

NRS 389.074 Instruction in financial literacy. [Effective through June 30, 2028.]

1. The board of trustees of each school district and the governing body of each charter school shall ensure that instruction in financial literacy is provided to pupils enrolled in grades 3 to 12, inclusive, in each public school within the school district or in the charter school, as applicable. The instruction must include, without limitation:

- (a) The skills necessary to develop financial responsibility, including, without limitation:
 - (1) Making reasonable financial decisions by analyzing the alternatives and consequences of those financial decisions;
 - (2) Locating and evaluating financial information from various sources;
 - (3) Judging the quality of services offered by a financial institution;
 - (4) Developing communication strategies to discuss financial issues;
 - (5) Controlling personal information; and
 - (6) Reviewing and summarizing federal and state consumer protection laws.
- (b) The skills necessary to manage finances, including, without limitation:
 - (1) Developing a plan for spending and saving;
 - (2) Developing a system for keeping and using financial records; and
 - (3) Developing a personal financial plan.
- (c) The skills necessary to understand the use of credit and the incurrence of debt, including, without limitation:
 - (1) Identifying the costs and benefits of various types of credit;
 - (2) Understanding the methods to manage debt and the consequences of acquiring debt;
 - (3) Understanding how interest rates, compounding frequency and the terms of a loan can affect the cost of credit;
 - (4) Completing an application for a loan;
 - (5) Understanding different types of loans, including, without limitation, payday loans, automobile loans, student loans and mortgages;
 - (6) Explaining the purpose of a credit report, including, without limitation, the manner in which a credit report is used by lenders;
 - (7) Describing the rights of a borrower regarding his or her credit report;
 - (8) Identifying methods to avoid and resolve debt problems; and
 - (9) Reviewing and summarizing federal and state consumer credit protection laws.
- (d) The skills necessary to understand the basic principles of saving and investing, including, without limitation:
 - (1) Understanding how saving and investing contribute to financial well-being;
 - (2) Understanding the methods of investing and alternatives to investing;
 - (3) Understanding how to buy and sell investments;
 - (4) Understanding compound interest, including, without limitation, in the context of investments;
 - (5) Understanding various types of securities, including, without limitation, stocks and bonds; and
 - (6) Understanding how the regulation of financial institutions protects investors.
- (e) The skills necessary to prevent and limit the consequences of identity theft and fraud.
- (f) The skills necessary to understand the basic assessment of taxes, including, without limitation, understanding the manner in which taxes are computed by local, state and federal governmental entities.
- (g) The skills necessary to understand the basic principles of insurance, including, without limitation:

- (1) Understanding the function of various insurance policies; and
 - (2) Determining the quality of an insurance provider.
- (h) The skills necessary to plan for higher education and career choices, including, without limitation:
 - (1) Information concerning institutions of higher education and college preparedness;
 - (2) Information concerning career options;
 - (3) Writing a resume;
 - (4) Information concerning opportunities for financial aid, including the Free Application for Federal Student Aid and the programs of the Western Interstate Commission for Higher Education, and the manner in which to qualify for such opportunities;
 - (5) Information concerning scholarship opportunities, including, without limitation, the Governor Guinn Millennium Scholarship Program and Silver State Opportunity Grant Program; and
 - (6) Information concerning prepaid tuition and college savings programs and plans established pursuant to [chapter 353B](#) of NRS and section 529 of the Internal Revenue Code, 26 U.S.C. § 529.
2. The standards of content and performance for the instruction in financial literacy required by subsection 1 must be included in the standards of content and performance established by the Council to Establish Academic Standards for Public Schools pursuant to [NRS 389.520](#). The instruction required by subsection 1 must be:
 - (a) Age-appropriate; and
 - (b) Included within a course of study for which the Council has established the relevant standards of content and performance, including, without limitation, a course of study in economics, mathematics or social studies.
3. The board of trustees of each school district and the governing body of each charter school in which pupils are enrolled in any grade of grades 3 to 12, inclusive, shall encourage:
 - (a) Persons to volunteer time, expertise and resources to assist a school district, governing body of a charter school, public school or teacher in the provision of instruction in financial literacy; and
 - (b) Partnerships between a school district or charter school and relevant persons, businesses or entities in which those persons, businesses or entities provide the resources necessary to provide instruction in financial literacy.

(Added to NRS by [2009, 1120](#); A [2017, 2930](#); [2021, 1127](#))

NRS 389.074 Instruction in financial literacy. [Effective July 1, 2028.]

1. The board of trustees of each school district and the governing body of each charter school shall ensure that instruction in financial literacy is provided to pupils enrolled in grades 3 to 12, inclusive, in each public school within the school district or in the charter school, as applicable. The instruction must include, without limitation:
 - (a) The skills necessary to develop financial responsibility, including, without limitation:
 - (1) Making reasonable financial decisions by analyzing the alternatives and consequences of those financial decisions;
 - (2) Locating and evaluating financial information from various sources;
 - (3) Judging the quality of services offered by a financial institution;
 - (4) Developing communication strategies to discuss financial issues;
 - (5) Controlling personal information; and
 - (6) Reviewing and summarizing federal and state consumer protection laws.

- (b) The skills necessary to manage finances, including, without limitation:
 - (1) Developing a plan for spending and saving;
 - (2) Developing a system for keeping and using financial records; and
 - (3) Developing a personal financial plan that includes, without limitation, understanding and budgeting for the costs of housing, transportation and health care.
- (c) The skills necessary to understand the use of credit and the incurrence of debt, including, without limitation:
 - (1) Identifying the costs and benefits of various types of credit;
 - (2) Understanding the methods to manage debt and the consequences of acquiring debt;
 - (3) Understanding how interest rates, compounding frequency and the terms of a loan can affect the cost of credit;
 - (4) Completing an application for a loan;
 - (5) Understanding different types of loans, including, without limitation, payday loans, automobile loans, student loans and mortgages;
 - (6) Explaining the purpose of a credit report, including, without limitation, the manner in which a credit report is used by lenders;
 - (7) Describing the rights of a borrower regarding his or her credit report;
 - (8) Identifying methods to avoid and resolve debt problems; and
 - (9) Reviewing and summarizing federal and state consumer credit protection laws.
- (d) The skills necessary to understand the basic principles of saving and investing, including, without limitation:
 - (1) Understanding how saving and investing contribute to financial well-being;
 - (2) Understanding the methods of investing and alternatives to investing;
 - (3) Understanding how to buy and sell investments;
 - (4) Understanding compound interest, including, without limitation, in the context of investments;
 - (5) Understanding various types of securities, including, without limitation, stocks and bonds; and
 - (6) Understanding how the regulation of financial institutions protects investors.
- (e) The skills necessary to prevent and limit the consequences of identity theft and fraud.
- (f) The skills necessary to understand the basic assessment of taxes, including, without limitation, understanding the manner in which taxes are computed by local, state and federal governmental entities.
- (g) The skills necessary to understand the basic principles of insurance, including, without limitation:
 - (1) Understanding the function of various insurance policies; and
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 - (1) Information concerning institutions of higher education and college preparedness;
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- (a) Age-appropriate; and
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3. The board of trustees of each school district and the governing body of each charter school in which pupils are enrolled in any grade of grades 3 to 12, inclusive, shall encourage:

- (a) Persons to volunteer time, expertise and resources to assist a school district, governing body of a charter school, public school or teacher in the provision of instruction in financial literacy; and
- (b) Partnerships between a school district or charter school and relevant persons, businesses or entities in which those persons, businesses or entities provide the resources necessary to provide instruction in financial literacy.

(Added to NRS by [2009, 1120](#); A [2017, 2930](#); [2021, 1127](#); [2023, 147](#), effective July 1, 2028)