V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

Family Financial Education

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>
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</thead>
<tbody>
<tr>
<td>801</td>
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<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
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V(C). Planned Program (Inputs)

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

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<th>Extension 1890</th>
<th>Research 1862</th>
<th>Research 1890</th>
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<td>0.0</td>
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2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

<table>
<thead>
<tr>
<th></th>
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<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>1890 Extension</td>
<td>Hatch</td>
</tr>
<tr>
<td>373754</td>
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<td>0</td>
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<tr>
<td>1862 Matching</td>
<td>1890 Matching</td>
<td>1862 Matching</td>
</tr>
<tr>
<td>373754</td>
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</tr>
<tr>
<td>1862 All Other</td>
<td>1890 All Other</td>
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<tr>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

The statewide Family Financial Education Team works with local partners to create community or regional public-private partnerships, to address specific financial education needs identified by community residents, and to provide research-tested resources, training and support for these resources, plus analysis for assessment. In 2009, state specialists, county educators and staff delivered family financial education through trainings, counseling, conferences, workshops, presentations, media, and youth financial education reality simulations addressing the basics of earning, spending, using credit or repairing debt, avoiding bankruptcy, saving, health care, housing, financing higher education and other financial management priorities. More than 12,500 adults and 5,478 youth were reached through direct teaching methods in 2009.

Enhancing youth financial literacy: Wisconsin Cooperative Extension family living educators and community partners conduct financial education reality simulations for middle and high school students. Events have different names such as Youth Money Smart College, Reality Daze, Reality Fair, The Balancing Act, Mad City Money, and Money Quest - but all feature learning about money by modeling real-life scenarios. Trained adult volunteers step into roles as loan officers, bankers, merchants, salespeople and credit counselors. Nearly all youth participants surveyed report that the reality event increased their confidence in making decisions that deal with money, managing money in the "real" world, and setting goals. Of those students who did not do so before the event, 100% report now tracking their spending and comparing prices when they shop: Impacts are summarized under outcome 1 and the evaluation studies section of this report, and online at: http://www.uwex.
Enhancing sound financial practice: Resources such as research-based curricula and guidance on counseling or coaching are developed or recommended for use by county educators, staff, and community partners to provide financial education for Wisconsin’s diverse individuals and families on managing cash and credit, saving, limiting risk, and more. This educational programming includes training agency staff and volunteers, individual financial counseling or coaching, workshops, presentations, resource fairs, and media appropriate for specific audiences at teachable moments such as when finding a new job, taking out a loan, renting or buying a house, filing taxes or beginning retirement. Timely web content and tools are created and shared to respond quickly to emerging needs such as Managing Your Personal Finances in Tough Times:
http://fyi.uwex.edu/toughtimes

As a result, community residents demonstrate specific changes in financial behaviors that represent sound financial practice such as creating and following a budget or spending plan, accessing and monitoring credit records, using appropriate banking services, saving for the future, and taking steps to limit exposure to financial risks. Wisconsin families facing bankruptcy and foreclosure learn to make sound financial decisions and get a fresh financial start.

2. Brief description of the target audience

The Family Financial Education Team provides research-based training and support for agency partners, professionals, coaches, volunteers and diverse families and individuals including youth. Of 12,519 adults reached through direct teaching methods in 2009, 93.6% were white, 2.2% African American, 1.9% American Indian, 0.7% Asian American, and 1.5% were of other identity; 61.6% were female and 38.4% male. Of these, 3.6% (456) identified as Latino/a, who may be of any race. In 2008-2009, 5,478 youth were reached by direct teaching methods, 3,207 enrolled in 4-H Consumer Science curricula and 2,271 participated in youth financial education.

Wisconsin Cooperative Extension Family Living Programs state specialists, county educators and staff in 72 counties are connected by email ListServ, online newsletters, blogs and shared resources such as statewide webinars and national eXtension Managing in Tough Times to quickly address critical timely issues such as response to the needs of those facing economic challenges of the financial crisis.

Agency partners and professionals include Home Visitors, county and tribal health and human services, social services, departments of aging and housing, probation and parole, Drug Courts, Wisconsin Department of Financial Institutions, Department of Children and Families and Wisconsin Housing and Economic Development Authority.

Community members and volunteers include bankers and other financial professionals, business owners, teachers, school administrators and 4-H volunteer leaders. Educational partners include community centers, public libraries, news media, Community Action Councils, Rural Development Councils, United Way, and inter-faith volunteer networks. Educational partners and the 966 volunteers trained in 2009 extended financial literacy through direct teaching methods such as financial education reality simulations and events for youth. Trained teachers, business and community volunteers help middle and high school students plan their spending, write checks, balance their checkbooks, track their spending, and record the costs of living expenses they use in their event scenarios.

