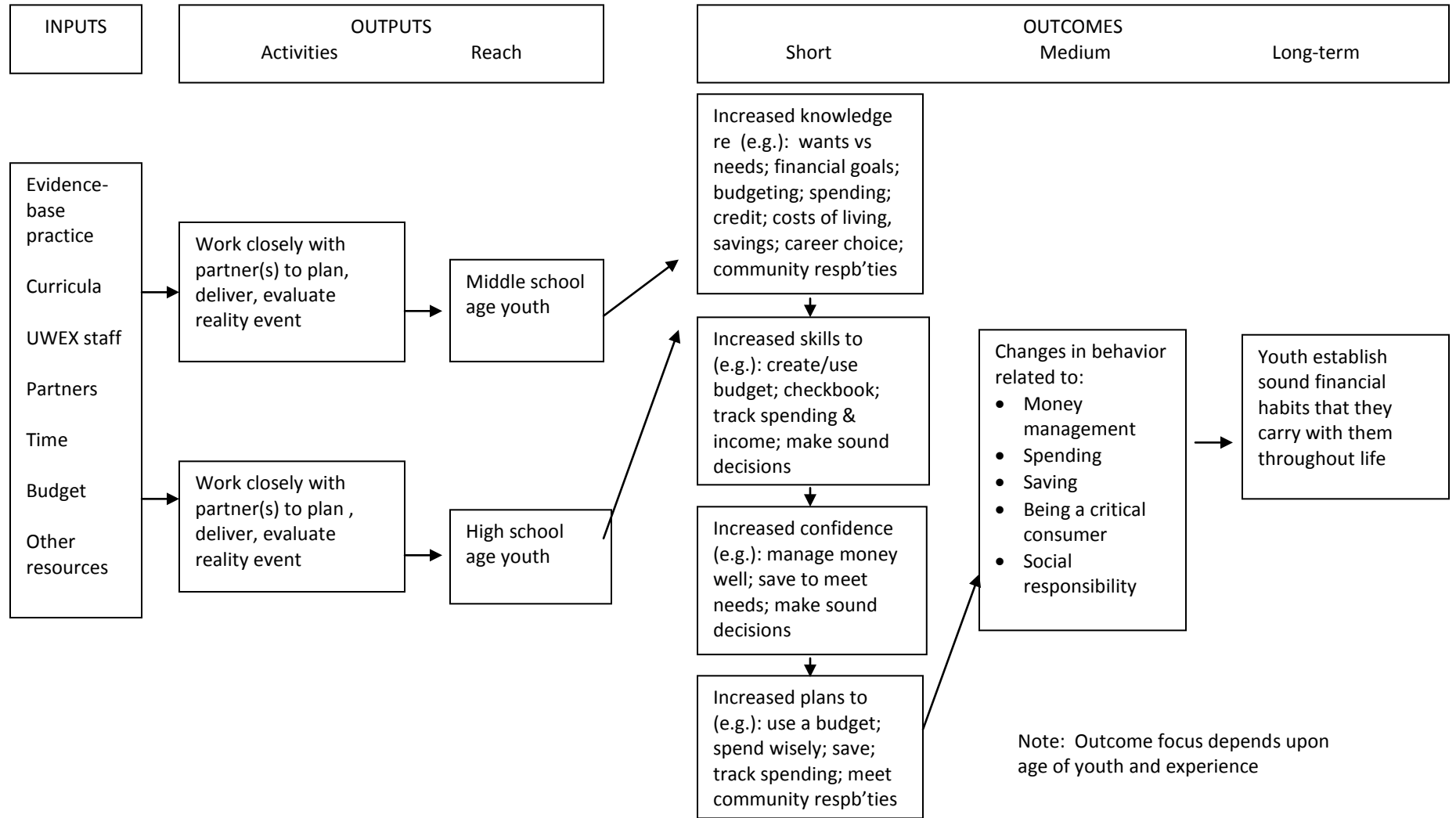
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APPENDIX 1. Youth Financial Education Logic Model

“Reality” programs for middle and high school youth

SITUATION: An estimated 80% of Wisconsin high school students work and nearly one-third have credit cards in their own names. But many lack basic skills in personal financial management. They are unable to balance a checkbook and have little knowledge of the basic principles of earning, spending, saving and managing money for successful living.



