V(A). Planned Program (Summary)

Program # 13

1. Name of the Planned Program

Financial Literacy

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%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	1.4	0.0	0.0	0.0
Actual Paid Professional	2.0	0.0	0.0	0.0
Actual Volunteer	3.0	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**
45171	0	0	0
1862 Matching	**1890 Matching**	**1862 Matching**	**1890 Matching**
45171	0	0	0
1862 All Other	**1890 All Other**	**1862 All Other**	**1890 All Other**
61156	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Stakeholder input will be acquired from various sources including agency partners, local housing authorities, and coalitions related to financial management such as county-level consumer credit counseling bureaus. Programs will be delivered based on the identification of critical audiences at local

levels, working organizational partnerships, and input from OSU researchers. Target audiences will be identified and the most effective programming options will be identified and implemented.

2. Brief description of the target audience

The target audience will consist of low-income and high-risk families, including parents, children, and seniors.

3. How was eXtension used?

Oregon is represented by 104 eXtension members on 40 of the 59 approved CoPs. OSU has 3 representatives on the Financial Security for All CoP.

OSU has embraced eXtension's Ask an Expert system, with a unique program-based approach that has captured national attention. Since initiating the program in March of 2011, we've engaged heavily in infrastructure, training and marketing the program. As a result we now have over 130 Extension faculty and staff and some thirty MasterGardener volunteers answering questions in their area of expertise.

Recently celebrating our first anniversary of OSU Ask an Expert, Oregon is already fifth in the nation with more than 3,000 questions answered about everything from sanitizing birdhouses to making compost. Popular topics include gardening, food safety, agriculture, forestry, coastal and watershed issues, parenting, nutrition, community development and 4-H youth programs.

Columnist Skip Nichols in the East Oregonian recently wrote:
"..After telling readers about the Ask an Expert program provided by Oregon State University's Extension Service, I decided to try it. 'Can I put old newspapers in my compost pile' I asked on Wednesday, Dec. 28. That was around noon. Within a couple of hours, I had not one, but two answers....Now, that's service."

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	56771	8545	45427	812

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

Patent Applications Submitted

Year: 2011

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	1	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Educational Events and workshops to be Conducted

Year	Actual
2011	40

Output #2

Output Measure

- Newsletters to be Published

Year	Actual
2011	2

Output #3

Output Measure

- Number of websites

Year	Actual
2011	1

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Percentage of participants indicating increased knowledge and skill in financial planning.
2	Percentage of participants indicating application of acquired financial management practices.

Outcome #1

1. Outcome Measures

Percentage of participants indicating increased knowledge and skill in financial planning.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	82

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
The Oregon 4-H program helps young people prepare for real-life issues and challenges. One big challenge is financial literacy, refelcted in statistics from the Federal Reserve that indicate that U.S. consumer debt stands at nearly $2.5 trillion.

What has been done
Responding to a needs assessment, Extension faculty created a series of financial literacy classes geared to high-school students. Topics of interest include: needs vs. wants; money management skills; protecting your credit; career planning; and interview techniques.

Results
Outcome evalutions conducted at the completion of the classes documented significant increases among the high-school aged participants in the following knowledge domains:
Increased understanding of needs versus wants;
Basic budgeting;
Development of personal money goals;
Understnadin adn protecting individual credit;
Basic banking and saving; and
Careers and interview techniques.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

Outcome #2

1. Outcome Measures

Percentage of participants indicating application of acquired financial management practices.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	69

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
With the continuing economic downturn in Oregon, family financial management skills and financial literacy continue to be areas of need. According to a study by FINRA Investor Education Foundation, 19% of Oregonians reported that their household spent more than their income. 64% of Oregonians, higher than the national average, do not have a rainy day fund to cover expenses for three months in case of sickness, job loss, or economic downturn. 62% of individuals surveyed in Oregon did not compare rates and fee information when applying for credit cards.

What has been done
Clients and staff members of local Head Start and Housing Authoriy organizations were identified as audiences who may need additional help in managin household expenses during tough economic times. The financial literacy curriculum developed assisted participants in learning ways to help their families with basic money management skills.

Results
An evalution was conducted six weeks following the series completion. Results indicated:

69% respondents adopted at least one strategy to assist with their personal finacncial situation.

45% respondents indicated an interest in adopting a second strategy to assist with their personal financial situation.

43% respondents indicated they are using information gained in the series to help manage through the current tough economic times.

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
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

At the beginning of the economic downturn in Oregon and throughout the U.S., action was taken to shift resources to address the emerging needs of individuals and families. The fast resopnse to the crisis earned ackowledgement and recognition from National Public Radio, the Oregon Human Resources Department, the Governor's office and APLU.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Oregon 4-H teaches financial literacy to prepare youth for money management challenges later in life.

Oregon families assoicated with local Head Start and Housing Authority oganizations are better prepared to manage the current economic crisis because of Extension finacial literacy programs.

Key Items of Evaluation