

SSB 5202 - H COMM AMD  
By Committee on Education

ADOPTED 4/8/2015

1 Strike everything after the enacting clause and insert the  
2 following:

3 "Sec. 1. RCW 28A.300.450 and 2011 c 262 s 1 are each amended to  
4 read as follows:

5 (1) A financial education public-private partnership is  
6 established, composed of the following members:

7 (a) Four members of the legislature, with one member from each  
8 caucus of the house of representatives appointed for a two-year term  
9 of service by the speaker of the house of representatives, and one  
10 member from each caucus of the senate appointed for a two-year term  
11 of service by the president of the senate;

12 (b) Four representatives from the private for-profit and  
13 nonprofit financial services sector, including at least one  
14 representative from the jumpstart coalition, to be appointed for a  
15 staggered two-year term of service by the governor;

16 (c) Four teachers to be appointed for a staggered two-year term  
17 of service by the superintendent of public instruction, with one each  
18 representing the elementary, middle, secondary, and postsecondary  
19 education sectors;

20 (d) A representative from the department of financial  
21 institutions to be appointed for a two-year term of service by the  
22 director;

23 (e) Two representatives from the office of the superintendent of  
24 public instruction, with one involved in curriculum development and  
25 one involved in teacher professional development, to be appointed for  
26 a staggered two-year term of service by the superintendent; and

27 (f) The state treasurer or the state treasurer's designee.

28 (2) The chair of the partnership shall be selected by the members  
29 of the partnership from among the legislative members.

30 (3) One-half of the members appointed under subsection (1)(b),  
31 (c), and (e) of this section shall be appointed for a one-year term  
32 beginning August 1, 2011, and a two-year term thereafter.

1 (4) To the extent funds are appropriated or are available for  
2 this purpose, the partnership may hire a staff person who shall  
3 reside in the office of the superintendent of public instruction for  
4 administrative purposes. Additional technical and logistical support  
5 may be provided by the office of the superintendent of public  
6 instruction, the department of financial institutions, the  
7 organizations composing the partnership, and other participants in  
8 the financial education public-private partnership.

9 (5) The initial members of the partnership shall be appointed by  
10 August 1, 2011.

11 (6) Legislative members of the partnership shall receive per diem  
12 and travel under RCW 44.04.120.

13 (7) Travel and other expenses of members of the partnership shall  
14 be provided by the agency, association, or organization that member  
15 represents. Teachers appointed as members by the superintendent of  
16 public instruction may be paid their travel expenses in accordance  
17 with RCW 43.03.050 and 43.03.060 from funds available in the  
18 Washington financial education public-private partnership account. If  
19 the attendance of a teacher member at an official meeting of the  
20 partnership results in a need for a school district to employ a  
21 substitute, payment for the substitute may be made by the  
22 superintendent of public instruction from funds available in the  
23 Washington financial education public-private partnership account. A  
24 school district must release a teacher member to attend an official  
25 meeting of the partnership if the partnership pays the district for a  
26 substitute or pays the travel expenses of the teacher member.

27 (8) This section shall be implemented to the extent funds are  
28 available.

29 **Sec. 2.** RCW 28A.300.460 and 2009 c 443 s 2 are each amended to  
30 read as follows:

31 (1) The task of the financial education public-private  
32 partnership is to seek out and determine the best methods of  
33 equipping students with the knowledge and skills they need, before  
34 they become self-supporting, in order for them to make critical  
35 decisions regarding their personal finances. The components of  
36 personal financial education shall include the achievement of skills  
37 and knowledge necessary to make informed judgments and effective  
38 decisions regarding earning, spending, and the management of money  
39 and credit.

1 (2) In carrying out its task, and to the extent funds are  
2 available, the partnership shall:

3 (a) Communicate to school districts the financial education  
4 standards adopted under RCW 28A.300.462, other important financial  
5 education skills and content knowledge, and strategies for expanding  
6 the provision and increasing the quality of financial education  
7 instruction;

8 (b) Review on an ongoing basis financial education curriculum  
9 that is available to school districts, including instructional  
10 materials and programs, online instructional materials and resources,  
11 and school-wide programs that include the important financial skills  
12 and content knowledge;

13 (c) Develop evaluation standards and a procedure for endorsing  
14 financial education curriculum that the partnership determines should  
15 be recommended for use in school districts;

16 (d) (~~Identify assessments and outcome measures that schools and~~  
17 ~~communities may use to determine whether students have met the~~  
18 ~~financial education standards adopted under RCW 28A.300.462)) Work  
19 with the office of the superintendent of public instruction to  
20 integrate financial education skills and content knowledge into the  
21 state learning standards;~~

