

2013 HOUSE EDUCATION

HB 1217

2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

HB 1217
January 21, 2013
17460

Conference Committee

Committee Clerk Signature



Minutes:

Ch. Nathe: We will open the hearing on HB 1217.

Rep. Streyle: Sponsor. Support of this bill. This would mandate that 6, 7 or 8 grades include this in their curriculum which is already part of the high school. Some of the challenges are local control, which is a valid concern. I'm not an advocate of big government telling the locals what they should do, but we're already doing it, if you look at the list in the bill on about every topic. Another concern I've had is the experience and availability of teachers to teach this type of material. I don't find that to be as big a challenge, since they are already teaching it in high school. Also, adding another required course to the curriculum which is already fairly jam packed. Those are a couple of the challenges I see. I think this bill is very important. Everybody knows we are in a global marketplace, especially with our commodity businesses in the state. It's very complex; therefore, I think we need to be teaching our children some of those concepts. Like it or not, our world and our economy does revolve around the markets, finance, money, why are we not teaching this at an earlier age. Granted math is taught, but it really doesn't touch on some of the things about starting a business, what makes a business run, the financial statements, etc.? Like I mentioned earlier, high schools are teaching this information, all this is simply doing is pushing it down another level. I guess it gets to what is more important. I don't want to pick on the language requirements, but what are you really going to get out of a French, German, or Spanish class, long term. How many people really truly use for the rest of their lives. I would argue very little. Whereas, economic theory, finance theory, business, money, those subjects are used every day by all professions. The earlier we can get our students thinking about these concepts, money management, personal responsibility the better it is for our state and the global economy. It will make for better employees, business owners, entrepreneurs, citizens, taxpayers; it all ties together where if you know the concepts of how a market works, how its stock is traded, the expenses, the balance sheets, etc. you will be a better citizens. The impact of a dollar drop in oil, \$.50 on the wheat market, that is incredible to this economy in every sector of our economy. Are these concepts really being taught, I don't think so? It would be taught on a very basic level and then move the high schools to more advanced, such as the mortgage process, credit card statement, trading futures and options, reviewing the tax structure, etc. You would advance the high school a little bit more, to more practical everyday life experiences. No matter what job you have, these concepts will benefit

everyone. I strongly support this and think it is more relevant than some of the other courses being mandated now on the foreign languages.

Ch. Nathe: This would be in conjunction with the high school course; being taught at the middle school level.

Rep. Streyle: That is how I would see it. It doesn't mandate that they do that, to work together, but I would think if the school was told to do this, that they would stagger the classes where you would start out a little bit more basic general business principles and then step up to maybe increasing some of the complexity of the high school.

Ch. Nathe: On line 17, we have concepts of personal finance at least once during the 6th, 7th or 8th grade. Once what, teach a class for one day, during the semester, one semester.

Rep. Streyle: It would be a separate class, taking it just like you would Spanish. It would one time during those three grades.

Rep. Hunskor: Would this be a semester course, 6 week course, is that determined by the school.

Rep. Streyle: I guess I would leave that up to the school. I also had had some questions about why it wasn't in the math section of the curriculum. I'm not saying this is the most perfect spot for it in the Social Studies area there, but I would leave that up to the school. I would personally think that at least a semester would be prudent. But even in a semester I think you're going to be able to cover the basics that you need to know. Like balancing a checkbook, everyday life stuff that everybody uses and should know how to do. Unfortunately, there are a lot of people that don't know any of these materials.

Rep. B. Koppelman: Assuming that it isn't really strict on being a semester or 9 week course, could this be taught in conjunction with a math class that might meet both criteria.

Rep. Streyle: That has been part of the discussions that I've had. If it could be integrated into the math courses, that would be great. I think that would be prudent; giving the schools the flexibility to have a stand-alone course or incorporating it into existing courses.

Ch. Nathe: Do you have any information as far as middle schools that are currently doing this, if any and any results.

Rep. Streyle: No, I don't have any specific data on that.

Rep. Heller: Would each school find their own curriculum, is that what they did with the high school level.

Rep. Streyle: There are dozens of books. In the middle school area, you're really talking basic concepts, so I think a wide variety of materials could be used. I don't know if there would be a specific book you would need for it. I don't know that you would have to use a specific criteria, I would leave that up to the school to work with DPI to do that.

Ch. Nathe: Thank you. Testimony in support.

Kelly Schmidt, State Treasurer: Support. There is a financial literacy curriculum provided to the high school level through the Dept. of Public Instruction that was worked on as a committee basis back when the legislation was passed to include personal financial literacy to the high school level. As we all know, the financial decisions we made today have a direct correlation to the opportunities available to us tomorrow (see attached testimony).² My office provides, at no cost to the taxpayer, Financial Football and Financial Soccer which is given to all public schools, public libraries, private schools, and any entities that request them, free of charge and free of any costs to state funds. It's also available online and we do work with the ND Jump Start Coalition and work with teachers across the state, whether we bring in someone to do public speaking, we work with colleges, high schools to bring opportunities to bring speakers in on different topics. I've also had the opportunity to start with the Financial Friday segment once a month on KFYR Radio in an opportunity to help North Dakotans make good decisions relating to their personal finances.

Ch. Nathe: As far as the videos, are those distributed mainly to high school students.

Kelly Schmidt: We distribute to the middle schools, the high schools, the public libraries and anyone else that requests them. We also have them going to Ellendale to the Women's prison, we have them going to YCC and a lot of other places that have been a surprise to us.

Ch. Nathe: How has the response been with those videos?

Kelly Schmidt: Fantastic. I would challenge any of you to go to the website or stop upstairs and pick some up. Whether you are doing the elementary level and most of us do pretty well at that; but when you get to the final stage, the Super Bowl stage, I would be willing to bet that there are not many folks in this room that can get 100%.

Rep. Meier: I know Jump Start actually works with the districts on financial literacy. What other entities are available for financial literacy, groups that work with the education.

Kelly Schmidt: Jump Start is a coalition of many different groups, including the ND Bankers, the Midwest Credit Union, and corporation across the state, independent bankers, education components, and business. It's a group where all of us can come together so we give teachers and folks that are teaching this, a one-stop shop,

instead of them having to check around, we are a one-stop shop and a public forum for them to come to for questions and to get those speakers in.

Rep. Meier: I want to applaud the efforts of your office. I know that when this started, there was a huge effort to put this forward.

Kelly Schmidt: It's been my pleasure not only on the ND level, but on the national level to work hard to try and help our folks do better with their finances.

Ch. Nathe: Thank you. Further testimony in support.

Jeff Olson, VP for Advocacy and Awareness for the Credit Union Association of the Dakotas: I represent about 207,000 members in ND; about 44 credit unions, 28 of them state chartered. We are in support of HB 1217 and I've been before this committee several times and we applaud your efforts in hearing about financial issues. Financial education is a part of our daily mission of the credit union environments and we have several credit unions that are out there every day providing resources. One of the things we have, when we come to testify before you, is how are the schools going to pay for this, where are they going to get the resources for it. I know that the banks also have programs, but we as credit unions purchase these programs, and one of the examples is called Foolproof. It is an interactive program, a 6 week program, that our credit unions actually buy and they are currently being used in Devils Lake, Edgeley, and also in the Jamestown and Minot areas. We go into the schools, provide the resources, the homework is done on-line; very successful interactive program for the kids. We are in support of any financial literacy. It is part of our daily mission of people helping people. We applaud the bill carriers and this committee for looking at this every session.

