Bill as Introduced

HCR 29 – AS INTRODUCED

2000 SESSION

00-2521
04/09

HOUSE CONCURRENT RESOLUTION ***29***

A RESOLUTION promoting the development and implementation of a financial literacy curriculum for primary school pupils in New Hampshire.

SPONSORS: Rep. Kenney, Carr 6

COMMITTEE: Education

ANALYSIS

This house concurrent resolution promotes the development and implementation of a financial literacy curriculum for primary school pupils in New Hampshire.

HCR 29 – AS INTRODUCED

00-2521
04/09

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand

A RESOLUTION promoting the development and implementation of a financial literacy curriculum for primary school pupils in New Hampshire.

Whereas the development of a financial literacy curriculum would enhance the educational experience of all primary school pupils by introducing them to the terminology and concepts of the global marketplace; now, therefore, be it

Resolved by the House of Representatives, the Senate concurring:

That a financial literacy curriculum be developed and implemented in the primary schools of this state.

Amendments

Rep. Kenney, Carr. 6
January 11, 2000
2000-3048h
04/09

Amendment to HCR 29

Amend the title of the resolution by replacing it with the following:

A RESOLUTION promoting the development and implementation of a financial literacy curriculum for public school pupils in grades K through 12 in New Hampshire.

Amend the resolution by replacing all after the title with the following:

Whereas, in 1998, a record 1.4 million individuals filed for bankruptcy nationwide. In New Hampshire, one out of every 88 households filed for bankruptcy. Almost 10 percent of nationwide bankruptcies were young adults 25 years of age and younger.

Whereas, the growing number of bankruptcy cases has negative repercussions not only on the individuals involved but on the business community and on the state's long-term financial well-being as a record level of personal debt precipitates a cooling of the state's economy; and

Whereas, a significant factor in these dramatic increases is the growing number of young adults who incur large amounts of personal debt upon completion of their high school careers, when many of them are undertaking credit card debt, student loans, automobile and housing financing, and a myriad of personal expenses without the benefit of sound financial planning and budgeting; and

Whereas, the lack of awareness and experience among young adults regarding the importance of long-term financial planning creates an environment where future citizens are reactive rather than proactive in their financial decision-making, increasing the likelihood that they will become financially dependent and default on their financial obligations; and

Whereas, most high school students are leaving school without sufficient practical knowledge of, or instruction in, such basics as personal budgeting, opening and maintaining savings and checking accounts, obtaining financial aid for postsecondary education, housing and transportation costs, and the importance of planning for future family and retirement obligations, because there is no comprehensive kindergarten through 12th grade educational program to address these issues in our public schools; and

Whereas, numerous consumer and commercial entities have expressed support for the creation of a more systematic approach to this problem, an approach that would involve a uniform, comprehensive, personal finance educational program for all pupils in New Hampshire; however, opportunities for these entities to come together to coordinate and use their resources to resolve this

issue have been limited; now, therefore, be it

Resolved by the House of Representatives, the Senate concurring:

That the 156th Legislature of the state of New Hampshire hereby urges the commissioner of the department of education to conduct a coordinated study on the need for the best methodology to develop and implement a comprehensive statewide course on personal finance as part of the enrichment curriculum; and

That the commissioner of the department of education is urged to convene a resource committee to provide technical expertise and advice in developing the study's findings and recommendations; and

That the commissioner of the department of education is urged to invite any such persons or organizations as deemed necessary to participate in the resource committee, including, but not limited to:

Consumer Credit Counseling Services
New England Financial Services
New Hampshire Property Owners Association
New Hampshire Bankers Association
New Hampshire School Board Association
Associated Credit Bureaus, Incorporated
Fleet Bank
National Educational Association of New Hampshire
Business and Industry Association; and

That the commissioner of the department of education should submit a full report of the study's findings and recommendations to the house education committee and senate education committee no later than September 1, 2001; and

That the secretary of state forward an official copy of this resolution to the commissioner of the department of education.

