

Standards, Guidelines and Classroom Resources for the Instruction of Financial Literacy



South Carolina
Department of Education

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Division of Standards and Learning

Jim Rex, PhD
State Superintendent of Education

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Standards, Guidelines and Classroom Resources for the Instruction of Financial Literacy



Additional copies of this document may be obtained from the South Carolina Department of Education's Office of Academic Standards, by contacting Chanda Robinson at 803-734-8537 or visiting <http://www.ed.sc.gov/FinancialLiteracy>

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Introduction

The increasingly complex financial services market of today offers consumers a vast array of products, services, and service providers to meet their financial needs. While this degree of choice provides consumers with a great number of options, it also requires that they be equipped with the information, knowledge, and skills to evaluate their options and identify those that best suit their needs and circumstances. This is especially the case for populations that have traditionally been underserved by our financial system (United States Department of the Treasury [US Treasury] 2006).

Financial education also is essential to help consumers understand how to prevent becoming involved in transactions that are financially destructive, how to avoid becoming victims of fraud, and how to exercise their consumer protection rights. Financial literacy can empower consumers to be better shoppers, thereby allowing them to obtain goods and services at lower cost. This optimizes their household budgets, providing more opportunity to consume, save, or invest. In addition, comprehensive education can help provide individuals with the financial knowledge necessary to create household budgets, initiate savings plans, manage debt, and make strategic investment decisions for their retirement or their children's education. Having these basic financial planning skills can help families to meet their near-term obligations and to maximize their longer-term financial well-being (US Treasury 2006).

The Financial Literacy Instruction Act of 2005 (S.C. Code Ann. § 59-29-410) was established to achieve three goals:

- provide students in kindergarten through twelfth grade with tools they will need in the real world to manage their finances;
- increase comprehensive services so students have reduced risk for financial failure after high school; and
- promote high quality programs that provide instruction on pertinent financial literacy issues.

The concepts identified in Section 59-29-410(B) of the Financial Literacy Instruction Act of 2005 (see Appendix A) closely align with the *National Standards in K–12 Personal Finance Education* (The Jump\$tart Coalition for Personal Financial Literacy [Jump\$tart] 2007) developed by a national panel of educational experts sponsored by the National Jump\$tart Coalition for Financial Literacy. Teachers and administrators are encouraged to use these benchmarks, application examples, and the glossary of terms as a framework from which lesson plans, curriculum, and policy may be written.

Selecting Financial Literacy Resources

Teachers should select financial literacy resources that meet the following established criteria (Jump\$tart 2007):

- Materials meet the *National Standards in K–12 Personal Finance Education* or are matched to national or state-level curriculum.
- Materials appear unbiased, identifies a name and contact information, and the source indicates reputable expertise.
- Materials are objective, accurate, and current.
- Material may be generic or reflect diversity in areas such as race, gender, and income.
- Reading level and writing style are appropriate for the identified audience.
- Teacher guides include objectives, lesson plans, activities, and assessment tools.
- Training is available.

Standards Alignment for Grades K-5

The South Carolina Department of Education understands and recognizes the importance of financial literacy education. The Office of Standards and Support has developed an alignment of the *National Standards in K–12 Personal Finance Education* to the *South Carolina Academic Standards for Mathematics, English Language Arts and Social Studies*. The financial literacy standards in this document have been modified to resemble the content area academic standards.

Along the left side of the matrix are the financial literacy indicators and across the top are the content area (mathematics, English language arts and social studies) indicator's to which the financial literacy indicators align.

Financial Responsibility and Decision Making

Standard 1

The student will apply reliable information and systematic decision making to personal financial decisions.

Indicators

- 1.1 Take responsibility for personal financial decisions.
- 1.2 Find and evaluate financial information from a variety of sources.
- 1.3 Summarize major consumer protection laws.
- 1.4 Make financial decisions by systematically considering alternatives and consequences.
- 1.5 Develop communication strategies for discussing financial issues.
- 1.6 Control personal information.

Financial Literacy Indicators	K-2 Math Indicators	3-5 Math Indicators	K-2 ELA Indicators	3-5 ELA Indicators	K-2 Social Studies Indicators	3-5 Social Studies Indicators
1.1						
1.2						
1.3			K-2 2.1 K-2 2.2	3-5 2.1 3-5 2.2		
1.4	2-6.4	4-3.6 5-6.1	K-2 2.3	3-5 2.3		
1.5	2-5.2		K-2 2.4	3-5 2.4 3-5 2.8	1-6.3	
1.6						

Income and Careers

Standard 2

The student will use a career plan to develop personal income potential.