Rep. Rust: You talk about Foolproof, what grade level is that designed for.

Jeff Olson: Foolproof is actually designed for the middle school and secondary education level too.

Rep. Heller: Did you say you did the testing.

Jeff Olson: The testing is done on-line. We actually provide the instructors with the programs, so somebody from the credit union that is trained and certified in financial literacy will come in and run the program along with the teacher. Then the assignments and testing is all done online.

Rep. Rohr: Have we ever done any pre- and post-data collection on this Foolproof.

Jeff Olson: I don't know. We have a number of our credit unions getting recognized nationally every year by our national association for their efforts in financial literacy.

Rep. J. Kelsh: I can see the benefits of this. What are the basics that you think need to be taught and can you fill a semester at this level, teaching what you think needs to be taught at that level.

Jeff Olson: I wish I was more of an expert on it. I think what happens when we fail as a society, we always look toward our education experts to fill in where we mess up. A recent article in our credit union magazine, from our research institute called Filene Research Institute in Madison, WI associated with our national association that financial literacy, the education is a lot worse than we think. We need to get into these schools and teach the basic information about personal finances and that's where it starts.

Rep. Schatz: How long does the Foolproof program last, is it a week or how many hours. What schools are using it?

Jeff Olson: Yes, the program is 6 weeks and they are an hour program 1x a week, where a credit union individual would come in that is certified in teaching this program, working with the teacher, lay out the assignments in that one hour and they would come back the next week and continue and move on.

Rep. Schatz: So that would be 6 hours.

Jeff Olson: Yes, a 6 week course. I don't know if the schools are crediting these or if this is just an elective.

Rep. Schatz: What schools are already doing this?

Jeff Olson: Devils Lake, Jamestown, Edgeley and Minot.

Ch. Nathe: Your association also covers SD.

Jeff Olson: Yes.

Ch. Nathe: Is this being taught in SD and what are the effects there.

Jeff Olson: There are a number of credit unions that are rolling out in SD. It is something we have been pushing for about 4 years and we are seeing it more in the rural areas where we have success in SD; Mitchell, Madison and down in Ft. Randall.

Rep. Heller: So do you have someone on staff just to have to send down to these schools to do this, or how does it work.

Jeff Olson: We have an education coordinator on staff, that coordinator actually sells the program. We are the wholesaler of the program. It's an independent business that is offered for credit unions across the country. We go out and offer it to our credit unions; they buy it and assist them in some of the training. We, as an association, don't go out and work with the schools. We actually train the credit unions to go out and do it.

Ch. Nathe: Thank you. Further testimony in support of HB 1217.

Rick Clayburgh, President, CEO of the ND Bankers Association: We're here in support of the concept of HB 1217 and what it entails about financial literacy. The ND Bankers Association and bankers across the country are involved in Get Smart about Credit Day, it occurs in October. In April, we have bankers who go into schools across the state and across the country as well and work with the elementary, junior high and high schools depending on the schools that might invite them in to talk about financial literacy issues. We also provide curriculum information. We provide little props, such as pencils for elementary age children, coloring books about credit awareness, piggy banks to start the idea of savings. There are lots of things that the local financial institutions do to assist their communities. The concept, and our legislative committee of our Board, understand and are concerned about the issue of local control. We do believe very strongly in the idea of, and were strongly in support of the concept two years ago making it a part of high school education including financial literacy. I think starting it earlier into the junior high level makes some sense. We're not education professionals. We've got a wonderful Dept. of Public Instruction that can assist in this area. Is it a whole class, a semester class, I'm not so certain. But if it's part of a curriculum within the math subject and taught over a several week period, if we can start earlier teaching children about the importance of financial literacy. We've seen some anecdotes where the students have taken that information home and have shared it with their parents. There are a lot of parents in this world that could use a refresher on financial literacy. It is very important in a person's future. It's not only just dealing with getting a car loan anymore, but a lot of opportunities for employment in this country are based on your credit scores now, and it's important to bring that to the students at an earlier age in our schools. We support our local school boards from the Bankers Association. We understand the concerns that might occur when dealing with mandating a curriculum; we really do support and encourage financial education earlier in a child's formative years.

Ch. Nathe: Thank you. Further testimony in support. Testimony in opposition.

Doug Johnson, Executive Director, ND Council of Educational Leaders: Opposed. I applaud the efforts of the sponsors of the bill to make a stronger recognition of the need for personal finance at the elementary and middle level. That is an important concept to have happen. However, as was pointed out by Rep. Streytle, there are some concerns. First, the availability of teachers to teach the subject. If you remember back in the '80s and 90's when keyboarding became an important part of computing and we need to have keyboarding taught at our elementary grade levels, we had a heck of a time getting qualified teachers down there to teach because they are required to have a business credential to do that. It's very difficult to meet those requirements and also have them be certified to teach that particular class and licensed at that level. If you are in the middle school configuration, the state does require that they have a middle level credential, so that would create some significant difficulties for those individuals to teach that class. Secondly, the scheduling of those classes also depends on time and availability in the school curriculum. Most schools to have that set up would have to make some adjustments. That means they are going to have to take a course out, put this course in, whether it's a 9 week class or a semester long class. A good example of

this came about when I was serving as the chair of the subcommittee that looked at curriculum for the Commission on Educational Improvement, where we put in during the last legislative session a bill, a requirement that all students have a career inventory visit with a counselor or have a class in that particular area. One of the problems that was created, particularly in smaller school districts, that they wouldn't be able to have a full-time teacher for a 9 week period of time to teach that class. It would put a real hardship on those classes. This bill could do that same thing for those particular school districts or if you were in a district that already have something in place, would have to take something out to replace it for 9 weeks. As a result of that, our recommendation, which was adopted in the commission's bill last session, that they had the option; either the one-on-one visit with the career counselor for the determination of where they were with their career planning or go to a class that the school offered it and if they wished to do so. As we look at some of the curriculum that is currently placed in schools, Family Consumer Sciences that we have, do have those in Home Ec. All of these contractors are covered for the most part in a home economics' class. They don't necessarily have that in all schools at the 6th grade level, but most have it; at least in one of those 3 years, of 6th, 7th and 8th grade will have a family consumer science class where this can be covered. I think the committee should look at placing this within current curriculum. The CTE Dept. has put together strands of different course content and curriculum specifically covering computation in business areas. There are four levels. Level 1 is for K-6, Level 2 for 7-8 grade and they cover things such as taxation, savings and investments, payroll and human services, cash management, financial management, credit management, and purchases/sales; a variety of standards that the school districts can look at and CTE strongly encourages them to integrate them into their math, language arts and social studies classes. Those are the areas that I think that this needs to be placed into. It would help the school districts in planning for this. I believe this is an important concept for the students to have, but I think it needs to be part of the current integrated curriculum that we currently have in our school districts.

