

1 **SENATE FLOOR VERSION**

2 March 1, 2022

3 **AS AMENDED**

4 SENATE BILL NO. 1145

5 By: Taylor

6 [schools - subject matter standards - financial
7 literacy course - complete certain course in
8 financial literacy - Passport to Financial Literacy
9 Revolving Fund - effective date -
10 emergency]

11 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

12 SECTION 1. AMENDATORY 70 O.S. 2021, Section 11-103.6, is
13 amended to read as follows:

14 Section 11-103.6. A. 1. The State Board of Education shall
15 adopt subject matter standards for instruction of students in the
16 public schools of this state that are necessary to ensure there is
17 attainment of desired levels of competencies in a variety of areas
18 to include language, mathematics, science, social studies,
19 communication and health and physical education.

20 2. School districts shall develop and implement curriculum,
21 courses and instruction in order to ensure that students meet the
22 skills and competencies as set forth in this section and in the
23 subject matter standards adopted by the State Board of Education.
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1 3. All students shall gain literacy at the elementary and
2 secondary levels. Students shall develop skills in reading,
3 writing, speaking, computing and critical thinking. For purposes of
4 this section, critical thinking means a manner of analytical
5 thinking which is logical and uses linear factual analysis to reach
6 a conclusion. They shall learn about cultures and environments -
7 their own and those of others with whom they share the earth. All
8 students shall receive the instruction needed to lead healthy and
9 physically active lifestyles. Students, therefore, shall study
10 social studies, literature, languages, the arts, health, mathematics
11 and science. Such curricula shall provide for the teaching of a
12 hands-on career exploration program in cooperation with technology
13 center schools.

14 4. The subject matter standards shall be designed to teach the
15 competencies for which students shall be tested as provided in
16 Section 1210.508 of this title and shall be designed to prepare all
17 students for active citizenship, employment and/or successful
18 completion of postsecondary education without the need for remedial
19 coursework at the postsecondary level.

20 5. The subject matter standards shall be designed with rigor as
21 defined in paragraph 3 of subsection F of this section.

22 6. The subject matter standards for English Language Arts shall
23 give Classic Literature and nonfiction literature equal
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1 consideration to other literature. In addition, emphasis shall be
2 given to the study of complete works of literature.

3 7. At a minimum, the subject matter standards for mathematics
4 shall require mastery of the standard algorithms in mathematics,
5 which is the most logical, efficient way of solving a problem that
6 consistently works, and for students to attain fluency in Euclidian
7 geometry.

8 8. The subject matter standards for history, social studies and
9 United States Government shall include the content of the United
10 States naturalization test, with an emphasis on the specific content
11 of the test and the ideas and concepts it references. The United
12 States naturalization test shall be made available in physical and
13 electronic online formats as an optional assessment tool for
14 teachers.

15 9. The subject matter standards for United States Government
16 shall include an emphasis on civics. For the purposes of this
17 section, "civics" means the study of the rights and duties of
18 Oklahoma and United States citizens and of how those governments
19 work.

20 10. The subject matter standards for health and physical
21 education shall include but not be limited to the domains of
22 physical, emotional, social and intellectual health. Health
23 literacy shall include the ability to obtain, process and understand
24 basic health information and services needed to make appropriate

1 health decisions. Health shall also include the importance of
2 proper nutrition and exercise, mental health and wellness, substance
3 abuse, coping skills for understanding and managing trauma,
4 establishing and maintaining positive relationships and responsible
5 decision making. Physical literacy shall include the ability to
6 move with competence and confidence in a wide variety of physical
7 activities in multiple environments that benefit the healthy
8 development of the whole person.

9 B. Subject to the provisions of subsection C of this section,
10 in order to graduate from a public high school accredited by the
11 State Board of Education with a standard diploma, students shall
12 complete the following college preparatory/work ready curriculum
13 units or sets of competencies at the secondary level:

14 1. Four units or sets of competencies of English to include
15 Grammar, Composition, Literature, or any English course approved for
16 college admission requirements;

17 2. Three units or sets of competencies of mathematics, limited
18 to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis,
19 Calculus, Advanced Placement Statistics, or any mathematics course
20 with content and/or rigor above Algebra I and approved for college
21 admission requirements;

22 3. Three units or sets of competencies of laboratory science
23 approved for college admission requirements including one unit or
24 set of competencies of life science meeting the standards for

