



Financial Education Core Competencies and Assessment Tool

December 14, 2010

Coordinator: Welcome and thank you for standing by. At this time all participants are in a listen only mode. During the presentation we will conduct a question and answer session. If you would like to ask a question, please press star 1 on your touchtone phone.

Today's conference is being recorded. If you have any objections, you may disconnect at this time. And now I would like to turn the call over to Mr. (Jermaine Burkhalter).

(Jermaine Burkhalter):

Thanks (Rosie). Welcome everyone. My name is (Jermaine Burkhalter) and I'm a resource coordinator for the AFI program. And I want to thank everyone for taking time out of your day to join us. And we know that grantees have a lot going on so we really appreciate your desire to continually improve the financial education that you provide to your participants.

AFI really values finance education and I really want to underscore this (neutrality) of finance education to the goals of AFI. We are about building assets and we - but we are more fundamentally about helping people build a foundation for building and managing assets.

AFI developed the core competent tools and the asset tool because assessment is crucial to delivering high quality finance education. Assessment is the only way to know whether your program is effective and it's also the most effective way to learn how you can improve.

The core competencies provide a foundational resource for developing and revising your curriculum as well as for assessment. And given the diversity of financial education programs and curricula we really want it to provide guidance about the basic content most relevant to AFI participants.

So please use the products and tell us about your experience. We invested in creating these products because we believe they are valuable. We have several resources available to help. So please review the written resources on the Web site, talk to your resource coordinators, ask for technical assistance as needed. Please give feedback through your resource coordinators.

We want to know about your experience. We want you to, if you have questions, please let us know. And we want questions to better figure out how to help other grantees. So please give us feedback.

Now I want to introduce a familiar voice to many of you with Inger Giuffrida. Inger is a financial education consultant with the AFI Resource Center. And she'll take us through the new financial education tools.

But before we get to Inger I want to introduce (Danielle Progen) from the AFI Resource Center. She'll give us a few comments about logistics and also how to access online resources. (Danielle).

(Danielle Progen): Thanks (Jermaine). Hi everyone. My name is (Danielle Progen) from the AFI Resource Center. I want to cover a few housekeeping details before we get started. First, if you do experience any technical difficulties with the audio, you can press star 0 at any time.

If you did not receive your call materials for any reason, you can call the AFI Resource Center at this time. The phone number is 1-866-778-6037 or you can send a quick email to info@idaresources.org. The Webinar presentation is also available to download online.

If you look up at the top of your screen, at the top right-hand corner, you will see three pieces of paper overlapping each other and the scroll over icon list handouts. If you click on that icon and then click on the name of the presentation and click download, you should be able to access the materials that way as well.

Also we do suggest that you print out the materials for the calls so you can make any notes and have them handy. And then moving on, we did want to discuss some resources real quick before getting started. During today's Webinar we will refer to a number of resources that are posted on the AFI Resource Center Web site.

Let me get that Web site out real quick so you can take a look. Okay so now you're looking at the AFI Resource Center homepage. It's www.idaresources.org. So today we will be covering the assessment tool itself as well as other documents that provide support and guidance on the implementation of the AFI financial education assessment tool.

These documents are located under the financial education topics and tools tab. So I'm going to go ahead and click on that so you can see how you can assess these materials. Once you scroll down, you'll scroll - you should scroll down to the header key topics and financial education. And the first two icons that you click on, once you click on those you can access the materials from there.

There are five materials - core competencies for financial education, curricular resources to support the core competencies, and then AFI financial education assessment tool, the guidance we're using, the AFI financial education and assessing the impact of financial education.

So I'll give the floor back to Inger who will be covering these in more detail.

Inger Giuffrida: Great. Thanks so much (Danielle) and (Jermaine) for that wonderful introduction.

As always we'll start with the purpose of this Webinar which I think (Jermaine) already did a really good job of laying out for us, but just in summary, the purpose of today call is really meant to provide to you an introduction and orientation to these products that were developed, specifically the core competencies and assessment tool as well as the supporting document around that.

We're also going to be talking about the rationale for these tools, how to use them and then how to get help implementing them locally. The next slide kind of shows our flow for this training today.

So we're going to start with the rationale for development and then we're going to move right into the core competencies, what they are, how they can be used in the design development and evaluation of financial education efforts. And then we're going to look specifically at the AFI core competency categories.

So we won't be going through each and every core competency on this call. (Danielle) already showed you where to go on the IDA resources Web site to find them where you can read them more in depth. But we'll talk about generally the categories of the actual core competencies.

Then we'll talk about curricular resources which is another tool developed to support you in applying the core competencies. Next well break there for discussion and questions about the core competencies and then we'll move on to the assessment instrument and we'll talk just briefly about what assessment is and the role of assessment in, not only evaluation but in managing your project just as (Jermaine) spoke about in the beginning of this call.

And we'll talk about the relationship of assessment and core competencies and we'll go through the assessment instrument, what pieces of it look like. We've excerpted pieces of the assessment tool so you don't have to bounce back and forth between the Webinar and those documents.

And we'll go through how to actually score the tool also. And then we'll talk about how you can potentially use it as well as another resource that was developed to help you understand and use the assessment tool which is the implementation guide.

And then again we'll conclude the call with more time for discussion and questions and answers. So that's the overall flow.

So we can move on to the rationale for this particular project. The first thing is that there has not been clear non-curriculum specific guidance and what should be

addressed in the context of financial management. And what I mean by that is what people should be able to do, know and feel as a result of financial education efforts.

This, of course, has created some confusion amongst writers of financial education, whether in the context of a program like the AFI program or those providing financial education independently. People want to know whether or not they're teaching the right things and most people have relied on what's addressed within a specific curriculum to guide what should be taught.

In other words, if it's in the curriculum it's what should be taught. But this has not been sufficient for a lot of people. They've been frustrated in using a specific curriculum because they sometimes seem to miss key areas or things that are specifically important to different market segments.

So as a result of this primarily, the second phase of the AFI Resource Center's financial literacy enhancement initiative included this task to sort of wrestle with the idea of core competencies. Can we come up with a recommendation of what should be taught in the context of financial education, sort of the backbone of financial education that would be consistent across all AFI programs.

So that's really what the core competencies piece is about and, of course, the core competencies relate to assessments in that it's really difficult to do assessment if you don't know what you're measuring. The core competencies provides a foundation for doing that.

So just continuing on with sort of the rationale on the next slide and just building on what I just said, the core competency provided the common basis for assessment within sites really looking at the core competencies that we're going to be sharing with you shortly.

They provide the rationalization for assessments. They specify what people should know or do and it is those things that then can be measured in an assessment tool.

Secondly, the core competencies in a common assessment instrument helps create consistency in terms of activities within a program, so like what is actually taught and results within a project or the outcomes.