Appendix 2.

Wisconsin Department of Public Instruction Academic Standards for Personal Financial Literacy¹

Content	Standard
Relating income and education	Students in Wisconsin will understand the relationship between education, income, career and desired lifestyle and develop the planning skills needed to achieve financial goals
Money management	Students in Wisconsin will manage money effectively by understanding and developing financial goals and budgets
Credit and debt management	Students in Wisconsin will make informed decisions about incurring debt and will manage indebtedness to remain both credit worthy and financially secure
Planning, saving and investing	Students in Wisconsin will understand the value, features, and planning processes associated with saving and investing, and be able to apply this knowledge to long-term financial security and wealth
Become a critical consumer	Students in Wisconsin will know and use available consumer resources and make responsible choices by applying economic principles in their consumer decisions
Community and financial responsibility	Students in Wisconsin will understand the personal and social impact of their own financial decisions within the family, the local community, and the global community, as well as understand the ethical and legal issues related to income, profit, and personal wealth
Risk Management	Students in Wisconsin will understand the features and role of insurance in financial planning and be able to analyze and balance risk against benefits in financial planning.

¹ Wisconsin's Model Academic Standards for Personal Financial Literacy. 2006. Wisconsin Department of Public Instruction, Madison, WI. Bulletin No. 6158. Retrieved 3-08, dpi.wi.gov/cal/index.html

APPENDIX 3. Outcomes and Questions (Question Bank)

YOUTH FINANCIAL EDUCATION: OUTCOMES QUESTION BANK

DESIRED OUTCOMES – CHANGES EXPECTED as a result of participating in the youth financial education program

K=knowledge; S=skill; C = confidence; I = behavioral intent; B= behavior (questions are not included)

Knowledge: Questions ask the respondent to report his/her perception of knowledge change (not a “test” of knowledge). Possible responses include *Increased my knowledge; I already knew this before the program.*

Skill: Changes in skills reflect abilities considered necessary to make the desired behavior change. Possible responses include: *Increased my skills; I already could do this*

Confidence: Changes in confidence can be linked to self-efficacy that can affect behavior change. Response structure is: *Increased my confidence to...Not at all; somewhat; a great deal*

Intent: Intention to do something indicates motivation and can be a precursor of behavioral change. Response structure is: *I plan to...No; Maybe; Yes; I already do this*

Behavior: Changes in behavior are recorded in a 3 month follow-up survey

7 DPI standards: (1) income and education (2) money management (3) credit and debt management (4) planning, saving, investing (5) critical consumer (6) community and financial responsibility (7) risk management

Financial aspect	DESIRED OUTCOMES – changes expected Youth will have...		MIDDLE SCHOOL QUESTIONS	HIGH SCHOOL QUESTIONS
MONEY MANAGEMENT				
Wants vs needs	K	1. Increased knowledge of difference between wants and needs	The difference between needs and wants	The difference between needs and wants
Financial goals	K	2. Increased knowledge of what a [SMART] financial goal is	How to use financial goals to manage money better	How to use financial goals to manage money better
	C	3. Increased confidence that can set goals to manage money	Make goals to manage my money	Make goals to manage my money
	C	4. Increased confidence that can manage money to enter the ‘real world’	Manage my money in the ‘real world’ wisely	Manage my money in the ‘real world’ wisely
	C	5. Increased confidence in making	Make decisions that deal with money	Make decisions that deal with money

