

## 1. Subcommittees

### I. Intro: how do organizations act and interact in the following divisions?

Non-profit, Profit, State Education, State

a. JA's participation: State Education subcommittee

-Members:

Lance Wrzesinski (chair)- in attendance

Caleb Perkins- in attendance

Rep. Santos – representative 4/25, Orlando (HDC)

Melanie Hess – representative 4/25, Andrea (JA)

Cathy Brorson- in attendance

John Nofsinger- phone, not present for subcommittee

Pam Whalley- not in attendance

b. Introductions/Backgrounds of Network:

- see Workgroup Members section of workbook binder for official titles and contact information

1. Lance: noted educator interest growing, looking for resources. Ed staff and faculty having difficulty securing/ filtering/ finding resources. Challenges include: disseminating the info to the teachers (goal not to just identify funded sources but strategy to help schools access).

2. Cathy: Kitsap Credit Union, Youth Development Council, past involvement with National Youth Involvement Board ([www.nyib.org](http://www.nyib.org)) who tracks their FL impact at yearly 285,000 youth. Partner w/ numerous organizations in schools and communities (ex: DECA) and teach NEFE curriculum. Upcoming events July 22<sup>nd</sup> and July 25<sup>th</sup> in Spokane.

3. Caleb: As part of OSPI, sees challenge of defining the strategy to reach FL in K-12. Choice between top-down or bottom-up approach with districts, admin, teachers, parents/students. Part of DFI to understand the role and capability of the top-down approach.

Sees challenges of establishing priority of FL as traditional education is supplemented with sub-disciplines and FL must compete (environmental/sustainability education, global perspectives, etc). Sees FL in the same place that Civics was 4-5 years ago.

Stated that approx. 40 states have grade level standards for FL. WA has just written its first GLE that explicitly addresses FL (GLE 2.1.1 for 7<sup>th</sup> grade Social Studies), "Students will be able to analyze the importance of financial literacy in making economic choices related to spending, saving, and investing."

However, he also notes that writing FL inclusive standards will not guarantee FL in students if standards and GLEs are just requirement and there isn't assessment. (need for classroom based assessments). He cited the need for consistent assessments to avoid symbolic victories and suggested that it will need to be established:

-Whose responsibility is FL? (In regards to discipline or subject matter). Will it be solely family-consumer sciences which is elective, will it be shared equally by math and SS?

- What will we establish as the long-term goal? Do we want to reach a certain percentage of students? Should they be able to demonstrate their mastery? Will this occur in grade-level benchmarks?
- 4. Orlando: Rep. Santos is interested in seeing the classroom-based assessment approach implemented for students to demonstrate mastery of FL.

## II. Sub-committee objective 4/25: Identification of State Funded Resources in FL

### 1. Findings:

a. The group did not find many/any resources for FL directly from state funds.

b. The group discussed some indirect state funds appropriations such as:

-State DFI office (penalties may go back to FL education)

-AG (also penalties)

\* Noted that OSPI funds usually go to professional development, but that it may be possible to use discretionary funds that support FL. However, it was reinforced that this was not viewed as OSPI's major role, but to function as a gate keeper and to establish FL as a priority in schools.

c. The group found many sources that may receive state funds that are not primarily or officially recognized as providing FL education including:

-AGO (ex: provides education on credit scores)

- Insurance Commissioner's Office (consumer education)

- Worksource

- DSHS (budgeting classes)

- Employment Security

- Other gov. offices

- Discretion Appropriations

\* The group notes that these resources are not holistic or preventative, but often fragmented, specific, and in reaction and treatment of financial crisis.

- d. The group found that most funding currently is from periodic grants rather than funds from legislature. Approval will become even more difficulty due to new 2/3 needed for tax funding approvals.

The best sources may continue to be stable but 1-time grants.

### III. Next steps

#### 1. Big goals and gaps:

- There is not currently a continuous, consistent, or stable funding source for FL.
- There is currently a need for a conference or summit for educators to inform on the need for FL and offer exposure to resources.
- Will a FL plan in schools be easy to replicate in multiple schools, districts, counties across WA?
- Will there be a need for standardization of resources, streamlining, or further collaboration between organizations currently providing FL education?

#### 2. Subcommittee tasks

- Post comments on blog
- Conference call (date/time to be determined)
- Subcommittee follow-up after May 29<sup>th</sup> meeting
- No face-to-face subcommittee meetings needed before May 29<sup>th</sup>