



2016

Governor's Financial Literacy Innovation (FLI) Award Recipients

Organization: *Cooperative Educational Service Agency #4*

Program Title: Increasing Rigor in Financial Literacy through Cross-District Collaboration

Grant Category: Innovation

Amount: \$26,323

Program Description: This project will bring together 7 school districts (8 high schools) in Western Wisconsin as a collaborative learning community focused on helping students develop a sense of personal financial literacy. It will consist of 3 phases:

Phase 1 - Assessment of Needs by District: Teachers of Financial Literacy will come together in early August for one day to share their existing curriculum and the resources used to support it. They will participate in a process, facilitated by the CESA #4 CTE Director to identify the strengths and areas of need in their respective curricula and identify ways to enhance instruction for student learning. As part of this process, each district will complete a pre-and post-implementation evaluation to determine improvement in both the instruction and student learning. An implementation rubric will be developed based on the WI Academic Standards for Personal Financial Literacy and the Rigorous Curriculum and Quality Instruction section of the DPI Programs of Study Implementation Component Guide. A key area of the implementation rubric will be focused on instruction to help students be better prepared financially to identify, plan for, and achieve post-secondary educational and entry-level career goals with minimal debt.

Students will all complete a pre-and post-evaluation survey to measure growth in learning. Teachers will use the implementation rubric information to identify new resources to support the curriculum revision. The CTE Director will order sample materials for preview, based on teachers' identification.

Phase 2 - Developing or revising curricula: The Financial Literacy teachers will meet again in September for one day to review the material ordered for preview and determine if and how the resources will meet their needs. Junior Achievement of WI/Coulee Region and several financial institutions that provide curriculum and resources for this purpose will be invited to share what they offer. These invited partners will be asked to specifically address Wisconsin's Personal Financial Literacy Standards to include resources that place an emphasis on managing Student Loan Debt. Teachers will identify the resources they would like to order for purchase and integration into their curricula.

CESA #4 hosts 4 evening "CTE Network Nights", and these evenings will provide time for teachers to come together for 1-2 hours in October, November, January and April to share the

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improvements they are making in their Financial Literacy courses and collaborate with each other on challenges, successes, implementation strategies, and lessons learned.

Phase 3 - Evaluation: The teachers will meet in June to evaluate the improvements made in their district's Financial Literacy courses, using the implementation rubric to determine the increased effectiveness of the new curriculum and resources. As part of their evaluation process, teachers will consider the results of the Student Personal Financial Literacy pre/post assessments they administered to all classes to determine student growth and understanding of the concepts.

Sustainability of the project: CESA #4 has held Network Nights for the past 15 years and will continue to provide this opportunity for teachers to come together to review and evaluate their Personal Financial Literacy coursework. The June curriculum revision days were started 3 years ago with the release of the new WI CTE Standards and will continue to be offered for the foreseeable future, due to popular demand. This will provide time for teachers to come together and collaborate on curriculum revisions as needed multiple times throughout each year. The Evaluation Tools (Implementation Rubric and Student Self-Assessment) will have been refined by the end of this project and will be available for districts to use in coming years. District educators will have developed relationships with key people in local financial institutions to have access to information and resources for instructional use.

Organization: *Green Bay Area Public Schools*

Program Title: Student Choices and Impact on Personal Finances

Grant Category: Innovation

Amount: \$19,854

Program Description: Our Personal Financial Literacy course is a semester course that is required for graduation. The course is taken primarily by Juniors and Seniors. Each year we evaluate how our students are doing to make continuous improvements to the course, moving us closer to our overall goal that all students graduate with basic financial literacy knowledge as part of preparing them to be college and career ready. As we begin to implement Academic and Career Planning we have identified a significant gap in our current curriculum, which is linking financial literacy and academic and career planning together to create relevancy for students. Our course teaches about credit, loans, and finances but we lack a direct connection to a student's personal plan for post-secondary and career preparation to show connections. The Personal Financial Literacy grant will provide us with funding to offer professional development for our staff leading to improved activities and lessons with a relevancy connection. We will partner with our local colleges, universities, and businesses to provide professional development for our teachers on post-secondary planning and loans. Additionally, our Personal Financial Literacy instructors will work collaboratively with our student services staff to deepen their understanding of the resources available to students for planning for post-secondary and career and the impact on students' lifelong finances. Collaboratively, they will then work on developing activities to be included in the Personal Financial Literacy Curriculum that will make purposeful relevant connections to students' academic and career plan that incorporates concepts of relating income and education, managing money, credit and debt management, and being a critical consumer.

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In making these purposeful connections our goal is to help students evaluate their college and career plan through the lens of personal financial literacy concepts. The choices individuals make related to student debt is one of the most important decisions one makes that will have an impact on your life long financial goals. We hope that this will be the first step in making students' academic and career plans an integrated part of our academics.

