

# Task Force on Civics and Financial Education



Presentation to the  
**Senate Education and  
General Government Committee**

October 27, 2008

Presenting for the Task Force:

**Susan Abravanel, Melody Thompson, Barbara Rost**

# Task Force on Civics and Financial Education HB 2584-A

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“study and make recommendations about how to increase and improve civics and financial education in kindergarten through grade 12 public schools”



# Membership of the Task Force

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**Susan Abravanel**, SOLV *Task Force Co-Chair*

**Steven Chambers**, Salem-Keizer School District Board Chair

**Cori Frauendiener**, MaPS Credit Union

**Hank Harris**, Canby School District

**Michael Parker**, Oregon 529 College Savings Network

**Barbara Rost**, Classroom Law Project

**Al Spencer**, Tualatin High School *Task Force Co-Chair*

**Melody Thompson**, Financial Beginnings

**Marilyn Walster**, Community activist

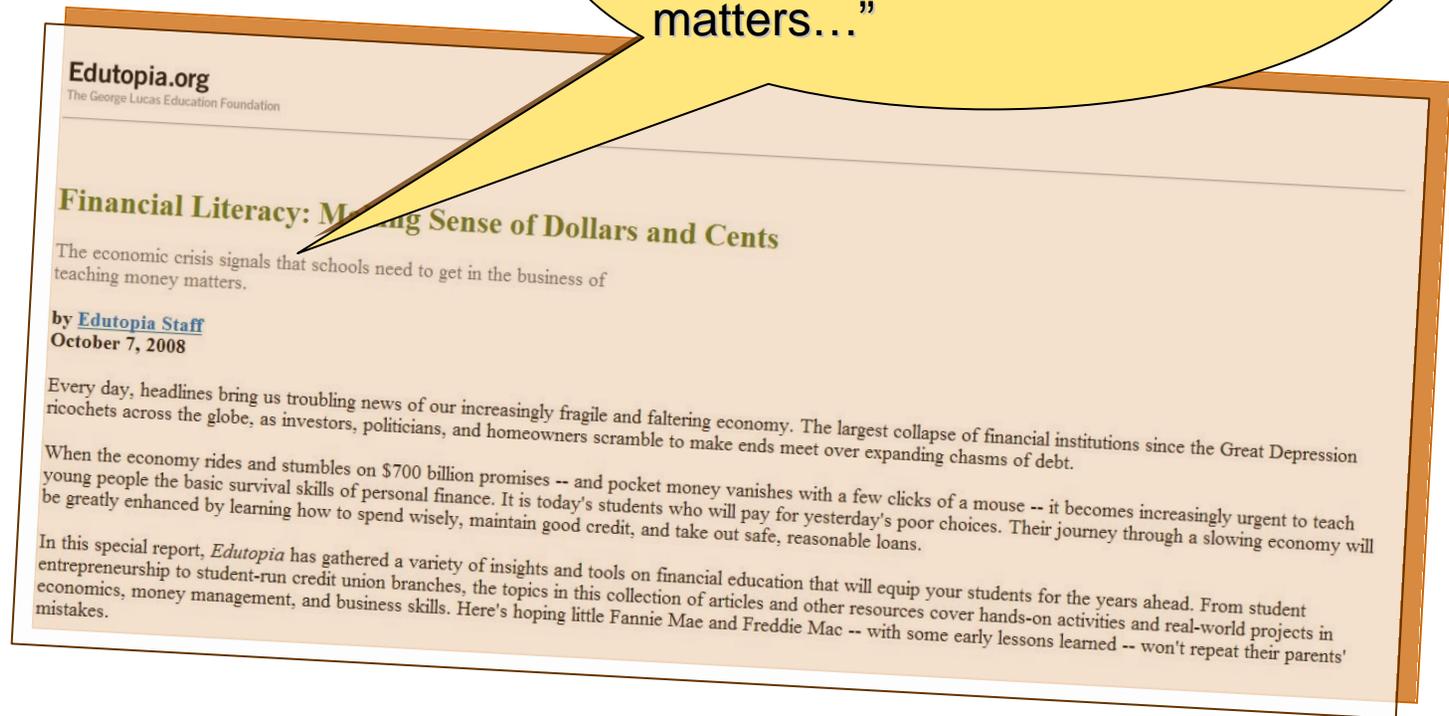
## **Task Force Staff**

**Andrea Morgan**, Oregon Department of Education

**Sheli Dumas**, Oregon Department of Education

# The Problem

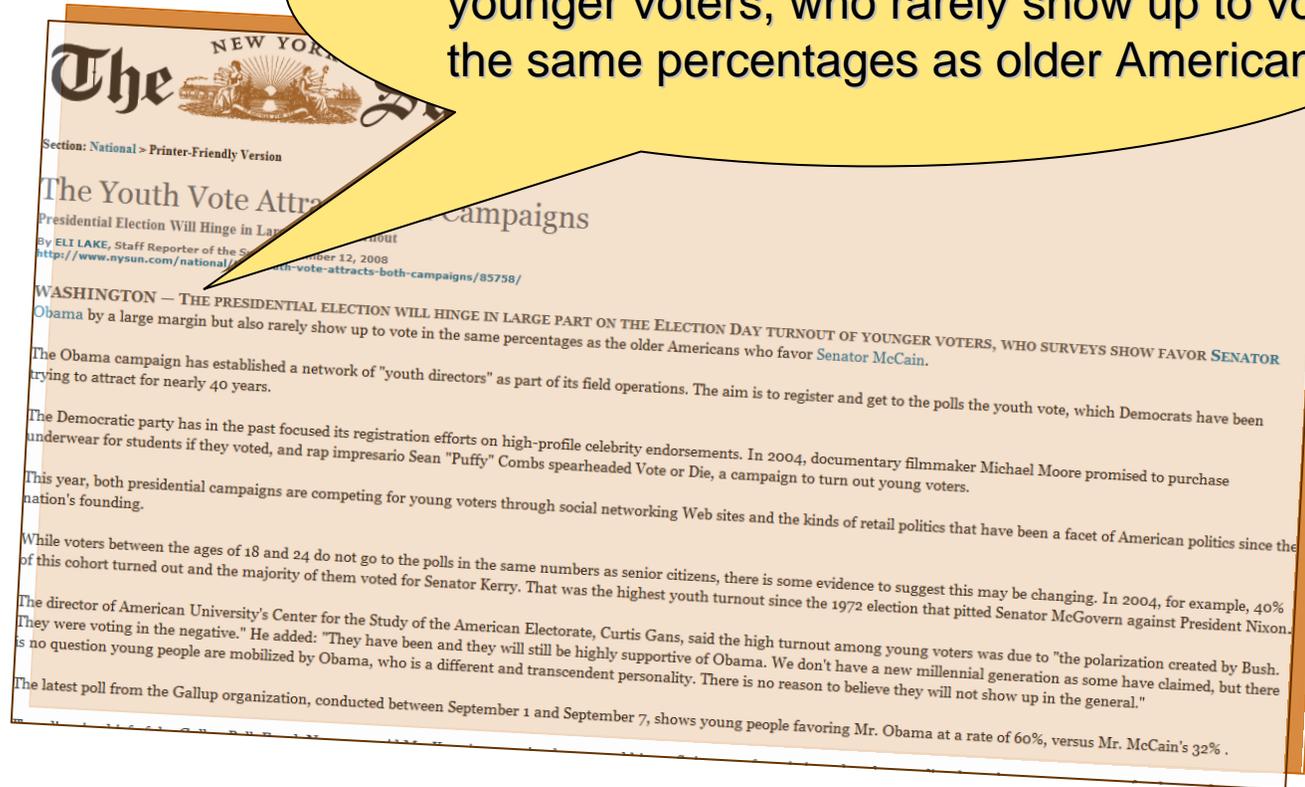
“The economic crisis signals that schools need to get in the business of teaching money matters...”



