V(A). Planned Program (Summary)

Program # 11

1. Name of the Planned Program

Consumer Science and Personal Financial Management

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>Business Management, Finance, and Taxation</td>
<td>10%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>607</td>
<td>Consumer Economics</td>
<td>20%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
<td>20%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V(C). Planned Program (Inputs)

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

<table>
<thead>
<tr>
<th>Year: 2009</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1862</td>
<td>1890</td>
</tr>
<tr>
<td>Plan</td>
<td>12.0</td>
<td>3.4</td>
</tr>
<tr>
<td>Actual</td>
<td>12.0</td>
<td>2.1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>Hatch</td>
</tr>
<tr>
<td>184388</td>
<td>0</td>
</tr>
<tr>
<td>1890 Extension</td>
<td>103873</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>0</td>
</tr>
<tr>
<td>279745</td>
<td>134563</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>1890 All Other</td>
</tr>
<tr>
<td>1006039</td>
<td>167674</td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary activities in this area are 3 statewide Extension Team Projects. These are:

ETP15B - Consumers Score with Credit in Check Through Responsible Spending
Under this team project: 1) one inservice training was conducted with regional agents; 2) volunteer trainings were conducted by regional agents with supporting partners and community leaders, 3) supporting curricular was reviewed and adapted/adopted, 4) Series of training classes were conducted with client groups. 5) Five (5) regional senior expos provided financial security information for later life, 6) Electronic resources were shared via online newsletters, online publications, the Urban online newsletter (Metro News) and the Extension System's "Thriving During Difficult Times" links.

ETP 15A - Realize Your Potential provides job preparation and entrepreneurship information and training. Activities
21 Business start-up seminars
10 Textile product workshops
1 Adult rural entrepreneurship serial workshop
1 Youth rural entrepreneurship serial workshop
74 Job preparation seminars
1 Career fair
2 Exhibits
3 Local newspaper articles

ETP15C - Family Financial Security and Consumer Education was designed to increase the financial literacy of Alabama citizens. Activities included:

128 Budgeting & money management presentations
90,000 *Money Management Calendars* distributed
20 Estate planning seminars
2 Estate planning video conferences
12 Heir property seminars
2 Heir property video conferences
1 county *America Saves* campaign and 3 piggy bank pageants
19 articles disseminated on the Extension website
31 Recordkeeping presentations
2 Energy Star bicycle activities
1 Energy conservation presentations

20 Identity theft and fraud programs
57 Taxpayers assisted with tax filing through the VITA Program, Internal Revenue Service
89 Reality Check Programs

Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available on the ACES intranet.

### 2. Brief description of the target audience

The primary target audience is the general public.

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

#### 1. Standard output measures

<table>
<thead>
<tr>
<th></th>
<th>Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>20000</td>
<td>80000</td>
<td>8000</td>
<td>40000</td>
</tr>
<tr>
<td>Actual</td>
<td>14413</td>
<td>3181958</td>
<td>15104</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**Patent Applications Submitted**

- **Year:** 2009
- **Plan:** 0
- **Actual:** 0

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Report Date 05/28/2010
3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th></th>
<th>Extension</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Actual</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
V(G), State Defined Outcomes

V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.</td>
</tr>
<tr>
<td>2</td>
<td>Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed. What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The &quot;who&quot; includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to &quot;success&quot;. The basic question to be answered in this part is &quot;what difference did this program make&quot;. The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program.</td>
</tr>
</tbody>
</table>

Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
1. Outcome Measures

Total number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>500</td>
<td>1117</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

ETP 15B Consumers Score provided financial management training to families and individuals to answer key questions of "What do I have and how will I spend, invest, and secure the financial future for me and my family?"

ETP 15A Realize Your Potential provided training to increase job search and business development knowledge.

ETP 15C Family Financial Security and Consumer Education provided training to increase financial management knowledge.

**What has been done**

ETP 15B, Consumers Score, offered a six lesson training series to 192 families and individuals on: 1) credit, 2) budget assessments and planned spending, and 3) increasing financial security through investing and saving. And, 925 adults participated in 5 senior expos.