Organization: *LaCrosse 7 Rivers High School*

Program Title: Paying My Way to College

Grant Category: Innovation

Amount: \$10,000

Program Description: Students will be enrolled in Personal Finance (.5 credits) and College and Career Readiness (.5 credit) would primary gain experience in an entrepreneurial loan process and taking baby steps toward a post-secondary choice. Students would not only learn about loans and the loan process, but they would actually take out a loan with a local financial institute and be responsible for stepping through the entire process with the purpose of intentionally trying to earn money. Students would utilize community connections with Altra Federal Credit Union, Consumer Credit Services, LIFE leadership volunteers, and Dave Ramsey's Financial Peace for Students to learn about financing in a very personalized way.

In a parallel structuring of course layout, students would go through guided steps for a post-secondary choice, beginning with Simon Sinek's famed "Golden Why." Building from this solid foundation, students will have a reason to work toward being entrepreneurial and accountable for actual finances obtained through an actual institution (Altra) all the while being 100% guaranteed, unbeknownst to them, by the safety net of a district held account (the source of this grant) that is able to gain interest as a self-sustaining means to continue giving this educational experience to every student who is part of 7 Rivers.

In this proposed program, students will become firsthand aware of what actual loans, repayment, interest, debt, personal finance, investing, and collaborating mean in a real-life-project way. It is our aim that this mini-experience would help students be set up for better success when dealing with much larger sums of money later in life and afford an opportunity to strengthen a student's resolve as to "why" they choose their career path. The aim would be to create a legacy and culture where students come back to re-speak and hopefully re-invest in this process with future students well after they graduate.

Organization: *Madison Metropolitan School District*

Program Title: Embedding Financial Literacy Across 6th Grade

Grant Category: Innovation

Amount: \$30,000

Program Description: It is proposed to use these grant dollars to explore current practice and develop integrated, project based lessons that can be embedded into other classroom

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learning aligned to the Model Academic Standards for Personal Financial Literacy (PFL), Common Core State Standards and the Standards for Mathematical Practice. At the foundation of this work will be MMSDs newly developed Financial Literacy Guide that outlines the PFL standards along with online and literacy resources, as well as community resources and connections that support the implementation of each of the seven standards of financial literacy.

Through this process, MMSD's PFL cross-functional team would work with community resources such as Junior Achievement, Asset Builders, Summit Credit Union (through the credit unions already housed at Lafollette and Memorial), etc. to solidify their multiple roles at various grade levels in developing financially literate MMSD graduates.

Seven modules will be developed that align to the financial literacy components outlined in the standards. These modules would have three sections: 1) personal/professional development to create understanding and comfortability of teachers; 2) review of standards, resources, and best practices of embedding financial literacy; and 3) lesson development on the part of teachers that are integrated, as well as project based that can be embedded within current courses and lessons. These lessons would become part of an archive that can be shared across schools and teachers.

Developing investment clubs at each participating middle school will add practical experiences for students to test out their new skills. Dollars from this grant may also be leveraged to pay pilot advisor expenses for an initial year. Community resources and volunteers would be leveraged heavily in this request.

Organization: *Milton School District*

Program Title: Milton High School Financial Literacy Graduation Requirement

Grant Category: Graduation Requirement

Amount: \$10,000

Program Description: The objective is to adopt a Personal Financial Literacy Course as a requirement for graduation based upon Wisconsin's Model Academic Standards for Personal Financial Literacy.

Organization: *New Berlin School District*

Program Title: Continuous Improvement on Financial Literacy as a Required Component of College & Career Readiness

Grant Category: Innovation

Amount: \$10,000

Program Description: In preparation of the 2013-14 school year, the School District of New Berlin (SDNB) reevaluated the vision of its graduate based on: the work of the WI Legislative Committee for Improving Educational Opportunities in High School

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- the Pathways to Prosperity report
- a broader definition of College and Career Readiness based on work by the ConnectEd Center for College and Career, CA
- the WI Governor's Council on Academic and Career Planning

The vision of a SDNB includes the ability to "effectively navigate the world of higher education and work". The SDNB includes financial literacy as a key component for delivering on that objective. During the 2012-2013 school year the Wisconsin Model Academic Standards (WMAS) for Personal Financial Literacy (PFL) were met in the SDNB by an elective Personal Finance class delivered to students online via the Wisconsin Virtual School. However, student engagement in online coursework, and ultimately student success, was inconsistent as evidenced by qualitative student reports and grades. In 2013 the Board of Education approved an onsite elective Personal Finance course at both New Berlin West and New Berlin Eisenhower. In the 2014-2015 school year, SDNB created a financial literacy scope and sequence through a Financial Literacy Initiative with business partner support from Layton State Bank and Junior Achievement. Additionally, through our math and social studies K-6 curriculum alignments we were able to bring personal finance literacy skills across elementary grade levels in multiple disciplines as suggested by the Wisconsin Model Academic Standards. Student financial literacy has been cited as a top need in focus groups the school district has conducted with parents, local businesses and post-secondary educational institutions. Business and higher education leaders consistently share a need for students to have an understanding of Financial Literacy as it relates to:

