



Dear Chairman Brenner, Vice-Chair Blessing, Ranking Member Fedor, and members of the Senate Primary and Secondary Education Committee,

As a Family and Consumer Sciences Teacher Educator at the University of Akron, I have a unique perspective into the benefits of financial literacy education. I wanted to provide some information relative to qualifications required for teaching the proposed financial literacy half credit course. Currently at the university, a student majoring in Family and Consumer Sciences Teacher Education is required to take two financial literacy courses as part of their curriculum to become a family and consumer sciences educator. Those two courses are: Consumer Education (3 credit hours) and Family Financial Management (3 credit hours).

Each of the courses focus on different aspects of financial literacy and provide our students with relevant, valuable information and resources to be fully prepared and highly qualified to teach financial literacy using research-based best practices. An important facet of family and consumer sciences is that our courses are taught in the context of personal and family development which assists students in becoming more engaged with their learning.

Prior to teaching at the university, I taught Family and Consumer Sciences at the high school level for thirty five years. One of the most vital and meaningful courses I taught was Financial Literacy at the high school level. After teaching the full curriculum throughout the semester, we ended the course with Culminating Course Projects where the students were provided with a scenario of a family in deep financial trouble and asked them to analyze the problem and create a plan to solve it. Students worked in groups to determine how to guide the family through their financial crisis and were required to provide a proposed budget, decisions the family would need to make, a payment plan to reduce their debt, and a plan to further educate the family to ensure future financial success.

Historically, one of the foundations of Family and Consumer Sciences is preparing students with the necessary lifeskills to enhance their well-being and teaching financial literacy has always been a very important component of the curriculum. Family and Consumer Sciences teachers are already teaching rigorous semester courses in financial literacy in our high schools and their courses and qualifications provide a model as Senate Bill 1 moves forward.

Sincerely,

Sally Antonucci
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Family and Consumer Sciences Teacher Educator
The University of Akron