Local extension-led teams support Volunteer Income Tax Assistance (VITA) sites in schools, community centers and public libraries. Trained by the Internal Revenue Service and Wisconsin Department of Revenue, VITA volunteers prepare basic income-tax returns in English and Spanish. This free, confidential assistance makes tax time easier for low-wage workers, newcomers, tribal members, older adults and people with disabilities. Many learn they are eligible for federal and state Earned Income Credit and Wisconsin Homestead Credit. IRS data show that cash returned to these taxpayers through credits improves their well-being and boosts the economy of their community.

Ultimate beneficiaries include middle and high school students and their parents, young adults, low-income families and their children, Spanish-speaking families and their children, older adults, women and their children in domestic abuse shelters, nonviolent criminal offenders, incarcerated parents, extended families and communities.

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th></th>
<th>Direct Contacts</th>
<th>Indirect Contacts</th>
<th>Direct Contacts</th>
<th>Indirect Contacts</th>
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<tr>
<td></td>
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<td>Adults</td>
<td>Youth</td>
<td>Youth</td>
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2. Number of Patent Applications Submitted (Standard Research Output)
Patent Applications Submitted

Year: 2009
Plan: 0
Actual: 0

Patents listed

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

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<thead>
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<th>Research</th>
<th>Total</th>
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</thead>
<tbody>
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</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1
Output Measure

● {No Data Entered}
## 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>Participants will increase their knowledge of financial concepts and personal financial skills.</td>
</tr>
<tr>
<td>2</td>
<td>Participants will plan to use financial concepts and positive financial practices.</td>
</tr>
<tr>
<td>3</td>
<td>Participants will sustain their use of positive financial practices.</td>
</tr>
<tr>
<td>4</td>
<td>Diverse individuals, families and youth are able to make better resource management decisions to support themselves and their families.</td>
</tr>
</tbody>
</table>
Outcome #1

1. Outcome Measures

Participants will increase their knowledge of financial concepts and personal financial skills.

2. Associated Institution Types

- 1862 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>3000</td>
<td>5479</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Young people, in particular, urgently need basic financial survival skills. In 2006, the Wisconsin Department of Public Instruction estimated that 80% of state high school students held down jobs and nearly one-third had credit cards in their own name. Yet even those with jobs are still unable to balance a checkbook or follow basic principles of earning, spending, saving and managing money. The Jump$tart Coalition for Personal Financial Literacy reports that, "Many young people fail in the management of their first consumer credit experience, establish bad financial management habits, and stumble through their lives learning by trial and error." (http://www.jumpstartcoalition.org/)

What has been done

In 2009, Wisconsin Cooperative Extension family living and 4-H youth development educators worked with community partners to teach 2,271 middle and high school-aged youth about the fundamentals of good money management through simulations that mimic the real-life economic choices people face every day. Events have different names but all feature learning about money by modeling real-life scenarios. Armed with mock jobs, paychecks, checkbooks, debit and credit cards, "fate" and "reward" cards and other props, young people find themselves facing real-life financial challenges. Trained adult volunteers step into roles as loan officers, bankers, merchants, salespeople and credit counselors. Impact results are summarized below, in the evaluation studies section of this report and online at:


Results

Douglas County: Family living and 4-H educators reached 775 youth including the Superior Housing Authority (SHA) after-school program. The SHA pre-test indicated that only 33% of 3rd to 5th graders initially understood needs and wants "quite a bit" or "a lot" while 50% knew about saving money. Evaluations show 87% now understand needs and wants "quite a bit" or "a lot" and 82% know two actions they can take to save money. High school student evaluations from classroom presentations found that nearly half felt their family was experiencing some sort of financial stress, and 81% reported they had learned at least one action they could do to help their family.

Washington County: In partnership with American Association of University Women, Family Living Programs, 4-H Youth Development, UW-Washington County, and local financial institutions the seventh Youth Money Smart College reached 200 youth in 7th to 9th grades. After being assigned a job and spending weekly pay in virtual cash, 86% increased their knowledge of saving and debit accounts vs. credit card accounts and increased their skills to balance a checkbook and complete a job application, and 96% increased their confidence to manage money. Other counties are replicating this one-day experiential learning program about personal finance for youth.