Rep. Meier: You referenced a curriculum that teaches these concepts. What was the name of the curriculum?

Doug Johnson: I don't have the name with me. I can email the link to you; it's on the CTE's website.

Rep. B. Koppelman: Is there anything in the language of this bill that prohibits the school from including this as a part of their current curriculum.

Doug Johnson: The way this language is written, this prescribes a course, so it's either going to have to be a semester course or a 9 weeks course, the way this is written. It doesn't allow for any latitude in my opinion on the way it is written. If this would be drafted so that the concepts are taught in one of those classes, it would be better.

Rep. B. Koppelman: You mentioned CTE and I'm familiar with that as well as STEM and how they work together. That was why I asked if it could be part of a math class

earlier. With CTE, there is a lot more use of private sector, business individuals to come in and work alongside with a certified teacher to teach certain courses. Even if that teacher doesn't have a specialty in this area, do you believe that current law or this language prohibits a specialist in the private sector to come in and help with that?

Doug Johnson: It wouldn't prevent them from coming in to teach that concept as long as there was a qualified teacher there as well. It would have to have another teacher there that is certified for that particular area, so that you would have to have two people in that room.

Rep. Hunsakor: As I read this, it says "provide student instruction and concepts of personal finance", does that say you have to have a course called that, or can that be integrated into math. I don't see that it says that. Is there something that DPI has or in the NDCC that says a geography class has to be a semester or a year, or is that whole gamut of courses left up to each school.

Doug Johnson: DPI does have specific requirements for course lengths and period of times. Generally they are for a semester long as a half-credit and then they can take second course. Some courses can be semester long, some are a full year long, but they take a credit the first semester and a second semester. Foreign language is like that. Some of the other courses, such as general business for a semester long and then they could take an advanced general business the second semester and go through a series of classes that they do have. There are specific guidelines that they have to meet within that structure. If you would have a 9 week course, which typically happens at the middle level, those courses need to go through that procedure, meet the qualified time, have the correct teacher in that particular area. When I was a principal at Simle Middle School here in Bismarck, I strongly believed in these concepts, so that in 7 and 8 grades, we did have a 9 weeks course in business finance, and a second class was called earning a living. We covered these topics, because we thought it was that important. That can be done as a stand-alone course if you would like to do it and you have the correct teachers to do that. The other way is to integrate that as part of your content curriculum in the language arts, social studies and the sciences. The CTE document provides those guidelines and standards that I talked about earlier.

Rep. Hunsakor: If that's true and they say for geography, DPI says one semester, why not say for personal finance, this course must be integrated and taught in some other class. Add it to another course and cover it.

Doug Johnson: Correct. If you would modify that language so that it would be taught as a part of a course. The best language to use would be what was adopted in 2009, where we have the concepts of personal finance being taught in economics or problems with democracy. That 2009 language would be the best to look at. It also gave the school districts the option to teach the personal finance as another course as long as all students were required to take that course.

Rep. J. Kelsh: But if you integrated another course, would that teacher still need to be certified to teach personal finance, how would that work.

Doug Johnson: No, they would be certified to teach a math or language art. It would just be part of the content that they are going to bring into that particular class for a week or so to cover those types of things. Many times, school districts do a lot of curriculum integration between the subjects so that a team of teachers will be teaching one particular concept at that grade level, and they will each take a different aspect of that as they go through that course. That could be very easily accomplished.

Rep. Rohr: This is the second session now where this whole issue of implementing or instituting some type of personal finance instruction to the various levels of K-12 to improve the financial literacy. So we've heard 3 or 4 speakers that indicated that this financial literacy issue has gone down and so does the literature talk to that effect. Knowing this information at the public instruction level, what has changed to improve that?

Doug Johnson: I think a lot of things happen when people grow up and they go out and have difficulty knowing the difference between a need and a want. That's a concept, even though we can go through and teach them conceptually how they need to take care of those, some of the issues that we have are decisions that are made because they cannot distinguish between a want and a need. We all have people that we know that have that difficulty. They can be very accomplished in their fields, they can be in business and they can still not know the difference between what a need is and a want. Maybe that is something we need to talk about with our students as well.

Rep. Schatz: As I'm looking through this, the 7th grade taught geography and it was for a whole year and you were saying it was a semester course, not a full year in the requirements.

Rep. Hunsakor: I don't know what it is.

Rep. Schatz: I believe social studies teachers are qualified to teach economics; personal finance would fall under that guideline I believe. I always thought that 7th grade geography is important, but personal finance might fit in for 9 weeks there.

Doug Johnson: I do believe that they have changed the license requirements so that they do have to have an economic degree. We had a lot of difficulty in getting those people licensed in those particular areas. I'm not positive of that if we have that changed so that it makes it a little easier. That might be a difficult issue to have. It could be done at that level. Right now, we had a semester in the 7th grade of history, geography both semesters; you get a half credit for each one of those. That's very typical of many of the courses at the middle level. In high school, they just go for a semester and then they have a different course the second semester in a lot of cases. I think it could be done as long as the person is certified to do that. I think you might have some teachers say that it's not an area that we need to have in

geography, that is something that should be shared with the other content areas, because there is an area that you have in language arts just for business writing and understanding how contracts are written, that aren't necessarily covered in geography, whereas geography is going to look at the political implications and how the economics work between sales in and between different countries, and in math, the actual computations. I think an integrated approach, when you take the curriculum standards that have been adopted and place these within the curriculum and monitor those.

Rep. Hunskor: This should be a simple issue, but it's a difficult one because we all know how important this is, yet you have indicated that stress of time for teachers, testing and all the other things that come at them, so it's almost imperative that it's going to happen in some schools, if it's left as it is in the bill now, it probably won't be touched much because they have so many other things to do.

Ch. Nathe: Could you come up with an amendment that you would be happy with, talking about putting this into the curriculum, at least I would like to have it presented to the committee for discussion.

Doug Johnson: I would be happy to do that.

Ch. Nathe: Thank you. Further testimony in opposition.

John Martinson, State School Board Association: I do want to stand up for foreign language. This issue comes up each session where somebody has a curriculum they think is the most important. It seems to me that the case they make is always that it is more important than foreign language. Many of you have probably been to a foreign country. When you got home you were probably excited and wanted to share what you discovered and show pictures of that trip because it was fun, interesting and fascinating. But not all junior and senior high school students have the chance for travel. So when they learn the language, they are also learning about the culture, history, art, food, writers of those peoples right here in ND. I think that makes students more well-rounded.

Ch. Nathe: Thank you. Further testimony in opposition. We will close the hearing.

2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

HB 1217
January 23, 2013
17614

Conference Committee

Committee Clerk Signature



Minutes:

Ch. Nathe: We will take a look at HB 1217. What are the committee's wishes. We ended up with a hog house amendment.

