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Part I: Recruiting participants before the focus group

[to be sent out by outreach organization to a specified group of parents; for example, a school sends out an e-mail to their list of parents or posts a signup sheet]

Sample e-mail

[subject] Make your voice heard! Come to a focus group [DATE]

[text]

Take this opportunity to make your voice heard! Researchers will be in our area on [DATE] asking for your experiences and opinions about talking to your kids about money. Please participate in a focus group if you answer “yes” to these three questions:

1. Are you the parent or caregiver for a student [in this school/district]?
2. Are you willing to share your opinions and experiences on how to build kids’ good habits with money and finances?
3. Are you available to join us for 90 minutes on [DATE] at [TIME] in [LOCATION] for a focus group discussion?

If you answered “yes” to the questions above, please reserve your place by calling [VENDOR NUMBER] or sending e-mail to [VENDOR E-MAIL]. Do not respond to [this school/organization]. You will receive [\$50] as a thank-you for your time and candid opinions.

The researchers will compile your opinions with other parents’ across the country, as part of a project to learn about how parents are talking with their children about money and personal finance, and what kind of help parents might need.

Part II: Pre-discussion questionnaire or survey (15-20 minutes)

[to be completed by focus group participants at the beginning of the session]

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1. Your age bracket?
 Younger than 25
 25-35
 36-45
 Older than 45

2. How many school-aged children do you care for?

3. What are their ages and grade levels if attending school?
Child 1 age: _____ grade: _____
Child 2 age: _____ grade: _____
Child 3 age: _____ grade: _____
Child 4 age: _____ grade: _____
Others:

4. How would you rate your skills in managing money?
 1 = I do not manage my money; someone else does.
 2 = I am not the best at managing my money.
 3 = I am okay at managing my money.
 4 = I am good at managing my money.
 5 = I am excellent at managing my money.

5. How would you rate your children's skills in managing the money they receive as gifts, as an allowance, or from a job? Please check all that apply if you have more than one child.
 1 = They do not manage their money; someone else does.
 2 = They are not the best at managing their money.
 3 = They are okay at managing their money.
 4 = They are good at managing their money.
 5 = They are excellent at managing their money.

6. Put a **check mark** next to the top three topics that would be the most helpful for your children.
 Earning income through education and training
 Using banks and financial institutions
 Tracking spending and managing money
 Saving
 Using credit cards
 Using prepaid cards
 Getting a loan
 Identifying needs versus wants
 Investing
 Choosing the right insurance for their needs
 Privacy and security
 Other: _____

7. Put a **check mark** next to the topics that you would like help with so you can teach your kids about them.
- Earning income through education and training
 - Using banks and financial institutions
 - Tracking spending and managing money
 - Saving
 - Using credit cards
 - Using prepaid cards
 - Getting a loan
 - Identifying needs versus wants
 - Investing
 - Choosing the right insurance for their needs
 - Privacy and security
 - Other: _____
8. What tools or resources do your children use when learning or making decisions about money or personal finances? Put a **check mark** by all that apply.
- Information and guidance from family members
 - Information and guidance from others
 - Information from the Internet
 - Books, articles, or other printed materials
 - Education received at school
 - Education received through community programs on money or personal finances
 - Videos or games about money
 - Other: _____
9. What resources have you used when you needed information on money or personal finances? Put a **check mark** by all that apply.
- Family members
 - Friends
 - Television and media
 - Banks or financial institutions
 - Government websites
 - Non-government websites
 - Online blogs or articles
 - Personal finance programs
 - Books or other printed materials
 - Other: _____
10. From what sources would you like to learn about financial resources that you can use with your children? Put a **check mark** by all that apply.
- Your children's school
 - Your local government
 - Federal government
 - Local organizations
 - Your library
 - Other: _____
11. How frequently would you like to receive messages and information that you can share with your children?
- Daily

- Weekly
- Monthly
- Every 3 or 4 months
- Every 6 months
- Every 12 months
- I don't want to receive information
- Other: _____

12. Write down one wish you have for your kids' financial future? Be specific about what you want them to learn or what you hope to be able to teach them.

Paperwork Reduction Act

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number. The OMB control number for this collection is 3170-0036. It expires on 06/30/2016. The time required to complete this information collection is estimated to average approximately 90 minutes per response, including the time for reviewing any instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection of information is voluntary. Comments regarding this collection of information, including the estimated response time, suggestions for improving the usefulness of the information, or suggestions for reducing the burden to respond to this collection should be submitted to Bureau at the Consumer Financial Protection Bureau (Attention: PRA Office), 1700 G Street NW, Washington, DC 20552, or by email to PRA@cfpb.gov.

Part III: Discussion guide (70-75 minutes)

[to be facilitated by vendor]

1. Think about a conversation or experience where you taught your children about money or personal finances. What made it a learning experience? What information, guidance, or tools could you have used to make it a better learning experience?
2. What prevents you from having conversations with or teaching your children about money and personal finances? What information, guidance, or tools would make it easier for you to have conversations or experiences about money with your children?
3. Think about a resource or tool you used to teach your children about money or personal finance. What type of resource or tool did you use? (Probe for the source name or type of resource, such as a video, handout, or website.) What about it engaged and helped your child learn about money and personal finance or what could have been improved to better engage and teach your child about money and personal finance?
4. Think about a resource list you have received in print or seen online.
 - a. What did you like about the organization of the list or how could the list have been improved for ease of use?
 - b. What information was provided so that you could quickly decide if you wanted to learn more about a resource?
5. If you heard of a specific program, activity, or online resource you could use with your kids, what would make you decide to use it?
6. Give yourself a letter grade (A through F) on how well you are teaching your kids about money so far. [Note: Participants do not need to share the letter grade.] What information, resources, or guidance would help you get one grade higher?
7. What additional information you would like to share about information, resources, or guidance that you have used or would help you educate your children about money and personal finances?