1 Biology I; one unit or set of competencies of physical science
2 meeting the standards for Physical Science, Chemistry or Physics;
3 and one unit or set of competencies from the domains of physical
4 science, life science or earth and space science such that the
5 content and rigor is above Biology I or Physical Science;

6 4. Three units or sets of competencies of history and
7 citizenship skills including one unit of American History, 1/2 unit
8 of Oklahoma History, 1/2 unit of United States Government and one
9 unit from the subjects of History, Government, Geography, Economics,
10 Civics, or non-Western culture and approved for college admission
11 requirements;

12 5. Two units or sets of competencies of the same world or non-
13 English language or two units of computer technology approved for
14 college admission requirements, whether taught at a high school or a
15 technology center school, including computer programming, hardware,
16 and business computer applications, such as word processing,
17 databases, spreadsheets, and graphics, excluding keyboarding or
18 typing courses;

19 6. One additional unit or set of competencies selected from
20 paragraphs 1 through 5 of this subsection or career and technology
21 education courses, concurrently enrolled courses, Advanced Placement
22 courses or International Baccalaureate courses approved for college
23 admission requirements; and

24

1 7. One unit or set of competencies of fine arts, such as music,
2 art, or drama, or one unit or set of competencies of speech.

3 C. In lieu of the requirements of subsection B of this section
4 which requires a college preparatory/work ready curriculum, a
5 student may enroll in the core curriculum as provided in subsection
6 D of this section upon written approval of the parent or legal
7 guardian of the student. For students under the age of eighteen
8 (18) school districts shall require a parent or legal guardian of
9 the student to meet with a designee of the school prior to
10 enrollment in the core curriculum. The State Department of
11 Education shall develop and distribute to school districts a form
12 suitable for this purpose, which shall include information on the
13 benefits to students of completing the college preparatory/work
14 ready curriculum as provided for in subsection B of this section.

15 D. For those students subject to the requirements of subsection
16 C of this section, in order to graduate from a public high school
17 accredited by the State Board of Education with a standard diploma,
18 students shall complete the following core curriculum units or sets
19 of competencies at the secondary level:

20 1. Language Arts - 4 units or sets of competencies to consist
21 of 1 unit or set of competencies of grammar and composition, and 3
22 units or sets of competencies which may include, but are not limited
23 to, the following courses:

24 a. American Literature,

- b. English Literature,
- c. World Literature,
- d. Advanced English Courses, or
- e. other English courses with content and/or rigor equal to or above grammar and composition;

2. Mathematics - 3 units or sets of competencies to consist of 1 unit or set of competencies of Algebra I or Algebra I taught in a contextual methodology, and 2 units or sets of competencies which may include, but are not limited to, the following courses:

- a. Algebra II,
- b. Geometry or Geometry taught in a contextual methodology,
- c. Trigonometry,
- d. Math Analysis or Precalculus,
- e. Calculus,
- f. Statistics and/or Probability,
- g. Computer Science or acceptance and successful completion of one (1) year of a full-time, three-hour career and technology program leading to an industry credential/certificate or college credit. The State Board of Career and Technology Education shall promulgate rules to define the provisions of this section related to the accepted industry-valued credentials which are industry-endorsed or industry-

1 aligned. The list of accepted industry-valued
2 credentials shall be reviewed annually and updated at
3 least every three (3) years by the Board,

4 h. (1) contextual mathematics courses which enhance
5 technology preparation, or

6 (2) a science, technology, engineering and math
7 (STEM) block course meeting the requirements for
8 course competencies listed in paragraph 2 of
9 subsection B of this section, whether taught at
10 a:

11 (a) comprehensive high school, or

12 (b) technology center school when taken in the
13 tenth, eleventh or twelfth grade, taught by
14 a certified teacher, and approved by the
15 State Board of Education and the independent
16 district board of education,

17 i. mathematics courses taught at a technology center
18 school by a teacher certified in the secondary subject
19 area when taken in the tenth, eleventh or twelfth
20 grade upon approval of the State Board of Education
21 and the independent district board of education, or

22 j. any other mathematics course with content and/or rigor
23 equal to or above Algebra I;

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1 3. Science - 3 units or sets of competencies to consist of 1
2 unit or set of competencies of Biology I or Biology I taught in a
3 contextual methodology, and 2 units or sets of competencies in the
4 areas of life, physical, or earth science or technology which may
5 include, but are not limited to, the following courses:

- 6 a. Chemistry I,
- 7 b. Physics,
- 8 c. Biology II,
- 9 d. Chemistry II,
- 10 e. Physical Science,
- 11 f. Earth Science,
- 12 g. Botany,
- 13 h. Zoology,
- 14 i. Physiology,
- 15 j. Astronomy,
- 16 k. Applied Biology/Chemistry,
- 17 l. Applied Physics,
- 18 m. Principles of Technology,
- 19 n. qualified agricultural education courses,
- 20 o. (1) contextual science courses which enhance
21 technology preparation, or
22 (2) a science, technology, engineering and math
23 (STEM) block course meeting the requirements for
24 course competencies listed in paragraph 3 of

1 subsection B of this section, whether taught at

2 a:

3 (a) comprehensive high school, or

4 (b) technology center school when taken in the

5 tenth, eleventh or twelfth grade, taught by

6 a certified teacher, and approved by the

7 State Board of Education and the independent

8 district board of education,

9 p. science courses taught at a technology center school

10 by a teacher certified in the secondary subject area

11 when taken in the tenth, eleventh or twelfth grade

12 upon approval of the State Board of Education and the

13 independent district board of education, or

14 q. other science courses with content and/or rigor equal

15 to or above Biology I;

16 4. Social Studies - 3 units or sets of competencies to consist

17 of 1 unit or set of competencies of United States History, 1/2 to 1

18 unit or set of competencies of United States Government, 1/2 unit or

19 set of competencies of Oklahoma History, and 1/2 to 1 unit or set of

20 competencies which may include, but are not limited to, the

21 following courses:

22 a. World History,

23 b. Geography,

24 c. Economics,

1 d. Anthropology, or

2 e. other social studies courses with content and/or rigor
3 equal to or above United States History, United States
4 Government, and Oklahoma History;

5 5. Arts - 1 unit or set of competencies which may include, but
6 is not limited to, courses in Visual Arts and General Music; and

7 6. Computer Education or World Language - 1 unit or set of
8 competencies of computer technology, whether taught at a high school
9 or a technology center school, including computer programming,
10 hardware and business computer applications, such as word
11 processing, databases, spreadsheets and graphics, excluding
12 keyboarding or typing courses, or 1 unit or set of competencies of
13 world or non-English language.

14 E. 1. In addition to the curriculum requirements of either
15 subsection B or D of this section, in order to graduate from a
16 public high school accredited by the State Board of Education
17 students shall complete the requirements for a separate, one-half
18 credit, one-semester personal financial literacy ~~passport~~ course as
19 set forth in the Passport to Financial Literacy Act and any
20 additional course requirements or recommended elective courses as
21 may be established by the State Board of Education and the district
22 school board. School districts shall strongly encourage students to
23 complete two units or sets of competencies of world languages and
24 two units or sets of competencies of physical and health education.

1 2. No student shall receive credit for high school graduation
2 more than once for completion of the same unit or set of
3 competencies to satisfy the curriculum requirements of this section.

4 3. A school district shall not be required to offer every
5 course listed in subsections B and D of this section but shall offer
6 sufficient courses to allow a student to meet the graduation
7 requirements during the secondary grade years of the student.

8 F. For purposes of this section:

9 1. "Contextual methodology" means academic content and skills
10 taught by utilizing real-world problems and projects in a way that
11 helps students understand the application of that knowledge;

12 2. "Qualified agricultural education courses" means courses
13 that have been determined by the State Board of Education to offer
14 the sets of competencies for one or more science content areas and
15 which correspond to academic science courses. Qualified
16 agricultural education courses shall include, but are not limited
17 to, Horticulture, Plant and Soil Science, Natural Resources and
18 Environmental Science, and Animal Science. The courses shall be
19 taught by teachers certified in agricultural education and comply
20 with all rules of the Oklahoma Department of Career and Technology
21 Education;

22 3. "Rigor" means a level of difficulty that is thorough,
23 exhaustive and accurate and is appropriate for the grade level;

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1 4. "Sets of competencies" means instruction in those skills and
2 competencies that are specified in the subject matter standards
3 adopted by the State Board of Education and other skills and
4 competencies adopted by the Board, without regard to specified
5 instructional time; and

6 5. "Unit" means a Carnegie Unit as defined by the North Central
7 Association's Commission on Schools.

8 G. 1. The State Board of Education shall adopt a plan to
9 ensure that rigor is maintained in the content, teaching
10 methodology, level of expectations for student achievement, and
11 application of learning in all the courses taught to meet the
12 graduation requirements as specified in this section.

