

From Service to Science: Financial Literacy Selected Practices
Completed for the Provost's Thinkfinity Cornerstone One Project
eFinancial Health
With Verizon Foundation/Thinkfinity.org and Pace University
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Service to Science: Selected Practices in Financial Literacy was prepared in partial fulfillment of the Thinkfinity Initiative for Innovative Teaching, Technology and Research Grant from Verizon and Pace University - Programmatic Focus: Cornerstone I - Expansion and Enhancements to the Thinkfinity Platform.

Title: *Discovering synergies in the promotion of physical, mental and financial health*
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Project Summary: *Service to Science: Financial Literacy Selected Practices* is produced in compliance with the goals of Objective One of the Thinkfinity Cornerstone I Project entitled ***Discovering synergies in the promotion of physical, mental and financial health***. Objective One identifies financial literacy programs that focus on the millennial generation of 18-30 year olds (Pew Research Center, 2010). In addition to describing programs, the catalogue will address three critical areas relevant to establishing “what works” in the field of financial literacy:

1. What are the Program Supports required to sustain financial literacy programs?
 - 1.1 Entities: What are the organizations that support and maintain financial literacy programs?
 - 1.2 Partnerships: What are the organizations that cooperate to support and maintain financial literacy programs?
2. What are the Evaluation Standards that establish the validity of financial literacy programs?
 - 2.1 What are the sources of evaluation standards?
 - 2.2 How is Evaluation information communicated?
3. What are the Implementation options for financial literacy efforts?
 - 3.1 How are materials provided?
 - 3.2 How is the program delivered?
 - 3.3 How are participants trained?

Using a health science model, the work of Objective One involves the selection of programs to include in a catalogue organized around the health science notion of best practices and evidence-based treatment. The Best Practices and Evidence-Based Treatment approaches are considered products of a science to service model in health care institutions. A science to service model is typical of health care innovations that arise from scientific research in the lab. The “bench to bedside” concerns of “science to service” involves translating scientific findings to treatments that are then implemented and disseminated. The final phase of the journey from science to service is called diffusion of innovation. The latter condition is achieved when best practices and evidence-based practices are identified and practiced in the range of situations where the service is required.

However, as the title of the catalogue emphasizes, the financial literacy route is one from service to science rather than science to service. This is an important distinction. For example, there are many basic and applied sciences that provide the pipeline for innovation in the health sciences. Ultimately, these findings are translated, implemented, disseminated, and diffused as innovations that improve health services. On the other hand, the financial services industry innovates products that prove themselves in the marketplace. And, although economic science, consumer sciences and formal academic research and training in finance inform the practice of business, product innovation does not fundamentally rely upon findings from “the bench.”

Of course, science and technology feed business development and the fields of science, technology, engineering, and mathematics (STEM) are increasingly core to new business development. Conflicts related to literacy in the STEM sciences have been part of the business landscape for over a century. Controversies over drilling, mining, and most recently fracking provide substantial evidence that science drives business in ways that, in fact, travel from science to service. And, it is well known that the implications of business developments are often both unintended and undesirable. This aspect of literacy is important but beyond the scope of this effort.

Therefore, the catalog focuses on financial services that have emerged from the practice of business and based on the assumption that these services have evolved to a state of complexity that requires persons to achieve a specific competency defined as financial literacy. Originating in the practices of financial services in core areas of banking and insurance, the knowledge domain addressed involves the following issues:

- Credit
- Debt
- Money Management
- Financial Planning
- Financial Responsibility and Decision Making
- Income and Employment
- Risk management and Insurance
- Saving and Investing
- Building Wealth

In addition, if a literacy and best practices approach identifies common features of health literacy and financial literacy it is important to consider the following:

1. Definitions of Literacy: The health sciences offer a number of ways to define health literacy. One definition of health literacy emphasizes the importance of basic reading, writing, and numeracy skills. That is, are participants in health care systems able to read, comprehend, communicate, and understand the quantitative variables related to personal health management and risk assessment? Financial literacy efforts have similarly defined reading, writing, and quantitative skills as core to establishing personal financial literacy.

In addition, the health sciences state that the goal of health literacy is to increase well-being. That is, the focus on health literacy is not only in the pursuit of a healthy lifestyle or good health. Rather, healthy lifestyles and good health are pursued in the order to establish well-being. Similarly, it can be argued that financial stability and growth are not aims in and of themselves. Rather, the goal of financial literacy is defined as related to thriving and well-being (Gallup-Healthways Partnership, 2013)

Therefore, it is proposed two health-financial literacy synergies would influence the definition of literacy are as follows:

1.1 Identifying and providing core reading, writing, and numeracy skills relevant to effective participation in both health and financial services institutions.

1.2 Establishing well-being as the outcome of literacy efforts in both health and financial services institutions.

2. Literacy Outcomes: The health science approach to outcomes has emphasized behavioral change construed in terms of healthy lifestyle and adherence to required medical prevention efforts and

treatments as needed. Similarly, financial literacy goals emphasize achieving financial capability as evident in stable personal finances, strong credit, savings, and investment. A health sciences model applied to financial literacy would therefore define behavioral change goals construed in terms of increased financial capability.

Alternatively, some models of health literacy suggest multiple dimensions of literacy that begin with attention to the core reading, writing and numeracy skills required to participate in services provided by the health sciences. In addition, scientific and media literacy, civic literacy, and understanding of cultural values are also addressed in an effort to achieve a broader consideration of factors relevant to health literacy. It is possible to elaborate upon the scope of financial literacy in a similar fashion (Zarcadoolas, C. Z., Pleasant, A. & Greer, D. S., 2005).

Finally, Cornish (2008) suggested a community health model that is based on goals and resources embedded in an activity system. The present author is currently applying this approach to build a capacity model of financial functioning. That is, a person's capacity to operate in the world of money can be understood as a function of goals, resources, and the settings where financial activity occurs.

3. Literacy Skills: The health sciences establish a broad range of skills that enable people to discover, comprehend, and act upon health related information. Similarly, financial literacy requires the ability to discover, comprehend, and act upon financially relevant information. Therefore, financial literacy identifies skills in addition to a knowledge base. For example, a person not only needs to know the different types of insurance, they need to seek out the services of insurance agents and participate in insurance programs in ways that sustain a positive service relationship. An understanding of risk drives the need for insurance but an understanding that insurance is a product that is competitively marketed is required so that insurance decisions are made responsibly.

4. Education: Health literacy efforts assume that health education is required and that education also needs to establish behavior change. Over the last century, school systems incorporated health education into the curriculum. Similarly, financial literacy assumes that financial education is required and that it also needs to establish behavior change. In recent decades, education systems in the United States have responded to initiatives to provide financial literacy programs. Many of these programs were embedded in the study of economics and social sciences. Since the legislative initiatives to mandate financial literacy programs, especially after the 2008 financial crisis and ensuing economic downturns and transitions, financial literacy often stands as a separate offering. One of the arguments posed by the eFinancial Health project is that financial literacy and health literacy structures and functions be integrated within a broader program model that addresses well-being through the development of personal literacy and resources.

5. Prevention: Health literacy efforts incorporate prevention goals that assume that some adverse health outcomes are preventable. In addition, health literacy prevention efforts assume that there are contexts that produce risk factors that undermine healthy outcomes. Finally, the health sciences assume that health related conditions precipitate a number of impacts that result in early disability and early death. Similarly, financial literacy efforts can also be construed as prevention efforts designed to identify risk factors and adverse outcomes. The prevention focus of the health science synergy will be addressed within Objective Two of this project.

THINKFINITY OBJECTIVES ONE: CATALOG PRODUCTION

The template used to produce a best practices catalogue is based on the American Psychological Association (APA) catalogue of best clinical practices. The APA format was adapted to financial literacy goals and now identifies the following components:

1. Program Supports: Who Helps?
2. Financial Literacy Programs: What Happens?
3. Evaluation Standards: What Works?
4. Implementation Options: What do programs look like?

