

# Family Resource Management

Family Resource Management

---

## V(A). Planned Program (Summary)

### 1. Name of the Planned Program

Family Resource Management

## 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	90%		100%	
806	Youth Development	10%		0%	
<b>Total</b>		100%		100%	

## V(C). Planned Program (Inputs)

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

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	11.1	0.0	3.1	0.0
<b>Actual</b>	8.0	0.0	4.0	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
235828	0	47359	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
156119	0	401760	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
205338	0	0	0

## V(D). Planned Program (Activity)

### 1. Brief description of the Activity

In 2007, 375 Family Resource Management educational events were conducted. This award winning team works conscientiously to adapt its programming for non-English speaking Minnesotans, and to address critical current events in financial management. This year, 39% of participants were Minnesotans of color. Wide dissemination of informational materials worked to change attitudes about spending, to provide practical and unbiased information about housing mortgages, about raising children in a materialistic culture, about use of credit, and about fiscal planning for later life.

MAES family resource management research has informed social science professional, education and policy makers on the financial impacts of divorce on children, on financial strategies for later life stages, and employment constraints on low-income rural women.

### 2. Brief description of the target audience

Our audiences include the following.

For youth and money: adolescents moving into independent living; teachers K-12, professional staff-credit union representatives, college staff and faculty, college students and youth.

For financial security in later life: employees at work sites; some community non-profit groups and individuals who utilize on-line website resources and self-study modules.

For resource management for daily life programs: the general public; individuals and families who seek knowledge and skills by choice or mandate; professionals seeking to enhance knowledge; public and private agencies, organizations and businesses seeking training to enhance their delivery of resource management programs.

In addition this year, Minnesota hosted the National Extension Association of Family Consumer Sciences national meeting with 900 attendees.

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

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	5000	14000	70	2000
2007	7377	13493	7885	0

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

**Patent Applications Submitted**

**Year Target**

Plan: 0

2007: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>			
2007	2	15	17

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- Training will be held for trainers in other organizations so that they can deliver education to their constituents. (Target expressed as the number of events delivered.)

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	235	12

**Output #2****Output Measure**

- Community-based workshops will be held for individuals and families. (Target expressed as the number of events delivered.)

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	360	375

**Output #3****Output Measure**

- Curricula and guides will be distributed to practitioners.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	2000	4861

**Output #4****Output Measure**

- Outreach efforts will educate employers about financial security needs of employees and provide opportunities for on-site workshops. (Target expressed as number of employing businesses reached.)

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	175	57

**Output #5****Output Measure**

- Twenty percent (20%) of targeted employers will schedule workshops. (Target expressed as number of workshops held yearly.)

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	35	42

**V(G). State Defined Outcomes**

O No.	Outcome Name
1	Individuals and families of all cultures who participate in Resource Management programming will report that they have increased knowledge related to the targeted financial management goal. (Target expressed as a percentage of participants.)
2	Employees will be more aware that they must plan now for security in later life. (Target expressed as percentage of program participants.)
3	Employees who participate in financial security in later life workshops will increase their knowledge, confidence and skills that support their success in planning for financial security in later life. (Target expressed as a percentage of participants.)
4	Young adults will implement changes in resource management behaviors after studying High School Financial Planning curriculum content. (Target expressed as percentage of participants.)
5	4-H Consumer Contest participants will commit to applying the decision-making model in real life situations. (Target expressed as percent of participants.)
6	College students will report increased financial skills related to financial management, tenant issues, credit/debt and identity theft issues. (Target expressed as a percentage of participants.)
7	Individuals and families of all cultures who participate in Resource Management programming will report that they have changed behavior related to the targeted financial management goal. (Target expressed as a percentage of participants.)
8	Participants in teacher trainings for Youth and Money will report increased use of quality financial literacy program tools. (Target expressed as a percentage of participants.)
9	Teachers will increase their use of research-based curricula in financial management. (Target expressed as a percentage of teachers indicating increase in use.)
10	Individuals, families and employees who participate in Resource Management programming will report they have increased confidence (increased efficacy) in financial management, decision-making and planning for later life. (Target expressed as a percentage of participants who report increasing efficacy.)
11	Individuals, families and employees who participate in Resource Management programming will report that they have used the knowledge/materials gained from the program to change behaviors related to targeted financial management goals. (Target expressed as a percentage of participants who reported making behavior change.)
12	Information concerning Minnesota court orders establishing financial support for children of divorced parents will inform both policy-makers and Extension programming related to divorcing parents.
13	Studying the policies that support the labor force participation of rural low-income families will inform policy makers and Extension programming.

**Outcome #1****1. Outcome Measures**

Individuals and families of all cultures who participate in in Resource Management programming will report that they have increased knowledge related to the targeted financial management goal. (Target expressed as a percentage of participants.)

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	30	93

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The financial security of Minnesota's families, as well as the fiscal security of the state's economy, will be adversely affected if Minnesotans are not adequately prepared to make informed decision about financing long term care.