And this can actually be within a project where maybe you're using multiple financial educators so it provides sort of, again, sort of something common for them to organize around or across those of you that run multiple project sites like a network.

And then finally there has been as you all are probably aware, increased attention on financial education in the last couple of years. And so there have been other (midmints) to define this concept of competencies. What is most essential for people to know to actually be financial literate?

Some organizations have been doing this for years so there have been some financial (sorority) partnerships, maybe some that you are actually a part of that have core competencies and the jumpstart coalitions surely did this. But more recently states have been trying to do it and the FLEC - the Financial Literacy Education Commission - has also developed a set of recommended core competencies.

So it's in that spirit that this pattern follows. So given the rationale, and this is the next slide, given the rationale phase two of the financial literacy enhancement initiative included the development of schools around core competencies and assessment.

So this part actually shows specifically again what those four products are and again these are the things that (Danielle) referred to on the IDA resources Web site. First there is the actual core competencies, the list of those things that people should know or be able to do as a result of participating in financial education.

The second is the curricula resources supporting core competencies and what this does, and I'll show an excerpt of this a little bit in - a little bit more into the presentation, it looks at the seven most commonly used financial education curricula among AFI grantees and then it compares those with the list of core competencies and says, you know, yes, this core competency is addressed in this curriculum but not in this one and yes in this one but not in this one.

Now we recognize that it's not the entire universe of curriculum that's represented out of the seven, but the same process and the same table that's established in this tool can be used to help evaluate other curriculum also.

The third is the actual assessment instrument itself which is designed to be used as is where you - but there will also be opportunity for you to tailor it and we'll talk about that when we get to the assessment portion.

And then finally there's actually an assessment guide, so instruction to help you more in detail than we'll even cover on the Webinar today to implement the actual assessment tool including instruction on scoring which we'll cover today but again this guide will go into more detail for you.

And then there's one other tool that's on there that was actually developed during phase one of the financial literacy enhancement initiative and that was the article, "Assessing the impact of financial education for AFI participants." And this has been placed with the other documents recently developed and it basically provides a little bit more context and background information on assessment and evaluation specifically.

So now that you have an overview of the reason for the project and the outputs of this project, we're going to look at the two primary components. And first, as I said, we're going to look at core competencies.

So on the next slide is just a general definition of what a core competency is. And a core competency or core competencies are the (skills), knowledge and capacity required to achieve a base level of proficiency in a particular area. Those of you who are familiar with the curriculum design know that this is one of the first steps in designing any kind of education or in training.

So financial education core competencies, as the next slide shows, it's basically the knowledge, behavior and attitudes necessary to achieve a basic level or a base level of financial literacy. So again, what is - what do people need to know at a minimum to be financially literate.

Core competencies are really important because they provide the foundation for any kind of curriculum in the instruction and they define the key content areas, so the what of the financial education efforts.

And ideally, core competencies also define the extent of knowledge that is required in order to actually be considered competent. And while core competencies don't specifically state the approach or the how the content should be delivered, they definitely provide guidance with respect to the process that you might consider using.

So, for example, the core competency is that a participant should be able to read her credit reports. Part of the training should provide participants with opportunities to read credit reports like in the form of an exercise and apply this to their own credit report.

And given that the core competency is that the person should be able to read her credit report, we can understand pretty clearly that lecture alone is probably not going to get someone to this competency. So again, they don't specify the process to be used. They definitely provide clear guidance on the process to be used.

On the next slide I'm just going to talk a little bit about the development of the core competencies. The AFI core competencies were developed through research first. So the folks at the Uni- University of Wisconsin who were really sort of the main creators of these core competencies reviewed the research on financial literacy of core competencies and really, you know, determined as have many people who have set out to do this, that there's really not an established core set.

And assuming that the ultimate outcome of our financial education efforts is to change behavior there's really not a consensus theory among academics and people that study these things that links knowledge and attitudes to long term behavioral change.

So there are a lot of theories about it but there's no, like, sort of agreed upon consensus theory. So as a result, there was no clear model to go to and say, hey, this is what we should use for AFI.

So to develop the core competencies, existing curricula were reviewed to see what they cover and then other examples of core competencies were also (unintelligible) including the draft developed by the Financial Literacy Education Commission.

And the draft was then, of course, developed with the idea that these were to be specific to AFI project participants and the things that make AFI project participants unique.

What was eventually created was then developed and reviewed and revised by members of our team as well as the AFI staff. So there were a lot of different drafts and a lot of different revisions to get to what we have today. And that's just a quick overview of the steps that we went through to develop - for the development of the core competencies.

So on the next slide just sort of in summary, the AFI Resource Center core competencies who were developed specifically for AFI project participants. But they are likely applicable to other individuals or households with low income and limited resources.

Just, you know, sort of another word about them, they are general and for those of you who serve special target populations or market segments like young people or maybe people transitioning from incarceration, survivors of domestic violence, immigrant refugees, there may be additional core competencies that you might consider adding to that list given some of the specific information that those target populations and market segments would need.

But this backbone would still sort of hold if that makes sense. You would just maybe be adding a couple of other bones to the backbone for a lack of a better way of saying it.

On the next slide you'll see the six areas or the six core competency content areas. And again, these are not the core competencies but just the categories that the competencies fall under. And again, there are six. And I'm just going to talk about in a nutshell what each one sort of covers. And then I encourage you to refer to the actual document on the [IDA resources.org](http://IDA.resources.org) Web site for the specific core competencies under each content area.

So the first is developing goals. And basically in a nutshell, it's important to financial management of the long term for people to set goals and that's savings and deferring consumption is central to financial goal attainment and that monitoring activity which we often emphasize in our financial education efforts has limits.

So setting up systems is a key to goal attainment. And again, there are approximately eight or nine specific core competencies that sort of rolled up together achieve this content area goal as I explained it.

The second area is managing a budget as you can see. And this is about understanding how to define and track income and expenses, systems for doing this including a budget and dealing with crises and shortfalls. And there are eight core competencies within this particular area.

The next content area is credit management and this focuses on understanding all of the costs, both the direct and indirect associated with borrowing, understanding the credit report and credit scores, understanding how auto, education, loans and mortgages are different and then also understanding options if you get into trouble with credit or debt including your ri- someone's rights and responsibilities - rights and obligations - excuse me - in the case of a default.

The third co- or the fourth content area is financial services. And this is about the products and services available at most mainstream financial services - service providers. It also focuses on how to evaluate these products and where to get non-biased advice about financial services.

The fifth area is taxes, and this focuses on those tax issues common to the families served by the AFI program, so this might be understanding the basic tax forms, such as the W2 and the 1099, how and when to file taxes, and understanding and claiming deductions and credits such as the earned income tax credit, the child tax credit as well as those associated with asset goals such as the home mortgage interest deduction.

