

V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

Family Well-Being

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 | 26% | | 26% | |
| 802 | Human Development and Family Well-Being | 74% | | 74% | |
| | Total | 100% | | 100% | |

V(C). Planned Program (Inputs)

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

| Year: 2010 | Extension | | Research | |
|------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 4.0 | 0.0 | 4.0 | 0.0 |
| Actual | 7.0 | 0.0 | 17.2 | 0.0 |

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

| Extension | | Research | |
|---------------------|----------------|----------------|----------------|
| Smith-Lever 3b & 3c | 1890 Extension | Hatch | Evans-Allen |
| 581287 | 0 | 111763 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 969903 | 0 | 1805639 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 191479 | 0 | 315643 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Conduct workshops
- Provide training
- Develop web-based and distance educational materials
- Work with the media
- Conduct research
- Create displays
- Collaborate with other agencies

2. Brief description of the target audience

•immigrants •welfare-to-work individuals •job loss individuals •youth •adults •limited resource families •farm families •families in divorce •child care professionals •trainers of child care professionals •policy makers •parents •volunteers that work with parents •elder caregivers •adult children •retirement associations •community leaders •planners

V(E). Planned Program (Outputs)

1. Standard output measures

| 2010 | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Plan | 49500 | 160750 | 20000 | 73250 |
| Actual | 53037 | 0 | 33016 | 0 |

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

Patent Applications Submitted

Year: 2010
 Plan: 0
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

| 2010 | Extension | Research | Total |
|---------------|-----------|----------|-------|
| Plan | 2 | 0 | |
| Actual | 2 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of staff development opportunities for Extension Educators
 Not reporting on this Output for this Annual Report

Output #2

Output Measure

- Number of programs offered to parents, childcare providers, youth, adults, low-wealth households and consumers

| Year | Target | Actual |
|-------------|---------------|---------------|
| 2010 | 200 | 22 |

Output #3

Output Measure

- Number of research projects

| Year | Target | Actual |
|-------------|---------------|---------------|
| 2010 | 3 | 12 |

Output #4

Output Measure

- Number of publications

| Year | Target | Actual |
|-------------|---------------|---------------|
| 2010 | 2 | 19 |

Output #5

Output Measure

- Number of web sites developed
Not reporting on this Output for this Annual Report

Output #6

Output Measure

- Number of new partnerships, coalitions, advisory boards created.

| Year | Target | Actual |
|-------------|---------------|---------------|
| 2010 | 10 | 4 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|---|
| 1 | Number of participants who increased their knowledge of debt management |
| 2 | Number of participants who adopted one or more practices to reduce debt |
| 3 | Number of participants reporting decreased debt |
| 4 | Number of participants who increased their knowledge of the benefits of saving on a regular basis |
| 5 | Number of participants who increased the amount of money they save regularly |
| 6 | Number of participants who save regularly as a result of educational programming |
| 7 | Number of participants who increased their knowledge of basic personal financial management |
| 8 | Number of participants who have established financial goals to guide financial decisions |
| 9 | Number of participants who develop a plan for achieving financial security |
| 10 | Number of participants who report increased financial security |
| 11 | Number of participants who increased their knowledge of child care and how to manage care giving roles and responsibilities |
| 12 | Number of participants who increased their knowledge of decision making skills necessary to make quality of life decisions for caregivers and receivers |
| 13 | Number of child care professionals who are working toward, who have obtained, or who have renewed the Child Development Associate Credential. |
| 14 | Number of participants who increased their knowledge of basic parenting skills |
| 15 | Number of participants reporting improved parent-child communication |
| 16 | Number of participants reporting significant improvement in satisfaction and quality of parent-child relationships |
| 17 | Number of participants who report they will take one or more recommended actions to avoid identity theft |

| | |
|----|--|
| 18 | Number of participants who developed knowledge of safety and security procedures in an emergency |
| 19 | Number of individuals who increased their knowledge about establishing and maintaining healthy indoor air quality |
| 20 | Number of adults who have experienced changed attitudes or behaviors in valuing and appreciating differences in others |
| 21 | Number of adults who have increased their understanding of human relationships, communications, and leadership styles. |
| 22 | Number of adults who have increased their understanding of themselves and others |
| 23 | Participants increased saving by \$_____ |
| 24 | Participants reduced debt by \$_____ |
| 25 | Number of participants who report knowing the steps to take if they are a victim of identity theft |

Outcome #1

1. Outcome Measures

Number of participants who increased their knowledge of debt management

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Number of participants who adopted one or more practices to reduce debt

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of participants reporting decreased debt

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

Number of participants who increased their knowledge of the benefits of saving on a regular basis

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 0 | 14037 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a critical need for financial and investment literacy. The current financial crisis has revealed that many people lack the fundamental knowledge to manage their personal finances effectively. In the future people will have to manage their own retirement accounts even more as retirement programs are becoming defined contribution plans, not defined benefit plans.

