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State Superintendent of Schools

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December 1, 2017

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401-1925

The Honorable Thomas V. Mike Miller
H-107, State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Michael E. Busch
H-101, State House
100 State Circle
Annapolis, Maryland 21401

Re: Personal Financial Literacy Education Report (MSARs #9268 & 10759)

Dear Governor Hogan, President Miller, and Speaker Busch:

A recommendation from the Task Force to Study How to Improve Financial Literacy in the State requires that the Maryland State Department of Education (MSDE) develop a process to monitor and report on local implementation of Maryland's Personal Financial Literacy State Curriculum and provide a report to the Governor and the General Assembly on an annual basis.

The attached report addresses the Task Force recommendation as well as provides information on MSDE's efforts in implementing a statewide model of personal financial literacy education. Should you have any questions regarding this report, please contact Dr. Lynne Gilli, Assistant State Superintendent for the Division of Career and College Readiness, by email at lynne.gilli@maryland.gov or by telephone at (410) 767-0518.

Best Regards,

Karen B. Salmon, Ph.D.
State Superintendent of Schools

KBS:LMG

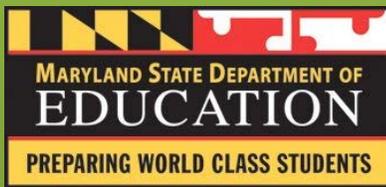
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c: Sarah Albert (DLS Library – 5 copies)

Maryland State Department of Education

Personal Financial Literacy Education

6th Annual Report



2017-2018



Larry Hogan
Governor



Andrew R. Smarick
President, Maryland State Board of Education



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State Superintendent of Schools

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Personal Financial Literacy Education

Introduction

Maryland is among the leading states in the nation in providing a quality education for students. As the requirements for the global economy have changed, so have the educational needs of our students. Today, more than ever before, graduates must be financially literate in order to be prepared for college, careers, and responsible living. Maryland stakeholders have acted to ensure that all students have a strong foundation in financial education to make informed decisions toward accomplishing their goals. For over a decade, the Maryland State Department of Education (MSDE) has worked with a variety of partners to support the delivery of personal financial literacy education in public schools. These partners include representatives from non-profit organizations, credit unions, banks, secondary and postsecondary education, and government agencies.

The commitment to deliver personal financial literacy education to students was bolstered as a result of Base Realignment and Closure (BRAC). BRAC brought high-wage, employment opportunities to the state. These opportunities often require a security clearance, for which having good credit is a necessary component. Thus, the need for more education in personal financial literacy became apparent. As a result, during the summer of 2008, MSDE offered its first statewide teacher professional development on personal financial literacy education.

In the fall of 2008, the *Task Force to Study How to Improve Financial Literacy in the State* was convened by the co-chairs, Delegate Dana M. Stein of Baltimore County and Senator C. Anthony Muse of Prince George's County. At the January 2009 State Board of Education meeting, the Task Force presented the following recommendations for secondary education:



1. Develop K-12 personal financial literacy standards
2. Coordinate a design team to create a systemic approach to implementation by providing professional development, curriculum, and resources
3. Consider regulations for a K-12 state curriculum
4. Require reporting from 24 local school systems
5. Develop a way to evaluate local financial literacy programs

Since the report, substantial progress continues to be made to implement personal financial literacy education at both state and local levels. This update provides information on MSDE's efforts to assist with local implementation, local school system responsiveness, and ongoing needs at both the state and local levels.

State Curriculum

The Maryland State Curriculum for Personal Financial Literacy Education was developed by a design team under the direction and guidance of MSDE's Financial Literacy Advisory Council. The design team was comprised of teachers and school administrators from local school systems as well as representatives from financial organizations. The curriculum underwent national, state and local review prior to its acceptance by the State Board of Education in January 2010. After five years of implementation, MSDE staff gathered feedback from educators and the Advisory Council, updated the state curriculum, and disseminated the revisions in 2016.

The curriculum includes standards, indicators and objectives describing what students should know to become financially literate. The standards-based curriculum is formatted like other state curricula except that it is organized in grade bands, (3-5, 6-8 and 9-12) rather than grade-by-grade. The six standards are:

- (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 and becoming a critical consumer are incorporated within each standard.

Regulations Requiring a Program of Instruction

In June 2010, the Maryland State Board of Education adopted regulations requiring local school systems to implement a personal financial literacy education program of instruction for all students at the elementary, middle and high school learning levels effective September 2011 (Code of Maryland Regulations ([COMAR] 13A.04.06). According to the regulations, "each local school system shall provide personal financial literacy curriculum documents for the elementary and secondary schools under its jurisdiction that include and align with the State curriculum as developed by the Maryland State Department of Education in collaboration with local school systems." The certification process began in 2011 when the regulation initially went into effect. In 2016, local school system superintendents once again certified the financial literacy program of instruction.

Professional Development

Since 2008, MSDE has provided financial literacy professional development (PD) to teachers and central office staff who oversee the implementation of financial literacy within their school system. This has included several summer sessions featuring the Take Charge Today and Junior Achievement instructional materials. In June and July of 2015, teachers participated in financial literacy PD through MSDE's College and Career Readiness Conferences.

"The financial literacy program taught me how to spend my money in a realistic setting. I feel more prepared to make sound financial decisions which include putting more money into a savings account."

Student from New Town High School,
Baltimore County

FINANCIAL LITERACY



Monitoring and Evaluation

The Division of Career and College Readiness is also responsible for the development, administration and collection of the Pre-graduate survey. In December 2010, the survey was updated to include questions on students' perceptions of the personal financial literacy education, as well as questions on financial aid, scholarships and the Free Application for Federal Student Aid (FAFSA). This survey was administered for the first time in the 2010-2011 school-year prior to the September 2011 effective date of the Financial Literacy regulations, known as COMAR. The information gathered from this survey will assist in monitoring local implementation of personal financial literacy education over time. The survey is administered annually near the end of the school year.

“Teaching financial literacy has been my passion for over a decade. I began teaching the Stock Market Game twelve years ago in a fifth grade classroom and followed it up with ten years in middle school. Now, I will be teaching the stock market game in high school this year. Of all the subjects I have ever taught, none have been as important as financial literacy. No matter what field of study or career a student eventually chooses, every single person will have to eventually manage their own money. Young students grasp the importance of financial literacy very quickly. Indeed, it is almost always easier to get them excited about money than it is about any other subject.”

