

PUBLIC VALUES STATEMENTS FAMILY FINANCIAL EDUCATION

Cynthia E. Crawford
Public Value Self-Directed Work Group
University of Missouri Extension

PUBLIC VALUE SDWG MEMBERS AT AFCPE

- ◎ Nellie Lamers
- ◎ Vivian Mason
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- ◎ Cynthia Crawford

PUBLIC VALUE



Public Value

Defined as the value of a program to those who do not participate in the program.

When communicating with stakeholders, *we must show why our programs are worthy of public funding.*

We must *show how non-participants benefit* from our programs in terms of environmental quality, lower cost to government, increased public safety or other impacts because participants put into practice what they learned.

OUR MENTOR

Laura Kalambokidis

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Ph.D., University of Michigan, 1992.

Community economics and public finance

Current research includes analysis of federal and state taxation of businesses, consumption taxation, tax reform and local fiscal impact models.



CREATING VALUE

Narrowing an
information
gap

Addressing
crucial
concerns
about fairness

Benefiting
those who do
not participate
in the program

Reducing costs
for others

Improving
market
outcomes

PUBLIC VALUE TEMPLATE

When you support _____
(programming)

participants will _____
(changes)

which leads to _____
(outcomes)

which will benefit other community members by

(public value)

Source: Dr. Laura Kalambokidis, Univ. of MN

CRITERIA

- ✓ Is directed to a specific stakeholder
- ✓ Focuses on the outcome that matters to the stakeholder
- ✓ Uses the stakeholder's language
- ✓ Is free of jargon and empty words
- ✓ Is believable
- ✓ Is short
- ✓ Is about a specific program
- ✓ Doesn't focus on the learning step
- ✓ Doesn't focus on the program's private benefit
- ✓ Does focus on the program's public value
- ✓ Tells us how non-participants—the greater community, state, world—benefit from the program
- ✓ Makes the case for public funding

