
SUBSTITUTE HOUSE BILL 1121

State of Washington

64th Legislature

2015 Regular Session

By House Education (originally sponsored by Representatives Parker, Santos, Riccelli, Bergquist, Gregerson, Magendanz, Ortiz-Self, Muri, Tarleton, and Pollet)

READ FIRST TIME 02/05/15.

1 AN ACT Relating to the financial education public-private
2 partnership; amending RCW 28A.300.450, 28A.300.460, and 28A.655.070;
3 and adding new sections to chapter 28A.300 RCW.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 **Sec. 1.** RCW 28A.300.450 and 2011 c 262 s 1 are each amended to
6 read as follows:

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

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

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

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

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

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

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

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

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

14 (4) To the extent funds are appropriated or are available for
15 this purpose, the partnership may hire a staff person who shall
16 reside in the office of the superintendent of public instruction for
17 administrative purposes. Additional technical and logistical support
18 may be provided by the office of the superintendent of public
19 instruction, the department of financial institutions, the
20 organizations composing the partnership, and other participants in
21 the financial education public-private partnership.

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

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

26 (7) Travel and other expenses of members of the partnership shall
27 be provided by the agency, association, or organization that member
28 represents. Teachers appointed as members by the superintendent of
29 public instruction may be paid their travel expenses in accordance
30 with RCW 43.03.050 and 43.03.060 from funds available in the
31 Washington financial education public-private partnership account. If
32 the attendance of a teacher member at an official meeting of the
33 partnership results in a need for a school district to employ a
34 substitute, payment for such a substitute may be made by the
35 superintendent of public instruction from funds available in the
36 Washington financial education public-private partnership account. A
37 school district must release a teacher member to attend an official
38 meeting of the partnership if the partnership pays the district for a
39 substitute or pays the travel expenses of the teacher member.

1 (8) This section shall be implemented to the extent funds are
2 available.

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

5 (1) The task of the financial education public-private
6 partnership is to seek out and determine the best methods of
7 equipping students with the knowledge and skills they need, before
8 they become self-supporting, in order for them to make critical
9 decisions regarding their personal finances. The components of
10 personal financial education shall include the achievement of skills
11 and knowledge necessary to make informed judgments and effective
12 decisions regarding earning, spending, and the management of money
13 and credit.

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

16 (a) Communicate to school districts the financial education
17 standards adopted under RCW 28A.300.462, other important financial
18 education skills and content knowledge, and strategies for expanding
19 the provision and increasing the quality of financial education
20 instruction;

21 (b) Review on an ongoing basis financial education curriculum
22 that is available to school districts, including instructional
23 materials and programs, online instructional materials and resources,
24 and school-wide programs that include the important financial skills
25 and content knowledge;

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

29 (d) (~~Identify assessments and outcome measures that schools and~~
30 ~~communities may use to determine whether students have met the~~
31 ~~financial education standards adopted under RCW 28A.300.462~~) Work
32 with the office of the superintendent of public instruction to
33 integrate financial education skills and content knowledge into the
34 state learning standards;

35 (e) Monitor and provide guidance for professional development for
36 educators regarding financial education, including ways that teachers
37 at different grade levels may integrate financial skills and content
38 knowledge into mathematics, social studies, and other course content
39 areas;

1 (f) Work with the office of the superintendent of public
2 instruction and the professional educator standards board to create
3 professional development (~~that could lead to a certificate~~
4 ~~endorsement or other certification of competency~~) in financial
5 education;

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

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

13 (3) The partnership may seek federal and private funds to support
14 the school districts in providing access to the materials listed
15 pursuant to section 4(1) of this act, as well as related professional
16 development opportunities for certificated staff.

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

19 (1) The superintendent of public instruction shall develop
20 essential academic learning requirements that identify the knowledge
21 and skills all public school students need to know and be able to do
22 based on the student learning goals in RCW 28A.150.210, develop
23 student assessments, and implement the accountability recommendations
24 and requests regarding assistance, rewards, and recognition of the
25 state board of education.

