

Starting Early: A Collaborative Approach to Financial Literacy in the Chicago Public Schools

Eric A. Hagedorn¹, Mark C. Schug², Mary Suiter³

ABSTRACT

This paper describes an economic and financial education program at the elementary grades involving the cooperation of an unlikely group of partners in Chicago. We provide a brief overview of the research literature for these grades. Then, we describe how a curriculum was implemented in Chicago Public Schools and evaluated. An attitude survey was administered to students as a pre-test and post-test. Over 2,500 individual tests from 48 schools and 110 librarians were matched. The measured changes, while often modest, were significant and large enough to indicate that the positive changes may be attributed to the curriculum.

¹ Associate Professor, University of Texas: El Paso, 500 West University Avenue, TX 79968, email: ehagedorn@utep.edu.

² Professor Emeritus University of Wisconsin-Milwaukee, PO Box 413, Milwaukee WI 53201, email: mschug@uwm.edu.

³ Manager of Economic Education, Federal Reserve Bank of Chicago, 411 Locust Street, St. Louis, MO 63102, email: Mary.C.Suiter@stls.frb.org