Joseph DeStefanis; Teacher, Margaret Brent Middle School,
St. Mary's County

Data: One of the first major financial decisions that young people make is about attending and paying for college. Students were asked about their future plans as well as the Financial Literacy Education they received.

The Class of 2016 completed a Pre-Graduate Survey for Financial Literacy Education and Financial Aid. Their responses are as follows:



22,575 (56%) students
Received Instruction on Managing
Personal Finances.

19,484 (86%) out of 22,575 students
Felt Better Prepared to Make informed
Financial Decisions.



18,082 (80%) out of 22,575 students
Started Developing Financial Goals and
Plans to Achieve Them.

43,887 (86%) out of 51,070 total
responses from students plan on
attending college in their first year
following graduation.



12,945 (29%) out of 43,887 students
submitted a scholarship application
through their college.

12,123 (28%) out of 43,887 students
submitted an application for other
private scholarships.



30,220 (69%) out of 43,887 students
submitted the Free Application for
Federal Student Aid (FAFSA).

11,354 (26%) out of 43,887 students
made no application for FAFSA, a
college scholarship or a private
scholarship.



Financial Education and Capability Awards

MSDE has partnered with the Maryland CASH (Creating Assets, Savings, and Hope) Campaign and the Maryland Council on Economic Education to sponsor the Financial Education and Capability Awards. In March 2017, three teachers and two community activists were recognized at a reception in Annapolis followed by a presentation in both houses of Maryland's General Assembly. OneMain Financial and the Woodside Foundation provided \$1,000 to each award recipient.

Applications for the 2018 awards are due in February, 2018.

Financial Education and Capability Award Winners

- **Taylor Estes**; Princess Anne Elementary School (Somerset County) for the Elementary School Teacher Award
- **Joseph DeStefanis**; Margaret Brent Middle School, Mechanicsville (St. Mary's County) for the Middle School Teacher Award
- **Nicole Cathirell**; New Town High School, Owings Mills (Baltimore County) for the High School Teacher Award
- **Tisa Silver Canady**; University of Maryland, Baltimore (Baltimore City) for the Community Champion Award (Individual Educator)
- **Making Change**; (Howard County) for the Outstanding Organization Award



2017 Financial Education and Capability Award Winners

2017 Elementary School Teacher winner, Ms. Estes is the type of teacher that brings lessons to life for her students with constant hands-on activities and real-world application. Ms. Estes focuses student learning on making budgets with real income or jobs and expenses. Students choose jobs based on their own personal strengths and are given an income based on that job. The students explore and discuss how jobs that require more skills pay higher wages. Students then have to select a house, vehicle, food plan, and fun plan. They subtract their expenses and re-evaluate if they cannot afford their choices. The theme for her personal finance unit is "living within your means." Ms. Estes tries to emphasize to her students that "if they can't pay their power bill, they shouldn't buy a fresh pair of Jordan's."

2016 Financial Education and Capability Award Winners



- **Casey Kennan;** Innovator using new technologies in education, Liberty Elementary School (Frederick County) for Elementary School Teacher Award
- **Ed Stack;** Coordinator and implementer of Junior Achievement Finance Park Virtual program, Kent County Middle School for Middle School Teacher Award
- **Maddy Halbach, PhD, NBCT;** Applications and Research Laboratory, Academy of Finance Instructor for the Howard County Public School System for the High School Teacher Award
- **Madeleine Greene;** Volunteer involved in financial empowerment, outreach and education for 25 years (Montgomery County) for the Community Champion (Individual Educator) Award
- **Aberdeen Proving Ground Federal Credit Union;** Educating members and the community on the benefits of personal thrift and responsible credit management (Harford County) for the Outstanding Organization Award

2015 Elementary School Teacher winner, Ms. Falatko established a “Financial Community” within her classroom which was directly tied to the school’s behavior management system, “Good Behavior Makes Cents (Sense).” The school program gives students paper pennies for good behavior. These paper pennies are used in the classroom. Each student in her classroom applies for a job that relates the real world to the classroom. Students receive a weekly salary for doing their jobs, bonuses for random acts of kindness, pay rent for the classroom, and are charged fees for missing homework or not retrieving their mail. Students have the opportunity to purchase items on a weekly basis from the classroom store (all items are donated from members of the community), save for more expensive items in the store, or invest their money in a class mutual fund in order to get extra recess or a pizza party. This financial community has been very successful in many ways. Behavior management is much easier because her students feel that it is their community, and they are an important part of it. Students’ mastery of financial concepts is part of their daily lives instead of being taught in isolation.

- **Florence Falatko**, 5th Grade Teacher, Cromwell Valley Elementary School (Baltimore County) for the Elementary School Teacher Award
- **Cheryl Crow**, 8th Grade Family and Consumer Sciences Teacher, Severna Park Middle School (Anne Arundel County) for the Middle School Teacher Award
- **Susan Baudoin**, Family and Consumer Sciences Teacher, Parkdale High School (Prince Georges County) for the High School Teacher Award
- **Steven Fennington**, Vice President of Business Development, Frederick County Bank for the Community Champion Award



2015 Financial Education and Capability Award Winners

2014 Financial Education and Capability Award Winners



- **Jodi Gowans**, 4th Grade Teacher, Patterson Park Public Charter School (Baltimore City) for the Elementary School Teacher Award
- **Jason Peinert**, Social Studies Teacher, Northeast Middle School (Baltimore City) for the Middle School Teacher Award
- **Lisa Bender**, Financial Management and Marketing Teacher, Southern Garrett High School (Garrett County) for the High School Teacher Award
- **Michael Richardson**, Vice President of Community Relations, Mid-Atlantic Federal Credit Union for the Community Champion Award

Local School System Responsiveness

The regulation requiring local school systems to offer a program of instruction in personal financial literacy education at the elementary, middle and high school learning years became effective in September 2011, and all school system superintendents have certified their program of instruction to the State Superintendent of Schools. This certification process occurs every five years. The most recent one took place during the 2016-2017 school-year. The initial certification included a survey asking central office staff to describe how financial literacy is delivered at the various grade levels and what additional resources are needed to assist with this initiative. Since 2011, MSDE has administered this survey every year; the local school system responses are included in this report.

Based on the responses at the elementary level, school systems are embedding financial literacy content by using trade books in Reading/English Language Arts classes as well as integrating concepts in social studies classes. Students are engaging in a variety of activities including the Stock Market Game, Junior Achievement's Biz Town and the Great Piggy Bank Adventure.

