

**Governor's Financial Literacy Council
Biennial Report**

Reporting Period: June 2024 – January 2026

Prepared by: Governor's Financial Literacy Council & Nevada Department of Education

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DRAFT



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1. INTRODUCTION & STATUTORY AUTHORITY

The Governor's Financial Literacy Council (Nevada) was established under [NRS 388.596–388.5968](#), to advise the State Board of Education and the Superintendent of Public Instruction on statewide efforts to improve financial literacy.

Under statute, the Council's responsibilities include:

- Coordinating financial literacy education across public schools and community partners.
- Developing and maintaining the State Seal of Financial Literacy and related criteria.
- Facilitating Financial Literacy Month activities and professional learning opportunities.
- Submitting a biennial report summarizing progress, outcomes, and recommendations for policy or curriculum improvement.

Council operations follow Nevada's Open Meeting Law (NRS 241). All meetings are publicly noticed, include time for public comment, and maintain posted agendas and approved minutes through the Nevada Department of Education's website to ensure transparency and public access.

(A summary of meeting details can be found in Appendix A Table 1.)

2. COUNCIL GOVERNANCE & MEMBERSHIP

The Governor's Financial Literacy Council operated throughout the 2024–2026 biennium in accordance with [NRS 388.596–388.5968](#), which outlines its membership composition, responsibilities, and reporting requirements. Council meetings were conducted in compliance with **Nevada's Open Meeting Law (NRS 241)**, with all agendas publicly posted and minutes maintained through the Nevada Department of Education.

Council membership includes representatives from K–12 public and charter schools, postsecondary institutions, financial institutions, business and community organizations, and the Nevada Department of Education. This structure ensures broad stakeholder representation and statewide alignment. Appointments and reappointments for the 2024–2026 term were confirmed by the appropriate appointing authorities. One statutory vacancy remains for a postsecondary educator specializing in financial literacy or economics; this appointment is in progress through the Nevada System of Higher Education.

To carry out its statutory duties, the Council convened quarterly and utilized four standing working groups: Curriculum & Professional Learning, Outreach & Education, Website & Communications, and Fundraising & Partnerships. These groups advanced priority initiatives, including curriculum review, Financial Literacy Month planning, professional development coordination, and Seal of Financial Literacy updates.

This governance structure provided the foundation for the statewide implementation and coordination work described in Sections 4 and 5.

(A complete list of members, affiliations, and term expirations is provided in Appendix B Table 2.)

3. EXECUTIVE SUMMARY

This biennial report fulfills the statutory requirement in [**NRS 388.596–388.5968**](#), summarizes the activities, progress, and statewide impact of the Governor’s Financial Literacy Council from June 2024 through January 2026. During this period, the Council reestablished full operations, strengthened statewide coordination, expanded professional learning, and initiated structures to support consistent, high-quality financial literacy instruction across Nevada.

Statewide engagement increased substantially, with over 700 teachers trained, 9,000+ professional development hours logged, and 300 elementary educators enrolled in the new K–5 Financial Literacy Webinar Series. The Council also hosted Nevada’s first NGPF FinCamp, facilitated student and parent outreach events, completed a curriculum review to support district implementation, and continued development of the Seal of Financial Literacy program.

Despite this growth, statewide implementation remains inconsistent. Participation data and course audits show significant variation in access to high-quality personal finance instruction across districts, uneven Seal participation (with earners from only one county in 2025), minimal K–2 standards and limited rural engagement due to travel and resource constraints. These disparities highlight the need for stronger statewide coherence, clearer curriculum guidance, and updated academic standards aligned to national benchmarks.

The report identifies several areas where the State Board may have future roles, including:

- Approval of revised K–12 financial literacy standards, beginning with the development of K–2 foundations.
- Review and potential adoption of an instructional materials list aligned to NVACS and statutory requirements.
- Consideration of Seal of Financial Literacy criteria updates, pending Council recommendations and public input.
- Awareness of statewide equity gaps and the implications for district-level implementation and student access.

The Council’s recommendations for 2026–2028 focus on building a coherent statewide framework through updated standards, expanded educator training, data systems for tracking implementation, and strengthened outreach to families, rural communities, and district leaders. These actions are designed to support the Board’s goals for academic rigor, equity, and college- and career-readiness.

Overall, the early progress of this biennium demonstrates increasing educator demand, stronger cross-agency partnerships, and clear pathways to improve statewide consistency. Continued collaboration between the Council, the Nevada Department of Education, and the State Board will be essential to advancing financial literacy as a foundational component of the Nevada learner experience.

4. PROGRAM HIGHLIGHTS: FY 2024–2026

Key accomplishments include student initiatives, teacher professional learning, and community engagement.

4.1 Student Initiatives

Financial Literacy Month Student Contest (April 2025)

- Participation: 65 total submissions
 - 3 counties represented (Clark, Mineral, Washoe)

Seal of Financial Literacy (2025)

- 24 Seals awarded in 2025
 - 1 county represented (Clark)

4.2 Teacher Support and Professional Learning Initiatives

During the 2024–2026 biennium, the Council significantly expanded statewide professional learning opportunities to support high-quality financial literacy instruction across grades K–12. These opportunities aligned with the Nevada Academic Content Standards (NVACS) and responded to needs identified by teachers, district leaders, and Council partners.

Through collaborations with NGPF, Everfi, Green Our Planet, FDIC Money Smart, and Junior Achievement, Nevada educators accessed high-quality training in budgeting, credit, investing, taxes, fraud prevention, and financial decision-making. Collectively, more than 700 educators, representing 177 schools, participated in Council-supported training, resulting in over 9,000 documented professional development hours during this biennium.

In June 2025, Nevada hosted its first Next Generation Personal Finance Fin Camp in Las Vegas, with 74 educators from 62 schools attending hands-on sessions, curriculum workshops, and content deep dives. Participant's feedback indicated increased confidence in delivering core financial literacy concepts and a greater understanding of instructional resources available statewide. This event was fully funded by NGPF.

To address persistent gaps in early-grade financial literacy instruction, the Council launched a K–5 Financial Literacy Webinar Series (October 2025–May 2026). This Canvas-based series enrolled 300 elementary educators and will provide 15 hours of NVACS-aligned training, meeting a long-standing need for early elementary support. The series emphasizes foundational

vocabulary, saving and spending choices, age-appropriate financial decision-making, and integration with existing literacy instruction.

Educators also increasingly participated in NGPF's national certification programs, which offer rigorous training in Checking, Savings, Credit, Investing, and Behavioral Economics. These certifications strengthened classroom practice and supported district efforts to implement consistent personal finance instruction despite staffing limitations, time constraints and varied course structures.

Although participation increased statewide, almost all training attendees came from Clark County, with lower representation from other school districts. This pattern highlights ongoing equity barriers related to travel distance, staffing constraints, and limited access to in-person opportunities. These disparities underscore the need for continued support in hybrid PD models, travel support, and regional training options to ensure all educators, regardless of geography, can access high-quality financial literacy professional learning.

