

# Family Economics

Family Economics

## V(A). Planned Program (Summary)

### 1. Name of the Planned Program

Family Economics

## V(B). Program Knowledge Area(s)

### 1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
801	Individual and Family Resource Management	100%		100%	
	<b>Total</b>	100%		100%	

## V(C). Planned Program (Inputs)

### 1. Actual amount of professional FTE/SYs expended this Program

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.5	0.0	0.0	0.0
<b>Actual</b>	6.0	0.0	0.0	0.0

### 2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c 131629	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 131629	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 174251	1890 All Other	1862 All Other	1890 All Other
	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The Family Economics Topic Team has conducted the following programs and activities:

- Marketed, conducted and evaluated the following educational programs- Dollar Decision\$, Gaining Financial Fitness, Credit Cents, Guarding Against Identity Theft, Organizing Financial Records, Retirement Planning, Long Term Care, Legally Secure Your Financial Future, Who Gets Grandma's Yellow Pie Plate, Money on the Bookshelf, Welcome to the Real World, High School Financial Planning Program, Succeeding in the Working World and others that meet identified audience needs.
- Met with advisory committees, cooperating agencies, partners and decision-makers to solicit input and to update them about family economics issues and programs.
- Interact with professionals at meetings to share knowledge, build partnerships, and gain insights into national, regional and local issues and priorities.
- Kept updated on current research and trends in the field.
- Developed, sought peer reviews, pilot test, publish, and market curriculums- Spanish language version of Dollar Decision\$, Credit Cents, Succeeding in the Working World, Retirement education and others that meet audience needs.
- Authored and published popular press articles, newsletters, and Extension publications. Author and submit professional journal articles, abstracts and proceedings papers.
- Developed posters that describe programs outcomes and impacts.
- Developed and maintained a financial education website.
- Worked with the media to increase program awareness and participation.
- Developed innovative marketing methods to increase program awareness and participation.
- Documented and reported family economics programs and accomplishments.

**2. Brief description of the target audience**

Basic Financial Management: Young adults and those who are new to financial management (widows, divorcees, immigrants, etc.) and individuals who need to improve their financial management practices will use family economics publications, web sites and participate in classes/workshops. Professionals who work with low-income audiences and those with financial challenges will be trained and/or provided with family economics publications and curriculum.

Financial Security in Later Life: Adults will utilize publications, web sites, and educational programs covering retirement planning, investing, government programs benefitting senior citizens, long term care and legal education. Mid-life and older adults who are caretakers of elderly relatives and friends will use publications, the website and/or attend classes. Professionals who serve elderly clients will use publications, curriculum materials, website and/or training provided by extension.

Youth Financial Literacy: Teachers, youth group leaders, parents and youth will utilize web sites, publications and educational programs. Teachers and youth group leaders will purchase extension curriculum for youth.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	4000	90000	1500	2000
2007	4320	100000	1600	2500

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2007:	0

**Patents listed**

**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>			
2007	8	0	0

**V(F). State Defined Outputs****Output Target****Output #1****Output Measure**

Newsletters.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	22	23

**Output #2****Output Measure**

Extension bulletins.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	1	2

**Output #3****Output Measure**

Popular Press articles.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	6	9

**Output #4****Output Measure**

Refereed journal articles, peer reviewed abstracts.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	6	14

**Output #5****Output Measure**

Professional or paraprofessional trainings.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	4	15

**Output #6****Output Measure**

Classes, workshops.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	100	96

**Output #7****Output Measure**

Websites developed or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	1	1

**Output #8****Output Measure**

EFNEP/ENP graduates taught financial education.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	500	618

**Output #9****Output Measure**

Lesson/curriculums developed and published.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	1	1

**V(G). State Defined Outcomes**

O No.	Outcome Name
1	O: Participants increase awareness of effective financial management practices.I: Number of participants reporting awareness on end-of-class evaluations.
2	O: Participants gain new personal finance knowledge.I: Knowledge gain reported on end-of-program evaluations.
3	O: Participants adopt recommended financial practices.I: Participant responses on end-of-program and follow-up evaluations.
4	O: Extension Family economics will reach new audiences through an Urban Extension website.I: Number of sessions and pages visited.
5	O: Extension family economics publications will be used by consumers and professionals.I: Number of publications distributed.

**Outcome #1**

**1. Outcome Measures**

*Not reporting on this Outcome for this Annual Report*

**2. Associated Institution Types**

**3a. Outcome Type:**

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
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**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
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**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

Competing Public priorities

**Brief Explanation**

**V(I). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

After Only (post program)

Retrospective (post program)

Before-After (before and after program)

## Evaluation Results

EFNEP participant food resource management practices improved as indicated by the following:

- 65% more often planned meals in advance;
- 44% more often compared prices when shopping;
- 58% less often ran out of food before the end of the month; participants
- 60% more often used a list for grocery shopping.

Participants of Guarding Against Identity (GAI) Theft completed a retrospective survey at the conclusion of the workshop. Results of the survey are:

Prior to attending GAIT 81% of the participants reported "I know how identity theft occurs." After the class 100% of the participants reported "I know how identity theft occurs."

Prior to attending GAIT 48% of the participants reported "I know how to determine if I am a victim of identity theft." After the class 100% of the participants reported "I know how to determine if I am a victim of identity theft."

Prior to attending GAIT 52% of the participants reported "I know how to reduce my risk for identity theft." After the class 100% of the participants reported "I know how to reduce my risk for identity theft."

Prior to attending GAIT 29% of the participants reported "I know what to do if I am a victim of identity theft." After the class 100% of the participants reported "I know what to do if I am a victim of identity theft."

Prior to attending GAIT 33% of the participants reported always regularly obtaining their credit report and checking it. After the class 86% of the participants reported they will regularly obtain their credit report and it for possible identity theft.

Prior to attending GAIT 71% of the participants reported "I have password protection on my accounts and computer." After the class 100% of the participants reported they will place password protection on their accounts and computer.

Prior to attending GAIT 48% of the participants reported "I limit identification information and the number of credit cards I carry." After the class 100% of the participants reported they will limit identification information and the number of credit cards they carry.

## Key Items of Evaluation