Also another competency area covers what do to with the refund, so using that refund when it comes as an opportunity to save and build assets. And then the last content area is saving for the future and this focuses on medium to longer term goals with a clear emphasis on retirement and including things like understanding the likely Social Security benefits that someone might have and options for saving for retirement.

So this is the list in total and it's a list of what, in general, an AFI project participant should ideally know as a result of financial education efforts. I just want to talk a little bit about how to use the core competencies on the next slide.

So the first is that, and I know most of you know this and we may have covered some of this already, but just sort of in summary, that core competencies really help you focus on what contents to cover and can guide the approach and the provision of financial education as we've already discussed.

This list can also help you review your existing curriculum or review curriculum that you may be considering if you're a new site or if you're in the process of wanting to sort of reconfigure your financial education efforts right now, so you can actually use this list as sort of a checklist to see what is included and what's not in a particular curriculum or the one that you're using right now.

For those of you that have more than one financial education facilitator, operate more than one project, it can provide the basis for a common approach within or across projects. And having a set of core competencies can also help ensure quality among different facilitators and sites as you'll see especially when we link that with assessment.

And then finally in - related to the second key component of this project and what I just mentioned, they provide the basis for measuring understanding through assessment.

So the steps to apply the core competencies which will be over the next three slides, the first two obviously, be clear about the needs of the people that you serve which those of you that have been doing this for a long time probably are very clear, but be sure to review your community assessment findings, pre-training assessment document. Just make sure that you have a clear understanding of your participant's needs.

And then review the core competencies with respect to these as well as the project curriculum if you already have an established curriculum. If you actually look at the next slide, this is an excerpt from the curricular resources supporting core competencies and you can kind of see how this is set up.

Along the left side of the table the core competencies are listed. Then across the top of the table the seven, again, curriculum that were identified as most commonly used among AFI grantees among the - from survey data are listed. And then Dr. (Collins) and his team kind of went through and analyzed whether or not the individual curriculum actually covered that particular competency.

So that's what the check means. The check means yes, in fact, the competency is covered. One thing that you should note is that the review does not address how the material is presented, just whether it's presented or how much the competency is addressed, so you know, whether a paragraph is dedicated to it or an entire chapter, just that it is, in fact, addressed. It also doesn't obviously address things like literacy levels or target market (appropriateness) but it definitely gets you down the road of whether or not a curriculum covers most of the competencies that are presented.

Step three in define the core competencies is just to review special emphases and omitted competencies to determine if you need to make any revisions to your

program curriculum, so are there any of the core competencies missing? So, for example, does your financial education not cover taxes at all?

If not, then there's an opportunity to use those competencies as a guide to help you sort of create that tax section or look for materials that meet those competencies to add that into the training program that you need.

And then the last thing is, you know, if this is sort of new to you, it can be kind of tricky maybe applying some of this. So to work with your AFI Resource Center coordinator to help apply this. They've all been through training and can help you kind of think through how to apply this to your site. And then if you want more technical assistance, more in depth technical assistance, they can help coordinate that for you also.

So that is kind of where we are with respect to core competencies. We're going to go ahead and open it for questions now if anyone has any questions or comments that they'd like to share about the core competencies.

Coordinator: Thank you. If you would like to ask a question, please press star 1 on your touchtone phone. You will be prompted to record your name. To withdraw your question you may press star 2. Once again, if you would like to ask a question, please press star 1. One moment for the first question.

Our first question comes from (Olivia Belshon).

(Olivia Belshon): Mainly my main question was to find out what ARC stood for. I think I might have missed the meaning of those three letters.

Inger Giuffrida: It's the AFI Resource Center coordinator.

(Olivia Belshon): Okay. Thank you.

Inger Giuffrida: You're welcome.

(Olivia Belshon): To exit the speaking mode, do I press star 1 again?

Coordinator: I'll take care of that for you ma'am.

(Olivia Belshon): Okay thank you.

Coordinator: You're welcome.

Inger Giuffrida: One thing that I didn't say during the presentation is that the core competencies are not mandatory but they are really - we are really encouraging you to take a look at these and think about applying them to your program, so to sort of look at them in that spirit, so they're strongly encouraged and a lot went into them to make this a

tool that's usable to you as well as user friendly but they are not mandatory at this point.

Are there any other questions that people have just on the core competencies or even comments that they'd like to share?

Coordinator: Once again, if you would like to ask a question, please press star 1.

Inger Giuffrida: And I'd also at this point like to invite either (Jonathan), you, or (Michael), if you have anything that you want to say. And if you don't have anything you don't have to but I want to give you space to do that at this point on the core competencies.

(Jon Spader): I will so - this is (Jon Spader). I helped develop the core competencies. I just wanted to note and to emphasize that it is important that you talk with your resource coordinator about using them. So if you have questions along the way, please ask them, any questions you have.

Also if you have feedback about them, you know, it is something where we want to learn about what your experience is with applying the core competencies are so that we can either create additional resources or help anticipate answers with other grantees as they're applying those. But I guess that's the comment that I would make for now.

Inger Giuffrida: Great. Thank you.

Coordinator: Our next question comes from (Valerie).

(Valerie): Yes hello. I work for a tribal government in Michigan and the tribe is not a grantee. I did attend the training in Southwest this summer. And I'm grateful for being included in these opportunities. But I can't access the resource coordinator, can't I - can I, because the tribe's not a grantee?

Inger Giuffrida: I'm going to actually go ahead and turn that over to (Jermaine). (Jermaine), would you like to answer that?

(Jermaine Burkhalter): Can you hear me?

Inger Giuffrida: Yes.

(Valerie): Yes.

(Jermaine Burkhalter): Oh. Hi. Hi ma'am.

(Valerie): Yes, hello.

(Jermaine Burkhalter): Talk to your resource coordinator about that. So you're asking can you share this...

(Valerie): I don't have a resource coordinator because we're not a grantee yet.

(Jermaine Burkhalter): So you want to share resources with this organ- with the tribal government?

((Crosstalk))

(Valerie): Well I work in a housing department and I'm a community financial empowerment advisor so we have a community - a financial education program and we want to apply but we haven't had the opportunity to do so yet. So I'm wondering if I - we have any access to your services.

(Jermaine Burkhalter): Absolutely. You can go on the IDA resources.org Web site. The resources will be under the financial education tab so you can access the core competencies and the asset tool there and you can share that with them and if you need, you can call me if you want, you know, if you need additional assistance or if you're interested in other resources that we can provide you.

(Valerie): Excellent. Thank you very much.

(Jermaine Burkhalter): You're welcome.

Inger Giuffrida: Thanks (Jermaine). Any other questions?

Coordinator: Our next question comes from (Gail).

(Gail): Hello.

Inger Giuffrida: Hi.

(Gail): I am looking at the list of competencies and I don't see anything related to understanding any kind of math, particularly percents, like (in terms) of savings and investing. And I think that baseline, some baseline math skills are just a real important piece of helping people get competent at this.

