



SURVEY OF THE **STATES**

**ECONOMIC AND PERSONAL FINANCE
EDUCATION IN OUR NATION'S SCHOOLS**

2018



**COUNCIL FOR
Economic
Education**

Every two years, the Council for Economic Education (CEE) conducts a comprehensive look into the state of K-12 economic and financial education in the United States, collecting data from all 50 states and the District of Columbia. The biennial *Survey of the States* serves as an important benchmark for our progress, revealing both how far we've come and how far we still have to go. There has been notable progress since the first survey was published in 1998, yet the pace of change has slowed. The 2018 *Survey of the States* shows that there has been little increase in economic education in recent years and no growth in personal finance education.

Research shows that requirements are the main driver of economics and personal finance being taught in schools. CEE works with our nationwide network of affiliates to both advocate for requirements and assist in their implementation. To support local and state advocacy initiatives, we have developed voluntary standards in economics and personal finance, nationally-normed, curriculum-agnostic assessments in economics and personal finance, and an online advocacy toolkit. Please visit our website for information about these and other resources:
www.councilforeconed.org/surveyofthestates.

"THE 2018 SURVEY OF THE STATES SHOWS THAT THERE HAS BEEN LITTLE INCREASE IN ECONOMIC EDUCATION IN RECENT YEARS AND NO GROWTH IN PERSONAL FINANCE EDUCATION."

You can help strengthen economic and personal finance education by:

- Requesting a course in your school or district
- Calling for more teacher-training
- Promoting standards and course requirements at the state level.

To learn more, contact the Council for Economic Education or your local CEE affiliate:
www.councilforeconed.org/resources/local-affiliates.

SURVEY OF THE STATES BY THE NUMBERS

ZERO

Since 2016, not one single state added personal finance to their K-12 standards.



22

States require high school students to take a course in economics.



17

States require high school students to take a course in personal finance.



ZERO

There has been no change since 2014 in the number of states that require standardized testing of economic concepts. The number remains at 16.





"We are proud to support our future leaders in their development of good decision-making skills."

OHIO GOVERNMENT MAKING SMART CHOICES

SENATOR LOU TERHAR, Ohio Senate, District 8

The low level of financial literacy in Ohio (and nationwide) exacerbated the effects of the Great Recession. Ohio is ranked fourth worst in financial literacy of the 50 states, has the sixth highest proportion of college graduate student loan debt and ranks 33rd in average per capita defined contribution retirement funds balance, at just \$27,000.

Ohio House Bill 391, passed in 2016 in the 131st General Assembly, was an effort to improve financial literacy in Ohio. The bill provided for \$318,000 for Smart Ohio, a program supporting curriculum, teacher stipends and student assessments to deliver professional development to Ohio teachers in grades 1-6, created and delivered primarily by the Economics Center for Education and Research of the University of Cincinnati. An initial pilot project, which provided teachers with training in a solid and proven system, resulted in major gains in the financial literacy of children. The General Assembly

was so impressed with the program's results that continued funding for Smart Ohio was approved by both Houses even in very difficult budget negotiations.

In Smart Ohio's first year, 500 teachers were trained, impacting approximately 12,500 students. By 2021, it will reach 75,000 students at a cost of \$8.48 per student. The continued funding will increase the impact on Ohio student financial literacy capabilities, at a lower per student basis, ensuring that as many students as possible can make mature, informed financial choices that will allow them to prosper in a free market. The legislature's support of this statewide program reflects a belief that the future of our state lies in the economic and financial literacy of our students. We are proud to support our future leaders in their development of good decision-making skills.



FINANCIAL IGNORANCE IS NOT AN OPTION

RYAN LEUNG, rising senior, Lexington High School and 2016 winner of the National Economics Challenge

If the goal of high school is to prepare students for life after graduation, then most schools in our country are not meeting that standard. While our school system prepares students with the academic skills needed to succeed, there is one glaring flaw: most students graduate with next to no knowledge on managing finances.

Money-management skills are more important than ever to navigate the economic realities of the modern marketplace, yet most states still do not require high schools to offer personal finance classes. In lieu of high school personal finance classes, most teens either learn from their mistakes or look to parents for personal finance lessons. Unfortunately, not all parents are well-equipped to serve as financial models for their children.