ETP 15A: Presented 33 entrepreneurship and 77 career development training programs to prepare citizens to start a business, explore careers or find employment.

ETP 15C Provided training programs on an array of topics to increase financial knowledge (Description above).

**Results**

ETP 15B Consumers Score program participants: 1) increased their knowledge of how to obtain information on their credit score, 2) understood steps in buying, 3) knew pros and cons of credit cards and effects on overall credit ratings, 4) understood the importance of and how to put in place a spending plan.

ETP 15A: Participants increased knowledge of planning, financing, marketing and setting up a business.

ETP 15C: Participants increased knowledge of budgeting, credit, saving, taxes, estate planning, heir property, fraud/ID theft and recordkeeping.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>Business Management, Finance, and Taxation</td>
</tr>
<tr>
<td>607</td>
<td>Consumer Economics</td>
</tr>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
</tbody>
</table>
Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
During 2009 Alabama experienced its highest rate of unemployment in 26 years and lost 65,000 jobs due to the recession. The poverty rate was at 15.7%. Large numbers of Alabamians needed training that would help them to generate income through employment and entrepreneurship opportunities. Families struggled to make ends meet and make financial decisions that would lead to financial security in the future.

**What has been done**
Under ETP 15A 1,884 adults and 3,631 youth participated in job search and business start-up programs. Under ETP 15C 10,594 adults and 11,473 youth were reached with programs focused on budgeting, credit, estate heir property, saving, recordkeeping, energy efficiency, tax preparation, and identity theft.

**Results**
ETP 15A and ETP 15C produced 21 success stories: Participant's statements indicate program benefits: "I now know I have the ability to learn new skills in a short period of time without having to go to school for it. I also see how I can turn this adventure into a small business." "The program helped me so much. Before attending I lacked self-esteem, but now I have an impressive resume' and learned interview and job hunting skills that will help me find a good job." "I learned how to manage my money and spend it wisely on things I really need." "Since I did not have to pay anyone for tax prep, I can put some of my refund into my savings account. Thank you so much."

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>Business Management, Finance, and Taxation</td>
</tr>
</tbody>
</table>
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
The nation’s economic downturn, accelerated unemployment, increased cost of living and short-term assessment of outcomes are external factors that affected program outcomes.

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

1. Evaluation Studies Planned
   - After Only (post program)
   - Before-After (before and after program)
   - During (during program)
   - Comparisons between program participants (individuals, group, organizations) and non-participants

Evaluation Results
Pre, post and delayed post assessments were used with the Consumers Score ETP.
Post assessment outcomes (at the completion of training) indicated:
- 35% of those who did not have a checking account indicated that they would open one
- 82% was able to balance their check book
- 64% understood the steps in the buying process
- 92% knew how to obtain information on their credit score
- 96% was knowledgeable of steps to take to manage credit and improve their credit score
- 97% knew how to obtain information on their credit score.

Delayed post-assessments (3 month follow-up) indicated that 14% of customers participating in the Consumers Score ETP who did not have a savings account opened one. Fourteen percent (14%) increased their savings to reach financial goals. Thirty (30%) developed a family spending plan. Thirty (30%) understood and was applying the steps in the buying process and 30% had obtained information on their credit score.

ETP 15C: In post-evaluations of Heir Property programs 76% learned legal rights and responsibilities of family members, 79% learned factors that can cause a family to lose ownership of its land, 74% learned precautions to take to keep land in the family, 71% learned how to deal with family members concerning heir property. In Estate Planning programs 76% learned how to use a trust, 76% learned what to consider in an estate plan, 84% learned the importance of creating a will.

Key Items of Evaluation
The Consumers Score Team Project was designed to provide outreach to families and individuals who are seeking to improve their credit scores and their financial standing through wise banking, credit, saving and investing. Pre-assessments profile of the audience’s knowledge were obtained prior to training. Post-assessments were conducted to assess knowledge gained and anticipated changes in behavior. A delay-post assessment was conducted in a 3 month follow-up to assess adoption of behavior over time with a
small sample group. About 1/3 of the respondents could access their credit score and were taking steps to improve their financial standing.