Collectively, these initiatives reflect growing statewide demand for structured financial literacy training and demonstrate the Council's emerging role in supporting educator preparation, curricular coherence, and district implementation.

4.3 Parent and Community Engagement

Parent Online Event (April 2025)

- Format: Virtual panel featuring educators, students, and Silver State Credit Union.
- Outcomes: 3 live attendees; valuable feedback on family financial literacy needs.

Parent Summit Event (North, September 2025)

- Format: In person presentation, in collaboration with Office of Family Engagement
- Outcomes: 15 live attendees; valuable feedback on family financial literacy needs, interpreter present to share in Spanish, provide overview of Seal, grad requirements, and personal finance education

Nevada Bankers Association – Adopt-a-School Initiative (Launch April 2026)

- Framework for banks to host two school-based events annually using FDIC Money Smart and JA curricula.
- Early interest expressed from several community banks.
- Tracking of participation and feedback planned for 2028 report.

4.4 Recommended Curriculum and Instructional Materials

Nevada currently has no NDE-approved financial literacy curriculum listed, and the statewide instructional materials approval and adoption processes remain paused. As a result, districts and charter schools lack consistent guidance on which instructional resources meet Nevada Academic Content Standards (NVACS) and statutory requirements under NRS 389.074.

To address this gap, the Governor's Financial Literacy Council conducted a structured review of available financial literacy curricula during 2024, led by the Curriculum & Professional Learning Subcommittee. This review evaluated each curriculum based on:

- Alignment to Nevada Academic Content Standards (grades 3–12)
- Coverage of statutory requirements (credit, debt, taxes, savings, planning, etc.)
- Pedagogical quality
- Rural accessibility and digital access
- Cost and sustainability
- Teacher training and assessment supports
- Bilingual availability
- Flexible implementation options

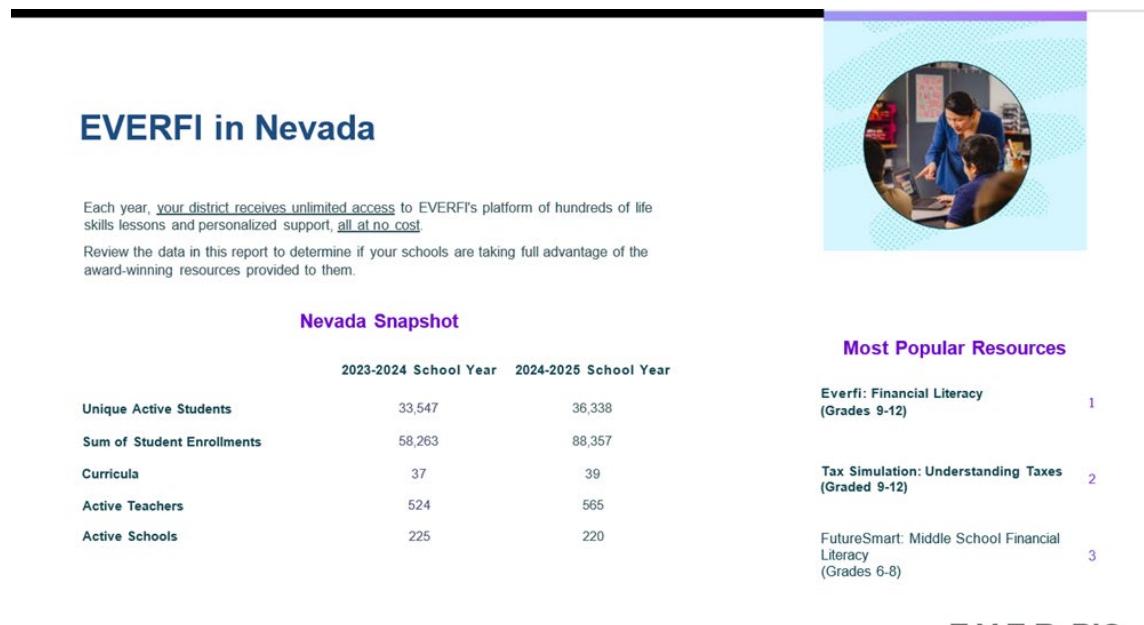
The Council's curriculum and instructional material recommendations serve as interim guidance until NDE's formal curriculum review process resumes.

(See Appendix C, Table C.1 for a list of recommended materials)

5. IMPACT DASHBOARD

Section 5 summarizes statewide participation data from Everfi, NGPF, Green Our Planet, and Junior Achievement.

Figures 1-7. Everfi



Financial Literacy



Program	2023-24 (EOY) Student Enrollments	2024-25 Student Enrollments	2024-25 Modules Completed	2024-25 Hours of Learning	2024-25 Teachers	2024-25 Schools
Vault: Understanding Money (Grades 4-6)	5,236	3,274	15,646	3,146	128	62
FutureSmart: Middle School Financial Literacy (Grades 6-8)	6,890	7,953	29,513	17,216	121	54
SmartEconomics: Economics for Middle School (Grades 6-8)	1,515	4,028	4,641	1,547	92	39
SaveUp: Saving Money for the Future (Grades 6-8)	583	1,016	3,099	517	34	13
Venture: Entrepreneurial Expedition (Grades 7-10)	890	1,552	6,112	2,920	37	24

EVERPI®

Financial Literacy



Program	2023-24 (EOY) Student Enrollments	2024-25 Student Enrollments	2024-25 Modules Completed	2024-25 Hours of Learning	2024-25 Teachers	2024-25 Schools
EverFi: Financial Literacy (Grades 9-12)	11,406	11,002	87,906	29,302	148	54
Tax Simulation: Understanding Taxes (Grades 9-12)	0	9,168	19,873	4,132	157	61
Marketplaces: Investing Basics (Grades 9-12)	2,487	3,555	12,728	4,390	69	32
Minding Your Money: Skills for Life (Grades 9-12)	1,740	2,236	8,893	2,223	56	25
Build: Credit Fundamentals (Grades 9-12)	1,302	3,295	14,361	3,545	65	31
Econ Foundations: Economics for High School (Grades 9-12)	5	1,905	4,570	1,143	47	24

