



**SHRIVER  
CENTER**

Sargent Shriver National Center on Poverty Law



**IABG | Illinois Asset Building Group**  
Building financially strong families and communities

## **LEGISLATION AND ADVOCACY SUBCOMMITTEE**

### **Meeting Minutes**

**Tuesday, October 26, 2010**

#### **1. INTRODUCTIONS**

Karen Harris 2:35pm

#### **2. GOALS FOR LEGISLATION AND ADVOCACY**

**A. CPS/ISBE Rules and Regulations:** Review existing CPS/ISBE rules and regulations regarding financial education requirements, teacher certification requirements and tracking information. Identify appropriate rule and regulation reforms.

- i. Karen, Shriver Center: Illinois has existing legislation requiring a financial education course for graduation, but does not provide specific curriculum resources or requirements.
- ii. Marica, ISBE: There is no purchased curriculum, but there is a wide variety of topics that need to be covered. The Illinois financial education statute and administrative regulations specify what topics must be included in the curriculum. These requirements are called "standards." The standards for social studies were first created in 1997 and have not yet been updated. There is a 124 page document that contains the Social Studies standards ISBE anticipates updating these standards within 18 months, however, this will be done at a more national level – i.e., in the past ISBE has worked as part of team with other states to develop these standards so that there is consistency across the states. ISBE is currently trying to identify funds to join this national consortia around new standards for social studies. It is unlikely that Illinois specific standards would be developed or adopted. However, since this national consortia only has around 5 states that are involved there may be an opportunity for the Shriver Center to have input in the development of the financial education portion of the social studies standards. You cannot make curriculum materials required because the school districts dictate the curriculum. One recent change, however, is that high school students can no longer take a proficiency exam to avoid the course, starting this school year students have to take the course since the proficiency exam will no longer exist.

- iii. Jack Kaplan: What kind of testing/ evaluation is currently required for high students in terms of financial education?
  - a. Financial education is not tested, the only subjects that are tested are those which must be tested under the No Child Left Behind statute.

There is only one state assessment which is the Prairie State Achievement test. It's an ACT exam which focuses on reading and math.

- b. The state also created a Science assessment
  - c. None of these are specifically created to financial literacy (glancing elements in product work keys of the Prairie State/ACT test.)
- iv. Jack Kaplan: Does the mandate require specific education to take place?
  - a. No, you only have to show you have taken the consumer education course on the transcript.
- v. Jack Kaplan: Will testing something give it priority?
  - a. The only things that are being tested are the NCLB requirements and there are no funds for additional testing. Fine arts, Social Studies and gym are not tested either.
- vi. Are there any requirements for Teacher certification in financial education?
  - a. There are teacher consumer education requirements. In order to teach high school a teacher must have taken a 3 credit hour course at a University.
  - b. This is a statutory requirement.
- vii. ISBE is beginning to develop a system for tracking Illinois students' courses from k-8<sup>th</sup> grade (e.g., what courses they take), however, all of the classes need to be "tagged" similarly first so that they can be identified. This will take time, however, when its completed we will be able to do longitudinal studies.

B. Research and Development of Advocacy Strategy: Other states that have recently changed their financial education mandates and are rated highly in the Jump Start survey or other financial education tests may help us understand what is out there and what is possible to change, what helped them get something past

C. Since the goal is to come up with a comprehensive plan that makes sense for Illinois we may want to contact other states to research their advocacy strategies for developing a financial education program and legislative initiatives.

- a. Advocacy Materials: Identify school districts and schools with high levels of poverty, foreclosures, predatory lending and other indications of the need for financial education.
  - ii. CPS pilot program revealed teachers want more resources to teach financial education. Additionally, CPS cannot implement the curriculum in all Chicago public high schools at this point.

- iii. Are there ways to approach local school boards as to why they should incorporate this into their curriculum?
  - iv. How would we divide geography in order to be able to approach this:
    - a. By Legislative districts, however, unless we are changing the mandate, not sure how much sway this would have over the schools;
    - b. By local school councils;
    - c. By the 26 regions;
  - v. ISBE approaches their outreach through regional offices of education (larger districts: Rockford, Champaign)/ LUDA- large unit district association, or High School associations.
    - a. Jack: Lets pick a strategic small number of contacts. I am concerned about our capacity.
    - b. Coleen Daley: The State Treasurer's office is interested in doing teacher training pilot programs around financial education across the state (i.e. Rockford).
    - c. Members of the subcommittee agreed that we should continue to talk about this strategy of going into different school districts across the state (especially w/ curriculum and teacher training subcommittee) and maybe come back to this after we talk with other states and what they've done.
- d. Legislative Reform: Evaluate political feasibility of reforming the Illinois high school financial education mandate. Identify legislative sponsors and build a coalition of key stakeholders supportive of reform. Draft legislative language and talking points.
- Should we make the mandate longer? How should we change this? What is the feasibility of this? Who might be legislative sponsors? Who should we work with? What is the long term solution?

**D. NEXT MEETING DATE AND AGENDA**

- i. We should reach out to states for the next meeting.
- ii. Reach out to other subcommittees, particularly the Curriculum and Teacher subcommittees.
- iii. Sign the HHS support letter.
- iv. Next meeting is Monday, November 15<sup>th</sup> 3pm.