To: USD 261 Board of Education & Dr. John Burke

From: Renae Spangler, Department Head, Family & Consumer Sciences, Campus High School

Re: Consumer and Personal Finance Course as a High School Graduation Requirement

Date: November 12, 2019

History/Relevance: At the October Department Head Meeting at Campus High School, it was recommended that the Consumer and Personal Finance Course be required for graduation. The recommendation was unanimous (October 1, 2019). This was also discussed by the CHS Family and Consumer Sciences Advisory Council. This council also supports this recommendation. (9/24/2019).

What: We are asking for approval to require the Consumer and Personal Finance Course as a graduation requirement.

Why: We believe that requiring this course will help prepare students for their futures after high school. Having basic personal financial skills is one of the most important things an individual can do to live a healthy, happy and secure life. A person's level of understanding around the fundamentals of budgeting, saving, debt and investing will impact **every** part of their life and can mean the difference between prosperity or poverty. Personal financial illiteracy has a negative impact on life. Today, 44% of Americans don't have enough cash to cover a $400 emergency and 38% of U.S. households have credit card debt. Students today will manage over $1,000,000 in their life time.

The addition of this course will help USD 261 in the achievement of our vision to equip learners with 21st century skills to achieve excellence in a continually changing world.

Where: The course will be available to students at Campus High School

When: This graduation requirement would begin with the Freshman class of 2024-2025.

How: This course will be a semester course and one-half credit. Juniors and Seniors will take the required elective and pass with a 60% or more. The competencies of the course will remain the same as currently being taught in "Life On Your Own 2".

Course topics include:

Needs vs. Wants Decision Making Use of technology to gather information Media Influence/Advertising Influences (social, culture, ethics)	Resources Organizing Tasks and Responsibilities Time Management to Achieve Goals Community Resources for Individuals and Families: Where are they? How to access Impact of future trends on individual decisions
Consumer Rights and Responsibilities Policies and Legislation for Consumer Protection/Consumer Laws Bill of Consumer Rights, Role of Taxation Identify Theft Savings/Investments Predicting future economy Analyzing investment types Role of Insurance Property, Medical, Life, Disability, etc.	Financial Planning: What is it? How to develop a financial plan Spending vs. Saving Financial Institutions: Services Provided, Costs to Consumer, Benefits Credit types Cost and Benefit Analysis SWOT Analysis (strength, weakness, opportunity and threats) Opportunity Costs

Who: All CHS students

How much:

- No additional student resources will need to be purchased. The course curriculum resources are currently online from a variety of excellent financial literacy providers (Take Charge Today, JumpStart, Everfi, etc.).

- An additional FCS teacher would need to be added to teach the required course.

- Teaching this course as part of Family and Consumer Sciences (Career and Technical Education) will increase the current amount USD 261 receives in .5 funding.

Thank you,

Renae Spangler