22 (e) Monitor and provide guidance for professional development for  
23 educators regarding financial education, including ways that teachers  
24 at different grade levels may integrate financial skills and content  
25 knowledge into mathematics, social studies, and other course content  
26 areas;

27 (f) Work with the office of the superintendent of public  
28 instruction and the professional educator standards board to create  
29 professional development (~~that could lead to a certificate~~  
30 ~~endorsement or other certification of competency)) in financial  
31 education;~~

32 (g) Develop academic guidelines and standards-based protocols for  
33 use by classroom volunteers who participate in delivering financial  
34 education to students in the public schools; and

35 (h) Provide an annual report beginning December 1, 2009, as  
36 provided in RCW 28A.300.464, to the governor, the superintendent of  
37 public instruction, and the committees of the legislature with  
38 oversight over K-12 education and higher education.

39 (3) The partnership may seek federal and private funds to support  
40 the school districts in providing access to the materials listed

1 pursuant to section 4(1) of this act, as well as related professional  
2 development opportunities for certificated staff.

3 **Sec. 3.** RCW 28A.655.070 and 2013 2nd sp.s. c 22 s 5 are each  
4 amended to read as follows:

5 (1) The superintendent of public instruction shall develop  
6 essential academic learning requirements that identify the knowledge  
7 and skills all public school students need to know and be able to do  
8 based on the student learning goals in RCW 28A.150.210, develop  
9 student assessments, and implement the accountability recommendations  
10 and requests regarding assistance, rewards, and recognition of the  
11 state board of education.

12 (2) The superintendent of public instruction shall:

13 (a) Periodically revise the essential academic learning  
14 requirements, as needed, based on the student learning goals in RCW  
15 28A.150.210. Goals one and two shall be considered primary. To the  
16 maximum extent possible, the superintendent shall integrate goal four  
17 and the knowledge and skill areas in the other goals in the essential  
18 academic learning requirements; and

19 (b) Review and prioritize the essential academic learning  
20 requirements and identify, with clear and concise descriptions, the  
21 grade level content expectations to be assessed on the statewide  
22 student assessment and used for state or federal accountability  
23 purposes. The review, prioritization, and identification shall result  
24 in more focus and targeting with an emphasis on depth over breadth in  
25 the number of grade level content expectations assessed at each grade  
26 level. Grade level content expectations shall be articulated over the  
27 grades as a sequence of expectations and performances that are  
28 logical, build with increasing depth after foundational knowledge and  
29 skills are acquired, and reflect, where appropriate, the sequential  
30 nature of the discipline. The office of the superintendent of public  
31 instruction, within seven working days, shall post on its web site  
32 any grade level content expectations provided to an assessment vendor  
33 for use in constructing the statewide student assessment.

34 (3)(a) In consultation with the state board of education, the  
35 superintendent of public instruction shall maintain and continue to  
36 develop and revise a statewide academic assessment system in the  
37 content areas of reading, writing, mathematics, and science for use  
38 in the elementary, middle, and high school years designed to  
39 determine if each student has mastered the essential academic

1 learning requirements identified in subsection (1) of this section.  
2 School districts shall administer the assessments under guidelines  
3 adopted by the superintendent of public instruction. The academic  
4 assessment system may include a variety of assessment methods,  
5 including criterion-referenced and performance-based measures.

6 (b) Effective with the 2009 administration of the Washington  
7 assessment of student learning and continuing with the statewide  
8 student assessment, the superintendent shall redesign the assessment  
9 in the content areas of reading, mathematics, and science in all  
10 grades except high school by shortening test administration and  
11 reducing the number of short answer and extended response questions.

12 (c) By the 2014-15 school year, the superintendent of public  
13 instruction, in consultation with the state board of education, shall  
14 modify the statewide student assessment system to transition to  
15 assessments developed with a multistate consortium, as provided in  
16 this subsection:

17 (i) The assessments developed with a multistate consortium to  
18 assess student proficiency in English language arts and mathematics  
19 shall be administered beginning in the 2014-15 school year. The  
20 reading and writing assessments shall not be administered by the  
21 superintendent of public instruction or schools after the 2013-14  
22 school year.

23 (ii) The high school assessments in English language arts and  
24 mathematics in (c)(i) of this subsection shall be used for the  
25 purposes of earning a certificate of academic achievement for high  
26 school graduation under the timeline established in RCW 28A.655.061  
27 and for assessing student career and college readiness.

