

Nefe Digest

November/December 2016

Ready, Aim ...

Evaluate

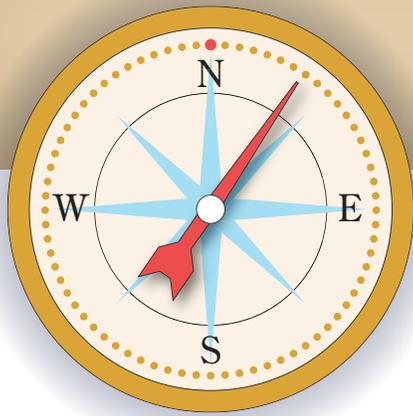
Is Your Financial Education Program Hitting the Mark?



NATIONAL ENDOWMENT FOR
FINANCIAL EDUCATION

You have designed your financial education intervention, workshop or program using trusted, vetted resources. You have created meaningful activities based on learning objectives. You have a well-trained educator ready to deliver the curriculum to your target audience. The students are ready. The teacher is ready. So, how will you know if your program is successful or not? NEFE's financial education evaluation resources can help.

Continued on page 2



Why Evaluate Your Financial Education Program?

A financial education program without evaluation is similar to an explorer without a compass. Without a compass, an explorer is not able to decide whether he or she is on the right track. Without an evaluation, the educator can't know for sure whether the financial program is producing successful results and meeting the audience's needs.

What is Financial Education Program Evaluation?

The process of systematically assessing the implementation of a financial education intervention by comparing learner achievements with program goals and objectives to identify the intervention's strengths and weaknesses.

Benefits of Evaluation

Evaluation gives you data to inform the future actions of your program. This data can help you enhance what is working and change or eliminate what is not. A successful evaluation also can be used to ...

Build a shared meaning among internal and external stakeholders about the program's goals.

Inform decision making with objective data rather than just anecdotal feedback or personal perceptions.

Measure program performance and goal achievement.

Identify effective (and ineffective) practices in financial education.

Document findings to justify continuing or expanding your financial education program.

How to Evaluate a Financial Education Program

1

Begin with the end in mind. Design your evaluation based upon the desired program outcomes. What is the ultimate goal of the intervention? What exactly is it that you want learners to know and be able to do as a result of the intervention?

2

Be realistic about outcomes. What are realistic expectations given the material covered in the intervention, the time frame, the delivery method and the audience? A one-time workshop presented to learners with very low financial literacy can expect different outcomes than a semester-long course presented to learners with high financial literacy.

3

Choose the right evaluator. Some programs can be evaluated adequately by internal program staff, while other programs benefit from hiring an objective external party to conduct the evaluation.

4

Include stakeholders from the start. Build an advisory team that includes any and all stakeholders who will be interested in and/or affected by the evaluation results. This includes program staff, funders, administrators, decision makers and learners. Make sure that you understand what data each of these stakeholders hopes to see in the evaluation.

5

Plan the evaluation before program implementation. Effective evaluation covers the full spectrum of the intervention — from a pretest or survey that establishes the learners' baseline starting point, to a post-test or survey that measures the learners' knowledge and skill growth immediately following the intervention, and in ideal situations, a longer-term post-test or survey that assesses the lasting behavioral change for an extended time (from six months to a year or longer) after the intervention.

How Do You Know When Learners Get It?

The ultimate goal of evaluation is to collect data that helps your program achieve its mission — in financial education, that mission often involves changing learners' behavior over an extended period of time. Learners typically don't achieve this type of change overnight. In general, financial education outcomes advance up a hierarchy.

Learning to change

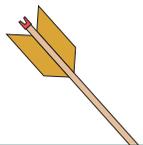
Evaluations show learners' satisfaction with the program and changes in knowledge, attitudes, skills and aspirations.