To address this growing national problem, a group of students from Lexington, Massachusetts founded Project Finance, an organization to promote financial literacy in high schools. We distributed a survey to all public high schools across the state and found an absence of universally accepted financial literacy standards across the Commonwealth. As such, Project Finance has been pushing for the adoption of financial literacy standards, and in March 2017 successfully requested the State Board of Education to review the Council for Economic Education's National Standards for Financial Literacy for implementation into the state curriculum. This is only a start; offering a personal finance class in each high school is the necessary next step to prepare our students to become informed consumers, investors and participants in our global economy.

Being financially literate cannot guarantee future success, but the personal and national costs of being financially ignorant are immense. My generation is being academically prepared for life after graduation; it is now time for us to be financially prepared.

Personal finance and economic education results in



A better understanding of the US and world economy ¹



Greater propensity to save for retirement ²



Reduced amount of personal debt ³



Increased likelihood of having emergency savings ⁴



Less likelihood of using high-cost methods of borrowing ⁵

SOURCE: 1. Walstad, William B. 2013. "Economic Understanding in US High School Courses." *American Economic Review*, 103(3): 288-291. 2. Bossard, William and William B. Walstad. 2017. "Does Studying Economics Influence Loan Decisions in Later Life?" Paper prepared for presentation at the Development in Economics Education annual conference, London, UK, September 7, 2017. 3. de Bessa-Silva, Carlos. 2013. "Financial Literacy and Financial Behavior among Young Adults: Evidence and Implications." *Monetary Q2*, Article 5. 4. Lusvardi, Anamaria and Carlo de Bessa-Silva. 2013. "Financial Literacy and High-Cost Borrowing in the United States." *National Bureau of Economic Research Working Paper* 18965.



A Call to Business Leaders

DAN SCHULMAN
PRESIDENT & CEO, PAYPAL

“

Economic and financial literacy is a foundational element to achieving financial health and needs to be included in early education programs. We have seen firsthand that improving the financial health of individuals has powerful ripple effects across families, communities, companies, and economies. And that process starts in the classroom.

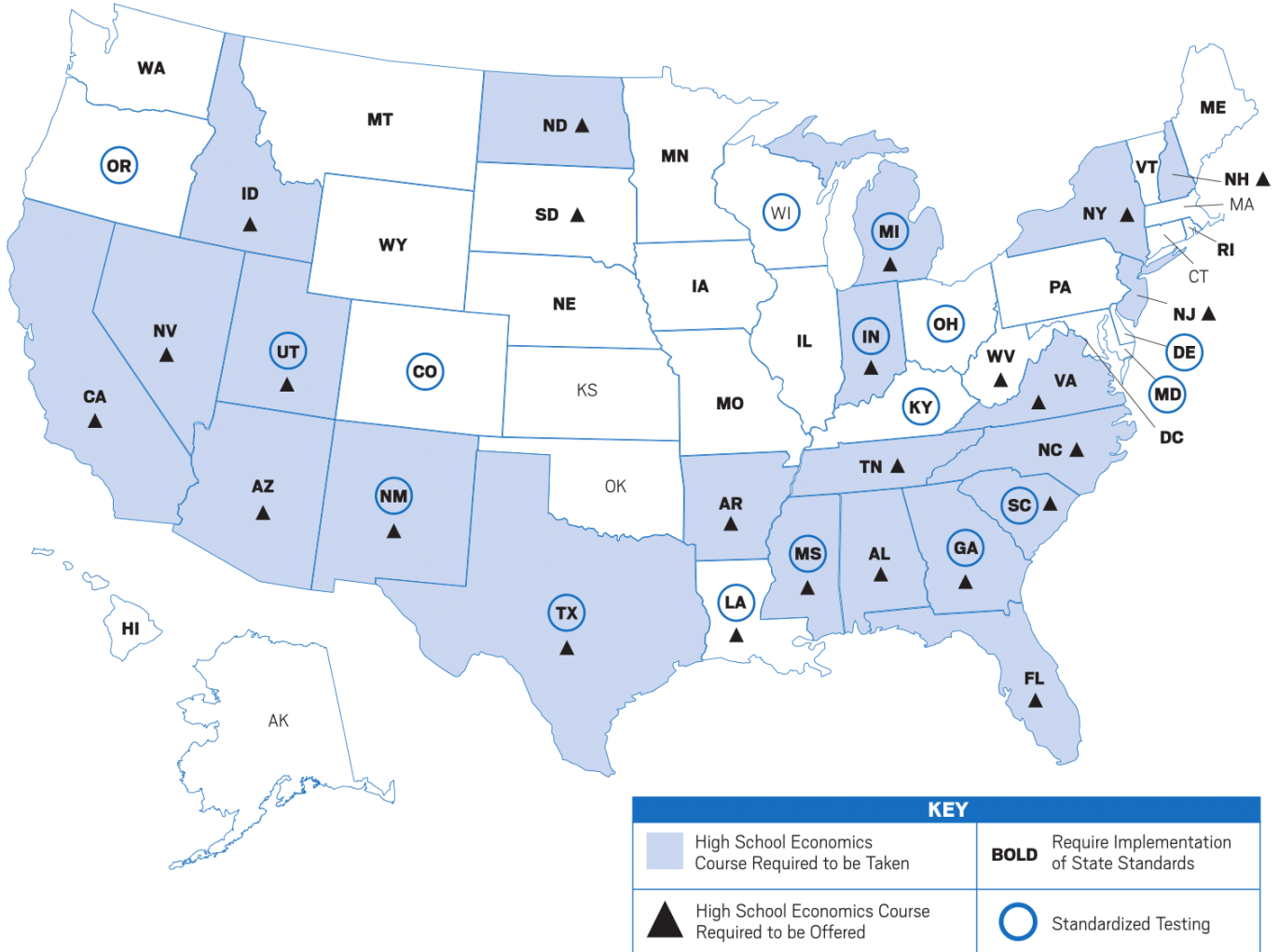
”

