

V(A). Planned Program (Summary)

Program # 6

1. Name of the Planned Program

Family Finance

Reporting on this Program

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%		0%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2016	Extension		Research	
	1862	1890	1862	1890
Plan	5.9	0.0	0.0	0.0
Actual Paid	3.4	0.0	0.0	0.0
Actual Volunteer	0.0	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	1890 Extension	Hatch	Evans-Allen
82232	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
82232	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
225157	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The Family Finance Team reported teaching at 197 educational events in 2016, reaching a total of 5,283 learners (3,715 adults; 1,568 youth) and participated in projects supported by \$7,930 in grant funds. The Family Economics team created and delivered dozens of presentations for a variety of audiences. Adult education was delivered across the state via multiple programs, workshops, and classes. Topics center on financial management skills and include budgeting, credit management, recordkeeping, women's financial management, health care insurance, Medicare, late-in-life financial issues, buying a home, planning retirement, decluttering and downsizing, and protecting against identity theft. One team member coordinated the Poverty Simulation at the 4-H Teen Conference, and another presented Idaho-specific program materials related to the Smart Choice Health Insurance program, including training of county educators and a workshop delivered at a regional conference via Zoom.

2. Brief description of the target audience

This team's target audience is quite varied and includes people of all ages. Examples include: 4-H members, adult 4-H volunteers, county residents, Head Start (counselors and parents), low-income individuals, AARP, senior centers, local groups, clubs, associations, teachers, parents, youth group leaders, 4-H students, after-school youth, school age youth, Extension programs, general public, Hispanics, college students, inmates, elderly, mentally/physically disabled, homeless and transitional shelters, substance recovery participants, and family business owners.

Basic Financial Management: Young adults, people who are new to financial management (i.e., widows, divorcees, immigrants), and individuals who need to improve their financial management practices. Train-the-trainer activities target professionals who work with people with low-income and/or financial challenges.

Financial Security in Later Life: Adults of all ages planning for their own financial future and also adults who are caretakers of elderly relatives and friends will use publications, websites, and/or attend classes. Train-the-trainer activities target professionals who serve elderly clients.

Youth Financial Literacy: Teachers, librarians, youth group leaders, parents, and youth are all served.

3. How was eXtension used?

One team member participates in the leadership team for the Financial Security community of practice.

V(E). Planned Program (Outputs)

1. Standard output measures

2016	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	3903	74245	1568	3542

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

Patent Applications Submitted

Year: 2016
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2016	Extension	Research	Total
Actual	1	0	1

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Newsletter articles published; print or electronic.

Year	Actual
2016	42

Output #2

Output Measure

- Popular Press articles.

Year	Actual
2016	10

Output #3

Output Measure

- Professional or paraprofessional trainings.

Year	Actual
2016	26

Output #4

Output Measure

- Classes, seminars, and workshops.

Year	Actual
2016	201

Output #5

Output Measure

- Websites developed or updated.

Year	Actual
2016	3

Output #6

Output Measure

- Lesson/curriculums developed and published.

Year	Actual
2016	4

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

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 Finance information is accessible to new audiences through Extension websites, social media, and use of technology.I: Number of website sessions and pages visited; number of social media followers, number of participants in Adobe Connect, chat, or other trainings offered via technology.
5	Participants intend to adopt recommended financial practices. Indicator: Participant responses on end-of-program and follow-up evaluations.
6	Participants will share awareness, knowledge gained, and resources with others following the train-the-trainer model. Indicator: Number of total people reached with personal and family finance information

Outcome #1

1. Outcome Measures

O: Participants increase awareness of effective financial management practices. I: Number of participants reporting awareness on end-of-class evaluations.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2016	706

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Latah County has 19.9% of their population living poverty, Idaho has 15.1%, and the U.S., 13.5%. Nearly one-fifth of families in Latah County are living on a salary that cannot buy essentials. Many of these families may be without a secure home. They may be living with friends or relatives or they may not have housing at all. Poverty is a national crisis and we have the ability to ease the pressure of poverty through knowledge and action.

What has been done

As future leaders of our country, 4-H members were introduced to the Poverty Simulation. In this simulation, teens were asked to role-play families living in poverty for a mock one-month period. Their decisions had to be made according to the resources they had and the tools available. In addition, briefing and de-briefing sessions helped them understand what they can do now and in the future to protect themselves from poverty and to help others who struggle in poverty situations.

