

Economic, Personal Finance & Entrepreneurship
Education in Our Nation's Schools in 2007

A REPORT CARD



National Council on Economic Education



Funding for this survey was provided by State Farm®

LETTER FROM THE PRESIDENT & CEO



Dear Friends,

“How can we effectively improve economic and financial literacy in our nation?” This is the big question that we at the National Council on Economic Education (NCEE) ask ourselves every day. The question itself is as urgent as today’s headlines.

Since its founding 60 years ago, NCEE has been about teachers and teaching. The core of our business, the heart of our mission, is working with K-12 teachers — that is, providing professional development for teachers, equipping them with the highest quality, standards-based materials and resources — to get basic, practical, and applied principles and concepts of economics and personal financial decision-making skills infused into the curriculum at every grade level and in a variety of subject areas, from history to mathematics.

We take it as our responsibility to ensure that the solution to economic and financial *illiteracy* begins in our schools because this literacy is not intuitive, it is learned. And we know that the best way to make a difference is through well-prepared and well-equipped teachers.

In the hallways of government, in industry, in our public and private schools, conversations have intensified about the lack of economic and financial understanding among young people — and the high cost, to them as individuals, to families and communities, to business, and to the future of our nation, of this lack of practical knowledge.

We need to make strategic changes in the education our children receive — while they are in school, before it is too late — that will have a definitive and lasting impact. We need to do a better job, working with teachers and parents, to ensure that every student is truly ready for the “real world,” by understanding that economics is not just theory, but is ultimately about making smart choices.

This fifth Survey of the States gives us indicators of how best to address the teaching of economics and personal finance to our nation. It must be state-by-state, because that is where curriculum decisions are made. Our Federal government must encourage states to put economic and personal finance education, not only into state standards, but into the core curriculum, and to support these initiatives with funding for professional development for the teachers.

So with this report, we can look even more closely, in an informed and focused way, at the national picture and ascertain where we are succeeding and where we need more attention. We can foster and facilitate discussions that drive increasing support for programs that reach across the nation and across socioeconomic boundaries and get into underserved communities.

Once again, NCEE is grateful to State Farm® for its generosity in funding this important survey — which is both a record of progress made and a call to further action.

A handwritten signature in black ink that reads "Bob Duvall". The signature is written in a cursive, slightly stylized font.

Robert F. Duvall
President & CEO
The National Council on Economic Education

TABLE OF CONTENTS

Methodology	2
Call to Action: 2008 and Beyond	2
Summary of Findings	3

TABLES AND MAPS

Economic Education	4 - 9
Economics 1998 – 2007 — Tabular Data	4
Status of Economic Education in the Individual States 2007 — Tabular Data	5
Status of Economic Education Across the Nation 2007 — Map	9
Personal Finance Education	10 - 15
Personal Finance 1998 – 2007 — Tabular Data	10
Status of Personal Finance Education in the Individual States 2007 — Tabular Data	11
Status of Personal Finance Education Across the Nation 2007 — Map	15
Entrepreneurship Education	16 - 20
Status of Entrepreneurship Education in the Individual States 2007 — Tabular Data	16
Status of Entrepreneurship Education Across the Nation 2007 — Map	20

METHODOLOGY

This current survey methodology represents a marked improvement over past years. The traditional paper survey used in 1998, 2000, and 2002 was replaced by a more time-efficient and user-friendly digital version in 2005 and 2007 – allowing for electronic distribution, collection and computation.

Acknowledgments are extended to those participants whose feedback assisted with these improvements.

Responses to the web-based survey were solicited from:

- a) the chief executives of State Councils on Economic Education affiliated with NCEE, and
- b) Social Studies, Business and Family and Consumer Science education specialists in all 50 states and the District of Columbia. The questions on the survey parallel earlier surveys, but in some cases the format changed to accommodate the web-based response.

Respondents are considered expert representatives with the specific knowledge necessary to answer the survey accurately. All data is self-reported and sources are contacted for verification only under the following circumstances:

- 1) the data is significantly different from previous years, and/or
- 2) different information is received from multiple sources in the same state. In cases where no response was received from a given state, NCEE followed up directly until an expert was identified to complete the survey.

This report card on the state of economic, personal finance, and entrepreneurship education presents general findings as well as state-by-state detail. Tables summarizing major conclusions in economics and personal finance contain comparisons to previous years. Maps are used to illustrate national aggregate findings in economic, personal finance, and entrepreneurship education.

CALL TO ACTION

2008 AND BEYOND

This Survey shows that we continue to make great strides in advancing the cause of economic and financial literacy. Our challenge is to keep pushing, as advocates and change-agents, to make this literacy a part of the core, required, and tested education experience of all our young people while they are in school, K-12.

So our principal goals going forward are to:

1. Ensure that economic and financial education is a relevant component of renewal or revision of the No Child Left Behind legislation.
2. Integrate economics and personal finance into the core curriculum K-12 in all 50 states.
3. Ensure that every state includes robust economics and personal finance state standards, requires these standards to be implemented by school districts, requires testing of students of their knowledge in these subjects, and requires that economics and personal finance courses be offered, taken, and tested at the high school level as part of the graduation requirement.
4. Ensure that states make necessary adjustments to teacher certification requirements to guarantee that well-prepared teachers are in place to teach economics and personal finance.
5. Monitor progress and execution in the teaching of economics and personal finance such that all stakeholders – teachers, university educators, school administrators, policy-makers, business leaders and advocates – have the tools they need to promote the economic and financial literacy of our nation's youth.