Taking action to change

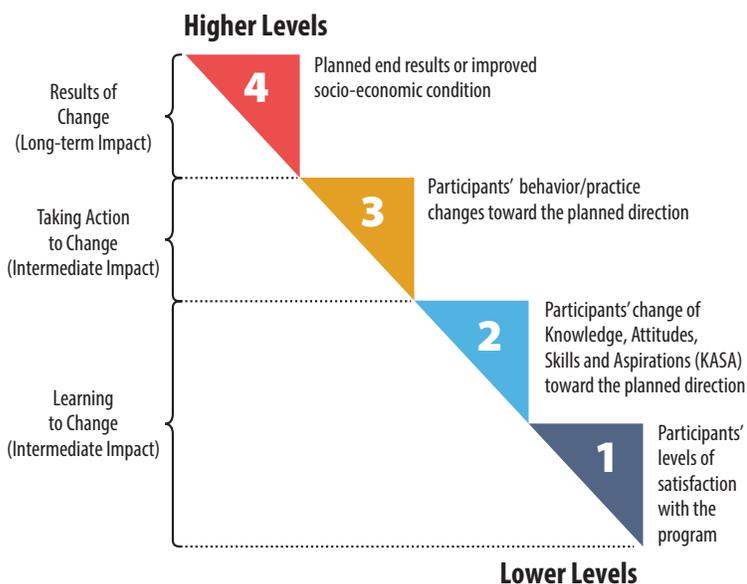
Evaluations show learners' first steps toward practicing and becoming comfortable with the changes they are working toward.

Maintaining long-term change

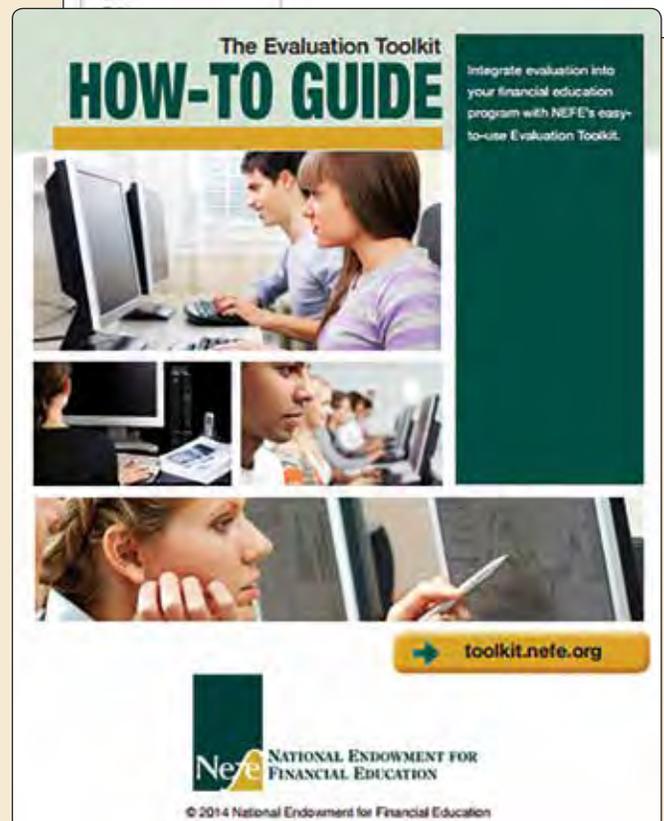
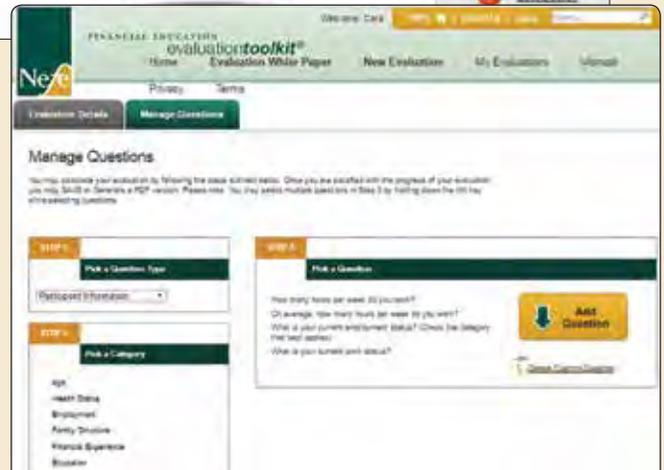
Evaluations show improved circumstances as a result of lasting behavioral change.