Introduction

The goal of the catalog, *From Service to Science: Financial Literacy Selected Practices*, in its current form, is to assist colleges and universities in the development of programs appropriate for financial literacy. The format derives from the American Psychological Association's (APA) best practices catalog. However, while the APA catalogue emphasizes the science to service approach that represents the bench to bedside strategy of the health sciences, financial literacy efforts are not the product of a scientific strategy to develop programs. As the subsequent paragraphs discuss, the financial literacy programs are better described as service to science. That is, the development of financial literacy innovations represents a service that now seeks scientific validation. The latter is a reverse process compared to the "science to service" health sciences model that begins in the lab and requires translation for transitions from the lab to the circumstances of everyday life.

Therefore, literacy efforts have a different origin from the health sciences practices. Specifically, the latter clearly emerge from scientific research and, consequently, require demonstrating that what works in the lab will work in the world. Financial literacy programs, on the other hand, emerged out of a perceived need and legislation related to that need. Although the call for legislating mandatory financial education experiences began in the mid-twentieth century, the financial crisis of 2008, triggered by disruption originating in the subprime lending market, precipitated the development of the financial literacy efforts selected for this catalog.

Government agencies and business institutions produced multiple efforts to respond to the perceived financial illiteracy that many used to explain the consumer's vulnerability to financial risk. However, when financial literacy programs reached the public, the question arose whether or not the programs would achieve their intended outcomes. And, unlike the bench to bedside approach of the sciences, the financial literacy programs were generated as a public service that had neither met the standards of science nor the test of time. Consequently, the effort to disseminate and implement programs has been hampered by a lack of conviction that financial literacy programs would produce the intended outcomes.

Development

From Service to Science: Financial Education Selected Practices is a document that grows out of a Provost's Grants for the Thinkfinity Initiative awarded to fund the project entitled *eFinancial Health: Discovering synergies in the promotion of physical, mental, and financial health*. Pace University partners with the Verizon Foundation's Thinkfinity initiative. The Verizon Foundation "is focused on using technology to solve critical social issues" (www.verizonfoundation.org) and the goal of Thinkfinity is to provide a "free online professional learning community" (www.thinkfinity). As a Cornerstone One project, *eFinancial Health* aims to enhance the Thinkfinity Platform by addressing

the financial literacy initiatives linked to Thinkfinity and addressing factors to further financial literacy efforts.

The grant funds were awarded in 2013.

Rationale

The catalog assumes that it is important to provide information about multiple programs for colleges and a summary of techniques to address the question of what works. It is also an attempt to locate financial literacy in the context of health and well-being initiatives. In addition, the skepticism related to a need for evaluation based evidence threatens the implementation and diffusion of the innovations developed during a period of intense concern. That is, the programs produced subsequent to the 2008 global financial crisis and, at great cost, quite simply, could fall into disuse and disappear. Finally, to the extent that legislation has required some mode of financial literacy, it is necessary to comply with the mandate of that legislation effectively and efficiently.

Intent

The intent of the catalog is to provide an overview of resources that are available in order to implement, evaluate and sustain the momentum to establish financial literacy. Thinkfinity.org already identifies strong links to K-12 financial literacy initiatives. This work focuses on the age group called Millennials (18 - 30 years). Of particular interest are those in the developmental period called emerging adulthood" (Arnett, 2000).

Structure

The sections of the catalog are related to the following criteria that drive health science literacy models:

1. **Sustainability: Program Supports** address the issue of sustainability of both the ongoing development of financial literacy materials and the delivery of those materials. This section of the catalog asks, "How will programs be maintained and by whom?"

2. **Input: Financial Literacy Programs** have been developed by multiple institutions and provide programs that are targeted toward different groups with different goals. This section of the catalog asks, "What programs are available to whom?"

3. **Outcome: Evaluation Standards** determine whether the outcomes of financial literacy efforts are achieved and attempt to answer the question "what works?"

4. **Delivery: Implementation** considers how programs and resources are delivered to participants. The financial literacy program section of this catalog has focused on programs that are available online at no cost. This section will describe how some colleges have incorporated financial literacy into their program goals.

Program Supports: This section identifies the agencies that, working independently and in partnerships, provide support for developing, evaluating and sustaining financial literacy efforts.

Financial Literacy Programs: This section describes a number of programs that are available for use during the period of emerging adulthood. As previously stated, most programs do not have the level of evaluation that is required in the health and prevention sciences – randomized, controlled trials or longitudinal designs. There are some pretest-posttest designs and there is a call for the use of behavior change research models. However, the current status of evaluation does not allow for this kind of research support. Therefore, this work relied on the use of cluster analysis (OECD, 2009). The latter involves a review of selected programs. This review was conducted using a checklist developed for this project and based on criteria from the Office of Economic Development (OECD, 2009) and the RAND Corporation (2009).

Evaluation Processes and Standards: Most of the financial literacy programs are service initiatives provided by governmental agencies that regulate and support the financial sector and financial services organizations that deal directly with the public. Most of these services were implemented as innovations that were launched without evaluation of effectiveness and efficiency issues that inform health literacy initiatives. This section describes options for evaluation and the programs supports that provide the tools for evaluation including the sources used to develop the cluster evaluation criteria that informed selection of the programs in this catalog.

Implementation: This project emerged entirely from early explorations of the Thinkfinity platform and its Internet links. The implementation formats are driven by technology and are delivered through online instruction or with materials available online. In addition, implementation depends upon achieving a good fit with participants, that is, implementation depends on appropriate targeting of programs as well as training to establish fidelity to program procedures and goals.

Content

Best Practices and Evidenced-Based Practice in Psychology (EBPP) criteria involve the scientific study of procedures that are implemented.

“Generally, evidence derived from clinically relevant research on psychological practices should be based on systematic reviews, reasonable effect sizes, statistical and clinical significance, and a body of supporting evidence. The validity of conclusions from research on interventions is based on a general progression from clinical observation through systematic reviews of randomized clinical trials, while also recognizing gaps and limitations in the existing literature and its applicability to the specific case at hand (APA, 2002). Health policy and practice are also informed by research using a variety of methods in such areas as public health, epidemiology, human development, social relations, and neuroscience.” (Page 1, paragraph 2, APA, 2007).

However, in the EBPP catalogue that provided the template for this catalogue, the APA further indicates:

“Several issues were considered in reaching decisions about inclusion/exclusion. None created more heated discussion than the issue of an intervention’s ‘evidence base.’ In considering this issue, our explicit decisions were to: 1) include any intervention for which there was a clear evidence base (e.g., The Social Learning Program originally developed by Paul and Lentz for behavioral inpatient treatment) but 2) not to exclude any potential entry *a priori* solely on the basis of its not having an extensive evidence base. The latter decision was made for two reasons. First, some of the entries in the *catalog* reflect assessment instruments and program supports which represent important components of successful programs, yet one would not expect that they would be individually subjected to research. Second, a number of interventions reflect new

technical developments (e.g., consumer-run services that facilitate empowerment) or treatment philosophies (e.g., they are recovery-oriented) that are value-driven and appear to be important innovations for humanitarian reasons. In a number of cases, such interventions are being used and studied at or through major research centers, even though to date, little, published controlled data exist on their effectiveness. In our opinion, exclusion of such developments solely on the basis of a lack of evidence would be counterproductive to the field and therefore, ultimately, to consumers.” (Page 6, Paragraph 3. *Catalog of Clinical Training Opportunities: Best Practices for Recovery and Improved Outcomes for People with Serious Mental Illness.*)

The Office of Economic Development and Opportunity (OECD) offered a similar perspective on the function of evaluation:

“What does the mandate of an evaluation clearly exceed?