Indicators

- 2.1 Explore career options.
- 2.2 Identify sources of personal income.
- 2.3 Describe factors affecting take-home pay.

Financial Literacy Indicators	K–2 Math Indicators	3–5 Math Indicators	K–2 ELA Indicators	3–5 ELA Indicators	K–2 Social Studies Indicators	3–5 Social Studies Indicators
2.1	2-6.1	4-6.3			K-6.3	
2.2	2-6.2 2-6.3	4-6.3	K–2 2.6	3–5 2.6		
2.3		4-6.7	K–2 2.8	3–5 2.8		

Planning and Money Management

Standard 3

The student will understand how to organize personal finances and use a budget to manage cash flow.

Indicators

- 3.1 Develop a plan for spending and saving.
- 3.2 Develop a system for keeping and using financial records.
- 3.3 Describe how to use different payment methods.
- 3.4 Apply consumer skills to purchase decisions.
- 3.5 Consider charitable giving.
- 3.6 Develop a personal financial plan.
- 3.7 Examine the purpose and importance of a will.

Financial Literacy Indicators	K–2 Math Indicators	3–5 Math Indicators	K–2 ELA Indicators	3–5 ELA Indicators	K–2 Social Studies Indicators	3–5 Social Studies Indicators
3.1	1-6.4 2-6.1	5-3.2			1-6.3	
3.2		3-3.4 5-3.5				
3.3					1-6.2	
3.4	K-5.1 1-5.2 1-5.3 2-6.4 2-5.1 2-5.2 2-2.7	3-5.1 5-1.1				
3.5		5-1.1				
3.6						
3.7						

Credit and Debt

Standard 4

The student will understand how to maintain creditworthiness, borrow at favorable terms, and manage debt.

Indicators

- 4.1 Identify the costs and benefits of various types of credit.
- 4.2 Explain the purpose of a credit record and identify borrowers' credit report rights.
- 4.3 Describe ways to avoid or correct debt problems.
- 4.4 Summarize major consumer credit laws.

Financial Literacy Indicators	K–2 Math Indicators	3–5 Math Indicators	K–2 ELA Indicators	3–5 ELA Indicators	K–2 Social Studies Indicators	3–5 Social Studies Indicators
4.1			K–2 2.2 K–2 2.3	3–5 2.2 3–5 2.3		
4.2			K–2 2.1	3–5 2.1		
4.3			K–2 5.3	3–5 5.3		
4.4			K–2 2.1	3–5 2.1		

Risk Management and Insurance

Standard 5

The student will understand how to use appropriate and cost-effective risk management strategies.

Indicators

- 5.1 Identify common types of risks and basic risk management methods.
- 5.2 Explain the purpose and importance of property and liability insurance protection.
- 5.3 Explain the purpose and importance of health, disability, and life insurance protection.

Financial Literacy Indicators	K–2 Math Indicators	3–5 Math Indicators	K–2 ELA Indicators	3–5 ELA Indicators	K–2 Social Studies Indicators	3–5 Social Studies Indicators
5.1		3-1.1 5-1.1	K–2 2.8	3–5 2.8		
5.2		5-1.1 3-3.3				
5.3		5-1.5 3-3.1				

Saving and Investing

Standard 6

The student will understand how to implement a diversified investment strategy that is compatible with personal goals.

Indicators

- 6.1 Discuss how saving contributes to financial well-being.
- 6.2 Explain how investing builds wealth and helps meet financial goals.
- 6.3 Evaluate investment alternatives.
- 6.4 Describe how to buy and sell investments.
- 6.5 Explain how taxes affect the rate of return on investments.
- 6.6 Investigate how agencies that regulate financial markets protect investors.

Financial Literacy Indicators	K-2 Math Indicators	3-5 Math Indicators	K-2 ELA Indicators	3-5 ELA Indicators	K-2 Social Studies Indicators	3-5 Social Studies Indicators
6.1	K-1.7 K-1.8 1-1.7	5-3.5 5-3.5	K-2 6.1	3-5 6.1	1-6.3	
6.2						
6.3		5-6.1				
6.4			K-2 5.1	3-5 5.3		
6.5						
6.6				3-5 2.3 3-5 6.1 3-5 6.2 3-5 6.3 3-5 6.4		

Standards Alignment for Grades 6–12

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- 1.3 Summarize major consumer protection laws.
- 1.4 Make financial decisions by systematically considering alternatives and consequences.
- 1.5 Develop communication strategies for discussing financial issues.
- 1.6 Control personal information.