- ❑ money-management behaviors leading to financial instability, credit mismanagement, and bankruptcy

# The Problem

“The Presidential Election will hinge in large part on the Election Day turnout of younger voters, who rarely show up to vote in the same percentages as older Americans...”



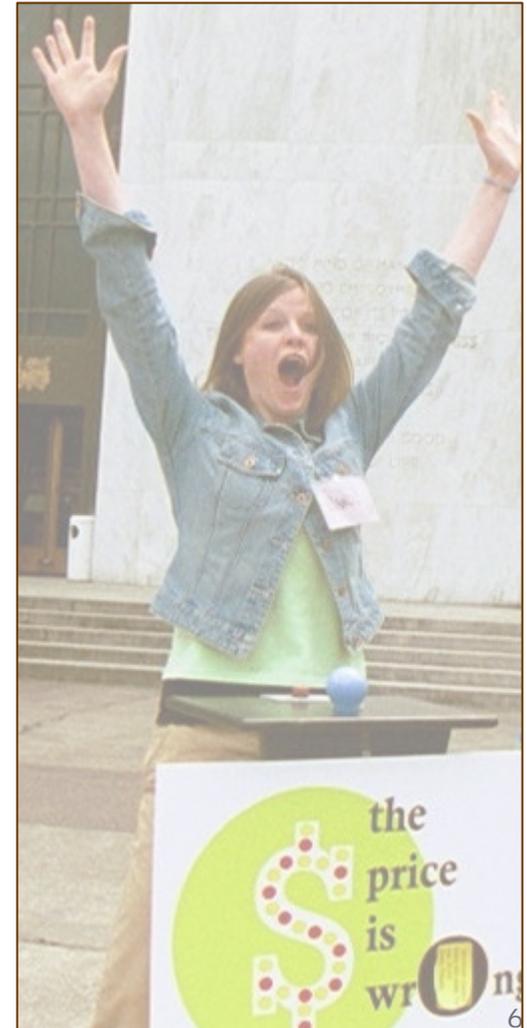
- voting practices and civic participation rates showing less engagement

# Definitions

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**Financial education** includes both knowledge and skills:

- ❑ to manage personal financial resources effectively; and
- ❑ to identify, analyze, evaluate, and understand the consequences of one's decisions.



# Definitions

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**Civic education** includes both knowledge and performance:

- ❑ knowledge of local, state, and US history, and government to explain current social and political issues; and
- ❑ performance of civic and community responsibilities essential to living in a representative democracy.



# Financial Literacy in Oregon Past, Present and Future

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## ❑ Past

Prior to 1998 Personal Finance was a required ½ credit course for Oregon High School students.

## ❑ Present

The United States is in a severe financial crisis and Oregon residents are facing the same challenges as the rest of the country.



# Financial Literacy in Oregon Past, Present and Future

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## What the research says...

- ❑ Teachers report that lack of time, lack of state curriculum requirements and lack of demand are the top three challenges to teaching financial literacy

(Networks Financial Institute, Indiana State University, 2007)

- ❑ Less than half of credit card holders learned about money management from their parents; 41% self-taught or learned “the hard way”, 91% say that financial education should be taught in every US high school

(VISA Back-to-School Survey, 2007)

- ❑ 2007 bankruptcy filings showed a 40.5% increase from 2006

(cardweb.com, March 2008)

# Financial Literacy in Oregon Past, Present and Future

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## □ Why?

During the last century consumers have been pushed more and more towards controlling their finances.

## □ Future: We have to start early!

Individuals need to be both prepared for the responsibility of personal finance management and also recognize opportunities available to make the most of their money and hard work.

