

R277. Education, Administration.

R277-704. Financial and Economic Literacy: Integration into Core Curriculum.

R277-704-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state;

(c) Section 53E-3-505, which directs the Board to work with financial and economic experts and private and non-profit entities to develop and integrate financial and economic literacy and skills into the public school curriculum at all appropriate levels.

(2) The purpose of this rule is:

(a) to provide funds appropriated by the Legislature to develop and integrate financial and economic literacy concepts effectively into the core curriculum in various programs and at various grade levels;

(b) to provide for educator professional development using business and community expertise;

(c) to provide curriculum resources and assessments for financial and economic literacy;

(d) to provide simple and consistent messaging to students that becomes part of the core curriculum that reinforces the importance of financial and economic literacy for students and parents; and

(e) to help students and parents to locate and use school and community resources to improve financial and economic literacy among students and families.

R277-704-2. Definitions.

(1) "Content Specialist" means a licensed educator who provides instruction or specialized support for students and teachers in a school setting.

(2) "End of course assessment" means an online end of course assessment for students who take the general financial literacy course.

(3) "Endorsement" means the licensing document required by the board for teachers who teach general financial literacy.

(4) "Financial and economic literacy project" means a program or series of activities developed locally to implement financial and economic literacy education as described in Section 53E-3-505.

(5) "LEA" for purposes of this rule, includes the Utah Schools for the Deaf and the Blind.

(6) "Professional development" means locally or Board-approved education-related training or activities that enhance an educator's background.

R277-704-3. General Financial Literacy End of Course Assessment.

(1) The Superintendent shall provide an LEA with an end of course assessment for general financial literacy which shall be:

- (a) administered to every student who takes the general financial literacy course;
- (b) aligned with general financial literacy revised core standards and objectives;

and

- (c) measured and analyzed at the school, district, and state-wide levels.

R277-704-4. General Financial Literacy Teacher Endorsement.

(1) A Board licensed educator who teaches general financial literacy is required to have licensing, endorsements, and other credentials equal to other content specialists as described in Section R277-520-4.

(2) An educator's course work may be part of or in addition to course work and programs of study required for licensure by the Board consistent with R277-303.

R277-704-5. Financial and Economic Literacy Professional Development Opportunities.

(1) The Superintendent shall provide professional development for all areas of financial and economic literacy utilizing the expertise of community and business groups.

(2) Professional development activities shall:

(a) provide information about financial and economic literacy including personal finance and economic responsibility;

(c) provide resources for teaching financial and economic literacy without promoting specific products or businesses; and

(d) work with the Superintendent to develop strategies for promoting financial and economic literacy.

R277-704-6. Financial and Economic Literacy Taskforce.

(1) The financial and economic literacy taskforce shall have the membership and general responsibilities outlined in Subsection 53E-3-505(4).

(2) In addition to the responsibilities outlined in Subsection 53E-3-505(4), the financial and economic literacy taskforce shall:

(a) analyze data provided by the Superintendent that includes:

(i) aggregated-school level proficiency results from the end of course assessment;

(ii) general enrollment data;

(iii) assessment of general financial literacy education quality; and

(iv) other relevant data to inform strategies for strengthening financial literacy proficiency; and

(b) serve as the writing committee for the financial literacy course standards.

(3) Prior to final approval, the board shall fulfill all the requirements in Subsection 53E-4-202(4).

KEY: financial, economics, literacy

Date of Enactment or Last Substantive Amendment: October 8, 2019

Notice of Continuation: 2019

**Authorizing, and Implemented, or Interpreted Law: Art X Sec 3; 53E-3-401(4);
53G-3-505**