Educating young people in economics and personal finance is vital to our nation's competitive future. NCEE's distinctive work is centered on developing curriculum materials, training teachers, and advocating for national and state standards that lead to a measurable increase in economic and financial literacy levels. Together with partners, NCEE creates and promotes strategies that focus on education as the essential foundation for empowering all our young people with the skill-set they need for successful lives and responsible citizenship.

SUMMARY OF FINDINGS

This is the fifth survey since 1998 on the state of economic and personal finance education in the fifty states conducted by NCEE. A leader in promoting economic and personal finance education, NCEE conducts these surveys to gauge how the state standards, their implementation, course requirements, and state testing change over time. Responding to growing interest, this survey also includes, for the first time, data on the related area of entrepreneurship education.

Progress continues to be made in the teaching of economics and personal finance in our nation's schools. However, much more work still needs to take place in terms of placing a greater emphasis on economics and personal finance in the K-12 curriculum; requiring separate, stand-alone courses in these subjects as part of high school graduation requirements; and testing student knowledge levels. Entrepreneurship Education, by comparison, is less emphasized in the curriculum.

Economics, traditionally part of the core Social Studies curriculum, is now included, at least to some extent, in the educational standards of all states.

40 states (up from 38 in 2004 and 28 in 1998), now require these standards to be implemented.

17 states require students to take an Economics course as a high school graduation requirement (up from 14 in 2004 and 13 in 1998).

However, only 23 states require the testing of student knowledge in Economics, two *fewer* than in 2004.

Personal Finance, a newer subject in comparison with Economics, is now included, at least to some extent, in the educational standards of 40 states (up from 34 in 2004 and 21 in 1998).

28 states (up from 20 in 2004 and 14 in 1998), now require these standards to be implemented.

Still, however, only seven states require students to take a Personal Finance course as a high school graduation requirement (up from six in 2004 and one in 1998), and only nine states require the testing of student knowledge in Personal Finance (up from eight states in 2004 and one in 1998).

Entrepreneurship, included for the first time in this Survey, is much less integrated into the curriculum of the states. 29 states include the subject of Entrepreneurship in their K-12 educational standards, and only a handful require Entrepreneurship to be included as a component of a high school course (usually Economics), required for graduation.

This report card on the state of economic, personal finance, and entrepreneurship education presents general findings as well as state-by-state detail. Tables summarizing overall results contain comparisons to previous years. Maps are used to illustrate national aggregate findings in economic, personal finance, and entrepreneurship education.

ECONOMIC AND PERSONAL FINANCE EDUCATION IN OUR NATION'S SCHOOLS: A COMPARATIVE LOOK (1998-2007) NCEE'S SURVEY OF THE STATES

	ECONOMICS			PERSONAL FINANCE		
	1998	2007	Increase	1998	2007	Increase
Number of States with Content Standards	38	48	10	21	40	19
Number of States Requiring Implementation of Content Standards	28	40	12	14	28	14
Number of States Requiring a Course to be Offered	16	17	1	0	9	9
Number of States Requiring a Course to be Taken for Graduation	13	17	4	1	7	6
Number of States Requiring Testing	25	23	-2	1	9	8

ECONOMICS 1998 - 2007

TOPICS	1998 SURVEY FINDINGS	2000 SURVEY FINDINGS	2002 SURVEY FINDINGS	2004 SURVEY FINDINGS	2007 SURVEY FINDINGS
Include economics in their standards	38 states	48 states plus the District of Columbia	48 states, plus the District of Columbia	48 states, plus the District of Columbia	48 states, plus the District of Columbia
Standards required to be implemented	28 states	36 states	33 states	38 states	40 states, plus the District of Columbia
High School course required to be offered	16 states	16 states	17 states	16 states	17 states
High School course required to be taken	13 states	13 states	14 states	14 states	17 states
Student testing of economic concepts required	25 states	22 states	27 states	25 states	23 states

STATUS OF ECONOMIC EDUCATION IN THE INDIVIDUAL STATES – 2007

STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
Alabama	Content Standards, K-12	Yes	Principles of Economics (HS)	Principles of Economics (HS)	No
Alaska	Content Standards, K-12	No	None	None	No
Arizona	Content Standards, K-12	Yes	None	None	No
Arkansas	Content Standards / Curriculum Frameworks, K-12	Yes	None	None	No
California	Content Standards, K-12	Yes	Economics (HS)	Economics (HS)	No
Colorado	Content Standards, K-12	Yes	None	None	No
Connecticut	Content Standards, K-12	No	None	None	Yes
Delaware	Content Standards, K-12	Yes	None	None	Yes
Florida	Content Standards, K-12 / Student Performance Standards, HS	Yes	Economics (HS)	Economics (HS)	Yes
Georgia	Georgia Performance Standards / Content Standards, K-12	Yes	Economics / Business / Free Enterprise (HS)	Economics / Business / Free Enterprise (HS)	Yes
Hawaii	Content Standards, K-12	Yes	None	None	No
Idaho	Content Standards, K-12	Yes	Economics (HS)	Economics (HS)	Yes
Illinois	Content Standards, K-12	Yes	None	None	No
Indiana	Content Standards / Proficiencies, K-12	Yes	Economics (HS)	Economics (HS)	No

