



Implementation Checklist

Financial Literacy



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Implementation Checklist

Use this tool to begin documenting how you'll develop financial literacy programming for your students, families and adult participants. It will help you focus on the areas needed to make the experience successful.

This planner includes the following sections. Check off the box for each one as you complete it.

- Step 1: Build Your Program Team**
 - Engage Stakeholders to Join Your Team
 - Define Roles and Responsibilities
 - Design an Effective Communications Strategy
- Step 2: Create a Safe Learning Environment**
 - Consider Cultural and Socioeconomic Differences
- Step 3: Conduct a Needs Assessment**
 - Collect Data
 - Create Needs Assessment Statements
- Step 4: Create SMART Goals**
 - Set Financial Literacy Activity SMART Goals
- Step 5: Map Program Assets**
 - Map Needs to Assets
 - Recruit Partners
- Step 6: Consider Logistics**
 - Budget
 - Space
 - Schedule
 - Materials
- Step 7: Intentionally Design Activities**
 - Mapping Needs to Activities
- Step 8: Conduct Marketing and Outreach**
 - Design Communications and Marketing Strategies
 - Conduct Outreach
- Step 9: Recruit and Train High-Quality Staff**
 - Recruit Staff
 - Plan Professional Development
- Step 10: Implement With Fidelity**
 - Measure Fidelity: Adherence, Dosage, Engagement, Delivery
- Step 11: Celebrate**



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Step 1: Build Your Program Team

Engage Stakeholders to Join Your Team

When building your program planning team, keep in mind individuals who can provide critical information about family, student and community needs. The goal is to work together to put in place financial education activities that are engaging and responsive to needs. Begin by looking at individuals within your program or advisory board to build a dynamic high-quality group. Be strategic in choosing additional team members who will steer your programming toward your financial literacy education goals. **Use this list to select the roles you'd like represented on your program team.**

- Financial expert(s)
- Family members/community adult(s)
- Student(s)
- Community partner(s)
- School-day professionals
- Other _____
- Other _____
- Other _____

Define Roles and Responsibilities

Once you've connected with stakeholders and started building relationships, it's time to think about getting team members involved by defining roles and responsibilities. Your stakeholders may have busy schedules and therefore be hesitant to take on more responsibility. Clarifying roles and responsibilities from the start will help to ease their hesitation and build an understanding of the time commitment involved. **Look at each stakeholder and check the boxes that identify the roles and responsibilities you want them to take.**

Financial Experts

- Ensure accurate information is included in all activities.
- Provide access to resources and materials that can be incorporated into the financial literacy program.
- Help plan and facilitate activities.
- Help secure meeting space, if needed.

Family Members/Community Adults

- Help ensure that activities are both appropriate and culturally respectful.
- Serve as the voice of the community to help identify how the program can help address community needs.
- Assist with recruiting program participants by reaching out to other families or members of the community or suggesting recruiting avenues likely to reach the largest appropriate audience.
- Help to secure resources, and to design and facilitate activities.
- Participate in financial literacy program activities.





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Students

- Provide student voice and perspective to help the program identify needs and goals for financial literacy programming efforts.
- Help with assessment of the program for continuous improvement.
- Participate in financial literacy program activities.

Community Partners

- Assist with identifying community needs.
- Help establish partnerships and build a social network of support needed for long-term program sustainability.
- Help with securing resources, planning and preparing activities.
- Act as a liaison to promote financial literacy activities.
- Help secure meeting space, if needed.

School-Day Professionals

- Act as a liaison with school-day staff to promote the program and secure logistical resources.
- Help identify the financial education needs of students, families and community members.
- Influence your program's activity and lesson planning to ensure alignment with school-day learning goals.
- Encourage students, families and community members who may be interested in participating in your financial literacy activities.
- Assist with recruiting high-quality staff members to serve in your program.

Design an Effective Communications Strategy

Having a communication strategy in place will ensure that your program team is effective, productive, and sending and receiving consistent messages in a timely manner. **Work with your established program team to consider the following:**

- Meeting frequency
- Preferred communication modes
- Agendas
- Minutes or notes
- Cancellation plan

When meeting, consider these areas:

- Common purpose:* Has your team written clear goals for the financial literacy programming efforts based on student, family and community needs?
- Scheduled group meetings:* Have you and your team determined the schedule and logistics for formal planning meetings?
- Task timeline:* Have you developed a timeline with task start and end times?
- Periodic check-ins:* Do you have a plan in place to do check-ins with your program team?



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Step 2: Create a Safe Learning Environment

Consider Cultural and Socioeconomic Differences

Despite your best efforts, addressing financial issues can make some students and adults uncomfortable, especially if they are embarrassed about their financial situation or their level of income. It's important to create a safe zone where participants to discuss such issues, at least in general ways. Build the cultural competence of your staff by creating opportunities for them to become familiar with the cultures of program families.

Work with your established program team to think about the following considerations when planning and facilitating your financial literacy program:

- Conduct activities in a nonpublic space such as a classroom or conference room with a door that can be closed.
- Start the program with an open discussion about possible differences in cultural or family views about money.
- Remind participants that financial issues affect people at every income level.
- Focus on how your program can provide helpful information that doesn't necessarily require personal information to be shared.
- Assure all participants that you're committed to protecting their privacy and confidentiality.
- Establish ground rules so all participants agree to respect one another's views and participate in discussions in a respectful way.
- Work with your staff to be sensitive and recognize the potential for student embarrassment (e.g., students who participate in the free and reduced-price meal programs).





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Step 3: Conduct a Needs Assessment

One of your team's first tasks is to conduct a financial literacy needs assessment to help understand the needs of your students, families and community. The needs assessment results should be the foundation for everything you do. Develop needs assessment statements by gathering data to identify where knowledge gaps or deficiencies exist. Use these lists to identify which data you need to collect, and then determine the resources you'll use to collect your data.

Collect Data

There are three important data sets to consider while assessing needs: (1) community-, school- and program-level data; (2) student and adult data; and (3) student and adult interest data. Use these checklists to identify the data you want to collect.

Community-, School- and Program-Level Data

These are sources of high-level data for “big picture” information and a working starting point:

- Community reports or assessments (e.g., demographics, household income levels)
- Demographic and cultural information
- Program data
- State-level financial literacy standards (if available)
- School and student report cards
- School curriculum and lesson plans
- Other: _____

Student and Adult Data

These are sources of specific data on why students and adults in the community may be struggling in areas of financial literacy:

- Program data
- Young student needs (use the Y4Y tool **Young Student Financial Literacy Needs Survey**)
- Teen student needs (use the Y4Y tool **Teen Student Financial Literacy Needs Survey**)
- Adult needs (use the Y4Y tool **Adult Financial Literacy Needs Survey**)
- Communication with school-day professionals/family members
- Communication with community organization partners
- Other: _____

Student and Adult Interest Data

These sources provide data on the types of activities that students, families and community members want:

- Informal communication with students, families and community members
- Student survey
- Student interviews
- Adult survey



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- Adult interviews
- Focus groups
- Other: _____

Create Needs Assessment Statements

It's important to form comprehensive needs assessment statements so you can be specific about why students and adults need a financial literacy program. If possible, create needs assessment statements for each age group you plan to serve. **Use the space below to practice writing your needs assessment statements.**

For example, after reviewing data you may have identified this need:

Sample Needs Assessment Statement (Elementary Students):

When interviewed, 60 percent of elementary students said they have never discussed the difference between needs and wants.

Record your program's needs:

Needs Assessment Statement 1:

Needs Assessment Statement 2:

Needs Assessment Statement 3:

Needs Assessment Statement 4:

Needs Assessment Statement 5:





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Step 4: Create SMART Goals

Set Financial Literacy Activity SMART Goals

SMART goals based on your needs assessment statements provide a road map for helping to measure program outcomes for your financial literacy efforts. Work with staff and your program planning team to set as many goals as you see fit, and make sure everyone understands what the program aims to achieve. **Review the sample needs assessment statement and program goal provided below to see what makes a goal “SMART.” Then use the blank space to practice writing SMART goals for your financial literacy activities.**

Sample Needs Assessment Statement (Elementary Students): *When interviewed, 60 percent of elementary students indicated they have never discussed the difference between needs and wants.*

Sample Program SMART Goal:

T	A	S
By the end of the program year, 80 percent or more of elementary students		
M		
who participate in the financial literacy program will be observed as demonstrating		
R		
familiarity with the concept of spending and determining the differences between needs		
and wants.		

Specific — This goal targets elementary students who participate in the financial literacy program.

Measurable —The goal uses observation to determine if students demonstrate familiarity with concepts.

Achievable — Staff believe 80 percent of students who engage in the program will improve.

Relevant — The goal is relevant because familiarity with the difference between needs and wants has been identified as a student need.

Time Bound — The program team decided to measure outcomes at the end of the program year.

Your turn! Practice here:

Use the Y4Y **SMART Goals Podcast** to assist with setting program goals. Use the Y4Y tool **Program and Activity SMART Goals** as you document and develop goals.





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Step 5: Map Program Assets

Map Needs to Assets

Mapping assets is the point where you identify resources you can use for your 21st CCLC program’s financial literacy efforts. Resources may include new partnerships, space, materials or funding.

For example, *the program team learned that calculators would be needed for some of the high school and adult activities, and the program does not currently have enough to implement the activities. One team member reached out to the local bank, which gives away small promotional calculators at community events. The bank was happy to donate enough calculators for the program!* In this example the bank is the asset and the resource is the calculators (materials).

Consider the following when mapping assets:

- What will we need to get this initiative off the ground?
- What will we need to move this initiative forward through all levels of implementation?
- What expertise, background or experiences do our staff members bring to this work?
- What kinds of resources might make the implementation process more efficient?
- What existing or potential partners at the school or in the community might help us address any resource gaps to ensure success of our financial literacy program?

Use this space to brainstorm.

- Asset 1: _____
- Asset 2: _____
- Asset 3: _____
- Asset 4: _____
- Asset 5: _____
- Asset 6: _____
- Asset 7: _____
- Asset 8: _____
- Asset 9: _____
- Asset 10: _____





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Recruit Partners

Including partners in your programming efforts is a great way to enhance your activities. When reaching out to and recruiting financial literacy partners, consider these strategies:

- Reach out to partners that share similar beliefs, goals and values about financial literacy.
- Be clear and concise in your outreach communications.
- Outline clear roles and expectations.
- Keep your geographical context (urban, suburban, rural) and local needs in mind.

Once partners have been secured, check the partner engagement strategies you want to discuss with your program team.

- Create memorandums of understanding (MOUs) for all participating partners.
- Determine the specifics of how partners will be involved in planning and/or implementing financial literacy activities.
- Engage partners in planning and facilitating professional development.
- Other: _____

Use the Y4Y tool **Memorandum of Understanding** from the **Strengthening Partnerships** course to assist with outlining the roles and expectations of partnerships.





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Step 6: Consider Logistics

After establishing program goals focused on financial literacy needs, you'll need to consider the supports needed to achieve those goals.

Budget

- Determine the scope of your activities based on your financial literacy program goals.
- Create a budget based on available funding sources and potential costs.
- Check to see if expenses are allowable under 21st CCLC federal and state guidelines.
- Seek partnerships to fulfill needs that cannot be met within your current budget.
- Solicit in-kind donations for supplemental resources.

Space

- Determine if your program has an appropriate space for financial literacy activities (e.g., access to technology if needed, provisions for confidential discussions).
- If your program does have a private space for activities, determine if any changes or modifications need to be made.
- If your program does not have an appropriate space, work with your program planning team and staff to secure a space outside the program site.
- Consider things like accessibility, comfort and available materials when identifying activity space.

Schedule

- Determine the best times to schedule financial literacy activities based on student, family and community member feedback
- Provide childcare if activities take place in the evening or on weekends.
- As an alternative to childcare, consider offering related children's activities at the same time and location as the adult offering, if space and staff are available.

Materials

- Determine the materials you may need to carry out your financial literacy activities.
- If your program does not have certain materials, reach out to the program planning team, staff and partners to secure materials.

For more information and resources on budgets, see the Y4Y course **Managing Your 21st CCLC Program**.



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Step 7: Intentionally Design Activities

Map Needs to Activities

Think about how to align your program activities to student, family and community needs. For each planned activity, decide how you'll deliver the academic content, group or arrange participants, and handle other logistical considerations such as dosage — how often participants will attend and how long the activity should last. Use the following checklists when you develop activity plans. Check the steps you need to include in your planning. Be sure to review with your program team so everyone is informed and in agreement.

Depending on the results of your needs assessment, you may choose to develop financial literacy activities or programs around one, some or all of five widely accepted elements of financial education. **Select the financial literacy concept(s) your activities will address:**

- Earning*: Thinking about the money that comes in — inputs — via work, chores and other sources such as gifts.
- Spending*: Planning for the money that goes out — outputs — for day-to-day necessities, optional purchases and long-term goals.
- Credit and Debt*: Considering appropriate and inappropriate uses of credit cards, loans and other types of money owed, as well as managing credit and understanding the impact of debt on a person's or family's financial situation.
- Insuring*: Anticipating and preparing for future needs in the event of losses or unexpected events (e.g., car, health, property and life insurance).
- Saving and Investing*: Building financial resources for short-, mid- and long-term goals.

Consider the following activity components when planning activities:

- Based on the needs assessment, identify and describe the learning activity in a summary of one to three sentences.
- List program and activity SMART goals.
- Include the academic standard(s) or skills the activity will address.
- Create a list of materials needed for the activity.
- Describe participant grouping by skill level, age or other factor, and decide whether participants will work independently, as a large group or in smaller cooperative teams.
- List the steps of the activity, first describing how you'll introduce the activity, then noting what participants will do during the activity.
- Describe the final project or assessment that will help you evaluate learning.
- Include time for reflecting on the activity.

Use the Y4Y tool **Sample Financial Literacy Program Schedules** for elementary, middle and high school students and adult participants to help design your financial literacy activities.



