

**Washington Asset Building Coalition**

:

# **A Framework for Approaching Assessment and Evaluation**

Materials developed by  
Inger Giuffrida, Financial Educator and Asset Building Consultant

# Opener

- *How do you feel when you think about evaluation?*

# Rationale for Assessment and Evaluation:

## Reason #3

- **Increasing pressures to demonstrate the efficacy of financial education efforts in particular and other asset building programs more generally.**
- **Where is this pressure coming from?**

# Rationale for Assessment and Evaluation:

## Reason #2

- **For the sake of the financial education (financial literacy, economic literacy, financial capability) or asset building initiative.**
- Is the organization providing financial education that helps the organization achieve its outcomes?

# Rationale for Assessment and Evaluation:

## Reason #1

- **For the sake of the participants**
- Is the organization providing financial education or asset building that helps them:
  - make a better life for themselves and their children
  - save money
  - solve their immediate financial challenges
  - withstand emergencies
  - increase their abilities and confidence in managing their finances and access the products and services they need to do this efficiently
  - build and keep financial, physical and productive assets.

# Assessment and Evaluation

- *What is the difference between assessment and evaluation?*

# Table Talk

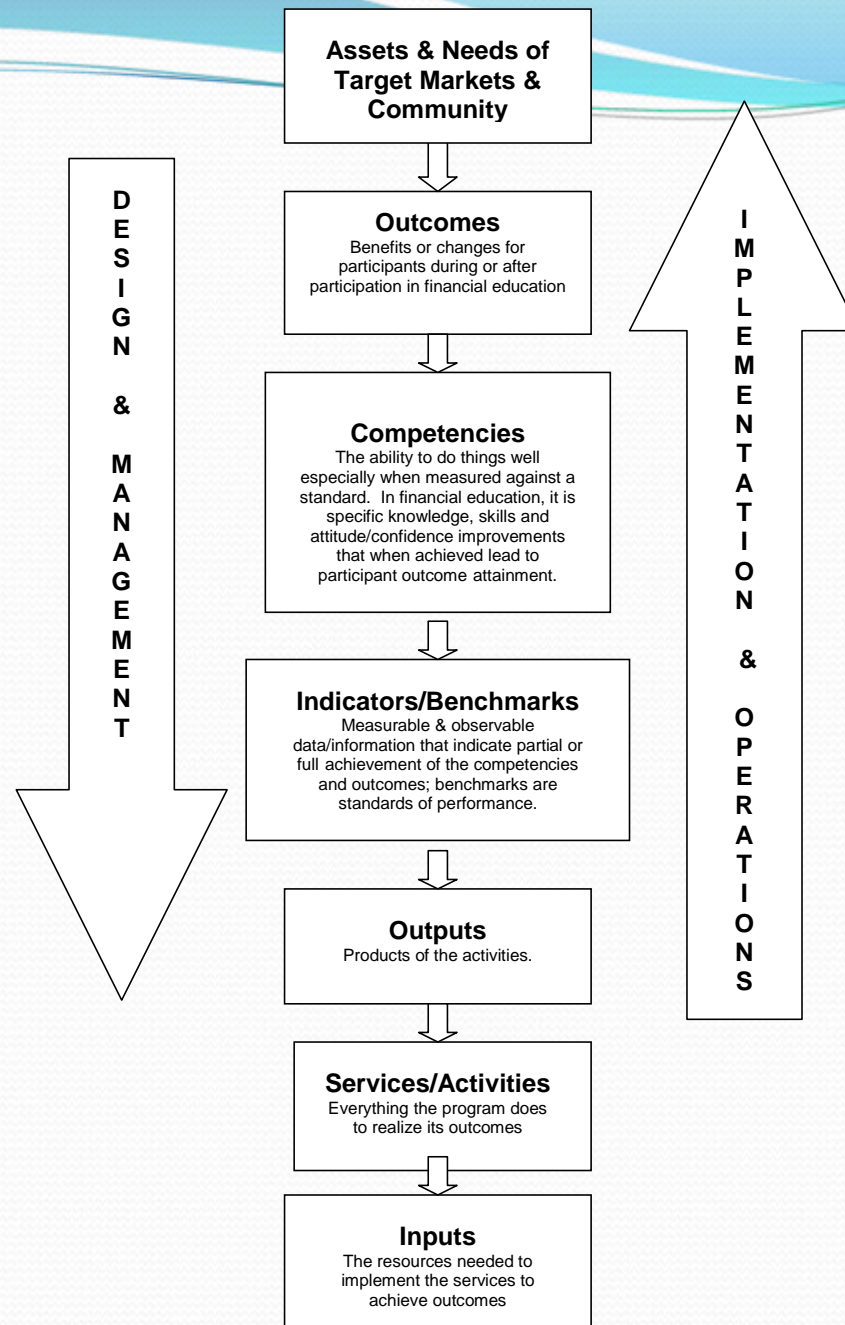


- With the other members of your table, discuss the following question.
- ***What do you think usually goes wrong with most assessment and evaluation efforts?***
- Have one person keep notes for large group report out.