STATUS OF ECONOMIC EDUCATION IN THE INDIVIDUAL STATES – 2007

STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
Iowa	None	N/A	N/A	N/A	N/A ¹
Kansas	Content Standards / Competencies / Guidelines, K-12	Yes	None	None	Yes
Kentucky	Content Standards / Core Content, K-12	Yes	None	None	Yes
Louisiana	Content Standards / Grade Level Expectations / Guidelines, K-12	Yes	Free Enterprise (HS)	Free Enterprise (HS)	Yes
Maine	Guidelines, K-12	Yes	None	None	No
Maryland	Content Standards, K-12	Yes	None ²	None ²	Yes
Massachusetts	Learning Standards, Skills and Concepts, K-12	No	None	None	Yes
Michigan	Content Standards / Benchmarks, K-12	Yes	Economics ³ (HS)	Economics ³ (HS)	Yes
Minnesota	Content Standards, K-12	Yes	None	None	No
Mississippi	Content Standards / Curriculum Frameworks, K-12	Yes	Economics ³ (HS)	Economics ⁴ (HS)	No
Missouri	Content Standards / Guidelines / Competencies, K-12	Yes	None	None	No
Montana	Content Standards, K-12	Yes	None	None	No
Nebraska	Voluntary Content Standards / Essential Learnings, K-12	Yes	None	None	No
Nevada	Content Standards, (3, 8, 12)	Yes	None	None	No

STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
New Hampshire	Framework, K-12	No	Economics (HS)	Economics (HS)	No
New Jersey	Content Standards, K-12	Yes	None	None	No
New Mexico	Content Standards, K-12	Yes	Economics (HS)	Economics (HS)	Yes
New York	Social Studies Learning Standards, Pre-K-12	Yes	Economics, the Enterprise System and Finance (HS)	Economics, the Enterprise System and Finance (HS)	Yes
North Carolina	Content Standards, HS / Standard Course of Study, K-12	Yes	Civics and Economics (HS)	Civics and Economics (HS)	Yes
North Dakota	Content Standards, K-12	No	None	None	No
Ohio	Content Standards, K-12	No	None	None	Yes
Oklahoma	Content Standards, K-12	Yes	None	None	Yes
Oregon	Content Standards, K-12	Yes	None	None	Yes
Pennsylvania	Academic Standards / Content Standards, K-12	Yes	None	None	No
Rhode Island	None	N/A	N/A	N/A	N/A
South Carolina	Content Standards / Proficiencies / SS Academic Standards, K-12	Yes	Economics (HS)	Economics (HS)	Yes
South Dakota	Content Standards, K-12	Yes	Economics ⁵ (HS)	Economics (HS)	No ⁶
Tennessee	Content Standards, K-12	Yes	Economics (HS)	Economics (HS)	Yes

