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Description automatically generated with medium confidenceEvaluating Financial Literacy Resources

**Checklist**



**What to do:** How do you evaluate financial literacy resources for quality and alignment with your program’s needs? Use this checklist to review potential financial literacy activities, lessons, and curricula with your staff.

**Why it matters:** There are many resources to choose from, and it’s important to choose ones appropriate for your students. You also need to determine if the resources you’re using are current, accurate, effective, and without bias.

|  |  |  |  |
| --- | --- | --- | --- |
| Four Dimensions of Quality in Youth Financial Education Curricula | | | |
| Content | **Utility** | **Quality** | **Efficacy** |
| Materials cover relevant knowledge and skills. | Materials support the facilitator’s ability to cover the content. | Materials are accurate, objective, and visually appealing. | The curriculum can produce the results it claims to achieve. |

**Step 1:** Identify the financial literacy standards the program will follow. For more information, see the 21st CCLC NTAC tool titled **Using Academic Standards to Incorporate Financial Literacy**.

**Step 2:** Identify goals. Answer the following questions:

1. What do I hope to teach my students?
2. What outcomes do I hope to achieve?

Turn your answers to the above questions into SMART goals. SMART goals are specific, measurable, achievable, relevant, and time bound. See the following examples to help you create your own:

* *By the end of the unit, 80 percent of students will be able to create a personal budget using a spreadsheet.*
* *By the end of the unit, 80 percent of students will be able to identify and explain the differences between savings and checking accounts, and the benefits of each.*
* *By the end of the unit, 80 percent of students will create a personal short-term, medium-term, and long-term financial goal with strategies to achieve each.*

|  |  |
| --- | --- |
| **SMART Goal 1** |  |
| **SMART Goal 2** |  |
| **SMART Goal 3** |  |

**Step 3:** Identify material that corresponds with the goals identified in Step 2.

**Step 4:** Assess whether the source of the material is reputable. Answer the following questions:

1. Who created these materials?
2. Do the creators have a background in finance or financial literacy?

**Step 5:** Determine if **content** is age appropriate and aligned with your goals. *(Note: Be sure to have your standards, whether State or national, in front of you to help you determine what’s appropriate.)* Answer the following question:

|  |  |  |
| --- | --- | --- |
| 1. Does the material address the knowledge or skill(s) outlined in the goal(s) in a grade-level-appropriate manner? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |

**Step 6:** Assess the level of **utility**. Answer the following questions:

|  |  |  |
| --- | --- | --- |
| 1. Do the materials provide suggestions on how best to facilitate instruction to support students’ learning and higher-order thinking? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| 1. Will the materials engage students with various interests and abilities, and do they suggest ways of differentiating instruction and activities? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| 1. Do the materials help the facilitator plan financial education lessons and integrate with other subjects? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| 1. Do the materials include a range of assessments that support tracking student progress and mastery? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| 1. Do the materials provide background information for the facilitator in a way that enables provision of clear and accurate financial information? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |

**Step 7:** Assess the level of **quality**. Answer the following questions:

|  |  |  |
| --- | --- | --- |
| 1. Are all needed materials available to facilitators and students? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| 1. Are all materials up-to-date and error free? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| 1. Are the materials accurate and objective? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| 1. Are the materials designed in an interesting and appealing manner? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |

**Step 8:** Assess the level of **efficacy**. Answer the following questions:

|  |  |  |
| --- | --- | --- |
| 1. Has the material been researched by an independent evaluator? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| 1. Have multiple research studies been conducted on the material? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| 1. Do the studies have similar findings? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| 1. Have the studies found the materials to be valid (the materials do what they claim to do) and reliable (the results are consistent)? | \_\_\_\_\_ Yes | \_\_\_\_\_ No |

**Step 9:** Make a final determination. Tally the results from steps 5-8 in the space provided below and apply the rating scale that follows to get an overall score.

|  |  |
| --- | --- |
| Total Number | |
| Yes | **No** |
|  |  |

**Rating scale:** The materials reviewed, in relation to the four dimensions of quality, are (circle your response):

**Strong** — 11 or more Yes responses **Moderate** — 8-10 Yes responses

**Limited** — 4-7 Yes responses **Weak** — 3 or fewer Yes responses

*More people should tell their money where to go  
instead of asking where it went.*

— Roger Babson



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