

NY Inspires

Proposed Instructional Requirement:
Climate Education
Personal Finance Education



Four Transformations



Adopt a NYS
Portrait of a
Graduate ✓



Redefine Credits and
Learning
Experiences



Sunset
Diploma Assessment
Requirements



Move to One NYS
High School
Diploma



Redefining Learning Experiences

Proposed Instructional Requirement

Climate Education



Personal Finance Education



Implementation Timeline

New Instructional Requirement	Middle Grade Band (Grades 5–8) and High School Grade Band (Grades 9–12)	Elementary Grade Band (Grades K–4)
Personal Finance Education	Beginning with the 2026–2027 school year (SY)	Beginning with the 2027–2028 SY
Climate Education	Beginning with the 2027–2028 SY	Beginning with the 2028–2029 SY



Instructional Verification

- Verification of implementation of instructional requirements
 - Personal finance education: 2026–2027, 2027–2028, and 2028–2029 school years
 - Climate education: 2027–2028 and 2028–2029 school years
- Submitted through the SED Monitoring and Vendor Performance System in the NYSED Business Portal



Climate Education



Climate-Related Courses Offered Statewide

Category	Example Courses
Advanced (AP/IB)	AP Environmental Science, AP Human Geography, IB Environmental Systems & Societies (HL/SL), IB Physics (HL)
Earth & Environmental Sciences	Earth and Space Sciences, Physical Geography, Environmental Science
Agriculture & Natural Resources	Agriculture–Comprehensive, Ag & Natural Resources–Comp, Ag & Nat Res–Comprehensive, Forestry Management, Energy/Power
Specific Climate-related Topics	Energy and the Environment, Agriculture and Society, Eco-tourism



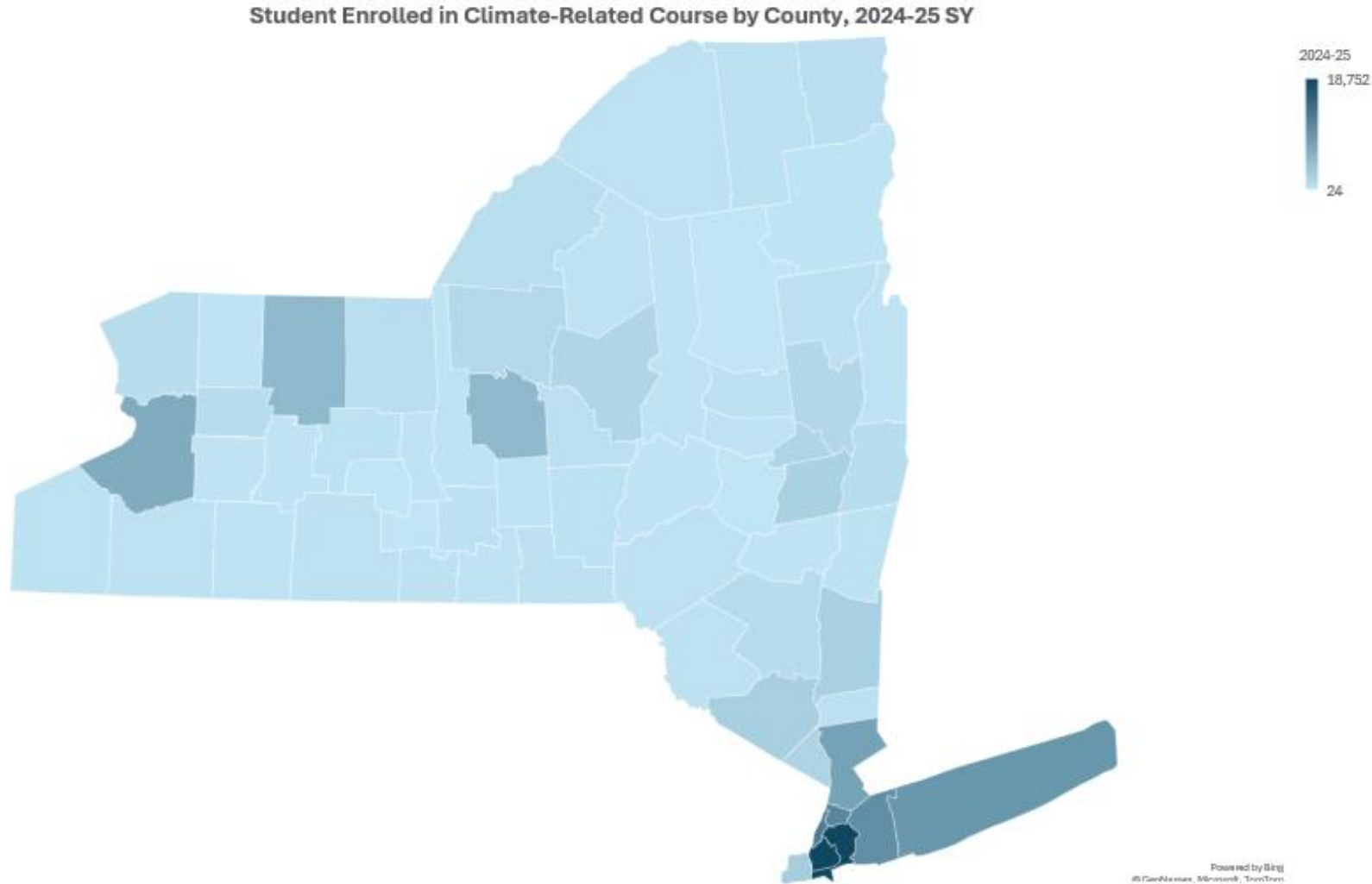
Climate Education Enrollment by Institution Type