1. An evaluation itself cannot decide whether or not a project or program should continue. Evaluations are solely commissioned to make recommendations and to present observations.

2. An evaluation is not to be used for the justification of decisions (e.g. to depict a project or program as being better than it is, or to terminate it immediately).

3. An evaluation is not an instrument of crisis management.” (Page 6, paragraph 1, *Guidelines for Project and Program Evaluations, the Austrian Development Corporation, 2009*).

Most of the available financial literacy programs fall in the category of new technical developments that are value-driven and important innovations. Many of these are being utilized through major service organizations or reviewed, monitored, and evaluated through the research centers noted in the Program Support section of the catalog. As the parallel with health science efforts develops, there will be cases when the highest standards of compliance (that is, multiple randomized controlled studies followed by meta-analysis) will be pursued. However, it will also be argued that thriving programs might be evaluated in alternate ways. Indeed, the purpose of this catalog is to prevent squandering the current initiatives through lack of use. If the highest standards of evaluation are not pursued, it seems unwise that the lack of evidence should justify the elimination of programs that are otherwise sustainable, have strong inputs, measurable outcomes, and strong implementation.

The point of evaluation is to validate effectiveness (does it work) and efficiency (do the benefits justify the cost) of literacy efforts. However, if a call for evaluation is made, then the goal becomes to provide reasonable pathways to evaluation and remove the barriers that prevent program evaluation. If one only requires evaluation without providing the tools to evaluate, then the call for evaluation becomes the rationale for terminating initiatives. Financial Literacy programs may stand at just such an impasse as questions persist about whether the many program efforts are actually achieving their purported goals.

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PROGRAM SUPPORTS		
TYPE	SPECIFIC PROGRAM	CONTACT
ENDOWMENT FOR FINANCIAL EDUCATION (NEFE)	<p>The National Endowment for Financial Education (NEFE) is the leading private nonprofit 501(c)(3) national foundation dedicated to inspiring empowered financial decision making for individuals and families through every stage of life. - See more at: http://www.nefe.org/#sthash.XrKLBvkD.dpuf</p>	<p>http://www.nefe.org • 1331 17th Street, Suite 1200 • Denver, CO 80202 • 303-741-6333 - See more at: http://www.nefe.org/#sthash.XrKLBvkD.dpuf</p>
THE COMMUNITY FINANCIAL EDUCATION FOUNDATION (CFEF)	<p>CFEF manages grassroots efforts in Washington D.C.</p>	<p>CFEF: Benefiting the Community. http://communityfef.org/</p>
FEDERAL DEPOSIT INSURANCE CORPORATION (FDIC) http://www.fdic.gov/consumers/consumer/moneysmart/	<p>The Federal Deposit Insurance Corporation (FDIC) is an independent agency created by the Congress to maintain stability and public confidence in the nation's financial system by insuring deposits, examining and supervising financial institutions for safety and soundness and consumer protection, and managing receiverships.</p>	<p>Money Smart is a comprehensive financial education curriculum designed to help low- and moderate-income individuals outside the financial mainstream to enhance their financial skills and create positive banking relationships. Financial education fosters financial stability for individuals, families, and entire communities. The more people know about credit and banking services, the more likely they are to increase savings, buy homes, and improve their financial health and well being.</p>

PROGRAM SUPPORTS		
RAND CORPORATION: LABOR AND POPULATION The Financial Literacy Center (FLC)	<p>The mission of the Financial Literacy Center is to develop and test innovative programs to improve financial literacy and promote informed financial decision-making.</p> <p>With support from the Social Security Administration, the RAND CORPORATION, Dartmouth College, and the Wharton School of the University of Pennsylvania established the Center in October 2009 in order to develop educational tools and programs that help individuals prepare for their long-term financial stability.</p>	<p>The educational materials developed by the Center will be innovative, targeted, and tested for their effectiveness. Research teams will tailor materials for Americans at various stages of their working lives—young workers, mid-career workers, and those approaching retirement—as well as current retirees who must manage the resources they have accumulated. The research teams will also develop financial literacy products for underserved populations, such as low-income, young, and disabled workers, all of whom are particularly vulnerable during periods of financial turbulence.</p> <p>http://www.rand.org/labor/centers/financial-literacy/about.html</p>
FINANCIAL LITERACY AND EDUCATION COMMISSION (FLEC) http://www.treasury.gov/resource-center/financial-education/Pages/commission-index.aspx	<p>The Financial Literacy and Education Commission was established under the Fair and Accurate Credit Transactions Act of 2003. The Commission was tasked to develop a national financial education web site (MyMoney.gov) along with a hotline (1-888-My Money) and a national strategy on financial education. It is chaired by the Secretary of the Treasury and the vice chair is the Director of the Consumer Financial Protection Bureau</p>	<p>Congress established FLEC through passage of the Fair and Accurate Credit Transactions (FACT) Act of 2003.</p> <p>FLEC is comprised of 22 federal entities and is chaired by the Treasury Department. One of FLEC's primary responsibilities is to develop a national strategy to promote financial literacy and education.</p>

PROGRAM SUPPORTS		
COUNCIL ON ECONOMIC EDUCATION (CEE)	CEE delivers economic education and financial literacy to K-12 students by educating the educators. This organization is an example of the social science and economics orientation to financial education delivered as a part of school curriculum. See more at: http://www.councilforeconed.org/about/impact/#sthash.rblbnSza.dpuf	http://www.councilforeconed.org/about/impact/
FINANCIAL INDUSTRY REGULATORY AUTHORITY (FINRA)	The FINRA Investor Education Foundation provides underserved Americans with tools for financial success.	FINRA: Investor Education Foundation http://www.finrafoundation.org
NATIONAL FINANCIAL EDUCATORS COUNCIL (NFEC)	For Profit Organization with a Social Enterprise Model The National Financial Educators Council (NFEC) raises awareness, provides curriculum guidance and offers measurement tools for financial education. The work represents a global effort by a coalition of financial literacy groups. NFEC also takes a best practices approach to their selection of resources and advocacy of financial education.	http://www.financialeducatorsCouncil.org

PROGRAM SUPPORTS		
UNITED STATES GOVERNMENT ACCOUNTABILITY OFFICE (GAO)	<p>The U.S. Government Accountability Office (GAO) is an independent, nonpartisan agency that works for Congress. Often called the "congressional watchdog," GAO investigates how the federal government spends taxpayer dollars. The head of GAO is the Comptroller General of the United States and is appointed to a 15-year term by the President from a slate of candidates Congress proposes. G. L. Dodaro became the eighth Comptroller General of the United States and Head of the U.S. Government Accountability Office (GAO), in December 22, 2010, when confirmed by the United States Senate. He was nominated by President Obama in September 2010 and had been serving as Acting Comptroller General since March 2008. The GAO is now recommending consolidation of financial education resources based on better evaluation and dissemination.</p>	<p>http://www.gao.gov/products/GAO-12-588</p>

<p>PRESIDENT'S ADVISORY COUNCIL ON FINANCIAL LITERACY (PACFL)</p> <p>As of 2010, PRESIDENT'S ADVISORY COUNCIL ON FINANCIAL CAPABILITY COUNCIL ENDED JANUARY 29, 2013</p>	<p>On January 29, 2010, the President signed Executive Order 13530, creating the President's Advisory Council on Financial Capability to assist the American people in understanding financial matters and making informed financial decisions, and thereby contribute to financial stability. It is composed of non-governmental representatives with relevant backgrounds, such as financial services, consumer protection, financial access, and education. The Council was tasked with suggesting ways to coordinate and maximize the effectiveness of existing private and public sector efforts.</p>	<p>This organization fell under the operations of the Treasury Department and produced a number of reports that provide Guidance and strategies.</p> <p>http://www.treasury.gov/resource-center/financial-education/Pa</p>
<p>THE DEPARTMENT OF THE TREASURY</p>	<p>The Department of the Treasury commissioned FLEC to develop a national financial education web site (MyMoney.gov) along with a hotline (1-888-My Money) and a national strategy on financial education. It is chaired by the Secretary of the Treasury and the Vice Chair is the Director of the Consumer Financial Protection Bureau. The Commission is made up of the heads of 19 additional federal agencies: the Office of the Comptroller of the Currency; the Federal Reserve; the Federal Deposit Insurance Corporation; the National Credit Union Administration; the Securities and Exchange Commission; the Departments of Education, Agriculture, Defense, Health and Human Services, Housing and Urban Development, Labor, and Veterans Affairs; the Federal Trade Commission; the General Services Administration; the Small Business Administration; the Social Security Administration; the Commodity Futures Trading Commission; the Office of Personnel Management; the White House Domestic Policy Council and its newest member, the Federal Emergency Management Agency. The Department of the Treasury's Office of Financial Education within the Office Consumer Policy coordinates the Commission.</p>	<p>http://www.treasury.gov/resource-center/financial-education/Pa/index.aspx</p>

PROGRAM SUPPORTS		
THE FEDERAL RESERVE BANK	<p>The Federal Reserve System, often referred to as the Federal Reserve or simply "the Fed," is the central bank of the United States. It was created by the Congress in 1913 to provide the nation with a safer, more flexible, and more stable monetary and financial system. President Woodrow Wilson signed the <u>Federal Reserve Act</u> into law. Today, the Federal Reserve's responsibilities fall into four general areas.</p> <ol style="list-style-type: none"> 1. Conducting monetary policy by influencing money and credit conditions in the economy in pursuit of full employment and stable prices. 2. Supervising and regulating banks and other important financial institutions to ensure the safety and soundness of the nation's banking and financial system and to protect the credit rights of consumers. 3. Maintaining the stability of the financial system and containing systemic risk that may arise in financial markets. 4. The Fed provides financial services to the U.S. government and to national and foreign financial institutions. It operates and oversees the nation's payment systems. 	<p>http://www.federalreserveeducation.org</p>

PROGRAM SUPPORTS		
ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD)	<p>The mission of the Organization for Economic Co-operation and Development (OECD) is to promote policies that will improve the economic and social well-being of people around the world.</p> <p>Evaluation is one of the major tasks of the OECD and the evaluation standards and criteria of the OECD informed the review and selection process that guided selection of material in the next part of the catalog. The material focuses on financial literacy programs for the generation called Millennials (Ages 18 – 30)</p>	http://www.oecd.org/about/

FINANCIAL LITERACY PROGRAMS			
	PROGRAM SUPPORT	EVALUATION STANDARDS	IMPLEMENTATION: TARGET AND DELIVERY
<p>CASHCOURSE: Content: Credit Money Management, Budgeting Income Allocation Jobs Investment, Saving Purchasing, Financial Planning Wealth Management Skill Development Financial Responsibility Taxes General Capacities Decision Making</p> <p>http://www.cashcourse.org/home/</p>	<p>National Endowment for Financial Education (NEFE)</p>	<p>Evaluation Method: NEFE provides an Evaluation Toolkit that provides a comprehensive approach to formative and summative evaluation.</p> <p>Criteria: The Criteria can be set using the Evaluation Toolkit. Toolkit materials are immediately forwarded via email.</p> <p>Relevance: Covers all issue related to young adulthood, including the need to start saving for retirement early.</p> <p>Effectiveness: The program moves easily from one activity to the next and is easily actionable.</p> <p>Impact: The Cashcourse program has been adopted by numerous colleges.</p>	<p>Target: College Students but with materials that allow for future planning from the perspective of a college student.</p> <p>Delivery: Completely online at no charge. The major challenge is for the college or university to decide where to host the site and how to make it available to students.</p> <p>Training: A school can set up an account and set up ads and utilize kits. Individuals can also go online independently.</p> <p>Format: Schools can enroll in the program and are provided start up instructions and materials. Or, individuals can access content on their own. Worksheets, videos and very efficient calculators are provided.</p>

<p>INCEPTIA INSTITUTE*: Content: Debt Debt Management Financial Planning Decision Making. https://www.inceptia.org</p>	<p>Inceptia focuses on student loans and quality control in financial aid processing. Inceptia is a division of the National Student Loan Program (NSLP)</p>	<p>Evaluation Method: Inceptia provides internal review of the program.</p> <p>Criteria: The goal of Inceptia is to help students and universities achieve 100% loan repayment. It is also focused on problems of student retention.</p> <p>Relevance: Programs now ask students to project their likely income given their program of study.</p> <p>Effectiveness: Inceptia uses its own metric to access outcomes.</p> <p>Impact: Major Universities use Inceptia’s services. Their goal is to end student loan defaults.</p>	<p>Target: The financial aid process from the time of college application and through the academic experience.</p> <p>Delivery: Colleges and Universities must contract with Inceptia</p> <p>Training: Only Colleges and Universities can enroll in the program and involvement should entail gaining familiarity with the procedures that Inceptia offers to facilitate and manage financial aid.</p> <p>Format: The program involves a six step plan for prevention and management of problems related to funding higher education with loans.</p>

FINANCIAL LITERACY PROGRAMS			
<p>MONEYSMART: Content: Credit Debt Money Management Budgeting Insurance, Investment Saving Purchasing, Financial Planning Entrepreneurship Skill Development Financial Responsibility Taxes Decision Making</p> <p>http://www.fdic.gov/consumers/consumer/moneysmart/</p>	<p>Federal Deposit Insurance Corporation (FDIC) developed and sponsors the program.</p> <p>Partners: Bank of America, State Farm Insurance, And many high schools throughout the 50 states. College users are unspecified.</p>	<p>Monitored by the Committee for Banking, Housing and Urban Affairs. US Senate. Criteria: How many have used the program and whether use was followed with starting a banking relationship. Relevance: Programs coincide with life events. Young adult segment focuses on money management, spending, and saving. Effectiveness: Linked to real life events and actionable as needed. Impact: As of 2011, 2.75 million people completed the program.</p>	<p>Target: K-12 through College and Aging. Low Income. Workplace/Small Businesses and Schools. Delivery: Order a CD by mail. No Cost. Training: Training can be done online With a 40 minute curriculum. There are also scheduled training programs. Format: The young adult program consists of 8 modules and each module takes take 90 – 110 to complete.</p>
<p>SMART ABOUT MONEY: Content: Credit, Debt Management, Money Management, Budgeting, Income Allocation, Jobs, Relating Income with Education, Investment, Saving, Purchasing, financial Planning, Wealth Management, Skill Development, Taxes, Decision-Making,</p> <p>This program also includes a Life Values Quiz in keeping with the traditional idea that money issues would be nested in a system of values like the work ethic or notions of thrift.</p> <p>http://www.smartaboutmoney.org</p>	<p>National Endowment of Financial Education (NEFE)</p>	<p>Internal Review by NEFE; NEFE Evaluation Toolkit is available to researchers who want to evaluate participation. Criteria: The goal of the review is to update resources. Relevance: There is some overlap in the resources offered. The material lists young adults as a target but the content had more for families. College students might find their needs more difficult to address. Effectiveness: The program presents worksheets and calculators and action can be taken immediately. Impact: The core program is brief and somewhat unstructured.</p>	<p>Target: College through Adulthood and Retirement. Family. Delivery: Offers articles, calculators and tips but they require searching within the site and through links. Training: It is not assumed that training is needed. The program is designed to be self-paced and self-monitored. Format: Online format that allows for self-direction to articles, tips, worksheets, and calculators. The program can be reviewed in about 3 hours but more time would be needed to read the supporting materials, use the calculators and complete the worksheets. However, it appeared to the reviewer that certain materials were reutilized in multiple topic areas.</p>