		decisions that deal with money		
Budgeting/ spending plan	K	6. Increased knowledge of what a budget [spending plan] is	What a budget [spending plan] is	What a budget [spending plan] is
	S	7. Increased skills to write a personal budget [spending plan]	Create a personal budget [spending plan]	Create a personal budget [spending plan]
	I	8. Increased intent to use a budget [spending plan]	Use a budget (spending plan)	Use a budget (spending plan)
	B	9. Use a budget [spending plan]	Follow-up	Follow-up
Checking /Debit/Debit cards	K	10. Increased knowledge of what a checking/debit account is and why use one	The difference between a checking [debit] account and a credit card account	The difference between a checking [debit] account and a credit card account
	S	11. Increased ability to write checks correctly	Write a check correctly	Write a check correctly
	S	12. Increased ability to use a debit card	Use a debit card	Use a debit card
	S	13. Increased ability to balance a checkbook	Balance a check book register	Balance a check book
	B	14. Uses and maintains check book/debit account correctly	Follow-up	Follow-up
SPENDING. CREDIT, DEBT				
Spending	K	15. Increased understanding of own spending habits – where personal money goes	Where my money goes	Where my money goes
	S	16. Increased ability to track spending and income	Keep track of spending and income	Keep track of spending and income
	I	17. Increased intent to track spending (is this just spending or spending and income??)	Track my spending and income	Track my spending and income
	I	18. Increased intent to know where money goes	Know where my money goes when on my own	Know where my money goes
	I	19. Increased intent to adjust spending to 'make ends meet'	1. Adjust my spending to stay within my budget 2. Avoid unnecessary spending	Adjust my spending to "make ends meet" Avoid unnecessary spending
	B	20. Reduction in unnecessary	Follow-up	Follow-up

		spending		
Credit, credit cards	K	21. Increased understanding of how credit cards work	1. How credit cards work 2. The cost of buying on credit 3. Different credit card options	How credit cards work The cost of buying on credit Different credit card options
	K	22. Increased understanding of consequences of not paying credit card on time	1. Consequences of not paying credit card on time 2. The interest, or the monthly finance charge, on credit card accounts	1. Consequences of not paying credit card on time 2. The interest, or the monthly finance charge, on credit card accounts
	S	23. Increased ability to monitor credit card use	Keep track of credit card use	Keep track of credit card use
	S	24. Increased ability to make best use of credit	Decide when to use credit	Decide when to use credit
	B	25. Pays credit card bill on time	Follow-up	Follow-up
SAVINGS, INVESTING				
	K	26. Increased knowledge of importance of savings	Why savings is important	Why savings is important
	K	27. Increased knowledge of the how's and where's of savings	How to save money	How to save money
	S	28. More able to keep track of savings	Keep track of savings	Keep track of savings
	C	29. Increased confidence to save	Be able to save to meet my needs/wants	Be able to save to meet my needs/wants
	I	30. Increased intent (want to) to save/increase savings	Save money to achieve my goals	Save money for my future
	B	31. Increased savings	Follow-up	Follow-up
INCOME				
(source of income; career choices)	K	32. Increased understanding of relationship between career choice and income	The importance of career choice and its effect on your income	The relationship between career choice and income
	K	33. Increased understanding of relationship between cost of goods and work time needed to achieve those goods	What things cost and work time needed to pay for those thing	What things cost and work time needed to pay for those thing
	K	34. Increased understanding of what	N/A	What paying bills feels like

		paying bills feels like		
	K	35. Increased understanding of financial realities of life/Increased understanding of how far a paycheck goes	What a paycheck must cover	How much it costs to live What a paycheck must cover
	S	36. Increased ability to assess monthly financial needs	N/A	Determine monthly financial needs
CRITICAL CONSUMER				
	K	37. Increased understanding of the cost of items	How much things cost (for example, the costs of electronics, sports equipment and entertainment)	How much things cost (for example, the cost of childcare, clothes, housing, transportation)
	S	38. Increased ability to spend wisely – can't have everything!;	Spend wisely-be more wise about what I buy	Spend wisely-be more wise about what I buy
	I	39. Increased interest to buy wisely – not the most expensive or preferred item	Make sure I get value for my money-compare cost to quality when I shop	Make sure I get value for my money-compare cost to quality when I shop
	B	40. Compare prices when shop	Follow-up	Follow-up
Banking	K	41. Increased knowledge of financial institutions and the services offered	xx, Y This was a priority question before; do we need to include it?	Y, yy This was a priority question before; do we need to include it?
Insurance	K	42. Increased understanding of the purpose of insurance		The purpose of insurance
COMMUNITY AND FINANCIAL RESPONS'BTY (social responsibility)				
	K	43. Increased understanding of financial obligations with their community (taxation, charitable giving)	The financial obligations one has to the community	The financial obligations one has to the community