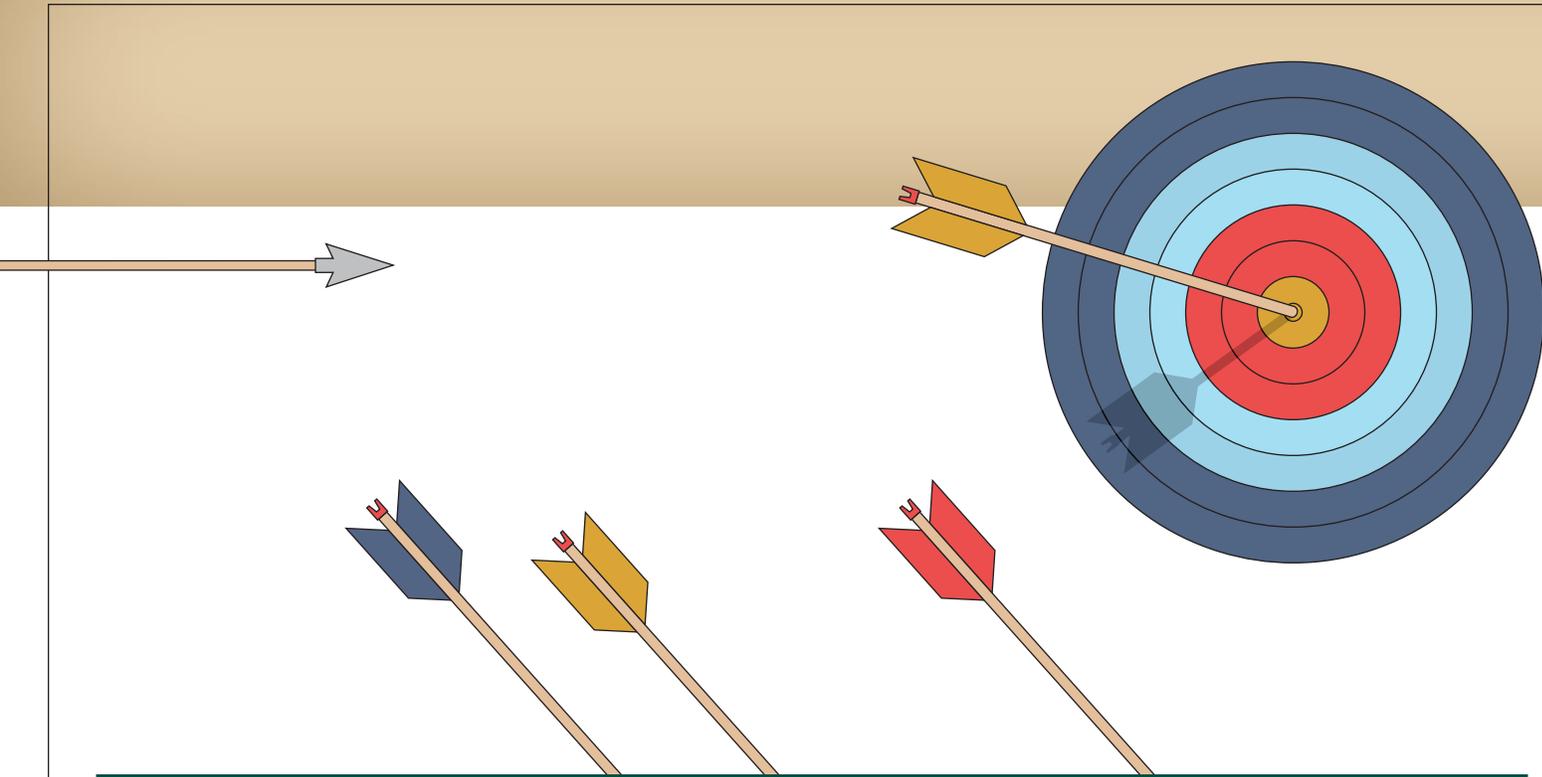


Financial Education Outcomes Hierarchy



Visit NEFE's Financial Education Evaluation Toolkit® at Toolkit.nefe.org to design your own customized evaluations.





Managing Expectations of Outcomes

The outcomes your program can expect vary with the type of program, the fidelity of program implementation, and the age and financial literacy of the participants. Short-term outcomes are easier to measure and document than long-term outcomes. For example, it's easier to conduct an immediate

post-intervention test measuring learners' knowledge of how interest rates work than it is to assess whether the learner made the "right" decision when financing a car six months after the intervention.

