“First of all, it’s ALL kids...if they [legislators] want to choose kids that they think need finance education, have at it...we have failed...just look at the 78% currently living paycheck to paycheck in Kentucky...we can do better.”

Alex Todd, Kentucky educator
“...after we learned about pay cards in class [Getting Paid or Getting Played?] I let my friend who was threatened with termination after being offered a pay card know that it was in his legal rights to decline that method of pay...After finding out that he is able to decline pay cards he spoke with his HR manager and let them know that he does not need to accept...my friend will continue to receive paper checks to deposit in his bank account.

From what he’s told me the HR manager was not very happy...thank you for giving me the knowledge to stand up for me and others.”
Which of the following do you think will earn the highest return on your money?

- Savings account
- Stock market index fund
- Money in your mattress
- Savings bond
● Why does this matter?
● What is the state of financial education nationally?
● What is the situation in Maine?
● How can we change the situation?
● How can NGPF support you?
School-by-School Efforts:
Who has access to financial education today?
Why study the school level?
Implementation is everything.
WHY IS THIS IMPORTANT?

Because personal finance critically affects every student in America.

Before they graduate, students must learn to manage money, create budgets and build good credit habits to become financially secure adults in the "real world." Without exposure to these skills in school, they often learn them by making costly mistakes with lasting consequences.

Yet research shows that the United States lags its peers in financial literacy, especially among young people. In the OECD Programme for International Student Assessment (PISA), the United States ranked between 7th and 9th in financial literacy out of the 15 participating countries*. Students are taking out education loans at an alarming rate - over $1.4 trillion currently - and are forced to learn through costly mistakes what they should be taught in school.

In all 50 states, researchers see this problem, but their efforts typically examine only state-level policies. As a result, current knowledge of financial education in the U.S. is fractured and state-specific.

THOUGH INDIVIDUAL SCHOOLS AND DISTRICTS are ultimately responsible for their own course offerings, decisions typically run "top-down" from state or even federal legislatures that rely on the best available research. But if their data is fractured and state-specific, their efforts will be, too.

This comprehensive report, with data painstakingly collected from individual high schools across all 50 states and DC, aims to paint a complete picture of US financial education today.

In turn, we hope to inspire our nation’s power-brokers to build a better financial future for America’s young people.

Executive Summary

The first financial education study to cover over 85% of US high schoolers

11,000+ schools
13 million+ students

SUMMARY METRICS

% Standalone: the percentage of students offered at least one STANDALONE, one-semester PF course. NOT embedded in another course.

% Gold Standard: the percentage of students counted REQUIRED to take at least one STANDALONE, one-semester PF course for graduation.

DATA SOURCES

- course catalogs
- department websites
- teacher websites
- teacher syllabi
- teacher/counselor surveys

1 See our full data collection methodology for more details.
2017: who has access to financial education in America?

11,000+ schools
13 million+ students

DATA SOURCES
- course catalogs
- department websites
- teacher websites

teacher syllabi
- teacher/counselor surveys

COURSE CATEGORIZATION
Access
- Embedded Required
- Standalone Required

Course Scope
- Embedded Elective
- Standalone Elective
State % of students offered a standalone PF course.
State % of students **required** a standalone
1 in 6
Excluding the 5 mandate states... 1 in 12.
In schools with more than 75% of students receiving free/reduced lunch... 1 in 19.
600+
The Standards:

- **Gold**: Standalone, one semester required for graduation
- **Silver**: Standalone, one semester elective course
- **Bronze**: Embeds personal finance in another course

Gold Standard:

- Bonny Eagle H.S.
- Portland H.S.
- Lawrence H.S
- Maranacook Community H.S.
- Skowhegan Area H.S.
<table>
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<th>Bangor High School</th>
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<td>Leavitt Area High School</td>
<td>York High School</td>
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The FinHero’s Journey

- **Base Camp**: Embed PF units into an existing course
- **Altitude Camp 1**: Create an elective personal finance course
- **Altitude Camp 2**: Add more sections due to the popularity of the course
- **Summit**: Advocate for the course to become a requirement
- **Flyin’**: Support educators in neighboring districts
Where are you on the FinHero Journey?

Where do you want to be?
What is a stakeholder?

n. one who is involved in or affected by a course of action

- Merriam-Webster dictionary
Who Are Your Stakeholders?
Top 3 in terms of power

- Students
- Parents
- Other teachers
- Admin
- School Board
- Business community
- State legislators
How can we engage and cultivate each stakeholder?

- Split into groups with a focus on a single stakeholder
- Brainstorm on Post-It notes ways to engage that specific stakeholder
- Pick top 4 ideas and place on the wall under the corresponding stakeholder heading
How Can We Support You?

- Semester Course
- School Search Tool
- Mini-Documentary “Finding Finance”
- Student Surveys
- Case Studies of How Educators Increased Access
- Presentation Templates
Mission: 2030
100% of U.S. high schoolers will have guaranteed access to at least a semester of personal finance instruction before graduation.
What do you know?
Statewide & School Personal Finance Efforts

Play to win.

Kahoot!