28 (iii) During the transition period specified in RCW 28A.655.061,  
29 the superintendent of public instruction shall use test items and  
30 other resources from the consortium assessment to develop and  
31 administer a tenth grade high school English language arts  
32 assessment, an end-of-course mathematics assessment to assess the  
33 standards common to algebra I and integrated mathematics I, and an  
34 end-of-course mathematics assessment to assess the standards common  
35 to geometry and integrated mathematics II.

36 (4) If the superintendent proposes any modification to the  
37 essential academic learning requirements or the statewide  
38 assessments, then the superintendent shall, upon request, provide  
39 opportunities for the education committees of the house of  
40 representatives and the senate to review the assessments and proposed

1 modifications to the essential academic learning requirements before  
2 the modifications are adopted.

3 (5) The assessment system shall be designed so that the results  
4 under the assessment system are used by educators as tools to  
5 evaluate instructional practices, and to initiate appropriate  
6 educational support for students who have not mastered the essential  
7 academic learning requirements at the appropriate periods in the  
8 student's educational development.

9 (6) By September 2007, the results for reading and mathematics  
10 shall be reported in a format that will allow parents and teachers to  
11 determine the academic gain a student has acquired in those content  
12 areas from one school year to the next.

13 (7) To assist parents and teachers in their efforts to provide  
14 educational support to individual students, the superintendent of  
15 public instruction shall provide as much individual student  
16 performance information as possible within the constraints of the  
17 assessment system's item bank. The superintendent shall also provide  
18 to school districts:

19 (a) Information on classroom-based and other assessments that may  
20 provide additional achievement information for individual students;  
21 and

22 (b) A collection of diagnostic tools that educators may use to  
23 evaluate the academic status of individual students. The tools shall  
24 be designed to be inexpensive, easily administered, and quickly and  
25 easily scored, with results provided in a format that may be easily  
26 shared with parents and students.

27 (8) To the maximum extent possible, the superintendent shall  
28 integrate knowledge and skill areas in development of the  
29 assessments.

30 (9) Assessments for goals three and four of RCW 28A.150.210 shall  
31 be integrated in the essential academic learning requirements and  
32 assessments for goals one and two.

33 (10) The superintendent shall develop assessments that are  
34 directly related to the essential academic learning requirements, and  
35 are not biased toward persons with different learning styles, racial  
36 or ethnic backgrounds, or on the basis of gender.

37 (11) The superintendent shall consider methods to address the  
38 unique needs of special education students when developing the  
39 assessments under this section.

1 (12) The superintendent shall consider methods to address the  
2 unique needs of highly capable students when developing the  
3 assessments under this section.

4 (13) The superintendent shall post on the superintendent's web  
5 site lists of resources and model assessments in social studies, the  
6 arts, and health and fitness.

7 (14) The superintendent shall integrate financial education  
8 skills and content knowledge into the state learning standards  
9 pursuant to RCW 28A.300.460(2)(d).

10 NEW SECTION. Sec. 4. A new section is added to chapter 28A.300  
11 RCW to read as follows:

12 (1) After consulting with the financial education public-private  
13 partnership, the office of the superintendent of public instruction  
14 shall make available to all school districts a list of materials that  
15 align with the financial education standards integrated into the  
16 state learning standards pursuant to RCW 28A.300.460(2)(d).

17 (2) School districts shall provide all students in grades nine  
18 through twelve the opportunity to access the financial education  
19 standards, whether through a regularly scheduled class period; before  
20 or after school; during lunch periods; at library and study time; at  
21 home; via online learning opportunities; through career and technical  
22 education course equivalencies; or other opportunities. School  
23 districts shall publicize the availability of financial education  
24 opportunities to students and their families. School districts are  
25 encouraged to grant credit toward high school graduation to students  
26 who successfully complete financial education courses.

27 NEW SECTION. Sec. 5. A new section is added to chapter 28A.300  
28 RCW to read as follows:

29 Standards in K-12 personal finance education developed by a  
30 national coalition for personal financial literacy that includes  
31 partners from business, finance, government, academia, education, and  
32 state affiliates are adopted as the state financial education  
33 learning standards."

34 Correct the title.

EFFECT: Retains the provisions of the underlying bill with the  
following changes:

(1) Refers to the "state learning standards" rather than the "state essential academic learning requirements."

(2) Adopts standards in K-12 personal finance that have been developed by a national coalition as the state financial education learning standards.

(3) Strikes the requirement that OSPI seek federal and private funds to support school districts in providing access to materials and professional development, and instead allows the Partnership to do so.

(4) Requires OSPI to make available to districts a list of "materials" that align with the standards, rather than a list of "courses" that align with the standards.

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