

R277. Education, Administration.

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

R277-704-1. Authority, Purpose, and Oversight Category.

(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 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, education, 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.

(3) This rule is categorized as Category 4 as described in Rule R277-111.

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) "General Financial Literacy Course" means the course of instruction administered by the Superintendent as a course required for graduation, which adopts the standards and objectives addressed in accordance with 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.

(7) "Success Sequence" means a three-pronged framework for youth and young adults that encompasses the values of:

- (a) completing at least a high school education;
- (b) obtaining full-time work; and
- (c) marrying before having children.

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 shall have licensing, endorsements, and other credentials equal to other content specialists as described in Section R277-309-4.

(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 Rule R277-303.

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

(1) The Superintendent shall work with public, private, and nonprofit entities to provide professional development for all areas of financial and economic literacy.

(2) Professional development activities shall:

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

(b) make online resources available to teachers for financial and economic literacy education, including modules with interactive activities and turnkey instructor resources; and

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

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

(c) include financial and economic literacy concepts required by Subsection [53E-3-505\(1\)\(b\)](#) and the Success Sequence in course standards development.

(3) Taskforce recommendations for the financial literacy course standards shall follow the board approved process for non-core standards.

KEY: financial, economics, literacy

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