

Civics and Financial Literacy Task Force Charter

Task Force Lead	Andrea Morgan, Office of Educational Improvement and Innovation	
Purpose	Study and recommend how to increase and improve civics and financial education in kindergarten through grade 12 in public schools.	
Assumptions	<ul style="list-style-type: none"> • Civics and Financial Education are essential areas for instruction in Oregon schools. • Indicators (voting practices, government and civic organization participation rates) show a trend of less civic engagement by young people/all citizens. • Indicators show an increase in personal money-management behavior that leads to financial instability and increased bankruptcy by young people/all citizens. • Instruction provided at school can change attitudes and behaviors related to civic engagement and financial practices. 	
Outcomes	<ul style="list-style-type: none"> • Report of practices in Oregon schools and Civics and Financial Education. • Recommend action for practical application and demonstration of civics and financial literacy amongst students. • Recommend actions for how to increase and improve instruction in Oregon schools so it will yield enhanced and increased demonstrated proficiency. • (Optional) Recommend actions for legislation for the 2009 session 	
Members	<p>The legislation required:</p> <ul style="list-style-type: none"> • 9 members; 3 appointed by the Speaker of the House of Representatives, 3 appointed by the Senate President, 3 appointed by the Superintendent of Public Instruction. • Appointees from among the following groups: school administrators, civics teachers, finance teachers, teachers who are members of a labor union, school district boards, students, business leaders and other groups with expertise in civics and financial education. 	
Budget and Support Needed	<p>\$50,000.00 allocated by State Legislature to cover:</p> <ul style="list-style-type: none"> • Reimbursement costs for task force members (travel per diem, lodging, substitutes for educators) • Meeting costs (facilities, food, printing, etc.) <p>ODE to provide staffing for the Task Force.</p>	
Scope and Timeline	Task Force shall submit a report, and may include recommendations for legislation, to the interim legislative committees on education on or before October 1, 2008.	
	<p>Original Timeline:</p> <ul style="list-style-type: none"> • October 15, 2007: Appoint Task Force • December 1, 2007: hold initial meeting of Task Force • February 1, 2008: hold second meeting of Task Force in conjunction with the Social Sciences Content and 	<p>Amended Timeline (changes are due to when Task Force appointments were completed):</p> <ul style="list-style-type: none"> • February 1, 2008 Appoint Task Force • March 21, 2008: Hold initial meeting of Task Force • April 11, 2008: hold second meeting of Task Force in

	<p>Assessment Panel.</p> <ul style="list-style-type: none"> • April 1, 2008: hold third meeting of Task Force • June 1, 2008: create initial draft of recommendations • September 1, 2008: statewide review of recommendations complete; • October 1, 2008: Task Force report complete and ready for Legislative Committees 	<p>conjunction with the Social Sciences Content and Assessment Panel</p> <ul style="list-style-type: none"> • May 9, 2008: Hold third meeting of the Task Force • July 9, 2008: Create initial draft of recommendations • September 1, 2008: statewide review of recommendations complete • October 1, 2008: Task Force report complete and ready for Legislative Committees.
<p>Issues and Questions</p>	<p><i>Current Status</i></p> <p>What is the current status of Civics and Financial Education in Oregon schools?</p> <ul style="list-style-type: none"> • What is the definition of “Civics” and of “Financial Education”? • How do we know if Civics and Financial Education is effective? • How are Civics and Financial Education reflected in the Academic Content Standards? • How are Civics and Financial Education instruction currently included in Oregon schools? Are there schools and districts in Oregon with exemplary programs? • How are schools held accountable for providing instruction to the Civics and Financial Education standards? • What resources are available from various entities to support Civics and Financial Education (i.e., programs, books, community support)? • How do other states address Civics and Financial Education? How do they support these areas? • What strategies are currently successful in Civics and Financial Education? • What helps/hinders Civics and Financial Education in Oregon schools? • What data is available regarding Oregon students’ performance in Civics and Financial Education? How is this data collected? Who collects it? • What is the required preparation for teaching Civics and Financial Education? • How are Civics and Financial Education integrated into the school curriculum? <p><i>Concerns from stakeholders</i></p> <ul style="list-style-type: none"> • What concerns do entities outside of schools have about Civics and Financial Education? • What concerns (if any) do teachers and other educators have about Civics and Financial Education? • What additional financial impact is an increase or improvement of instruction going to have? • What will increasing and improving Civics and Financial Education instruction add to teachers’ load? 	

	<p><i>Future Needs</i></p> <ul style="list-style-type: none">• What supports do schools and districts need (if any) to increase and improve instruction in Civics and Financial Education?• What legislation is needed (if any) to increase and improve instruction in Civics and Financial Education?
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