Financial Literacy Indicators	6–8 Math Indicators	High School Math Indicators	6–8 ELA Indicators	High School ELA Indicators	6–8 Social Studies Indicators	High School Social Studies Indicators
1.1						
1.2			6–8 6.7	E1–E4 6.7		
1.3			6–8 6.2	E1–E4 6.2		
1.4			6–8 6.2	E1–E4 6.2		
1.5			6–8 6.4	E1–E4 6.4		
1.6						

Income and Careers

Standard 2

The student will use a career plan to develop personal income potential.

Indicators

- 2.1 Explore career options.
- 2.2 Identify sources of personal income.
- 2.3 Describe factors affecting take-home pay.

Financial Literacy Indicators	6–8 Math Indicators	High School Math Indicators	6–8 ELA Indicators	High School ELA Indicators	6–8 Social Studies Indicators	High School Social Studies Indicators
2.1			6–8 6.8	E1–E4 6.8		ECON 4.2
2.2			6–8 2.2	E1–E4 2.2		ECON 4.1
2.3	7-2.5		6–8 5.3	E1–E4 5.3		ECON 4.2

Planning and Money Management

Standard 3

The student will understand how to organize personal finances and use a budget to manage cash flow.

Math Standard 6-2.2 (Integers) and EA-2.1 align with financial literacy standard 3

Indicators

- 3.1 Develop a plan for spending and saving.
- 3.2 Develop a system for keeping and using financial records.
- 3.3 Describe how to use different payment methods.
- 3.4 Apply consumer skills to purchase decisions.
- 3.5 Consider charitable giving.
- 3.6 Develop a personal financial plan.
- 3.7 Examine the purpose and importance of a will.

Financial Literacy Indicators	6–8 Math Indicators	High School Math Indicators	6–8 ELA Indicators	High School ELA Indicators	6–8 Social Studies Indicators	High School Social Studies Indicators
3.1			6–8 4.1	E1–E4 4.1		ECON 1.1
3.2			6–8 4.1	E1–E4 4.1		
3.3			6–8 5.3	E1–E4 5.3		
3.4			6–8 2.2	E1–E4 2.2		ECON 1.1
3.5	7-2.5		6–8 2.2	E1–E4 2.2		
3.6			6–8 4.1	E1–E4 4.1		ECON 1.1
3.7			6–8 2.2	E1–E4 2.2		

Credit and Debt

Standard 4

The student will understand how to maintain creditworthiness, borrow at favorable terms, and manage debt.

Indicators

- 4.1 Identify the costs and benefits of various types of credit.
- 4.2 Explain the purpose of a credit record and identify borrowers' credit report rights.
- 4.3 Describe ways to avoid or correct debt problems.
- 4.4 Summarize major consumer credit laws.

Financial Literacy Indicators	6–8 Math Indicators	High School Math Indicators	6–8 ELA Indicators	High School ELA Indicators	6–8 Social Studies Indicators	High School Social Studies Indicators
4.1		EA 4.4, 4.5, 4.6 4.9, 4.10, 5.1, 5.9, 5.11, 5.12 IA 2.1, 2.2, 2.3 DA 2.5, 2.6, 3.2, 3.3, 4.6, 4.7	6–8 2.2	E1–E4 2.2		ECON 4.1
4.2			6–8 2.4	E1–E4 2.4		
4.3			6–8 5.3	E1–E4 5.3		
4.4			6–8 6.2	E1–E4 6.2		

Risk Management and Insurance

Standard 5

The student will understand how to use appropriate and cost-effective risk management strategies.

Indicators

- 5.1 Identify common types of risks and basic risk management methods.
- 5.2 Explain the purpose and importance of property and liability insurance protection.
- 5.3 Explain the purpose and importance of health, disability, and life insurance protection.