Inger Giuffrida: Great. I really appreciate that feedback and, again, most of the team who is involved in working on these competencies is on the call. So everyone's heard that and I really appreciate that feedback. That's exactly the kind of feedback we'd like to hear. Thank you.

(Gail): You're welcome.

Coordinator: As a reminder, if you would like to ask a question, please press star 1. Our next question comes from (Peter Stall).

(Peter Stall): ...competencies and coming from a financial background, and actually learning a lot more about budgeting and saving and controlling debt while I'm on my (unintelligible) here. I don't think it's emphasized enough that you need to budget to save, save to invest and you must control debt. So many people come to me with massive amounts of debt and that's the first thing you have to address so you have to have some kind of curriculum on - and prioritizing of debt reduction or elimination plans.

And also prioritizing the rest of your spending so you have something left over to save. Many people bypass that altogether. And the best curriculum I've come across, to tell you the truth, and I've looked at a lot of them, is the Federal Reserve Bank Dallas's curriculum called, "Building Wealth."

It goes to everything and actually helps you set up a plan for budgeting and for savings and for setting goals.

Inger Giuffrida: Great. Well thank you very much for that thought in terms of the whole - that process. I mean, what you're really describing is how - the order of how things should be addressed and I appreciate that as well as the shout out for a curriculum that's not listed. Thank you.

(Peter Stall): Yes.

Coordinator: There are no further questions at this time.

Inger Giuffrida: Okay great. Well thank you all so much for your questions and comments. And again, after we go through this next section there'll be an opportunity to do that again.

(Danielle Projen): We're going to...

Inger Giuffrida: Oh yes. I'm sorry. Go ahead.

(Danielle Projen): Sorry. We actually have one over the Webinar platform.

Inger Giuffrida: Oh, I'm sorry (Danielle). Thank you.

(Danielle Projen): Oh that's okay. It comes from - excuse me if I don't pronounce this right - (Emenda Edwards). And the question is, is retirement planning covered?

Inger Giuffrida: Yes it is under saving for the future.

(Danielle Projen): Great. And that's - there're no further questions online.

Inger Giuffrida: Great. Thank you so much. So next - now we're going to move into the assessment tool piece. And we're just going to start with a really quick orientation to assessment versus evaluation.

Assessment is really looking at the short term outcome of the project participants themselves. So it's really looking at whether or not the project participants gained any knowledge or learned new skills or changed any behaviors or attitude with respect to their feelings towards money and saving and all of that.

I mean, it really doesn't go into things like were the participants satisfied with the training or did someone's economic condition change? Those things are really part of evaluation which is a much longer term process inclusive of evaluation but really looks at programmatic outcomes.

So assessment is key to evaluation. In fact, it's really very difficult to do evaluation with assessment. And it also helps at different points in terms of your own project management which we'll talk about.

On the next slide it just shows quickly that relationship of evaluation assessment and a very simple, then, diagram which is that evaluation includes more than assessment but assessment is central to evaluation. Central to evaluation because it looks at whether or not what you're doing is really helping the participants learn anything or develop skills or change their behaviors.

The next slide shows the levels of evaluation and financial education. Those of you that have been through the financial education training of trainers that the AFI Resource Center has sponsored, are probably quite familiar with this. This is something we cover.

But is sort of shows the relationship to different things that you can measure in evaluation. And as I said, participant satisfaction has nothing to do with assessment. What we're really going to be focusing today is on the knowledge and skills related to competencies, obviously the attitudes and beliefs as well as there'll be questions around individual's practices or behaviors.

And that's often related to I don't think the competencies but programmatic outcomes. And you'll see that all of those reflected in the tool that we're going to present.

So again on the next slide related to what is required, assessment is really strongly encouraged but at this point not required. And why is it encouraged? Well, number one, in some ways really importantly, it helps you to tailor your program but especially at the pre-assessment phase. So when you give someone the pre-assessment before they've even started the training, the pre-training assessment, you'll know, you'll gather insights in terms of what information they know, what they know, what they feel about different things.

So it helps you to tailor your program. Secondly, it helps you determine whether what and how you are providing the financial education is making a difference. And this really can be seen obviously in the post training assessment especially compared with the pre-training assessment.

So did they acquire any knowledge or change any attitudes or maybe adopt new practices as a result of participating in the training. And then the third big why, of course, is that when you do do this assessment, especially sort of on a regular organized basis, it helps you to demonstrate to other people and by what I mean by other people, are partners, stakeholders, other staff members, board, of course people who provide financial support to your efforts, the efficacy of what it is that you're doing with respect to financial education.

So the next slide kind of shows what it is we're actually measuring. We're using a pre/post training methodology. And so what you'll actually collect is a score before the individual goes through training and then after they complete the training.

And so the reason before is obviously we want to see where they start before you provide them with any service so that you can measure the change as a result of your efforts. Most people do the actual pre-training assessment either at like intake or enrollment or sometimes even during the first financial education training session.

And then, likewise, most often a post training assessment is delivered or administered at the final, at the end of the final training session. Now it doesn't have to be done that way and you can try to do, you know, mail out surveys. But the truth is, is that it's obviously a little bit more administratively less expensive. It's less expensive to do it if you do it at the end of the final training session.

So again, using the model that we're going to be presenting today that the people that take the pre and post training assessment will have a score from the pre training assessment and a score from the post training assessment. You'll be able to compare those two.

So what kind of information will you gain through this particular assessment tool? Well, you'll have a pre versus post comparison of their overall score as was sort of demonstrated in that picture of the person on either side of the bridge.

You'll also be able to look at different content areas that correlate with the competencies that we've already gone over. And then you'll also be able to compare changes across different content areas. There are optional questions and these have to do with practices, so what kind of practices is someone engaged in? For example, do they have a savings account?

And this information is self-reported at two points in time. And what you're looking for obviously is any changes in those behaviors between the pre and the post test.

One of the things that you'll see in a little bit is that those questions are optional and they really weren't designed to be a part of the overall scoring section. But guidance on how to score those will be available on the Web site but it won't be a part of the overall score that we're talking about right now.

So let's talk about the structure of the assessment instruments. There are 17 questions which those of you that have tried to develop assessment instruments know one of the hardest things is keeping the number of questions manageable and we know that less than 25 is really where we're targeting so 17 is right within that target.

So there're 17 questions. Twelve of them are true/false and those really focus on knowledge acquisition and five are based on a Likert Scale and those really look at the individual's changes in attitude.

There are also 11 demographic questions that do not factor into this score but just meant to provide you with some baseline information and then as I've already discussed, this 13 optional or behavioral practice questions.

And again, they - all the questions correlate with the content areas that we'd already went over for the core competencies because the core competencies provide that foundation for the assessment.