- Supply/demand (national) for jobs/career clusters
- Local job market
- Local economy
- General financial literacy (personal to the student included but not limited to decreasing student debt post-secondary)

To meet this need, SDNB has made a committed effort to grow this area of education for all students. Over a three-year period, we developed a financial literacy program at three grade levels:

- 5th Grade: Junior Achievement (JA) A BizTown®
- 7th Grade: Financial Literacy Standards in Careers & Communication (C2) Course
- 9th Grade: Layton State Bank Financial Scholars Program Powered by EverFi
- 12th Grade: Select lessons from Junior Achievement (JA) Personal Finance

Key Needs: We are committed to engaging ALL of our students through a continuum of financial literacy instruction beyond one personal finance course option. While we have made great strides since 2012, and have earned the 2016 Governor's Financial Literacy Award this year (2016), we feel there are still areas in need of improvement. We will use the grant funds to include additional financial literacy lessons, based off parent feedback, in our 7th grade Careers and Communications course. Additionally, we will evaluate if EverFi is the best resource for meeting our 9th grade Financial Literacy standards now that we have Career Cruising financial literacy package through the State of Wisconsin, and will update our 12th grade lessons to include more credit card and student-debt instruction. For, We also realize all of our C2, 9th grade, and 12th grade Advisory Teachers who deliver this instruction need additional professional development from our Business Teachers and Business Community partners to better understand the importance of financial literacy instruction and best practices of Personal Finance instruction. This currently has not happened to date and is a gap.

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Organization: *Phillips School District*
Program Title: Implementation of a Personal Financial Literacy Course - Phillips High
Grant Category: Innovation
Amount: \$5,841

Program Description: The school District of Phillips in Phillips, Wisconsin, has a student enrollment of 742 with a high school count of 233. Currently, the only formal personal finance offering for students is an 11 day on-line unit in a ½ credit Senior Leadership course taught by a Social Studies teacher. Based on observations by community businesses, staff and a student survey, there exists a need for a more in-depth course on personal finance. The Phillips High School is proposing the creation of a ½ credit personal finance class to be taught by the District's only Business Education teacher starting in the 2016-17 school year. A long range plan includes expansion of this course to multiple sections over the course of a year and making it a ½ credit graduation requirement. Further, the District plans to have the Business Education teacher work with a newly hired 5th grade teacher from the elementary school, the Senior Leadership teacher, and a social studies teacher from the middle school to coordinate plans to teach financial literacy District wide. Funding for this initiative would be used to send the Business Education teacher for training in the summer of 2016 on teaching financial literacy followed by the development of a curriculum on financial literacy that will set guidelines for the course. With the partnership of local businesses, agencies and staff, the intent is to create a hands-on course for students with real life application that emphasizes debt and life style considerations while preparing for a career. Ongoing assessments evaluating skill development and attitude change will measure student outcomes.

Organization: *Rib Lake School District*
Program Title: Innovating & Inspiring Positive Personal Financial Choices
Grant Category: Innovation
Amount: \$10,000

Program Description: The Rib Lake School District is located in rural north-central Wisconsin. The District consists of an elementary, middle and high school located in the Village of Rib Lake with a combined enrollment of approximately 490 students. The poverty rate as determined by free and reduced lunch rates is over 50% for each of the schools. The District recognizes the importance of financial literacy for the lifelong success of our graduates, and adopted a Personal Financial Literacy graduation requirement which will take effect with the graduating class of 2017.

As this graduation requirement is in its infancy, this project will focus on the following:

- a) Planning and developing innovative curriculum, which will include cross-curricular collaborations at the schoolwide level;
- b) Integration of engaging technologies to promote personal financial literacy (PFL) and college and career readiness (CCR) in a one-to-one technology setting;
- c) Researching best practices and curricular resources including (but not limited to) realistic simulations to ensure high levels of student engagement;

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d) Developing an emphasis on college planning to include 1. Choosing a college and determining how to best pay for it, 2. Fast-track to reducing student loan debt after college, and 3. Developing parent/student college planning/financing presentations with guest speakers for students as young as 8th grade;

e) Due to our isolated, rural nature, planning and implementing the following: 1. college and career field trips, 2. three financial events per year for parents, and 3. inviting guest speakers into the classrooms

Organization: *River Valley School District*
Program Title: Development of Financial Literacy Graduation Requirement
Grant Category: Graduation Requirement
Amount: \$10,000

Program Description: The objective is to adopt a Personal Financial Literacy Course as a requirement for graduation based upon Wisconsin's Model Academic Standards for Personal Financial Literacy.