Financial Literacy Indicators	6–8 Math Indicators	High School Math Indicators	6–8 ELA Indicators	High School ELA Indicators	6–8 Social Studies Indicators	High School Social Studies Indicators
5.1			6–8 2.2	E1–E4 2.2		
5.2			6–8 2.4	E1–E4 2.4		
5.3			6–8 2.4	E1–E4 2.4		

Saving and Investing

Standard 6

The student will understand how to implement a diversified investment strategy that is compatible with personal goals.

Indicators

- 6.1 Discuss how saving contributes to financial well-being.
- 6.2 Explain how investing builds wealth and helps meet financial goals.
- 6.3 Evaluate investment alternatives.
- 6.4 Describe how to buy and sell investments.
- 6.5 Explain how taxes affect the rate of return on investments.
- 6.6 Investigate how agencies that regulate financial markets protect investors.

Financial Literacy Indicators	6–8 Math Indicators	High School Math Indicators	6–8 ELA Indicators	High School ELA Indicators	6–8 Social Studies Indicators	High School Social Studies Indicators
6.1	7.2.5		6–8 6.4	E1–E4 6.4		ECON 4.1
6.2			6–8 2.4	E1–E4 2.4		ECON 4.1
6.3			6–8 2.2	E1–E4 2.2		ECON 4.1
6.4			6–8 5.3	E1–E4 5.3		
6.5	7-2.5		6–8 2.4	E1–E4 2.4		ECON 4.1 ECON 4.2
6.6			6–8 6.8	E1–E4 6.8		USHC 7.4

Implementation

In implementing a quality financial literacy program, teachers and administrators should consider the following issues (United States Department of the Treasury [US Treasury] 2002):

Finding room for financial education in K–12 curricula through integration.

While educators understand the importance of teaching students basic financial skills, often tightly regimented course schedules do not allow for the development of a separate course. Typically, the core curricula consume most of the school day, leaving teachers with little time to help their students become financially literate.

It may appear that adding financial education would necessitate dropping some other discipline, but that need not be the case. By integrating financial literacy into the existing academic standards, teachers will be able to teach the core curricula while simultaneously exposing students to financial literacy. Integrating financial literacy into the curricula makes financial education less susceptible to elimination due to local school budget cuts or changes in course offerings.

Providing teachers with training and support.

Professional development for teachers from all grade levels across all disciplines should include knowing how to align financial literacy knowledge and skills with instruction, developing the ability to create curriculum and activities designed to instill within students a desire to be financially literate, and varying teaching methodologies through an interdisciplinary approach, such as the following:

- In mathematics, encouraging direct, concrete applications of mathematics proficiencies, including but not limited to, using algebraic formulas, and graphs and amortization models to solve problems involving credit.
- In social studies, understanding the impact of economic choices, economic disparities among various racial and ethnic groups; the relationship between scarcity and economic choices; and how personal decisions affect education, career choices, and family obligations.
- In English language arts, using effective communication processes; research skills; and the analytical skills of comparing, contrasting, summarizing, and recognizing bias in financial matters.

When teaching problem-solving and decision making skills, teachers are encouraged to select personal finance as a relevant and real-world example.

Providing teachers with effective personal financial literacy resources including, standards, curriculum, and other supporting documents.

Teaching financial literacy is not a task to be addressed solely in schools. To complement what is happening in the classroom efforts such as those available through after school programs, summer camps, extension services, rotary clubs, youth service organizations, credit union leagues, and Junior Achievement, provide students opportunities to gain financial literacy skills through a non-school based environment.

Teachers are encouraged to visit the following Web site www.mymoney.gov/pdfs/ownership where the United States Department of Treasury issued a document entitled, *Taking Ownership of the Future: The National Strategy for Financial Literacy* (US Treasury 2006). The strategy is a blueprint, an action plan for those advocating greater financial literacy in America. Each chapter is organized around a subject-specific financial issue with an overview describing current developments in this subject-area, its economic impact, and data indicating the current state of affairs. Topics include general savings, credit, consumer protection, taxpayer rights, investor protection, and the “unbanked” Chapter ten is devoted to kindergarten–postsecondary financial education. All of the chapters explore references to products, services, and providers. Below are highlights from chapter ten:

- *Integrating Financial Education into School Curricula* (US Treasury 2002) is available at www.treasury.gov/financialeducation. The panel discussion from which this report was generated consisted of key national youth education groups, and focused on the benefits of incorporating financial education into mathematics and reading curricula within a standards-based educational system.
- The report, also identified five access points for bringing financial education into schools. The access points are state standards for education, testing, textbooks, financial education materials, and teacher training. The report can serve as a practical roadmap for policy makers, educators, and others interested in accomplishing the goal of integrating financial education into core math and reading curricula.
- The report also includes a list of web-based clearinghouses and other organizations that compile lists of financial resources that target school-age audiences.