So now we're actually going to look at an excerpt from the assessment and we're going to focus first on the attitude questions which are the Likert Scale questions. So basically Likert Scales, and these are just two of the five questions - Likert Scales ask the individuals to rank, in this case, their agreement level with the statement from do not agree at all to agree completely.

And each number corresponds with a specific degree of agreement. So what you're actually looking for, of course, is a change from the pre-training assessment to a post - the post-training assessment on these.

Likert scales can be tough. And this is going to talk about something that you - those of you that have read information about evaluation especially in the financial education field, which I'm sure most of you spend a lot of time doing this, but that there's - sometimes Likert scales can create change in the opposite direction, meaning that the score can go down from the pre to post test.

So someone may have a five on the pretest and a four on the post test. So why is this? Well, sometimes after taking financial education and seeing how much goes into something, a decision, understanding savings, understanding saving for

emergencies, for example. They may realize how much that they didn't know as a result of the training.

And so where they may have been very competent in the pre-training assessment, after they, you know, get all of the data education from you they realize that, whoa, there is so much more to this. And so it sort of creates a negative impact or negative result, for lack of a better way of saying it.

So some people have suggested the use of retrospective tests, and in this case, a person at the end of a training is asked to rank where they are now with respect to a particular question and where they were when they started the program.

While this solves the not knowing what they needed to know dilemma, it obviously sort of creates a queue to the participant to rank the pre score below the post score. So the truth is there's not perfect solution and it's important to understand the limitations.

But the five questions on this assessment tool that was created are not likely to have too many of those sort of reverse effect questions, for lack of a better way of saying it.

And then the last thing I'll say with respect to Likert Scales is that individuals, especially those with limited literacy sometimes have a tough time understanding them especially if the scale involves too many choices or words that are not associated with the scale.

And in this case, there are five points on the Likert scale which is in the range of what is considered understandable and then there also are words associated, so the one equals something specific. The two equals something specific. The three equals something specific.

What I mean by that is one equals do not agree at all, two equals disagree slightly, three equals neutral, so that the numbers correlate with something very specific and that's really important for people with limited literacy in understanding how to use a Likert scale. Those - many of us probably just take that for granted because we're so used to that sort of format but for many people it's kind of a new format for them.

Now we're going to look at the knowledge portion and this is also another excerpt from the assessment directly, excerpted from the assessment. The knowledge are - we use all true/false questions. Again, it's organized around the core competency areas.

The questions are true/false so they measure knowledge. They focus on knowledge and the thing to note is that true/false questions tend to be the most literally - literacy assessable way to measure knowledge acquisition as opposed to other ways

that you could measure knowledge acquisition like multiple choice or open ended questions, fill in the blank or rankings.

So this is the way that - this is like make the tool more assessable to more people. Then finally on the optional behavior questions, so these are two - there're two different kinds, one is basically asking whether or not you have something, so do you have a checking account? Yes, no or unsure.

And then the other has to do with frequency. In the last three months how often have you - and the example before you - used a check cashing store? Three times, two times, one time, never. So it's basically asking about behavior at two points in time. In the pre-test you're collecting baseline information before they participate in the training and in the post-test, after.

Again, these questions are optional and don't factor into the overall score and guidance on sort of understanding them will be posted on the Web site. So let's go ahead on the next slide and talk about scoring the body - the main body, the 17 questions.

And it's actually a very simple scoring system that (Michael) and his colleagues created. The first is that the most points that anyone can get is 17. So it's all out of 17. And that someone gets a - 1 point for a true/false question that's answered correctly. They get zero points for a true/false question that's answered incorrectly.

Now Likert Scale is a little bit different. You'll take whatever their response is and divide it by 5 to get the number. So again, the overall score is basically the sum of the points they get for each question.

Just so that you know, I'm actually going to show, especially Likert scoring in just a second, but there are some resources to help you out with this. First is the correct answers to the assessment, not the Likert obviously but for the true/false are at the end of the assessment instrument obviously not to be handed out when you're administering the instrument. And then there are scoring examples at the end of the written guidance. The - how to use the assessment tool piece.

So on the next slide it just shows how to score a Likert scale. So this is an example of, you know, of what some pre-training scores might look like. And so you just take whatever the number is and like for example, the first question is 1 divided by 5 and that gives you a .2.

The total, I could (unintelligible) is 5 but what I actually scored was a 2.4 on my pre-training assessment. So to get to the total score on the next slide, this is again just an example. Assume that I got nine questions correct on the true/false portion and which means I missed three. I would have 9 points from the true/false question adding that to the like- the attitude section, 2.4. I would have an 11.4 as my pretest- for my pre-training score.

You can compare individual questions and on the next slide it just shows, you know, that for example, on the pre-test on the same question, I scored a 1 on the post-test a 5. So the change was .8. So you can, for an individual, actually look at the change on a per question basis.

So the next question is, like, well what should I, once I do the analysis on each person's pre/post test, what should I look at? Well here are three things to - three categories of numbers to crunch to consider. The first is the average or mean for the pre-test scores, the median, which means the middle score, and then the range so you can see what was the absolute lowest score and what was the highest score.

You would want to do the same thing for the post test scores too and then you could also do the same thing for the change. So what was the average change between the pre and post test scores, the median and the range? And again, this might be something that might not be that familiar to you with - to you so this is - look to the written guidance first on the Web site and then work with your AFI Resource Center coordinator to sort of help understand and apply some of this.

So what do you look for in these numbers? Well the first is to look for any marked difference between the mean and median because that means you have some outliers. You also want to look for patterns among the individual questions or sections for things like high pre-test scores or low pre-test scores, where the change is more pronounced or where there is little or no pre/post test change. Those can all indicate different things to you.

So the last thing I'm going to just cover is modifying and administering the tool. So the first thing is to customize the tool for your program based on your own review of the core competencies. So to make sure that, for example, if you're using this tool that means that all of the core competencies that were listed need to be covered in the training.

You want to make sure that you're not asking something on the assessment that you're not actually covering in the training. So that's obviously really, really important. So you may need to drop questions or potentially ask questions or maybe even modify questions. And the way the document has been presented in the IDA resources.org Web site is in Word format so that you can do some of this.

Now if you do too much changing it will impact the scoring so proceed with caution and, if possible, you know, sort of in tandem with your AFI resource coordinator. And then, again, they can if you really want more in depth help, arrange technical assistance for you on this.

There are some guidance with respect to the additional measures. The first is just a limit, the additional measures, so less than five remember we talked about we want

to make sure that assessments don't go on and on and on so if you add 5 to 17, you're at 22 questions.

To make sure that you're using language that is clear and literacy level that is accessible, to follow the format of the instrument, so true/false and Likert questions and then to include it in both the pre and post survey. You don't want to include it one and not the other.

The second talks about just administering the tool itself. For some of you, you may want to consider administering the tool online and that's great if you want to do that. And some of you may want to do it on paper. So whatever you do choose to do, you need to do it for both the pre and the post test for the same cohort.