Institution Type	School Count	Student Count
BOCES	34	2795
Charter	47	3988
Public District	561	135,830

Data collected through Student Information Repository System, 2024-25 SY data



Students Enrolled in Climate-Related Courses by County 2024-2025 SY



Climate Education Timeline

Multi-year phase-in approach:

Middle Grade Band (Grades 5–8) and High School Grade Band (Grades 9–12)	Elementary Grade Band (Grades K–4)
Beginning with the 2027–2028 SY	Beginning with the 2028–2029 SY



Instructional Options for Climate Education

- Embedded Instruction
- Stand-Alone Course(s)

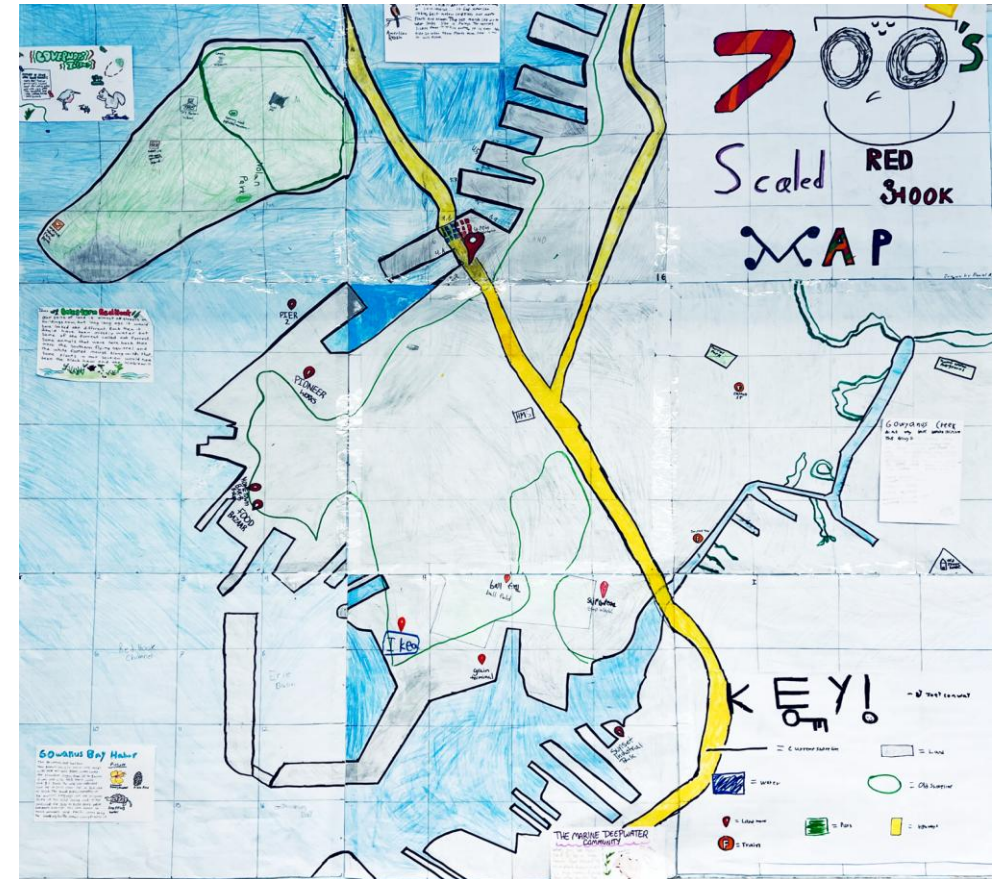


District Spotlight – P.S.676–the New York Harbor Middle School

Presenters:

Lynn Shon

Andrew Zimmerman



NY Harbor Middle School: Create opportunities for students to understand and address the most critical issues facing our Red Hook community and the surrounding harbor ecosystem.

Mission 1: Hurricane Harbor

Produce a news broadcast to teach the school community about how to forecast a hurricane, and why hurricanes are getting stronger in the Atlantic..



Mission 2: A Climate Resilient Tree Grows in Brooklyn

Design and build a street tree guard and native tree-bed garden, and become an urban forest steward.



Mission 3: The School that Harnessed the Wind

Design, build, and test a model off-shore wind turbine that maximizes benefits to the community while minimizing harms to the Harbor ecosystem.



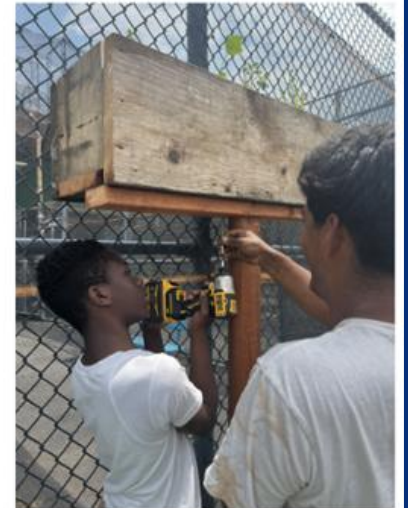
Mission 4: Environmental Justice in a Box

Reclaim and redesign a Red Hook shipping container to serve as an environmental justice field station.



Mission 5: Biodiversity Bosses

Design an innovation to protect biodiversity in Red Hook and present your innovation at a shark-tank event.





Environmental Justice in a Box,
example proposal, year 1 (spring
'23)



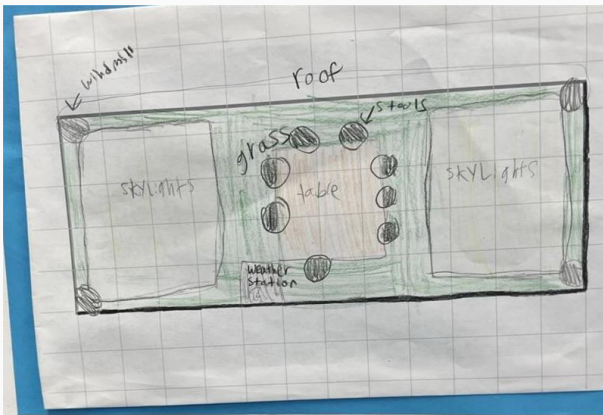
Measuring air quality over the BQE,
the highway that divides our
neighborhoods



Annual trip to the Red Hook Shipping
container terminal.







How does this project work on the practical level?

- 2 Social Justice Standards (Learning for Justice)
- 3 NYS Science Learning Standards
- 1 ELA Standard (NYS Next Generation)
- 16 Math Standards (NYS Next Generation)



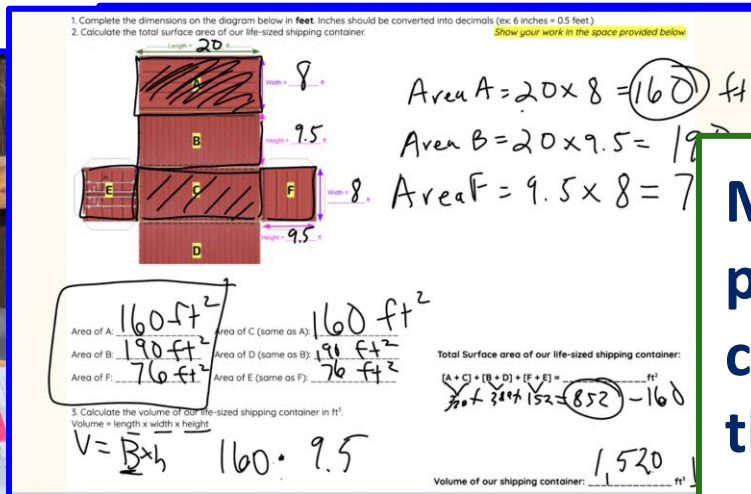
Based on the data from our experiment, and your research about the pros and cons of different insulators, which insulator do you recommend we use for our actual shipping container? Support your claim with evidence and reasoning.

I believe that cellulose is the best insulator for our shipping container. According to our controlled experiment, cellulose took 518 minutes to reach equilibrium, meaning that cellulose held heat the longest time out of all 6 insulators. Additionally, cellulose is affordable, costing \$0.82 per square foot, and safe to use, not containing any harmful chemicals. Also, cellulose is very sustainable because cellulose is made from recycled paper. This evidence matters because we are trying to use sustainable design and green architecture to make a shipping container. If we use cellulose as our insulator, we will keep our shipping container cool in the summer and warm in the winter, save money, and help the environment by using recycled paper and no harmful chemical.

Helpful sentence starters
 Claim: _____
 "I believe that _____"
 "I think that _____"
 Reason: _____
 "According to our class data, _____"
 "According to our controlled experiment, _____"
 "Our controlled experiment showed that _____"
 Evidence: _____
 "This evidence matters because _____"

Highest temperature

Room temperature: 72.3°F



MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

6W1. Write arguments to support claims with clear reasons and relevant evidence.



mathematical problem

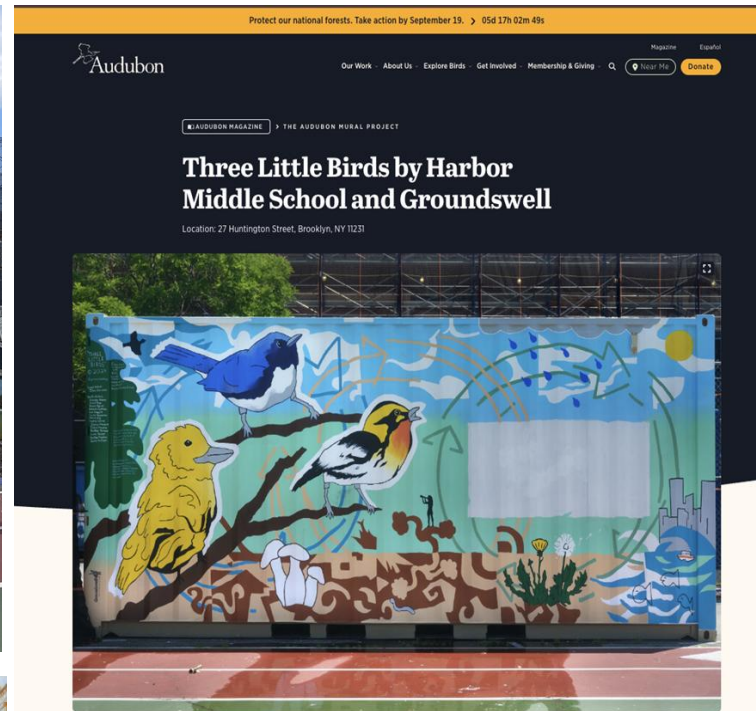


Photo: Max Fernandez/Audubon

Published September 10, 2024

Share

Painted: June 2024

About the Mural: At Harbor Middle School in Red Hook, Brooklyn, students learn about environmental issues while experiencing them firsthand—from the extra heat created by the neighborhood's lack of tree cover, to the air pollution wafting from the nearby highway. They're also encouraged to do something about it: This mural, painted on the side of a shipping container in the schoolyard, is part of a years-long project to create an "environmental justice field station" to address issues in the local community.

Students from the school's "Green Team" club worked with Groundswell—a community mural organization—to plan the design for the container, which features three colorful warblers that migrate through New York. The birds' surroundings highlight how local ecology is woven together, from the blue waves lapping near buildings on the shore to the circular arrows symbolizing cycles of matter and energy. "We wanted it to show the interconnectedness of the natural or native ecosystem with the human, highly built environment that we have in Red Hook," says Andy Zimmermann, a seventh grade teacher at the school.





Personal Finance Education



Personal Finance Education Courses, 2024-25 SY

Category	Example Courses
Mathematics Applications	General Applied Math, Occupationally Applied Math, Business Math, Business Math with Algebra, Consumer Math
Business Foundations & Economics	Introductory Business, Particular Topics in Economics
General Financial Topics	Family & Consumer Sciences – Comprehensive, Life Skills, Self Management, Consumer Economics / Personal Finance Career and Financial Management (CFM), Employability Skills
Specific Financial Topics	Banking and Finance, Banking, Finance, Accounting, Risk Management and Insurance, Investing



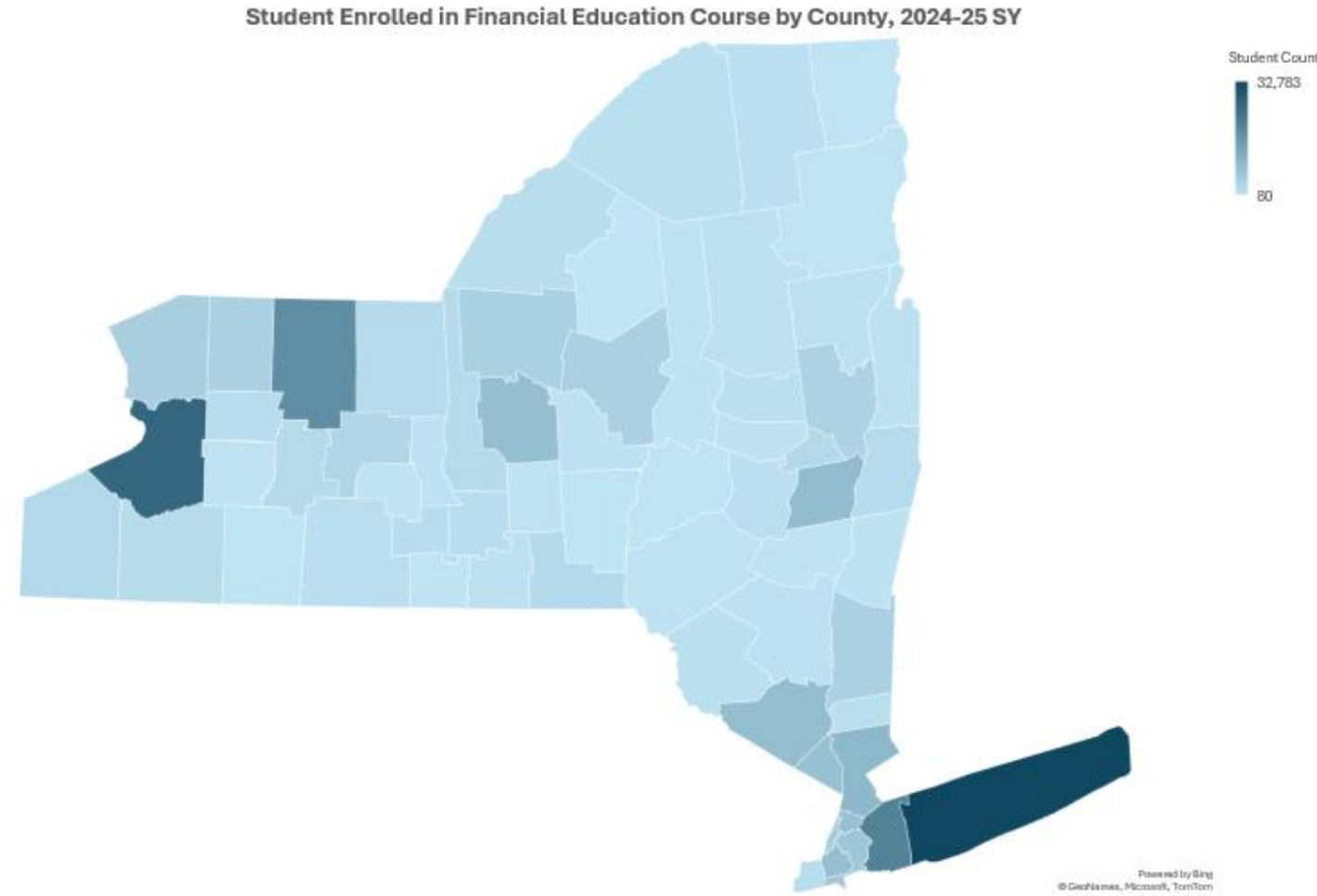
Personal Finance Education Courses by Institution Type

Institution Type	School Count	Student Count
BOCES	35	18,147
Charter	37	7,018
Public District	602	215,062

Data collected through Student Information Repository System, 2024-25 SY data



Students Enrolled in Personal Finance-Related Courses by County 2024-25 SY



Instructional Options for Personal Finance Education

- Embedded Instruction
- Stand-Alone Course(s)
- Career and Technical Education Programming



District Spotlight – Akron High School

Presenters:

Stephen Dimitroff

Karen Saeli

Andrea Taylor



Akron Central Schools Overview

- Overview of the district
- Emphasis at the high school
 - Student driven
 - Authentic/real world experiences
 - Financial Literacy at the core of success

#OneAkron

Implementation of Personal Finance One

- Community Business Leaders and Administrative Support
 - BOE approved in 2018
- Fully implemented as a required course with the Class of 2020



Course Information

- Course Information
 - Stand alone 20-week course
 - Budgeting, banking, taxes, credit, insurance, and retirement planning
- Dual Enrollment (SUNY Erie)

Our Growth Since BOE Approval

- Personal Finance 2
Investing vs Saving, Stocks, Bonds, Managing Risk, Funds, Investing for Retirement, Cryptocurrency and other modern investing topics
- Financial Reality Fair
- Community Business Partnerships



Promotion of Financial Literacy



- Distinguished Educator through Next Gen Personal Finance (NGPF)
- Financial and Consumer Empowerment Focus Group through the NYS Comptroller's Office
- NEFE Financial Education Graduation Requirement Implementation Webinar participant
- Regional PLC for NY Inspires Implementation Teams Member



Financial Education Approaches

Office of the New York State Comptroller

Presenters:

Joseph Galante

Maria Smith



States Vary

- Utah
- Washington
- Tennessee



New York City

- Pilot Program
- Stand-Alone Personal Finance Class in NYC High Schools



Partners

- Council for Economic Education
- W!SE
- Junior Achievement
- Jumpstart!
- Take Charge Today
- Federal Reserve Banks
- Federal Deposit Insurance Corporation



National Interest

“Financial Education is the preventative measure that eliminates the mistakes of the past and breaks the generational cycle of money mismanagement.”

Dr. Carly Urban, Professor of Economics,
Montana State University



Next Steps

- Anticipated Adoption – March 2026
- Guidance & Resource Development
 - Grade-band Objectives
 - Questions and Answers
 - Dedicated Websites



Contact Information

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Thank You