**What has been done**

Findings from this MAES research help ensure that understanding of long term care risk management is grounded in reality. The focus in 2007 was on examining how perception of the problem and financial goals are sources of conflict for employees and their spouses.

**Results**

Specific findings have been used to develop interactive decision-making tools available on the web. Users include a nationwide audience of baby boomers and younger elders seeking out information to plan in advance for retirement and later life. The website addresses the gaps in existing education resources. Findings have contributed to Extension programing designed to reach employees at the worksite with educational workshops. Findings are also being disseminated to family economics and family gerontology professionals.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

**Outcome #2****1. Outcome Measures**

Employees will be more aware that they must plan now for security in later life. (Target expressed as percentage of program participants.)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	70	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

**What has been done**

BECAUSE OF THE DEVELOPMENT OF A MORE COMPREHENSIVE EVALUATION PLAN ACROSS FINANCIAL LITERACY PROGRAMS, THIS TARGET WAS DELETED IN THE 2008 PLAN OF WORK, AND WAS NOT MEASURED IN 2007.

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

**Outcome #3**

**1. Outcome Measures**

Employees who participate in financial security in later life workshops will increase their knowledge, confidence and skills that support their success in planning for financial security in later life. (Target expressed as a percentage of participants.)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	70	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

BECAUSE OF THE DEVELOPMENT OF A MORE COMPREHENSIVE EVALUATION PLAN ACROSS FINANCIAL LITERACY PROGRAMS, THIS TARGET WAS DELETED IN THE 2008 PLAN OF WORK, AND WAS NOT MEASURED IN 2007.

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

**Outcome #4**

**1. Outcome Measures**

Young adults will implement changes in resource management behaviors after studying High School Financial Planning curriculum content. (Target expressed as percentage of participants.)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	40	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

BECAUSE OF THE DEVELOPMENT OF A MORE COMPREHENSIVE EVALUATION PLAN ACROSS FINANCIAL LITERACY PROGRAMS, THIS TARGET WAS DELETED IN THE 2008 PLAN OF WORK, AND WAS NOT MEASURED IN 2007.

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

**Outcome #5**

**1. Outcome Measures**

4-H Consumer Contest participants will commit to applying the decision-making model in real life situations. (Target expressed as percent of participants.)

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	20	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

BECAUSE OF THE DEVELOPMENT OF A MORE COMPREHENSIVE EVALUATION PLAN ACROSS FINANCIAL LITERACY PROGRAMS, THIS TARGET WAS DELETED IN THE 2008 PLAN OF WORK, AND WAS NOT MEASURED IN 2007.

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

**Outcome #6****1. Outcome Measures**

College students will report increased financial skills related to financial management, tenant issues, credit/debt and identity theft issues. (Target expressed as a percentage of participants.)

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	10	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)****What has been done**

BECAUSE OF THE DEVELOPMENT OF A MORE COMPREHENSIVE EVALUATION PLAN ACROSS FINANCIAL LITERACY PROGRAMS, THIS TARGET WAS DELETED IN THE 2008 PLAN OF WORK, AND WAS NOT MEASURED IN 2007.

**Results****4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

**Outcome #7****1. Outcome Measures**

Individuals and families of all cultures who participate in Resource Management programming will report that they have changed behavior related to the targeted financial management goal. (Target expressed as a percentage of participants.)

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	20	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)****What has been done**

BECAUSE OF THE DEVELOPMENT OF A MORE COMPREHENSIVE EVALUATION PLAN ACROSS FINANCIAL LITERACY PROGRAMS, THIS TARGET WAS DELETED IN THE 2008 PLAN OF WORK, AND WAS NOT MEASURED IN 2007.



**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management

**Outcome #8**

**1. Outcome Measures**

Participants in teacher trainings for Youth and Money will report increased use of quality financial literacy program tools. (Target expressed as a percentage of participants.)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	30	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

BECAUSE OF THE DEVELOPMENT OF A MORE COMPREHENSIVE EVALUATION PLAN ACROSS FINANCIAL LITERACY PROGRAMS, THIS TARGET WAS DELETED IN THE 2008 PLAN OF WORK, AND WAS NOT MEASURED IN 2007.

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management

**Outcome #9**

**1. Outcome Measures**

Teachers will increase their use of research-based curricula in financial management. (Target expressed as a percentage of teachers indicating increase in use.)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	30	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

BECAUSE OF THE DEVELOPMENT OF A MORE COMPREHENSIVE EVALUATION PLAN ACROSS FINANCIAL LITERACY PROGRAMS, THIS TARGET WAS DELETED IN THE 2008 PLAN OF WORK, AND WAS NOT MEASURED IN 2007.