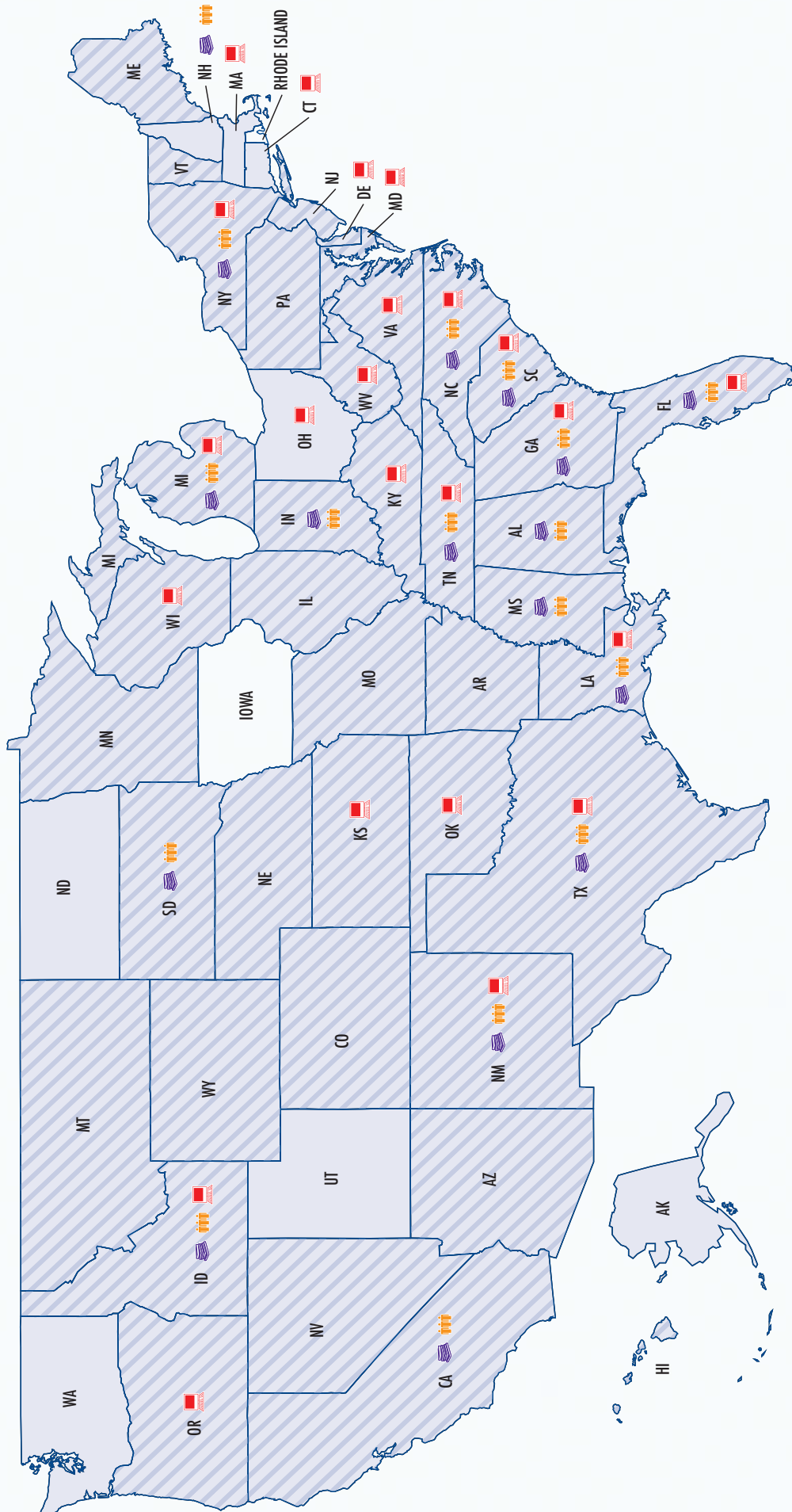
STATUS OF ECONOMIC EDUCATION IN THE INDIVIDUAL STATES – 2007






STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
Texas	Content Standards / Essential Knowledge & Skills, HS	Yes	Economics (HS)	Economics (HS)	Yes
Utah	Content Standards / Core Curriculum Standards, HS	No	None	None	No
Vermont	Content Standards, K-12	Yes	None	None	No
Virginia	Core Curriculum Standards, K-12 / Objectives, MS/HS	Yes	None	None	Yes ⁷
Washington	Content Standards, K-12	No	None	None	No ⁸
West Virginia	Content Standards, K-12	Yes	None	None	Yes
Wisconsin	Content Standards, K-12	Yes	None	None	Yes
Wyoming	Content Standards, K-12 / Performance Standards Level Descriptors, (4,8,11)	Yes	None	None	No
District of Columbia	Embedded in Content Standards, K-12	Yes	None	None	No
Summary	48 States plus DC	40 States plus DC	17 States	17 States	23 States

Footnotes

1. The education program requirements in the Iowa Code require Social Studies to be taught in grades 1-12 and further identify Economics as one of the disciplines within Social Studies.
2. Some local districts mandate (i.e. Economics & Public Issues required in Baltimore) but no mandate on a state-wide basis.
3. Mandate effective Fall 2007, but already beginning to be implemented.
4. Effective 2008, students entering high school will need to complete one semester in Economics in order to graduate, but schools already implementing requirement.
5. Students can take a Personal Finance course to fulfill this requirement.
6. Planned for 2008.
7. At the elementary and middle school level only.
8. Testing planned in 2008 but will be embedded in SS testing and schools can decide which area to test.

STATUS OF ECONOMIC EDUCATION ACROSS THE NATION – 2007



-  ECONOMICS INCLUDED in state standards
-  IMPLEMENTATION of state standards REQUIRED
-  State REQUIRES H.S. ECONOMICS COURSE OFFERING
-  State REQUIRES H.S. ECONOMICS COURSE ENROLLMENT
-  STUDENT TESTING REQUIRED

PERSONAL FINANCE 1998 - 2007

TOPICS	1998 SURVEY FINDINGS	2000 SURVEY FINDINGS	2002 SURVEY FINDINGS	2004 SURVEY FINDINGS	2007 SURVEY FINDINGS
Include personal finance in their standards	21 states	40 states	31 states	34 states	40 states
Standards required to be implemented	14 states	16 states	17 states	20 states	28 states
High School course required to be offered	Information not available	7 states	4 states	7 states	9 states
High School course required to be taken	1 state	4 states	4 states	6 states	7 states
Student testing of personal finance concepts required	1 state	6 states	8 states	8 states	9 states

STATUS OF PERSONAL FINANCE EDUCATION IN THE INDIVIDUAL STATES – 2007

STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
Alabama	Content Standards, MS/JHS/HS	No	None	None	No
Alaska	None	N/A	N/A	N/A	N/A
Arizona	Content Standards, K-12	Yes	None	None	No ¹
Arkansas	Guidelines, HS	No	None	None	No
California	None	N/A	N/A	N/A	N/A
Colorado	None	N/A	N/A	N/A	N/A
Connecticut	Content Standards, HS	No	None ²	None	Yes
Delaware	Content Standards ³ , MS/JHS/HS	Yes	None	None	No
Florida	Student Performance Standards, HS	No	None	None	No
Georgia	Content / Performance Standards, K-12	Yes	K-8: Part of SS strand; HS: Part of Economics strand	K-8: Part of SS strand; HS: Part of Economics strand	Yes
Hawaii	Content Standards, K-12	Yes	None	None	No
Idaho	Content Standards, K-12	Yes	Economics & Personal Finance (HS)	Economics & Personal Finance (HS)	Yes ⁴
Illinois	Guidelines, HS	Yes	Consumer Education (HS)	Consumer Education (HS)	No
Indiana	Content Standards, K-12	Yes	None	None	No
Iowa	None ⁵	N/A	N/A	N/A	N/A
Kansas	Content Standards / Proficiencies, K-12	Yes	None	None	No ¹

STATUS OF PERSONAL FINANCE EDUCATION IN THE INDIVIDUAL STATES – 2007

STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
Kentucky	Core Content / Content Standards, K-12	Yes	None	None	Yes
Louisiana	Content Standards ⁶ , K-12	Yes	Free Enterprise	Free Enterprise	Yes
Maine	Content Standards, K-12	Yes	None	None	No
Maryland	None	N/A	N/A	N/A ⁷	N/A
Massachusetts	Learning Standards, Skills & Concepts, K-12	No	None	None	Yes
Michigan	Content Standards, K-12	Yes	None	None	No
Minnesota	Content Standards, HS	Yes	None	None	No
Mississippi	Content Standards / Framework, HS	Yes	Personal Finance	None	No
Missouri	Content Standards / Competencies, HS	Yes	Personal Finance, HS ⁸	Personal Finance, HS ⁹	Yes
Montana	Content Standards, K-12	Yes	None	None	No
Nebraska	Essential Learnings / Content Standards ¹⁰ , K-12	Yes	None ¹¹	None ¹²	No
Nevada	None	N/A	N/A	N/A	N/A
New Hampshire	Proficiencies / Framework Standards, MS/JHS/HS	No	None	None	No
New Jersey	Content Standards, K-12	Yes	None	None	No

STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
New Mexico	None	N/A	Personal Finance ¹³	None	No
New York	Standards, HS	No	None	None	No
North Carolina	Content Standards / Guidelines, HS	Yes	None ¹⁴	None ¹⁴	No ¹⁵
North Dakota	None	N/A	N/A	N/A	N/A
Ohio	Content Standards, HS	Yes	None ¹⁶	None ¹⁹	No
Oklahoma	None ¹⁷	N/A	N/A	N/A	N/A
Oregon	Content Standards, K-12	Yes	None	None	Yes
Pennsylvania	Content Standards ¹⁸ , K-12	No ¹⁹	None	None	No
Rhode Island	None	N/A	N/A	N/A	N/A
South Carolina	Content Standards ²⁰ , MS/JHS/HS	Yes	None	None ²¹	No
South Dakota	Content Standards, K-12	Yes	Yes ²²	Yes	No
Tennessee	Content Standards, HS	No	None	None	No
Texas	Areas of Instruction, HS	Yes	None	None	No
Utah	Content Standards, HS	Yes	General Financial Literacy (HS)	General Financial Literacy (HS)	No
Vermont	Content Standards, K-12	No	None	None	No
Virginia	Economic Education & Financial Literacy Objectives, MS/JHS/HS	Yes	None	None	Yes

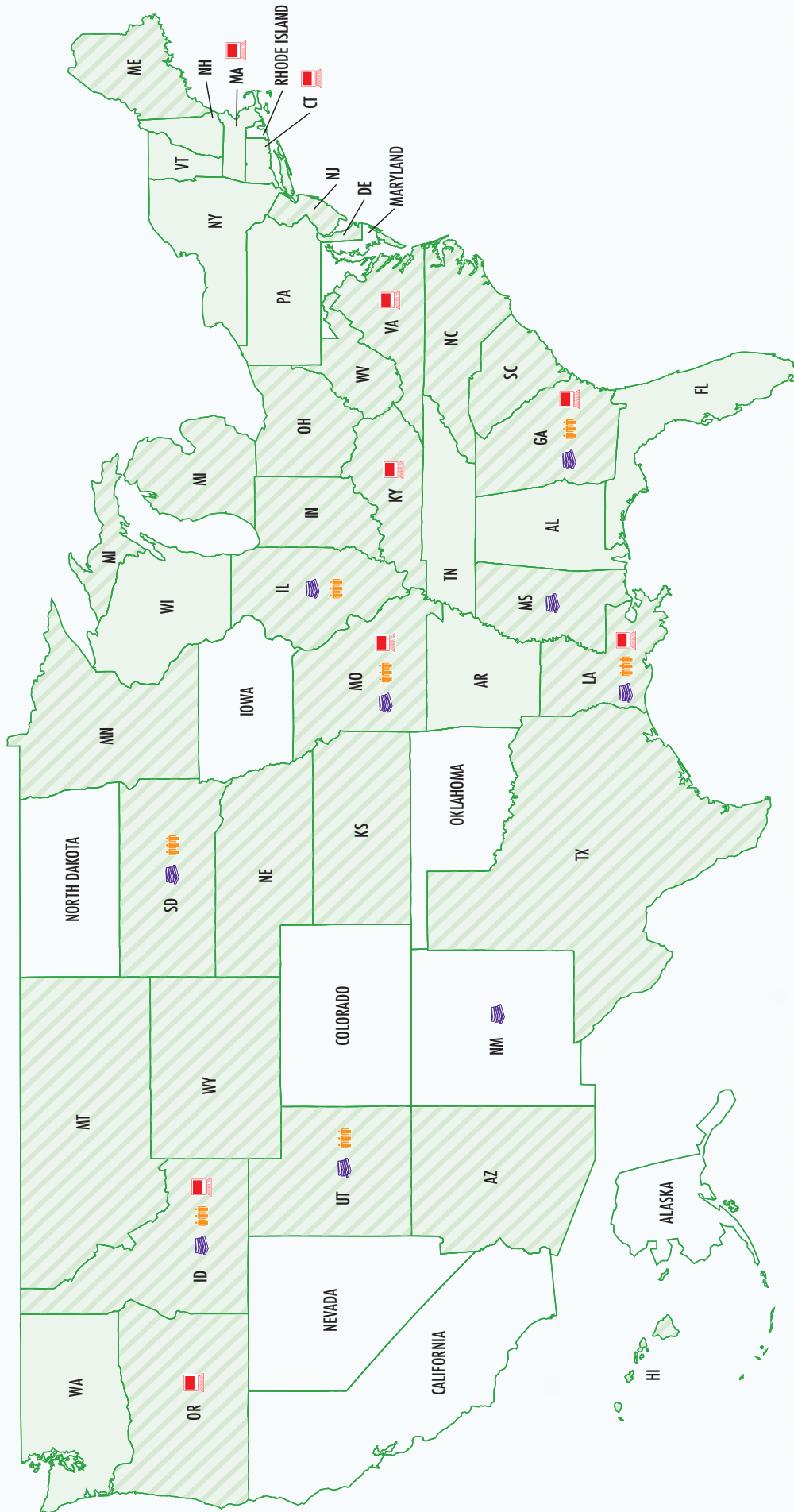
STATUS OF PERSONAL FINANCE EDUCATION IN THE INDIVIDUAL STATES – 2007

STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
Washington	Content Standards, HS	No	None	None	No
West Virginia	Content Standards, K-12	Yes	None	None	No
Wisconsin	Content Standards, K-12	No	None	None	No
Wyoming	Content Standards, HS	Yes	None	None	No
District of Columbia	None	N/A	N/A	N/A	N/A
Summary	40 States	28 States	9 States	7 States	9 States