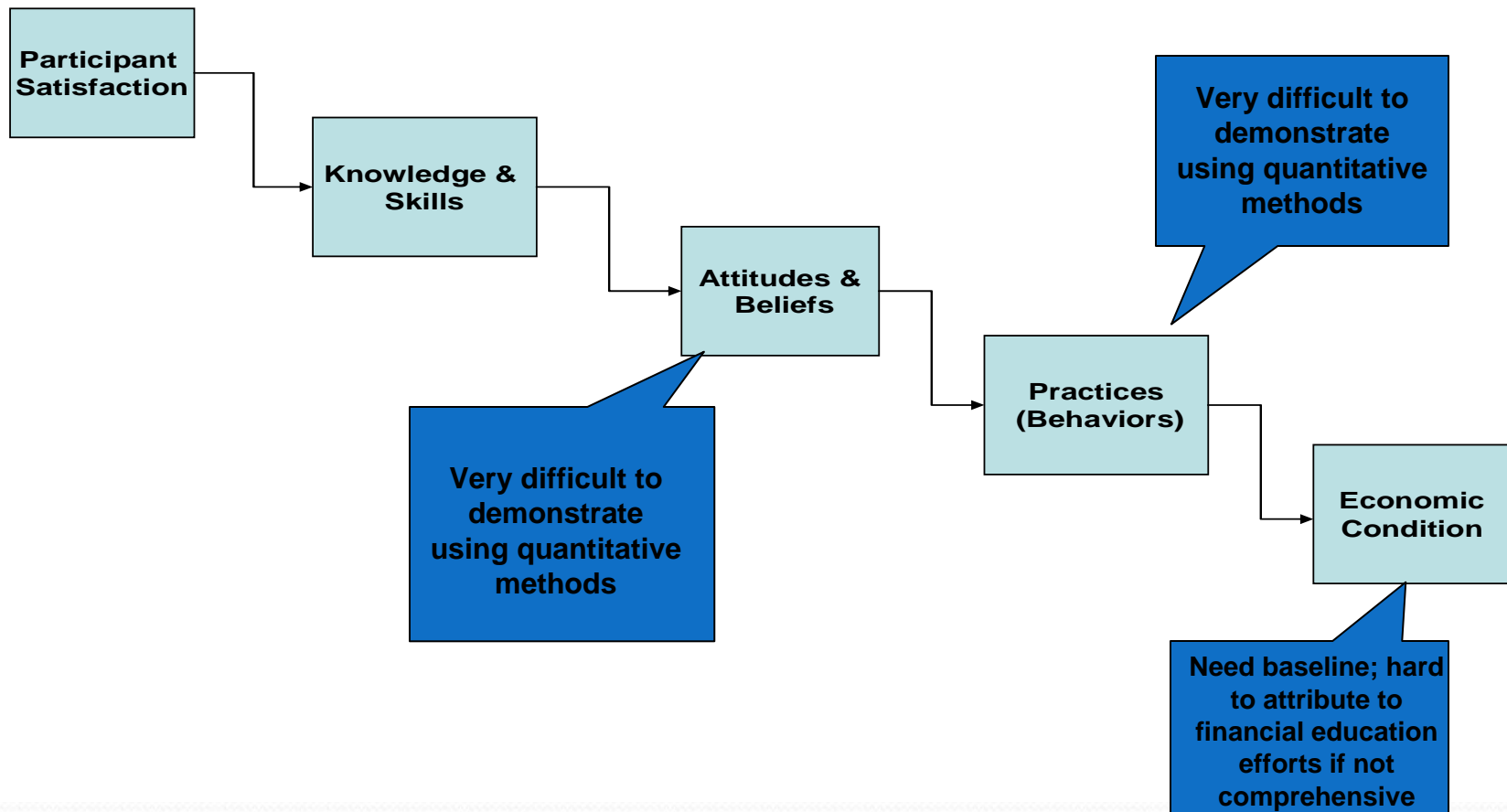
# Assessment and Evaluation

- Model of financial education
- **Logic model**
- **Hierarchy of assessment and evaluation** (framework for approach)