APPENDIX 4. Sample Middle School Questionnaire

Name of school/location _____ Date _____

MIDDLE SCHOOL FINANCIAL EDUCATION PROGRAM – POST SESSION EVALUATION

[Name of Program]

Thank you for participating in this evaluation. Your answers will help us improve this program. Your participation is voluntary and confidential. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared. If you have questions, please contact (your name, title, affiliation and phone number or address). A copy of the Human Subjects Protection Approval Form is on file in the UW-Extension Provost and Vice Chancellor's Office, 432 N. Lake St., Madison, WI 53706. Completion of this evaluation implies your consent to participate. Thanks!

A. RATE THE PROGRAM

Please rate today's activities, the teachers and the overall program by circling the appropriate number

	Not helpful	Somewhat helpful	Quite helpful	Very helpful
1. The activities were...	1	2	3	4
2. The teachers were...	1	2	3	4
3. The overall program was...	1	2	3	4

B. KNOWLEDGE

Please circle ONE number for each item to indicate if this program helped you increase your knowledge or if you already knew this before participating in the program.

	Increased my knowledge	I already knew this before the program
1. The difference between needs and wants.	1	2
2. How to use financial goals to manage money better	1	2
3. What a budget [spending plan] is	1	2
4. The difference between a checking [debit] account and a credit card account	1	2
5. How credit cards work	1	2
6. The cost of buying on credit.	1	2
7. Different credit options (auto loans, leasing and credit cards)	1	2
8. Consequences of not paying credit card on time	1	2
9. The interest, or the monthly finance charge, on credit card accounts.	1	2
10. Why savings is important.	1	2
11. How to save money	1	2
12. The relationship between career choice and income	1	2
13. What things cost and work time needed to pay for those	1	2

things		
14. What a paycheck must cover	1	2
15. How much things costs (for example, the cost of electronics, sports equipment and entertainment)	1	2
16. The financial obligations one has to the community (for example, by paying taxes or giving to charities)	1	2
17. The importance of keeping my personal identification information safe.	1	2
18. The value of education beyond high school	1	2
19. The difference between saving and investing	1	2
20. The value of serving my community	1	2

D. SKILLS

Please circle ONE number that best describes your skill level as a result of participating in this program

My ability to...	Increased my skill	I already could do this
1. Create a personal budget [spending plan]	1	2
2. Write a check correctly	1	2
3. Use a debit card	1	2
4. Balance a check book register	1	2
5. Keep track of spending and income	1	2
6. Keep track of credit card use	1	2
7. Decide when to use credit (best use of credit)		
8. Keep track of savings	1	2
9. Spend wisely – make good decisions	1	2
10. Complete a job application	1	2
11. Be a safe internet user	1	2

C. CONFIDENCE

To what extent did the program increase your confidence in the following ways? Circle ONE number for each item

Increased confidence to...	Not at all	Somewhat	A great deal
1. Make goals to manage my money	1	2	3
2. Manage my money in the 'real world'	1	2	3
3. Save to meet my needs/wants	1	2	3
4. Make decisions that deal with money	1	2	3

E. INTENTIONS

Please circle the number that best describes what you plan to do as a result of attending this program

I plan to...	No	Maybe	Yes	I already do this
1. Use a budget [spending plan]	1	2	3	4
2. Know where my money goes when on my own	1	2	3	4
3. Adjust my spending to stay within my budget (spending plan)	1	2	3	4

4. Avoid unnecessary spending	1	2	3	4
5. Save money to achieve my goals	1	2	3	4
6. Make sure I get value for my money – compare cost to quality when I shop	1	2	3	4
7. Serve my community in some way	1	2	3	4

F. Possible open-ended questions:

What was the most *challenging* part of today?