PayPal is committed to democratizing financial services to enable all people to join and thrive in the digital economy. Whether here in the US or around the world, we believe everyone should have access to the affordable, convenient and secure financial products and services they need to improve their financial health, support their families, contribute to their communities, and invest in their futures.

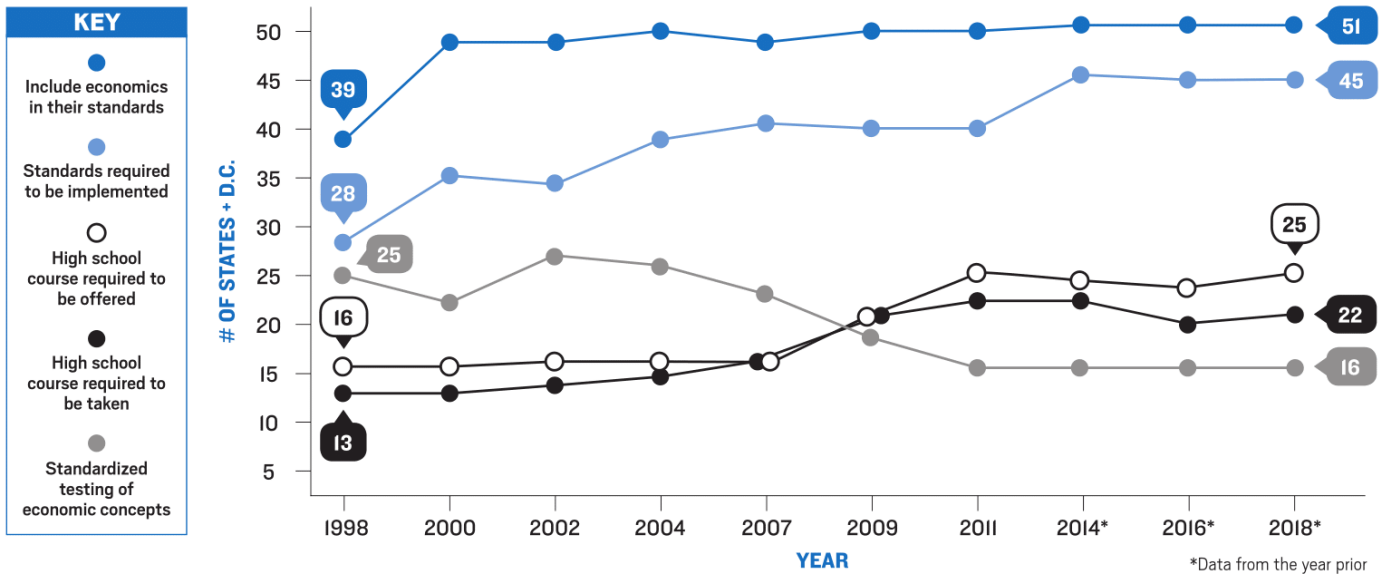
But access is only part of the equation – another critical part is education. Economic and financial literacy is a foundational element to achieving financial health and needs to be included in early education programs. We have seen firsthand that improving the financial health of individuals has powerful ripple effects across families, communities, companies, and economies. And that process starts in the classroom.

