MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the State Board of Education

FROM: Nancy S. Grasmick Nancy

DATE: February 23, 2010

SUBJECT: COMAR 13A.04.06.01 & .02
Program of Instruction in Personal Financial Literacy
PERMISSION TO PUBLISH

PURPOSE:

The purpose of this action is to seek permission to publish new regulations that govern Personal Financial Literacy Programs in elementary, middle and high schools (Attachment I)

HISTORICAL BACKGROUND:

At the January meeting of the State Board of Education, members voted unanimously to accept the *Maryland State Curriculum for Personal Financial Literacy Education.* The curriculum is standards-based and similar to the format of other state curricula except that it is organized in grade bands, (3-5, 6-8 and 9-12) rather than grade-by-grade. There are six standards including: (1) Make Informed, Financially Responsible Decisions; (2) Relate Careers, Education and Income; (3) Plan and Manage Money; (4) Manage Credit and Debt; (5) Manage Risks and Preserve Wealth; and (6) Create and Build Wealth. Decision-making skills are incorporated within each standard.

The curriculum, based on the *Jump$tart National Standards in K-12 Personal Financial Education* as well as *Wisconsin's Model Academic Standards for Personal Financial Literacy,* reflects a broad definition of personal finance and includes the application of knowledge and skills that can be embedded in existing courses across the learning levels or addressed though stand-alone courses.

SUMMARY:

Once adopted into COMAR, the *Maryland State Curriculum for Personal Financial Literacy Education* will guide local implementation of a systemic instructional program in financial literacy education and decision-making for all students. Plans include providing technical assistance and continuing professional development aligned to the Maryland Teacher Professional Development Standards to assist with local implementation after the regulations are adopted. With the implementation of the state curriculum, Maryland's next generation of graduates will leave high school better prepared for their future financial stability.

ACTION:

Request permission to publish.

The tentative timeline is as follows:

Review by the Administrative, Executive, and Legislative Committee Ends: 3/3/10
Maryland Register Issue Date: 4/9/10
30 Day Open Comment Period Ends: 5/10/10
45 Day Mandatory Adoption Waiting Period Ends: 5/25/10
Adoption: June 22-23/10

NSG/KMO/lg
Attachment – Proposed Regulations

13A.04.06.01

Program of Instruction in Personal Financial Literacy

.01 Requirements—Personal Financial Literacy Instructional Programs for Elementary, Middle and High School Students.

A. Each local school system shall provide in public schools an instructional program in personal financial literacy in the elementary, middle and high school learning years.

B. Personal Financial Literacy Program. The comprehensive instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years. Each local school system shall include the content standards in §§C—H of this regulation in its curriculum.

C. Make Informed, Financially Responsible Decisions. Students will apply financial literacy reasoning in order to make informed, financially responsible decisions.

D. Relate Careers, Education and Income. Students will relate choices regarding their education and career paths to earning potential.

E. Plan and Manage Money. Students will develop skills to plan and manage money effectively by identifying financial goals and developing spending plans.

F. Manage Credit and Debt. Students will develop skills to make informed decisions about incurring debt and maintaining creditworthiness.

G. Create and Build Wealth. Students will develop skills to plan and achieve long-term goals related to saving and investing in order to build financial security and wealth.

H. Manage Risks and Preserve Wealth. Students will develop financial planning skills to minimize financial setbacks.

I. Curriculum Documents. Each local school system shall provide personal financial literacy curriculum documents for the elementary and secondary schools under its jurisdiction that:

1. Include the content standards described in §§C—H of this regulation; and
2. Are aligned with the State Curriculum as developed by the Maryland State Department of Education in collaboration with local school systems.

J. Student Participation. Each student shall have the opportunity to participate in the personal financial literacy program required by this chapter.

13A.04.06.02

.02 Certification Procedures.

By September 1, 2011 and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the instructional program in the elementary, middle and high school learning years meets, at a minimum, the requirements set forth in Regulation of .01C-H of this chapter.

IMPACT STATEMENTS

Part A
(check one option)

Estimate of Economic Impact for COMAR 13A.04.06 – Program of Instruction in Personal Financial Literacy

☒ The proposed action has no economic impact.

or

☐ The proposed action has an economic impact. Complete the following form in its entirety.

I. Summary of Economic Impact.

II. Types of Economic Impacts.	Revenue (R+/R-) Expenditure (E+/E-)	Magnitude
A. On issuing agency:		
B. On other State agencies:		
C. On local governments:		

	Benefit (+) Cost (-)	Magnitude
D. On regulated industries or trade groups:		
E. On other industries or trade groups:		
F. Direct and indirect effects on public:		

III. Assumptions. (Identified by Impact Letter and Number from Section II.)

Part B

(check one option)

Economic Impact on Small Businesses

☒ The proposed action has minimal or no economic impact on small businesses.

<u>or</u>

☐ The proposed action has a meaningful economic impact on small businesses. An analysis of this economic impact follows.

Impact on Individuals with Disabilities

(Check one option)

☒ The proposed action has no impact on individuals with disabilities.

<u>or</u>

☐ The proposed action has an impact on individuals with disabilities as follows:

Part C
(For legislative use only; not for publication.)

A. Fiscal Year in which regulations will become effective: **FY 12**

B. Does the budget for fiscal year in which regulations become effective contain funds to implement the regulations?

☐ Yes ☒ No

C. If yes, state whether general, special (exact name), or federal funds will be used:

D. If no, identify the source(s) of funds necessary for implementation of these regulations:

General funds will be requested for one position to oversee implementation in the FY 2012 budget.

E. If these regulations have no economic impact under Part A, indicate reason briefly:

F. If these regulations have minimal or no economic impact on small businesses under Part B, indicate the reason and attach small business worksheet.

Comparison to Federal Standards
(Check one option)

☒ There is no corresponding federal standard to this proposed regulation.

or

☐ There is a corresponding federal standard to this proposed regulation. Please give corresponding federal standard and if the regulation is not more restrictive or stringent give justification.

or

☐ In compliance with Executive Order 01.01.1996.03, this proposed regulation is more restrictive or stringent than corresponding federal standards as follows:

(1) Regulation citation and manner in which it is more restrictive than the applicable federal standard:

(2) Benefit to the public health, safety or welfare, or the environment:

(3) Analysis of additional burden or cost on the regulated person:

(4) Justification for the need for more restrictive standards: