



RIDE Readiness-Based Graduation Requirements:
Financial Literacy Guidance for Implementation &
Resources

Revised September 2023



**RIDE Readiness-Based Graduation Requirements:
Guidance, FAQs, and Resources Related to Financial Literacy Education**

Table of Contents

Introduction:	3
Overview of Financial Literacy Proficiency Requirement for Graduation (Legislative and Readiness-Based Graduation Requirements)	4
RI Financial Literacy Implementation Guide: Financial Literacy Standalone Course	4
RI Financial Literacy Implementation Guide: Proficiency	5
Proficiency Resources	5
RI Financial Literacy Implementation Guide: Teacher Professional Development	7
Micro-Credentials	9
RI Financial Literacy Implementation Guide: Curriculum Resources	10
Full Curricula	10
Embedded Resources	11
Partner-Supported Resources	11
RI Financial Literacy Implementation Guide: Frequently Asked Questions	13
Visual Support: Financial Literacy Proficiency Flow Chart.....	14

Introduction:

The Rhode Island Department of Education (RIDE) is committed to ensuring all students have access to course offerings with high-quality curriculum and instruction as essential components of a rigorous education that prepares every student for success in college and their career. On November 15, 2022, the R.I. Council on Elementary and Secondary Education (K-12 Council) approved [Readiness-Based Graduation Requirements](#) for all R.I. students. RIDE's adoption of Readiness-Based Graduation Requirements establishes that every Rhode Island high school student will graduate proficient in financial literacy

Additionally, in June 2021 Rhode Island Governor McKee signed a law (**RIGL 16-22-13**) requiring the K-12 Council, in consultation with RIDE develop and approve statewide academic standards for the instruction of consumer education (financial literacy education) in public high schools. The K-12 Council approved Rhode Island's updated financial literacy standards in December 2021. This law also mandates that schools and districts ensure that every student demonstrates proficiency (via stand-alone course, assessment, or project) in financial literacy prior to graduating high school beginning with the graduating class of 2024.

RIDE's regulation and this legislation helps ensure that every Rhode Islander graduates high school with an understanding of how to manage their personal finances, ready to graduate with open doors to create their future and pursue their postsecondary goals. This can break cycles of poverty, and make sure that all families can benefit from our economy. RIDE has prepared a series of resources to support students, families, schools, and LEAs to meet the requirements of this legislation.

Purpose of this document:

This document aims to provide guidance and resources for schools and districts implementing the new financial literacy proficiency requirement established by RIDE's adoption of Readiness-Based Graduation Requirement and **RIGL 16-22-13**. This document is designed to provide guidance about the financial literacy proficiency graduation requirements for high school students beginning with the graduating class of 2024.

While this is the first-time financial literacy has been written into law in Rhode Island, it has been a topic of discussion at the state and national levels for many years. In the academic year 2014-15, a group of Rhode Island educators worked with the K-12 Council to adopt personal financial literacy standards aligned to national best practices. These standards have since been updated as [The Council for Economic Education \(CEE\) merged their standards with the national JumpStart standards](#), with the goal of melding the best elements of these two national sets of standards. These updates use equitable and inclusive student-centered language that is gender-neutral and recognizes the different types of families and household circumstances of students. These updated standards were brought before the Council of Elementary & Secondary Education, and on December 7, 2021, were officially endorsed for the state of Rhode Island.

This document includes a list of resources collected by RIDE to help LEAs and their leadership make decisions about how to best implement this legislation. While this is not meant to be an exhaustive list of resources, it is meant to be a starting point for schools.



Overview of Financial Literacy Proficiency Requirement for Graduation (Legislative and Readiness-Based Graduation Requirements)

Rhode Island's financial literacy legislation (RIGL 16-22-13), and RIDE's Readiness-Based Graduation Requirements require that all students, beginning with the class of 2024, demonstrate proficiency in financial literacy to graduate high school. LEAs can choose to allow students to demonstrate proficiency in one or more of the following ways:

- a) **Standalone Course:** Successful completion of a financial literacy course of study aligned with the state's financial literacy standards
- b) **Project:** Successful completion of a project aligned with the state's financial literacy standards
- c) **Assessment:** Successful completion of a financial literacy assessment aligned with the state's financial literacy standards and taken in a controlled testing environment.
- d) Another demonstration of proficiency approved by the Council on Elementary and Secondary Education.*

*LEAs may propose a proficiency measure by emailing ReimaginingHS@RIDE.RI.GOV. RIDE may then bring the proposal to the Council of Elementary and Secondary Education for consideration.

RI Financial Literacy Implementation Guide: Financial Literacy Standalone Course

LEAs can choose to allow students to demonstrate proficiency via standalone course, project, assessment, or another demonstration approved by the K-12 Council. Included in this section is guidance and resources for schools who chose to offer a *standalone* financial literacy course to support students achieving financial literacy proficiency. RIDE recommends that LEAs document in their course catalog which standalone courses students can take to satisfy the financial literacy proficiency requirement.

Financial Literacy Course Planning Resources

While LEAs can create their own standards-aligned curriculum and course, below are options that are non-commercial, research-based, standards-aligned, and include teacher training, instructional materials, and assessments. This is not an exhaustive list of resources, and more can be found on the [Jump\\$tart Clearinghouse website](#).

- [EconEdLink](#): A place for K-12 economics and personal finance resources, providing high-quality lesson plans, videos, assessments, activities, professional development webinars, and more for educators.
- [Next Gen Personal Finance](#) (NGF): From quick bell ringers to a full-year curriculum (including mathematics integration), NGPF has free games, lessons, activities, and resources, all supported by robust training. Curriculum is available in both English and Spanish for implementation in high school and middle school.



- [Take Charge Today](#): offers more than 75 lesson plans that have been designed, tested, and edited in collaboration with university researchers, financial industry experts, and current classroom educators. Lesson plans are continuously updated (based on classroom feedback and current research) to incorporate new financial products and regulations. Content lesson plans are available at the introductory (targeted at grades 7-9) and advanced (targeted at grades 10-12) levels.
- [FoolProof](#): provides teachers a completely remote, turnkey, and free consumer life skills curriculum. Student content and assessments can be set to support neurodiverse learners. Video-based mini-lessons feature students in instructor/coaching roles.

For additional Financial Literacy resources, please [see this document](#).

Getting District Resources Vetted:

If your program is not part of the national [JumpStart Clearinghouse](#), which is the most comprehensive and searchable set of financial education resources, districts are strongly encouraged to pursue inclusion in this library. This will ensure that your offering is accessible to RI financial education providers, as well as a broader, national set of educators and industry partners.

JumpStart Clearinghouse Resource Submission Process: <https://www.jumpstart.org/what-we-do/support-financial-education/clearinghouse/>

Clearinghouse Director contact information:

Anne Bannister, Director
[JumpStart Personal Finance Clearinghouse](#)
612 North Main
Ann Arbor, MI 48104-1029
Email: anne.bannister@jumpstart.org
Phone: (734) 945-1639

RI Financial Literacy Implementation Guide: Proficiency

LEAs can choose to allow students to demonstrate proficiency via standalone course, project, assessment, or another demonstration approved by the K-12 Council. Included in this section is guidance and resources for schools who chose to offer a financial literacy project and/or assessments to support students achieving financial literacy proficiency:

Proficiency Resources

Financial Literacy Assessments

There are several standards-aligned assessments currently available, including the examples below.

- [Ready Assessments](#) is a free service through the Council for Economic Education (CEE) where teachers can securely administer assessments, gain real-time data, and measure student knowledge and understanding of economic and personal finance concepts. The platform allows users to create their own assessments or use ready-made assessments.
- [FinLitRI.org](#): Rhode Island high-school classrooms and schools are encouraged to participate in the field testing of this pre- and post-assessment tool that:



1. **Offers research-based and statistically-validated assessments** - from research work conducted and published by Dr. Greg Filbeck and Dr. Xin Zhao from Penn State University, leveraging content from “The Missing Semester,” by Gene Natali, an internationally recognized book focusing on financial literacy.
2. **Purposefully integrates cutting edge technology** - Working with Education and Computer Science experts from Brown and Edapt, this tool integrates adaptive assessment and machine learning algorithms to help ease the burdens on teachers/districts and enable unique insights and improvement of financial literacy providers over time. Additionally, it has been built to meet all student data privacy requirements. _
3. **Delivers actionable insights for students, instructors, policy makers, and researchers** – The program has been designed to enable instant personalized feedback to students, suggest next- step topics and missing prerequisite knowledge data for instructors, statistical evidence of improvement and impact/equity metrics for policy makers, as well as anonymous dataset and assessment items statistics for researchers...and much more.
4. **Harnesses the collective wisdom, energy and volunteerism of university students across the state** - Leveraging the existing relationships that we have across the state, we have created a coalition of students from various universities here in RI to make this something truly unique where students are teaching other students and “learning by doing” as the work closely with both CFA Providence and FPA-RI, the two leading wealth management practitioner membership groups in the state, on the execution of our statewide goals.
5. **Streamlines data collection and reporting** on a student, classroom, school, district, and state level.
6. **To participate please email Alfonso Cumplido (acumplido@indfp.com) and/or Sam Saarinen (sam@edapt.app).**

Financial Literacy Projects

RIDE is in the process of compiling examples of project-based assessments that meet the proficiency criteria described above and will update this document with additional examples over time.