Doug Johnson, Exec. Dir. ND Council of Educational Leaders: I met with Anita Thomas and we made some changes. In essence, this follows very closely the current statute we put in place in 2011 session for the personal finance that was going to be taught at the high school level. This would put that in the same section of Code, but it would be outside of the particular section of Code in which the first bill, 1217 was brought in. It would be at the end of that section of Code. The current section of Code that 1217 had impacted would not be impacted at all. This would be added in addition to the end of that section in Century Code 15.1-21. It basically provides for the school at the middle level, the 7 and 8th grade levels and we kept it at those grades instead of saying middle level. It allows them to use the curriculum that has been developed by the CTE called Business Education Frameworks, but it is not mentioned in law because you don't want to put in that name. The school districts would then look at their subjects that they offer at their schools in 7 and 8 grades and look at the content that is listed in section 2 of this amendment and must include the stated 2a through 2g. They go through and look at all the core subjects and elective subjects that they may offer in their school and find where those strands are being taught and then make sure that these are being covered in one or more of those subjects. In the middle school, they have academic teams for the core subject areas. They would sit down and go through the curriculum and find a place in the 7 or 8 grades where this could be taught, in language arts, math could be in shop, home arts, wherever they see it being taught.

Rep. Meier: Good amendment to the bill. How much time does it take to actually teach these elements?

Doug Johnson: My experience in what we've done, integrated curriculum planning when I was a principal in middle school, it will take a little time to make a curriculum map of when that particular item is going to be taught. Most of the schools are used to doing that. The CTE has literally gone through many of the courses and textbooks and developed content standards that you see before you and the Frameworks are tied to courses being taught in the core subject areas for that part.

It shouldn't be too difficult. We would make sure that they are aware that the CTE has that in place for them to look at when they go through curriculum.

Rep. Hunskor: There are 7 items under curriculum, if I understand correctly, these could all be assigned by the teacher committee that worked with this to one teacher or give each section to a different teacher, is that correct.

Doug Johnson: Yes, they would find in their curriculum where they are teaching a particular unit that they may be covering where one part would work. There are a lot of places you could put these subjects.

Ch. Nathe: It could be applicable to different courses.

Doug Johnson: Yes.

Rep. Meier: Do you have a list of what is required for high schools.

Doug Johnson: I don't have one handy now. I can get that to you.

Ch. Nathe: Thank you. What are the committee's wishes?

Rep. Schatz: I move the amendments.

Rep. Heller: Second the motion.

Ch. Nathe: We will take a voice vote. Motion carried. We now have the bill before us as amended. What are your wishes?

Rep. Meier: I move a Do Pass as amended.

Rep. B. Koppelman: Second the motion.

Rep. Rust: I like that this incorporates it into the current curriculum instead of adding an additional course. Any time you mandate something into the curriculum, you have to take something away.

Ch. Nathe: Clerk will take the vote.

12 YES 0 NO 1 ABSENT DO PASS AS AMENDED CARRIER: Rep. Heller

1/23/13
TD

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1217

Page 1, line 1, after "BILL for" replace the remainder of the for with "for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota Century Code, relating to instruction in personal finance at the middle school level.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

Concepts of personal finance - Inclusion in curriculum for grades seven and eight

In addition to the requirements of 15.1-21-01, beginning July 1, 2014, each school district shall develop a curriculum for personal finance in consultation with the department of career and technical education.

1. The curriculum must be delivered to students in grades seven or eight.
2. The curriculum must include:
 - a. Checkbook mechanics, including writing checks, balancing, and statement reconciliation;
 - b. Saving for larger purchases;
 - c. Credit, including credit card usage, interest, and fees;
 - d. Earning power, including jobs for teenagers;
 - e. Taxation and paycheck withholdings;
 - f. Making and living within a budget; and
 - g. Consumer rights and responsibilities.
3. The requirements of this section may be provided by a regular classroom teacher."

Renumber accordingly

Date: 4/23/13

Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 1217

House EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Amended Rerefer to Appropriations

Do Not Pass Adopt Amendment

Motion Made By Rep. Schatz Seconded By Rep. Heller

Representatives	Yes	No	Representatives	Yes	No
Chairman Mike Nathe			Rep. Bob Hunsakor		
Rep. Mike Schatz			Rep. Jerry Kelsh		
Rep. Joe Heilman			Rep. Corey Mock		
Rep. Brenda Heller					
Rep. Dennis Johnson					
Rep. Ben Koppelman					
Rep. Lisa Meier					
Rep. Karen Rohr					
Rep. David Rust					
Rep. John Wall					

TOTAL (YES) _____ (NO) _____ (ABSENT) _____

FLOOR ASSIGNMENT _____

If the vote is on an amendment, briefly indicate intent:

Voice Vote - Motion carried

13.0233.01001

Date: 4/23/13

Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 1217

House EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number 13,0233,01001 02000

Action Taken: Do Pass Amended Rerefer to Appropriations
 Do Not Pass Adopt Amendment

Motion Made By Rep. Meier Seconded By Rep. Koppelman

Representatives	Yes	No	Representatives	Yes	No
Chairman Mike Nathe	/		Rep. Bob Hunsakor	/	
Rep. Mike Schatz	/		Rep. Jerry Kelsh	/	
Rep. Joe Heilman			Rep. Corey Mock	/	
Rep. Brenda Heller	/				
Rep. Dennis Johnson	/				
Rep. Ben Koppelman	/				
Rep. Lisa Meier	/				
Rep. Karen Rohr	/				
Rep. David Rust	/				
Rep. John Wall	/				

TOTAL (YES) 12 (NO) 0 (ABSENT) 1

FLOOR ASSIGNMENT Rep. Heller

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1217: Education Committee (Rep. Nathe, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). HB 1217 was placed on the Sixth order on the calendar.

Page 1, line 1, after "BILL for" replace the remainder of the for with "for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota Century Code, relating to instruction in personal finance at the middle school level.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

Concepts of personal finance - Inclusion in curriculum for grades seven and eight

In addition to the requirements of 15.1-21-01, beginning July 1, 2014, each school district shall develop a curriculum for personal finance in consultation with the department of career and technical education.

1. The curriculum must be delivered to students in grades seven or eight.
2. The curriculum must include:
 - a. Checkbook mechanics, including writing checks, balancing, and statement reconciliation;
 - b. Saving for larger purchases;
 - c. Credit, including credit card usage, interest, and fees;
 - d. Earning power, including jobs for teenagers;
 - e. Taxation and paycheck withholdings;
 - f. Making and living within a budget; and
 - g. Consumer rights and responsibilities.
3. The requirements of this section may be provided by a regular classroom teacher."

Renumber accordingly

2013 SENATE EDUCATION

HB 1217

2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

HB 1217
3-13-13
19815

Conference Committee

Committee Clerk Signature

Suffany J. Grossman

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota Century Code, relating to instruction in personal finance at the middle school level.

Minutes:

You may make reference to "attached testimony."

Chairman Flakoll opened the hearing on HB 1217

Representative Rosco Streyle, District 3: I am here to introduce HB 1217. The bill before you is quite a bit different than what I introduced it as but I still support the concept and what it does. I passed out current high school requirements (Attachment #1) This would bring the requirements of the High Schools to the 7th and 8th grade level starting on July 1st of 2014. The two major differences are the college cost and the mortgage. In addition the committee included jobs for teenagers and consumer rights and responsibilities. There are no additional teachers needed for this. The bill as introduced would have been a semester required course. Finances is what the world revolves around and the earlier we can get to these children and explain the basic concepts, the better their personal lives will be. They will be better citizens and consumers. I fully support the High School piece and this is necessary in these two levels. It would be in the curriculum for either one of those years. It is pretty wide open on what it could entail. It is not a semester course so it could be melded into an existing class or maybe a two week course on the concepts of personal finance. In the global economy we live in right now, these are more important than some of the foreign languages, performing arts, etc. In the job I'm in we see many people that don't understand these personal concepts at all and I think if we can get to them earlier, we will all be better off. There was strong support for this concept in the House.