Results

Poverty is often misunderstood. How people end up in poverty; how they stay in poverty is often a mystery. Teens learned valuable personal finance lessons from how close many of us are to these circumstances to how people are treated when they are struggling with poverty. After participating in the simulation, teens were asked if they believed welfare, food stamps and other social programs provided enough money to survive. 42% said yes: 56% said no or didn't know. 51% of the teens believed that people are responsible for their circumstances and another 63% thought if people just "applied" themselves, their situation would be different. 78% stated that there are additional emotional costs associated with being poor in America. At the debriefing, a colleague was introduced who had been homeless and put a face on poverty. Students were

moved by how difficult this experience was. They shared ideas on what they might do to change financial directions for them and for others.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

Outcome #2

1. Outcome Measures

O: Participants gain new personal finance knowledge. I: Knowledge gain reported on end-of-program evaluations.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2016	1034

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Few Extension programs have focused directly on credit score and credit card education. NPR reported that a credit score can be just as important as an SAT score for youth who are transitioning to adulthood (Horsley, 2006). This is because credit reports and credit scores are no longer used exclusively by lenders but also are used by insurance companies, landlords, utility companies, elective medical service providers, and even employers to make critical decisions on individuals.

What has been done

Credit Score Millionaire was presented 13 times to a total of 547 participants and 225 being Hispanic. Teens Credit Card was presented three times to a total of 94 participants and 14 being Hispanic.

Results

Credit Score Millionaire class evaluation included 70 adult responses. Following are the questions asked before and after the class with respondent percentages. ?I know how to build a good credit score? - 48% before and 98% after. ?I am confident in my ability to increase my credit score? ? 43% before and 94% after. ?I plan to regularly obtain my free credit report at annualcreditreport.

com to ensure an accurate and improving credit record? ? 18% before and 93% after. ?I plan to take action to improve my credit score?- 42% before and 96% after. ?I plan to teach others how to build a good credit score? ? 31% before and 68% after.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

Outcome #3

1. Outcome Measures

O: Participants adopt recommended financial practices.I: Participant responses on end-of-program and follow-up evaluations.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2016	92

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Estate planning is a very difficult thing family members have to do, but it is one of the most loving things one can do for family. Attorneys tell people that one of the biggest challenges they have when a loved one passes away is the personal property. The Stuff. Who gets what, what is what, and where it all will go when the loved one is gone.

What has been done

A workshop in Coeur d'Alene was taught that was expanded to other counties called "Simplify Your Life." The workshop was three-hours long and contained "Decluttering Your Life and Reducing Your Stress," "Organizing Your Financial Paperwork," and "Who Gets Grandma's Yellow Pie Plate?" These three classes worked very well together and provided a full view of estate planning, how to clean up, and preparing for life events.

Results

The amount of information presented in this short amount of time can be overwhelming. Booklets and guides were given to each of the participants to help them as they begin to formulate plans. As an evaluation tool, each one was asked to give one thing that they were planning to do by the

end of the week in reference to the workshop. Some of the answers were: "set up a family meeting," "get 5 boxes and start the process," "think about how I want my decluttered life to look," "start on week 1 of the 52-week plan," "organization - have a special place for all of my needed tools," "I am starting with cups with broken handles," and "the idea that stuff is just stuff - I need to think about what it means." Every participant vowed to read the materials, share them with "friends, family, neighbors, kids, parents, and other organizations" they work with and not allow the booklets to become clutter. This workshop has been requested multiple times and has always been well-attended.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

Outcome #4

1. Outcome Measures

O: Extension Family Finance information is accessible to new audiences through Extension websites, social media, and use of technology. I: Number of website sessions and pages visited; number of social media followers, number of participants in Adobe Connect, chat, or other trainings offered via technology.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2016	4906

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The need for financial education and the number of the educators that have expertise in the field is out of balance. With budget cuts, educators are having to find ways to reach their audiences without traveling to them personally. Time away from the office, travel expenses, and prep time is wasting a scarce resource and missing opportunities to reach a greater number of stakeholders.

What has been done

?Zoom? was utilized to present one regional conference and two state workshops and to counsel multiple individual clients. With the help of a colleague on-site, AV equipment and an Internet Zoom account were accessed. The presenter was able to "be in the room" without the time

traveled to and from the location or travel money spent for two nights in a hotel for each meeting. In addition, the presenter could educate stakeholders and would have missed the opportunity had this option not been available.

Results

Virtual meetings are an up-and-coming way to reach out to audiences. They make sense. With these presentations, evaluations confirmed that 74% of the audience liked the alternative format. Every evaluation showed knowledge was "strongly" communicated and accepted. Twenty-six percent simply would have liked to "see" the presenter in person and wanted handouts ahead of time. With every opportunity, the presenter learned ways to make this a more productive, "in-person" experience and found solutions to the challenges that came up. With client counseling, the presenter worked specifically with individuals where they were sent "assignments" ahead of the meeting, shared information on a personal DropBox, and shared the screen when going through counseling material. Every person that was counseled individually appreciated the ability to meet with this way (it allowed for varied schedules) and has allowed the presenter to reach stakeholders out of their home county.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

Outcome #5

1. Outcome Measures

Participants intend to adopt recommended financial practices. Indicator: Participant responses on end-of-program and follow-up evaluations.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2016	960

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

We want to know if Welcome to the Real World (WTRW) participants intended to follow recommended personal finance management practices.

What has been done

At the end of WTRW, we asked students what they intended to do with the knowledge they have learned or reviewed.

Results

Of 239 students evaluated at the end of WTRW: 97% said they would think about their future education plans and choices, 91% indicated intention to go to college or get vocational training after high school, 96% said they would save at least 10% of their take home pay, 89% said they already have or will open a savings account, 77% indicated that they already have or will open a checking/debit account, 94% said they would keep track of checking and savings balances, and 95% indicated they would make spending choices based on their income.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

Outcome #6

1. Outcome Measures

Participants will share awareness, knowledge gained, and resources with others following the train-the-trainer model. Indicator: Number of total people reached with personal and family finance information

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2016	320

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Poverty educator and author, Ruby Payne, teaches the differences between socioeconomic classes. People living in poverty focus on different priorities than people living with higher income levels. Financial literacy programs tend to be written for middle income populations focusing on budgeting, saving, retirement, etc. But if one is struggling to find a safe daycare, if they don't have "normal" resources to pay bills, if retirement is simply a dream, low to no income families still need the basics but with a twist.

What has been done

The Consumer Financial Protection Bureau developed a toolkit called Your Money, Your Goals that addresses low income financial issues. Each module focuses on a topic that is relevant and helpful for people struggling with low income and provides resources to help them achieve greater goals. To reach larger audiences, the local HeadStarts were collaborated with to train counselors, teachers, and parent supporters.

Results

By providing resources and training to field workers, the team has the ability to reach a greater number of individuals. Some of whom they would never meet due to transportation issues, childcare challenges, and lower financial ability. In this day-long training, the toolkit was the focus, but they also covered "hot" topics that are relevant to the trainers and the families they work with. The trainers absorb the information for their own personal use. By making them comfortable with the information, they can share it confidently with their families. Combining their efforts, they asked to keep the leftover manuals to give to absent teachers and have already started developing their resource manuals, a list of resources that can help them with challenges their clients might have. This toolkit is a great starting point and provides them with a reference guide to help get their families the tools they need to be successful now in their current situation and to excel in the future.

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

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

The natural disaster of fires throughout the state of Idaho in the fall of 2015 created a great increase in awareness in and desire for information to prepare for disasters. This also led to individuals seeking information on how to replace their lost or damaged documents when the natural disaster impacted them personally. This led to increased financial documents record keeping classes offered and attended as well as the bulletin Replacing Important Lost or Damaged Documents in Idaho.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Solid Finances is the focus of evaluation results this year for the Family Econ Topic Team. Solid Finances webinars are evaluation via post-session questions. For the library trainings of Solid Finances, pre- and post-tests were given to attendees. A follow up survey of attendees will be conducted in the spring of 2017. All of this data will be analyzed by the SSRU Unit on campus with results available in the early summer of 2017.

Key Items of Evaluation

The Stash Your Cash project received the 2016 Excellence in Extension Award. The complete IMPACT statement is available at: <http://www.uidaho.edu/extension/about/impacts>. In 2013 the Commission received a Financial Industry Regulatory Authority (FINRA) Investor Education Foundation Grant to implement a Smart Investing @Your Library project. Their "Stash Your Cash" project was designed to promote financial literacy within library communities by providing the necessary materials and training to determine each community's financial literacy needs and provide the resources and training to meet those needs. Pre- and post-evaluation results for the library staff training collected by the Social Science Research Unit at the University of Idaho concluded that:

- Participants had greater knowledge of financial literacy concepts and gained confidence in their abilities to guide others as a result of the training;
- Participants increased their knowledge of quality print and online financial literacy resources and their use;
- Participants increased confidence in their ability to build effective financial literacy programming with first steps of identifying potential target audiences and their needs; and
- Participants were able to identify one potential new partner to support financial literacy campaigns for their communities. The most common potential new partner identified was University of Idaho Extension.

It was determined that the training program met all desired outcomes and successfully assisted library staff in becoming financial literacy guides who are knowledgeable of information resources and concepts with the ability to develop effective financial literacy programming for their communities. Library staff increased their ability to meet the financial needs of their community.