What has been done

The Indiana Council for Economic Education developed and sponsored a Stock Market Program. Students in grades 4-12 manage a hypothetical \$100,000 portfolio of stocks, bonds, and mutual funds. They learn about financial markets and what causes them to fluctuate. There were 14037 students during this reporting year.

Results

Recent research from national data collected from the National Assessment of Educational Progress (NAEP) revealed that the only pedagogical practice that had a significant impact on knowledge was participation in the Stock Market Game. Other new research shows that participation in the Stock Market Game has a significant impact on student knowledge of personal finance and math.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 801 | Individual and Family Resource Management |

Outcome #5

1. Outcome Measures

Number of participants who increased the amount of money they save regularly

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of participants who save regularly as a result of educational programming

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

Number of participants who increased their knowledge of basic personal financial management

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 0 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

FINRA survey data suggest that residents of Indiana are less financially capable compared to the national average. Sixty-four percent of Indiana residents reported not having an emergency fund and 28% reported using one or more non-bank borrowing methods in the last five years.

What has been done

The Where Does Your Money Grow curriculum was developed and implemented. Sessions cover basic money management concepts including spending plans, tracking expenses, and setting goals.

Results

513 participants completed evaluations at the end of the program. Seventy-one percent said they learned how to make a spending plan and 78% learned how to track their expenses. 70% said they were going to try techniques related to developing a spending plan and 77% said they were going to try techniques for reducing spending leaks.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |

Outcome #8

1. Outcome Measures

Number of participants who have established financial goals to guide financial decisions

Not Reporting on this Outcome Measure

Outcome #9

1. Outcome Measures

Number of participants who develop a plan for achieving financial security

Not Reporting on this Outcome Measure

Outcome #10

1. Outcome Measures

Number of participants who report increased financial security

Not Reporting on this Outcome Measure

Outcome #11

1. Outcome Measures

Number of participants who increased their knowledge of child care and how to manage care giving roles and responsibilities

Not Reporting on this Outcome Measure

Outcome #12

1. Outcome Measures

Number of participants who increased their knowledge of decision making skills necessary to make quality of life decisions for caregivers and receivers

Not Reporting on this Outcome Measure

Outcome #13

1. Outcome Measures

Number of child care professionals who are working toward, who have obtained, or who have renewed the Child Development Associate Credential.

Not Reporting on this Outcome Measure

Outcome #14

1. Outcome Measures

Number of participants who increased their knowledge of basic parenting skills

Not Reporting on this Outcome Measure

Outcome #15

1. Outcome Measures

Number of participants reporting improved parent-child communication

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 500 | 712 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a need to understand how family relationships change after youth move out of their parents' home.

What has been done

Researchers explored changes in family relationship qualities as youth transition to adulthood by examining how qualities such as intimacy and conflict change after youth move out of their parents' home.

Results

Researchers found that youth's departure is associated with positive changes in their own relationships with mothers, fathers, and younger siblings. They also found that older siblings' leaving home was related to increased conflict between second-born offspring and their mothers and fathers. Researchers are continuing to examine the data and explore in more depth how entire family systems change following a youth's transition.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 802 | Human Development and Family Well-Being |

Outcome #16

1. Outcome Measures

Number of participants reporting significant improvement in satisfaction and quality of parent-child relationships

Not Reporting on this Outcome Measure

Outcome #17

1. Outcome Measures

Number of participants who report they will take one or more recommended actions to avoid identity theft

Not Reporting on this Outcome Measure

Outcome #18

1. Outcome Measures

Number of participants who developed knowledge of safety and security procedures in an emergency

Not Reporting on this Outcome Measure

Outcome #19

1. Outcome Measures

Number of individuals who increased their knowledge about establishing and maintaining healthy indoor air quality

Not Reporting on this Outcome Measure

Outcome #20

1. Outcome Measures

Number of adults who have experienced changed attitudes or behaviors in valuing and appreciating differences in others

Not Reporting on this Outcome Measure

Outcome #21

1. Outcome Measures

Number of adults who have increased their understanding of human relationships, communications, and leadership styles.

Not Reporting on this Outcome Measure

Outcome #22

1. Outcome Measures

Number of adults who have increased their understanding of themselves and others

Not Reporting on this Outcome Measure

Outcome #23

1. Outcome Measures

Participants increased saving by \$_____

Not Reporting on this Outcome Measure

Outcome #24

1. Outcome Measures

Participants reduced debt by \$_____

Not Reporting on this Outcome Measure

Outcome #25

1. Outcome Measures

Number of participants who report knowing the steps to take if they are a victim of identity theft

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

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

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}