Footnotes

1. Testing planned in future.
2. 57% of high schools have a stand-alone course in personal finance; and more are proposing such a course.
3. Incorporated into Family & Consumer Science curriculum standards.
4. As part of testing for economics.
5. Family and Consumer Science teachers have been integrating Personal Finance into curriculum.
6. Incorporated within the Social Studies standards.
7. Some local school systems are requiring Personal Finance course to graduate.
8. Or subject can be embedded credit in another course including economics, consumer resource management, math, ROTC.
9. Effective with Class of 2010 but many schools starting sooner.
10. Incorporated within the Family and Consumer Science, Business and Social Studies curriculum.
11. Schools wishing to receive Perkins Funding required to offer at least one semester Personal Finance course each year.
12. Some local school districts have begun requiring students to take a Personal Finance course.
13. Personal Finance is a required elective.
14. A mandate was passed in 2005 requiring the teaching of personal financial literacy to all HS students. The Department of Public Instruction is working on implementing this.
15. Benchmark testing is being done with Middle School students this year.
16. Students entering high school after July 1, 2010 will be required to be given financial literacy instruction. Some districts are already addressing this on a voluntary basis.
17. As of June 2nd Governor Henry signed into law a measure which will require public schools to provide financial literacy instruction to students in grades 7-12 which will go into effect with the 2008-09 school year; the instruction can be incorporated into an existing course or in a separate financial literacy course.
18. Incorporated in Social Studies and Family, Consumer Science curriculum standards.
19. Department of Banking has just introduced the Office of Financial Education but it will be some time before the office has an impact on educational community.
20. Incorporated within Family, Consumer Science curriculum standards.
21. Financial Literacy Act of 2005 requires personal finance to be taught at every grade level starting with Kindergarten through 12th grade.
22. Graduating class of 2010 must take either Economics or Personal Finance course.

STATUS OF PERSONAL FINANCE EDUCATION ACROSS THE NATION – 2007



- PERSONAL FINANCE INCLUDED in state standards
- IMPLEMENTATION of state standards REQUIRED
- State REQUIRES H.S. PERSONAL FINANCE COURSE OFFERING
- State REQUIRES H.S. PERSONAL FINANCE COURSE ENROLLMENT
- STUDENT TESTING REQUIRED

STATUS OF ENTREPRENEURSHIP EDUCATION IN THE INDIVIDUAL STATES – 2007

STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
Alabama	None ¹	N/A	N/A	N/A	N/A
Alaska	Content Standards, K-12/MS/HS	No	None	None	No
Arizona	Content Standards	No	None	None	No
Arkansas	Content Standards, MS/HS	No	None	None	No
California	Content Standards	No	Economics (HS)	Economics (HS)	No
Colorado	None	N/A	N/A	N/A	N/A
Connecticut	None	N/A	N/A	N/A	N/A
Delaware	Content Standards, MS/HS	No	None	None	No
Florida	Student Performance Standards	No	None	None	No
Georgia	None	N/A	N/A	N/A	N/A
Hawaii	Content Standards	No	None	None	No
Idaho	Content Standards, HS	No	None	None	No
Illinois	None	N/A	N/A	N/A	N/A
Indiana	Content Standards ² , MS/HS	No	None	None	No
Iowa	None ³	N/A	N/A	N/A	N/A
Kansas	None ⁴	N/A	N/A	N/A	N/A
Kentucky	Content Standards, K-12; Core Content, MS/HS	Yes	None	None	Yes ⁵

STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
Louisiana	Content Standards / Guidelines, MS/HS	No	None	None	No
Maine	None	N/A	N/A	N/A	N/A
Maryland	None	N/A	N/A	N/A	N/A
Massachusetts	None	N/A	N/A	N/A	N/A
Michigan	Content Standards, HS – FCS ⁶	No	None	None	No
Minnesota	Content Standards, MS/HS	No	None	None	No
Mississippi	Content Standards, HS	No	None	None	No
Missouri	Competencies, HS	No	None	None	No
Montana	Content Standards, HS	No	None	None	No
Nebraska	Essential Learnings ⁷ , K-12/MS/HS	No	None	None	No
Nevada	Content Standards ⁸ , HS	No	None	None	No
New Hampshire	None	N/A	N/A	N/A	N/A
New Jersey	None	N/A	N/A	N/A	N/A
New Mexico	Yes ⁹	No	None	None	No
New York	Yes ⁹	No	Economics, The Enterprise System and Finance	Economics, The Enterprise System and Finance	No
North Carolina	Content Standards ¹⁰ , HS	No	Name not yet determined (HS)	None	Yes ¹¹