At the middle school level, financial literacy concepts are integrated in units found in social studies classes as well as Family and Consumer Sciences classes. Like elementary school, students are engaged in activities supporting classroom instruction including the Stock Market Game and Junior Achievement's Virtual Finance Park.

At the high school level, financial literacy is embedded in courses required for graduation or offered as a stand-alone graduation requirement. Furthermore, many school systems also offer courses in Family and Consumer Sciences and Business Education that relate financial literacy, such as entrepreneurship. Many students are participating in the Stock Market Game and also have additional opportunities to participate in online or after-school activities.



“This class taught me about the stock market and how to process stocks that were good, bad, ugly or awesome. It was fun and I hope to be able to invest one day.”

Student from Margaret Brent Middle School,
St. Mary's County

Local School System Implementation of Personal Financial Literacy Education

School System	Local Graduation Requirement	Integrated in a Course Required for Graduation
Allegany	Yes (½ credit)	
Anne Arundel		Yes- Algebra I and U.S. Government
Baltimore City		Yes- US History, Government, and World History
Baltimore		Yes- Economics
Calvert	Yes (½ credit)	
Caroline	Yes (1 credit)	
Carroll	Yes (½ credit)	
Cecil		Yes- Freshman Academy
Charles	Yes (1 credit)	
Dorchester		Yes- US History and Government
Frederick	**Yes (½ credit)	
Garrett	Yes (1 credit)	
Harford		Yes- American Government; also offered within Family and Consumer Science, Business Education, and other Social Studies courses
Howard		Yes- American Government
Kent		Yes- Government
Montgomery		Yes- National, State and Local Government; AP Government
Prince George's		Yes - US History and Local, State, National Government
Queen Anne's		Yes – American Government; also offered as an elective stand-alone Personal Finance course.
St. Mary's		Yes- offered in stand-alone courses and integrated in required Government course
Somerset		Yes- US History II; and all Social Studies courses
Talbot		Yes- offered in US History and Government for all students
Washington		Yes- Local, State and National Government
Wicomico		Yes- US History, Government and Consumer Economics, and World History
Worcester		Yes- Government

Summary:

- * At the high school level, all 24 local education agencies (LEAs) are implementing personal financial literacy education in courses required for graduation. Seventeen LEAs embed personal financial literacy education in a course required for graduation (typically Social Studies/Government), and seven LEAs have a financial literacy education graduation requirement.
- ** Frederick County requires a ½ credit of financial literacy content. Students can choose from among 13 different courses that include the content.

Allegany County: Contact Kim Kalbaugh at 301-759-2053 / kim.green@acpsmd.org	
3-5	Elementary school grade band (3-5) students are provided instruction through integrated lessons within the core ACPS elementary curriculum.
6-8	Middle school grade band (6-8) students are provided instruction through integrated lessons within the Family and Consumer Sciences, Social Science, and Mathematics curricula. In addition, students in grades 6-7 participate in Vault and Venture through EverFi, and 8 th grade students are required to participate in a locally developed mini-course (15 day) to supplement curriculum not provided during the integrated lessons.
9-12	High school grade band (9-12) students are provided instruction through a locally developed course. The half-credit, <i>870-Personal Finance Literacy</i> , course is offered during the fall and spring semesters to all students grades 9 through 12. High schools will be piloting online financial literacy lessons, in coordination with the locally developed course, through EverFi. To ensure compliance with COMAR regulations; the ACPS Board of Education has included successful completion of this course as a local graduation requirement.
Anne Arundel: Contact Skip Lee at 410-222-5490 / wlee@aacps.org	
3-5	AACPS students in our elementary schools meet the financial literacy requirements through two specific content areas, Reading and Social Studies. Our Reading Series has a strong Financial Literacy alignment in the reading selections for grades K – 5. Additionally, our Social Studies content focusing on economics is also aligned with the financial literacy standards. In some of our elementary schools, students attend Junior Achievement’s Biz Town. While this is not systemic, it is noteworthy to share that students get this increased exposure to financial literacy.
6-8	AACPS students in our middle schools meet the financial literacy requirements through three specific content areas. The English reading selections continue to supplement financial literacy focus during instruction. The Social Studies curriculum focuses on economics and historical financial readings and multimedia presentations. For our comprehensive middle schools, the Family and Consumer Science Curriculum for 6th grade features lessons directed to financial literacy. For students enrolled in our programs of choice, scripted lessons of select courses were developed for teachers that meet the financial literacy standards where FACS courses are not the traditional instructional pathway.
9-12	AACPS students in our high schools will meet the financial literacy requirements through two courses required for all students, Algebra I and U.S. Government. Algebra I students meet Standards 1-4 in a PBL curriculum unit while students in U.S. Government complete a financial literacy unit during the 10th grade. Additionally, enrollment in both Micro and Macro Economics continues to climb in our school system as does participation in the FBLA, DECA, and Diamond Challenge clubs and co-curricular activities. Furthermore, our programs of choice have business plans written with the application of financial literacy skills embedded in the curriculum at the middle and high school levels.
Baltimore City: Contact Monica Whippo at 443-642-4337 / mmwhippo@bcps.k12.md.us	
3-5	Financial Literacy is incorporated into the Social Studies economics units in grades 1-5. Grade 3 incorporates the use of MCEE lessons and EverFi’s Understanding Money. Grade 5 incorporates Junior Achievement’s personal finance unit and all Grade 5 students have the opportunity to attend Junior Achievement’s BizTown.