Senator Luick: Are you proposing this to be a mandated course or will it be optional?

Rosco Streyle, District 3: It is just like what is in the high school right now. It would just push it down to 7th and 8th. It would have to be in the finance curriculum. It is not a semester course. It could be a week or two week course or even melded into existing curriculum. It is very flexible with what the school districts could do with this.

Senator Marcellais: You have elementary on here. How far down in elementary are you talking?

Rosco Streyle, District 3: This is 7th and 8th grade.

Senator Marcellais: I was looking at the original bill.

Rosco Streyle, District 3: It was a semester mandated additional course when it was introduced. This basically mirrors the high school curriculum with those two exceptions and changes.

Kelly Schmidt, ND State Treasurer: I wish to testify in support of HB 1217 (Written Testimony #2 attached) Ended at 11:10

Senator Marcellais: I tend to agree with you but our Native American Reservations live in poverty and they live month to month. There is no such thing as a checkbook or credit card. 25% of our constituents in the Turtle Mountain Reservation are on welfare. I think this should go to a higher level at the college level to teach our parents first before we teach our kids but I agree it is a good idea.

Kelly Schmidt, ND State Treasurer: I have long believed if you want to teach an adult, you teach a child and a child takes that information home and they sit down at the table and have a conversation with mom or dad and many times that can begin a new opportunity. I understand our Native American folks have a different concept and a whole different way of thinking when it comes to dollars and I believe there is opportunities working with the North Dakota Jumpstart Coalition, with our Credit Union Leagues, with our Banker's Association, and with many resources that are available to our schools and teachers to help address some of the needs of that Native American community.

Senator Marcellais: If the parents don't know it, how will they help the children?

Kelly Schmidt, ND State Treasurer: That is why it is so very important. We have to start somewhere.

Jeff Olson, VP of Advocacy and Awareness Credit Union Association of the Dakotas: I wish to testify in support of HB 1217. (Written Testimony #3 attached) Ended at 16:45

Senator Marcellais: How many Credit Unions are on our Native American Reservations?

Jeff Olson: I believe we have zero.

Wayne Kutzer, Director of the Department of Career and Technical Education: I wish to testify in support of HB 1217 (Written Testimony #4 attached) Ended at 18:20

Vice Chairman Schaible: Schools can do this anyway right now?

Wayne Kutzer: Yes. This is available now.

Vice Chairman Schaible: So if any school in North Dakota wanted to put this in their curriculum, they could without the law?

Wayne Kutzer: Yes, it is available now and many schools do use it.

Chairman Flakoll: What do they do if they are on IEP?

Wayne Kutzer: They will make adjustments or modifications to the curriculum.

Senator Marcellais: How will this help the AYP?

Wayne Kutzer: Math is a huge piece of AYP and understanding the math in terms of how to balance a checkbook and basic things.

Doug Johnson, NDCEL: I was the only person who stood up in opposition on the House side. That was mainly because it required a semester course. We thought it could also be a 9 weeks course. After listening to the testimony of those in favor, I realized their real intention was to have it integrated into the curriculum instead of a standalone course. The amended bill before you is what we proposed and put forward (Amendment #5 attached) The amendments are to integrate the curriculum. A math teacher could do the checkbook, a social studies teacher could be working on saving for purchases, or something like that. All they would need to do is work in consultation with a CTE Department and make sure it covers the frameworks. They decide where it is going to be taught. The changes are very minor. (Explains changes in Attachment #5)

Vice Chairman Schaible: What does this bill do that schools can't do now?

Doug Johnson, NDCEL: Schools are able to do that. I was very interested in this when I was a middle school principal. You can do that. It just depends how they wish to do that.

Vice Chairman Schaible: I am not against this concept, I am just wondering why we are creating a law that the schools can do anyway right now. Isn't that burdensome?

Doug Johnson, NDCEL: It does add an additional step. That is why we were originally opposed to it. We can live with it in this manner.

Chairman Flakoll: What would they learn or what would be the things they gain?

Doug Johnson, NDCEL: It would closely parallel what they are going to be exposed to at the high school but maybe not as in depth. It would be very simplistic.

Chairman Flakoll: How long would this be in terms of logistics?

Doug Johnson, NDCEL: A curriculum mapping is what I envision. A team of teachers would get together and look at the curriculum. They can break up the curriculum in different classes.

Chairman Flakoll: How many total hours do you think?

Doug Johnson, NDCEL: Approximately 10-12 hours. Two hours minimum for each one of those areas.

Representative Naomi Muscha, District 24: I wish to testify in opposition of HB 1217. In theory I agree but in practicality I can only testify against. As teachers, Senator Heckaman and Senator Poolman know how precious time as a teacher is. In a perfect world you would learn this at home from your parents. The teachers are told to do so many different things they didn't use to have to do. I think this bill could be changed to get teacher's inputs. There are incredible differences between the small and large schools. While we have good intentions, but how it plays out in the real world isn't what we intended to do here. I would ask for you to put in debit cards if you keep this. Checks are rarely taken anymore. With foreign travel, debit cards are what we used. A 7th grader can't get a credit card. I strongly beg you to look closely at this. I am not against the theory but the administration that I spoke with wasn't interested in this. A lot of these topics area already covered. I ask that you seriously consider this. I would be glad to work with anyone on how it could be put into place. Just because you mandate something doesn't mean it gets carried out that way.

Chairman Flakoll: It would probably cost us about \$2 million to deliver this. 1.5 million families file for bankruptcy every year. Not many kids know how to balance a checkbook. Why would that not be a good investment?

Representative Naomi Muscha, District 24: It would be a good investment but I think it could come down a different way instead of mandating, work through the course standards and mapping. Students need to know these things but it should come down a different way.

Chairman Flakoll: What would your reaction be if we added one or two school days in the calendar for the school year starting in 2015?

Representative Naomi Muscha, District 24: I don't think that would be a bad idea.

Chairman Flakoll: Closed the hearing on HB 1217

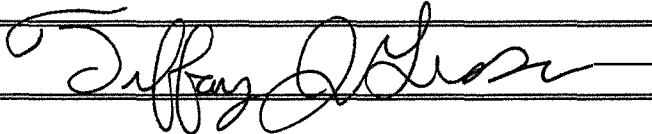
2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

HB 1217
4-03-13
20799

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota Century Code, relating to instruction in personal finance at the middle school level.

Minutes:

You may make reference to "attached testimony."

Chairman Flakoll: Opened the hearing on HB 1217

Senator Heckaman: I move a Do Not Pass on engrossed HB 1217.