Type of Program	Short-Term Outcomes	Long-Term Outcomes
First-Time Homebuyer Education Program	<ul style="list-style-type: none"> • Knowledge of how to assess affordable housing • Knowledge of how to save money for closing costs • Ability to shop for the lowest mortgage interest rate • Reduced stress and anxiety about home buying process 	<ul style="list-style-type: none"> • Purchase of a home within financial means • Successful payment of mortgage over time • Frequent use of personal budget techniques to manage home-related expenses
Debt Reduction Education Program	<ul style="list-style-type: none"> • Ability to identify needs and wants separately • Understanding of effective spending habits • Knowledge of personal and household budgeting techniques • Knowledge of credit building strategies 	<ul style="list-style-type: none"> • Reduced debt • Improved debt ratio (debt/assets) • Improved credit score • Frequent use of personal budget techniques to manage debt

How Age Affects Outcomes

Learners' outcomes also are affected by their age and stage of life development. The Consumer Financial Protection Bureau (CFPB)'s Developmental Model of Youth Financial Capability offers guidelines to help aim interventions at age-appropriate target outcomes:



Ages 3-5

Executive function — Self-control, working memory, problem solving



Ages 6-12

Healthy financial habits and norms — Healthy money habits and norms, e.g., frugality, saving, planning ahead, considering personal values in decision making



Ages 13-21

Financial knowledge and decision-making skills — Factual knowledge, research and analysis skills, how to be an informed consumer

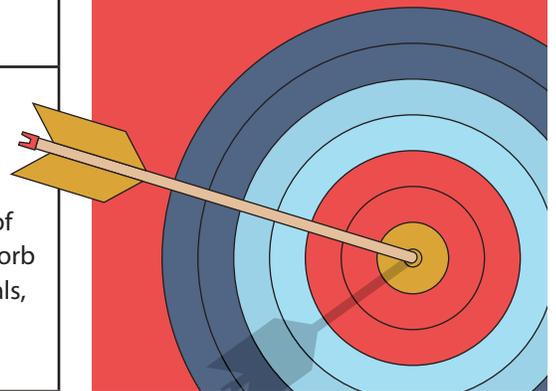


Adult Learners

Financial well-being — Control of day-to-day finances, ability to absorb financial shocks, on track with goals, financial freedom to enjoy life

Design Your Evaluation

Are you ready to design your financial education program evaluation? NEFE's Financial Education Evaluation Toolkit (Toolkit.nefe.org) has resources to help you, including NEFE's Financial Education Evaluation Manual and a database of evaluation forms, templates and questions to get you started.



For more on the CFPB financial well-being model, visit www.consumerfinance.gov.

I Knew My Students Got it When ...

NEFE's High School Financial Planning Program (HSFPP) recently asked educators to share stories of how they knew their students "got" personal finance lessons. Here is a sampling of educators' a-ha moments.



"After one of the first semesters I taught financial literacy I had a student (a senior) bring in a letter he got about signing up for a credit card. I had told them they would be targeted by the credit card companies. He wanted to go through the specifics as well as the 'special offer' to see if this was the credit card for him. I was so proud that he wanted to talk about it with me before making a decision And the fact that he came to me the semester after he'd taken my class was impressive as well."

– Amy Stuyen, Dayton, Ohio

"One of my students, our valedictorian, had completed his budget and came to me and said, 'Ms. Carter, I'm going to have to get a roommate.' We both laughed, and he changed his budget, and now he is studying economics at Princeton University."

– Michelle Carter, Dry Fork, Va.



"I knew my students got it when their jaws dropped to the floor when they discovered that every single individual could become a millionaire in their lifetime."

– Doug Anderson, Billings, Mo.

"After the lesson and creating spending plans, a student who has had plenty of money to spend, but nothing saved, came into class on a Monday morning. He said I had really spoiled his shopping trip. Every time he picked something up to buy, he could hear, 'Is it a need or a want, and will I want something else with my money later?' This class changed the direction of spending for him. Now he has a job, apartment and vehicle with little or no help from the Bank of Mom and Dad."

– Jill Pilon, Drayton, N.D.