# About civic learning and Oregon's youth: good news and bad news ...

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## About students

- **Good news** Oregon students are or desire to be socially and personally responsible citizens
- **Bad news** Many Oregon students lack basic civic knowledge

## About what is taught

- **Good news** good state standards in civics and social science analysis; in new high school diploma Essential Skills requirements
- **Bad news** There is little if any accountability; very uneven teaching

# About civic learning and Oregon's youth: good news and bad news ...

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## What the research says

### Good news

- ❑ 93% say they should assist those in need of help
- ❑ 83% say they have volunteered in their community or raised money for a charitable cause

### Bad news

- ❑ 67% answered basic civics knowledge questions correctly – a “D” grade
- ❑ 25% could correctly identify our two US senators; 23% identified Ted Kulongoski as one of them



# About civic learning and Oregon's youth: good news and bad news ...

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## About what we should do about it

- ❑ **Good news** Some social studies teachers welcome assessment
- ❑ **Bad news** New mandatory assessment includes NCLB, other high-stakes testing and therefore unlikely to get support



# Task Force Recommendations

## Civics Education

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### Pre-Assessment

Conduct a comprehensive Survey of Enacted Curriculum for Social Studies, or other appropriate measure

### Teacher Preparation

Ensure that teachers of civic education are adequately trained in content and best practice strategies in civics and government

### Instruction

Emphasize civic education as a basic component throughout K-12 education

# Task Force Recommendations Civics Education

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## Evaluation

Develop the capacity to assess and evaluate civic education programs.

Measure program effectiveness and student learning throughout the K-12 curriculum.

## Resources

## Timeline

Begin assessment of the Essential Skill in Civic and Community Engagement by the Fall 2010-11 school year



# Task Force Recommendations Financial Education

## Pre-Assessment

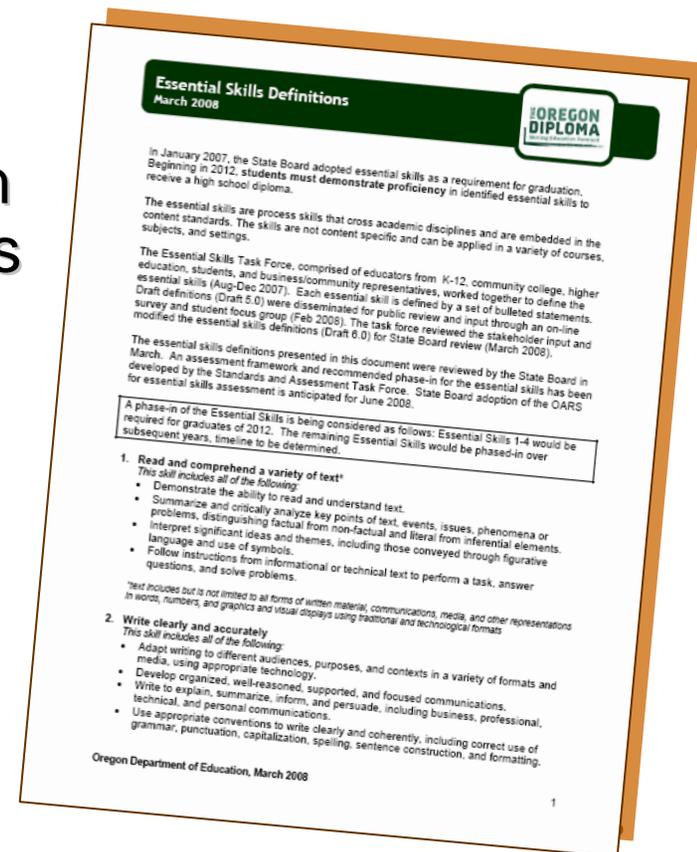
Establish baseline by collecting data

## Teacher Preparation

Ensure that teachers of financial education are adequately trained in content and best practice strategies in financial education

## Instruction

Recognize that financial education is a basic component of K-12 education



# Task Force Recommendations

## Financial Education

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### Evaluation

Develop the capacity to assess and evaluate financial education programs.

Measure program effectiveness and student learning throughout the K-12 curriculum.

### Resources

### Timeline

The Oregon State Board of Education should immediately institute, “Demonstrate financial literacy” as an Essential Skill for the Oregon diploma

Begin assessment of this new Essential Skill by the Fall 2010-11 school year

# Questions?

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