Senator Marcellais: Second

Senator Heckaman: This is a similar bill to what we saw earlier in the session mandating a certain curriculum and looking at that, everything in there is excellent for students to learn but a lot of it is already incorporated into some math or business classes. The state has curriculum guidelines for teachers and I think that is sufficient.

A roll call vote was taken for a Do Not Pass to engrossed HB 1217: 6 yeas, 0 nays, 0 absent.

Senator Heckaman: will carry

Date: 4-03-13

Roll Call Vote #: 1

2013 SENATE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 1212

Senate Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Heckaman Seconded By Marcellais

Senators	Yes	No	Senator	Yes	No
Chairman Tim Flakoll	✓	✓	Senator Joan Heckaman	✓	
Vice Chairman Donald Schaible	✓	✓	Senator Richard Marcellais	✓	
Senator Larry Luick	✓	✓			
Senator Nicole Poolman	✓				

Total (Yes) 6 No 0

Absent 0

Floor Assignment Heckaman

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1217, as engrossed: Education Committee (Sen. Flakoll, Chairman) recommends DO NOT PASS (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1217 was placed on the Fourteenth order on the calendar.

2013 TESTIMONY

HB 1217

#1

**In Support of
HB 1217
House Education Committee
January 21, 2013**

**Kelly Schmidt
State Treasurer**

A life of financial success and security begins with a strong education. Every generation is introduced to the reality of spending, saving and finance at a younger age than the last. Yet for years, our nation's financial literacy has not kept pace.

Our young people are being pushed to make financial decisions at a much younger age. We live in a nation where nearly one-third of high school students have credit cards, even more have debit cards, and an average of 1.5 million families file for personal bankruptcy each year. The need for personal financial literacy couldn't ring more loud or clear.

More than ever, the financial decisions we make today have a direct affect on the opportunities available to us tomorrow. Our credit score not only determines the interest rates we pay on our mortgages and car loans, but the rate of our insurance premiums as well as our ability to get a job. Yes, employers are now checking credit scores when evaluating their applicants.

Financial literacy is an essential life-skill that when instilled at an early age help our youth develop the financial concepts for making wise financial decisions and build money management skills. Studies reveal that financial education programs taught in schools help young learners know more, save more, and substantially increase personal confidence with money. This education also provides a level of protection from consumer fraud and identity theft.

It doesn't make any difference if you strive to be a doctor or a laborer, your need to balance a checkbook and understand the fundamentals of our money- drive society remain the same.

The fundamentals of financial literacy are just as vital to the successful future of North Dakota students as the education of ethics, values and the basic skills of reading, writing and simple arithmetic.

I support the advancement of financial education in our schools and ask for your support of HB 1217.

1217

#

ND BUSINESS EDUCATION FRAMEWORKS

Personal Finance 7-8

Course Code	Course Name/Description	Grade Levels	Accreditation Time/Credit Options
03007	Personal Finance	7-8	
GRADES 7-8			
<ul style="list-style-type: none"> Consumer Rights and Responsibilities 	6.14.1.6 Discuss various ways competition helps the consumer 6.14.1.7 Describe reasons why there are variances in price for a given item bought from different providers 6.14.1.8 Use reliable consumer resources to collect information for making buying decisions about durable and nondurable goods 6.14.1.9 Describe the rights, responsibilities, and remedies of consumers and give an example of each 6.14.1.10 Identify and understand how consumer protection laws are applied 6.10.1.3 Recognize opportunity costs and trade-offs to personal decision making		
<ul style="list-style-type: none"> Writing a Check and reconciling a checkbook 	6.15.1.2 Identify various types of financial deposit institutions 6.15.1.3 Identify the rights and responsibilities associated with using a checking account 6.15.1.4 Describe the steps involved in opening and using a checking account 6.15.1.5 Compare and contrast the different types of checking accounts offered by various financial deposit institutions 6.15.1.6 Compare and contrast electronic means of transfer (e.g. debit cards, ATM, and automatic deposits/payments) offered by various financial deposit institutions		
Budget	6.11.1.1 Identify various ways people earn a living 6.11.1.2 Differentiate between earned and unearned income 6.11.1.3 Distinguish between income and wealth 6.11.1.4 Explain taxes and how they affect purchasing power 6.11.1.5 Explain how types and availability of jobs are determined primarily by consumer demand in the market-oriented economy of the United States 6.11.1.6 Discuss how personal choices, experiences, technology, education/training, and other factors correlate with earning a living 6.11.1.7 Analyze the characteristics and requirements of occupations of interest, including entrepreneurial opportunities 6.11.1.8 Differentiate between gross and net income 6.11.1.9 Identify benefits as a component of total income 6.11.1.10 Identify sources of unearned income (e.g. transfer payments and gifts) 6.12.1.3 Identify ways in which individuals and families obtain financial resources 6.12.1.4 Define and categorize expenses as fixed or variable 6.12.1.5 Classify periodic expenses as fixed or variable		

	6.12.1.6 Determine discretionary income in a spending plan
Savings	6.13.1.4 Distinguish between simple and compound interest 6.13.1.5 Describe how financial institutions use deposited funds 6.13.1.6 Describe the advantages and disadvantages of different savings and investment plans 6.13.1.7 Identify the risk/return trade-offs for saving and investing 6.13.1.8 Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing 5.6.2.2 Calculate simple interest
Earning Power	6.11.1.3 Distinguish between income and wealth 6.11.1.4 Explain taxes and how they affect purchasing power 6.11.1.5 Explain how types and availability of jobs are determined primarily by consumer demand in the market-oriented economy of the United States 6.11.1.6 Discuss how personal choices, experiences, technology, education/training, and other factors correlate with earning a living 6.11.1.7 Analyze the characteristics and requirements of occupations of interest, including entrepreneurial opportunities
Paychecks	6.11.1.8 Differentiate between gross and net income 5.6.3.1 Calculate simple gross earnings 5.6.3.2 Discuss the concept of payroll withholdings
Types of Credit	6.16.1.3 Identify methods of establishing and maintaining a good credit rating 6.16.1.4 Evaluate the various methods of financing a purchase 6.16.1.5 Define interest as a cost of credit and explain why it is charged 6.16.1.6 Compare advantages and disadvantages of using credit 6.16.1.7 Identify the various types of credit including the different types of credit cards 6.16.1.8 Explain why the amount of principal, the period of the loan, and the interest rate affect the amount of interest charged

Handwritten initials or signature in the top right corner.

15.1-21-21. Concepts of personal finance - Inclusion in curriculum.

1. Beginning July 1, 2010, each school district shall ensure that its curriculum for either economics or problems of democracy includes the exposure of students to concepts of personal finance, including:

- a. Checkbook mechanics, including writing checks, balancing, and statement reconciliation;
- b. Saving for larger purchases;
- c. Credit, including credit card usage, interest, and fees;
- d. Earning power, including jobs for teenagers;
- e. Taxation and paycheck withholdings;
- f. College costs;**
- g. Making and living within a budget; and
- h. Mortgages, retirement savings, and investments.**



STATE OF NORTH DAKOTA
OFFICE OF STATE TREASURER
Kelly L. Schmidt, State Treasurer

#2

**In Support of
HB 1217
Senate Education Committee
March 13, 2013**

**Kelly Schmidt
State Treasurer**

A life of financial success and security begins with a strong education. Every generation is introduced to the reality of spending, saving and finance at a younger age than the last. Yet for years, our nation's financial literacy has not kept pace.