“[My student said] ‘I went home and asked my family to start dropping their change into a jar every night, like the example we discussed in class. It has been less than a month of doing this and over the weekend I counted it. We had saved over \$80 between the four of us.’ She was so excited and this also excited other students. They commented that they were going to go home and ask their families to do the same thing that night.”

– Colet Pierce, Holly Springs, Miss.



“This is not a heartwarming story. I know my student was broadsided with the impact of the NEFE program when I became aware that she was evaluating her parents’ spending habits. She was very resistant to the difference between wants and needs, but one day she shared with the class that she was the recipient of an expensive gaming system. The next day she shared that they might be losing their house. She got very quiet. She grabbed [her worksheet] and began to revise her wants and needs. The gaming system was crossed out. She added the house to her needs column. Hopefully that lesson stuck.”

– Kathy Voros, San Diego, Calif.



“A few years ago a grandmother came in to tell me that her granddaughter, a student of mine, helped her with her checking account and paying her bills.”

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“I knew one of my students got it when he came into class the next day excited to tell me he was in the process of purchasing a new car. His parents were unsure that he was ready for the responsibility. He went home and explained what he had learned in class. His parents were so impressed with this knowledge that they said he could start looking My student was happy, confident and I knew I made an impact when he came into school approximately a month later just beaming. He asked me to go outside and see his new car. He got the lesson, and he got his car.”

– Laurie Gardner, Marine City, Mich.

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“My first year of teaching I had a pretty difficult group of high schoolers in an inner city school. I had a student who caused problems daily. One day we started talking about jobs and making money. From that day on, she worked twice as hard as everyone else and always stayed after class to receive some one-on-one time asking questions about interviews and working. A few weeks later she came to me and told me she had her first job interview that afternoon. She stayed in my class until her interview time. After the interview, she called me. They offered her the job on the spot. We both cried. I’ve never been so proud in my life. She finally got it. She was a different child after that day. Always on time, never a problem. We still keep up. She is in school to be a teacher.”

– Mary Bailey, Bryant, Ark.



“... I had one student discover that the bank where his parents had opened his account had a lot of fees. The next day he told me and the class that he spoke to his parents about his findings and he wanted to change banks. His parents let him change banks and they even changed their bank to one with less fees.”

– Bradley Baker, Wake Forest, N.C.



Sign up to receive the HSFPP newsletter at www.hsfpp.org to keep up with program updates and educator opportunities.



Congratulations to these HSFPP educators who submitted stories and were selected at random to receive sponsorships to attend the Jump\$Tart National Educator Conference Nov. 5-7 in Dallas.

Israel Gonzalez,
Miami, Fla.

Rebecca Landen,
Batavia, Ohio

Brenda Paxton,
Wilder, Idaho

Michael Schwarze,
San Antonio, Texas

Kristy Williams,
Casper, Wyo.

Faces of NEFE:

Carol Chapman, Assistant to the President and CEO



When Carol Chapman joined NEFE in 2013, she already had extensive experience in social services, community outreach and higher education. As assistant to NEFE President and CEO Ted Beck, Carol says her satisfaction comes from working behind the scenes to provide Ted and the NEFE Board of Trustees the support they need to achieve NEFE's mission and vision.

NEFE: How would you describe your job to a fifth-grader?

Carol Chapman: I'm the assistant to "the boss," as a fifth-grader would think about it. Being an assistant to a busy executive means that you provide whatever support that person needs, from scheduling his appointments and managing his travel, to doing research for him, to editing his correspondence and speeches. Basically I'm there to be a helper.

NEFE: Where are you from originally?

CC: I was born, grew up and went to college in upstate New York. After graduating I went to Boston for a year and worked for Social Security. The job wasn't a good fit for me, so when friends invited me on a six-month cross-country driving trip, I quit my job and went. We visited Colorado, and I just loved it. I decided to move here even though I didn't have a job. I was young and brave. That was 1976 and I've been here ever since.

NEFE: What brought you to NEFE?

CC: I started my career in human services — mostly running programs for people with disabilities, older adults and at-risk youth. I loved it. It was one of the most exciting parts of my career, but when I got married and had my two children I needed something less intense. I got a job close to home at the Colorado School of Mines in Golden, Colo. I was hired as the executive assistant for academic affairs and eventually moved to the president's office, where I worked for 12 years as the special assistant to the president.