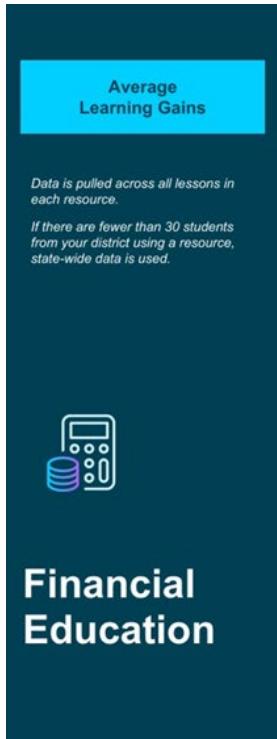
EVERPI®

Financial Literacy



Resource	202W024 (EOY) Student Enrollments	20244025 Student Enrollments	20244025 Module Completed	20244025 Hours of Learning	20244025 Teachers	20244025 Schools
Grow: Financial Planning for Life (Grades 9-12)	440	1,882	6,540	1,090	45	22
Modern Money: Safe Digital Banking (Grades 9-12)	1,343	2,541	8,261	2,754	43	21
Crypto Foundations (Grades 9-12)	20	1,340	2,451	817	29	14
Pathways: Financing Higher Education (Grades 9-12)	728	2,201	11,396	2,517	38	22
Healthcare Literacy: Navigating Medical Care (Grades 9-12)	207	1,556	4,117	1,029	24	15

EVERPI®



19%	25%	22%
Vault: Understanding Money Grades 4-6 Responsible decision making, income & careers, budgeting	FutureSmart: Middle School Financial Literacy Grades 6-8 Financial values & goal setting, budgeting, career exploration	SmartEconomics: Economics for Middle School Grades 6-8 Economics, supply & demand, taxes, trade, buying & selling
37%	29%	
SaveUp: Saving Money for the Future Grades 6-8 Benefits of saving money, how to open a savings account	Venture: Entrepreneurial Expedition Grades 7-10 Entrepreneurial thinking, building a team, creating a business pitch	

EVERPI®



Figure 8-11. Next Generation Personal Finance statewide participation.

NGPF awarded the Council a 3 Year Financial Equity and Empowerment (FEE) Grant resulting in a fulltime consultant being assigned from 2021-2024 to assist Nevada Teachers and the Dept. Of Education with NGPF Teacher Instructional Support, Classroom Curriculum, and base funding for a Financial Literacy Resources Website. Teachers responded to this support in such a positive way (i.e., FREE Teacher NGPF accounts rose 1240%) that NGPF committed to continued funding to provide a part time financial literacy consultant to continue the work to assist Nevada Teachers, through September 2026. This is the only State that NGPF has continued financial support, due to the overwhelming engagement of Teachers.

- Coordinated highly successful NGPF Summer Fin Camp in NV in June with approximately 75 attendees.
- Coordinated various Middle and High School Teacher Trainings in May, August and December (Clark County)
- **HIGHEST State Attendance at Last 3 NGPF All Virtual Fin Lit Conferences**
NGPF Spring 2024 Teaching Financial Lessons for Life: 134 Hours
NGPF Fall 2024 Back to School Conference: 208 Hours
NGPF Spring 2025 Educate. Engage. Empower. 418 Hours

Distinguished Educator Numbers have doubled.

NV now has 26 Distinguished Educators, 81% of them are High School Teachers.