Financial inclusion and financial health are problems that we can solve in our lifetimes if we truly understand the causes and challenges, and commit to partnering across the ecosystem to fix the gaps that exist in the traditional financial system. We can make a difference by forming deeper bonds between the public, private, and social sectors to develop new curriculum and educational models that foster and encourage financial literacy and understanding from an early age.

CURRENT STATUS OF ECONOMIC EDUCATION ACROSS THE NATION



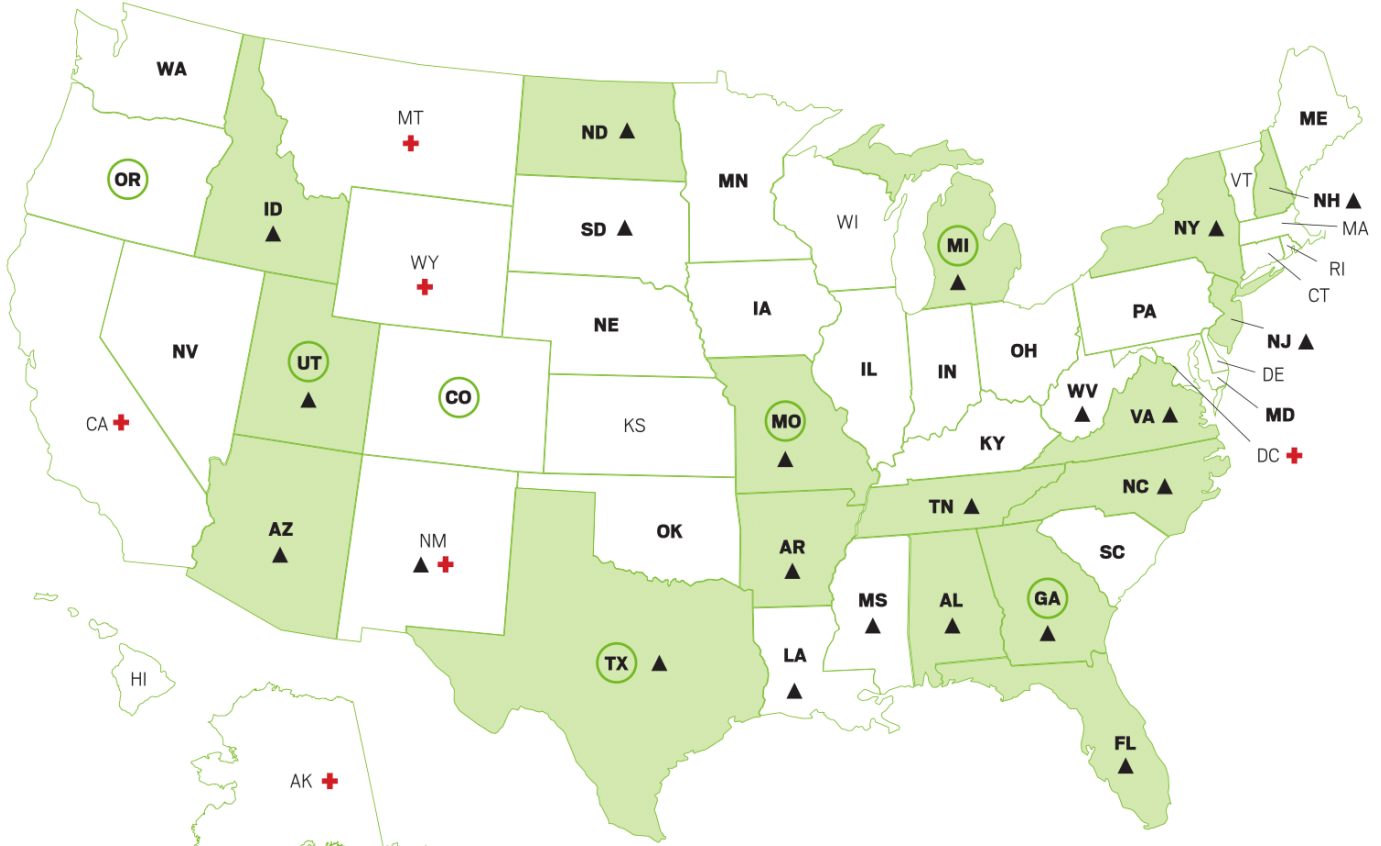
HISTORICAL COMPARISON - ECONOMIC EDUCATION 1998-2018



CURRENT STATUS OF ECONOMIC EDUCATION ACROSS THE NATION

KEY		Included in the K-12 Standards?	Standards Required to be Implemented by Districts?	High School Course Required to be Offered?	High School Course Required to be Taken?	Standardized Testing?	Included in the K-12 Standards?	
YES	Tested as part of high school assessments in other subject areas						50 + D.C.	0
Alabama		██████████	██████████	██████████	██████████		50 + D.C.	0
Alaska		██████████	██████████	██████████	██████████			
Arizona		██████████	██████████	██████████	██████████			
Arkansas		██████████	██████████	██████████	██████████			
California		██████████	██████████	██████████	██████████			
Colorado		██████████	██████████			██████████		
Connecticut		██████████	██████████			██████████	44 + D.C.	6
Delaware		██████████	██████████			██████████		
Florida		██████████	██████████	██████████	██████████	██████████		
Georgia		██████████	██████████	██████████	██████████	██████████		
Hawaii		██████████	██████████					
Idaho		██████████	██████████	██████████	██████████			
Illinois		██████████	██████████					
Indiana		██████████	██████████	██████████	██████████	██████████	25 + D.C.	25
Iowa		██████████	██████████					
Kansas		██████████	██████████					