6-8	Financial Literacy is incorporated into the Social Studies economics units in grades 6-8. Grade 7 incorporates Junior Achievement’s personal finance unit, and all Grade 7 students have the opportunity to participate in Junior Achievement’s Finance Park.
9-12	Financial Literacy is incorporated into the United States History, Government, and World History where appropriate. The most emphasis is in Government with the implementation of an entire unit that focuses on Personal Finance. EverFi’s Financial Literacy program is used to support the high school program.
Baltimore County: Contact Dani Biancolli at 410-887-2172 / dbiancolli@bcps.org	
3-5	Baltimore County Public Schools embeds spiraling financial literacy instruction in grades 3-5. During these years, students cover the financial literacy standards while studying other economic ideas.
6-8	Since the content of the financial literacy curriculum does not naturally match requirements of the Maryland State Curriculum for Social Studies, financial literacy instruction was implemented as mini-units. These mini-units utilized materials developed by the National Council on Economic Education and approved by the Maryland State Department of Education. In addition, several of the financial literacy standards are also covered a second time in our Family and Consumer Science (FACS) programs for middle school students.
9-12	The adoption of Maryland State Curriculum for Personal Financial Literacy Education coincided with the revision of Economics and Public Issues Course. This course satisfies the Baltimore County Public Schools graduation requirement of .5 credit in Economics. All financial literacy standards are met in this program of study, supported by appropriate online resources. In addition, several of the financial literacy standards are also covered a second time in CTE courses offered in high school.
Calvert County: Contact Cecelia Lewis (Elementary) at 410-535-7620 / lewiscl@calvertnet.k12.md.us or Diane Workman at 410-535-7206 / workmand@calvertnet.k12.md.us	
3-5	Financial Literacy is integrated into our social studies curriculum in the elementary grades. Economic principles such as scarcity, wants versus needs, opportunity costs, supply and demand, and goods and services are covered in depth. Students also learn the value of savings as well as the importance of prioritizing and making choices; often wants and needs are limitless while supplies and resources have very definite limits. CCPS partners with EverFi to provide Financial Literacy instruction to 5th grade students. Vault is an interactive learning course (six modules) specifically designed to introduce financial education skills early in a child’s cognitive development. The course uses the latest in new-media technologies to bring complex financial concepts to life for today’s digital generation. Evidence-based learning theories are incorporated to increase students’ knowledge and build the foundation for making good financial decisions at a young age. Topics Covered: <ul style="list-style-type: none"> • Responsible Money Choices • Income and Careers • Planning & Money Management • Credit & Borrowing • Insurance & Safety Management • Savings & Investing
6-8	The Financial Literacy content standards for the middle school band are integrated into our Family and

	Consumer Science (FACS) program. All students take FACS in sixth grade and some students continue in seventh and eighth grades.
9-12	Calvert County Public Schools provides instruction in Financial Literacy for all students through the semester course, Financial Literacy: Money Management. This course is designed to enable students to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. This course is a graduation requirement for students who entered the 9 th grade in 2012. Additionally, financial literacy is provided to all high school students through integrated economic content during the last quarter of eleventh grade within the American Government course.
Caroline County: Contact Gene Smith at 410-479-0100 / robert.smith@ccpsstaff.org	
3-5	Financial Literacy is integrated into the Caroline County Public Schools curriculum in Social Studies for grades 3-5. Teachers have taken the Financial Literacy Standards and have identified appropriate skills to match the standards within our existing curriculum for the subject areas and have written lesson plans to address those areas where the appropriate curricular matches were not found. Additional work has been completed to specifically imbed all standards and objectives into Social Studies unit plans.
6-8	Financial Literacy is integrated into the Caroline County Public Schools Social Studies curriculum Ancient World History, World Geography and United States History at the middle school level. Teachers have taken the Financial Literacy Standards and have identified appropriate skills to match the standards within our existing curriculum for all subject areas and have written lesson plans to address those areas where the appropriate curricular matches were not found.
9-12	During the 2012-2013 school year, the local Board of Education amended the graduation policy to require all students entering ninth grade from 2013-14 school year and beyond to earn a credit in Financial Literacy as a stand-alone course focused on the state standards. Students who are currently enrolled in high school who started ninth grade prior to the 2013-14 school year accessed the Financial Literacy Standards in US History and Government.
Carroll County: Contact Angela McCauslin at 410-751-3104 / acmccau@carrollk12.org	
3-5	Financial literacy content is embedded throughout the social studies curriculum in grades 3 - 5. There is also integration with the language arts curriculum. The curriculum is provided through literature, performance-based activities, field experiences, hands-on activities, and writing prompts.
6-8	The middle school curriculum in financial literacy is provided through units in grades 6, 7 and 8 in family and consumer sciences and grade 7 in Social Studies. Lessons and a simulation from Junior Achievement have been embedded into the 8th grade curriculum in FACS.
9-12	Standards for financial literacy within the grades 9 - 12 grade band are provided through two stand-alone courses. These courses are Financial Literacy (grades 11 or 12) and Managing Personal Finance Using Excel (grades 10 and 11). These courses also meet the local Carroll County Public Schools graduation requirement in financial literacy. Lessons from Take Charge Today are embedded into the Financial Literacy class, and lessons and a simulation from Ever-Fi are embedded into the Managing Personal Finance Using Excel class.

Cecil County: Contact James Zimmer at 410-996-2460 / jzimmer@ccps.org or Nicole Parr at 410-996-2460 / nmparr@ccps.org	
3-5	Financial literacy standards are embedded in the third grade curriculum for Social Studies. Teachers use lessons they have created as well as resources from the Maryland Council for Economic Education’s Financial Fitness for Life.
6-8	Financial literacy standards are embedded in the seventh grade curriculum for Social Studies. Teachers use the Take Charge Today curriculum to support instructional goals.
9-12	The Financial Literacy standards are taught as part of the required Freshman Academy. All ninth grade students complete a series of stand-alone units, which are facilitated by core content teachers. Teachers use a number of instructional resources from Banzai Financial Literacy program that is offered through the APGFCU. As a result, teachers have formed a collaborative learning community to teach the content.
Charles County: Contact Rebecca Pearson at 301-934-7393 / rpearson@ccboe.com	
3-5	At the elementary school level, financial literacy lessons and activities have been integrated within technology lessons taught in labs by technology facilitators. All students in grades 3 – 5 participate in these lab activities. Additional stand-alone financial literacy lessons are implemented to reinforce embedded concepts and address indicators not embedded within content areas. Topics, with specific lessons, are assigned to each grade in order to build on prior knowledge.
6-8	At the middle school level, financial literacy lessons and activities have been embedded within content areas. Additional stand-alone financial literacy lessons are implemented in grades 6 – 8 to reinforce embedded concepts and address indicators not already embedded within content areas. Topics, with specific lessons, are assigned to each grade in order to build on prior knowledge. The middle school topics are correlated to the mastery of the elementary topics as well.
9-12	Graduation requirement: All students are required to pass a one-credit financial literacy course during their sophomore, junior or senior year. The course covers all standards in depth and provides a wide variety of rich, hands-on learning activities for students. Additionally a NOVEL financial literacy course is offered a few times a year. This can be taken during the school year in the evening, or during the summer. Charles County Public Schools fully meets COMAR Regulation 13A.04.06.01 for high school students.
Dorchester County: Contact Monique Ward at 410-228-4747 / wardm@dcpsmd.org	
3-5	Students in grades 3 - 5 participate in the financial literacy program through read-a-loud books on financial literacy by the teacher and financial literacy activities in the <i>Financial Fitness for Life</i> series for grades 3-5. Students also use class sets of <i>Managing Your Money</i> (Be A Wise Consumer; Planning Your Budget; and Spend or Save). Each book has a detailed lesson plan that includes the standards and activities. Each elementary school has the option of participating in the Stock Market Game and/or Junior Achievement.
6-8	Students in grades 6 - 8 participate in the financial literacy program in their social studies classes using the <i>Financial Fitness for Life</i> series for grades 6-8. Each middle school has the option of participating in the Stock Market Game and/or participating in Junior Achievement.