Financial Literacy Resources for Teachers

Jump\$tart Coalition for Financial Literacy

www.jumpstart.org

The Jump\$tart Coalition aims to increase the financial literacy levels of students in grade K-12. They produce the national financial literacy standards to which many resources, curricula, and lessons are aligned. Jump\$tart also maintains a large clearinghouse of resources. Access to this clearinghouse is free and available on their website.

National Endowment for Financial Education

www.nefe.org

Long supported by America's Credit Unions and the Cooperative Extension Service, the National Endowment for Financial Education's High School Financial Planning Program (NEFE HSPPP) is gaining popularity among educators as a comprehensive financial education program. The program's materials--free to schools and organizations regardless of quantity,--are geared toward students' perspectives and are matched to South Carolina's academic standards. A Spanish version and online components are also available.

South Carolina Council on Economic Education

www.sceconomics.org

South Carolina Council on Economic Education is a nonprofit business-education partnership dedicated to providing teachers with continuing education in economics and personal finance. The council believes that the most effective way to make a difference in the lives of young people is by teaching teachers how to make economic and personal financial decision-making skills come alive in the classroom, and to equip those teachers with excellent standards-based materials.

The South Carolina Council on Economic Education offers personal finance training and curriculum for K-12 teachers. Training workshops are based on lessons from the Financial Fitness for Life (FFFL) curriculum which correlates language arts, mathematics, economics and personal finance using a variety of methods that appeal to many different learning styles.

The training workshops are conducted by experienced instructors, and include a review of grade-specific personal finance and economic concepts, a correlation to standards, and a demonstration of active learning teaching strategies.

Junior Achievement

www.ja.org

Junior Achievement (JA) uses hands-on experiences to help young people understand the economics of life. In partnership with business and educators, JA brings the real world to students, opening their minds to their potential. JA offers programs for students in grades K-12.

Federal Reserve

<http://www.richmondfed.org/education/>

Federal Reserve Bank of Richmond promotes economic and financial education and greater understanding of the roles of the Federal Reserve system for consumers, students, and educators.

Teacher resources are available through training and educational workshops. Student resources include a virtual tour of the money museum that tells the story of money in Colonial America and the United States. Money-related artifacts and exhibits devoted to primitive monies, medieval and ancient coins, and other special interest items are on display.

Academic competitions include a high school and College Fed Challenge and a student essay contest. This is an academic competition designed to expand the community's understanding of the Federal Reserve system's unique role in the economy and the importance of Federal Open Market Committee decisions. The Fifth Reserve District sponsors a student essay contest at each office of the Federal Reserve.

South Carolina Department of Consumer Affairs

www.scconsumer.gov

The South Carolina Department of Consumer Affairs utilizes workshops, speeches, and media presentations to provide consumer education assistance to a wide cross-section of South Carolina. The Department's educational activities continue to focus on a theme of "preventative consumerism" including such subjects as how to avoid frauds and schemes, healthy skepticism, effective consumer practices in handling consumer transactions ranging from automobile repairs to mail order purchases, coping with marketplace practices, and communicating more effectively with businesses in the resolution of complaints and problems arising out of consumer purchases of goods and services.

Educational programs are directed towards students and teachers in grades K-12 and college levels as well as health institutions, churches, educational programs, and senior citizens groups.

LifeSmarts

www.lifesmarts.org

The Ultimate Consumer Challenge, is an educational program coordinated by the South Carolina Department of Consumer Affairs and the National Consumers League which tests consumer knowledge. *LifeSmarts* teaches teens to be smart and responsible consumers and citizens. The content and competition focus on five key areas of consumer knowledge that teens need to know to function effectively in today's marketplace. These areas are personal finance, health & safety, environment, technology, and consumer rights and responsibilities.

National Youth Involvement Board

www.NYIB.org

The National Youth Involvement Board is a network of credit union professionals and industry leaders focused on youth financial education and services. The organization compiles credit unions' financial education presentations to youth, offers related news, and access to peer programs and information.