Organization: *Three Lakes High School*
Program Title: Personal Financial Literacy
Grant Category: Innovation
Amount: \$10,000

Program Description: Our project, Personal Financial Literacy, will be the implementation of an innovative program to teach Personal Financial Literacy to the students of the Three Lakes School District. The program will be designed around the Wisconsin Personal Financial Literacy standards and will be available to all of our students. Young adults need to understand financial concepts to be a responsible participant in the local and global economy. By creating a Personal Finance course that is easily available to all students we are providing this opportunity.

Although the Three Lakes School District will not be adopting the course as a graduation requirement, all students of the district will be encouraged to enroll in the course. With the changes that are being proposed to the course delivery all students will have access to the internet based course, without any potential conflicts to their daily schedule. The Personal Financial Literacy Project will include collaboration between departments and certain components of the newly designed course will be taught in courses that are required for graduation.

Our goal is to create a course and learning environment that is not limited by the time constraints of a traditional school day and master schedule. The Personal Financial Literacy Project will serve as a model for an innovative approach to offer more courses to students during their school career. The online program will allow for students to progress at their own rate and seek assistance from their teacher who is accessible to them in a face-to-face meeting. In this format teachers will easily be able to monitor progress and modify the course when needed.

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We already have many key components in place to allow this to be added to our opportunities for students. Included in these components are: wireless infrastructure, one-to-one learning environment, homeroom, after school study program and full time student advocate. Students enrolled in this course will be able to seek assistance from a teacher they are already familiar with and can meet face-to-face to address any concerns. Personal Finance will allow students to enter into the world of online education within the confines of their own school building, in an environment where they are comfortable. The world of education is changing and online instruction is becoming more available to learners of all ages. By creating an online course our student will have the opportunity to learn how to be effective online learners that will not be intimidated by this method of delivery. This will serve our students well as they head into post-secondary education with confidence knowing they can be successful. This guided transition into this learning environment will be a side benefit of our project.

Organization: *Wisconsin Rapids Lincoln High School*

Program Title: Rapids PRIDE (Provide, Responsible, Individual, Debit Free, Education)

Grant Category: Innovation

Amount: \$10,000

Program Description: Lincoln High School is excited to initiate a new school and community financial literacy program called Rapids PRIDE (Provide - Responsible – Individual - Debt Free – Education) We believe it is a perfect time to plan, organize, implement and evaluate the Rapids PRIDE program for the following reasons;

1. Our district implemented a financial literacy graduation requirement in the 2010-11 school year and it is time to update the courses and curriculum using the Wisconsin Model Academic Standards for Personal Financial Literacy, new Career and Technical Education standards and create innovative activities to have all students' college and career ready.
2. In 2015-16, our high school implemented a three term / trimester schedule. We need to evaluate how our end of term Financial Literacy simulation / assessment named "Reality Check" that currently is required for all five financial literacy courses will be conducted in the trimester schedule.
3. A collaboration of business, school and community stakeholders formed the Central Wisconsin Business / Education Partnership initiative in the fall of 2012. The initiative has mainly been focusing on STEM, skills gaps and how to retain students in Central Wisconsin. The committee recently identified financial literacy education as an avenue to educate students on skills and the benefits of careers in the STEM fields.
4. Wisconsin Rapids Public Schools and Lincoln High school is a pilot school for the new Academic and Career Planning (ACP) Statute that states, beginning in 2017-18, every school will have ACP programming in place for student's grade 6-12. As our district's ACP committee is developing our ACP plan we are working closely with our district's Financial Literacy team to institutionalize our "Financial Knowledge" component of our ACP plan. These four factors are not only the purpose for the Rapids PRIDE program, but they will provide us the direction, leadership, and accountability to make Rapids PRIDE a success. Rapids PRIDE

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will consist of three major activities that will have many activities within them. The following are the three major activities, key needs of each, and expected benefits of each.

Activity one: Evaluate and update current Financial Literacy courses and curriculum. We currently have five courses from the following four departments; Business Education, and Family & Consumer Science, Math, and Social Studies that meet our financial literacy graduation requirement that was implemented in 2010. We need to update all course curriculum to ensure all five courses cover the Wisconsin Financial Literacy standards and align with our district's ACP goals.

Activity Two: Create a half-day ACP event for all sophomores focusing on student loan debt & financial decisions. Innovate our current Reality Check financial simulation and create a new half-day simulation that all seniors must attend. We will use our current Central Wisconsin Business / Education Partnership team, Financial Literacy team and ACP team as resources.

Activity Three: Create a school based enterprise that all financial literacy courses can use to teach financial literacy, academic and technical skills, 21st Century / leaderships skills in a work-based learning environment helping students become college and career ready.