9-12	All high school students participate in the financial literacy program in the required courses of U.S. History and Government using the Financial Fitness for Life series for grades 9-12. Additionally, students may choose to participate in one or more of the elective courses - Consumer Finance; Contemporary Issues; and/or Social Studies Seminar to increase their knowledge of financial literacy. Each high school has the option of participating in the Stock Market Game and/or Junior Achievement.
Frederick County: Contact Kim Day at 301-644-5216 / kim.day@fcps.org	
3-5	Personal Financial Literacy indicators are addressed by individual lessons in the existing Elementary Education Social Studies Curriculum and the Elementary Guidance Curriculum. Materials from Financial Fitness for Life, The Council for Economic Education, trade books provided by the Maryland Council for Economic Education and online resources from multiple financial organizations are utilized. In addition, 4 th grade students have the opportunity to complete the Everfi Financial Literacy Program-Vault.
6-8	Students receive personal financial literacy instruction through various units and/or specific objectives in their required Socials Studies courses in grades 6, 7, and 8. They also receive financial literacy instruction in the grade 6 Food Science course, which is required for all students. Middle school Family and Consumer Science students have access to Junior Achievement resources, Maryland Council for Economic Education and Everfi resources.
9-12	Students may choose from thirteen different courses of study to receive the financial literacy component. The personal financial literacy standards are integrated into the curriculum required for these courses. Introduction to Career Research Development and Managing Your Personal Finances are examples of the traditional courses that are offered. Many of these courses are also offered online through FCPS Flexible Evening High School. A menu of financial literacy curricular resources was developed to provide options for teachers.
Garrett County: Contact Ryan Wolf at 301-914-1362 / ryan.wolf@garrettschools.org	
3-5	At each grade level of PreK-5, our teachers have aligned classroom lessons with the six Financial Literacy Standards. Those activities are taught in each classroom.
6-8	At each grade level 6-8, our teachers have aligned classroom lessons with the six Financial Literacy Standards. Those activates are taught in each classroom.
9-12	Several classes at the high school level teach units or concepts related to financial literacy, including but not limited to statistics, contemporary ethical problems, US history, government, world history, accounting, finance, marketing, business law, JROTC, and agriculture classes. Also, high school students are required to pass a one-credit Financial Literacy course in order to graduate. Those courses are Economics, Financial Management, and Agricultural Production and Management.
Harford County: Contact George Toepfer at 410-588-5223 / George.toepfer@hcps.org	
3-5	The Maryland State Curriculum for Personal Financial Literacy Education is taught through the Grades 3, 4, and 5 Social Studies curriculum: • Grade 3 Social Studies, “Harford County: People and Places” • Grade 4 Social Studies, “A Study of Maryland” • Grade 5 Social Studies, “United States History: Pre-Columbian Times to the American Revolution.” Standards and indicators have been infused through the existing curriculum learning experiences with an emphasis on vocabulary acquisition, reading for information, and inquiry learning. All elementary school students have Social Studies instruction on a daily basis. Professional development is provided as a part of the regular curriculum evaluation processes established by the Board of Education and through on-going information provided to teachers via the Office of Social

	<p>Studies regarding workshops sponsored by organizations affiliated with Personal Finance and Financial Literacy education. Professional development opportunities for elementary educators have been provided through the Maryland Council on Economic Education and EverFi in 2017, and there is a new partnership that has been established with Freedom Federal Credit Union with the Havre de Grace area elementary schools. Additionally, a new mathematics program, Envision Math, was implemented for the first time last school year. There are connections to financial management as students are introduced to the value of money and application problems involving finance.</p>
6-8	<p>The Maryland State Curriculum for Personal Financial Literacy Education is taught through the Grades 6, 7, and 8 Social Studies curriculum • Grade 6 Social Studies, “Contemporary World Geography” • Grade 7 Social Studies , “Ancient World History” • Grade 8 Social Studies , “United States History: Revolution to Reconstruction” and the Grades 6, 7, and 8 Family and Consumer Science curriculum: • Grade 6 Family and Consumer Sciences, “You, the Individual” • Grade 7 Family and Consumer Sciences, “You, and the Family” • Grade 8 Family and Consumer Sciences, “You, the Family and Society.” Standards and indicators have been infused through the existing curriculum learning experiences with an emphasis on vocabulary acquisition, hands-on experience, and inquiry learning. All middle school students have Social Studies instruction on a daily basis. Professional development is provided as a part of the regular curriculum evaluation processes established by the Board of Education, through on-going workshops offered in Harford County by the Office of Magnet and CTE Programs and the Office of Social Studies. Information is provided to teachers regarding workshops sponsored by organizations affiliated with Personal Finance and Financial Literacy education via regular email communication. Several middle schools through their intervention/enrichment periods are using resources provided through training and assistance by EverFi and middle school Social Studies teachers are informed of opportunities for professional development provided by the Maryland Council on Economic Education. EverFi shares participation data at an annual meeting held in July.</p>
9-12	<p>The Maryland State Curriculum for Personal Financial Literacy Education is taught through the Grade 9 Social Studies curriculum with additional opportunities of instruction available in Grades 10-12 through courses offered by Family and Consumer Sciences, Business Education, and Social Studies. All Grade 9 American Government teachers have received professional development from EverFi and MCEE in support of the instructional goals surrounding financial literacy education at our November 2016 Professional Learning Conference. Changes to the existing curriculum were completed in Summer 2017 in order to infuse new content standards and to prepare for assessment changes.</p> <p>Additional financial literacy instruction involving the state standards is in effect with the high school World History and United States History courses. There are elective courses that provide instruction in the standards and indicators associated with the Maryland State Curriculum for Personal Financial Literacy Education. The courses include: Business Education: • Financial and Technology Literacy (FTL) offered to 9th graders as a new course in 2017-18. • Financial Management Using Software Applications (Grades 10-12) • Career Research and Development Program of Study (Grades 11-12, 2 courses) Family and Consumer Sciences: • Independent and Family Living (Grades 11-12) • Consumer and Resource Management (Grades 9-12) Social Studies: • Economics (Grades 11-12) • Law in America (Grades 11-12). Professional development is provided as a part of the regular curriculum evaluation processes established by the Board of Education through on-going workshops offered in Harford County by the Office of</p>