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Step 8: Conduct Marketing and Outreach

Once you’ve outlined the financial literacy activities you plan to implement, decide how you’ll reach out and inform students, families, community members and partners

Design Communications and Marketing Strategies

Use this checklist to identify ways in which you’ll communicate or conduct outreach to students, families and community members.

- Program webpage
- Flier
- Email
- Mail
- Text message
- Phone call
- Social media
- Other: _____

When planning events or activities, make sure that communications with stakeholders hit these marks:

- Timely
- Informative
- Purposeful

Conduct Outreach

After identifying the specific modes of communication, use this list to note who’ll be responsible for implementing the outreach strategies.

- Community partners
- Family liaisons
- School-day liaisons
- Program leaders
- Program planning team
- Assigned staff members
- Other: _____





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Step 9: Recruit and Train High-Quality Staff

Recruit Staff

Recruiting high-quality staff will impact fidelity of implementation. Check the items your team needs to accomplish as you prepare to recruit staff and partners.

- Target highly qualified individuals.
- Ask questions that correspond with your values, goals and beliefs.
- Involve the program planning team and stakeholders in the recruitment process.
- Bring in individuals that fill gaps in your current staff's strengths.
- Other: _____

Plan Professional Development

Use this list to think about staff roles and key qualifications. Also, note possible ways to provide professional learning opportunities for the people in these roles.

- Program Director
- Site Coordinator(s)
- Lead Teachers
- Academic Liaison
- Family Engagement Specialist
- Other position: _____
- Other position: _____
- Other position: _____
- Other position: _____

When thinking about professional development for your financial literacy program, consider the following:

- Determine what additional training may be required to appropriately train staff on financial knowledge and practices.
- Work with your staff to create a welcoming environment so partners feel comfortable participating in discussions about finances.
- Develop cultural competency in your staff through training and opportunities to practice effective communications with community members and the families you serve.
- Use the financial expert(s) and community partners on your program team to help develop resources or facilitate professional development opportunities.





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Remember, when looking to address professional development needs, you can use potential partners that were discovered while identifying resource gaps. **Here are a few ideas for partners who might provide quality professional development to existing staff:**

- Financial Expert(s)
- Family Members/Community Adult(s)
- Local Entities (e.g., banks, insurance agencies, accounting firms, financial advisors, social service agencies)
- Community Partner(s)
- School-Day Professionals
- Colleges/Universities
- Other _____
- Other _____



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Step 10: Implement With Fidelity

Measure Fidelity: Adherence, Dosage, Engagement, Delivery

Mindfully implementing with fidelity enables you to evaluate each component of your financial literacy activities and adapt or adjust instruction based on participant response. For intentionally designed activities to have the desired impact on students and adults, you must ensure two things: (1) the activity is being implemented the way it was designed, and (2) the components that have the potential to impact participants are being implemented.

Here are the areas you should measure for fidelity of implementation:

- Adherence:** Focuses on how well you stick to the plan (Are we implementing as we intended overall?).
- Dosage:** Targets how often a student or adult needs to attend an activity to expect impact.
- Engagement:** Focuses on student or adult involvement in their own learning (Are participants actively participating, asking questions, using critical thinking skills, getting positive feedback from teachers and solving problems in group discussions?).
- Delivery:** Refers to how the facilitator guides the learning (e.g., learning strategies).

Use the checklist below to identify what you'll use to measure fidelity of implementation:

- Student activity observation checklists
- Staff observation checklists
- Student rubrics
- Partnering with schools rubric
- Student surveys
- Staff surveys
- Student interviews
- Staff interviews
- Other: _____

Use the Y4Y tool **Implementing With Fidelity Guide** from the **Continuous Education Through 21st CCLC Activities** course for help with measuring fidelity.



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Step 11: Celebrate

Now you and your program team can celebrate your successes! You want to make it fun and meaningful for everyone involved.

Use the following tips when planning your event:

- Conduct community outreach:** Share your results with all stakeholders by sending invitations to school-day partners, families, community partners and other members of the public to increase community awareness around your program's financial literacy initiatives.
- Recognize everyone's contributions:** Consider how you can appreciate and recognize students, volunteers, family members and other community members for their contributions to the success to the program. Also be sure to post photos or display products created during the financial literacy activities for everyone to admire.
- Engage students and families:** Invite students and families to help you plan and present event activities. Having students or families share stories that highlight the program's impact will help the audience connect positive outcomes to actual human experiences.
- Incorporate financial concepts:** Find ways to tie financial and monetary concepts into the celebration to demonstrate and acknowledge the impact of your financial literacy successes.
- Provide takeaway materials:** Create a flier or report of program successes that attendees can share with the broader public. This may inspire increased support, participation and funding to help sustain your financial literacy initiatives.