STATUS OF ENTREPRENEURSHIP EDUCATION IN THE INDIVIDUAL STATES – 2007

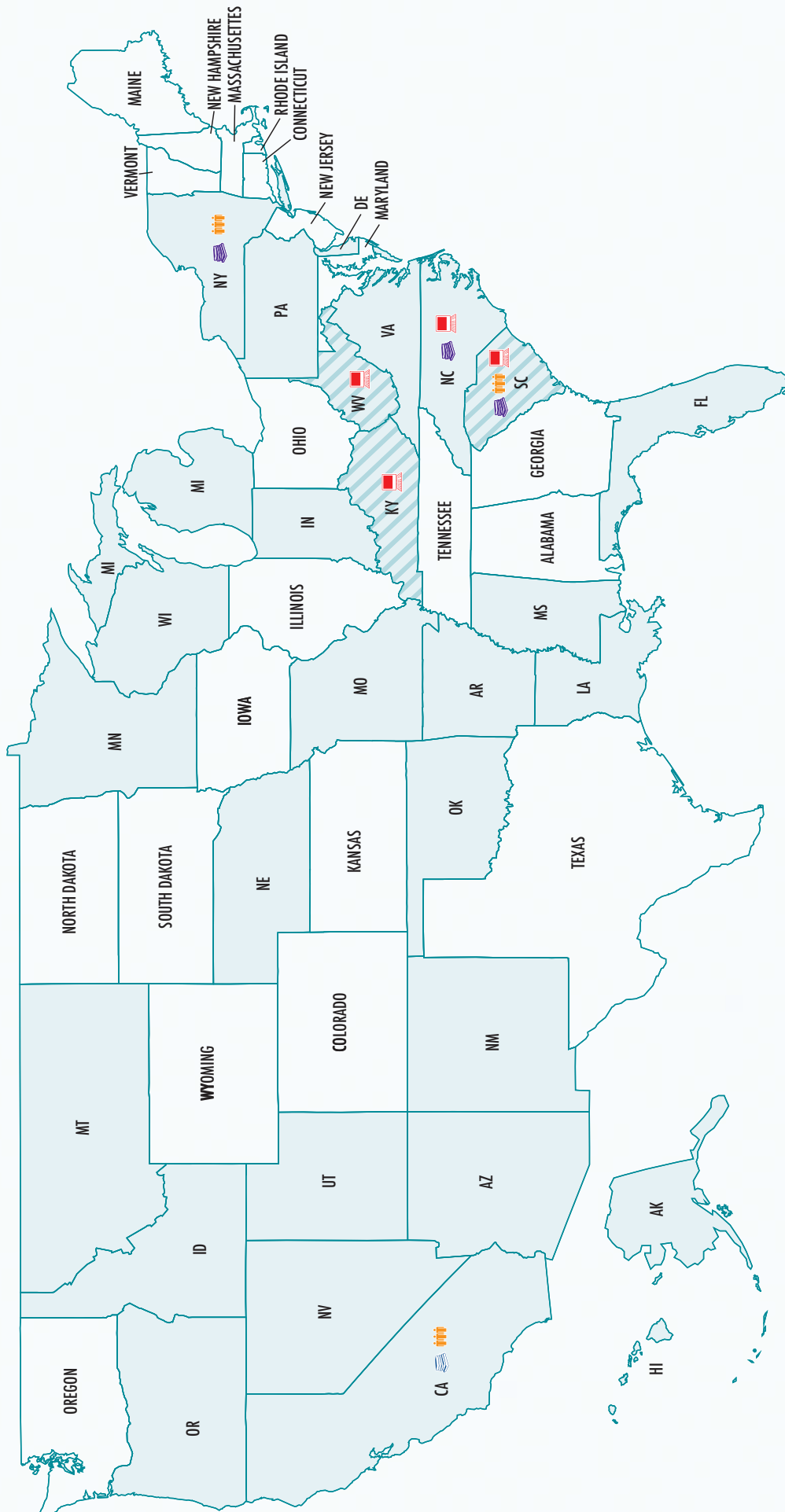
STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
North Dakota	None	N/A	N/A	N/A	N/A
Ohio	None	N/A	N/A	N/A	N/A
Oklahoma	Content Standards	No	None	None	No
Oregon	None	N/A	N/A	N/A	N/A
Pennsylvania	Content Standards / Guidelines / Academic Standards for Career Education and Work ¹² , K-12	No	None	None	No
Rhode Island	None	N/A	N/A	N/A	N/A
South Carolina	Content Standards / Proficiencies ¹³ , HS	Yes	Entrepreneurship, HS	Entrepreneurship, HS	Performance Assessment, HS
South Dakota	None ¹⁴	N/A	N/A	N/A	N/A
Tennessee	None	N/A	N/A	N/A	N/A
Texas	None ¹⁵	N/A	N/A	N/A	N/A
Utah	Content Standards, HS	No	None	None	No
Vermont	None	N/A	N/A	N/A	N/A
Virginia	Content Standards / CTE Competencies, MS/HS	No	None	None	No
Washington	Content Standards, HS	No	None	None	No
West Virginia	Yes ¹⁶ , K-12	Yes	None	None	Yes ¹⁷
Wisconsin	Content Standards ¹⁸ , K-12	No	None	None	No

STATE	TYPE OF STANDARDS, GUIDELINES OR PROFICIENCIES	STANDARDS REQUIRED TO BE IMPLEMENTED	HIGH SCHOOL COURSE REQUIRED TO BE OFFERED	HIGH SCHOOL COURSE REQUIRED TO BE TAKEN	REQUIRED STUDENT TESTING
Wyoming	None	N/A	N/A	N/A	N/A
District of Columbia	None	N/A	N/A	N/A	N/A
Summary	29 States	3 States	4 States	3 States	4 States