So that's really, really important because changing sort of between the pre and the post test can have some affect on the results. The timing of the survey, you need to consider also. And we already talked about sort of when would be the most common way to do it. If you do do the post, you know, sometime after the final training session, the logistics around that need to be figured out.

The third is to offer incentives. And this is really going to be important if you do the post test after the final training session, so you expect people to mail that back in. And I know all of you are really good about thinking about incentives because you use them in your programs all the time.

The fourth is to plan for monitoring - a plan for monitoring the response rate, so you - what you're really targeting is an 80% response rate for both completed pre and post tests.

And then finally before you start this you want to make sure that you have systems in place and people ready to collect and record and analyze the information because we know that we don't want just a drawer full of completed pre and post tests with no analysis done because that's really not going to help you manage your program or so the efficacy of what you've done to anybody as people completed the surveys that no one has had the time or been dedicated - or designated I should say to do the analysis and the report out.

But of course, you would need to administer the tool and then analyze the results, sort of as we've already talked about. Now one thing that I'm actually going to basically parrot from (Jonathan) has to do with statistical validity. So some of you are familiar with the concept of whether or not any - an assessment or an evaluation is - such is significant.

And basically the guidance that he provided me to share with you is that most research papers emphasize that statistical significance is necessary to interpret an effective and actual impact of a program. However, this is only needed - a statistical

test - is only needed when the researcher is drawing a sample of the population and generalizing its conclusion to the entire population.

And most research, especially large research, relies on this drawing of a sample. The (insight) for you is that no statistical test is needed because you are trying to get responses from the entire population so there's no sample basically. The sample is the actual population.

And this doesn't mean that you have to have everybody rep- that everybody has to respond. It just means that you are not taking a subset of the people that you are serving and (same as this example) and generalizing it to everybody. You're giving everybody the opportunity to do the assessment and as a result, you don't need to have any sort of statistical validity with that.

So (Jonathan) this would be a really great time for you to join - jump in if I sort of messed that up in anyway.

(Jon Spader): No, that's exactly right. So the basic take home point is that because everyone who - everyone who participates in the program will be doing the assessment. The numbers that you actually get, so the average pretest score and the average post-test score, are the actual numbers.

And so whatever that difference is the effect of your program and you can just interpret it that way. It's that simple which is good news for us, so.

Inger Giuffrida: Thank you so much. So the final thing is what to actually do with the results. So one is to tailor the content or approach based on your pretest results as we've already talked about. So this has very big program design implications possibly. And I know many of you are already doing pre-training assessment. This is another tool to help you do that.

The second, it may guide you to change content or approach based on the pre/post test comparisons. So, for example, if people are consistently having low post test scores around taxes, again using the taxes example. I'm not sure why I'm picking on taxes today. Then you may need to change what you're doing in taxes whether it's the content or the process and the ways that you're choosing to animate that content in the context of training.

The third is as we've already talked about, it can help you with internal communications. So you can share these results with other staff and board to demonstrate the effects of the financial education on participant's knowledge, attitude and possibly behavior if you do include the actual behavior questions.

And then finally, and this is sort of the big one, the external communications piece, especially for resource development purposes. You can take the assessment results which by that we mean the - what were the pretest - what was the pretest average,

what was the pretest median and how does that compare with the post test scores? And maybe combine that with other evaluation information from your training so maybe just (participant) in satisfaction.

And then possibly participant profiles to showcase the impact of financial education to funders, partners and other stakeholders. So either standalone by itself or (implementing) them with some of these other pieces I'm suggesting. You can sort of really make the case of why financial education is important.

And the reason I say with the other pieces is we know some of those sort of powerful ways to get people to hear that financial education is important is using the words from the people that we're serving about the impact financial education has had on them.

And so you combine the pre/post test scores with some of those statements or profiles and you can make a very compelling case about the centrality as (Jermaine) started off this call with - of financial education to the work that you're doing.

So with that I want to really thank you so much for listening. I know listening through a Webinar can sometimes be hard. But I really appreciate your participation. But now again I want to open it up for discussion or thoughts or questions that you may have.

So (Danielle), I guess we'll start with you to see whether or not there is anything that has come through the Webinar platform in terms of questions.

(Danielle Projen): As of right now we do not have any questions but if you do wish to a- or submit any, you would press star 1.

Coordinator: Yes, if you would like to ask a question - an audio question - please press star 1.

Inger Giuffrida: And again - oh, sorry go ahead please.

(Jon Spader): I was going to say as we're waiting for questions to come in, I'd just like to add a couple of notes. First, the information in the Webinar will be contained eventually in a captivate presentation on the Web site. So everything that we've talked about here will be there right next to the resources so that you can access it.

And for those of you that haven't worked with a captivate presentation, it really is very similar to a Webinar so it'll have the slides and then also a verbal description and guidance about how to use them.

So I think the first step that we'd really like to see everyone do is to just go to the Web site, find those four new resources and download them, print them, use it as an excuse to go get a cup of coffee and just become familiar with what's in them.

So think about how the core competencies might be applied to your program. Think about how assessment might be used over and over. I think, you know, as you start using the assessment - or as you become familiar with those you'll start to see a lot of the points that are being made and the ways that it might be able to add value to your program. So I guess that's my plug. But we can go back to questions.

Inger Giuffrida: Thanks so much (Jonathan). And I guess the other thing I just want to say that we - I didn't acknowledge in the funding is that some of you may already be doing this. And if you are, that is fantastic and related to what (Jonathan) was saying, no, look at these and compare it with what it is that you're doing right now and see if there's any - if it inspires you to make any changes to the approach that you're taking right now to do assessments.

Are there any questions?

Coordinator: Yes ma'am. We have - our first question comes from (Wendy Romberg).

(Wendy Romberg): Hi.

Inger Giuffrida: Hi.

(Wendy Romberg): My question is this. Well, I started the AFI program that we have going. We've been going for about a year now. And I tried, you know, creating an assessment tool and, you know, will be the first to admit that I failed horribly at it. It was just too cumbersome and not even all the questions going in the same direction.

So what my question is, is would it be - can I do a retrospective for the first half of the (first system), kind of catch them up to an assessment and then start doing a pre-assessment from this point forward?

Inger Giuffrida: Are you talking about the - do you have a group in process right now that you want to...

(Wendy Romberg) I - yes, I've got a group in process that it would be nice to get, you know, some feedback from.

Inger Giuffrida: Okay, so I'm actually going to - (Michael), if you're on the call I'd like you to actually take that. My sense is going to be this - while he's unmuting if he's there - is that you could do that definitely. The issue is you wouldn't be able to necessarily compare them directly to the next group that you do perhaps using this tool as is.

But it would still provide you with some insight given the limitations that we described on the Webinar.

(Wendy Romberg): Right. Okay.