2025 Teacher Professional Learning

5,214 PL/PD Hours

348 Hrs/Month (avg)

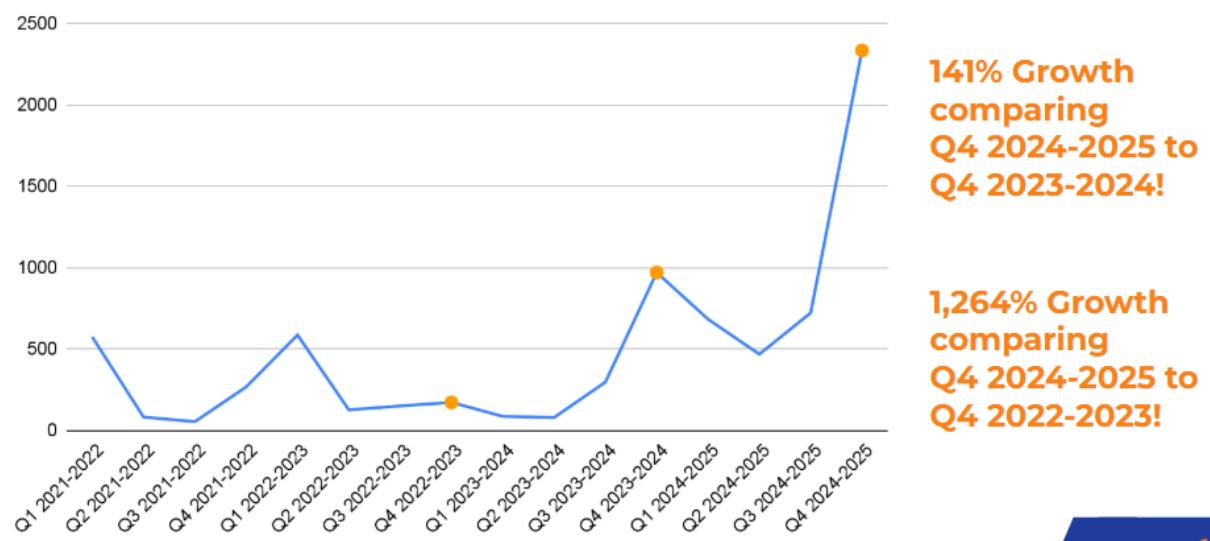
317 Teachers

177 Schools

16 Hrs/teacher (avg)



NV PD Hour Increases Over Time



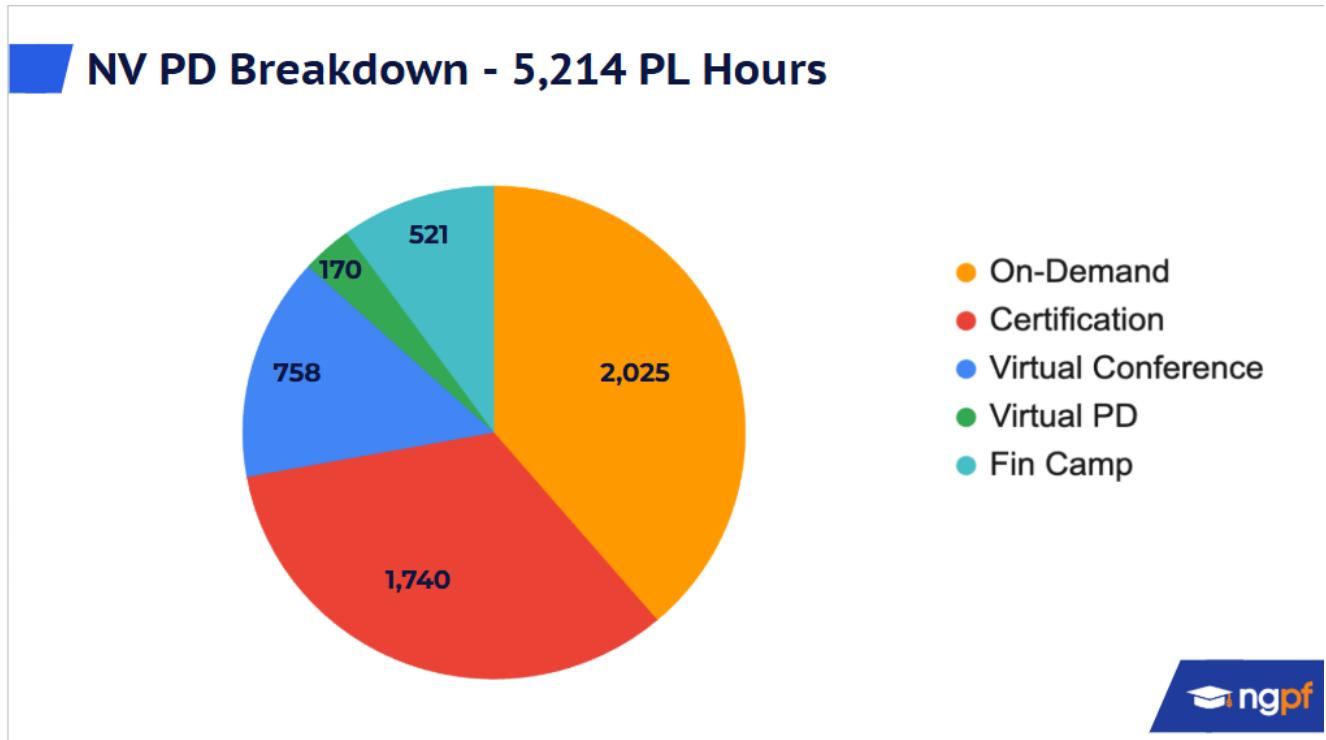
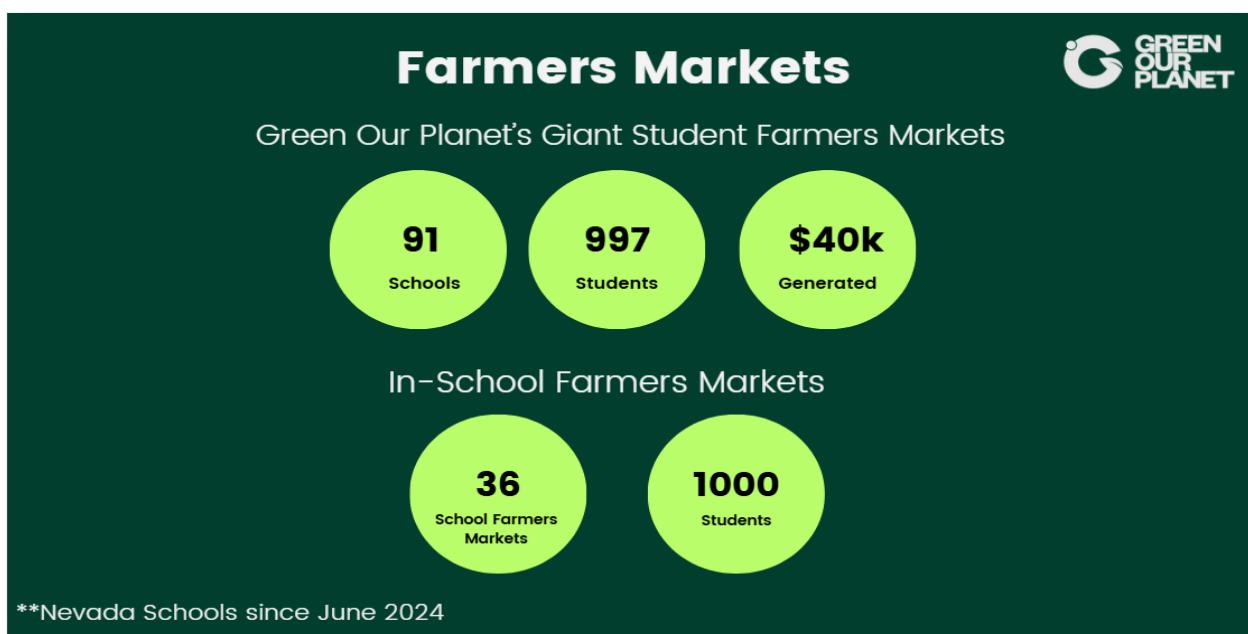


Figure 12-Green Our Planet



K-12 Financial Literacy Curriculum

70

Schools

80

Teachers

1,600

Students

**Nevada Schools since June 2024

Figure 13 – Nevada Junior Achievement (see item 6d)

IMPACT DATA OVERVIEW: ACADEMIC YEARS & PRESENT

23-24 ACADEMIC YEAR	24-25 ACADEMIC YEAR	25-PRESENT
 STUDENTS IMPACTED: 20,790	 STUDENTS IMPACTED: 39,848	 STUDENTS IMPACTED: 19,034
 CONTACT HOURS: 189,973	 CONTACT HOURS: 251,325	 CONTACT HOURS: 120,927
 VOLUNTEERS: 411	 VOLUNTEERS: 721	 VOLUNTEERS: 833
 SCHOOLS IMPACTED: 108	 SCHOOLS IMPACTED: 98	 SCHOOLS IMPACTED: 52

6. POLICY AND LEGISLATIVE ALIGNMENT

Nevada's approach to financial literacy instruction is guided by core statutory requirements, State Board regulations, and district-level implementation practices. Under **NRS 389.074**, financial literacy concepts, such as budgeting, financial decision-making, credit, taxes, insurance, and fraud prevention, must be taught within the high school Economics course. Additional statutes (**NRS 388.596–388.5968**) establish the Governor's Financial Literacy Council and outline its responsibilities related to curriculum guidance, awareness efforts, and biennial reporting.

While these statutes define the broad framework, implementation varies significantly across districts, particularly in course structure, instructional time, and curriculum selection. Because Nevada does not currently maintain an approved instructional materials list for financial literacy, districts and charter schools rely on a wide range of resources, resulting in differences in the depth and consistency of instruction.

According to the 2023 Champlain National Report Card (Appendix H), Nevada received a grade of "B" for financial literacy policy. This ranking reflects alignment with core national expectations but also highlights areas where state-level systems, such as standards coherence, curriculum guidance, and reporting, may benefit from ongoing reviews to support greater statewide consistency.

6.1 Statewide Course Offerings and District Implementation Patterns

An ongoing review of statewide high school course offerings ([Nevada](#)) indicates diverse approaches to meeting the statutory requirement:

- A few schools provide elective personal finance courses that expand access.
- Most schools deliver financial literacy solely through the Economics course, which varies in pacing, instructional time, and teacher expertise.

Additionally, Nevada currently lacks a centralized reporting mechanism that captures which instructional resources schools are using or how financial literacy is embedded within course structures. This makes it challenging to assess statewide alignment with NVACS or determine the level of instructional consistency across districts.

The Council's ongoing review of course offerings, curriculum usage, and district-level approaches are intended to support clearer guidance and statewide understanding of current implementation patterns.