Kentucky		██████████	██████████			██████████		
Louisiana		██████████	██████████	██████████		██████████		
Maine		██████████	██████████					
Maryland		██████████	██████████			██████████		
Massachusetts		██████████	██████████			██████████		
Michigan		██████████	██████████	██████████	██████████	██████████	22 + D.C.	28
Minnesota		██████████	██████████	██████████	██████████			
Mississippi		██████████	██████████	██████████	██████████	██████████		
Missouri		██████████	██████████					
Montana		██████████	██████████					
Nebraska		██████████	██████████					
Nevada		██████████	██████████	██████████	██████████		16 + D.C.	34
New Hampshire		██████████	██████████	██████████	██████████			
New Jersey		██████████	██████████	██████████	██████████			
New Mexico		██████████	██████████	██████████	██████████	██████████		
New York		██████████	██████████	██████████	██████████			
North Carolina		██████████	██████████	██████████	██████████			
North Dakota		██████████	██████████	██████████	██████████		YES	# OF STATES
Ohio		██████████	██████████			██████████		
Oklahoma		██████████	██████████			██████████		
Oregon		██████████	██████████			██████████		
Pennsylvania		██████████	██████████					
Rhode Island		██████████	██████████					
South Carolina		██████████	██████████	██████████	██████████	██████████		
South Dakota		██████████	██████████	██████████	██████████			
Tennessee		██████████	██████████	██████████	██████████			
Texas		██████████	██████████	██████████	██████████	██████████		
Utah		██████████	██████████	██████████	██████████	██████████		
Vermont		██████████	██████████					
Virginia		██████████	██████████	██████████	██████████			
Washington		██████████	██████████					
West Virginia		██████████	██████████	██████████				
Wisconsin		██████████	██████████			██████████		
Wyoming		██████████	██████████					
District of Columbia		██████████	██████████					