		The impact would not be as great as a more comprehensive and structured program, unless the articles were pursued and the worksheets and calculators were completed.	
<p>MONEYWISE: Content: Banking Basics Elder Fraud Good Credit ID Theft and Account Fraud Keys to Home Ownership Micro Business Personal Bankruptcy Rebuilding Good Credit Saving To Build Wealth Successful Home Ownership Teens and Money Tracking Your Money</p> <p>http://www.money-wise.org</p>	<p>MoneyWi\$e is a National Financial Literacy partnership (Capital One and Consumer Action).</p>	<p>Evaluation Method: Develop a new evaluation process whereby training participants were given pre- and post-training evaluations and sent follow up Web-based surveys Criteria: Some participants complete pre- and post-training written evaluations along with one-, three- and six-month online evaluations. Other participants complete a post-training evaluation and a 60-day online evaluation. Relevance: Materials are broad based and comprehensive. They can be pursued individually or as group or individual counseling programs. Effectiveness: Short and long-term changes are assessed —things like paying down debt, a savings plan, improving credit scores, buying a home or starting a business. Impact: Partners receive a letter with MoneyWi\$e orders explaining evaluation surveys sent out three months after the order is fulfilled to assess “best practices.”</p>	<p>Target: Teens through Adulthood and Retirement. It combines free, multilingual financial education materials Delivery: Both online and printed materials are provided free of charge. Also post surveys. Training: Community training and seminars to give consumers at all income levels both the information and the practical assistance they need to make smart financial decisions. Format: Lessons can be ordered as booklets or followed in an online format. The site also provides access to materials from other organizations.</p>

FINANCIAL LITERACY PROGRAMS			
<p>360 DEGREES OF FINANCIAL FREEDOM: Content: Credit, Debt, Debt Management, Accounting, Money Management, Budgeting, Careers, Insurances, Investment, Saving, financial Planning, Creating Wealth, Entrepreneurship, Skill Development, Charitable Giving, Taxes, social security, General Capacities/Numeracy, Decision-Making.</p> <p>http://www.360financialliteracy.org</p>	<p>American Institute of Certified Public Accountants (AICPA) partnered with the Office of the Comptroller of the Currency (OCC). It also partners with the Ad Council.</p>	<p>Evaluation Method: The program is monitored by the AICPA in order to assure that standards are met.</p> <p>Criteria:</p> <p>Relevance: This program directs its efforts to the needs of the specific groups and areas that it targets.</p> <p>Effectiveness: The site is well monitored and designed. The actual outcomes are not evaluated in a systematic way.</p> <p>Impact: The life stage and real life issues approach makes these tools available for issues as they occur. This is useful because it provides the transition from learning about budgeting in general and applying budgeting to a specific plan like funding education, a new car or a home.</p>	<p>Target: Teens through older adults. It also has materials for aging, diversity, health-disability, women-Girls, Low Income, Special Situations, Workplace, Youth, Transitions, Families, and Veterans.</p> <p>Delivery: Available completely online at no cost.</p> <p>Training: Teachers can use the materials as lesson plans and there is a webinar for teacher training. Kits are provided for teachers. Individuals can use the materials that are self-paced and online.</p> <p>Format: This program has a life stage and individual needs approach. There are over 30 topics just for couples.</p>

FINANCIAL LITERACY PROGRAMS			
<p>MONEY AS YOU GROW Content: Age related units that discuss money as follows: Money is to buy things. You need to earn money. You may need to wait before you can buy things There is a difference between what you want and what you need.</p> <p>http://moneyasyougrow.org</p>	<p>President's Advisory Council of Financial Capability (PACFC)</p>	<p>Evaluation Method: There is an ongoing longitudinal evaluation. Criteria: Short term and long term effects of financial literacy are evaluated in terms of financial knowledge (Literacy) and the ability to use knowledge (Capability). Relevance: The program is designed in a simple, down-to-earth manner with standards and content selected on the basis of research into curriculum and academic studies. Effectiveness: Longitudinal evaluation demonstrates some short term and long term gains. Impact: The program is in use by the by libraries, colleges, federal reserve banking systems, financial and community service groups.</p>	<p>Target: Children and families. Stops at age 18 but the focus is adult oriented in that it is aimed at adults need to communicate and train their families. Delivery: Online materials to download. Program directed toward families, libraries, schools, and community organizations. Training: It is assumed that materials can be used by parents and teachers without formal training. Format: 20 lessons that address milestones for children at different ages.</p>

<p>PROGRAM EVALUATION STANDARDS, ISSUES, & FINDINGS</p>	
<p>RAND EVALUATION CRITERIA (Standards)</p>	<ul style="list-style-type: none"> • Purpose: Raising awareness, enhancing financial knowledge, changing attitudes and behavior related to financial issues, or reinforcing confidence when dealing with financial products are among some of the purposes identified by Rand’s analysis of financial education programs. • Content: Six core topic areas: budgeting, credit/debt, saving, homeownership, insurance, and retirement were identified by Rand’s analysis of financial education programs. • Delivery method: Websites and online tools; events; paper materials/brochures/leaflets; seminars/lectures (webinars, conference calls); and media campaigns were discovered in Rand’s analysis of financial education programs. • Target audience: Programs can be classified by whether or not they addressed children, youth, the elderly, women, employees, and immigrants. Additional categories could include high risk groups and people with disabilities. • Evaluation goals and method: Evaluation processes can be identified as in-house or external evaluations (or both). Programs can be classified by the reported methods of evaluation, including questionnaires (web, in person, by mail); phone interviews; face-to-face interviews; group interviews; tests to evaluate financial knowledge/capacity; research and monitoring of the market; and internal data. <p>RAND: Federal Financial and Economic Literacy Education Programs, 2009. This document is a report of a study of the status of mandated financial education programs created and sponsored by the US government. The remaining sections related to RAND are taken from the same source.</p>

EVALUATION: STANDARDS, ISSUES, & FINDINGS	
RAND ISSUES	<p>The Service to Science Issue: Good Intentions and Good Metrics</p> <p>The real world genesis of financial literacy programs created the circumstances that led to the Service to Science perspective of this catalog. RAND notes the consensus on the need to evaluate and identifies two key issues that act as barriers to generating evidence from evaluations:</p> <ol style="list-style-type: none"> 1. Evaluating programs adds another feature to program development. To date, although there is little resistance to the idea of evaluation, the reality of the demands of evaluation are insufficiently appreciated. To make evaluation practices part of the fabric of educational programs requires working with those who design and implement programs. In addition, there is inconsistency in efforts to evaluate the participants. The intention to evaluation is in place. The changes in program management that would carry through these good intentions are not in place. 2. Evaluating outcomes depends on a clear standard or outcome. One of the big questions is establishing the best metric for drawing conclusions about the practices that are best practices. <ol style="list-style-type: none"> 2.1 Metric One: Is the randomized clinical control trial followed by meta-analysis approach of intervention and prevention science appropriate for financial education programs? Does a best practices standard invoke the high standards of health related clinical trials? Or, programs more consistent with educational outcome measures more appropriate? Are longitudinal models essential or do short term programs provide adequate standards of evidence. 2.2. Metric Two: At what point do programs become so different that they cannot be compared. And, to what extent is program fidelity required in order to get predicted outcomes? <p>“More than half of all programs, and almost all agencies, reported ongoing or planned evaluation activities. However, the wide range of metrics and methods made it difficult to systematically establish effectiveness or to compare results across programs and agencies. For example, many programs reported significant efforts to measure program outputs, including the use of participant questionnaires and, in a small number of cases, testing. For a smaller number of programs, impact evaluations were reported with the goal of understanding the effects of the program on participants. However, relatively few evaluations actually reported systematically implementing pre- and post-designs or a control group, which indicates that actual program effects could not be clearly identified. However, relatively few evaluations actually reported systematically implementing pre- and post-designs or a control group, which indicates that actual program effects could not be clearly identified. While some variation in evaluation is consistent with the wide variation in the types of reported program offerings, as well as agency goals and structure, the data also suggest that insufficient technical and financial resources and failure to plan strategically may act as constraints.” (p. viii, Federal Financial and Economic Literacy Education Programs, 2009).</p>