# Logic Model for Program Design & Implementation

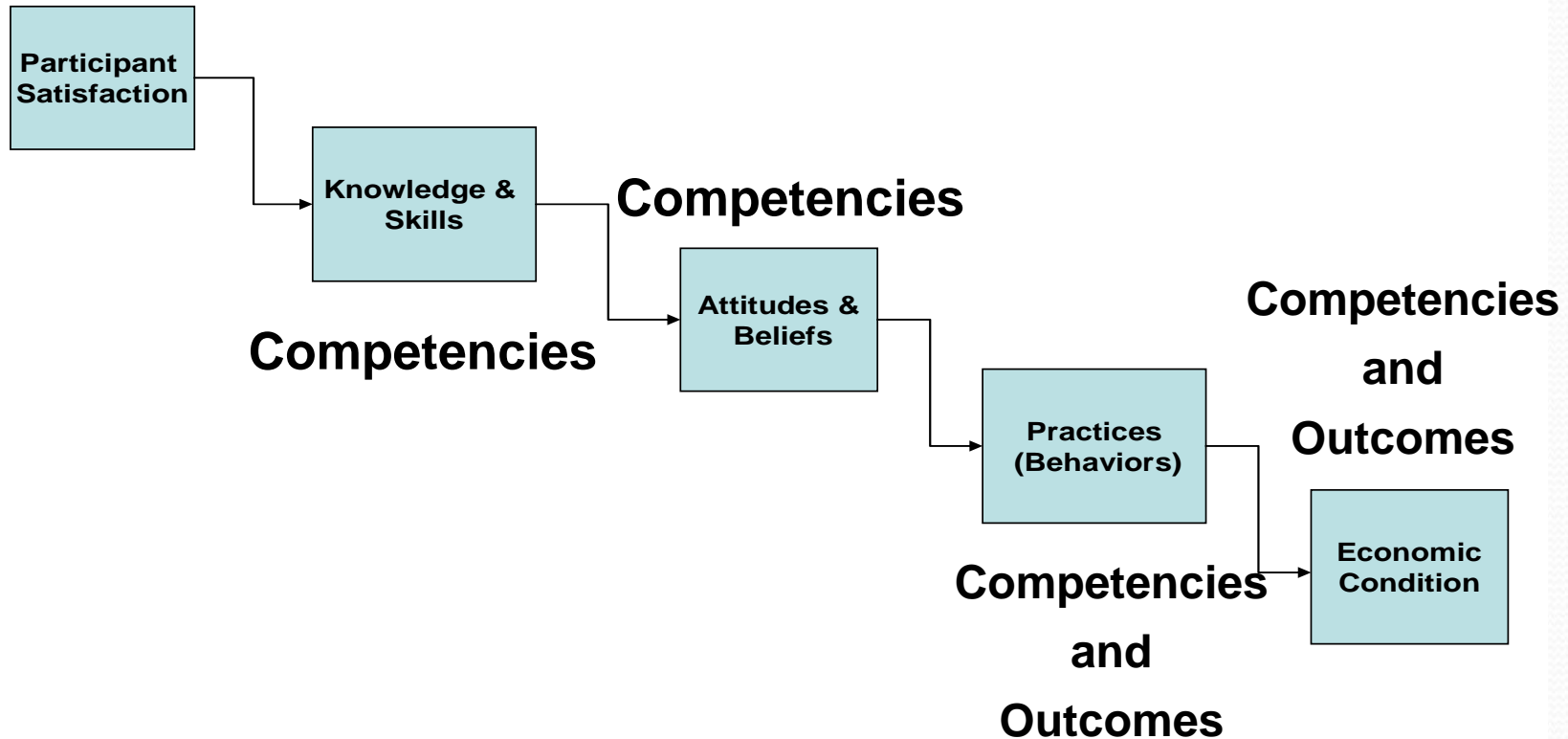


# Levels of Impact



# Levels of Impact

## Indicators



# Tools for Assessment and Evaluation

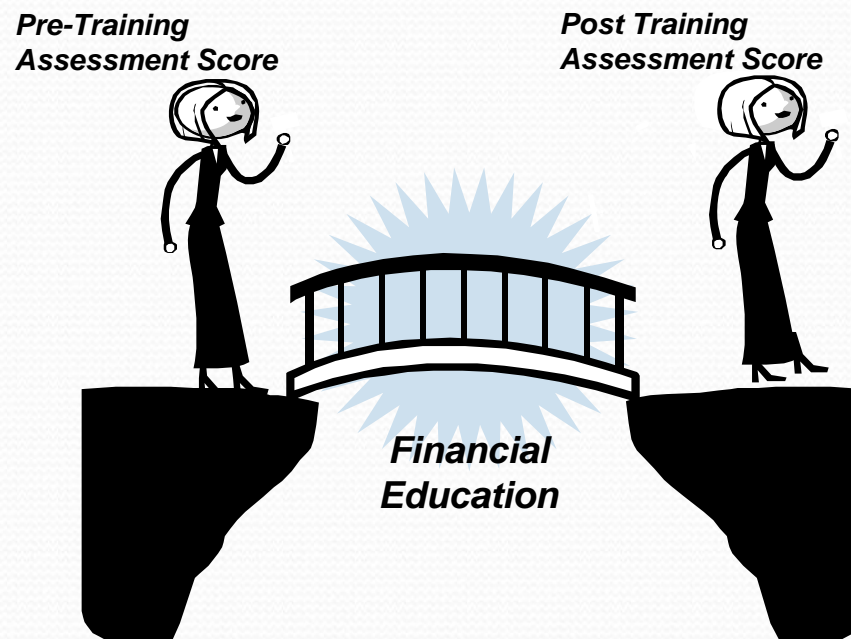
- **Participant Satisfaction**—written or oral training evaluations
- **Knowledge and Skills**—content based questions on session evaluations, content focused pre and post tests, interviews, and demonstrations
- **Attitudes and Beliefs**—Pre and post test with a focus on attitudes and interviews

# Tools for Assessment and Evaluation

- **Practices and Behaviors**— Pre and post test with a focus on practices and behaviors, interviews, observation and documentation
- **Economic Condition**—baseline information on application/enrollment docs, post training collection of economic information, interviews, observation and documentation

# Pre and Post Assessments—Financial Education Example

- Measure participant financial literacy at two points in time:
  1. Pre-training – before the participant completes any financial education
  2. Post-training – after financial education is completed



# Developing the Evaluation Tools

- **Open-ended**
- **Close-ended**
  - Yes/No
  - True/false
  - Multiple choice
  - Rating Scale (Likert-like)

<b>Does not apply</b>	<b>I am not considering this</b>	<b>I am considering this</b>	<b>I am doing this sometimes</b>	<b>I am doing this most of the time</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

# Developing the Evaluation Tools

- **Close-ended (continued)**
  - Matching
  - Check all those that apply

# Retrospective Pre-Test

*I know what to do to effectively budget my finances.*

**Today**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**First day of training**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

# Retrospective Pre-Test

## Pros

- Less time to administer
- Avoids response shift effect (clear up areas not understood before the assessment)
- Can show change/benefit from financial education especially in tandem with other evidence

## Cons

- May cause bias in that participants want to show improvement so then under-rate initial state
- Participant recall about their initial state may be fuzzy

# Developing the Evaluation Tools

- Balance need to know with participants' privacy.
- Ensure questions lead to confirmation of competency (knowledge, skill/ability) AND outcome attainment (behavior change, new practice, attitude change).
- Ensure questions are clear and literacy level appropriate.
- Ask the right number of questions: 10 – 25.
- Ask the right kind (refer to hierarchy) of questions.

