



Financial Education  
Public-Private Partnership  
Financial Education - It Impacts Everyone

## 2SSB 5720

### Goals for Expanding Financial Education Instruction

Each school district, charter school, and state-tribal compact school, by March 1, 2023, shall adopt one or more goals for expanding financial education instruction to students in their district.

FEPPP shall develop a non-exhaustive menu of model goals, by September 1, 2022, that school districts may consider when complying with this requirement. The model goals must be published on OSPI's website by September 10, 2022.

Below are sample goals for districts to consider when reviewing current status and plans for the future regarding Financial Education in their district.

#### General Goals for districts to consider:

1. Offer a high school personal finance course to all students.
2. Offer a middle school personal finance course to all students.
3. Make personal finance a graduation requirement.
4. Have a two-person team from each grade level attend a FEPPP training.
5. Identify a financial education teacher cohort to attend training(s) and make recommendations to the district for increasing access to financial education.
6. Increase support for teachers to attend financial education training(s).
7. Train 25% of teachers to teach personal finance.
8. Commit to training one teacher per grade level in every school to act as a subject matter specialist in grades k-12.
9. Increase percentage of grade schools with teachers that have attended a financial education training(s).
10. Increase elementary and middle school financial literacy units taught in the school year.
11. Increase high school financial literacy units taught in the school year.

#### Elementary

Most elementary financial education will be implemented by incorporation into basic education courses.

1. Increase utilization of financial literacy books in reading programs.
2. Integrate financial education into other content areas, i.e., social studies or math.
3. Increase support for elementary teachers to attend financial education trainings.
4. District will include financial education as part of Math or STEM night.

#### Secondary

Secondary education could be a stand-alone course or unit in other classes. (i.e., economics, social studies, CTE or mathematics).

1. Provide all students access to a financial education course before their junior year.
2. Provide professional learning opportunities for all secondary educators to teach personal finance.
3. All 9th grade students must complete a careers unit.
4. Have all math classes, grades 6-8, incorporate financial concepts into lessons.
5. All middle and high schools will offer a personal finance course.
6. Offer 4th year quantitative math as an option for students.
7. Adopt approved statewide course equivalency for financial math.

## **Career and Technical Education**

Career and Technical Education (CTE) has multiple CIP codes where financial education can be taught. Districts can include financial education in many other CTE courses as a unit or complimentary to other subjects being taught.

1. Have financial education tied to equivalency credit/college with sufficient funding to pay students' tuition and fees.
2. Add a personal finance class to the CTE course offerings.
3. Implement a middle school CTE financial education course.

## **Students in Foster Care**

Ensure youth in foster care programs have equitable access to financial education opportunities.

## **Students Experiencing Homelessness**

Ensure youth experiencing homelessness have equitable access to financial education opportunities.

## **Students Receiving Special Education Services**

1. Increase inclusionary practices in financial education courses for students with IEPs.
2. Increase personal finance education as part of secondary transition planning.

## **Learning Options (ALE)**

1. Ensure all at-risk students have access to financial education.
2. Provide students enrolling in Options program with financial literacy course work.

## **Tribal Communities**

1. Ensure native youth have equitable access to financial education opportunities.
  2. Invite in tribal determined members to review needs for financial literacy.
  3. District will identify and share curriculum that better supports native/tribal students.
- \*All goals should be part of district tribal consultations in accordance to SB 5252.

## **Suggestions for Building Community Partnerships**

Some sample goals that are dependent on community and financial institutions may not be appropriate for all districts but are included below for your consideration.

1. Partner with a local financial institution to provide banking opportunities in schools.
2. Partner with a local financial institution to provide financial education at community events. (i.e., address social security recipients, multilingual, differently abled).
3. Engage with community or finance partners to bring guest speakers into classrooms to enhance financial education opportunities.
4. Engage foster care agencies and partners in a conversation about the needs of youth to access financial education and provide information about youth banking programs, scholarships, jobs, and training.
5. Consult with local tribes on financial literacy implementation and supporting native students.
6. Consult with state agencies like DSHS and DCYF on financial literacy implementation and supporting students.