Our young people are being pushed to make financial decisions at much younger ages. We live in a nation where nearly one-third of high school students have credit cards, even more have debit cards, and an average of 1.5 million families file for personal bankruptcy each year. The need for personal financial literacy couldn't ring more loud or clear.

More than ever, the financial decisions we make today have a direct affect on the opportunities available to us tomorrow. Our credit score not only determines the interest rates we pay on our mortgages and car loans, but the rate of our insurance premiums as well as our ability to get a job. Yes, employers are now checking credit scores when evaluating their applicants.

Financial literacy is an essential life-skill that when instilled at an early age help our youth develop the financial concepts for making wise financial decisions and build money management skills. Studies reveal that financial education programs taught in schools help young learners know more, save more, and substantially increase personal confidence with money. This education also provides a level of protection from consumer fraud and identity theft.

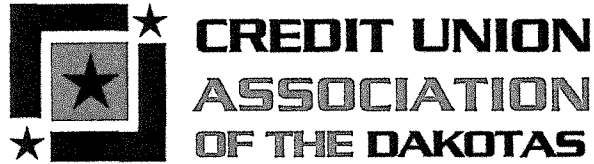
A 2011 American Express Spending & Saving Tracker survey indicated that more than half of parents (57%) with kids in high school and college give schools below average or failing grades in teaching kids responsible spending, with more than one-third (35%) giving a straight out 'F.' This is compared with 37% of parents who give schools an 'A' or 'B' for teaching safe sex.

In 2011, a Charles Schwab survey on teens and money reported that only 35% of teens know how to use a credit card, while just 31% understood credit-card interest and fees. Only 1 in 3 knows how to read a bank statement, balance a checkbook and pay bills. Barely 1 in 5 had an idea how to invest.

Whether you strive to be a doctor or a laborer, your need to balance a checkbook and understand the fundamentals of our money- drive society remain the same.

The fundamentals of financial literacy are just as vital to the successful future of North Dakota students as the education of ethics, values and the basic skills of reading, writing and simple arithmetic.

I support the advancement of financial education in our schools and ask for your support of HB 1217.



113

Written Testimony on HB 1217, March 13, 2013, 2013.

Presented by Jeff Olson, VP of Advocacy and Awareness Credit Union Association of the Dakotas

Credit unions, along with our regulator, National Credit Union Administration, believe parents, educators and financial institutions all have roles to play to help teach children and our youth financial literacy, and that responsibility begins early.

Basic Financial Literacy Statistics are dismal in this country. To understand where we need to go from here we must first understand how we got here. The problem starts with the students and here are the shocking facts!

The current practice of waiting to teach children about money in high school and college is proving to be, too late! Unfortunately 15 -20 years of bad habits, and lack of education in money are difficult to break.

Children start building the foundations for learning how to read, write and understand arithmetic in kindergarten. Experts are realizing that our nation's financial problems could have been eliminated if children began learning about money in these formative years.

Much of the financial education that occurs in schools is targeted to high school students, but some experts believe that waiting until high school to teach personal finance is too late. Students have often developed attitudes and beliefs about money long before high school.

Focusing on financial education throughout the school years, with a particular focus on education in grades K-8, provides a better opportunity to influence positive behavior change.

Additionally, a focus on early education would address the fact that a significant number of students drop out of school and might not receive financial education if it is only offered in high school. Early education ensures that students who don't complete high school will receive at least a base level of personal finance education. – Taken from New Foundation America Blog

The President's (Bush) Advisory Council also recommends children begin to learn about finance beginning in Kindergarten.

Problem #1 The problem starts with the students and here are the shocking facts!

National Financial Literacy Challenge - (Admin. by the Treasury Dept)

- 35 Question Exam on Personal Financial Issues
- 46,000 American High School Students took exam
- Average Score was 56% (this is an "F")

Jump Start Survey of Financial Literacy among High School

- Average Score was 48% In the past decade
- Jump Start has biannually tested 12th graders
- Scores ranging from 57% to this new low in 2011 at 48% (Failing range)

Problem #2: –Students have Unrealistic Expectations

Charles Schwab’s Teens & Money Survey (Charles Schwab headed up the President’s advisory council on financial literacy.

- Teenagers believe they are financially savvy
- they believe they will be earning “plenty of money”
- Boys expect to earn about \$173,000 average
- Girls expect to earn about \$114,000 average

But when probed for specifics, the teens reveal startling gaps in their knowledge.

- Only 51% know how to write a check
- only 34% can balance a checkbook
- Just 26% know how credit card fees work

And over 98% of them believe that if even if they are overdrawn that they still write a check...

Problem #3 –Student Personal Debt is increasing. The lack of financial knowledge among college undergrads continues to rise.

“Project on Student Debt”

- Students had an average of \$20,098 in debt
- 66% of college students have at least one credit card
- 25% of all students had paid a credit card late fee at least once.

18 to 22 years olds are the largest age segment of bankruptcy cases each year for the past 15 years!

Problem #4 –Parents are not teaching Financial Literacy

Research found that while 70% of parents taught their teens to do laundry.

- Only 34% had taught their teens to balance their checkbook
- Only 29% had taught them about how credit card fees and interest work

If parents would spend 10% of the time that they spend with their children on sports in teaching them about money managements skills, we could have the most financially literate kids in the world!!

The good news...and the bad news!

- There are many rich resources to learn financial literacy
- There are many willing people to teach others

Credit Unions offer Money Mission and Fool Proof (state-of-the art, interactive web based simulation study guides and games designed for school aged children.

We respectfully encourage a “do pass” on HB 1217.

#4

Senate Education Committee
Testimony on HB 1217
March 13, 2013

Mr. Chairman and members of the committee, my name is Wayne Kutzer, Director of the Department of Career and Technical Education. I am in support of HB1217 and would like to explain the "... in consultation with the Department of Career and Technical Education".

CTE has curriculum frameworks in Personal Finance within our Business and Office Technology program area, specifically for grades 7 and 8, as well standards in other areas such as Family and Consumer Sciences and Marketing Education. Because these frameworks exist the "...in consultation..." is designed to direct schools to these resources. We do not intend to approve or review the curriculum that every school chooses to use but to only serve as a resource for what we have in place. We will also provide any technical assistance that we can to help teachers utilize the frameworks.

I would be glad to answer any questions that you may have.

