

1 **FINANCIAL AND ECONOMIC LITERACY EDUCATION**

2 **AMENDMENTS**

3 2019 GENERAL SESSION

4 STATE OF UTAH

5 **Chief Sponsor: Jefferson Moss**

6 Senate Sponsor: Todd Weiler

7 Cosponsors: Steve Waldrip

8 Val L. Peterson

9

10 **LONG TITLE**

11 **General Description:**

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

13 **Highlighted Provisions:**

14 This bill:

- 15 ▶ amends the definition of "financial and economic literacy concepts";
- 16 ▶ amends provisions related to standards related to financial literacy;
- 17 ▶ repeals and reenacts provisions related to:
 - 18 • a general financial literacy course; and
 - 19 • professional development related to financial literacy education;
- 20 ▶ repeals provisions related to a financial and economic literacy passport;
- 21 ▶ amends provisions related to the convening of a task force; and
- 22 ▶ makes technical and conforming changes.

23 **Money Appropriated in this Bill:**

24 None

25 **Other Special Clauses:**

26 None

27 **Utah Code Sections Affected:**

28 AMENDS:

29 **53E-3-505**, as last amended by Laws of Utah 2018, Chapter 22 and renumbered and
30 amended by Laws of Utah 2018, Chapter 1

31 **53E-4-204**, as renumbered and amended by Laws of Utah 2018, Chapter 1

32 **53G-10-305**, as enacted by Laws of Utah 2018, Chapter 3



34 *Be it enacted by the Legislature of the state of Utah:*

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

36 **53E-3-505. Financial and economic literacy education.**

37 (1) As used in this section:

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

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

42 (i) basic budgeting;

43 (ii) saving and financial investments;

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

46 (iv) career management, including earning an income;

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

48 (vi) retirement planning;

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

51 (viii) insurance;

52 (ix) federal, state, and local taxes;

53 (x) charitable giving;

54 [~~(xi) online commerce;~~]

55 [~~(xii)~~] (xi) identity fraud and theft;

56 [~~(xiii)~~] (xii) negative financial consequences of gambling;

57 ~~[(xiv)]~~ (xiii) bankruptcy;

58 ~~[(xv) free markets and prices;]~~ (xiv) economic systems, including a description of:

59 (A) a command system such as socialism or communism, a market system such as

60 capitalism, and a mixed system; and

61 (B) historic and current examples of the effects of each economic system on economic

62 growth;

63 ~~[(xvi)]~~ (xv) supply and demand;

64 ~~[(xvii)]~~ (xvi) monetary and fiscal policy;

65 ~~[(xviii)]~~ (xvii) effective business plan creation, including using economic analysis in

66 creating a plan;

67 ~~[(xix)]~~ (xviii) scarcity and choices;

68 ~~[(xx)]~~ (xix) opportunity cost and tradeoffs;

69 ~~[(xxi)]~~ (xx) productivity;

70 ~~[(xxii)]~~ (xxi) entrepreneurship; and

71 ~~[(xxiii)]~~ (xxii) economic reasoning.

72 ~~[(c) "Financial and economic literacy passport" means a document that tracks mastery~~

73 ~~of financial and economic literacy concepts and completion of financial and economic~~

74 ~~activities in kindergarten through grade 12.]~~

75 ~~[(d)]~~ (c) "General financial literacy course" means the course of instruction ~~[described~~

76 ~~in Section 53E-4-204]~~ administered by the state board under Subsection (3).

77 (2) The State Board of Education shall:

78 ~~[(a) in cooperation with interested private and nonprofit entities:]~~

79 ~~[(i) develop a financial and economic literacy passport that students may elect to~~

80 ~~complete;]~~

81 ~~[(ii) develop methods of encouraging parent and educator involvement in completion~~

82 ~~of the financial and economic literacy passport; and]~~

83 ~~[(iii) develop and implement appropriate recognition and incentives for students who~~

84 ~~complete the financial and economic literacy passport, including:]~~

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

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

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

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

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

94 (ii) using curriculum mapping;

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

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

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

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

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

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

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

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

110 (iv) coordinate the efforts of school, work, private, nonprofit, and other financial
111 education providers in implementing methods of appropriately communicating to teachers,
112 students, and parents key financial and economic literacy messages; and

