FINANCIAL AND ECONOMIC LITERACY EDUCATION

AMENDMENTS

2019 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Jefferson Moss

Senate Sponsor: Todd Weiler

Cosponsors: Steve Waldrip

Val L. Peterson

LONG TITLE

General Description:

This bill amends provisions related to financial and economic literacy education.

Highlighted Provisions:

This bill:

- amends the definition of "financial and economic literacy concepts";
- amends provisions related to standards related to financial literacy;
- repeals and reenacts provisions related to:
  - a general financial literacy course; and
  - professional development related to financial literacy education;
- repeals provisions related to a financial and economic literacy passport;
- amends provisions related to the convening of a task force; and
- makes technical and conforming changes.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

AMENDS:
Be it enacted by the Legislature of the state of Utah:

Section 1. Section 53E-3-505 is amended to read:

53E-3-505. Financial and economic literacy education.

(1) As used in this section:

(a) "Financial and economic activities" include activities related to the topics listed in Subsection (1)(b).

(b) "Financial and economic literacy concepts" include concepts related to the following topics:

(i) basic budgeting;

(ii) saving and financial investments;

(iii) banking and financial services, including balancing a checkbook or a bank account and online banking services;

(iv) career management, including earning an income;

(v) rights and responsibilities of renting or buying a home;

(vi) retirement planning;

(vii) loans and borrowing money, including interest, credit card debt, predatory lending, and payday loans;

(viii) insurance;

(ix) federal, state, and local taxes;

(x) charitable giving;

[(xi) online commerce;]

[(xii)] (xii) identity fraud and theft;

[(xiii)] (xiii) negative financial consequences of gambling;
[(xiv)] (xiii) bankruptcy;
[(xv)] (xiv) economic systems, including a description of:
(A) a command system such as socialism or communism, a market system such as capitalism, and a mixed system; and
(B) historic and current examples of the effects of each economic system on economic growth;
[(xvi)] (xv) supply and demand;
[(xvii)] (xvi) monetary and fiscal policy;
[(xviii)] (xvii) effective business plan creation, including using economic analysis in creating a plan;
[(xix)] (xviii) scarcity and choices;
[(xx)] (xix) opportunity cost and tradeoffs;
[(xxi)] (xx) productivity;
[(xxii)] (xxi) entrepreneurism; and
[(xxiii)] (xxii) economic reasoning.
[(c) “Financial and economic literacy passport” means a document that tracks mastery of financial and economic literacy concepts and completion of financial and economic activities in kindergarten through grade 12.]
[(d)] (c) “General financial literacy course” means the course of instruction [described in Section 53E-4-204] administered by the state board under Subsection (3).
(2) The State Board of Education shall:
[(a) in cooperation with interested private and nonprofit entities:] [(i) develop a financial and economic literacy passport that students may elect to complete;]
[(ii) develop methods of encouraging parent and educator involvement in completion of the financial and economic literacy passport; and]
[(iii) develop and implement appropriate recognition and incentives for students who complete the financial and economic literacy passport, including:]

[(A) a financial and economic literacy endorsement on the student's diploma of
graduation;]

[(B) a specific designation on the student's official transcript; and]

[(C) any incentives offered by community partners;]

[(b)] (a) more fully integrate existing and new financial and economic literacy
education into instruction in kindergarten through grade 12 by:

(i) coordinating financial and economic literacy instruction with existing instruction in
other areas of the core standards for Utah public schools, such as mathematics and social
studies;

(ii) using curriculum mapping;

(iii) creating training materials and staff development programs that:

(A) highlight areas of potential coordination between financial and economic literacy
education and other core standards for Utah public schools concepts; and

(B) demonstrate specific examples of financial and economic literacy concepts as a
way of teaching other core standards for Utah public schools concepts; and

(iv) using appropriate financial and economic literacy assessments to improve financial
and economic literacy education and, if necessary, developing assessments;

[(c)] (b) work with interested public, private, and nonprofit entities to:

(i) identify, and make available to teachers, online resources for financial and
economic literacy education, including modules with interactive activities and turnkey
instructor resources;

(ii) coordinate school use of existing financial and economic literacy education
resources;

(iii) develop simple, clear, and consistent messaging to reinforce and link existing
financial literacy resources;