I always had been very active in the community, mostly through my kids — I was on PTA; I was a Cub Scout leader, soccer mom coordinator, baseball team treasurer, basketball team booster club president, etc. I actually have two letters from Golden High School, one from the debate team and one from the basketball team. I may not have been an athlete myself, but I like to say that I lettered in high school, even if it was 30 years later.

After retiring from Colorado School of Mines, my community involvement led me to take a job as the executive director of the Golden Civic Foundation to help them through a transition period. But having promised myself that I wouldn't have to do any more fundraising after I retired, I decided to look elsewhere after a couple of years and discovered NEFE.

It's really been a great fit for what I'm looking for at this stage in my life. I feel a bit like a poster child for NEFE's messaging when I read personal finance articles about people transitioning to "encore careers" later in life to keep working longer. It's good to keep your brain chugging along, and it's good financially to not start drawing down your retirement funds too early.

NEFE: What interests you about personal finance?

CC: My husband and I both grew up relatively poor. We were first-generation college students and we both took careers in the public and nonprofit sectors, so I knew we weren't going to make a lot of money. I had no formal course of study, but I read whatever I could and enjoyed managing our money and teaching the kids how to budget. Early in my career I ran a program on fixed-income consumer counseling. We did a lot of what NEFE does — helping people on fixed incomes learn how to manage their financial lives in a better way through budgeting and learning how to grocery shop effectively.

NEFE: What are your interests outside of work?

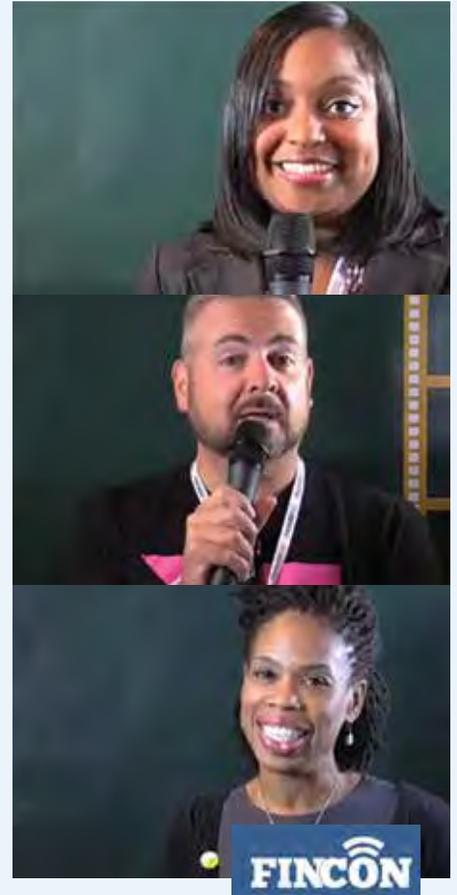
CC: I had never been out of upstate New York for the first 19 years of my life, but I spent most of my sophomore year of college in Spain, which ignited my passion for travel. I was fortunate that I did a lot of traveling in Europe, South America, Central America and Mexico from age 19 until my kids were born. I went through a long dry spell where all we did was car trips with the kids. Now that the kids are out of college and my husband is retired, we have started traveling again. It's wonderful to be able to rekindle an old passion to learn about other cultures. 🌍

Year in Review:



NEFE Materials in Spanish

Several NEFE programs expanded their Spanish-language offerings in 2016. CashCourse (www.cashcourse.org) translated five coursework modules; Smart About Money (www.smartabout-money.org) launched a revision of *40 Money Management Tips Every College Student Should Know (40 Consejos Para Administrar El Dinero)*; and the High School Financial Planning Program (www.hsfpp.org) now offers its parent letters in Spanish.



NEFE Sponsorships at Financial Bloggers Conference

NEFE sponsored several events at the 2016 FinCon Financial Bloggers Conference in San Diego in September, including a day of service benefitting Monarch School, a K-12 school for students impacted by homelessness. FinCon attendees helped to fill 200 backpacks with personal care products and handwritten notes of encouragement for Monarch students.

FinCon bloggers also recorded video testimonials at the NEFE booth using the Twitter hashtag #ReelTalkFinCon. Check out the NEFE Twitter account @NEFE_ORG to see the videos.