<p>RAND FINDINGS & COMMENTARY</p>	<p>Rand conducted a review of financial education programs and summarized findings as follows:</p> <p>Purposes of Programs:</p> <ol style="list-style-type: none"> 1. Raise awareness 2. Enhance financial knowledge 3. Reinforce confidence when dealing with financial products 4. Other (Self-Identified): <i>Education & Access</i> <p>Content of Programs:</p> <ol style="list-style-type: none"> 1. Saving 2. Budgeting 3. Credit/Debt 4. Homeownership 5. Insurance 6. Retirement 7. Other <p>Delivery of Programs:</p> <ol style="list-style-type: none"> 1. Events 2. Paper materials, brochures, booklets 3. Online, Webinars. Conferences 4. Media Campaigns <p>Target of Programs:</p> <ol style="list-style-type: none"> 1. All 2. Young 3. Elderly 4. Women 5. Immigrants 6. Employees 7. Others: Retirees, Disabled, Credit Card Problems, Housing Concerns <p>Evaluation Methods Used:</p> <ol style="list-style-type: none"> 1. Questionnaire (web, in person, by mail), 2. Phone & Face to Face Interviews 3. Group interviews 4. Test to evaluate financial knowledge/capacity 5. Internal data 6. Other (self-Identified): <i>Reviews, Record Keeping, Web Monitoring, Miscellaneous</i>

	<p>Program Commentary:</p> <ol style="list-style-type: none">1. It is important to have a clear, standardized definition of what constitutes a financial and economic literacy education program, and it would be useful to identify which programs fall under this definition, with examples of programs that do and do not fit the criteria.2. The increasing availability of nationally representative survey data on financial literacy and capability is a valuable resource to agencies that should be taken advantage of when targeting is planned.3. There is a need to discover whether chosen delivery formats are effective at reaching all intended audiences (e.g. the elderly and poor on internet).4. There is a need to direct efforts to improve the central clearinghouse for financial education information.5. It is recommended that the Financial Literacy and Educational Commission (FLEC) could maintain a centralized inventory of programs and their status to be updated regularly. To avoid wasting resources, funding for new initiatives could be made conditional on ensuring that the proposed program meets predetermined standards for excluding duplication.
	<p>The full report from which this data was extracted can be found on the website MoneyTalks.blogs.pace.edu</p>

<p>PROGRAM STANDARDS, FINDINGS, & COMMENTARY</p>	
<p>Office of Economic Development and Opportunity (OECD) Criteria (Standards)</p> <p>The material in the following sections is taken from The Austrian Development Corporation, Guidelines for Project and Program Evaluations, July 2009.</p> <p>The full document is posted on MoneyTalks.blogs.pace.edu</p>	<p>Approaches to Evaluation:</p> <p>OECD Definition of Evaluation: <i>The systematic and objective assessment of an on-going or completed project or program, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. (OECD DAC Glossary).</i></p> <p>Monitoring: <i>A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds. (OECD DAC Glossary).</i></p> <p>Review: <i>An assessment of the performance of an intervention, periodically or on an ad hoc basis. Reviews are usually less comprehensive and/or in-depth than evaluations. They tend to emphasize operational aspects. (OECD DAC Glossary).</i></p> <p>Evaluations investigate the reasons why certain aspects of a project or program have or have not been implemented as planned. Evaluations are carried out either during the project cycle (Mid-term Evaluation, Formative Evaluation) or at the end of a project or program (Ex-post Evaluation, Final Evaluation, Impact Evaluation, Summative Evaluation).</p> <p>Criteria for Evaluation:</p> <p>RELEVANCE:</p> <p>Are we doing the right thing? How important is the relevance or significance of the intervention regarding local and national requirements and priorities?</p> <p>EFFECTIVENESS:</p> <p>Are the objectives of the development interventions being achieved? How big is the effectiveness or impact of the project compared to the objectives planned (Comparison: result – planning)?</p> <p>EFFICIENCY:</p> <p>Are the objectives being achieved economically by the development intervention? How big is the efficiency or utilization ratio of the resources used (Comparison: resources applied – results)?</p>

IMPACT:

Does the development intervention contribute to reaching higher development objectives (preferably, overall objective)?
What is the **impact or effect** of the intervention in proportion to the overall situation of the target group or those effected?

SUSTAINABILITY:

Are the positive effects or impacts sustainable?
How is the **sustainability or permanence** of the intervention and its effects to be assessed?

In comparison with evaluations, **reviews** are less complex analyses.

Reviews are appropriate if the project is analyzed, in order to, e.g.

1. Interpret already existing results, work out lessons learned together or develop future strategies, that result from lessons learned.

The purpose of **evaluations** is:

1. **Learning from experience:** With the assistance of evaluations, successes and failures can be interpreted. Based on those experiences, both current and future projects can be improved.

2. **Transparency:** Evaluations illustrate the responsible utilization of the resources and justify the results and their effects vis-à-vis the contractor, the partners, the target groups in the recipient country and the tax payers.

3. **Deepening understanding:** Evaluation is a tool for deepening knowledge and understanding of the assumptions, options and limits of development cooperation (DC). Evaluations are intended to contribute to a comprehensive discussion and reflection about development cooperation.

4. **Improved communication:** An evaluation is intended to foster communication and understanding within and between the groups mentioned above, even if this can only be managed in different ways and with different participations in each case.

ADDITIONAL EVALUATION PRINCIPLES (OECD)

1. **Objectivity:** In its conception and implementation every evaluation needs to achieve a maximum level of objectivity and impartiality. Statement of facts needs to be methodically clearly distinguished from assessments. It is important that different perspectives are taken into account, as well as strengths and weaknesses. Results, conclusions and recommendations need to be supported by evidence and must be comprehensible.

2. **Independence of evaluators:** The evaluators must have expert knowledge. Credibility also includes the independence of evaluators from all staff involved.

3. **Participation of all parties concerned in the entire process:** An evaluation needs to be as participatory as possible (e.g. developing jointly the

	<p>Terms of Reference with the project partners, the possibility of all parties involved to comment on the results or the evaluation report).</p> <p>4. Transparency and Focus: The evaluation assignment must be clearly defined and focused: Description of the initial situation (project details), objectives of the evaluation, central questions, methodologies, qualifications of the evaluation team, reporting requirements. In most cases, an evaluation cannot cover all OECD/DAC criteria to the same extent and a strict definition of priorities is essential.</p> <p>5. Reliability: The utilization and preparation of basic data is necessary in order to prove the assessment and the conclusions in a credible fashion. The evaluation results stated in the evaluation report must be comprehensible.</p> <p>6. Completeness and clarity of reports: The report has to be structured according to the OECD/DAC criteria and evaluation questions. All evaluation questions must be answered.</p> <p>7. Fairness and protection of the interests of the parties involved: Security, dignity and rights of the persons involved in the evaluation must be protected.</p> <p>8. Utility: Evaluation recommendations are used for improving projects and feedback to political and operative decision makers must be guaranteed through a clear responsibility for the implementation of the evaluation results.</p>
<p>OECD ISSUES</p>	<p>The OECD oversees Development activities worldwide and like the World Bank strive to improve living conditions and standards of those who are struggling and suffering. Development activities depend on evaluation but the techniques are more varied than the “gold standard” of best practices evaluations. That is, the range and scope of development activities necessitates a different approach. Of particular importance is the relationship engendered by an evaluation process. When does an evaluation become a test of survival? There fore, the OEDC asked and answered the following question:</p> <p>What does the mandate of an evaluation clearly exceed? 1. An evaluation itself cannot decide whether or not a project should continue. Evaluations are solely commissioned to make recommendations and to present observations. 2. An evaluation is not to be used for the justification of decisions (e.g. to depict a project as being better than it is, or to terminate it immediately.</p> <p>3. An evaluation is not an instrument of crisis management.</p>
<p>OECD FINDINGS AND COMMENTARY *The selection of programs for the Financial Literacy section of this catalog was based on Cluster Evaluation as described here.</p>	<p>The OECD emphasis on evaluation has produced findings that suggest alternative evaluation routes and includes definitions of key terms:</p> <p>1. Cluster Evaluation*</p> <p>An evaluation of a set of related projects and/or programs.</p>

2. EVALUABILITY

Extent to which an activity or a program can be evaluated in a reliable and credible fashion. Note: Evaluability assessment calls for the early review of a proposed activity in order to ascertain whether its objectives are adequately defined and its results verifiable.