26 (2) The superintendent of public instruction shall:

27 (a) Periodically revise the essential academic learning
28 requirements, as needed, based on the student learning goals in RCW
29 28A.150.210. Goals one and two shall be considered primary. To the
30 maximum extent possible, the superintendent shall integrate goal four
31 and the knowledge and skill areas in the other goals in the essential
32 academic learning requirements; and

33 (b) Review and prioritize the essential academic learning
34 requirements and identify, with clear and concise descriptions, the
35 grade level content expectations to be assessed on the statewide
36 student assessment and used for state or federal accountability
37 purposes. The review, prioritization, and identification shall result
38 in more focus and targeting with an emphasis on depth over breadth in
39 the number of grade level content expectations assessed at each grade

1 level. Grade level content expectations shall be articulated over the
2 grades as a sequence of expectations and performances that are
3 logical, build with increasing depth after foundational knowledge and
4 skills are acquired, and reflect, where appropriate, the sequential
5 nature of the discipline. The office of the superintendent of public
6 instruction, within seven working days, shall post on its web site
7 any grade level content expectations provided to an assessment vendor
8 for use in constructing the statewide student assessment.

9 (3)(a) In consultation with the state board of education, the
10 superintendent of public instruction shall maintain and continue to
11 develop and revise a statewide academic assessment system in the
12 content areas of reading, writing, mathematics, and science for use
13 in the elementary, middle, and high school years designed to
14 determine if each student has mastered the essential academic
15 learning requirements identified in subsection (1) of this section.
16 School districts shall administer the assessments under guidelines
17 adopted by the superintendent of public instruction. The academic
18 assessment system may include a variety of assessment methods,
19 including criterion-referenced and performance-based measures.

20 (b) Effective with the 2009 administration of the Washington
21 assessment of student learning and continuing with the statewide
22 student assessment, the superintendent shall redesign the assessment
23 in the content areas of reading, mathematics, and science in all
24 grades except high school by shortening test administration and
25 reducing the number of short answer and extended response questions.

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

31 (i) The assessments developed with a multistate consortium to
32 assess student proficiency in English language arts and mathematics
33 shall be administered beginning in the 2014-15 school year. The
34 reading and writing assessments shall not be administered by the
35 superintendent of public instruction or schools after the 2013-14
36 school year.

37 (ii) The high school assessments in English language arts and
38 mathematics in (c)(i) of this subsection shall be used for the
39 purposes of earning a certificate of academic achievement for high

1 school graduation under the timeline established in RCW 28A.655.061
2 and for assessing student career and college readiness.

3 (iii) During the transition period specified in RCW 28A.655.061,
4 the superintendent of public instruction shall use test items and
5 other resources from the consortium assessment to develop and
6 administer a tenth grade high school English language arts
7 assessment, an end-of-course mathematics assessment to assess the
8 standards common to algebra I and integrated mathematics I, and an
9 end-of-course mathematics assessment to assess the standards common
10 to geometry and integrated mathematics II.

11 (4) If the superintendent proposes any modification to the
12 essential academic learning requirements or the statewide
13 assessments, then the superintendent shall, upon request, provide
14 opportunities for the education committees of the house of
15 representatives and the senate to review the assessments and proposed
16 modifications to the essential academic learning requirements before
17 the modifications are adopted.

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

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

28 (7) To assist parents and teachers in their efforts to provide
29 educational support to individual students, the superintendent of
30 public instruction shall provide as much individual student
31 performance information as possible within the constraints of the
32 assessment system's item bank. The superintendent shall also provide
33 to school districts:

34 (a) Information on classroom-based and other assessments that may
35 provide additional achievement information for individual students;
36 and

37 (b) A collection of diagnostic tools that educators may use to
38 evaluate the academic status of individual students. The tools shall
39 be designed to be inexpensive, easily administered, and quickly and

1 easily scored, with results provided in a format that may be easily
2 shared with parents and students.

3 (8) To the maximum extent possible, the superintendent shall
4 integrate knowledge and skill areas in development of the
5 assessments.

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

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

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

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

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

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

25 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.300
26 RCW to read as follows:

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

32 (2) School districts shall provide all students in grades nine
33 through twelve the opportunity to access the financial education
34 standards, whether through a regularly scheduled class period; before
35 or after school; during lunch periods; at library and study time; at
36 home; via online learning opportunities; through career and technical
37 education course equivalencies; or other opportunities. School
38 districts shall publicize the availability of financial education
39 opportunities to students and their families. School districts are

1 encouraged to grant credit toward high school graduation to students
2 who successfully complete financial education courses.

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

5 Standards in K-12 personal finance education developed by a
6 national coalition for personal financial literacy that includes
7 partners from business, finance, government, academia, education, and
8 state affiliates are adopted as the state financial education
9 learning standards.

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