My Money

www.MyMoney.gov

Resources for consumers include information on personal finance education, consumer banking protection and frequently requested information about United States currency and coin.

Grants

Contingent upon adequate funding, the South Carolina Financial Literacy Board of Trustees will provide grants to schools. These grants will provide funding in addition to, not in replacement of, services provided by local, state, or federal funds. Before the awarding of grants, the Board will have maximized all other resources.

Section 59-29-450. The purpose of the Financial Literacy Initiative is to develop, promote, and assist efforts of agencies, private providers, and public and private organizations and entities, at the state level, to collaborate and cooperate in order to focus and intensify services, assure the most efficient use of all available resources, and eliminate duplication of efforts to serve the financial literacy needs of students, teachers, and schools. The South Carolina Financial Literacy Board of Trustees shall assure that collaboration and the sharing and maximizing of resources are occurring before funding for the grants, as provided for in this chapter, is made available.

Works Cited

United States Department of the Treasury. 2002. *Integrating Financial Literacy into School Curricula: Giving America's Youth the Educational Foundation for Making Effective Financial Decisions Throughout Their Lives by Teaching Financial Concepts as Part of Math and Reading Curricula in Elementary, Middle, and High Schools*. Available online at <http://www.treas.gov/press/releases/docs/white.pdf>.

United States Department of the Treasury. 2006. *Taking Ownership of the Future: The National Strategy for Financial Literacy*. Available online at www.ustreas.gov/offices/domestic-finance.

The Jumpstart Coalition for Personal Financial Literacy. 2007. *National Standards in K-12 Personal Finance Education*. 3rd ed. Available online at <http://www.jumpstart.org/guide.html>.

Appendix: The Financial Literacy Instruction Act of 2005

S.C. Code Ann. § 59-29-410 (A) The State Board of Education shall develop or adopt curricula, materials, and guidelines for local school boards to use in implementing a program of instruction on financial literacy within courses currently offered in high schools in this State. (B) The financial literacy program shall include, but not be limited to, instruction in the following areas:

- Opening a deposit account and assessing the quality of a depository institution's services;
- Balancing a checkbook;
- Spending, credit, credit scoring, and managing debt, including retail and credit card debt;
- Completing a loan application;
- The implications of an inheritance
- The basic principals of personal insurance policies;
- Computing state and federal income taxes;
- Local tax assessments;
- Computing interest rates by various mechanisms;
- Understanding simple contracts;
- Contesting an incorrect billing statement;
- Savings and investing; and
- State and federal laws concerning finance.

SECTIONS 59-29-420, 59-29-425. Repealed by 2006 Act No. 382, Section 4, eff June 14, 2006.

SECTIONS 59-29-420, 59-29-425. Repealed by 2006 Act No. 382, Section 4, eff June 14, 2006.

SECTION 59-29-430. Incorporation into Academic Standards of Instruction.

The State Board of Education shall incorporate the elements of the financial literacy program in Section 59-29-410(B) into the South Carolina Academic Standards of Instruction for kindergarten through twelfth grade.

SECTION 59-29-440. South Carolina Financial Literacy Initiative established.

There is established the South Carolina Financial Literacy Initiative, a comprehensive, results-oriented program for improving financial literacy by providing public and private funds for teachers and schools to provide high-quality financial literacy education for students in kindergarten through twelfth grade.

SECTION 59-29-450. Purpose.

The purpose of the Financial Literacy Initiative is to develop, promote, and assist efforts of agencies, private providers, and public and private organizations and entities, at the state level, to collaborate and cooperate in order to focus and intensify services, assure the most efficient use of all available resources, and eliminate duplication of efforts to serve the financial literacy needs of students, teachers, and schools. The South Carolina Financial Literacy Board of Trustees shall assure that collaboration and the sharing and maximizing of resources are occurring before funding for the grants, as provided for in this chapter, is made available.

SECTION 59-29-460. Goals.

The goals for the South Carolina Financial Literacy Initiative are to:

- (1) provide students in kindergarten through twelfth grade with tools they will need in the real world to manage their finances;
- (2) increase comprehensive services so students have reduced risk for financial failure after high school; and
- (3) promote high quality programs that provide instruction on pertinent financial literacy issues pursuant to Section 59-29-410.

SECTION 59-29-470. South Carolina Financial Literacy Board of Trustees established; acceptance of gifts; administration of trust.