6.2 Implications for Statewide Consistency and Equity

The variability in course structures and instructional depth has several implications for statewide alignment:

- Students across Nevada receive different levels of preparation in personal financial literacy depending on school course offerings, teacher preparation, and curriculum choices.

- Without statewide expectations for instructional materials, pacing, or assessment, it is difficult to monitor the degree to which statutory concepts are addressed.
- Schools that rely solely on embedded instruction within Economics may face challenges ensuring sufficient instructional time for all required financial literacy components.
- Tracking statewide progress remains limited, as available data reflects only those districts and schools using specific third-party platforms or reporting voluntarily.

These findings point to opportunities for continued collaboration between the Governor's Financial Literacy Council, the Nevada Department of Education, and the State Board to strengthen coherence through standards review, curriculum guidance, and transparent statewide data collection.

7. CHALLENGES, GAPS & OPPORTUNITIES

Nevada's financial literacy landscape has strengthened significantly during the 2024–2026 biennium; however, several statewide challenges continue to affect the consistency, depth, and accessibility of instruction. These challenges reflect long-standing system conditions across standards, curriculum, professional learning, and reporting structures. Identifying these gaps provides a foundation for continued collaboration among the Council, NDE, and the State Board to support clear, coherent, and equitable financial literacy education for all students.

7.1 Absence of K–2 Standards

Nevada's current financial literacy standards begin in grade 3, leaving early elementary classrooms without dedicated guidance for foundational concepts such as needs vs. wants, saving, and simple decision-making. As a result, instructional exposure varies across districts.

Opportunity:

There is an opportunity to review early-grade expectations and consider developing foundational K–2 guidance that aligns with Nevada Academic Content Standards (NVACS), National Standards, and supports age-appropriate financial literacy concepts.

7.2 Rigor, Structure, and Clarity Gaps in Grades 3–12 Standards

Nevada's current financial literacy standards for grades 3–12 identify essential concepts but do not fully reflect the depth, progression, or specificity found in widely recognized national frameworks. The standards in grades 3–5 are concise and introductory, which, combined with limited instructional time and resource availability in elementary schedules, results in uneven and limited integration across districts.

In grades 6–8, financial literacy expectations are grouped broadly across the entire middle school band, without grade-level delineation. This structure makes it difficult for schools to determine when specific concepts should be introduced, reinforced, or mastered, leading to variability in pacing and depth depending on district sequencing decisions.

Educators report that the current standards leave room for interpretation regarding rigor, developmental progression, and instructional emphasis. Without a clearly scaffolded continuum,

schools' approach financial literacy at different levels of depth, which contributes to statewide inconsistencies in student learning experiences.

Opportunity:

A review of the K–12 standards pathway, with particular attention to rigor, grade-band specificity, and alignment with established national expectations, could support clearer instructional expectations, improved coherence, and better guidance for districts as they plan and sequence financial literacy instruction.

7.3 Placement of Financial Literacy Within the One-Semester Economics Course

Nevada's statutory structure places required financial literacy concepts within the one-semester Economics course (NRS 389.074). Because Economics already carries substantial academic content, schools vary in how much instructional time can be devoted to personal finance, which leads to differences in pacing, depth, and integration across districts.

In addition to these variations, students who enroll in Advanced Placement (AP) Economics or dual-enrollment Economics often receive limited or no instruction in personal finance. These externally designed courses follow strict national or college-level frameworks that do not include Nevada's financial literacy requirements, resulting in a gap for students who take these advanced pathways.

Some high schools address this by offering supplemental personal finance electives, while others rely solely on embedded instruction within the standard Economics course. This creates uneven access to required personal finance concepts for students across the state, particularly those pursuing college-level Economics options.

Opportunity:

A continued review of district-level course design practices, including how personal finance concepts are integrated within standard Economics and how AP and dual-enrollment pathways address state-required content, may help identify effective models and support greater consistency in meeting statutory personal finance expectations statewide.

7.4 Awareness and Accessibility of the Seal of Financial Literacy

Seal participation remains low, with 24 Seal earners in 2025, all from a single county. Contributing factors include course availability, varying levels of counselor awareness, and differences in district-level procedures for communicating Seal opportunities to students and families.

Opportunity:

Expanded awareness efforts, clearer communication processes, and continued review of Seal procedures and criteria may support more equitable participation statewide.

7.5 Rural Participation and Access to Professional Learning

Teacher participation data show disproportionately lower engagement from rural districts. Persistent factors include travel distance, limited substitutes, and staffing constraints that reduce access to in-person professional development.

Opportunity:

Expanding hybrid, virtual, and regionally rotated professional learning opportunities may help address geographic barriers and promote more balanced statewide participation.

7.6 Limited Parent and Family Engagement Capacity

Although Nevada families express interest in financial literacy education, parent-facing events show low attendance. Contributing factors include scheduling conflicts, limited childcare or transportation.

Opportunity:

Collaboration with district family engagement offices, community organizations, and parent networks may support more accessible communication channels and increased participation.

7.7 Teacher Preparation and Certification Variability

Nevada does not currently have a dedicated financial literacy endorsement or standardized preparation pathway. As a result, teacher expertise varies depending on district assignments, prior coursework, and access to training opportunities.

Opportunity:

Exploring professional preparation pathways, including micro-credentials or elective content training, may strengthen teacher confidence and instructional consistency across districts.

These challenges reflect systemic conditions rather than isolated issues. Addressing them through continued collaboration across the Council, NDE, RPDPs, and the State Board may support:

- Greater coherence in standards and instructional expectations
- Clearer guidance for districts and educators
- Improved statewide data collection
- More equitable access to student opportunities
- Stronger alignment of financial literacy instruction with Nevada's portrait of a learner

8. COUNCIL RECOMMENDATIONS & ACTION PLAN

The following recommendations reflect the highest-priority areas identified by the Council for strengthening statewide financial literacy instruction during the 2026–2028 biennium. These opportunities focus on improving coherence, access, and instructional quality across Nevada. Each recommendation aligns with the Council's statutory responsibilities and supports ongoing collaboration with the Nevada Department of Education and, where appropriate, the State Board of Education.

8.1 Standards Alignment and Instructional Coherence

Nevada's current financial literacy standards would benefit from a comprehensive review to ensure rigor, developmental progression, and alignment with recognized national benchmarks. This is especially important in early elementary grades, where no K–2 standards currently exist, and in grades 6–8, where the standards are grouped across the entire band.

Recommended Focus Areas:

- Develop K–2 foundational guidance that introduces age-appropriate personal finance concepts.
- Review and revise the 3–12 standards progression to strengthen rigor, clarify sequencing, and improve consistency.
- Provide supporting guidance or exemplars to help educators understand expectations across grade levels.

8.2 Seal of Financial Literacy Review

Seal participation has increased modestly but remains concentrated geographically. The Council has identified the need to review current Seal criteria and processes to support clearer communication, improved access, and stronger alignment with coursework and assessment options.