4. Associated Knowledge Areas
KA Code  Knowledge Area
801  Individual and Family Resource Management

Outcome #2

1. Outcome Measures

Participants will plan to use financial concepts and positive financial practices.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action 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>
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<td>1869</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Long-term financial security begins with establishing the ability to make ends meet. For many, just one shift in the flow of financial resources such as loss or reduction in employment, death of a breadwinner, divorce or illness can impede ability to meet short-term needs and to prepare for the future. In severe circumstances, these shocks to resources can impose significant negative financial outcomes including personal bankruptcy and foreclosure.

However, access to financial education and accurate information is still limited for many households that cannot afford or access consultations, financial service seminars, Internet service or subscriptions to media.

What has been done
Research-based resources and guidance on the counseling or coaching process are developed or recommended for use by local faculty, staff and partners to provide financial education to Wisconsin's diverse families and individuals on managing cash and credit, saving, limiting risk, and more. This includes training agency staff and volunteers, financial counseling or coaching, workshops, presentations, newsletters, resource fairs, web-based content and tools, as well as other media appropriate for specific audiences at teachable moments such as when finding a new job, taking out a loan, renting or buying a house, filing taxes or beginning retirement.

Family living educators are always on the lookout for ways to reach non-traditional learners. For example, when Kewaunee County family living educator Mary Novak discovered that low literacy skills are closely connected to social problems related to poverty, she worked to create the Literacy Partners of Kewaunee County, Inc. That journey took Novak and community partners through research, needs assessments, community outreach, fund development, recruiting and training adult tutors.

Results
Literacy Partners is improving the lives of participants who are immigrants, English as a second language learners, and those with varying physical and mental abilities. Some adult students have gained first time employment, while others have received promotions at work as a result of the program. One learner reported: "My English is better after taking class for two years, and I am now an interpreter on a farm." Tutors and community members volunteer about 5,000 hours - about $93,850 worth of services.

Taylor County: As a result of the money management class taught by family living educator Peggy Nordgren, participants referred by community agencies said they were very likely or extremely likely to pay bills on time (100%), develop a bill paying system (96%), save some money out of each paycheck (96%), regularly review their spending (91%), establish an emergency fund (91%), comparison shop for products and services (91%), create a written spending plan (90%), develop a record keeping process for their finances (86%), and develop a savings plan (82%). Indianhead Community Action Agency has begun referring people participating in their Homeless and
Re-housing grant to the Managing Your Money program. Nordgren will also partner with them to teach the Rent Smart program to help grant participants find and keep rental housing.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
</tbody>
</table>

Outcome #3

1. Outcome Measures

Participants will sustain their use of positive financial practices.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>50</td>
<td>76</td>
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</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The recession has been the most severe in generations. Foreclosures, bankruptcies, and layoffs are at or above record levels. In rural Wisconsin, the depressed milk price continued below cost of production through 2009. The prolonged depressed milk price, tightening credit and disappearing off-farm jobs left farm families facing severe cash flow shortages shrinking equity and long-term stress. By July 2009, calls to the Wisconsin Agriculture, Trade and Consumer Protection (DATCP) Farm Center hotline had increased by more than 20%, including calls concerning domestic violence.

What has been done

Wisconsin Cooperative Extension responded quickly to meet these needs, collaborating with partners to develop and deliver timely educational resources and trainings for colleagues and professionals serving struggling families. Interdisciplinary campus and county faculty and staff developed fact sheets and news releases on dealing with a drop in income in English and Spanish, accessing benefits for farm families, cutting back expenses, deciding which debts to pay first, managing credit, dealing with creditors, considering bankruptcy, preventing foreclosure, and more. The Family Financial Education Team made these resources available on their new Managing Your Personal Finances in Tough Times web site: https://fyi.uwex.edu/toughtimes

Family Living Educators responded through community and employer-based events in support of dislocated and laid-off workers and plant closings, also women's shelters. As awareness of the farm financial crisis grew, so did concern for the health and safety of farm families. Working with the agricultural safety and health specialist and others, they developed a five-part webinar series to provide extension and agency partners an understanding of the farm financial crisis and improve their ability to serve farm families under long-term stress. These webinars and follow-up trainings reached hundreds of Family Living, Agriculture and Natural Resources, and 4-H Youth Development colleagues, DATCP Farm Center staff, USDA Farm Service Agency and other lenders, and Wisconsin Technical Colleges agricultural instructors.