	Magnet and CTE Programs and the Office of Social Studies as well as by information distribution to teachers regarding workshops sponsored by organizations affiliated with Personal Finance and Financial Literacy education.
Howard County: Contact Sharon Kramer at 410-313-6797 / Sharon.Kramer@hcpss.org	
3-5	The Personal Financial Literacy Standards for Grades 3-5 have been integrated into the elementary Social Studies and Language Arts Curriculum. Special lesson seeds have been created for Grades 3 and 4. All elementary students participate in Social Studies, so by the end of fifth grade, all elementary students will participate in the personal financial program as part of the Social Studies program. Professional learning opportunities for teachers to enhance their knowledge of financial literacy standards is provided by the Office of Elementary Social Studies as well as workshops sponsored by organizations affiliated with Personal Finance and Financial Literacy education.
6-8	The Personal Financial Literacy Standards for Grades 6-8 were integrated into the middle school Family and Consumer Science curriculum and into the curriculum for middle school mathematics 8 seminars. All middle school students participate in the personal financial program as part of the Family and Consumer Science program. In addition, some aspects of personal financial literacy are integrated into middle school mathematics courses, the middle school reading modules including saving, credit and the stock market and the Social Studies curriculum.
9-12	The Personal Financial Literacy Standards for Grades 9-12 were integrated into the American Government Social Studies Curriculum. All high school students participate in the personal financial program as part of the American Government class. In addition, some aspects of personal financial literacy are integrated into the mathematics, and Career Research and Development curriculum. Two high schools are selected each year for the Making Change/Junior Achievement Financial Literacy Simulation.
Kent County: Contact Mark Buckel at 410-778-7152 / mbuckel@kent.k12.md.us	
3-5	Elementary school students participate in the Junior Achievement Program and mini-units in personal financial literacy.
6-8	Middle school teachers identified key unit objectives and currently teach the program integrated into the social studies classes. Middle school students are also involved in Junior Achievement.
9-12	Financial Literacy Education is incorporated into the Government Course. High school staff also developed a full scope and sequence taught as a stand-alone course called Personal Finance that includes key objectives, lessons and assessments. This is an elective can choose to take. Current documents provide for the diversity of students' needs, abilities, and interest.
Montgomery County: Contact Maria Tarasuk at 301-279-3396 / maria_l_tarasuk@mcpsmd.org	
3-5	Students explore topics of financial literacy in Grade 3 and 5 as part of their social studies instruction. Lessons and resources appropriate to each grade level and aligned to the content standards are provided to teachers through the MCPS Instruction Center, an online curriculum tool. The lessons were developed in collaboration with the founder of Earn My Keep, a financial literacy program for students and parents.
6-8	All Grade 6 students participate in volunteer led Junior Achievement: Economics For Success lessons that address approximately half of the content standards for Personal Financial Literacy. The majority of volunteers are from local businesses and corporations. Schools either follow a traditional approach that spreads the lessons over several weeks or they use the JA In a Day model for focused investigation. In Grade 7, students continue their exploration of financial literacy by examining the remaining standards.

	<p>Social studies teachers are provided with lessons and resources to be used with all students. These lessons include resources from TCT, BizKids, MCEE, and other economic education organizations. Three middle schools are piloting a Grade 7 financial literacy program that includes implementation of Junior Achievement’s curriculum and an all-day experience at Finance Park in Fairfax County, aligned to the financial literacy standards currently taught in Grades 6 and 7. This pilot is in preparation for the development of a Finance Park in Montgomery County.</p>
9-12	<p>The content standards for Personal Financial Literacy are incorporated into the National, State, and Local Government course taken by Grade 10 students. Teachers are provided with lessons and resources to support their instruction of the financial literacy standards. Teachers from all high schools also use online modules provided by EverFi to meet many of the financial literacy standards. Grade 10 students taking Advanced Placement Government also engage in these lessons following completion of the AP examination.</p>
<p>Prince George’s County: Contact Pamela Smith at 301-669-6012 / Pamela2.Smith@pgcps.org</p>	
3-5	<p>In PGPCS, Financial Literacy is integrated into the Social Studies curriculum in Grade 3 within Unit 3: <i>Communities at Work</i>; in Grade 4 within Unit 7: <i>Living in Maryland</i>; and Grade 5 within Unit 2: <i>American People American Land</i>, Unit 6: <i>Colonial Life in America</i>, and Unit 7: <i>The Road to the American Revolution</i>. Individual lessons integrate personal financial literacy standards with the use of materials and books provided by the Maryland Council for Economic Education. Also, EverFi online curriculum is available for select elementary teachers and students.</p>
6-8	<p>In PGPCS, Financial Literacy standards are integrated into the Social Studies curriculum in Grades 6 through Grade 8. Financial Literacy standards are also incorporated in Mathematics lessons throughout Grade 8 for interdisciplinary integration of the standards. Teachers receive professional development and resources from the Maryland Council for Economic Education and Junior Achievement. All 8th grade students participate in the JA Finance Park in Prince George’s County.</p>
9-12	<p>Business Education: Financial Literacy standards are addressed within business education courses across many complete pathways. Standards are addressed in the National Academy of Finance Accounting and Finance, and Business Management programs of study. The literacy standards are also addressed in business elective courses such Entrepreneurship 1 & 2. Business Education classes allow students the opportunity to participate in the Stock Market Game and participate in the student operated Capital One bank and Education System Federal Credit Union.</p> <p>Social Studies: Integration of Financial Literacy occurs in the Local, State and National Government course in unit 7 Domestic and Foreign Policy. Culminating activities within this unit include students creating presentations such as conducting a model United Nations Simulation or conducting an Everfi financial literacy simulation.</p> <p>Family and Consumer Science: Students enrolled in the Financial Literacy for Teens course within the Family and Consumer Science department are taught from the Take Charge Today (TCT) financial education curriculum and have access to all the materials and resources provided by TCT. These teachers receive professional development and resources from Greater Washington Jump Start, EverFi, and Towson University.</p>