2000-3048h

AMENDED ANALYSIS

This house concurrent resolution promotes the development and implementation of a financial literacy curriculum for public school pupils in grades K through 12 in New Hampshire.

Speakers

SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HCR29 Date 1-12-00

Committee Education

**** Please Print All Information ****

Name	Address	Phone	Representing	Pro	Con
Dr. Joanne Baker	101 Pleasant Concord	271-3870	NHDOE		X

Hearing Minutes

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON HCR 29

BILL TITLE: promoting the development and implementation of a financial literacy curriculum for primary school pupils in New Hampshire

DATE: January 12, 2000

LOB ROOM: 207 **Time Public Hearing Called to Order:** 10:05 a.m.

Time Adjourned: 11:05 a.m.

(please circle if present)

Committee Members: Reps. O'Hearn, Durham, Searles, Dearborn, Henderson, Larrabee, Weber, Hoadley, Flint, McKinley, P. David, Alger, Cox, Ward, Sullivan, Guest, Riley, Yeaton, Snyder, C. Jean, A. Pelletier, Estabrook and J. White.

Bill Sponsors: Rep. Kenney

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

REP. JOE KENNEY (Sponsor): I support this bill to encourage personal financial literacy. I have an amendment that was filed late. Many pupils have no knowledge of financial management for their own lives. 1.4 million people filed for bankruptcy. Even teachers have no credits in personal financial literacy. I'd like to see this subject addressed in K1-12.

REP. IRIS ESTABROOK: I thought there was a state requirement for economics.

REP. KENNEY: My info came from the Cooperative Education Extension.

REP. ROBERT MCKINLEY: Did you check DOE for any activity in this area?

REP. KENNEY: Not at this time. The resolution is asking DOE to look into this issue.

REP. CLAUDETTE JEAN: Do you have any comment on the scope of your proposal which appears to be K1-12?

REP. KENNEY: It is asking to create a basic knowledge of what is a checkbook, etc. In high school, it would be more advanced and technical on personal finances options.

REP. WARREN HENDERSON: The makeup of the committee is showing bankers?

REP. JOHN ALGER: The 7th and 8th grade courses exist. Can that be utilized as a base?

REP. KENNEY: I would like to expand it.

REP. HOADLEY: The New Hampshire Frameworks for Education contain standards for economic studies.

REP. KENNEY: I don't think the programs available are focused on the personal financial abilities of pupils. I think we can do a better job.

REP. WILLIAM RILEY: My father instructed me as a child, what change was and a checkbook was. Wouldn't it be a good idea to expose pupils to real life situations?

REP. KENNEY: I agree. That's a good place to start.

DR. JOANNE BAKER (DOE – Dir. Of Division of Instruction): We are opposed to this bill because it is not necessary, because the curriculum frameworks at grade six and grade ten and because they are presently tested on their skills. The textbooks and curriculum are and should be local.

REP. MCKINLEY: Students come out of school not being able to make change. Are we doing a satisfactory job?

DR. BAKER: There is a great variety across the state of ideas on the issue.

REP. ALGER: I agree with the home rule issue, however, there's the accountability issue of local administration to get up to speed.

REP. RILEY: Does this Department of Education have any promotional material to encourage parents and school boards to support individual financial knowledge?

DR. BAKER: Not at this time.

REP. P. JUDITH SULLIVAN: Can we have a copy of some of the test questions?

DR. BAKER: Common questions are available and I will get them for you.

REP. HOADLEY: How does the DOE feel about the promotional aspects of the program?

REP. RUSSELL COX: I think this is an opportunity for a supported relationship between banks, the public, DOE and pupils to aid in the financial instructions to the pupils

REP. ALGER: The bill is asking for the education establishment to coordinate this type of program?

DR. BAKER: I really cannot answer this question. I think the Education Department would have to evaluate its manpower availability before addressing this project.