Recommended Focus Areas:

-  Review GPA criteria, assessment options, and qualifying coursework for clarity and consistency.
- Strengthen reporting processes and communication procedures for districts, counselors, and students.
- Explore recognition or awareness strategies to increase student participation across more counties.

8.3 Professional Learning and Educator Preparation

Educator demand for personal finance training continues to grow, particularly in K–8. Expanding high-quality professional learning opportunities is essential for supporting consistent instruction statewide.

Recommended Focus Areas:

- Continue to expand regional, hybrid, and virtual professional development models that increase access for all districts.
- Explore micro-credentialing or content-focused preparation pathways in partnership with NSHE and national organizations to strengthen educator expertise.
- Coordinate PD efforts with RPDPs to support alignment with licensure and professional growth requirements.

8.4 Equity and Access Across Districts

Participation data show persistent gaps in access to high-quality financial literacy learning, especially among rural districts and students taking AP or dual-enrollment Economics.

Recommended Focus Areas:

- Develop strategies to increase rural district participation, including regional PD rotations and flexible training options.
- Encourage districts to examine how required personal finance concepts are covered for students enrolled in AP or dual-enrollment Economics.
- Provide implementation guidance that highlights effective scheduling, course-design, and integration models observed statewide.

8.5 Public Awareness and Family Engagement

Statewide understanding of financial literacy opportunities, particularly for the Seal and for parent-facing events, remains limited.

Recommended Focus Areas:

- Strengthen communication through NDE channels, district newsletters, and family engagement offices.
- Offer clear, accessible information about financial literacy requirements, resources, and student opportunities.
- Promote statewide events in multiple modalities and languages to enhance reach.

8.6 Resource Considerations and Program Sustainability

While the current budget supports the minimum required activities, program expansion, especially in professional development, data systems, and family engagement, may require continued analysis of resource needs.

Recommended Focus Areas:

- Identify grant opportunities, partnerships, and external resources that may support statewide initiatives.
- Explore efficiencies in data collection and reporting systems to improve consistency and reduce district burden.
- Reviewing long-term program needs to ensure continuity and alignment with statewide priorities.

8.7 Council Member Professional Learning and National Engagement

Keeping Council members informed about national trends strengthens the quality of recommendations and statewide alignment.

Recommended Focus Areas:

- Participate in national conferences and networks related to financial literacy, economic education, and curriculum innovation. Currently funding does not allow for any out of state conference or training opportunities.
- Share key learnings with NDE, RPDPs, and the State Board to inform statewide strategy.

Summary

Together, these recommendations emphasize:

- Improved instructional clarity and coherence
- Increased access to high-quality financial literacy learning
- Stronger statewide consistency
- Better support for educators, families, and districts
- A data-informed foundation for future NDE and State Board decision-making

The Council looks forward to continued collaboration with the Nevada Department of Education and the State Board of Education to advance this work in alignment with statewide priorities.

APPENDICES

Appendix A. Council Meeting summaries

Appendix B. Membership List

Appendix C. Instructional Materials List

Appendix D Budget Summary

Appendix E. Seal Criteria

Appendix F. Rand Report 2024

Appendix G. NGPF Annual Report 2025

Appendix H. Champlain College Report

Appendix I. Junior Achievement of Nevada Report

APPENDIX A

COUNCIL MEETING SUMMARY

The Governor's Financial Literacy Council held four formal public meetings during the 2024–2026 biennium in compliance with Nevada's Open Meeting Law (NRS 241). All meetings were publicly noticed through the Nevada Department of Education (NDE) website, accessible virtually via Microsoft Teams, and supported by recorded minutes maintained by NDE.

Table 1

Date	Type / Format	Key Agenda Items / Actions Taken	Outcomes / Next Steps
February 5, 2025	Regular Meeting (Hybrid – Carson City & Las Vegas with virtual access)	Review of Open Meeting Law; election of officers (Ray Specht Chair, Scott Arkills Co-Chair, Michelle Jackson Secretary); formation of subcommittees (Website, Fundraising, Professional Learning & Curriculum, Outreach & Education); overview of SB 314 and FY25 budgets; NGPF Fin Camp and strategic planning discussion.	Council reorganized for 2025–26 term; committees activated; priorities set for Financial Literacy Month, curriculum vetting, and Seal review.
April 2, 2025	Regular Meeting (Virtual)	Approval of February minutes; introduction of new NSHE representative; budget update; Financial Literacy Month planning and Governor's Proclamation (Apr 14); discussion of AB 289 and SB 229 legislation and Seal exam barriers.	Financial Literacy Month event set for April 26; budget and fundraising planning initiated; one-page state comparison requested for legislative briefing.
July 10, 2025	Regular Meeting (Virtual)	FY25 budget review (NDE vs. PEF accounts); website redesign proposal (\$5,288 KMJ quote); NGPF Fin Camp outcomes (74 teachers); K–5	Approved website phase 1 pending funding; scheduled Aug 1 working session for bylaws and financial controls; subcommittees assigned

		Webinar Series planning; Seal update (32 students); Financial Literacy Month recap (65 student entries); two-year plan development.	curriculum vetting and Seal tasks.
October 14, 2025	Regular Meeting (Virtual)	Approval of July minutes; discussion of new fiscal agent after Public Education Foundation withdrawal; bylaws and procedural documents approved; student member eligibility and officer election timelines revised; meeting calendar and biennial report timeline set; review of Open Meeting Law restrictions on task forces.	Adopted updated bylaws and 2025–26 calendar; initiated fiscal-agent transition process; assigned committee deadlines for biennial report sections (Nov 20 submission); confirmed January 2026 emergency meeting for final report approval.

Summary of Compliance

- **Meetings Held:** 4 (February, April, July, October 2025)
- **Quorum Achieved:** Yes, for all meetings
- **Open Meeting Law:** Agendas and minutes posted via NDE per NRS 241

Approved minutes and supporting materials are archived at:

https://doe.nv.gov/Standards_Instructional_Support/Financial_Literacy/

APPENDIX B

COUNCIL MEMBERSHIP 2024-2026

This appendix documents the current composition of the Governor's Financial Literacy Council (Nevada) as required under [NRS 388.596–388.5968](#) ensuring representation across K–12 education, postsecondary institutions, financial institutions, and nonprofit sectors.