13 2. The State Board of Education shall allow as much flexibility
14 at the district level as is possible without diminishing the rigor
15 or undermining the intent of providing these courses. To accomplish
16 this purpose, the State Department of Education shall work with
17 school districts in reviewing and approving courses taught by
18 districts that are not specifically listed in subsections B and D of
19 this section. Options may include, but shall not be limited to,
20 courses taken by concurrent enrollment, advanced placement, or
21 correspondence, or courses bearing different titles.

22 3. The State Board of Education shall approve an advanced
23 placement computer science course to meet the requirements of course
24 competencies listed in paragraph 2 of subsection B of this section

1 if the course is taken in a student's senior year and the student is
2 concurrently enrolled in or has successfully completed Algebra II.

3 4. Technology center school districts may offer programs
4 designed in cooperation with institutions of higher education which
5 have an emphasis on a focused field of career study upon approval of
6 the State Board of Education and the independent district board of
7 education. Students in the tenth grade may be allowed to attend
8 these programs for up to one-half (1/2) of a school day and credit
9 for the units or sets of competencies required in paragraphs 2, 3
10 and 6 of subsection B or D of this section shall be given if the
11 courses are taught by a teacher certified in the secondary subject
12 area; provided, credit for units or sets of competencies pursuant to
13 subsection B of this section shall be approved for college admission
14 requirements.

15 5. If a student enrolls in a concurrent course, the school
16 district shall not be responsible for any costs incurred for that
17 course, unless the school district does not offer enough course
18 selection during the student's secondary grade years to allow the
19 student to receive the courses needed to meet the graduation
20 requirements of this section. If the school district does not offer
21 the necessary course selection during the student's secondary grade
22 years, it shall be responsible for the cost of resident tuition at
23 an institution in The Oklahoma State System of Higher Education,

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1 fees, and books for the concurrent enrollment course, and providing
2 for transportation to and from the institution to the school site.

3 It is the intent of the Legislature that for students enrolled
4 in a concurrent enrollment course which is paid for by the school
5 district pursuant to this paragraph, the institution charge only the
6 supplementary and special service fees that are directly related to
7 the concurrent enrollment course and enrollment procedures for that
8 student. It is further the intent of the Legislature that fees for
9 student activities and student service facilities including the
10 student health care and cultural and recreational service fees not
11 be charged to such students.

12 6. Credit for the units or sets of competencies required in
13 subsection B or D of this section shall be given when such units or
14 sets of competencies are taken prior to ninth grade if the teachers
15 are certified or authorized to teach the subjects for high school
16 credit and the required rigor is maintained.

17 7. The three units or sets of competencies in mathematics
18 required in subsection B or D of this section shall be completed in
19 the ninth through twelfth grades. If a student completes any
20 required courses or sets of competencies in mathematics prior to
21 ninth grade, the student may take any other mathematics courses or
22 sets of competencies to fulfill the requirement to complete three
23 units or sets of competencies in grades nine through twelve after
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1 the student has satisfied the requirements of subsection B or D of
2 this section.

3 8. All units or sets of competencies required for graduation
4 may be taken in any sequence recommended by the school district.

5 H. As a condition of receiving accreditation from the State
6 Board of Education, all students in grades nine through twelve shall
7 enroll in a minimum of six periods, or the equivalent in block
8 scheduling or other scheduling structure that allows for instruction
9 in sets of competencies, of rigorous academic and/or rigorous
10 vocational courses each day, which may include arts, vocal and
11 instrumental music, speech classes, and physical education classes.

12 I. 1. Academic and vocational-technical courses designed to
13 offer sets of competencies integrated or embedded within the course
14 that provide for the teaching and learning of the appropriate skills
15 and knowledge in the subject matter standards, as adopted by the
16 State Board of Education, may upon approval of the Board, in
17 consultation with the Oklahoma Department of Career and Technology
18 Education if the courses are offered at a technology center school
19 district, be counted for academic credit and toward meeting the
20 graduation requirements of this section.

21 2. Internet-based courses offered by a technology center school
22 that are taught by a certified teacher and provide for the teaching
23 and learning of the appropriate skills and knowledge in the subject
24 matter standards may, upon approval of the State Board of Education

1 and the independent district board of education, be counted for
2 academic credit and toward meeting the graduation requirements of
3 this section.