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

**Outcome #10**

**1. Outcome Measures**

Individuals, families and employees who participate in Resource Management programming will report they have increased confidence (increased efficacy) in financial management, decision-making and planning for later life. (Target expressed as a percentage of participants who report increasing efficacy.)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	{No Data Entered}	93

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development
801	Individual and Family Resource Management

**Outcome #11**

**1. Outcome Measures**

Individuals, families and employees who participate in Resource Management programming will report that they have used the knowledge/materials gained from the program to change behaviors related to targeted financial management goals. (Target expressed as a percentage of participants who reported making behavior change.)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	{No Data Entered}	45

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management
806	Youth Development

**Outcome #12**

**1. Outcome Measures**

Information concerning Minnesota court orders establishing financial support for children of divorced parents will inform both policy-makers and Extension programming related to divorcing parents.

**2. Associated Institution Types**

- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	{No Data Entered}	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The Minnesota Legislature recently changed the state formula for child support from a percent of net income formula to a cost-shares formula. Minnesota is the only state to adopt a cost-shares formula and this has caused concerns for several stakeholder groups. New studies are needed to determine the effectiveness of the new formula for meeting the income needs of children.

**What has been done**

The research project reviewed 1,708 divorce court case records with reported gross incomes for both parents. Each case record had seven data collection forms that needed to be combined. The combination procedure was important because it included notes by the data collectors and this information revealed important understandings about the cases and provided more complete pictures of custody arrangements, child support orders, and the economic well-being of men, women and children within each family at the date of the divorce.

**Results**

The data analysis procedures in 2007 are contributing to a policy analysis of the state child support formula. Data from the project have been shared with the Minnesota Bar Association, Family Law Section, who is studying the effects of old and new formulas on particular types of child support cases.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management

**Outcome #13****1. Outcome Measures**

Studying the policies that support the labor force participation of rural low-income families will inform policy makers and Extension programming.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2007	{No Data Entered}	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The stability of employment in rural American is a big issue. Assessing and maintaining employment is a particularly difficult challenge for low-income rural women. Not only do they have access to fewer employment opportunities, but they also have less access to other resources such as childcare, transportation, and physical and mental health services, which are vital to keeping and maintaining employment.

**What has been done**

As part of a multi-state research project, MAES researchers focused on the employment opportunities and constraints for rural women. They found that stable employment was the key to self-sufficiency. However, many rural, low-income mothers find remaining in the workforce to be challenging. In the study, only 16% of the mothers remained in the same job over a three-year period. Over 60% changed their employer or were employed on and off over time, and 23% were continuously unemployed.

**Results**

The factors associated with labor force participation were discussed with policy makers and educators to explain the barriers and pathways faced by low-income families. A University of Minnesota Extension project has used this research to add depth to a teaching curriculum for low-income families.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy

**Brief Explanation**

This program was challenged in 2007 to address credit and fiscal management in communities. The Family Resource Management programs responded to this demand in several ways:

- 1) It reached out to professionals who could strengthen financial literacy among their constituents.
- 2) It added a youth component of programming through a partnership with 4-H programs. As a result, we reached young adults we had not expected to reach.

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

#### **1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)
- During (during program)

#### **Evaluation Results**

Evaluation methods for Family Resource Management programs adapt to the nature of the program. Selected evaluation results of specific events and programs are below.

• In 2007 UMN Extension partnered with MN Credit Union Network to offer 14 full-day statewide High School Financial Planning Program workshops with teachers, credit union representatives and community agency staff. Of those, 250 completed post-workshop evaluations. Results indicate that most (82%) improved understanding of key concepts of money management. Nearly all respondents indicated the training helped them teach concepts to students (93%); that students will have better understanding of money management (96%); that they were better able to engage students (96%) and teach financial planning to students (94%). In terms of behavior change, 88% reported they would "definitely" use what they learned when teaching and 85% indicated they will use handouts provided. Based on the teachers and credit union reports, the materials would reach approximately 450 classrooms and reach 9-10,000 students across Minnesota. • In 2007, 194 individuals attended the Dollars Into Sense Program which teaches participants about establishing a spending plan, managing credit and saving. Fifty-nine individuals responded to a follow-up evaluation. Of those returning the survey, 92% reported increased ability to develop a spending plan; 90% reported better understanding of ways to save money. Since taking the class, 41% had developed specific financial goals; 46% developed a spending plan; 56% kept track of spending to find out how they spend money; 47% made a list of changes that could be made to save money; and 25% had obtained a copy of their credit report.

#### **Key Items of Evaluation**

The Dollars Into Sense Program conducted post-event evaluation that documented important behavior change. Individual behavior change has direct impact on the status of financial health in communities. Fifty-nine individuals responded to a follow-up evaluation. Of those returning the survey, 92% reported increased ability to develop a spending plan; 90% reported better understanding of ways to save money. Since taking the class, 41% had developed specific financial goals; 46% developed a spending plan; 56% kept track of spending to find out how they spend money; 47% made a list of changes that could be made to save money; and 25% had obtained a copy of their credit report.

As public policy considers approaches to prevent credit crises, the impact of financial literacy education could be considered.