CashCourse Expands its Reach

Cashcourse hit a milestone in October when Allan Hancock College, a community college in Santa Maria, Calif., became the 1,000th active school. CashCourse saw more than 5,000 new registered users each month in August and September, and the program continues to expand its reach.

For this year's My Story essay contest, students were asked to write about their biggest financial goal. The contest awards a grand prize of \$1,500 to the winning essay, \$750 for second place, and four runner-up prizes of \$250 each. Look for the winner to be announced in December.

CashCourse also launched a redesigned Budget Wizard in October. The new Budget Wizard is mobile responsive and offers an improved user experience, including guidelines for creating a successful budget as a college student. Students can access the Budget Wizard by creating an account at www.cashcourse.org.

2016

Highlights from NEFE programs in



NEFE/SABEW Personal Finance Reporting Workshop

In October, NEFE co-produced the fourth annual Personal Finance Reporting Workshop in New York City, in partnership with the Society of American Business Editors and Writers (SABEW). This year's event featured MSNBC anchor Ali Velshi; Dan Kadlec, author and journalist with *Time* and *Money* magazines; and experts from *USA Today*, the *Wall Street Journal*, *Parents* magazine, CNBC, *MarketWatch*, and others.



New NEFE-Funded Research Executive Summaries

Two NEFE-funded research projects produced executive summaries in 2016. George Washington University analyzed financial capability among young adults, including the effects of demographics, income shocks and financial literacy on financial decision making.



The University of Alabama-Birmingham explored the cognitive challenges that come with aging, including warning signs to watch for in one's self and in family members that could indicate difficulty managing finances. These summaries are available at www.nefe.org/research.

NEFE Talks Millennials and Money with *Parents* Magazine and the *Wall Street Journal*

NEFE partnered with *Parents* magazine on a comprehensive survey and four-page spread for the October issue focusing on the financial challenges Millennial-age parents are experiencing with the costs of raising children (www.parents.com/familyfinances).

As part of NEFE's ongoing contributions to the *Wall Street Journal's* "Experts" blog, NEFE President and CEO Ted Beck wrote accompanying posts titled "The Financial Overconfidence that Threatens Millennials" and "The Traditional Housing Math Doesn't Work for Millennials."

See the WSJ blog archives at <http://blogs.wsj.com/experts/tag/ted-beck>.

In Case You Missed It ...



Check out the *Digest* archives at www.nefe.org/press-room/nefe-digest to see other NEFE initiatives from 2016, including:

- Smart About Money (www.smartaboutmoney.org) redesigned its website and now offers free online personal finance courses.
- NEFE released The Retirement Series, eight workshops for Americans with modest or no retirement savings, housed on Financial Workshop Kits (www.financialworkshopkits.org).
- CashCourse awarded its first Financial Educator of the Year Award to Kristin Bhaumik of the University of Michigan-Ann Arbor.

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Stop by our booth or look for us at the following conferences:

Jump\$tart National Educator Conference	Nov. 5-7	Dallas
Financial Follies	Nov. 11	New York, N.Y.
Moneywise Conference	Nov. 11-12	Morristown, N.J.
Accessing Higher Ground: Accessible Media Web and Technology Conference	Nov. 14-18	Westminster, Colo.
Association for Financial Counseling, Planning and Education (AFCPE) Conference	Nov. 15-18	Louisville, Ky.
Independent Sector	Nov. 16-18	Washington, D.C.
Consumer Federation of America Financial Services Conference	Dec. 1-2	Washington, D.C.
Moneywise Conference	Dec. 2-3	Washington, D.C.
National Council for the Social Studies (NCSS) Conference	Dec. 2-4	Washington, D.C.



HOLIDAY CLOSINGS

NEFE will be closed Nov. 24-25 for Thanksgiving, Dec. 23-27 for Christmas and Jan. 2 for New Year's Day.

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The mission of the National Endowment for Financial Education is to inspire empowered financial decision making for individuals and families through every stage of life.

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All questions regarding *NEFE Digest* may be addressed to the Marketing and Communications department. Editor: Cara Hopkins. NEFE is open Monday through Friday, from 8:30 a.m. to 5 p.m. Mountain Time. The main telephone number is 303-741-6333; the fax number is 303-220-0838.