Inger Giuffrida: My...

(Jon Spader): Dr. (Collins) wasn't able to get into the speaker queue so he's listening.

Inger Giuffrida: Okay.

(Jon Spader): But he's actually not able to speak so this is (Jon).

Inger Giuffrida: Okay. Oh.

(Jon Spader): But I - just to echo what Inger said, you can. You can give it to them as the pretest earlier on. Just remember when you're interpreting that they'd receive some of the financial education in advance and, you know, if you're not seeing large effects don't be discouraged until you've done it at least once but I would actually say more than once with a cohort that's gone through the full way.

And the reason that I say more than once is that different classes that you teach may show - have different levels of initial financial literacy. They may show different amounts and so there will be a little bit of a getting to know this particular instrument process.

So being able to complete with one class that has a true pretest is the first. But I would really say that you maybe want to - it may be three or four before you really have a good idea of what the affect should be or what you're program generally - what it's impact is.

(Wendy Romberg): Okay. Thank you.

Coordinator: And sir, would you like me to open that person's line?

Inger Giuffrida: That would be great.

Coordinator: Who am I looking for?

Inger Giuffrida: Dr. (Michael Collins). Are there other questions that people might have?

(Danielle Projen): One online. The question comes from the same person as last time, (Amandia Edwards). And the question is, what is the industry standard for the length of assessment?

Inger Giuffrida: What is the industry standard for the length of assessment?

(Danielle Projen): Yes, that's correct.

Inger Giuffrida: Well there's two - there're different ways to interpret length. That's the number of questions or the amount of time in between. So the number of questions what I

kind of said was less than 25 is generally desirable. So that addresses length in that term.

The time between really depends on what the activity is that you're hoping to show the effects of. So for some of you it may be a six week course. But you would do a pre and a post test, you know, between or at either end of for be- to say it more clearly, others of you it may be, you know, much longer or potentially shorter.

So I hope I address length the two different ways I was interpreting it or could interpret it with that. Other questions?

Coordinator: Our next question comes from (Edward Sutherland).

(Edward Sutherland): Yes, hi. Good afternoon. Thank you very much for your work today. You did an incredible job. I am from - my question is I am familiar with most of the seven curriculums that are being used. But I'm not aware of a standard assessment tool for each of those. Does something like that exist in established pre and post assessment tool for each of the seven popular curriculum?

Inger Giuffrida: Okay. Thank you so much for bringing up the (unintelligible) piece so I want say actually two things about it. So the - to answer your question, is there a standard for each one? That I am not sure of. I know that like BFCIC does do sort of a pre and a post. That's the money smart curriculum - for each module for example.

But there is not one that cuts across all of those curricula. And the other thing I wanted to say about the curricula is that those are the seven most commonly used. The universe of curriculum that are being used or pieces that are being used by grantees is much larger than those seven. So just to sort of put those seven into context. So did I answer your question?

(Edward Sutherland): Yes you did actually.

Inger Giuffrida: Okay good. Thanks.

(Edward Sutherland): Thank you very much.

Inger Giuffrida: Our next question comes from (Valerie Tonowsky).

(Valerie Tonowsky): Yes hello. I'm wondering if the first nation's (unintelligible) curriculum was considered at all and if not, why not?

Inger Giuffrida: It wasn't one of the ones that was used in the actual analysis. And again, what was used were the top seven curricula that are used by AFI grantees.

(Valerie Tonowsky): Okay.

Inger Giuffrida: But I think it would be great to go ahead, and you might be able to do this analysis using that table that's in the curricular resources guide. Just use that table and go through the building (NS) community curriculum.

And I would say that you would probably want to look at two things - both the building (nata's) curriculum, the first one as well as the investing one. I think with both of those together, because that second curriculum that (Awisa) created really gets into saving for the future and does a really good job of covering retirement issues.

So if you, like, consider both of those together, I bet you would do a good job of hitting all of the - or a lot of, at least, the competencies.

(Valerie Tonowsky): Thank you. I really appreciate that and I would like to take this opportunity to thank your entire staff for all of the work that's gone into this and I'm just curious how - what length of time went into developing this Webinar? It looks like probably a significant length of time.

Inger Giuffrida: Well, the Webinar and then there's the - all of the tools that went into (it). So we - (Jonathan) you can probably speak a little bit more to this, but we actually started working on the core competencies in the investment last - early spring.

For lack of a better way of saying it, in early spring, like you know, March-ish or so and then the Webinar, you know, just (Jonathan) created a training for the AFI staff and then building off of that, we developed - I developed this one for the AFI grantees.

So - but all of the things that sort of led to this point of being able to do the Webinar, that involved a lot of people including, and I forget to say this, in July at the AFI conference, we actually did do a session where we shared the primarily assessment tool and there was a standing room only crowd in the room and we got people into small groups where they really sort of went through the assessment tool and provided a lot of excellent feedback, a lot of which led to major changes in the assessment tool.

So the assessment tool itself was reviewed by approximately 50 or so AFI staff members at the conference sort of in a very sort of facilitated working session kind of way. So I don't know if I answered your question. I probably gave you more information than you wanted but.

(Valerie Tonowsky): Oh no, that's just fascinating and I appreciate that very much. And I really want to stress how valuable I am sure this is going to be to the tribes young financial education programs. We had a previous coordinator who didn't understand assessments and did nothing more than survey questions. And so we - this is going to be very helpful moving forward.

Inger Giuffrida: Oh great.

(Jonathan Spader): Sort of a quick add on to the question. I just want to emphasize that the seven curricula that we chose, we've surveyed grantees before and those are just seven that frequently come up. It's not necessarily an endorsement by AFI of any one of those seven. So there are, as Inger mentioned, there're a lot of other wonderful curricula out there so please don't feel like we're suggesting that those seven are there. Use what works best for your program.

(Valerie Tonowsky): Thank you. Thank you for that piece. I've just been kind of anxious to understand how the (at least) the first nation's program compares. You know, like you say, we can go through and make some determinations ourselves. Thank you.

Coordinator: Our next question comes from (Ria Serna).

(Ria Serna): Hi. I think my question might've gotten answered already but it was also with regards to the sample assessment tool. And I was wondering how were the questions developed or where they came from and also if there are other resources out there for looking at other assessment tools.

Inger Giuffrida: Oh, that's such a good question. (Danielle), if you could move to the next slide. There is a list of - there're a list - there's a list of resources there and one of them that's listed is the (Nece) evaluation tool kit which was developed several years ago and there you'll see really good and different examples of assessment evaluation questions...

(Ria Serna): Okay.

Inger Giuffrida: ...that you can consider using. So the how was, it started obviously with the core competencies. So first the core competencies were developed. And then the assessment tool. And the draft was done by Dr. (Michael Collins) with some of his colleagues at the University of Wisconsin. And then reviewed, as I've already talked about, by me, by (Jonathan), by others, on the financial literacy enhancement team, by the AFI Resource Center staff, and then the assessment tool itself by grantees at the conference in July.