4 3. Internet-based courses or vocational-technical courses
5 utilizing integrated or embedded skills for which no subject matter
6 standards have been adopted by the State Board of Education may be
7 approved by the Board, in consultation with the Oklahoma Department
8 of Career and Technology Education if the courses are offered at a
9 technology center school district, if such courses incorporate
10 standards of nationally recognized professional organizations and
11 are taught by certified teachers.

12 4. Courses offered by a supplemental education organization
13 that is accredited by a national accrediting body and that are
14 taught by a certified teacher and provide for the teaching and
15 learning of the appropriate skills and knowledge in the subject
16 matter standards may, upon approval of the State Board of Education
17 and the school district board of education, be counted for academic
18 credit and toward meeting the graduation requirements of this
19 section.

20 J. The State Board of Education shall provide an option for
21 high school graduation based upon attainment of the desired levels
22 of competencies as required in tests pursuant to the provisions of
23 Section 1210.508 of this title. Such option shall be in lieu of the
24 amount of course credits earned.

1 K. The State Board of Education shall prescribe, adopt and
2 approve a promotion system based on the attainment by students of
3 specified levels of competencies in each area of the core
4 curriculum.

5 L. Children who have individualized education programs pursuant
6 to the Individuals with Disabilities Education Act (IDEA), and who
7 satisfy the graduation requirements through the individualized
8 education program for that student shall be awarded a standard
9 diploma.

10 M. Students who enter the ninth grade in or prior to the 2007-
11 08 school year who are enrolled in an alternative education program
12 and meet the requirements of their plans leading to high school
13 graduation developed pursuant to Section 1210.568 of this title
14 shall be awarded a standard diploma.

15 N. Any student who completes the curriculum requirements of the
16 International Baccalaureate Diploma Program shall be awarded a
17 standard diploma.

18 O. Any student who successfully completes an advanced
19 mathematics or science course offered pursuant to Section 1210.404
20 of this title shall be granted academic credit toward meeting the
21 graduation requirements pursuant to paragraph 2 or 3, as
22 appropriate, of subsection B or D of this section.

23 P. For purposes of this section, the courses approved for
24 college admission requirements shall be courses which are approved

1 by the Oklahoma State Regents for Higher Education for admission to
2 an institution within The Oklahoma State System of Higher Education.

3 Q. Students who have been denied a standard diploma by the
4 school district in which the student is or was enrolled for failing
5 to meet the requirements of this section may re-enroll in the school
6 district that denied the student a standard diploma following the
7 denial of a standard diploma. The student shall be provided
8 remediation or intervention and the opportunity to complete the
9 curriculum units or sets of competencies required by this section to
10 obtain a standard diploma. Students who re-enroll in the school
11 district to meet the graduation requirements of this section shall
12 be exempt from the hourly instructional requirements of Section 1-
13 111 of this title and the six-period enrollment requirements of this
14 section.

15 R. The State Department of Education shall collect and report
16 data by school site and district on the number of students who
17 enroll in the core curriculum as provided in subsection D of this
18 section.

19 SECTION 2. AMENDATORY 70 O.S. 2021, Section 11-103.6h,
20 is amended to read as follows:

21 Section 11-103.6h. A. Personal financial literacy education
22 shall be taught in the public schools of this state. Personal
23 financial literacy education shall include, but is not limited to,
24 the following areas of instruction:

- 1 1. Understanding interest, credit card debt, and online
2 commerce;
- 3 2. Rights and responsibilities of renting or buying a home;
- 4 3. Savings and investing;
- 5 4. Planning for retirement including individual retirement
6 accounts (IRAs), plans established under Section 401(k) of the
7 Internal Revenue Code of 1986, as amended, and other avenues for
8 saving and investing for retirement;
- 9 5. Bankruptcy;
- 10 6. Banking and financial services;
- 11 7. Managing a an online bank account;
- 12 8. Understanding credit scores, credit reports, and what
13 affects an individual's credit score;
- 14 ~~9. Understanding the Free Application for Federal Student Aid~~
15 ~~(FAFSA), loans and borrowing money,~~ including predatory lending and
16 payday loans;
- 17 ~~9.~~ 10. Understanding insurance;
- 18 ~~10.~~ 11. Identity fraud and theft;
- 19 ~~11.~~ 12. Charitable giving;
- 20 ~~12.~~ 13. Understanding the financial impact and consequences of
21 gambling;
- 22 ~~13.~~ 14. Earning an income; and
- 23 ~~14.~~ 15. Understanding state and federal income taxes.