(A) There is established the South Carolina Financial Literacy Board of Trustees, an eleemosynary corporation, which shall oversee the South Carolina Financial Literacy Initiative, a broad range of innovative financial literacy services to meet critical needs of South Carolina's students in kindergarten through twelfth grade through the awarding of grants to school districts as provided for in Section 59-29-530.

(B) The board may accept gifts, bequests, and grants from a person or foundation. The trust and grants from the trust shall supplement and augment, but not take the place of, services provided by local, state, or federal agencies. The board of trustees shall carry out activities necessary to administer the trust including assessing service needs and gaps, soliciting proposals to address identified service needs, and establishing criteria for the awarding of grants.

SECTION 59-29-480. Board membership; terms; vacancies.

(A) The South Carolina Financial Literacy Board of Trustees must be chaired by the State Superintendent of Education who shall serve as an ex officio voting member of the board. The board is composed of eight voting members to be appointed by the Superintendent of Education. Initial appointments must be made by the Superintendent of Education with members representing areas of financial literacy instruction. Subsequent appointments must be made by the Superintendent of Education from a slate presented by the sitting members of the board.

(B) The terms of the members are for four years and until their successors are appointed and qualify, except of those first appointed. When making the initial appointments, the Superintendent of Education shall designate half of his appointments to serve two-year terms only.

(C) Vacancies for any reason must be filled in the manner of the original appointment for the unexpired term. No member shall serve more than two terms or eight years, whichever is longer. Members who miss more than three consecutive meetings without excuse or members who resign must be replaced in the same manner as their predecessor. Members may be paid per diem, mileage, and subsistence as established by the board not to exceed standards provided by law for boards, committees, and commissions. A complete report of the activities of the Financial Literacy Board of Trustees must be made annually to the General Assembly and the State Auditor.

SECTION 59-29-490. Powers and duties.

To carry out its assigned functions, the board is authorized, but not limited to:

- (1) develop a comprehensive long-range initiative for improving the financial literacy of students in kindergarten through twelfth grade;
- (2) promulgate regulations, establish guidelines, policies, and procedures for implementation of the South Carolina Financial Literacy Initiative;
- (3) provide oversight on the implementation of the South Carolina Financial Literacy Initiative at the state and school district levels;
- (4) establish criteria and procedures for awarding grants from the Financial Literacy Trust;
- (5) create an annual revision of school district needs assessments and identify assets from other funding sources;
- (6) assess and develop recommendations for increasing the efficiency and effectiveness of financial literacy programs and funding and other programs and funding sources, as allowable, as necessary to carry out the Financial Literacy Initiative, including additional fiscal strategies, redeployment of state resources, and development of new programs;
- (7) establish results-oriented measures and objectives and assess whether services provided are meeting the goals and achieving the results established for the Financial Literacy Initiative;
- (8) receive gifts, bequests, and devises for deposit in the Financial Literacy Trust; and
- (9) report annually to the General Assembly by January first on activities and progress to include recommendations for changes and legislative initiatives and results of program evaluations.

SECTION 59-29-500. Employment of Director of the Financial Literacy Office and staff.

The South Carolina Financial Literacy Board of Trustees may employ, by a majority vote, a Director of the Financial Literacy Office and other staff as necessary to carry out the South Carolina Financial Literacy Initiative and other duties and responsibilities as assigned by the board. The director, with the approval of the board, may hire staff necessary to carry out the provisions of the initiative.

SECTION 59-29-510. Acceptance of nongovernmental grants, gifts, and donations; administration of funds.

(A) No state funds may be used to support or operate the Financial Literacy Initiative. This prohibition does not prevent the Department of Education from housing the offices of the Financial Literacy Initiative. A separate fund must be established to accept nongovernmental grants, gifts, and donations from a public or private source for the South Carolina Financial Literacy Trust. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in the Financial Literacy Trust in the same manner as other funds under his control are invested and all interest derived from the investment of these funds shall remain in the trust. The South Carolina Financial Literacy Board of Trustees shall administer and authorize any disbursements from the trust. Private individuals and groups shall be encouraged to contribute to this endeavor.

(B) All interest derived from the investment of the funds in subsection (A) shall remain a part of the trust.

SECTION 59-29-520. Office of South Carolina Financial Literacy established.