*MR. HOWARD L. WILSON (Representing the Libertarian Party): I support this bill. This document is interesting and amusing. Years ago, it was not available to pupils. Today, the question is should the government bureaucracy be involved or the family in financial literacy? I feel that without real life experiences as a part of the curriculum, that the present curriculum does not provide realistic experiences for pupils. Therefore, the knowledge of pupils is left deserving.

Respectfully Submitted,

Bruce Dearborn

Rep. Bruce Dearborn, Clerk

Testimony

K-12 SOCIAL STUDIES CURRICULUM FRAMEWORK

In accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program, the purpose of this framework is to serve: (1) as the basis for the development of assessment instruments to be administered, statewide, at the end-of-grades six and ten; and (2) as a guide for making local decisions about curriculum development and delivery.

New Hampshire Department of Education
Concord: August 1995

ECONOMICS

Purpose. Economics is the study of the allocation and utilization of limited resources to meet society's needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of economic concepts; the economic system of the United States; other economic systems; the interactions between and among different types of economies; and patterns of world trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, and investors, and as citizens.

Curriculum Standard 5. Students will demonstrate the ability to analyze the potential costs and benefits of economic choices in market economies including wants and needs; scarcity; tradeoffs; and the role of supply and demand, incentives, and prices.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Distinguish between economic needs and wants.
- Give examples that show how scarcity and choice govern economic decisions.
- Explain, by using examples, that since few economic choices are all-or-nothing propositions they usually involve trade-offs.
- Explain that individuals and households undertake a variety of activities, including producing, consuming, saving, and investing, in order to satisfy their economic needs and wants.
- Explain that making effective economic choices requires a comparison of the cost of a given resource with the benefits gained by its acquisition.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Describe how economic choices made by producers and consumers are based on supply, demand, and access to markets.
- Explain how market systems influence the production and distribution of goods and services.
- Discuss, using historical and contemporary examples, how individuals, governments, and societies experience and respond to scarcity.
- Explain how incentives, worth, usefulness, traditions, and habits influence economic decisions made by individuals, households, businesses, and government.

- Analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.

Curriculum Standard 6. Students will demonstrate the ability to examine the interaction of individuals, households, communities, businesses, and governments in market economies including competition; specialization; productivity; traditional forms of enterprise; and the role of money and financial institutions.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Explain, by using examples, that productivity is measured in terms of output (goods and services) produced per unit of input (productive resources) over some period of time.
- Explain, by using examples, the difference between private and public goods and services.
- Describe how economic systems depend upon workers with specialized jobs.
- Demonstrate the use of barter and money in everyday settings.
- Explain how barter and money are used in market economies to facilitate the exchange of resources, goods, and services.
- Identify and discuss the roles played by banks, stock and commodity markets, and other financial institutions in market economies.
- Describe how supply, demand, and competition affect prices in market economies.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Describe and analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in market economies.
- Explain, by using examples, how goods and services are produced and distributed in market economies.
- Discuss the ways that specialization contributes to and influences the production and exchange of goods and services.
- Analyze how technological development, entrepreneurship, and investments in productive resources, including natural resources, capital, and human resources (*labor*), affect productivity.
- Describe the differences among various forms of exchange, including barter and purchase, and various forms of money including currency, checks, and credit.

- Describe and analyze how governments create money; how governmental taxation, spending, regulation, and intervention affect the functioning of market economies; and how governments deal with market failures.
- Discuss how individuals, as consumers, buy goods and services from firms and, as workers, sell productive resources or lend their savings to other individuals or firms (*circular flow*).
- Compare the advantages and disadvantages of proprietorships, partnerships, and corporations including the raising of capital; levels of liability; tax advantages; profit levels; and risk spreading.
- Explain how the economy functions as a whole including the causes and effects of inflation, unemployment, business cycles, fluctuations in interest rates and market prices, and monetary and fiscal policies.

