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Curriculum Design

Managing Financial Resources

Evaluation Strategy

The reason to implement a financial management was to introduce some basic life skills into the CBI curriculum. This curriculum serves a student population who has a low propensity to further their education past high school. These students are likely to seek entry-level employment during high school or directly after completing high school.

A student who is placed in CBI has been screened and pre-tested. A committee composed of a past teacher of the student, guidance counselor, and administrator determine who gets into CBI by using such tools as the Hyde Scale. Because of this screening process, CBI students have similar economic and academic backgrounds. This unit is taught from the baseline of students having little or no knowledge of the concepts being taught. Prior to beginning each section of the unit, students will be surveyed to determine any previous knowledge of the concepts taught.

Formative evaluation will be conducted by the instructor throughout the quarter. Students will participate in class discussions, complete sample checking and savings registers, and class projects. Students will also be expected to complete quizzes and daily assignments. The creation of a viable budget, bank accounts, and the ability to maintain them will be the capstone project for this unit. This project will illustrate the student’s mastery of the concepts taught during the quarter. It should be noted there are no state mandated tests (e.g. OGT) for CBI students at this time.

Summative evaluation of the unit would be similar to a longitudinal survey. In other words, this evaluation usually begins three to five years after the curriculum is implemented. Its purpose is to determine the effectiveness of the curriculum. CBI students who successfully completed high school would be surveyed to find out if they have a job, utilize a financial institution, and created and maintained a budget for themselves and their family. Another factor to assess would be the status of banking. This institution is in constant change—especially with technology. Bank professionals could also be surveyed to determine what new services should be taught and which services have been discontinued. These “antiquated” services would be dropped from the curriculum to make room for the newer services.