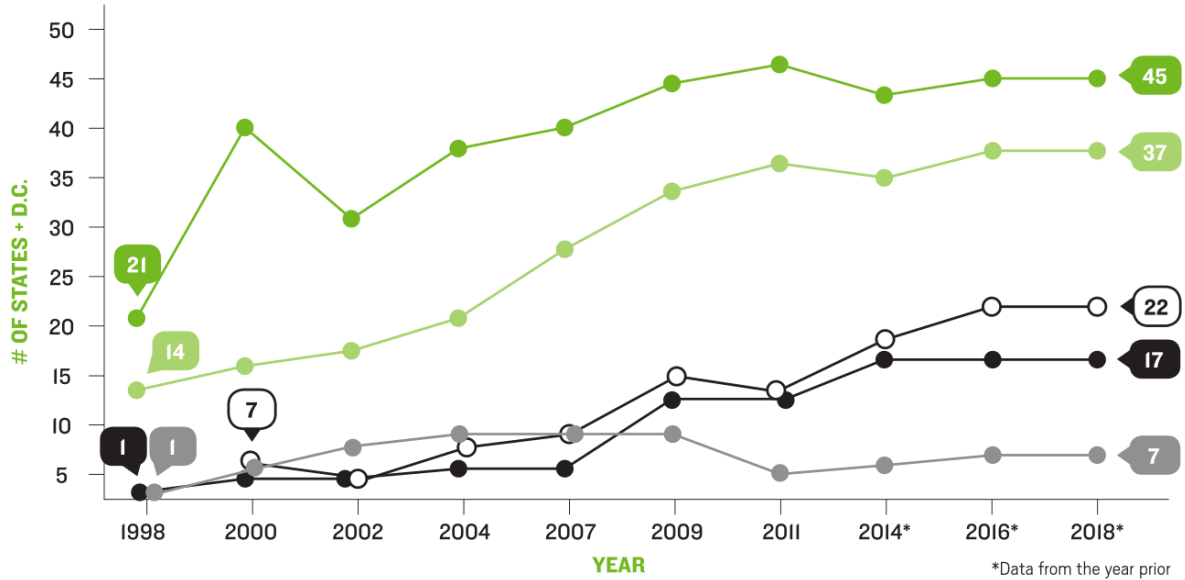
CURRENT STATUS OF PERSONAL FINANCE EDUCATION ACROSS THE NATION



KEY		
 High School Personal Finance Course Required to be Taken	▲ Require Implementation of State Standards	+ Personal Finance Is Not Included in the State Standards
 High School Personal Finance Course Required to be Offered	 Standardized Testing	

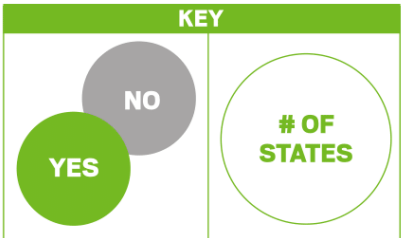
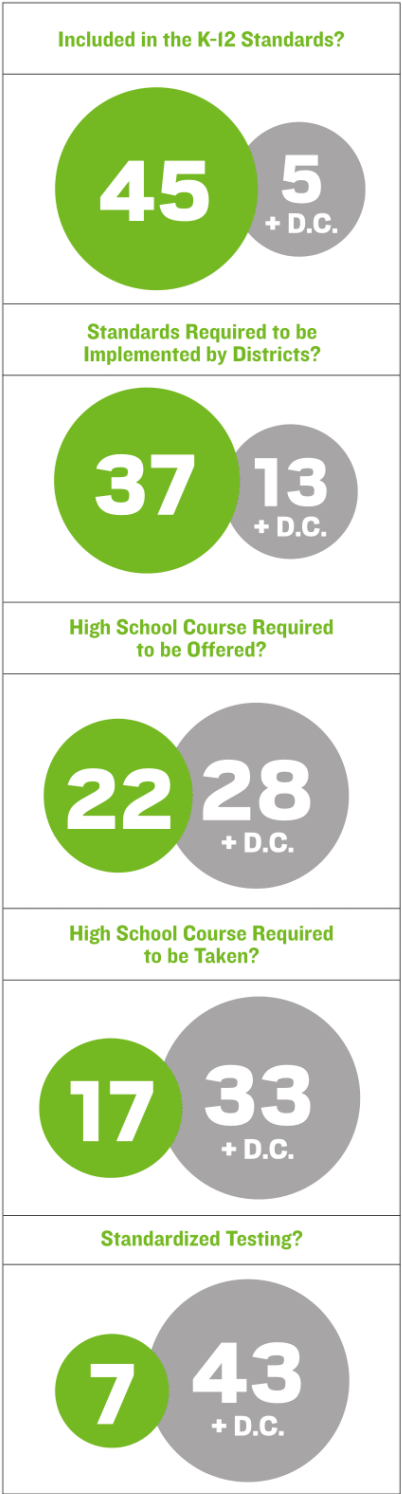
HISTORICAL COMPARISON - PERSONAL FINANCE EDUCATION 1998-2018