Table 2

Name	Affiliation	Appointing Authority	Appointed Year	Term End
Scott Arkills, Vice Chair	Credit Union Silver State Credit Union	Governor	2019	2025
Sarah Brown	District Administrator Washoe County	Senate Majority Leader	2024	2026
Amanda Hughes	Nevada Department of Education (NDE) EPP Social Studies and Financial Literacy	Superintendent of Public Instruction Deputy Supt. Ann Marie Dickson	2024	(Ex officio)
OPEN	Student	Financial Literacy Council		
Michelle Jackson, Secretary	Business/Community Junior Achievement South	Governor	2024	2026
Jeffery Kirst	HS Teacher Washoe County	Assembly Minority Leader	2019	2025
Kristin Reagan	Business/Community Junior Achievement North	Senate Majority Leader	2024	2026

Nadya Rousseau	Community/Entrepreneurship State Coordinator, Entrepreneur Week	Assembly Speaker	2024	2026
Ashley Salisbury	Nevada System of Higher Education (NSHE)	Chancellor of NSHE	2024	(Ex officio)
Ana Sanchez	Elementary Teacher Washoe County	Assembly Speaker	2024	2026
Raymond Specht (Chair)	Leadership CEO, Specht	Minority Leader Assembly	2019	2025 - Retiring
Stacy Watkins	Banking Lexicon Bank	Governor	2024	2026
Michelle Wheatfill	School Administrator Clark County	Senate Minority Leader	2019	2025
Joyce Woodhouse	Retired Legislator Member at Large	Senate Minority Leader	2024	2026
OPEN	NSHE appointed Educator of FinLit/Economics	Chancellor NSHE		

Appointments are made by the Governor and legislative leadership according to statutory categories. All members serve without compensation and in compliance with Nevada's Open Meeting Law.

During 2025, the Council confirmed all active appointments and identified one vacancy for a post-secondary educator specializing in financial literacy or economics. Reappointments for 2026–2027 terms are in progress through the Governor's Office and Nevada System of Higher Education. Updated membership will be reported to the State Board following confirmation.

APPENDIX C

INSTRUCTIONAL MATERIALS

The Council recommends these curricula because they:

- Are free or affordable statewide, ensuring equitable access
- Strongly aligned to statutory personal finance components
- Support NVACS in Social Studies and Economics
- Offer robust teacher professional learning pathways
- Provide digital, hybrid, or classroom-ready options
- Include progress-tracking and reporting tools
- Address statewide gaps in district-level implementation
- Support both high school and middle school personal finance

These recommendations establish a consistent, equitable foundation for statewide financial literacy instruction while NDE's formal curriculum review remains paused.

Table C.1 Council-Reviewed and Recommended Financial Literacy Curriculum Resources

Curriculum / Provider	Description & Strengths
Vault (Everfi)	Early foundational concepts: earning, budgeting, wants vs. needs, saving. Digital, interactive. Free
Junior Achievement	JA teaches financial literacy, Entrepreneurship and work readiness to elementary, middle and high school students. \$
Andson	Financial literacy materials are for students K-12. Lessons focus on key vocabulary, have embedded videos and assign topics of discussion for families. \$\$\$
Green Our Planet	Lessons with standards outlined for the teachers, all lessons centered around gardens. \$\$
FDIC-Money Smart	This is a site for financial information and for accessing interesting material for financial literacy lessons. The site has lessons for many ages, with instructions and a teacher's manual. It comes up under FDIC Money Smart in a search engine. It has a podcast in Spanish for Money Smart. Free

MyMoney.gov	This is an official website of the United States government. It has tabs for the following: For Researchers Clearinghouse of federally funded research reports, articles and datasets on financial capability and related topics. For Teachers & Educators Curricula, lesson plans, tip sheets, guidance and helpful tools for teaching financial capability. For Youth Information, games and fun facts about money, saving and planning for the future. Free
Everfi	Budgeting, goal setting, values, career exploration; widely used in grades 6–8. Free
NGPF Middle School Curriculum	Full PF units with projects, case studies, and data literacy activities. Free
Money SKILL	Money SKILL can be used as a standalone personal finance course or can be included as part of a course in economics, business, math, family and consumer sciences, or wherever personal finance is taught. In addition to being completely free (and ad-free) for all users, Money SKILL is offered in English and Spanish, contains audio dictation options, and aligns with nationally recognized K-12 personal finance standards. Free
NGPF High School Curriculum	Comprehensive PF curriculum with full units, assessments, projects, case studies, and simulations. Free
Everfi (HS)	Modules on banking, credit, taxes, employment, and investing. Credit scores, loans, borrowing, consumer protection. Economics + PF blend; released 2025 PF + mental-health and life-stages integration; released 2025. Free
Mad City Money	Mad City Money is a 2-hour simulation for high-school teens, ages 14-18. Free

APPENDIX D

BUDGET OVERVIEW AND FUNDING ANALYSIS

This appendix provides an overview of the Council's current appropriation, how funds will be used during the 2024–2026 biennium, and the operational considerations that emerged as the Council implemented statutory responsibilities. The information below is offered for transparency and to support understanding of how existing resources align with ongoing program activities. It is not intended as a funding request.

The Council's work is supported through an AB543 category-level budget. Table D.1 outlines the current appropriation and associated expenditures for FY25-26. Most funds were used to support the K–5 Financial Literacy Webinar Series, with remaining amounts allocated for in state travel, advertising, and operational needs. Many categories show minimal or no expenditures but have been allocated.

Table D.1. Current Category-Level Budget for Financial Literacy AB543

Category-level appropriations reflect authorized spending capacity, not programmatic surplus. Unexpended balances primarily reflect activities delivered through staff capacity, volunteer effort, or deferred timing (e.g., biennium-end meetings), rather than unused program need.

Description	Appropriation	Actuals	Notes
Contracts	\$2,627	\$2500	\$2,500 allocated for K–5 Webinar Series (remaining \$127)
Other Travel Expenses	\$46	\$0	—For board meeting June 2026
Per Diem – In-State	\$2,528	\$0	—For board meeting June 2026
FS Daily Rental – In-State	\$249	\$0	—For board meeting June 2026
Non-FS Vehicle Rental – In-State	\$784	\$0	—NA
Personal Vehicle – In-State	\$190	\$0	—

Commercial Air Travel — In-State	\$2,623	\$0	—For board meeting June 2026
Advertising & Public Relations	\$314	\$0	—shipping of teacher incentives
Dues & Registrations	\$399	\$0	—NA (to be reallocated)
Total	\$9,760	\$2500	

D.2 Required Program Activities Supported by the Current Budget

The Council will complete several statewide initiatives using volunteers, possible donations, and the current appropriation, including:

- Financial Literacy Month outreach and activities (volunteers and donations only)
- A parent-facing virtual event volunteers and donations only)
- Teacher recognition activities
- Council meeting support, including one hybrid in-person meeting
- Printing, communication, shipping and administrative tasks
- The K–5 Financial Literacy Webinar Series

These activities reflect the Council's focus on high-impact programming within the parameters of the existing budget and the possible donations received.

D.3 Resource Considerations Identified During Implementation

As the Council implements programming during the biennium, several operational considerations emerged. These reflect where the current funding structure enables work and where certain activities are more challenging to support. These points are informational only:

1. Contracts Category Usage

The contracts category was primarily used for the K–5 webinar series, leaving a small residual balance for additional contracted work. As a result, most activities must be implemented through direct Council and NDE staff or volunteer effort rather than paid services.