(iv) coordinate the efforts of school, work, private, nonprofit, and other financial
education providers in implementing methods of appropriately communicating to teachers,
students, and parents key financial and economic literacy messages; and
(v) encourage parents and students to establish higher education savings, including a
Utah Educational Savings Plan account;
[(d)] (c) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking
Act, make rules to develop guidelines and methods for school districts and charter schools to
more fully integrate financial and economic literacy education into other core standards for
Utah public schools courses; and
(d) in cooperation with school districts, charter schools, and interested private and
nonprofit entities, provide opportunities for professional development in financial and
economic literacy concepts to teachers, including:
(i) a statewide learning community for financial and economic literacy;
(ii) summer workshops; and
(iii) online videos of experts in the field of financial and economic literacy education.
(3) The state board shall:
(a) administer a general financial literacy course in the same manner that the state
board administers other core standards for Utah public school courses for grades 9 through 12;
(b) adopt standards and objectives for the general financial literacy course that address:
(i) financial and economic literacy concepts;
(ii) the costs of going to college, student loans, scholarships, and the Free Application
for Federal Student Aid;
(iii) financial benefits of pursuing concurrent enrollment as defined in Section
53E-10-301; and
(iv) technology that relates to banking, savings, and financial products; and
[(e)] (c) (i) contract with a provider, through a request for proposals process, to develop
an online, end-of-course assessment for the general financial literacy course;
(ii) require a school district or charter school to administer an online, end-of-course
assessment to a student who takes the general financial literacy course; and
(iii) develop a plan, through the state superintendent of public instruction, to analyze
the results of an online, end-of-course assessment in general financial literacy that includes:
(A) an analysis of assessment results by standard; and
(B) average scores statewide and by school district and school;

[(f) in cooperation with school districts, charter schools, and interested private and
nonprofit entities, provide opportunities for professional development in financial and
economic literacy to teachers, including:
[(i) a statewide learning community for financial and economic literacy;
(ii) summer workshops; and
(iii) online videos of experts in the field of financial and economic literacy education;]
[(3)] (4) (a) The State Board of Education shall establish a task force to study and make
recommendations to the board on how to improve financial and economic literacy education in
the public school system.

(b) The task force membership shall include representatives of:
(i) the State Board of Education;
(ii) school districts and charter schools;
(iii) the State Board of Regents; and
(iv) private or public entities that teach financial education and share a commitment to
empower individuals and families to achieve economic stability, opportunity, and upward
mobility.

(c) The state board shall convene the task force at least once every
three years to review and recommend adjustments to the standards and objectives of the general
financial literacy course.

Section 2. Section 53E-4-204 is amended to read:

53E-4-204. Standards and graduation requirements.

(1) The State Board of Education shall establish rigorous core standards for Utah
public schools and graduation requirements under Section 53E-3-501 for grades 9 through 12
that:

(a) are consistent with state law and federal regulations; [and]
(b) beginning no later than with the graduating class of 2008:}
(b) use competency-based standards and assessments;

(c) include instruction that stresses general financial literacy from basic budgeting to financial investments, including bankruptcy education and a general financial literacy test-out option; and

(d) increase graduation requirements in language arts, mathematics, and science to exceed the existing credit requirements of 3.0 units in language arts, 2.0 units in mathematics, and 2.0 units in science.

(2) The State Board of Education shall establish competency-based standards and assessments for elective courses.

(3) On or before July 1, 2014, the State Board of Education shall adopt revised course standards and objectives for the course of instruction in general financial literacy described in Subsection (1)(b) that address:

(a) the costs of going to college, student loans, scholarships, and the Free Application for Federal Student Aid (FAFSA); and

(b) technology that relates to banking, savings, and financial products.

(4) The State Board of Education shall administer the course of instruction in general financial literacy described in Subsection (1)(b) in the same manner as other core standards for Utah public schools courses for grades 9 through 12 are administered.

Section 3. Section 53G-10-305 is amended to read:


A public school shall provide to the parents or guardian of a kindergarten student during kindergarten enrollment:

(1) a financial and economic literacy passport, as defined in Section 53E-3-505; and

(2) information about higher education savings options, including information about opening a Utah Educational Savings Plan account.