KEY
● Include personal finance in their standards
● Standards required to be implemented
 High school course required to be offered
 High school course required to be taken
 Standardized testing of personal finance concepts



CURRENT STATUS OF PERSONAL FINANCE EDUCATION ACROSS THE NATION

KEY		Included in the K-12 Standards?	Standards Required to be Implemented by Districts?	High School Course Required to be Offered?	High School Course Required to be Taken?	Standardized Testing?
//// YES	⊕ Personal finance instruction integrated in another course					
Alabama	////	////	////	////	////	
Alaska						
Arizona	////	////	////	//// ⊕		
Arkansas	////	////	////	//// ⊕		
California						
Colorado	////	////			////	
Connecticut	////	////				
Delaware	////	////				
Florida	////	////	////	//// ⊕		
Georgia	////	////	////	//// ⊕	////	
Hawaii	////	////				
Idaho	////	////	////	//// ⊕		
Illinois	////	////				
Indiana	////	////				
Iowa	////	////				
Kansas	////	////				
Kentucky	////	////				
Louisiana	////	////	////			
Maine	////	////				
Maryland	////	////				
Massachusetts	////	////				
Michigan	////	////	////	//// ⊕	////	
Minnesota	////	////				
Mississippi	////	////				
Missouri	////	////	////	////	////	
Montana						
Nebraska	////	////				
Nevada	////	////				
New Hampshire	////	////	////	//// ⊕		
New Jersey	////	////	////	//// ⊕		
New Mexico			////			
New York	////	////	////	//// ⊕		
North Carolina	////	////	////	//// ⊕		
North Dakota	////	////	////	//// ⊕		
Ohio	////	////				
Oklahoma	////	////				
Oregon	////	////			////	
Pennsylvania	////	////				
Rhode Island	////	////				
South Carolina	////	////				
South Dakota	////	////	////			
Tennessee	////	////	////	////		
Texas	////	////	////	//// ⊕	////	
Utah	////	////	////	////	////	
Vermont	////	////				
Virginia	////	////	////	////		
Washington	////	////				
West Virginia	////	////	////			
Wisconsin	////	////				
Wyoming						
District of Columbia						





**122 EAST 42ND STREET, SUITE 2600
NEW YORK, NY 10168
www.councilforeconed.org**

ABOUT THE COUNCIL FOR ECONOMIC EDUCATION

The Council for Economic Education (CEE) is the leading nonprofit organization in the United States that focuses on the economic and financial education of students from kindergarten through high school, and we have been doing so for nearly 70 years. We carry out our mission by educating the educators: providing the curriculum tools, the pedagogical support, and the community of peers that instruct, inspire, and guide. All resources and programs are developed by educators, and delivered by our national network of affiliates. Each year, CEE's programs reach 55,000 teachers in person, and more than 1 million unique visitors access EconEdLink.org – the go-to place for free online teaching resources.

SURVEY OF THE STATES METHODOLOGY

CEE conducts the survey with expert representatives from all 50 states and the District of Columbia. These representatives include social studies specialists at state departments of education and the chief executives of state councils on economic education affiliated with CEE. To ensure the integrity of the study, CEE also conducts a careful review of current policies and legislation specific to each state, and where there are discrepancies, follows up with survey respondents to confirm that their responses provide the most complete and accurate snapshot of their state. In this iteration of the printed version of Survey of the States, CEE provided some additional context with regard to economics assessments and the implementation of personal finance course requirements.

Take action: www.councilforeconed.org/surveyofthestates