- The [2019 National Personal Finance Challenge](#) is an example of a project-based assessment that could be adapted for classroom use. This example is from the nationwide competition where students apply and present their understanding of financial concepts and decisions through an authentic case study that is evaluated by an external panel of academic and industry professionals.

Getting District Resources Vetted:

If your program is not part of the national [Jump\\$tart Clearinghouse](#), which is the most comprehensive and searchable set of financial education resources, districts are strongly encouraged to pursue inclusion in this library. This will ensure that your offering is accessible to RI financial education providers, as well as a broader, national set of educators and industry partners.



RI Financial Literacy Implementation Guide: Teacher Professional Development

- **Program: Next Gen Personal Finance (NGPF)**
 - Summary: NGPF offers four types of different types of professional development opportunities and additional classroom resources, all free of charge.
 - [NGPF Virtual PD](#) - Weekly, live sessions hosted via Zoom. Covers a wide array of personal finance topics from NGPF curriculum to current events to various personal finance topic
 - [NGPF On-Demand](#) - Asynchronous PD teachers can complete at their own pace, on their own schedule. Over 40+ modules to choose from.
 - [NGPF Certification courses](#) - (Should be listed under micro credentials) 9 hours of instruction delivered over 5 weeks, concluding with a final exam. NGPF currently offers over 10 topics, including insurance, cryptocurrency, psychology of money, and more.
 - [Virtual Conferences](#) - 4+ conferences a year made up of guest speaker sessions, virtual PD sessions, and more

Additional Teacher Resources available through NGPF:

- [Question of the Day](#): Daily bits of personal finance trivia that teachers can use to kick off class! Delivered straight to your email inbox by signing up for NGPF's Blog Digest
 - [Semester Course](#): Our semester course is unlike any other curriculum you've seen before - we regularly update it to make it relevant and engaging for today's classrooms. The course is modular, and you can use the course piece by piece to meet your students' needs.
 - [FinCapFriday](#): Also delivered straight to your inbox via the NGPF Blog, FinCapFridays are short videos accompanied by quizzes that teach your students about the latest and buzziest topics in Personal Finance that week
 - [NGPF Arcade](#): With over 10 games covering various topics from Credit to Crypto, NGPF Arcade is the most interactive and engaging way to get your students excited about Personal Finance topics. Note that all games are accompanied by reflection worksheets.
-
- **Program: Council for Economic Education**
 - Summary: The Council for Economic Education (CEE) offers both online and in-person professional development opportunities for educators.
 - Duration of program: Varies, 1-2 days
 - Standards Alignment: Yes
 - Grades: 3-5, 6-8, 9-12
 - Cost: No cost
 - Link: <https://www.councilforeconed.org/programs-2/national-center-for-economic-and-financial-education/>



- **Program: Federal Reserve Bank of St. Louis**
 - Summary: Offers graduate credit for online professional development.
 - Duration of program:
 - One hour of graduate credit through Emporia State University for completing 15 hours.
 - FRB certified teachers on an economic topic, such as inflation or unemployment, by participating in 10 hours of lessons, readings, and online programming.
 - One hour or a full day of professional development experience.
 - Standards Alignment: Yes
 - Cost: No cost
 - Link: <https://www.stlouisfed.org/education/teacher-professional-development>

- **Program: Jump\$tart**
 - Summary: Teacher training initiative is a collaborative endeavor designed to standardize teacher training in personal finance using a shared model called Jump\$tart Financial Foundations for Educators (J\$FFE) and National Educator Conference. Conducts pre- and post-training assessments.
 - Duration of program: 18-24 instruction hours
 - Standards Alignment: Yes
 - Grades: All
 - Cost: No cost
 - Link: <https://www.jumpstart.org/what-we-do/support-financial-education/jffe-2/>

- **Program: Magnetar Capital at University of Chicago**
 - Summary: The finEDge program includes face-to-face professional development sessions; online financial education professional learning course; and online webinars.
 - Duration of program: Semester
 - Standards Alignment: Yes
 - Grades: 9-12
 - Cost: No cost
 - Link: <https://financialeducation-info.uchicago.edu/acton/fs/blocks/showLandingPage/a/25998/p/p-006d/t/page/fm/1>