## Using a Model to Develop Assessment and Evaluation Approach

- **Step 1:** Assess strengths (assets), needs and aspirations of participants.
- **Step 2:** Set outcomes based on these—statements of benefit or change. Participant level and project level.

# Using a Model to Develop Assessment and Evaluation Approach

- **Step 3a:** Identify competencies necessary to achieve participant outcomes (first) and project outcomes (second).
- **Step 3b:** Where appropriate, set benchmarks.

# Using a Model to Develop Assessment and Evaluation Approach

- **Step 4:** Determine appropriate strategy based on competencies.
- **Step 5:** Use competencies as basis for assessment and evaluation.

# Using a Model to Develop Assessment and Evaluation Approach—An Example

- **Step 1:** Need—repair and improve credit
- **Step 2:** Improve credit history and credit score.
- **Step 3:** Explain credit; describe how a credit history is created; explain how to get a credit history; explain how the credit score is created; describe strategies to increase credit score; etc.
- **Step 4:** Training + coaching + referral to CCCS with ongoing case management to support credit repair process.

# Using a Model to Develop Assessment and Evaluation Approach—Step 5

- **Knowledge and Skills**

- A credit report show all of your bill paying history. T F

- **Attitudes and Beliefs**

- I feel confident about improving my credit.

Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Disagree
----------------	-------------------	----------	-------	-------------------

- **Practices (Behaviors)**

- Order and review your credit report this year.

No	Maybe	Yes	Already doing this	Does not apply
----	-------	-----	--------------------	----------------

- **Economic Condition**

- Baseline credit score; post training (6 months to one year) credit score

# AFI Resource Center Assessment Instrument

- Instrument Overview:
  - 17 substantive questions - 12 T/F; 5 Likert scale
  - 11 demographic questions
  - 13 optional behavioral questions
- 6 Content Areas – same as for the core competencies
  - Developing goals
  - Managing a budget
  - Credit Management
  - Financial services
  - Taxes
  - Saving for the future

# Excerpts from the AFI Resource Center Assessment Instrument Example Likert Questions

**(1) I could find the money to pay for a financial emergency that costs about \$1,000.**

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not agree at all	Disagree Slightly	Neither	Agree Slightly	Agree Completely

**(2) I believe it is necessary to carefully track how I spend my money.**

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Number of response choices
- Common confusion with Likert Scale Questions

# Excerpts from the AFI Resource Center Assessment Instrument

## Example True/False Questions

### Credit Knowledge

<b>(6) When you borrow money, you are really borrowing from your future income.</b>	<input type="radio"/> True	<input type="radio"/> False	<input type="radio"/> Unsure
<b>(7) As long as you make your minimum payment each month, maintaining a balance on your credit cards has no effect on your credit score.</b>	<input type="radio"/> True	<input type="radio"/> False	<input type="radio"/> Unsure
<b>(8) You are entitled to a free credit report from each of the three credit bureaus every 12 months with no obligation.</b>	<input type="radio"/> True	<input type="radio"/> False	<input type="radio"/> Unsure

- Measures knowledge only
- Advantages to True/False over multiple choice, open-ended questions, etc.

# Excerpts from the AFI Resource Center Assessment Instrument

## Example OPTIONAL Behavioral Questions

Currently, do you...	Yes	No	Unsure
...Have a checking account?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Have a savings account?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Have a credit card? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the last <u>3 months</u> , how often have you...	3+ times	2 times	1 time	Never
... Used a check cashing store?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Taken out a pawn shop loan? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Asks about actual behavior at two points in time
- Collecting baseline information about behavior
- Looking for changes with post test

Materials developed by Inger Giuffrida. Please cite.