Curriculum Standard 7. Students will demonstrate an understanding of different types of economic systems, their advantages and disadvantages, and how the economic systems used in particular countries may change over time.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Explain, by giving examples, the economic role played by various institutions including households, workers, banks, labor unions, government agencies, small and large businesses, and corporations.
- Explain, by using examples, that the strategies employed to satisfy needs and wants vary in different economic systems.
- Identify and compare basic economic systems--traditional, command, and market--according to who determines what goods and services are produced, distributed, exchanged, and consumed.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Explain that the scarcity of productive resources--human, capital, technological, and natural--requires the development of economic systems to make decisions about the production and distribution of goods and services.
- Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, savings, investments, and capital.

- Discuss how wages and prices are determined in traditional, command, and market economies.
- Discuss how, in different economic systems, the means of production, distribution, and exchange are related to culture, resources, and technologies.
- Describe and discuss the role of government, banks, labor and labor unions, in different economic systems.
- Illustrate, by using examples, that today virtually all countries, including the United States, use a *mixed-market* system having some features of traditional, command, and market economies, and that the *mix* varies from one country to another.
- Analyze and discuss, using historical and contemporary examples, the national and international consequences and opportunities resulting from the transition of a non-market to a market economy.

Curriculum Standard 8. Students will demonstrate an understanding of the patterns and results of international trade including distribution of economic resources; imports and exports; specialization; interdependence; exchange of money; and trade policies.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Explain how international trade links countries around the world and how such trade influences the economic welfare of nations.
- Identify the major goods and services produced in New Hampshire and the United States including those goods and services that are exported to other nations.
- Identify those goods and services that New Hampshire and the United States import from other nations.
- Discuss how the exchange of goods and services around the world has created economic interdependence between and among people in different places.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Compare how traditions and habits influence economic decisions, including trade policies, in different societies.
- Discuss, using contemporary examples, how the uneven quantity and quality of productive resources available to nations around the world promotes specialization, creates international trade, and increases total world output.

- Explain that extensive international trade requires an organized system for exchanging money between nations.
- Analyze how governmental policies influence the level of free or restricted trade in the world marketplace.
- Analyze how the distribution of the world's natural resources, political stability, national efforts to encourage or discourage trade, and the flow of investments affect the pattern of international trade.

Curriculum Standard 9. Students will demonstrate the ability and willingness to apply economic concepts in the examination and resolution of problems and issues in educational, occupational, civic, and everyday settings

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Discuss how to use economic knowledge effectively in educational and everyday settings.
- Describe, using a specific example such as a school-based yard sale, the application of economic concepts, including scarcity, supply and demand, prices, incentives, and profit, in deciding what items to sell; how much to ask for each item; how to advertise and conduct the sale; and how to evaluate its success.
- Explain the relationships among spending, saving, investing, borrowing, and budgeting.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Apply knowledge of economic concepts in evaluating historical issues, policies, and events.
- Employ economic concepts to develop a response to a current economic issue.
- Analyze, using case studies, the impact of sound economic decision making on the long-term financial success of individuals, enterprises, institutions, and government.
- Apply economic knowledge and concepts in identifying and analyzing the requirements for effective participation in the workplace, the marketplace, and civic life.
- Discuss, using examples, how economic decisions may impact the environment and how environmental decisions may impact the economy.
- Prepare a business plan for a new local enterprise and identify productive resources needed for success (for example, entrepreneurial leadership).
- Create a personal financial plan that identifies goals, contains a step-by-step process for reaching those goals, and predicts the future consequences of money-management decisions.