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1 B. ~~In~~ Beginning with students entering the ninth grade in the
2 2022-2023 school year, in order to graduate from a public high
3 school accredited by the State Board of Education with a standard
4 diploma, students shall ~~fulfill the requirements for a~~
5 satisfactorily complete a one-semester course in personal financial
6 literacy passport during the eleventh or twelfth grades. ~~The~~
7 ~~requirements for a personal financial literacy passport shall be~~
8 ~~satisfactory completion in all areas of instruction in personal~~
9 ~~financial literacy as listed in subsection A of this section during~~
10 ~~grades seven through twelve or demonstration of satisfactory~~
11 ~~knowledge as provided for in subsection E of this section.~~

12 C. ~~School districts shall provide instruction in personal~~
13 ~~financial literacy to students during grades seven through twelve.~~
14 ~~School districts shall have the option of determining when each area~~
15 ~~of instruction listed in subsection A of this section shall be~~
16 ~~presented to students.~~

17 D. ~~Personal financial literacy instruction shall be integrated~~
18 ~~into one or more existing courses of study or provided in a~~
19 ~~separate, one-half credit personal financial literacy course.~~
20 ~~School districts shall have the option of determining into which~~
21 ~~course or courses each area of instruction listed in subsection A of~~
22 ~~this section shall be integrated.~~

23 E. D. Students with the most significant cognitive disabilities
24 (MSCD) who have an Individualized Education Program (IEP) that

1 directs that the student is to be assessed with alternate
2 achievements standards through the Oklahoma Alternative Assessment
3 Program may demonstrate satisfactory knowledge in each area of
4 instruction listed in subsection A of this section upon a
5 determination, supported by documentation, by the school district
6 that the student has met the following criteria:

7 1. Receives substantive and substantial instruction in life-
8 skills curriculum; and

9 2. Demonstrates the acquired knowledge of the student with MSCD
10 by alternate measures as required by the IEP.

11 ~~F.~~ E. The State Board of Education shall identify and adopt
12 curriculum standards for personal financial literacy instruction
13 that reflect the areas of instruction listed in subsection A of this
14 section. The standards shall be incorporated into the state
15 academic content standards adopted by the Board pursuant to Section
16 11-103.6 of this title.

17 ~~G.~~ F. The State Department of Education shall:

18 1. Develop guidelines and material designed to enable schools
19 to ~~infuse personal financial literacy within any course of study~~
20 ~~currently offered by the school district or~~ offer personal financial
21 literacy as a separate course. The guidelines shall outline the
22 areas of instruction to be taught based on the curriculum standards
23 adopted by the Board;

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1 2. Develop professional development programs that are designed
2 to help teachers provide instruction in personal financial literacy
3 ~~and incorporate the curriculum into an existing course or courses or~~
4 ~~develop curriculum for~~ through a separate personal financial
5 literacy course;

6 3. Provide ~~and identify~~ resources, ~~including online curricula,~~
7 ~~for integrating the teaching of personal financial literacy into an~~
8 ~~existing course or courses of study or for~~ to assist schools in
9 developing a separate personal financial literacy course. ~~Any~~
10 ~~online curricula provided or identified by the Department shall~~
11 ~~include an assessment component for each area of instruction listed~~
12 ~~in subsection A of this section;~~

13 4. Provide ~~and identify~~ resources, ~~including online curricula,~~
14 ~~and materials designed to enable students identified as English~~
15 ~~language learners to understand and use the personal financial~~
16 ~~literacy information presented; and~~

17 5. Utilize funds deposited into the Personal Financial Literacy
18 Education Revolving Fund created in Section ~~3 of this act~~ 11-103.6h-
19 1 of this title for the purpose of and to fund the Passport to
20 Financial Literacy Act. Such funds may be used for developing and
21 providing guidelines, materials, and resources for personal
22 financial literacy for students and teachers ~~including, but not~~
23 ~~limited to, online curricula, training and professional development~~
24 ~~for teachers in the area of personal financial literacy as required~~

1 ~~in this subsection.~~ The Department may use such funds to ~~contract~~
2 ~~or work in conjunction with a third party, Oklahoma-based not-for-~~
3 ~~profit organization~~ one or more not-for-profit organizations that
4 ~~has~~ have proven expertise in the development of standards and
5 curricula as well as delivery of teacher professional development in
6 personal financial literacy. ~~The Department may further use a~~
7 ~~third party organization to deliver professional development for~~
8 ~~teachers in the area of personal financial literacy.~~

