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Date: October 1, 2026

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WYOMING EARNS ‘D’ GRADE IN 2026 NATIONAL REPORT CARD ON TEACHING PERSONAL FINANCE IN HIGH SCHOOLS

DENVER—Wyoming earned a D grade in the [2026 National Report Card on State Efforts to Improve Financial Literacy in High Schools™](#), issued by the Denver-based [National Endowment for Financial Education® \(NEFE®\)](#). There are no pending policy changes that would update Wyoming’s grade in the future. Wyoming is projected to be one of only three states in the nation to receive a D grade or F grade in 2031.

NEFE is issuing this sixth report card, which reflects how well personal finance is taught in high schools. The previous five report cards were issued by the Center for Financial Literacy (CFL) at Champlain College in Burlington, Vt. The first report was issued in 2013. Beginning with this latest edition, NEFE assumes responsibility for the report card, expanding its reach and influence as a leading measure of state-level financial education policy for years to come.

“Research tells us the most effective way to improve students’ financial literacy is through a standalone, full-semester course,” says Billy Hensley, Ph.D., president and CEO of NEFE. “There are well-intentioned, impactful learning efforts underway in this state with teachers in the classroom. This grade should not dissuade those continued efforts. A failing grade simply means there is more work to be done and demonstrates a lack of a coordinated strategy to ensure all students receive financial education. The longer we go without a course being implemented statewide, the greater impact individuals and families will experience on their financial futures.”

John Pelletier, senior fellow at NEFE, says Wyoming does not require personal finance education in high school. “While Wyoming’s laws and regulations require personal finance training to be made available to students, there are very few substantive financial literacy education standards, resources or tools found on the department of education’s website,” Pelletier says. “Economics must be taught as part of the social studies credits for graduation, but minimal personal finance concepts are included in those standards. The state’s career and vocational education content and performance standards also include modest personal finance concepts.”

Pelletier says that although personal finance is a subject the state endorses, the department of education does not provide substantive guidance, standards, resources, tools or teacher professional development. He adds that it is unclear how Wyoming measures student achievement in financial literacy or how the state monitors local school district implementation of the financial literacy education requirement. Pelletier says no imminent policy changes are apparent, so the state’s D grade is unlikely to change in the next few years.

National Report Card Overview

Pelletier projects that when the Class of 2031 graduates, 29 states will require high school students to take a standalone personal finance course, with an estimated 73% of public high school students who graduate in 2031 taking a substantive personal finance course prior to graduation. When the first report card was issued in 2013, only three states earned an A grade, representing just 5% of students in the nation's public schools.

“Financial literacy is linked to positive outcomes like wealth accumulation, stock market participation, effective retirement planning and avoiding high-cost alternative financial services. Conversely, poor financial literacy and negative financial behaviors often go hand in hand,” says Pelletier. “High school personal finance education can help alleviate the cycle of poverty that exists in our nation. Requiring all students to take a standalone financial literacy course, regardless of their race, ethnicity or economic status, is an important step our nation can take toward reducing inequality.”

A [2025 nationwide opinion poll](#) from NEFE found that 83% of U.S. adults believe the state they live in should require a semester- or year-long course focused on personal finance as a graduation requirement, while 82% of respondents who attended high school say they wish they were required to complete a personal finance class while they were in school.

“NEFE’s data reflect strong public support for financial education in high school. The vast majority of Americans agree their state should require a semester- or year-long course for graduation, and that personal finance is equally as important as core subjects like math, science and English. Furthermore, most Americans believe the quality of their financial life would be better had they received financial education in school,” Hensley adds.

“NEFE stands ready to support all states as they build on their existing programs and will continue to advocate for the states to adopt policies that ensure students have access to the financial education they need and deserve,” Hensley says.

To produce the report card, NEFE conducted detailed reviews of high school graduation requirements, state academic standards for personal finance education, and laws, regulations and guidelines related to how each state delivers personal finance education in its public high schools. A national map with information on the 50 states and the District of Columbia and a downloadable copy of the [full report card is available here](#).

About the National Endowment for Financial Education

The National Endowment for Financial Education (NEFE) is the independent, centralizing voice providing leadership, research and collaboration to champion effective financial education and advance financial well-being. NEFE has received national recognition for strengthening action-oriented research agendas, mobilizing intermediaries, and creating better solutions for researchers, educators, practitioners and policymakers. Beginning with the 2026 edition, NEFE assumes the administration of the National Report Card on State Efforts to Improve High School Personal Finance Education. For more, visit www.nefe.org.

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