113 (v) encourage parents and students to establish higher education savings, including a
114 Utah Educational Savings Plan account;

115 ~~[(d)]~~ (c) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking
116 Act, make rules to develop guidelines and methods for school districts and charter schools to
117 more fully integrate financial and economic literacy education into other core standards for
118 Utah public schools courses; and

119 (d) in cooperation with school districts, charter schools, and interested private and
120 nonprofit entities, provide opportunities for professional development in financial and
121 economic literacy concepts to teachers, including:

122 (i) a statewide learning community for financial and economic literacy;

123 (ii) summer workshops; and

124 (iii) online videos of experts in the field of financial and economic literacy education.

125 (3) The state board shall:

126 (a) administer a general financial literacy course in the same manner that the state
127 board administers other core standards for Utah public school courses for grades 9 through 12;

128 (b) adopt standards and objectives for the general financial literacy course that address:

129 (i) financial and economic literacy concepts;

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

132 (iii) financial benefits of pursuing concurrent enrollment as defined in Section
133 [53E-10-301](#); and

134 (iv) technology that relates to banking, savings, and financial products; and

135 ~~[(e)]~~ (c) (i) contract with a provider, through a request for proposals process, to develop
136 an online, end-of-course assessment for the general financial literacy course;

137 (ii) require a school district or charter school to administer an online, end-of-course
138 assessment to a student who takes the general financial literacy course; and

139 (iii) develop a plan, through the state superintendent of public instruction, to analyze
140 the results of an online, end-of-course assessment in general financial literacy that includes:

- 141 (A) an analysis of assessment results by standard; and
- 142 (B) average scores statewide and by school district and school~~[-and]~~;
- 143 ~~[(f) in cooperation with school districts, charter schools, and interested private and~~
- 144 ~~nonprofit entities, provide opportunities for professional development in financial and~~
- 145 ~~economic literacy to teachers, including:]~~
- 146 ~~[(i) a statewide learning community for financial and economic literacy;]~~
- 147 ~~[(ii) summer workshops; and]~~
- 148 ~~[(iii) online videos of experts in the field of financial and economic literacy education.]~~
- 149 ~~[(3)]~~ (4) (a) The State Board of Education shall establish a task force to study and make
- 150 recommendations to the board on how to improve financial and economic literacy education in
- 151 the public school system.
- 152 (b) The task force membership shall include representatives of:
- 153 (i) the State Board of Education;
- 154 (ii) school districts and charter schools;
- 155 (iii) the State Board of Regents; and
- 156 (iv) private or public entities that teach financial education and share a commitment to
- 157 empower individuals and families to achieve economic stability, opportunity, and upward
- 158 mobility.
- 159 (c) The state board shall convene the task force ~~[shall reconvene]~~ at least once every
- 160 three years to review and recommend adjustments to the standards and objectives of the general
- 161 financial literacy course.

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

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

- 164 (1) The State Board of Education shall establish rigorous core standards for Utah
- 165 public schools and graduation requirements under Section 53E-3-501 for grades 9 through 12
- 166 that:
- 167 (a) are consistent with state law and federal regulations; ~~[and]~~
- 168 ~~[(b) beginning no later than with the graduating class of 2008:]~~

169 [(i)] (b) use competency-based standards and assessments;

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

173 [(iii)] (d) [~~increase~~] include graduation requirements in language arts, mathematics,
174 and science [~~to exceed the existing credit requirements of~~] that exceed 3.0 units in language
175 arts, 2.0 units in mathematics, and 2.0 units in science.

176 (2) The State Board of Education shall [~~also~~] establish competency-based standards
177 and assessments for elective courses.

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

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

183 [~~(b) technology that relates to banking, savings, and financial products:]~~

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

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

188 **53G-10-305. Higher education savings information.**

189 A public school shall provide [~~the following~~]₂ to the parents or guardian of a
190 kindergarten student during kindergarten enrollment[~~:(1) a financial and economic literacy~~
191 ~~passport, as defined in Section 53E-3-505; and (2)]₂ information about higher education
192 savings options, including information about opening a Utah Educational Savings Plan
193 account.~~