Footnotes

- The schools have integrated more entrepreneurship in the curriculum in the last ten years through social studies, math, and now career technical education.
- Included in Social Studies Standards.
- The Department of Education has provided professional development for teachers to learn integration of entrepreneurship education into the curriculum.
- Youth Entrepreneurs of Kansas: a statewide program sponsored by Koch Industries.
- KCCT-CATS (4,5,7,8,10).
- In FCS we see more teachers offering an entrepreneurship course. The FCS teachers requested standards and curriculum guide be developed. Marketing & FCS student competitions continue to increase in number of participants entering entrepreneurship events.
- A person at the state department was identified to promote the integration of entrepreneurship across the curriculum. Five courses were designed in Entrepreneurship at the 2-year community college level and rolled out statewide.
- Creation of Entrepreneurship courses has increased across the state.
- Included in Social Studies Standards – HS.
- Entrepreneurship 'Primarily taught in business classes'.
- End of course test – HS.
- Entrepreneurship embedded in recently adopted standards for Career and Work.
- The SC legislature funds an organization called YES Carolina, Youth Entrepreneurship South Carolina. They use the NFTE curriculum and conduct trainings for middle and high school teachers.
- When we did Entrepreneurship Week, we found out that more schools teach some form of entrepreneurship either as a stand alone course or implemented in one of their courses.
- Individual schools are utilizing new programs but there is not a movement by the state to do so. Starting a small business is one of the areas of instruction for Personal Financial Literacy.
- West Virginia's statewide focus on 21st century education requires integration of entrepreneurship education into the K12 curriculum. A Entrepreneurship Coordinator has been a part of the Career-Technical Education Office for the past 2 years. The Human Services Coordinator supervising FACS is strongly urging the middle and high schools to include personal finance and entrepreneurship in their FACS course offerings.
- Entrepreneurship/Management (K-12).
- Personal financial literacy standards.

STATUS OF ENTREPRENEURSHIP EDUCATION ACROSS THE NATION – 2007



- ENTREPRENEURSHIP INCLUDED IN STATE STANDARDS
- IMPLEMENTATION OF STATE STANDARDS REQUIRED
- STATE REQUIRES H.S. ENTREPRENEURSHIP COURSE OFFERING
- STATE REQUIRES H.S. ENTREPRENEURSHIP COURSE ENROLLMENT
- STUDENT TESTING REQUIRED

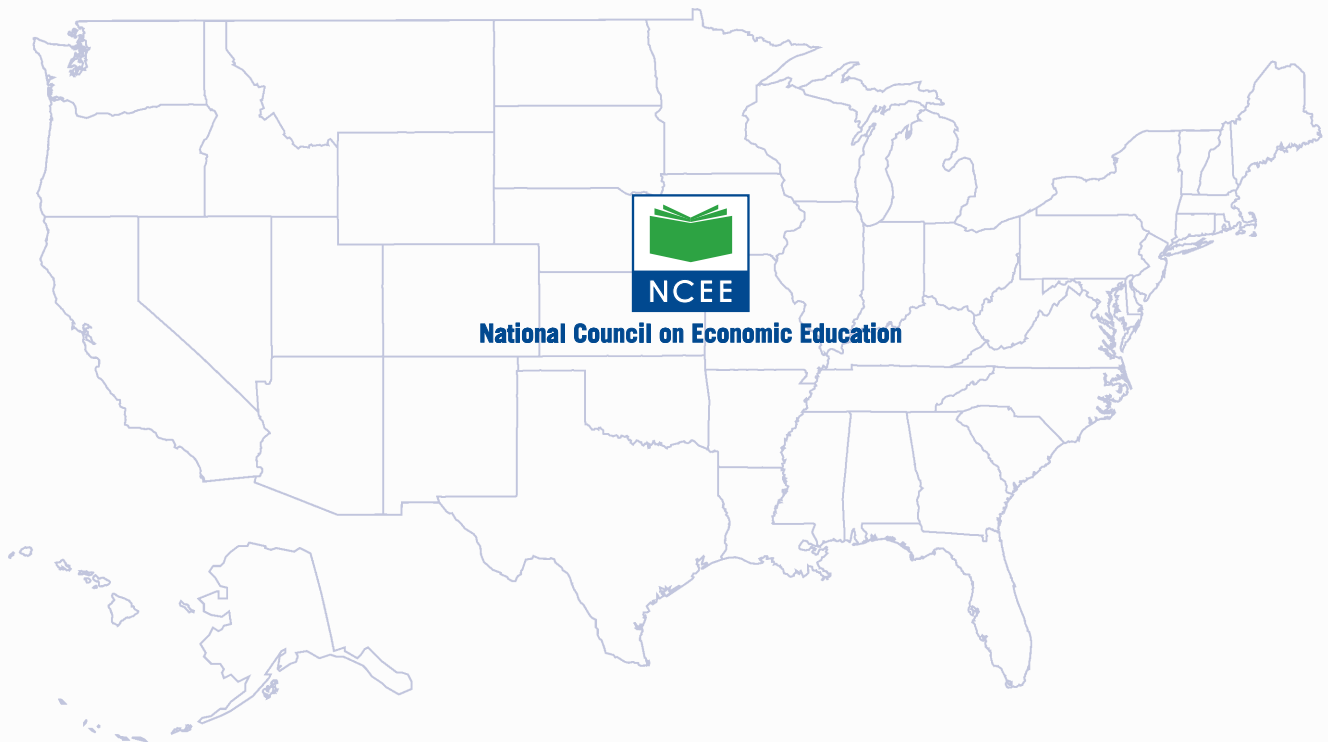
ABOUT NCEE

THE NATIONAL COUNCIL ON ECONOMIC EDUCATION (NCEE)

NCEE is a leading not-for-profit advocate and service provider for K-12 economic, personal finance, and entrepreneurship education in our nation's schools.

NCEE empowers young people to make the very most of their lives and their human capital. Both directly and through its unique nationwide network of affiliated state Councils and more than 200 university-based Centers for Economic Education, NCEE's programs reach more than 150,000 K-12 teachers and over 15 million students each year. In addition, NCEE's international programs are active in more than 30 nations across the globe.

The mission of the National Council on Economic Education (NCEE) is to help all students develop the real-life skills they need to succeed: to be able to think and choose as knowledgeable consumers, savers and investors, responsible citizens, productive members of the workforce and effective participants in a global economy.



1140 Avenue of the Americas, New York, NY 10036
212-730-7007 fax: 212-730-1793
econed@ncee.net

www.ncee.net