Results

Trained lenders reported improved listening and communication skills, and ways they would use what they learned:

"It is so important for all of us to remember how stress affects us and our clients. Working together as a team, reminding each other of how we can cope, will help."
"Recognizing stress in your customers and ways to effectively work with your customer understanding the stress that they are under."
"Signs to look for in our clients to help identify stress or depression and ways to eliminate or reduce the stress."

Six regional Financial Literacy Trainings for the Wisconsin Coalition Against Domestic Violence reached advocates working in women's shelters statewide. All indicated they would share what they learned with shelter staff, incorporate financial strategies learned in their curriculum, and specifically use with their clients setting SMART goals, spending plan worksheets, where to find the money you need calculators, free credit report request worksheets and online resources.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
</tr>
</tbody>
</table>

Outcome #4

1. Outcome Measures

Diverse individuals, families and youth are able to make better resource management decisions to support themselves and their families.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action 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>(No Data Entered)</td>
<td>500</td>
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</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

Family living state specialists, county educators and staff partner with a rich tapestry of community organizations to expand access to university resources for diverse families in 72 counties and three tribal nations. Menominee County has a 28 percent poverty rate with a population 90 percent Native American. Overcoming the cultural and generational effects of poverty is paramount in a county with the highest poverty rate in the state.

**What has been done**

Providing families the tools to get ahead is the goal of an educational program offered in Menominee County by family living educator Donna Hora-Schwobe. Participants learn to make concrete plans for their economic stability and to become skilled at using the hidden rules of class, survival skills to build resources that create social stability. Hora-Schwobe had conducted educational programming on understanding poverty for more than 500 community members, government and social agency officials. After raising community awareness, her next logical step was to work directly with dozens of families living in poverty through the resource management curriculum.

**Results**

Menominee Nation participants explore and analyze what their lives are like now, assess their resources, build future stories for themselves and their families, and realize that they have choices and can make their own decisions. "People participating in this program have never thought about a future story before," Hora-Schwobe explains. "To do that, they need tools in which to be able to create that story - and that's what the program does." Participants commented: "I now have more self-confidence about my future" and "I know ways to build resources and can help my children have a better life."

4. Associated Knowledge Areas
KA Code  | Knowledge Area
---|---
801 | Individual and Family Resource Management

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Public Policy changes
- Populations changes (immigration, new cultural groupings, etc.)
- Other (Bankruptcy Filing, foreclosure)

Brief Explanation

Economy: The recession of 2008-2009 was among the most severe in generations. Mortgage, auto, credit card, and student loan delinquencies continue to rise throughout Wisconsin and the United States (http://data.newyorkfed.org/creditconditions/). Foreclosures, bankruptcies, and layoffs are at or above record levels. In 2008, Wisconsin households filed for bankruptcy at a higher rate than national averages. Wisconsin's bankruptcy rate, measured as the number of filings per year per 1,000 households in the state has increased from just over 2 out of 1000 in 2006 to almost 4 out of 1000 in 2008 -- an increase of 89% between 2006 and 2008 (Bernhardt and Lewis, Community Indicators, Issue 20, Wisconsin Cooperative Extension Center for Community and Economic Development, November 2009).

Bankruptcy filings, foreclosure: Recession leading to layoffs and business closings, combined with rising energy and food prices finds many in Wisconsin and across the country considering bankruptcy. Many circumstances can bring people to the point of filing for bankruptcy. Job loss, credit card debt, lack of adequate health insurance and costly medical bills are frequently the catalysts that push people to file. Individuals on limited incomes, such as older adults or people with disabilities who depend on Social Security, are also turning to bankruptcy as a last resort. Whatever the cause, the result is the same - the number of people filing for bankruptcy in Wisconsin has increased more than 100% since 1990.

Between 2006 and 2009, Wisconsin foreclosure cases increased by an estimated 75 percent. In response, the Wisconsin Department of Commerce was awarded $38.8 million in funds for the Neighborhood Stabilization Program (NSP) from the U.S. Department of Housing and Urban Development and directed to allocate the funds to areas of highest need. Foreclosure cases are compiled at the state and county levels by Cooperative Extension Community Development Specialist Andy Lewis and Russ Kashian of UW-Whitewater. These data are used by extension educators to inform local strategies for dealing with the foreclosure crisis. This is now the primary source of housing foreclosure data being used by most Wisconsin news media, state agencies and organizations working on housing issues:
http://www.uwex.edu/ces/cced/foreclosure_cases_censustract.cfm

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

1. Evaluation Studies Planned

   - After Only (post program)
   - Before-After (before and after program)
   - Other (Direct observation)