3. Evaluation

The systematic and objective assessment of an on-going or completed project, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability.

4. Ex-Ante Evaluation

An evaluation that is performed before implementation of a development intervention.

5. Ex-Post Evaluation

Evaluation of a development intervention after it has been completed

6. External Evaluation

The evaluation of a development intervention conducted by entities and/or individuals outside the donor and implementing agencies.

7. Formative Evaluation

Evaluation intended to improve performance, most often conducted during the implementation phase of projects or programs.

8. Impact Evaluation/Assessment

a) Impact: Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.

b) An assessment of impact using before/after and/or with/without comparison.

9. Internal Evaluation

Evaluation of a development intervention conducted by a unit/and or individuals reporting to the management of the donor, partner, or implementing organization.

10. Joint Evaluation

An evaluation to which different donor agencies and/or partners participate.

11. Meta-Evaluation

The term is used for evaluations designed to aggregate findings from a series of evaluations. It can also be used to denote the evaluation of an evaluation to judge its quality and/or assess the performance of the evaluators.

12. Mid-Term Evaluation

Evaluation performed towards the middle of the period of implementation of the intervention.

13. Monitoring

A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.

14. Ongoing Evaluation

An evaluation designed to help the development of a project as it proceeds. It is more wide-ranging and thorough and objective than an internal review.

15. Output to Purpose Review (OPR)

The periodic review of ongoing projects, focusing on progress at the Purpose level, and whether the performance of the project implementation in terms of achievements under each Output are sufficient to reach the Purpose at the end of the project.

Additional outputs may be added as a result of the OPR.

16. Participatory Evaluation

Evaluation method in which representatives of agencies and stakeholders (including beneficiaries) work together in designing, carrying out and interpreting an evaluation.

17. Peer Review

is basically an examination of one state's performance or practices in a particular area by other states. The point of the exercise is to help the state under review improve its policymaking, adopt best practices and comply with established standards and principles.

18. Process Evaluation

An evaluation of the internal dynamics of the implementing organizations, their policy, instruments, their service delivery mechanism, their management practices and the linkages among these.

	<p>19. Review</p> <p>An assessment of the performance of an intervention, periodically or on an ad hoc basis. Reviews are usually less comprehensive and/or in-depth than evaluations. They tend to emphasize operational aspects.</p> <p>20. Self-Evaluation</p> <p>An evaluation by those who are entrusted with the design and delivery of a development intervention.</p> <p>21. Study/Research</p> <p>The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.</p> <p>22. Summative Evaluation</p> <p>A study conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were produced. Summative evaluation is intended to provide information about the worth of the program.</p> <p>23. Triangulation</p> <p>The use of three or more theories, sources or types of information to verify and substantiate an assessment. Note: by combining multiple data sources, methods, analyses or theories, evaluators seek to overcome the bias that comes from single informants, single methods, single observer or single theory studies.</p>

<p>FINANCIAL LITERACY AND EDUCATION COMMISSION (FLEC) FLEC CRITERIA AND STANDARDS http://www.treasury.gov/resource-center/financial-education/Pages/commission-index.aspx</p>	<p>THE FLEC SYMPOSIUM (2008) identified standards in terms of priorities as described below:</p> <ul style="list-style-type: none"> • Purpose: What knowledge and skill areas are needed? • Effectiveness: What is the right fit between target needs and program content and delivery? What is the best timing for programs? • Metrics: How might outcomes be measured and how should evaluation research be designed? • Psychology: How do problem-solving, decision-making, behavior and attitudes determine the theory and application of financial education? • Public Policy: Does legislation support financial literacy goals?
<p>FLEC ISSUES: FOCUS FINANCIAL EDUCATION AND PROGRAM EVALUATION</p>	<p>FLEC defined the issues facing financial literacy in terms of pressing knowledge gaps.</p> <p>What are the Gaps?</p> <p>1. Defining Program Success. Metrics is a key focus in all evaluation research.</p> <p>2. Delivery Methods and Timing of Education. Researchers need to better understand what delivery methods work, with whom, and why.</p> <p>2. Target Populations. Do programs need to specialize according to target groups? Are there priorities related to need and risk that should govern program targeting?</p> <p>4. Measurement and Evaluation Methods. Can metrics be improved to provide a way to compare different practices in different settings? There is a need for attention to the following:</p> <ul style="list-style-type: none"> • Metrics to assess the impact of financial education on participants' behavior and long-term financial well-being. • Measurement issues related to data collection and analysis - studies are subject to biases related to self-selection, program attrition, and non-response or low response rates. • Longitudinal, control group studies and randomized experiments offer potential solutions. • Environmental factors that might affect consumers' financial outcomes such as unexpected life events, program incentives, and financial socialization. • Psychological factors such as motivation, ability, and attitude, as well as those of the instructor. • Do longitudinal and control group studies offer better insight into the

	<p>impact of financial education than standard pre- and post-tests with follow-ups?</p> <p>5. Financial Education as a Policy Tool.</p> <ul style="list-style-type: none"> • Can financial education be more effective if it is supplemented with regulation and public policy related to consumer protection? <p>6. Bridging the Gap between Theory and Practice.</p> <ul style="list-style-type: none"> • Behavioral economics and consumer decision- making research has provided new insight into the psychology of money. Is financial education best addressed as content to be learned (education and testing); behavior change; attitude change; decision-making; motivation, or a matter of socialization? • How important is it to generate theory and intervention models? • Are there synergies between health literacy and financial literacy initiatives?

FLEC FINDINGS AND COMMENTARY

What do we already know from the existing literature?

1. Does financial education increase financial knowledge, attitudes, and behavior?

There is evidence of increase in knowledge and acquisition of attitudes and behaviors. There is insufficient evidence about the duration of impact.

2. Do delivery methods influence outcomes?

It is difficult to determine program fidelity given the variation in training. There is less attention to training than there is to developing content and assessing performance outcomes.

3. Does the target of the education influence outcomes?

It is difficult to determine if there is a good fit between practices and target groups. In addition, the differences in goals and methods of evaluation limit the possibility of making generalizations that would allow for broader dissemination of specific programs.