- **Program: Take Charge Today (University of Arizona)**
 - Summary: Ongoing professional development opportunities to help educators develop the skills and confidence to teach financial education are available. Offerings include the Forum, webinars, a video library, Take Charge Today Newsletters, social media and educator training.
 - Standards Alignment: Yes
 - Grades: PreK-HS
 - Cost: No cost
 - Link: <https://takechargetoday.arizona.edu/>



Micro-Credentials

- **Program: Digital Promise**
 - Summary: Digital Promise and with the support of PwC, GFLEC used GFLEC’s research experience and the Council for Economic Education’s National Standards for Financial Literacy to develop twenty micro-credentials. Developed twenty micro-credentials, which are digital badges teachers can earn to show competency in specific personal financial areas. Digital Promise has been vetted by Wharton School and it’s a maximum micro-credentialing option.
 - Cost: No cost
 - Link: <https://microcredentials.digitalpromise.org/explore>

- **Program: WISE**
 - Summary: Certification Test for personal finance instructors. Instructors who pass the Test earn a Certification in Personal Finance, a bona fide credential that demonstrates proficiency in teaching personal finance.
 - Cost: Please contact WISE directly for more information regarding pricing.
 - Link: <https://www.wise-ny.org/programs-services/financial-literacy/financial-literacy-certification/>

- **Program: AFCPE**
 - Summary: The Association for Financial Counseling & Planning Education® (AFCPE®) ensures the highest level of knowledge, skill, and integrity of the personal finance profession by certifying, connecting and supporting diverse professionals who positively impact financial security for all communities.
 - Cost: Please contact AFCPE directly for more information regarding pricing.
 - Link: <https://www.afcpe.org/>

- **Program: National Financial Educator’s Council**
 - Summary: The CFEI® program helps individuals acquire the expertise, credibility, and self-assurance they need to teach money management lessons effectively. Graduation from the NFEC’s financial literacy certification program demonstrates that you are qualified to teach the subject matter and increases your credibility as a financial education instructor.
 - Cost: \$297
 - Link: <https://www.financialeducatorsCouncil.org/financial-literacy-certification/>



RI Financial Literacy Implementation Guide: Curriculum Resources

This section includes standalone, full curricula options and embedded curriculum resources that can support existing course content as a supplemental resource.

Full Curricula

- **EconEdLink**
 - Organization: Council for Economic Education
 - Resource Type: Non-commercial, standards-aligned, Instr. materials, PD, and assessment
 - Link: <https://www.econedlink.org/resources/>
 - Description: CEE offers free, online, classroom-tested lesson plans and classroom interactives on EconEdLink that are searchable by concept, standard, grade level, and subject. Live and on-demand professional development available, along with Online Assessment Center for measuring student growth:
<https://www.councilforeconed.org/resources/online-assessment-center/>

- **FoolProof**
 - Organization: FoolProof Foundation
 - Resource Type: Non-commercial, standards-aligned, Instr. materials with project-based assessments
 - Link: <https://www.foolproofme.org/academy>
 - Description: Student content and assessments can be set to support neurodiverse learners. Video-based mini-lessons features students in instructor/coaching role.

- **Next Gen Personal Finance**
 - Organization: NGPF
 - Resource Type: Non-commercial, standards-aligned, Instr. materials, PD, and assessment
 - Link: <https://www.ngpf.org/>
 - Description: Free, non-commercial curriculum resources supported by free in-person and online content and pedagogy training with certifications available. Full-year, semester and nine-week scope and sequence, Mathematics integration, Spanish materials constructed by native speakers.

- **Take Charge Today**
 - Organization: Take Charge Today (University of AZ)
 - Resource Type: Non-commercial, standards-aligned, Instr. materials with project-based assessments
 - Link: <https://takechargetoday.arizona.edu/our-program>
 - Description: Student content and assessments can be set to support neurodiverse learners. Video-based mini-lessons features students in instructor/coaching role.



Embedded Resources

This resource will support existing courses and content but is not a standalone curriculum resource.

- **Introduction to Economics and Personal Finance: pre- or non-AP complementary offering**
 - Organization: Common Sense Economics
 - Resource Type: Curriculum, online management platform if needed, teacher training
 - Link: <https://commonsenseeconomics.com/>