## The “How” and the “When”

- **Participant Satisfaction**
- **Knowledge and Skills**
- **Attitudes and Beliefs**
- **Practices and Behaviors**
- **Economic Condition**

# Understanding Your Capacity

- *Why is a discussion about understanding your capacity part of this session on assessment and evaluation?*
- *How do you determine how much your organization can handle?*

# Expectations from Assessment and Evaluation Revisited

- Given:
  - Your financial education model
  - The logic model
  - The hierarchy of assessment and evaluation
  - Your capacity
- **What can you expect to achieve with respect to outcome attainment, assessment and evaluation?**

# Communicating the Results

- To whom may you want to consider communicating the results of assessment and evaluation efforts?
- What do you want them to do with this information?
- Is just pre/post assessment information enough?

# Determining Trainer/Facilitator Efficacy

Materials developed by Inger Giuffrida. Please cite.

# Evaluation of Facilitator, Coach or Other Financial Education Professional as Part of Financial Education Evaluation

- Any evaluation effort that DOES NOT include this element is incomplete
- Levels:
  - Participant evaluation of facilitator/trainer (coach, other professional)
  - Trainer/facilitator self-evaluation coach, other professional)
  - Third party evaluation

# Cultural Competence

- Guidance is not practical
- Most people know it's important, but struggle with implementation

# Definitions—Culture and Competence

- *Culture refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups.*
- *Competence implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities. (Adapted from Cross, 1989).*

# Cultural Competence

- **Why is this important for financial education?**
- **What behaviors would demonstrate cultural competence in the context of financial education?**

# Resources

- NEFE evaluation toolkit and manual  
<http://www.nefe.org/eval/>
- University extension offices: Wisconsin, Cornell, Penn State  
<http://www.uwex.edu/ces/pdande/evaluation/index.html>  
<http://staff.cce.cornell.edu/administration/program/evaluation/evalrefs.htm>  
<http://extension.psu.edu/evaluation/>
- PFEEP  
<http://www.personalfinancefoundation.org>
- AFI Resource Center  
[www.idaresources.org](http://www.idaresources.org)  
(click the financial education icon)

# Facilitator Biography

## **Inger Giuffrida, Financial Educator & Asset Building Consultant**

Inger Giuffrida has operated her own consulting business for nine years. As a financial educator and asset-building consultant, she has developed and delivered financial education “training for trainers” to thousands of practitioners in the asset building field across the United States and Canada and is frequently asked to be a keynote speaker or featured trainer at state and national conferences.

She served in the U.S. Peace Corps in East Africa, ran a community-based non-profit in Michigan helping women with low income build businesses and achieve economic security, and led the asset-building department at a think tank in Washington, D.C. She has written several nationally distributed financial education curricula, including one named the best financial literacy curriculum of the year by the Financial Literacy Institute.

She is currently developing a national financial education program for Jim Casey Youth Opportunity Initiative, a foundation dedicated to helping young people make the transition from foster care to independence; serving as the lead trainer and TA provider for United Way Worldwide and FINRA Investor Education Foundation; developing resources and training and serving as a lead trainer for the Financial Literacy Enhancement Initiative for the AFI Resource Center (Abt Associates); serving as project consultant for the Pioneer Library System Smart Investing @ your library® initiative; and providing financial education for Citizen Potawatomi Nation’s youth asset building camp, among other projects.

She has served on numerous community boards and has volunteered in every community in which she has lived. Currently, she serves on the board of the Oklahoma JumpStart Coalition for Personal Financial Literacy, the steering committee of the Oklahoma Asset Building Coalition, the Family Impact Council for United Way of Cleveland County, the Truman Elementary PTA and the Pack 217 Committee. She also founded Touch a Truck Day, a fundraiser for the children’s section of the Norman Public Library in 2005. She holds an MBA from Western Michigan University and a BS in Business Finance from Miami University. She lives in Norman, OK where she resides with her spouse, two young children and a house full of pets.

Materials developed by Inger Giuffrida. Please cite.

# Contact Information

- **Inger Giuffrida**
  - *Financial Educator and Asset Building Strategies Consultant*
-  405-364-4462 or 405-819-7039
-  [inger.giuffrida@gmail.com](mailto:inger.giuffrida@gmail.com)