ND BUSINESS EDUCATION FRAMEWORKS

Personal Finance 7-8

Course Code	Course Name/Description	Grade Levels	Accreditation Time/Credit Options
03007	Personal Finance	7-8	
GRADES 7-8			
<ul style="list-style-type: none"> • Consumer Rights and Responsibilities 	<ul style="list-style-type: none"> 6.14.1.6 Discuss various ways competition helps the consumer 6.14.1.7 Describe reasons why there are variances in price for a given item bought from different providers 6.14.1.8 Use reliable consumer resources to collect information for making buying decisions about durable and nondurable goods 6.14.1.9 Describe the rights, responsibilities, and remedies of consumers and give an example of each 6.14.1.10 Identify and understand how consumer protection laws are applied 6.10.1.3 Recognize opportunity costs and trade-offs to personal decision making 		
<ul style="list-style-type: none"> • Writing a Check and reconciling a checkbook 	<ul style="list-style-type: none"> 6.15.1.2 Identify various types of financial deposit institutions 6.15.1.3 Identify the rights and responsibilities associated with using a checking account 6.15.1.4 Describe the steps involved in opening and using a checking account 6.15.1.5 Compare and contrast the different types of checking accounts offered by various financial deposit institutions 6.15.1.6 Compare and contrast electronic means of transfer (e.g. debit cards, ATM, and automatic deposits/payments) offered by various financial deposit institutions 		
Budget	<ul style="list-style-type: none"> 6.11.1.1 Identify various ways people earn a living 6.11.1.2 Differentiate between earned and unearned income 6.11.1.3 Distinguish between income and wealth 6.11.1.4 Explain taxes and how they affect purchasing power 6.11.1.5 Explain how types and availability of jobs are determined primarily by consumer demand in the market-oriented economy of the United States 6.11.1.6 Discuss how personal choices, experiences, technology, education/training, and other factors correlate with earning a living 6.11.1.7 Analyze the characteristics and requirements of occupations of interest, including entrepreneurial opportunities 6.11.1.8 Differentiate between gross and net income 6.11.1.9 Identify benefits as a component of total income 6.11.1.10 Identify sources of unearned income (e.g. transfer payments and gifts) 6.12.1.3 Identify ways in which individuals and families obtain financial resources 6.12.1.4 Define and categorize expenses as fixed or variable 6.12.1.5 Classify periodic expenses as fixed or variable 		

	6.12.1.6 Determine discretionary income in a spending plan
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Earning Power	6.11.1.3 Distinguish between income and wealth 6.11.1.4 Explain taxes and how they affect purchasing power 6.11.1.5 Explain how types and availability of jobs are determined primarily by consumer demand in the market-oriented economy of the United States 6.11.1.6 Discuss how personal choices, experiences, technology, education/training, and other factors correlate with earning a living 6.11.1.7 Analyze the characteristics and requirements of occupations of interest, including entrepreneurial opportunities
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#5

Engrossed HB1217 Concepts of Personal Finance – Grades 7-8

SECTION 1. A new section to chapter 15.1-21 of the North Dakota Century Code is created
5 and enacted as follows:

6 **Concepts of personal finance - Inclusion in curriculum for grades seven and eight**

7 In addition to the requirements of section 15.1 - 21 - 01, beginning July 1, 2014, each school
8 district shall develop a curriculum for personal finance in consultation with the department of
9 career and technical education.

10 1. The curriculum must be delivered to students in grades seven or eight.

11 2. The curriculum must include:

12 a. Checkbook mechanics, including writing checks, balancing, and statement
13 reconciliation;

14 b. Saving for larger purchases;

15 c. Credit, including credit card usage, interest, and fees;

16 d. Earning power, including jobs for teenagers;

17 e. Taxation and paycheck withholdings;

18 f. Making and living within a budget; and

19 g. Consumer rights and responsibilities.

20 3. The requirements of this section may be provided by a regular classroom teacher.

Current Law for Concepts of Personal Finance – High School

15.1-21-21. Concepts of personal finance -Inclusion in curriculum.

1. Beginning July 1, 2010, each school district shall ensure that its curriculum for either economics or problems of democracy includes the exposure of students to concepts of personal finance, including:
 - a. Checkbook mechanics, including writing checks, balancing, and statement reconciliation;
 - b. Saving for larger purchases;
 - c. Credit, including credit card usage, interest, and fees;
 - d. Earning power, including jobs for teenagers;
 - e. Taxation and paycheck withholdings;
 - f. College costs;
 - g. Making and living within a budget; and
 - h. Mortgages, retirement savings, and investments.
2. Upon written request, the superintendent of public instruction may allow a school district annually to select courses other than economics or problems of democracy for purposes of exposing students to the concepts of personal finance, as listed in this section, provided the school district can demonstrate that the number of students exposed to the concepts in the other selected courses would meet or exceed the number of students exposed under the requirements of subsection
3. The requirements of this section may be provided by the regular classroom teacher of the course in which the concepts of personal finance are incorporated.

The amendment to HB1217 provided below is similar to the amendment for the instruction of personal finance at the high school level as is currently in NDCC 15.1-21-21 and could be added to the current section NDCC as 15.1-21-26 or as a sub-section of law

Concepts of personal finance - Inclusion in curriculum for grades 7-8

1. Beginning July 1, 2014, each school district will assure that it works with the Department of Career and Technical Education (CTE) to develop a curriculum integrated into current curriculum offerings which includes the exposure of students to concepts of personal finance.
2. The superintendent of public instruction shall allow a school district to select appropriate courses for purposes of exposing students to the concepts of personal finance, provided the school district can demonstrate that the concepts of personal finance include exposure to the curriculum requirements in subsection 3.
3. The North Dakota business education frameworks for personal finances integrated into core content subjects should expose student to concepts of personal finance and may include:
 - a. Checkbook mechanics, including writing checks, balancing, and statement reconciliation;
 - b. Saving for larger purchases;
 - c. Credit, including credit card usage, interest, and fees;
 - d. Earning power, including jobs for teenagers;
 - e. Taxation and paycheck withholdings;
 - f. College costs;
 - g. Making and living within a budget; and
 - h. Mortgages, retirement savings, and investments.
4. The requirements of this section may be provided by ^{any} ~~the~~ regular classroom teacher of the course in which the concepts of personal finance are incorporated.

The current section of law which would be amended as proposed by HB1217 would be left as is. The amendment to HB1217 provided below is similar to the amendment for the instruction of personal finance at the high school level as is currently in NDCC 15.1-21-21 and would be added to the current section NDCC as 15.1-21-26.

Concepts of personal finance - Inclusion in curriculum for grades 6-7-8

4. Beginning July 1, 2014, each school district will assure that it uses North Dakota Business Education Frameworks for Personal Finance for grades 7-8 developed by the Department of Career and Technical Education (CTE) as a guide for integrating personal finance curriculum that reflects local needs and are tailored to prepare young people to begin learning the importance of personal finance.
2. A district's curriculum should identify the where the frameworks of personal finance can be integrated into the subject areas offered in grades 6-7-8 and can be taught and used as a vehicle by which students can apply this academic knowledge to everyday life.
3. The North Dakota business education frameworks for personal finances integrated into core content subjects should expose student to concepts of personal finance and may include:
 - a. Consumer Rights and Responsibilities
 - b. Writing a Check and reconciling a checkbook
 - c. Budgeting
 - d. Savings
 - e. Earning Power
 - f. Paychecks and,
 - g. Types of Credit
4. The requirements of this section may be provided by the regular classroom teacher of the course in which the concepts of personal finance are incorporated.

The business education frameworks for this amendment are taken from the North Dakota Business Education Frameworks for Personal Finance Grades 7-8 which have been adopted by the North Dakota Department of Career and Technical Education and are provided on the pages that follow.