So it had a lot of different sort of - there was a draft and it was reviewed by a lot of different people at different points in time. But the real - the foundation of it is the core competencies and that's why the two were developed in tandem because it's really kind of impossible to develop an assessment without, you know, being clear about what it is you're trying to measure.

(Ria Serna): Okay great. Thank you.

Inger Giuffrida: Good question.

Coordinator: Our next question comes from (Jennifer Medina).

(Jennifer Medina): Hi Inger. Good to hear your voice. An excellent job presenting.

Inger Giuffrida: Thanks.

(Jennifer Medina): I just had a question regarding - I think it's great the idea of pre and post tests and I wonder if you would speak to any suggestions as to how to administer the pretest so as not to intimidate or create any anxiety in participants. I know that it's sometimes a big step for them to even commit to coming to these financial education classes and I know personally sometimes in my educational background when I would do pretests it's like oh, my goodness. I don't know this. So do you have any suggestions of - for grantees working with participants?

Inger Giuffrida: Oh sure. Yes, thanks for asking. So one has to do with content. Some of you may find doing the pretest during enrollment where the person is sitting one on one with you might make it more threatening. The second is how you talk about the assessment.

So one, maybe not using the word test at all even though definitely I used it during the Webinar today - to not use that in the context of training but to say this is really to help - this - these questions are to help me understand two things.

Number one, where your knowledge is at the beginning of this training, and secondly, to help me understand whether or not the training that I'm about to provide you is really helping you out and how we're going to use this information at the end of the training is number one, to see whether or not the training we provided did help you learn anything and secondly, it helps us make the case to others that financial education is really worth it.

So really the assessment is about me and my effectiveness as a trainer as opposed to you. So that's kind of how I present these kinds of tools in the context of training. I try to make it all about me or the program as opposed to the participants.

(Jennifer Medina): Excellent. Thank you.

Coordinator: Once again, if would like to ask a question, please press star 1. Our next question comes from (Shirley Worthington).

(Shirley Worthington): Hey Inger.

Inger Giuffrida: Hey.

(Shirley Worthington): This is so exciting. I mean, AFI - the AFI Resource Center has done the very best job with the federal program of any group I have ever worked with on federal programs and I'm delighted. My suggestion is on the optional question that asks

whether they have a savings account, checking account or credit card. I would add debit card to that because there are a lot of financial institutions right now that are trying to find products that will - that they are comfortable bringing in maybe second chance customers and they're only giving them a debit card because they want to, you know, kind of practice it.

And also there are some debit cards, no fee debit cards, that are available for people who do not have a - any kind of banking product. And it would be good to know that at least, you know, someone was at that level and then the education could be focused on moving into more advanced levels of financial products.

Inger Giuffrida: Great. That's a great suggestion and just - (Shirley), you and others who have a - suggested sort specific things to consider for the assessment, I just really encourage you - thank you so much for what you just said - and encourage you to kind of convey those through your AFI Resource Center coordinators after (Jonathan) suggested, you review these with a cup of coffee or tea.

(Shirley Worthington): Okay.

Inger Giuffrida: So if any others come up, to go ahead and channel that through. But that's an excellent suggestion. Thank you so much.

(Shirley Worthington): Right. Well that one just flew out at me as I'm looking at it.

Inger Giuffrida: Right.

(Shirley Worthington): And I know it's not perfect but it's a stepping stone for a lot of our participants.

Inger Giuffrida: That's right. Thank you so much.

(Shirley Worthington): Thank you.

Coordinator: Once again, if you would like to ask a question, please press star 1.

(Danielle Projen): Inger, while we're waiting, I did receive another request to demonstrate and show everyone where these resources are located online. So I guess we can go ahead and do that real quick if that's okay.

Inger Giuffrida: That we can - that'd be fantastic. Thanks.

(Danielle Projen): Okay. So once again for those who weren't on the call in the beginning, these resources are available online at the AFI Resource Center Web site. The URL is listed at the top of the screen. But it is www.idaresources.org. So once you go there you'll see the homepage and if you scroll down a little bit you'll see a list of topics and tools and the financial education tab is right at the top under general information.

So you'll go ahead and click in there and then you'll be brought in - of course, you'll see a lot of other useful resources but where the resources that we've specifically noted in this Webinar will be located under key topics and financial education under the core competencies for financial education and assessing your financial education programs.

So if you have any questions, you can also email us at info@idaresources.org and we'll be happy to respond to those to help you navigate this Web page.

Inger Giuffrida: Great. Thank you so much (Danielle), for running through that again. I appreciate that. Are there any other questions that people have?

Coordinator: There are no more audio questions at this time.

Inger Giuffrida: And (Danielle), do you see any other electronic questions?

(Danielle Projen): There are no electronic questions right now.

Inger Giuffrida: Okay. Well I guess with that, you know where to go for - if you have more feedback or questions that's through your...

Coordinator: Ma'am?

Inger Giuffrida: Oh yes.

Coordinator: I'm sorry. We do have one other question.

Inger Giuffrida: Oh sure. Go ahead.

Coordinator: (Valerie), your line is open.

(Valerie): Thank you. Yes, can - do you already have dates for next summer's conference? And also will you be having another Webinar similar to this one that I may pull in more staff for?

Inger Giuffrida: (Jermaine)?

(Jermaine Burkhalter): Yes, I can get that Inger.

Inger Giuffrida: Okay good. Thank you.

(Jermaine Burkhalter): (Valerie), we don't have dates set yet for the conference for next summer.

(Valerie): Okay. Okay.

(Jermaine Burkhalter): And for the Webinar, there is not one scheduled yet. Potentially we might have another one. It's not yet scheduled but we - when it is scheduled we'll post that on the calendar on the homepage.

(Valerie): Excellent. Thank you.

(Jermaine Burkhalter): And it'll also be in the newsletter information about - in the upcoming Webinar (this one).

(Valerie): Excellent. Thank you very much.

Inger Giuffrida: Great. Well, with that I just again want to say thank you and again, if you have questions or feedback to use the email for the AFI Resource Center or to go ahead and contact your AFI Resource Center coordinator. And I guess with that, (Jermaine), I'm going to turn it back over to you to go ahead and close the call officially. Thank you.

(Jermaine Burkhalter): Thank you Inger. And just to reiterate going forward, if you do have specific questions about the tools, the first step is to contact the AFI Resource Center and you can direct those questions to your resource coordinator.

If they can't answer them directly they'll contact some of our experts in the resource center. But if you do have questions, the first step is to contact your resource coordinators.

I just want to thank you all for joining. And if you have questions, feedback, comments, please contact us. And thank you for joining us. Thank you.

Coordinator: Thank you for joining today's conference call. You may disconnect at this time.

END