<p>EVALUATION STANDARDS, ISSUES, FINDINGS, & COMMENTARY</p>	
<p>NATIONAL ENDOWMENT FOR FINANCIAL EDUCATION (NEFE)</p> <p>CRITERIA AND STANDARDS. The content from this section can be found at the website listed here: http://toolkit.nefe.org</p>	<p>NEFE presents financial education as a Life Skill. The goal of NEFE is to identify strong programs and practices for dissemination in order to promote best practices and eliminate ineffective programs.</p> <p>The National Endowment for Financial Education[®] (NEFE[®]) recognized this deficiency and took the necessary steps to address it. This evaluation toolkit is the result of that action.</p> <p>According to the NEFE model, successful program evaluation requires the following:</p> <ul style="list-style-type: none"> • Recognition of the importance of evaluation and the terms used in evaluation processes. • How to use NEFE databases to design evaluation instruments. • How to collect, summarize, and utilize evaluation data. (p. 11, NEFE Evaluation Toolkit). <p>NEFE defines evaluation as follows:</p> <p>“Financial education program evaluation can be defined as a process by which the educator systematically compares learner achievements with the program goals and objectives to determine the success or failure of the educational program” (p. 15, NEFE Evaluation Toolkit).</p> <p>NEFE identifies the following areas as relevant to the evaluation process:</p> <ul style="list-style-type: none"> • Learner Achievements • Financial Education Impact • Impact Indicators • Logic Model Predictions • Impact Hierarchy <p>In addition the NEFE process identifies additional criteria for formulating program objectives (SMART):</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Reasonable • Time Specific

EVALUATION STANDARDS, ISSUES, FINDINGS & COMMENTARY	
NEFE ISSUES	<p>Using a life skills perspective, NEFE argues that financial education programs need to be evaluated in order to determine effectiveness and efficiency. NEFE advocates selection of programs with demonstrated success.</p> <p>NEFE argues that evaluations inform decision-making about whether a program fits the needs of participants. And, if participants do not benefit from the program an evaluation can determine where the problem lies. Is it a matter of the wrong program? Were the program administrators and teachers adequately trained? Were testing materials appropriate?</p> <p>The NEFE evaluation toolkit is addressed to financial education and emphasizes training and measurement of key indicators of program success. A weak outcome can mean anything from eliminating a program to recommending ways to improve the program. In addition, evaluation provides accountability for the expenditure of resources the programs require.</p> <p>NEFE provides support for commitments to financial literacy based on the assumption that good metrics will provide a foundation of sustainable support for financial literacy efforts. It is assumed that the funding for programs will ultimately rely on providing measures of success. Indeed, it could be argued that the lack of evaluation is the greatest barrier to dissemination of programs.</p> <p>The goal of the toolkit is to make evaluation possible in every setting where programs are administered. Therefore, while NEFE specifies a plan to eliminate weak programs, the purpose of the toolkit is to make evaluation actionable at every site that implements a program. These findings can help educators refine and improve the programs they are teaching so that their students more easily learn the financial topics presented. More importantly, impact evaluation can help students adopt new and more effective financial behaviors that will benefit them in the future.</p>

EVALUATION STANDARDS, ISSUES, FINDINGS & COMMENTARY	
NEFE FINDINGS AND COMMENTARY	<p>Research and training by NEFE includes pre-service teacher training, examination of diminished capacity and financial decision making, studies of savings and retirement and ongoing research projects including the study of debt in emerging adulthood, the impact of financial literacy on financial behavior, the study of gender as related to savings and retirement, and the study of cognitive and decision-making capacity as related to financial outcomes across the lifespan.</p> <p>NEFE has both workplace and public policy initiatives. Workplace initiatives are among the growing number of programs used in departments of Human resources to promote financial literacy. Public policy initiatives concern the impact of changing economic systems and structures on consumers. The work with consumers is age related and includes a financial education program (Smart About Money), A community website called Spendster that addresses overspending, another retirement oriented website, and another for young adults who are assuming the demands of financial independence.</p> <p>NEFE funds research in two annual funding cycles.</p>

<p>DELIVERY AND IMPLEMENTATION UNIVERSITY-BASED MODELS</p> <p><i>This final section presents sample websites from selected universities that feature Financial Literacy and/or Financial Education</i></p>	
<p>BRYN MAWR COLLEGE</p>	<p>OWL Investment Group started with a \$100,000 anonymous donation in 1976. The purpose of the donation was to provide experience in investing in the stock market.</p> <p>The investment group elects a Board of Directors from its membership and their current portfolio includes positions in twenty publicly traded companies including Apple, CIA Energetica Minas Gerais, EMC Corp, Microsoft, and Teva Pharmaceuticals among others.</p> <p>The run a Bryn Mawr at Work series that invites speakers in global finance. Members take part in investment competitions and travel to corporate locations.</p> <p>Financial Education postings also include links to financial and investment resources and programs addressed to economic justice.</p> <p>The Economic Justice programs include Change4 A Dollar, One Less foundation, Banking on the Future of Philadelphia, and the Genesis Housing Corporation.</p> <p>Workshops are offered including a Finance and Leadership event during the College’s Spring Break.</p>

DELIVERY AND IMPLEMENTATION UNIVERSITY-BASED MODELS	
CITY UNIVERSITY OF NEW YORK	<p>CUNY Offers a webpage called Student Financial Dollars and Sen\$. The website provides access to numerous programs that were developed to help students develop Financial Literacy as a life skill.</p> <p>Seminars are offered as a part of student orientation and focus on a range of topics including debt management, credit cards, saving, identity theft, paying for college, student loans, budgeting investing, salary negotiations, insurance and access to financial resources.</p> <p>The website provides links to the 360 Degrees of Financial Literacy Program, MyMoney.Gov, NYC Office of Empowerment, 40 money management Tips every college student should know, and Tips on Financial Aid.</p> <p>The website includes a Financial Literacy multiple-choice quiz. Some of the questions are:</p> <p>Why is your credit score important?</p> <p>How often can you get a free credit report?</p> <p>Where can you get a free credit report with no annual fees?</p> <p>What is considered an excellent credit score?</p>

<p>DELIVERY AND IMPLEMENTATION UNIVERSITY-BASED MODELS</p>	
<p>MASSACHUSETTS INSTITUTE OF TECHNOLOGY (MIT)</p>	<p>MIT partners with the Financial Literacy Center (FLC). The FLC is described in connection with the RAND Corporation (see page 23 of this catalog).</p> <p>The Abdul Latif Jameel Poverty Action Lab at MIT applies randomized clinical trials to the evaluation of poverty and development initiatives. The goal is to evaluate, disseminate and scale up projects based on research findings. The Poverty Action Lab explores both microfinance and savings as avenues out of poverty.</p> <p>http://www.povertyactionlab.org</p> <p>The work also focuses on public policy solutions. For example, randomized evaluations of microfinance produced data about the limitations imposed by poverty and focused on product design to improve access to and use of financial services. Another policy initiative proposed financial training based on a “rules of thumb” approach and improved business practices and outcomes among microentrepreneurs in the Dominican Republic. Another policy conclusion recommended fingerprinting as a way to manage high risk borrowers in microfinance settings.</p> <p>MIT’s Net Price Calculator provides a tool to help students make choices about the affordability of college. The calculator works by measuring family resources and estimates of the amount of financial aid that might be available.</p> <p>https://npc.collegeboard.org/student/app/mit</p>

<p>BROWN UNIVERSITY</p> <p>http://brown.edu/Student_Services/Health_Services/Health_Education/common_college_health_issues/economic_stress.php</p>	<p>The Brown Health website is unusual in listing economic stress as important to well being. It lists the causes and symptoms of stress as well as methods to cope with stress.</p> <p>Here are some basic strategies to combat economic stress:</p> <ul style="list-style-type: none"> • <i>Prioritize and plan.</i> Difficult economic times are scary, but they are also a good time to look at the state of your finances. Discuss financial concerns and plans with your parents or other family members and work together to identify resources and options. You might decide to track your day-to-day spending and make changes where you can or, if your family's financial situation has changed significantly, you might choose to consult with the Office of Financial Aid, who can work with you and your family to identify options available to assist in paying your student account. If you are worried about how the financial market is affecting job prospects, the Career Development Center can assist with your planning. Having a plan in place and identifying resources which can support that plan will help you to feel more secure and in control. • <i>Communicate.</i> Talk to your family about finances—this can help you to know whether your fears are realistic and to understand if and how your family is impacted by the economic crisis. Frequent communication about financial issues can help everyone to feel more secure and reduce family tensions about money. Seek out friends and campus staff and faculty as well.

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This document also drew from the websites noted within the content of the document.