Evaluation Results

Issue

Enhancing youth financial literacy: Young people urgently need basic financial survival skills. In 2006, the Wisconsin Department of Public Instruction estimated that 80% of state high school students held down jobs and nearly one-third had credit cards in their own names. Yet even those with jobs are still unable to balance a checkbook or follow basic principles of earning, spending, saving and managing money. The Jump$tart Coalition for Personal Financial Literacy reports that, "Many young people fail in the management of their first consumer credit experience, establish bad financial management habits, and stumble through their lives learning by trial and error."
Response

Studies have shown that an effective way for young people to learn about day-to-day economic decision-making is through "reality events" - simulations that mimic the real-life economic choices people routinely face. In 2008, family living educators and community partners in 18 counties conducted simulated reality events for 2,201 middle and high-school students. UW-Extension Cooperative Extension educators took on a variety of roles, including coordinating the planning committees, handling publicity, recruiting and training volunteers, preparing materials, securing funding, evaluating the programs and participating in the events. A group of family living educators developing simulations worked with an evaluation specialist to conduct a statewide study. The report Evaluating the Use of Simulations for Youth Financial Education is available at: http://www.uwex.edu/ces/pdande/evaluation/pdf/YFEreport2008.pdf

Results

Of more than 500 middle and high school students who completed a post-session survey, 88% rated the program as helpful or very helpful. Nearly all of the respondents reported that the reality event increased their confidence in making decisions that deal with money, managing money in the "real" world, and setting goals to manage money. The majority of youth participants reported increased understanding of the cost of buying on credit, what it feels like to pay bills, and the costs of living. Most said they had increased their knowledge of financial concepts such as checking vs. credit card accounts, saving vs. investing, the purpose of insurance, and the importance of saving.

The largest numbers of high school students reported increased skills in being able to determine monthly financial needs, plan for unexpected expenses, and plan for charitable giving. Just over half of the high school students felt that they increased their skills in keeping track of credit card use, spending and income. A middle school participant commented: "[I liked] the openness to ask questions, the friendliness of the teachers and clearness of the ideas."

A nine-month follow-up evaluation revealed that, of those students who did not do so before the event, 100% report now tracking their spending and comparing prices when they shop at least some of the time. Many expressed their desire to plan to avoid unnecessary spending, use a budget, track spending, save for future goals, adjust their spending to make ends meet, and get value for their money. See also key items of the evaluation for NIFA attention.

Key Items of Evaluation

Enhancing youth financial literacy: Of more than 500 middle and high school students who completed a post-session survey, 88% rated the program as helpful or very helpful. Nearly all reported that the reality event increased their confidence in making decisions that deal with money, managing money and setting goals. A nine-month follow-up evaluation revealed that, of those students who did not do so before the event, 100% report now tracking their spending and comparing prices when they shop.

Motivation to change their financial behaviors is the highest level of change that can be measured at the end of a single time event. Evaluation questions asked what middle and high school participants "plan to do" as a result of attending the financial reality simulation program. Overall, 50% of the respondents planned to make changes in their financial practices on all but one of the expected outcomes. For example, adjust spending to make ends meet (59%), use a budget (57%) and track spending (56%). Two county examples follow.

Buffalo and Pepin counties: Family living and 4-H youth development educators initiated a first-ever financial education partnership that includes public schools, local government, businesses, citizens, organizations and agencies. With youth input, they held a Reality Check simulating one month of real life for a mid-20 year old, reaching 290 students from 4 school districts supported by teachers, guidance counselors, 116 trained volunteers and 5 financial institutions. More than 80% of students indicated they planned to save money and be more careful with budgeting and spending. Parents reported improved communication about financial matters. One school board voted to make Reality Check a graduation requirement beginning in 2010-2011.

Richland County: The Get Real simulation reached 344 high school students from 6 schools supported by 137 trained volunteers from businesses, government agencies and community members concerned about youth financial literacy. The greatest gains in knowledge students reported were in learning how much things cost (71%) and how to set goals to manage money better (68%). Many also reported increasing...
their ability to plan for unexpected expenses (74%) and to create a personal budget (59%).

The importance of energetic, committed staff and volunteers cannot be undervalued as noted by youth participants. Trained adults who make youth financial education events possible provide opportunities for learning, connections to careers, serve as role models and mentors, and extend the reach of Cooperative Extension. The report Evaluating the Use of Simulations for Youth Financial Education is available at: http://www.uwex.edu/ces/pdande/evaluation/pdf/YFEreport2008.pdf