

EXECUTIVE SUMMARY

Title: Personal Financial Literacy

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-81
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), Dr. Wandra Polk (Director, Middle and Secondary Education Division), and Ms. Everly Broadway (Section Chief for Secondary Mathematics and Science)

Description:

Legislation requires that the State Board of Education determine the components of personal financial literacy that will be covered in the curriculum.

Resources:

State

Input Process:

DPI Staff, teachers from pilot sites, and preliminary mathematics standard course of study review committee

Stakeholders:

Teachers, administrators, students, parents, and Department of Public Instruction staff

Timeline For Action:

This item is submitted for discussion at the Globally Competitive Students Committee meeting in April 2007.

Recommendations:

It is recommended that the State Board of Education review and comment on the following recommendations:

- Mandate five days of personal financial literacy instruction as part of the Algebra I/Integrated Mathematics I Standard Course of Study;
- Infuse personal financial literacy topics into the Algebra I and Integrated Mathematics I Standard Course of Study.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill, 919-807-3817

Personal Financial Literacy

Background Information

- Legislation requires that the State Board of Education determine the components of personal financial literacy that will be covered in the curriculum.
- Seven sites participated in a financial literacy pilot from January – May 2004.
- In a collaborative effort of the NC State Treasurer’s Office and NCDPI, an online financial literacy survey was developed and administered to a sample population of seventh grade students during the first week of March 2007. The results of this survey are not yet available as they are still being tabulated.

Personal Financial Literacy Options

See the attached chart

Recommendation

Mandate 5 days of personal financial literacy instruction as part of the Algebra I/Integrated Mathematics I Standard Course of Study

Infuse personal financial literacy topics into the Algebra I and Integrated Mathematics I Standard Course of Study.

Personal Financial Literacy Options

Option	Train	Teach	Report	Comments
Mandate 5 days of financial literacy instruction	Utilize DPI staff, outside organizations, and nonprofits to train Algebra I/ Integrated Math I teachers, school-based administrators, and central office staff in 115 LEAs and charter schools.	<p>Allocate one day per topic (credit, budget, savings, investment) and identify available resources.</p> <p>Develop a bibliography of above topics.</p>	End of week assessment.	<ul style="list-style-type: none"> - Develop curriculum plan to teach the topics (consider a problem-based approach). - Develop and field test an assessment. - Identify time to collaborate with community and business partners for support and participation. - Concern: Isolated instruction for a targeted number of days will not have the impact of integrating the instruction throughout strands of selected courses.
Algebra I and Integrated Mathematics I Infusion	Provide initial professional development sessions across the state in collaboration with the Mathematics and Science Education Network Centers. Provide continuing professional development through on-line support networks	Teach budgeting, savings, credit and investment as examples of skills in the Algebra I/ Integrated Mathematics I Standard Course of study.	Embed items in the Algebra I EOC (given after Algebra I or Integrated Math II).	<ul style="list-style-type: none"> - Personal financial literacy skills in budgeting, savings, credit and investment are natural examples of applying mathematics. - It will be different for NC to list such specific applications of the mathematics within the Mathematics Standard Course of Study. - Linking personal financial literacy skills to the 8th grade mathematics standard course of study might be more appropriate.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2007

SENATE DRS65204-LE-241 (03/13)

Short Title: Funds for Instruction in Financial Literacy . (Public)

Sponsors: Senator Hagan.

Referred to:

**A BILL TO BE ENTITLED
AN ACT TO APPROPRIATE FUNDS FOR INSTRUCTION IN PERSONAL
FINANCIAL LITERACY.**

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Department of Public Instruction the sum of six hundred eighty-nine thousand six hundred forty dollars (\$689,640) in nonrecurring funds for the 2007-2008 fiscal year and the sum of five hundred fifty thousand dollars (\$550,000) in nonrecurring funds for the 2008-2009 fiscal year for instruction in personal financial literacy.

During the 2007-2008 school year, Algebra I and Integrated Mathematics I teachers shall teach a five-day module on personal financial literacy. Beginning with the 2008-2009 school year, the concepts shall be integrated into the Algebra I and Integrated Mathematics I courses, and test items on personal financial literacy shall be included in the end-of-course examination.

SECTION 2. This act becomes effective July 1, 2007.

TEACH FINANCIAL LITERACY IN PUBLIC SCHOOLS

SECTION 7.59.(a) G.S. 115C-81 is amended by adding a new subsection to read:

"(i) Both the standard course of study and the Basic Education Program shall include the requirement that the public schools provide instruction in personal financial literacy for all students during the high school years. The State Board of Education shall determine the components of personal financial literacy that will be covered in the curriculum. The State Board shall also review the high school standard course of study to determine in which course the new personal financial literacy curriculum can be integrated."

SECTION 7.59.(b) When developing the personal financial literacy curriculum, the State Board of Education shall consider the curriculum, materials, and guidelines developed for the pilot programs on financial literacy created by Section 7.35 of S.L. 2003-284. The State Board shall also consider the recommendations from any evaluations of the pilot programs.

SECTION 7.59.(c) The State Board of Education shall have up to two years to develop the personal financial literacy curriculum and integrate the curriculum into the standard course of study. The State Board shall report to the Joint Legislative Education Oversight Committee on the proposed curriculum before implementation.