Within the Department of Education, an Office of South Carolina Financial Literacy is established. The office shall:

(1) provide to the board information on best practice, successful strategies, model programs, and financing mechanisms;

(2) provide technical assistance and recommendations regarding grant proposals and improvement in meeting goals;

(3) recommend to the board the applicants meeting the criteria for Financial Literacy grants to be awarded;

(4) submit an annual report to the board by December first, which includes, but is not limited to, the statewide needs and resources available to meet the goals and purposes of the Financial Literacy Initiative, the ongoing progress and results of the Financial Literacy Initiative, fiscal information on the expenditure of funds, and recommendations and legislative proposals to further implement the South Carolina Financial Literacy Initiative;

(5) provide for on-going data collection and contract for an in-depth performance audit due January 1, 2010, and every three years thereafter, to ensure that statewide goals and requirements of the Financial Literacy Initiative are being met; and

(6) coordinate the Financial Literacy Initiative with all other state, federal, and local public and private efforts to promote and improve financial literacy.

SECTION 59-29-530. Applications for grants; factors considered.

(A) To obtain a grant, a school district shall submit an application to the Financial Literacy Office in a format specified by the Financial Literacy Board of Trustees. The application shall include, as appropriate to the level of grant applied for, the level of funding requested, a description of needs of the school, assets and resources available, and the proposed strategies to address needs as they relate to the goals of the Financial Literacy Initiative.

(B) The allocations for the grants must take into consideration the quality of the grant proposal; the percentage of students who are eligible for the free and reduced price lunch program; and average per capita income. The criteria also must take into account the standing of the geographical area in relation to the statewide Kids Count indicators.

SECTION 59-29-540. Use of grant funds.

Grants provided to school districts must be used to address the financial literacy needs of students in kindergarten through twelfth grade. Grant funds may not supplant current expenditures by counties or state agencies for financial literacy, and may not be used where other state or federal funding sources are available or could be made available. In awarding grants, every effort must be made to ensure that all geographic areas of the State are represented.

SECTION 59-29-550. Carrying forward funds into following fiscal year.

To ensure effective use of funds and with the approval of the Financial Literacy Office, awards may be carried forward and used in the following fiscal year. Funds appropriated to the Financial Literacy Trust also may be carried forward into subsequent years.

SECTION 59-29-560. Disbursement of and accountability for funds; penalties.

(A) Schools shall demonstrate to the Financial Literacy Office the accountability of funds distributed pursuant to this chapter.

(B) Disbursements may be made only on the written authorization of the individual designated by the school district and only for the purposes specified. A person violating this section is guilty of a misdemeanor and, upon conviction, must be fined five thousand dollars or imprisoned for six months, or both.

(C) The offenses of misuse, misappropriation, and embezzlement of public funds, apply to this chapter.

SECTION 59-29-570. Evaluating progress toward goals; grantee participation; reports.

(A) The Financial Literacy Board of Trustees shall establish internal evaluation policies and procedures for an annual review of the implementation of strategies and progress toward the interim goals and benchmarks. In instances where no progress has been made, the Financial Literacy Board shall provide targeted assistance or the board may terminate the grant. In addition, a program evaluation of the Financial Literacy Initiatives at the state and local levels must be conducted every three years by an independent, external evaluator under contract with the Financial Literacy Board of Trustees. However, the selected evaluator must be approved, and the evaluation overseen, by a committee consisting of three members, one appointed by the Financial Literacy Board, one appointed by the Chairman of the Senate Education Committee, and one appointed by the Chairman of the House Education and Public Works Committee. These committee members must be professionally recognized as proficient in accounting, finance, banking, tax, insurance, or a closely related field. The first report must be provided no later than January 1, 2010.

(B) Grantees shall agree to participate in an evaluation in order to receive a Financial Literacy grant. Subsequent grant approval and grant allocations must be dependent, in part, on the results of the evaluations. If an evaluation finds no progress has been made in meeting goals or implementing strategies as agreed to in the grant, the grant must be terminated.

(C) The purpose of the evaluation is to assess progress toward achieving the Financial Literacy goals and to determine the impact of the initiative on students at the state and local levels. The impact assessment shall include, but is not limited to, end-of-course evaluations and projects. During the course of the evaluation, if an evaluator determines that a state agency has failed to comply with the coordination and collaboration provisions as required in this chapter, the final report must reflect that information. Program evaluation reports must be reported to the General Assembly no later than three months after conclusion of the evaluation.