9 H. ~~The Department may work with one or more not-for-profit~~
10 ~~organizations that have proven expertise in the development of~~
11 ~~standards and curriculum and delivery of teacher professional~~
12 ~~development in personal financial literacy for the purpose of~~
13 ~~developing and providing guidelines, materials, resources, including~~
14 ~~online curricula, and professional development.~~

15 ~~I. 1. G.~~ For students who transfer into an Oklahoma school
16 district from out of state after the ~~seventh~~ eleventh grade, school
17 districts shall assess the knowledge of the student in each of the
18 areas of instruction listed in subsection A of this section. If the
19 school district determines that the transferred student has
20 successfully completed instruction in ~~any or all of~~ the areas of
21 personal financial literacy instruction at a previous school in
22 which the student was enrolled or if the student demonstrates
23 satisfactory knowledge of ~~any or all of~~ the areas of personal
24 financial literacy instruction through an assessment, the school

1 district may exempt the student from completing instruction in ~~that~~
2 ~~area of personal financial literacy literary instruction.~~ School
3 ~~districts may use the assessment contained in the online curricula~~
4 ~~provided or identified by the State Department of Education pursuant~~
5 ~~to subsection G of this section to determine the personal financial~~
6 ~~literacy knowledge level of the student.~~ School districts may also
7 ~~use the online curricula to present an area of instruction to~~
8 ~~transferred students who have not completed or who did not~~
9 ~~demonstrate satisfactory knowledge in one or more of the areas of~~
10 ~~personal financial literacy instruction.~~

11 ~~2. For students who transfer into an Oklahoma school district~~
12 ~~from out of state after the junior year of high school, school~~
13 ~~districts may make an exception to the requirements for a personal~~
14 ~~financial literacy passport pursuant to the provisions of Section~~
15 ~~11-103.6 of this title.~~

16 ~~J. H.~~ The State Textbook Committee created in Section 16-101 of
17 this title may, when selecting textbooks for mathematics, economics,
18 or similar courses, select those textbooks which contain substantive
19 provisions on personal finance.

20 ~~K. I.~~ ~~In order to deliver high quality consistent personal~~
21 ~~financial literacy instruction, school School districts shall to the~~
22 ~~extent possible may assign the responsibility for teaching personal~~
23 ~~financial literacy to the same teacher or teachers on a continuing~~
24 ~~basis with endorsements in agricultural education, business and~~

1 information technology, economics, family and consumer science,
2 history and social studies, marketing, or mathematics.

3 ~~H.~~ J. Beginning with the 2020-2021 school year, all teachers
4 who are assigned the responsibility for teaching personal financial
5 literacy shall complete ongoing professional development training in
6 the areas of personal financial literacy instruction in accordance
7 with guidelines established by the State Department of Education.

8 SECTION 3. AMENDATORY 70 O.S. 2021, Section 11-103.6h-1,
9 is amended to read as follows:

10 Section 11-103.6h-1. There is hereby created in the State
11 Treasury a revolving fund for the State Department of Education to
12 be designated the "Personal Financial Literacy Education Revolving
13 Fund". The fund shall be a continuing fund, not subject to fiscal
14 year limitations, and shall consist of all monies directed to be
15 deposited in the fund pursuant to ~~Section 30 of this act~~ Section 3-
16 211 of Title 14A of the Oklahoma Statutes and any other monies
17 received by the Department for such purpose from any other public or
18 private source. All monies accruing to the credit of the fund are
19 hereby appropriated and may be budgeted and expended by the
20 Department for the purposes set forth in Section 11-103.6h of ~~Title~~
21 ~~70 of the Oklahoma Statutes~~ this title. Expenditures from the fund
22 shall be made upon warrants issued by the State Treasurer against
23 claims filed as prescribed by law with the Director of the Office of
24 Management and Enterprise Services for approval and payment.

1 SECTION 4. This act shall become effective July 1, 2022.

2 SECTION 5. It being immediately necessary for the preservation
3 of the public peace, health or safety, an emergency is hereby
4 declared to exist, by reason whereof this act shall take effect and
5 be in full force from and after its passage and approval.

6 COMMITTEE REPORT BY: COMMITTEE ON EDUCATION
7 March 1, 2022 - DO PASS AS AMENDED
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