Queen Anne's County: Contact Adam Tolley at 410-758-2403 / adam.tolley@qacps.org

3-5	In QACPS, Financial Literacy is incorporated and taught through a variety of ways. Each school sends representatives of teachers to work together to create an aligned Financial Literacy curriculum that is incorporated into the math, Language Arts and Social Studies classes. Students take part in celebrating Personal Finance Month. We have schools participating in school stores, market day and other local or national competitions to demonstrate their skills in personal finance. We have partnerships with Junior Achievement to complete JA in a Day in our Title I schools. This is an event combined with local businesses interacting with the students and parents.
6-8	In QACPS, Financial Literacy is incorporated and taught through a variety of ways. Each school sends representatives of teachers to work together to create an aligned Financial Literacy curriculum that is incorporated into the math, Language Arts and Social Studies classes. Students take part in celebrating Personal Finance Month. We have schools participating in school stores, market day and other local or national competitions to demonstrate their skills in personal finance. Middle Schools are incorporating Financial Literacy while they are teaching MS Excel. Students work on budgets and track their personal spending, as well as work on want and needs assessments. Teachers are using the Take Charge Today TCT series. Middle School Technology teachers are trained and will implement the Junior Achievement series in 8th grade at all 4 middle schools.
9-12	In QACPS, Financial Literacy is taught in a stand-alone elective course entitled Personal Finance and is offered at both high schools. Teams of teachers work together to align the social studies curriculum and opportunities to incorporate personal finance into the daily lessons. Students are encouraged to take elective business courses in Business Management and Financial Management using software. Career and Technology Education students are encouraged to take Accounting I and the Personal Finance courses in order to plan for owning their own business. Both of these courses incorporate the financial literacy standards. Teachers of Personal Finance are trained to use the Junior Achievement Program.

St. Mary's County: Contact Lisa Bachner at 301-475-5511 / lebachner@smcps.org

3-5	Instructional seeds are provided and embedded into the curriculum documents for financial literacy. These instructional seeds offer opportunities for exploration and experience for students across all elementary grade bands, and align with the regulations. The instructional activities are distributed and posted for all elementary teachers. In addition, all classrooms implement Everyday Counts - Calendar Math, a program that embeds financial literacy concepts and skills through the math curriculum.
6-8	Instructional seeds are provided and embedded into the curriculum documents for financial literacy. These instructional seeds offer opportunities for exploration and experience for students across all middle school grade bands, and align with the regulations. The instructional activities are distributed and posted for all middle school teachers. English Language Arts and Social Studies teachers implement CORE practices and strategies using financial industry specific literature and information. In addition, students in each grade (6 th , 7 th and 8 th) participate in Career Cruising lessons and platform exploration which is a program that embeds financial literacy concepts and skills.
9-12	Financial Mathematics is included in the approved Program of Studies and is being offered at the high school level. In addition, instructional activities across grades 9-12 in select classes (e.g., Personal Living, Foundations of Technology, Practical Mathematics, Computer Applications in Financial and Data Management) are embedded and aligned with the Maryland Council on Economic Education Standards,

	<p>and include Take Charge Today (TCT) activities. Further, additional classes such as Government (required for all students), and all grade levels of English (9th-12th) embed units in financial literacy, which are aligned to these standards and the MCCRS for Social Studies and English respectively.</p> <p>The National Academy of Finance: School of Business Finance and Management (NAOF) is offered at Chopticon High School. The Academy offers unique courses in financial services to give students extraordinary knowledge and skills, as well as career exploration in numerous financial pathways. The curriculum includes dedicated classes founded upon the application of content, integrated technologies, and extracurricular programs. Admission to the program is through an application process based on students' past academic performance.</p>
<p>Somerset County: Contact Jill Holland at 410-621-6276 / jholland@sommerset.k12.md.us</p>	
3-5	At the Elementary School level, Personal Financial Literacy standards are integrated into social studies for all students in grades 3 through 5. Some of the standards will be integrated into current Social Studies units, while others will be taught as standalone lessons.
6-8	At the Middle School level, portions of the Personal Financial Literacy standards are integrated into all core content areas. In addition, a two-week unit is included in all social studies courses. With this in place, every middle school student receives instruction in all the age level appropriate standards of the Maryland State Curriculum for Personal Financial Literacy.
9-12	At the High School level, Personal Financial Literacy standards are integrated into all high school social studies courses. A Financial Literacy Scope and Sequence was created to assign specific Financial Literacy Standards to US History, Government, World History, and Contemporary Issues. Many are covered in other content areas as well.
<p>Talbot County: Contact Christine Davis 410-822-0330 / cdavis@tcps.k12.md.us</p>	
3-5	At the elementary level, students are exposed to all financial concepts outlined in the MSDE Financial Literacy document and the Talbot County Social Studies curriculum document. Through the use of classroom instructional activities and community-based opportunities, students are provided with the necessary tools for making good financial decisions. The partnership with Junior Achievement (JA) also allows students in grades 3 and 4 to participate in a variety of hands-on experiences. JA provides programs and volunteers to each of our schools, as students explore the world of finance and how it pertains to their family, their school, and their community. Through the use of trade books provided by the MCEE, students are able to see the connection between social studies, economics and literature.
6-8	At the middle school level, students continue their process of becoming financially literate. Through the use of the MSDE Financial Literacy document and county curriculum, students in grades 6-8 will engage in a variety of activities in the regular classroom. Teachers utilize materials and resources from MCEE and Financial Fitness. All social studies classes in grades 6-8 have the opportunity to play the Stock Market Game and to utilize lesson plans connected with that program. Junior Achievement provides programs and volunteers to each of our schools, as students explore the world of finance through the "Economics for Success" program in grade 8.
9-12	At the high school level, Talbot County offers a course entitled "Career and College Readiness Seminar" which can be taken by juniors and seniors. The curriculum incorporates key concepts stated in the MSDE Financial Literacy documents. Students explore personal economic awareness, including financial planning, budgeting, and credit. Talbot County has partnered with Junior Achievement who provides