Partner-Supported Resources

- Organization: **Junior Achievement USA**
 - Resource Type (PD, instructional materials, etc.): Non-commercial, instructional materials
 - Delivery model: Full year, semester, or embedded coursework
 - Link: <https://jausa.ja.org/programs/index>
 - Description: Junior Achievement USA brings quality volunteers from the community into your classroom to deliver proven, hands-on programming on financial literacy, work readiness, and entrepreneurship that inspires students to understand the opportunities provided by education.
- Organization: **Navigant Credit Union**
 - Link: <https://navigantcu.org/resources/financial-wellness>
 - Description: Every financial question you've had but were afraid to ask, is answered in these short, informative tutorials. View them when it's most convenient for you and pick up valuable tips and information that can help you achieve your short- and long-term financial goals, from managing your money to saving for your future. Simply select a topic you're curious about below to get started.
- Organization: **Coastal1Credit Union**
 - Link: <https://www.coastal1.org/community/financial-literacy/>
 - Description: Coastal1 has been leading financial literacy efforts in RI for nearly 20 years and offers the largest educational program of its kind in the state. We partner with more than 20 organizations including area junior high and high schools, transition academies, and summer work programs to bring real world decision-making lessons and experience to students both online and in-classroom.
- Organization: **Program of Council for Economic Education (CEE)**
 - Resource Type (PD, instructional materials, etc.): During and after-school facilitator-led and student train-the-trainer options that allow for in-person and virtual delivery models. Supported by standards-aligned curriculum resources including formative and summative assessments.



- Delivery model: Credentialed instructor and industry professional supported model and/or option for student facilitated program that is being field tested in RI
 - Link: <https://www.investgirls.org/>
 - Description: The Invest-In-Girls model is predicated on three goals 1) EDUCATE high school girls by encouraging informed financial decisions through carefully curated curriculums and improving financial know-how. 2) INSPIRE young females to explore careers in finance and INSTILL confidence in their financial capabilities and decisions. CONNECT program participants with industry professionals and provide them with financial career opportunities.
- **Organization: The FLY Initiative**
 - Resource Type (PD, instructional materials, etc.): Non-commercial, instructor materials; AFCPE accredited educators, CRE, aligned to national standards, and educator PD
 - Delivery model: Full year, semester, or embedded coursework
 - Link: <https://www.flyinitiative.org/>
 - Description: The FLY Initiative is not like other financial literacy programs. FLY addresses the issues of disparities in financial literacy resources, cultural inequities, and family engagement challenges through a culturally responsive financial literacy program that is well suited for traditional, nontraditional, and virtual classroom settings. Grounded in the value of experiential learning, the program features a holistic, multi-generational approach to financial wellness and understanding of financial literacy concepts. FLY's real-life-in-real-time approach uses milestone projects that cover 10 key financial literacy topics, allowing students to implement the knowledge they have learned through real world experiences. Within 10 modules, students meet with financial planners, outline a career plan, complete tax forms, learn banking, track credit, identify and analyze investment types and insurance options, and set budget goals.



RI Financial Literacy Implementation Guide: Frequently Asked Questions

- 1. If financial literacy is not counting towards high school credit, how can it be documented on a transcript?**

There are various examples of how districts are currently documenting financial literacy proficiency on students' transcripts. Some districts document financial literacy proficiency in the form of a credit or half-credit on students' high school transcripts, and others include financial literacy proficiency on students' supplemental transcripts. Documenting for credit may also appear as a Pass/Fail course in some cases.
- 2. Does a “course of study” mean a stand-alone financial literacy course, or can a student demonstrate proficiency by taking several courses that collectively cover the state’s financial literacy standards?**

It can be either. Student proficiency can be demonstrated by students successfully passing a stand-alone course that covers the state’s financial literacy standards, or by passing two or more courses that cover the standards. For example, if a school divides the standards amongst three courses, such as math, economics, and business, the student will need to pass each of the three courses in order to meet the proficiency requirement for graduation.
- 3. How should a school and district keep track of students who met the proficiency requirement?**

Schools and districts should record students who have met the financial literacy requirement using their existing systems, like other graduation requirements.
- 4. A student transferred to my school and met some, but not all, of his previous school’s financial literacy proficiency requirements. It is too late for him to take our school’s financial literacy course. What are his options for demonstrating proficiency?**

The student could complete a project, or the student could take and pass the financial literacy assessment used in the district.
- 5. For schools that currently offer more than one course that together cover all the financial literacy standards, must the courses be condensed into one course?**

Not necessarily. Schools can offer a set of courses that collectively cover the standards. RIDE recommends LEAs document in their course catalog which standalone courses students can take to satisfy the financial literacy proficiency requirement.
- 6. Can financial literacy fulfill a math credit?**

No, financial literacy cannot fulfill a math credit without containing appropriate math standards.
- 7. There are so many resources and options offered. If I’m confused where to start, or what’s the best course of action based on my local context, how can I get support?**

Please reach out to RIDE at ReimaginingHS@RIDE.RI.GOV and we can connect you with support to get started.



Visual Support: Financial Literacy Proficiency Flow Chart