What was the most *rewarding* part of today?

Do you think that this type of experience is a good way to learn about money management? Yes No Not Sure. Why or why not?

What, if anything, was different about this experience that helped you to learn about money management?

Has your view of life in the future changed as a result of attending [Program Name]

Yes No If YES, how?

Would you recommend this program to others? Yes No Why or why not?

What did you like most about this program?

What did you like least about this program?

How could this program be improved to be more useful to you?

How do you think participating in this program will help you in the future?

How could you have been better prepared for today's experience?

What additional education (classes, units/topics) would be beneficial to prepare you for managing your own finances?

Any other comments or suggestions about this program?

H. Participant profile

In what grade are you enrolled? ___6th ___7th ___8th

Do you have a checking account? YES NO

Do you have a savings account? YES NO

Do you have a credit card? YES NO

What is your ethnicity?

___African American/Black

___Asian

___Hispanic/Latino

___Native American

___White (non-Hispanic)

___Multi-racial

___Other

Thank you for completing this evaluation. Your answers help us improve our programs

OPTIONAL: If you are willing to have us contact you for follow-up, please share your name/address/phone number:

Name: _____ Phone number _____

Address: _____

APPENDIX 5. Sample High School Questionnaire

School/ Location _____

Date _____

HIGH SCHOOL FINANCIAL EDUCATION – POST SESSION EVALUATION

[Name of Program]

Thank you for participating in this evaluation. Your answers will help us improve this program. Your participation is voluntary and confidential. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared. If you have questions, please contact (your name, title, affiliation and phone number or address – this will vary by location). A copy of the Human Subjects Protection Approval Form is on file in the UW-Extension Provost and Vice Chancellor's Office, 432 N. Lake St., Madison, WI 53706. Completion of this evaluation implies your consent to participate. Thanks!

A. PROGRAM RATING

Please rate today's activities, the teachers and the overall program by circling the appropriate number

	Not helpful	Somewhat helpful	Helpful	Very helpful
1. Activities	1	2	3	4
2. Teachers	1	2	3	4
3. Overall program	1	2	3	4

B. KNOWLEDGE

Please circle ONE number for each item to indicate if this program helped you increase your knowledge or if you already knew this before participating in the program.

	Increased my knowledge	I already knew this before the program
1. The difference between needs and wants.	1	2
2. How to set goals in order to manage money better	1	2
3. What a budget [spending plan] is	1	2
4. The difference between a checking [debit] account and a credit card account	1	2
5. Where my money goes		
6. How credit cards work	1	2
7. The cost of buying on credit	1	2
8. The different credit card options (auto loans, leasing and credit cards)	1	2
9. The consequences of not paying credit card on time	1	2
10. The interest, or the monthly finance charge, on credit card accounts.	1	2
11. Why savings is important.	1	2
12. How to save money	1	2

13. The relationship between career choice and income.	1	2
14. What things cost and work time needed to pay for those things	1	2
15. How much it costs to live	1	2
16. What a paycheck must cover	1	2
17. How much things costs (for example, the cost of childcare, clothes, housing, transportation)	1	2
18. What paying bills feels like	1	2
19. The purpose of insurance	1	2
20. The financial obligations one has to the community	1	2
21. The importance of keeping my personal identification information safe.	1	2

Other questions

1. The value of education beyond high school	1	2
2. The difference between saving and investing	1	2
3. The value of serving my community	1	2

D. SKILLS

Please circle the number that best describes your abilities as a result of participating in this program

My ability to...	Increased my skills	I already could do this
1. Create a personal budget [spending plan]	1	2
2. Write a check correctly	1	2
3. Balance a check book	1	2
4. Keep track of spending and income	1	2
5. Keep track of credit card use	1	2
6. Keep track of savings	1	2
7. Determine monthly financial needs	1	2
8. Spend wisely – make good spending decisions	1	2