	training and materials for teachers to incorporate “Finance Park” modules into this course. Additionally, a financial unit of study is incorporated in all Government classes, and those students also have the opportunity to participate in the Stock Market Game simulation.
Washington County: Contact: Yolanda Michelle Harman / harmayol@wcps.k12.md.us	
3-5	WCPS elementary teachers integrate the Financial Literacy Standards in grades 3-5 through a text-based approach during language arts, social studies, or math instruction. Teachers have access to resources which include the Financial Literacy Standards, literature connections for each standard, lesson plans, glossary, and additional resources, including websites and other materials of instruction. The texts that are included to support the teaching of each standard can be incorporated into a read aloud, to support guided reading, or as independent/group reading material.
6-8	The Supervisor of Career Technology Education and Content Specialists for Middle School Mathematics, Social Studies and English work together to use the Take Charge Today and the PWC Earn Your Future curriculum(s) as a foundation to develop lessons to be provided to middle school students. The lessons are embedded in the middle school curriculum from grade 6 through grade 8. It includes, but not be limited to, units involving career planning, consumer decisions, consumer protection, credit and decision making, using financial calculators, financial institutions, food decisions, housing decisions, types of insurance, financial planning, investing, understanding the paycheck and taxes, saving plans, spending plans, transportation decisions, values, needs and wants, goal setting, and case studies regarding financial issues. The lessons address all of the middle school standards for Personal Financial Literacy.
9-12	<p>High school students access the financial literacy curriculum in the following disciplines/courses:</p> <p>Social Studies: Local, State and National Government is a high school course required for graduation. Financial Literacy topics included in LSN Government are economic theory as applied to various economic systems, domestic policy/ fiscal regulations, study of the banking systems, and basic macroeconomics. Honors Economics, AP Macro- Economics and Micro- Economics are offered as electives at some high schools. The following standards are addressed, but are not limited to: 3.12.E; 4.12F&G; 5.12D&E.</p> <p>Health/Life Skills: This is a high school course for all tenth grade students with curriculum covering employability skills (careers, scholarships, loans, job application credit information, etc.) financial literacy (managing money, developing a budget, federal and state taxes, using credit cards, financing large purchases, etc.), and family life planning (medical insurance, life insurance, and family support.) All of the Maryland Financial Literacy Standards are loosely touched on during this high school course.</p> <p>Mathematics: Financial Literacy is an elective high school course. Students study consumer decision making, consumer protection skills, credit, types and functions of financial institutions, investment, saving, insurance, paychecks, and taxes, housing costs, and spending plans to accomplish personal financial goals. Standards addressed: (All) 1.12A-E; 2.12A-D; 3.12A-E; 4.12A-G; 5.12A-E; 6.12A-D.</p> <p>Business Education: Principles and Applications of Finance - Students learn the knowledge and practice they need to make informed financial decisions. Topics include, but are not limited to, revenue, expenses, credit, money management, and risk management. Principles and Applications of Finances, Financial Services, and Business Economics and Ethics - Academy of Finance pathway courses address all</p>

	<p>of the standards. 1.12A-E; 2.12A-D; 3.12A-E; 4.12A-G; 5.12A-E; 6.12A-D.</p> <p>Career Research and Development: As part of this seminar course in the CTE completer, students will be introduced to advanced concepts of financial literacy to help them manage their personal finances. Critical Thinking regarding financial issues will be emphasized and assessed through case reviews and projects. 1.12.B; 2.12A, C and D; 3.12.A, C, E; 4.12F, G; 5.12B, D and E; 6.112A, D.</p>
<p>Wicomico County: Contact Ruth Malone at 410-677-4560 / rmalone@wcboe.org</p>	
3-5	<p>Within grades 3-5, students receive financial literacy instruction within their social studies classes.</p>
6-8	<p>Within grades 6-8, students receive financial literacy instruction within their social studies and family and consumer science classes.</p>
9-12	<p>Within grades 9-12, students receive financial literacy instruction within their World History, United States History, Government, and Consumer Economics courses. All students are required to complete World History, United States History and Government for high school graduation.</p>
<p>Worcester County: Contact Joshua Fradel at 410-632-5043 / jlfradel@mail.worcester.k12.md.us</p>	
3-5	<p>In addition to areas of current content overlap, all 5th grade students participate in a unit of study based on Financial Fitness for Life published by the Council on Economic Education and correlated with the Maryland Financial Literacy Standards. Where standards are not sufficiently addressed by the Financial Literacy for Life curriculum, instruction is supplemented with materials provided by the Maryland Council on Economic Education and locally developed activities. Financial Literacy content is included in the county-wide 5th grade assessment program.</p>
6-8	<p>In addition to areas of current content overlap in social studies and consumer science classes, all 7th grade students participate in a unit of study based on Financial Fitness for Life published by the Council on Economic Education and correlated with the Maryland Financial Literacy Standards. Where standards are not sufficiently addressed by the Financial Literacy for Life curriculum, instruction is supplemented with materials provided by the Maryland Council on Economic Education and locally developed activities. Financial Literacy content is included in the county-wide 7th grade assessment program. EverFi online resources are infused into 6th and 8th Grade social studies programs of study.</p>
9-12	<p>In addition to areas of current content overlap in government, economics, and consumer science classes, all 9th grade students participate in a unit of study based on Financial Fitness for Life published by the Council on Economic Education and correlated with the Maryland Financial Literacy Standards. Where standards are not sufficiently addressed by the Financial Literacy for Life curriculum, instruction will be supplemented with materials provided by the Maryland Council on Economic Education and locally developed activities. Financial Literacy content is included in the county-wide 9th grade assessment program. Students have the option of taking a Personal and Consumer Finance elective.</p>

Financial Literacy Resources

<http://marylandpublicschools.org/programs/Pages/Financial-Literacy/index.aspx>



“Financial literacy is not an end in itself, but a step-by-step process. It begins in childhood and continues throughout a person’s life all the way to retirement. Instilling the financial literacy message in children is especially important, because they will carry it for the rest of their lives...”

George Carl,
Past Chair National CPA Financial Literacy Commission

“Maryland’s approach to teaching students to be financially responsible begins in grade three and continues through to graduation; but it doesn’t end there. Learning to be a financially capable adult is an evolving process that begins during childhood and continues throughout life. We expect students to develop the financial capabilities that will enable them to take full advantage of their education and earnings.”

Karen B. Salmon, Ph.D.
State Superintendent of Schools

“Young people represent the future, and financial education is essential to insure that all students have the necessary skills and knowledge to make sound financial decisions for their families. It is important for Maryland’s students to learn early on in their education how to make wise financial choices as these decisions will impact their entire lives.”

Lynne M. Gilli, Ed.D.
Assistant State Superintendent
Division of Career and College Readiness

