



Oral Testimony as Opponent before the

House Education Committee

on

HB 2166 - Requiring personal financial literacy courses for high school graduation.

by

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Kansas Association of School Boards

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Mr. Chairman, Members of the Committee:

The Kansas Association of School Boards opposes **HB 2166** because we feel it unnecessarily oversteps the into the responsibilities and duties of both the State Board of Education as well as local boards of education.

In the KASB Adopted Resolutions and Policies, as approved by our delegate assembly in December of 2018 we find the following observations: Page 8 Section on Governing Schools Section on State Board of Education, sub-section 3 reads as follows:

3. Powers and Duties KASB believes the constitutional responsibility of the state board for general supervision of public schools includes: school accreditation, state standards and assessments, professional licensure and enforcement of professional standards.

Following in Section B. Local Boards of Education sub-section 2 on Curriculum Authority our policy states:

2. Curriculum Authority A district's curriculum should be established by the local board of education, not by state statute, as long as the district meets state accreditation requirements. KASB opposes efforts to directly or indirectly limit the board's ability to determine curriculum, library and other instructional materials.

[KSA 72-3236](#) already provides a guide of issues concerning financial literacy that the State Board of Education and Local School Boards incorporate into the educational curriculum planning that is done by the districts. KASB supports this local effort in our adopted KASB Recommendations that we provide to all School Boards to help them establish their curriculum goals and planning.

IKA Financial Literacy (See ID) IKA

The board supports the goal of providing district students with sufficient knowledge of economic systems to make informed, financial choices. In furtherance of this goal, the board directs the superintendent to develop and implement a plan to incorporate outcome-based personal financial literacy education into the district's instructional program.

The superintendent shall document district efforts to provide financial literacy education opportunities for district students and shall provide, upon request, feedback or information to the Kansas State Department of Education on such efforts.

Approved:

KASB Recommendation – 6/15

In addition, the State Department of Education provides resources and materials related to Financial Literacy that districts and teachers incorporate into their educational planning. This resource can be found on the KSDE Website at <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Financial-Literacy>. We have provided a copy of the contents for your reference as an attachment to this testimony.

KASB's opposition to this bill should not be construed to be in opposition to the importance of learning and expanding students' understanding and knowledge of financial matters and issues that they will need for lifetime success, but should be seen as a belief that the decision for establishing requirements and curriculum for are constitutionally assigned and prescribed to the elected officials of the State Board of Education and Local Boards of Education and this issue should be referred to them for study and action.

Financial Literacy in Kansas

Kansas State Department of Education has developed this webpage to offer support to local school districts concerning personal financial literacy instruction for K-12 schools.

Personal Financial Literacy

Personal Finance Refers to the principles and methods that individuals use to acquire and manage income and assets, but **personal financial literacy** means individuals know how these skills apply to their lives now and in the future with habit change the key. Some use the term **financial literacy**, which means the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security, which is more inclusive of all financial aspects, not just personal finance. (source: www.jumpstart.org)

KSDE has partnered with several non-profits to offer teacher training and guidance including: Kansas Council for Economic Education (<http://www.kcee.wichita.edu>); Federal Reserve Bank of Kansas City (<https://www.kansascityfed.org/>); Kansas State University Research and Extension (<http://www.ksu.edu/fshs/extension/family-finances/>); and the Kansas Jump \$tart Coalition (<http://www.jumpstart.org/states-kansas.html>).

Financial Literacy Standards

The Jump \$tart National Standards in K-12 Personal Finance Education were developed through the involvement of professionals across multiple financial literacy platforms. After review by KSDE, it was deemed appropriate for Kansas and were adopted as the Kansas financial literacy K-12 standards. (For more information: <http://www.jumpstart.org/>)

Q: What are the overall standard areas?

- A:**
- 1. Spending and Saving**
 - 2. Credit and Debt**
 - 3. Employment and Income**
 - 4. Investing**
 - 5. Risk Management and Insurance**
 - 6. Financial Decision Making**

Q: What is meant by K-12 standards?

A: The National Jump Start standards are used as a guide for instruction. They are indicated for Kindergarten, 4th, 8th and 12 grades, however, should be referenced to determine all K-12 financial literacy instruction to determine grade appropriateness.

Recognition of Standards

The following describes how KSDE recognizes the standards for personal financial literacy:

- Business - includes finance competencies as they related to business, finance and entrepreneurship;
- Family and Consumer Sciences - teaches financial literacy skills directly. The consumer and personal finance course competencies address financial issues and consumer rights and responsibilities as it relates to individual and family decision making and lifespan goal setting;
- Mathematics - provides prerequisite number sense and computation skills students need to study financial literacy; and
- Social Studies - provides a context for the importance of financial literacy and economics; though not aimed at personal financial literacy in particular, it provides for the development of parallel concepts.

Q: Who can I go to if I want more information?

A: Gayla Randel, Family and Consumer Sciences: grandel@ksde.org (785) 296-4912
Don Gifford, History/Government/Social Studies: dgifford@ksde.org (785) 296-3892
Natalie D. Clark, Business: ndclark@ksde.org (785) 296-4916

K-12 Classroom Resources

A common question is where to find quality resources to use in developing financial literacy skills within the K-12 Kansas classroom. This is an important question, but before a decision is made, one should ask questions when looking at any teaching resource.

If you can say "yes" to all the questions below, you have found a quality resource:

1. Is content accurate and standard and/or competency based aligned? (Refer to www.jumpstart.org/national-standards.html, FCS, Social Studies and/or Business standards.)
2. Are support materials free from bias and embrace diversity in activities, photos, discussions and etc.?
3. Are assessments designed (both formative and summative) to assess student mastery, allowing for modification as needed?
4. Is information shared relevant to grade level course/program objectives?
5. Is the Instructional design research-based and/or evidence-based, age appropriate, and allows for multiple learning styles? (NOTE: Research should be educationally sound.)

A [financial literacy resource list](#) has been developed to provide a place to begin. The resources included have been used in KS K-12 classrooms. An indication of grade level, content and related information has been included for your review.

[paper](#)