Other questions:

Complete a job application	1	2
Be a safe internet user	1	2

C. CONFIDENCE

To what extent did the program increase your confidence in the following ways? Circle ONE number for each item

Increased my confidence to...	Not at all	Somewhat	A great deal
1. Set goals to manage my money	1	2	3
2. Manage my money in the 'real world'	1	2	3
3. Be able to save to meet my needs/wants	1	2	3
4. Make decisions that deal with money	1	2	3

E. INTENTIONS

Please circle the number that best describes what you plan to do as a result of attending this program

I plan to:	No	Maybe	Yes	I already do this
1. Use a budget [spending plan]	1	2	3	4
2. Track my spending	1	2	3	4
3. Adjust my spending to “make ends meet”	1	2	3	4
4. Save money for my future	1	2	3	4
5. Make sure I get value for my money – compare cost to quality [compare prices when I shop]	1	2	3	4

Other Questions

Serve my community in some way	1	2	3	4
--------------------------------	---	---	---	---

Have you participated in this _____ [name of program] before

YES

NO

Possible open-ended questions:

What was the most *challenging* part of today?

What was the most *rewarding* part of today?

Do you think that this type of experience is a good way to learn about money management? Yes No Not Sure. Why or why not?

What, if anything, was different about this experience that helped you to learn about money management?

Has your view of life in the future changed as a result of attending [Program Name]

Yes No If YES, how?

Would you recommend this program to others? Yes No Why or why not?

What did you like most about this program?

What did you like least about this program?

How could this program be improved to be more useful to you?

How do you think participating in this program will help you in the future?

How could you have been better prepared for today’s experience?

What additional education (classes, units/topics) would be beneficial to prepare you for managing your own finances?

Any other comments or suggestions about this program?

Participant profile

In what grade are you enrolled? ___ 9th ___ 10th ___ 11th ___ 12th

Do you have a checking account? YES NO

Do you have a savings account? YES NO

Do you have a credit card? YES NO

What is your ethnicity?

___ African American/Black

___ Asian

___ Hispanic/Latino

___ Native American

___ White (non-Hispanic)

___ Multi-racial

___ Other

Thank you for completing this evaluation.

Your answers help us improve our programs

OPTIONAL: If you are willing to have us contact you for follow-up, please share your name/address/phone number:

Name: _____ Phone number _____

Address: _____

APPENDIX 6. Sample High School Follow-Up Questionnaire

Name of school: _____ Grade: _____ Date _____

HIGH SCHOOL FINANCIAL EDUCATION - FOLLOW-UP EVALUATION

[Name of Program]

Dear Program Participant,

Thank you for participating in the [name of program] that was held on [date] at [location]. We hope you enjoyed the program and found it useful. Now, we would like to know if the program has helped you continue to manage your money and meet your financial goals. Following are some questions we hope you will answer and return...

Include human subject information...

Thanks!

Your name; contact information

POSSIBLE QUESTIONS...

1. Was this your first year participating in _____ [name of program]

- YES
- NO

2. Since attending the _____ [Program Name], do you (Circle ONE number for each)

	I did prior to the program	I am not doing this	I am doing this now
a. Use a checkbook/debit account			
b. Use a spending plan			
c. Track your spending			
d. Save regularly			
e. Compare prices when you shop			
f. Plan for unexpected expenses			
g. Think about your career choice			
h. Think about the lifestyle you want to have and what it will take to achieve			

POSSIBLE OPEN-ENDED QUESTIONS TO INCLUDE- select are included your own:

What are some things you remember about the _____ (name of the program)?

What is one thing you remember learning that you didn't know before attending?

Please list any changes you have made in the way you handle money:

- 1.
- 2.
- 3.

When, you think back to the program, what do you remember the most?

Have you shared what you learned with others? YES NO

If Yes, with whom?

What have you shared?

THANK YOU...

[include instructions about return]
