

March Care Package

Financial Literacy & Asset-based Engagement



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Bite (5-10 minutes)



Option 1: Check out www.feppp.org

- Sign up for the FEPPP newsletter
- Explore the “Resources and Links” page to see the financial education materials available

Option 2: Frayer Model Activity

Financial literacy encourages healthy money habits - often with the end goal of accumulating wealth. Complete the Frayer Model, then discuss with your team or self-reflect:

- In what ways do personal definitions of wealth reflect lived experience?
- How may financial literacy impact student definitions of wealth?
- What social emotional components of this activity could benefit students?
- What do you see as the end goal of financial education?

Snack (30 minutes)

Option 1: Select a story from the [FEPPP Financial Education Library](#) and listen to the online read aloud.

(Amy recommends *Tia Isa Wants a Car* or *My Rows and Piles of Coins!*) Then discuss with your team or self-reflect:

- Reflect on the personal finance theme of the story. What knowledge or insight might students gain from this theme?
- What elements would allow your students to see themselves/connect with the story?
- Identify reading, math, social studies, or social emotional learning standards/skills embedded in this activity.
- What structures are in place to support integrating financial education through children’s literature in your school building/district?



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Option 2: Consider your first experience buying a car. Were you missing any knowledge or skills that could have improved the experience?

Review the [Costs of Owning a Car](#) Student Activity Packet from Next Gen Personal Finance (NGPF), then discuss with your team or self-reflect:

- Reflect on your first experience owning a car. What information from the lesson would have been most impactful for you?
- What age level and class/subject would be the most appropriate for this lesson? What adjustments or accommodations would be needed to fit your students' needs?
- What structures are in place to support integrating financial education in your school building/district?
- How can financial education be a community building tool? What financial information, services, or community partners would be valuable for your school/district families?

Meal (90 minutes)

Option 1: Watch & Discuss the March Graduation Equity Webinar
Financial Literacy & Asset-based Engagement



[Register](#) for live content on March 13 or watch the recording after March 17.

Join OSPI and FEPPP and learn more about the importance of financial education, and how it can be tailored to meet the needs of students and educators. Discover resources currently available to Washington districts and educators, and explore how to connect diversity, equity, and inclusion practices into financial education experiences. We will be joined by Dr. Carly Urban, professor of Economics at the University of Montana, who will provide data-driven insights and evidence around investing in financial education. A panel of community experts from various sectors, including Julie DeBolt from Auburn School District, Minda Michelle Maddox from Washington State Employees Credit Union, and Ashley McGirt from the Therapy Fund Foundation, will share their firsthand experiences and how financial education has the potential to positively influence the communities they serve. Join us to connect, learn, and be inspired by the potential of financial education!



Questions for Discussion or Reflection:

- How can your district/school support student access to equitable financial education?
- Where do opportunities exist to effectively integrate financial education into daily instruction or other learning opportunities?
- What strategies can districts and educators consider to ensure an equitable approach to financial education, particularly for underserved student populations?
- How can district leaders connect with community experts and organizations to enhance the impact of financial education initiatives and support the communities they serve?

Option 2: Watch and discuss a professional development webinar from the FEPPP - YouTube channel.

- Grades K-5: FEPPP Social Studies & Financial Education Cross Curricular Opportunities
- Grades 6-12: Consumer Skills for Grades 6-12
- Grades 9-12: Equitable Teaching Practices with Cultural Relevance in Financial Education

Questions for Discussion or Reflection:

- How can financial education concepts and skills be integrated into other core subject areas, such as math, social studies, or language arts?
- What strategies can educators consider when striving for an equitable approach to teaching financial education that meets the diverse needs and backgrounds of their students?
- How can district leaders and administrators support and empower educators in effectively integrating financial education into their teaching practices?

Contact Us



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All students prepared for postsecondary pathways, careers, and civic engagement.



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