Voting Sheets

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HCR 29

BILL TITLE: **promoting the development and implementation of a financial literacy curriculum for primary school pupils in New Hampshire**

DATE: January 19, 2000

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep. Elizabeth K. Hoadley

Seconded by Rep. Clair Snyder

Vote: 14-1 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE: Yes

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. Bruce L. Dearborn, Clerk

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HCR 29

BILL TITLE: **promoting the development and implementation of a financial literacy curriculum for primary school pupils in New Hampshire**

DATE: 1-19-2000

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Amendments:

Sponsor: Rep. OLS Document #:

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Sponsor: Rep. OLS Document #:

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep. Woodley

Seconded by Rep. Snyder

Vote: 14-1 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE:

(Vote to place on Consent Calendar must be unanimous.) Alger Dearborn

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. Bruce L. Dearborn, Clerk Bruce L. Dearborn

OFFICE OF THE HOUSE CLERK 2000 SESSION

EDUCATION

Bill #: NCR-29 Title: _____

PH Date: ___/___/___ Exec Session Date: 2/19/2000

Motion: ITL - Hoadley Amendment #: _____

MEMBER	YEAS	NAYS
O'Hearn, Jane E, Chairman	✓	
Durham, Susan B, V Chairman	✓	
Searles, Stanley N		
Dearborn, Bruce L, Clerk	✓	
Henderson, Warren C	✓	
Larrabee, David E	✓	
Weber, Phil A		
Hoadley, Elizabeth K	✓	
Flint, Gordon B		
McKinley, Robert E		
Davis, Perley E	✓	
Alger, John R M		✓
Cox, Russell N	✓	
Ward, Brien L	✓	
Sullivan, P Judith		
Guest, Robert H		
Riley, William A		
Yeaton, Charles B	✓	
Snyder, Clair A	✓	
Jean, Claudette R	✓	
Pelletier, Arthur J		
Estabrook, Iris W	✓	
White, John M	✓	
	14	-1

TOTAL VOTE:
Printed: 12/30/1999

Committee Report

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **HCR 29**

TITLE: promoting the development and implementation of a financial literacy curriculum for primary school pupils in New Hampshire

DATE: January 19, 2000 CONSENT CALENDAR YES ☒ NO ☐

☐ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☒ INEXPEDIENT TO LEGISLATE

☐ RE-REFER

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

The committee agrees with the intent of the bill. Financial literacy, however, is already embedded in New Hampshire's public school curriculum, through the economics portion of the social studies standards at the elementary levels and through the graduation requirement of economics at the secondary level. The selection of instructional materials lies with teachers, administrators and local school policy. Rather than try to legislate a specific curriculum, the committee would urge individuals and organizations to provide both materials and technical support to teachers who are committed to teaching these skills.

Vote 14-1.

Rep. Elizabeth K. Hoadley
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

CONSENT CALENDAR

Education

HCR 29, promoting the development and implementation of a financial literacy curriculum for primary school pupils in New Hampshire INEXPEDIENT TO LEGISLATE

Rep. Elizabeth K. Hoadley for **Education:** The committee agrees with the intent of the bill. Financial literacy, however, is already embedded in New Hampshire's public school curriculum, through the economics portion of the social studies standards at the elementary levels and through the graduation requirement of economics at the secondary level. The selection of instructional materials lies with teachers, administrators and local school policy. Rather than try to legislate a specific curriculum, the committee would urge individuals and organizations to provide both materials and technical support to teachers who are committed to teaching these skills. Vote 14-1.

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **HCR 29**

TITLE: promoting the development and implementation of a financial literacy curriculum for primary school pupils in New Hampshire

DATE: 1-19-00 CONSENT CALENDAR YES ☑ NO ☐

Rep. Alger, move consent
Rep. Durham, second

☐ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☑ INEXPEDIENT TO LEGISLATE

☐ RE-REFER

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

Vote 14-1 ITL

Rep. Elizabeth K. Hoadley
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

The committee agrees with the intent of the bill. Financial literacy, however, is already embedded in New Hampshire's public school curriculum, through the economics portion of the social studies standards at the elementary levels and through the graduation requirement of economics at the secondary level. The selection of instructional materials lies with teachers, administrators and local school policy. Rather than try to legislate a specific curriculum, the committee would urge individuals and organizations to provide both materials and technical support to teachers who are committed to teaching these skills