2. Financial Literacy Month Activities

Student and teacher engagement activities for Financial Literacy Month were completed using creative, low-cost strategies. The scope of these activities is shaped each year by the available allocation for recognition and outreach through donations.

3. Council Meeting Travel

In-state travel for Council meetings is supported within the current budget. Travel needs vary depending on meeting format and location.

4. Advertising and Public Outreach

GL 7121 provides a limited allocation for statewide awareness and communications. This influences the scale and modality of outreach efforts.

5. While the Council's category-level budget appears sufficient to support required activities, implementation relies heavily on limited NDE staff capacity and volunteer contributions. Many activities reflected in the narrative were delivered through in-kind effort rather than contracted services. This approach enables statutory compliance but limits scalability, responsiveness, and optional program expansion.

These considerations do not represent requests; they simply describe the Council's operational landscape during this biennium.

D.4 Minimum Operational Allocation Plan (This allocation reflects the **minimum** funding necessary to meet statutory obligations and maintain baseline statewide engagement.)

The Council uses the current appropriation to prioritize statutory activities and statewide programming. Annual planning is shaped by:

- Whether programming can be delivered virtually or regionally
- Availability of partner-provided materials and no-cost PD
- Travel needs for Council members
- Communication and outreach goals
- Webinar and instructional needs

This approach ensures that activities remain aligned with budget parameters and statewide priorities.

Activity	Recommended Allocation	Notes
Student Contest (FL Month)	\$1,200	Prize checks or CDs
Teacher Activities	\$400	Incentives + communications
Parent Event	\$300	Attendance incentives, speakers
Advertising	\$300	Matches GL allocation
Council June Meeting Travel	\$1,900	Airfare + per diem for northern members
Program Contingency	\$300	Required buffer
K-5 Webinar Series (Pre-Allocated)	\$2,500	Already committed

Total Required	\$6,900 (excluding webinar series)	Fits remaining budget
Remaining Balance	~\$360	Small operational buffer

This plan remains within budget while maintaining all **required** statewide activities at the **minimum** level.

The Council is able to meet all statutory requirements at the minimum level within the current appropriation through careful prioritization, virtual delivery models, and reliance on staff and partner support. However, the current budget structure limits the Council's ability to expand in-person engagement, scale professional learning, or respond to emerging needs without external funding or sponsorship.

D.5 Information About Additional Operational Needs Identified During the Biennium

The considerations below reflect opportunities for enhancement rather than unmet statutory requirements. The following areas were noted as operational considerations that may influence long-term planning. These items do not constitute requests, but rather reflect areas where the current structure shapes the scale or modality of Council activities:

- National Professional Learning Opportunities: Participation in national conferences provides valuable insight into national models and trends but is typically beyond the scope of current in-state travel allocations.
- Parent Engagement: In-person parent events require additional resources such as space, materials, or support services, making virtual formats the most feasible option under the current budget.
- School-Based Professional Learning: Onsite workshops in rural or distant regions involve travel-related costs, so virtual or hybrid PD remains the most accessible model.
- Website Maintenance: Routine website updates are supported through NDE; a larger redesign or modernization effort would require planning beyond current allocations.

Again, these points are presented only to describe how the structure of the current budget shapes the delivery of statewide programming.

D.6 Additional Operational Considerations

During the biennium, the Council identified several operational areas that extend beyond the capacity of the current appropriation. These items are provided for informational purposes only and reflect the way existing resources shape program delivery. All statutory duties and required statewide activities remain the Council's priority and are supported at the minimum level within the current budget.

To expand or enhance programming beyond these core requirements, the Council actively seeks grants, partnerships, and donations from community organizations, financial institutions, and

national networks. As these external resources vary from year to year, the Council adjusts the scope of optional initiatives accordingly.

Key operational considerations include:

D.6.1 National Professional Learning Opportunities

Participation in national financial literacy conferences (such as those offered by NGPF, Jump\$tart, Council for Economic Education, or W!SE) provides valuable insight into national models and supports high-quality recommendations. These opportunities generally fall outside the scope of in-state travel allocations and are pursued only when external funding or sponsorships are available.

D.6.2 Parent and Family Engagement

In-person parent engagement events typically require resources such as materials, interpreters, or facility logistics. As a result, the Council primarily offers virtual or low-cost formats, while supplementing activities when partner donations or grants are available.

D.6.3 School-Based Professional Learning

Providing PD directly in schools, particularly in rural regions, may require travel-related support. The Council prioritizes hybrid and virtual PD models to ensure access statewide and incorporates in-person visits when feasible through collaboration with RPDPs or when supported by external contributions.

D.6.4 Website Maintenance and Modernization

Routine website updates are necessary to ensure website remains up to date and a hub of resources for all Nevadans. More extensive redesign or modernization efforts are explored only when grant funding, sponsorship, or partner support can be identified.

D.6.5 Contract-Based Work

Because contracted services must be carefully planned within the existing category-level structure, most programming is implemented through Council and NDE staff. Additional contracted support is considered only when externally funded.

These considerations simply describe the operational environment in which the Council works, and the strategies used to deliver statewide programming while maintaining statutory compliance.

D.7 Program Planning Considerations for 2026–2028

Looking ahead, the Council will continue using its existing appropriation to fulfill all statutory requirements, including Financial Literacy Month activities, public meetings, curriculum guidance, and educator support at the minimum level. As optional initiatives are considered, the Council will:

- Prioritize legally required activities first

- Pursue grants, sponsorships, and community donations to expand programming when possible
- Plan optional initiatives based on available external resources
- Leverage no-cost or low-cost partnerships to maintain statewide reach
- Coordinate with RPDPs, districts, and community organizations to maximize efficiency and minimize cost
- Continuing monitoring of resource needs to support accurate planning and reporting

These observations may inform future budget design discussions, including alignment between statutory expectations, member capacity, and allowable expenditure categories.

APPENDIX E

SEAL CRITERIA



- 1) GPA: 3.25 (4.0 scale) or 3.85 weighted
- 2) Demonstrate Proficiency: Meet one of the following:
 - a) Earn a score of 85% on a Financial Literacy Assessment provided by the Nevada Department of Education
 - i) Can retake the NDE Financial Literacy Assessment one time only
 - ii) NDE Financial Literacy Assessment Open Window: March 15 - April 15
 - iii) School Counselor or District must register students for NDE Financial Literacy Assessment
 - b) A grade of B or higher in a college level or dual credit course in financial literacy
 - c) A score of gold or higher on the ACT National Career Readiness Certificate
- 3) Course Requirements: 3 Credits in a course that includes **personal** financial literacy content

ADDITIONAL APPENDICES WILL BE ATTACHED THROUGH PDF AS THEY ARE DOCUMENTS FROM OUTSIDE NDE.