Community
Change/Public
Value

Behavior
Change

Knowledge
Change

Attitude
Change

Awareness

ALWAYS
MEASURE AND
REPORT
ABOVE THIS
LINE



Community
Change/Public
Value

Behavior
Change

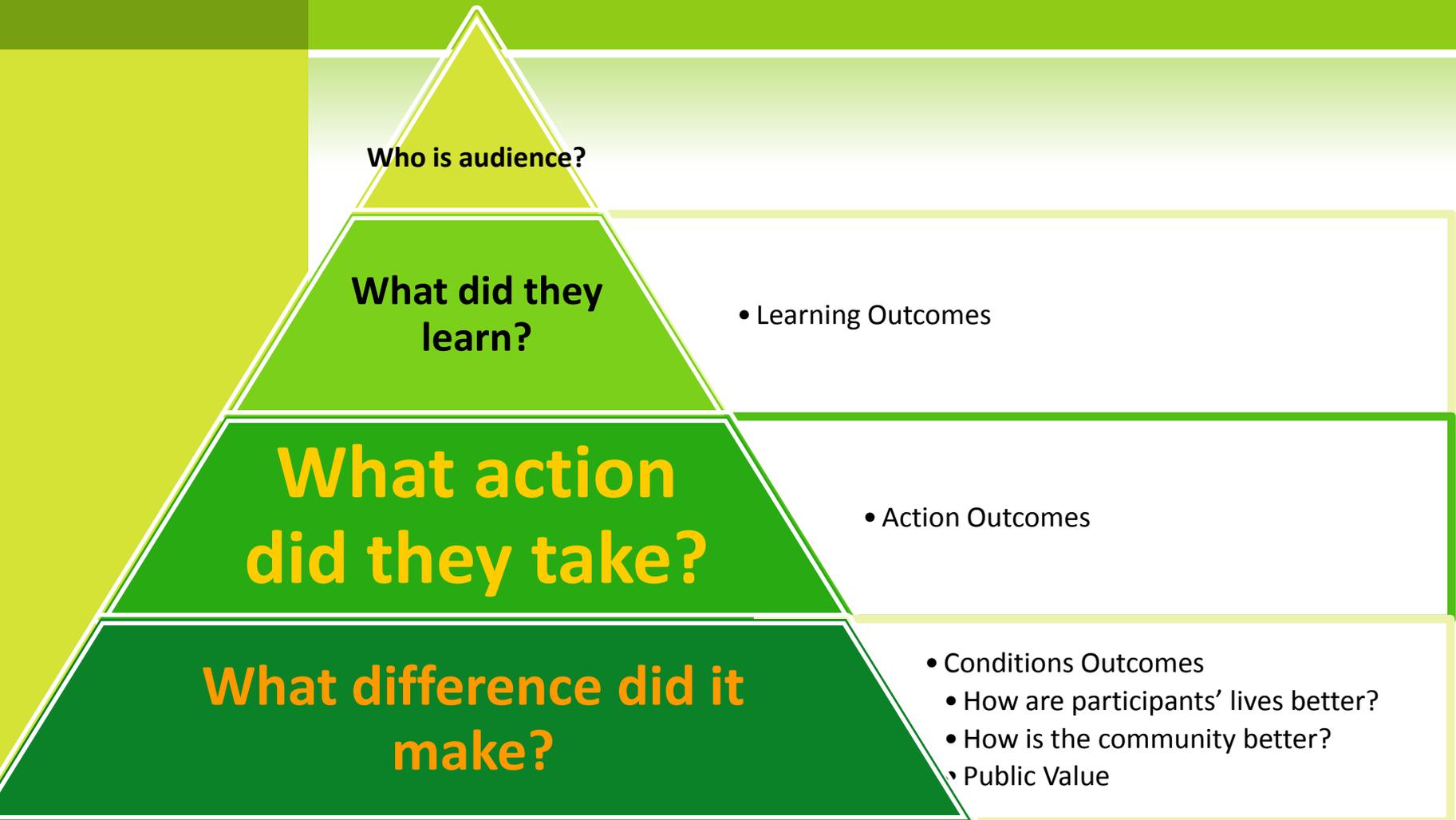
Knowledge
Change

Attitude
Change

Awareness

TO BE AN EXTENSION
ROCK STAR MEASURE
AND REPORT ABOVE THIS
LINE

WRITING TRIANGLE



FAMILY FINANCIAL EDUC. VIA THE RADIO

Geographic Reach	Economic Value	What Did They Learn?	The Power of Radio Work for Saline County People	How Does This Work Make Saline County and Missouri Better?
<p>13 million listener impressions in 2010.</p> <p>KMZU, KAOL and KRLI radio stations air on average 5 one-minute, year-around radio cuts per day that reach Saline County and most of Missouri, as well as Iowa, Kansas, Nebraska, and Oklahoma.</p>	<p>In 2010, Family Financial Education Specialist Dr. Cynthia Crawford recorded her 3600th one-minute cut for the station. The station provides more than \$100,000 of air time on its three stations for family financial education work.</p>	<p>Radio scripts in 2010 have focused on:</p> <ul style="list-style-type: none"> • Tax management • Estate planning • Credit reports • Debt • Making financial plans, and more <p>A minute provides the opportunity to teach one or two salient points. Financial education is a perfect subject matter for radio work because it has nearly universal interest among radio listeners.</p>	<p>Not everyone can take the time to attend Extension financial seminars, so radio public service announcements work to provide access in a free, easily-accessed environment.</p> <p>Radio listeners benefit in two ways. First, they learn correct, science-based information on family financial management. Secondly, they appreciate that University of Missouri Extension is working around the clock to provide quality information.</p>	<p>Radio work by University of Missouri Extension serves to narrow the information gap between those who have quality family financial information and those who do not by providing quality, unbiased, science-based information.</p> <p>Well-informed consumer decision making reduces fraud in the marketplace, rewards quality businesses and helps families provide capital for our economy. Consumer spending as well provides fuel for Missouri's sales tax revenues. Well-informed consumer</p>



MORE INFORMATION

<http://extension.missouri.edu/staff/publicvalue.aspx>

Cautionary Tales

PUBLIC VALUE

The image features a green background with a lighter green circle in the upper left corner. A horizontal band of a lighter shade of green runs across the middle of the page.

**A CLAIM ABOUT PUBLIC VALUE MUST BE
PREFACED BY RELIABLE, RELEVANT,
RESPONSIVE PROGRAMMING.**

CLAIM



The background of the slide is a solid green color. In the top-left corner, there is a lighter green circular shape, possibly a logo or a decorative element. A horizontal white band with a slight gradient runs across the middle of the slide, serving as a background for the text.

**A CLAIM ABOUT PUBLIC VALUE IS ONLY
SUCCESSFUL TO THE EXTENT THAT IT
ENGAGES THE STAKEHOLDER.**



TARGETING PROGRAM EVALUATION & STAKEHOLDERS

2012

Joseph L. Donaldson, Ph.D.



Stories and Storytelling in Extension Work

Abstract

Deep budget cuts, increased accountability, and the growth of anti-government and anti-intellectual sentiments place Extension systems in a defensive position. In response, we're engaging in organizational change exercises, restructuring, regionalizing, rewriting mission statements, and developing strategic plans. We're spending considerable time counting and measuring our efforts to defend the public impacts and value of our work. In this article we argue that we also need to become better storytellers by learning how to craft and strategically communicate stories that capture important truths about the public value, meaning, and significance of our work.

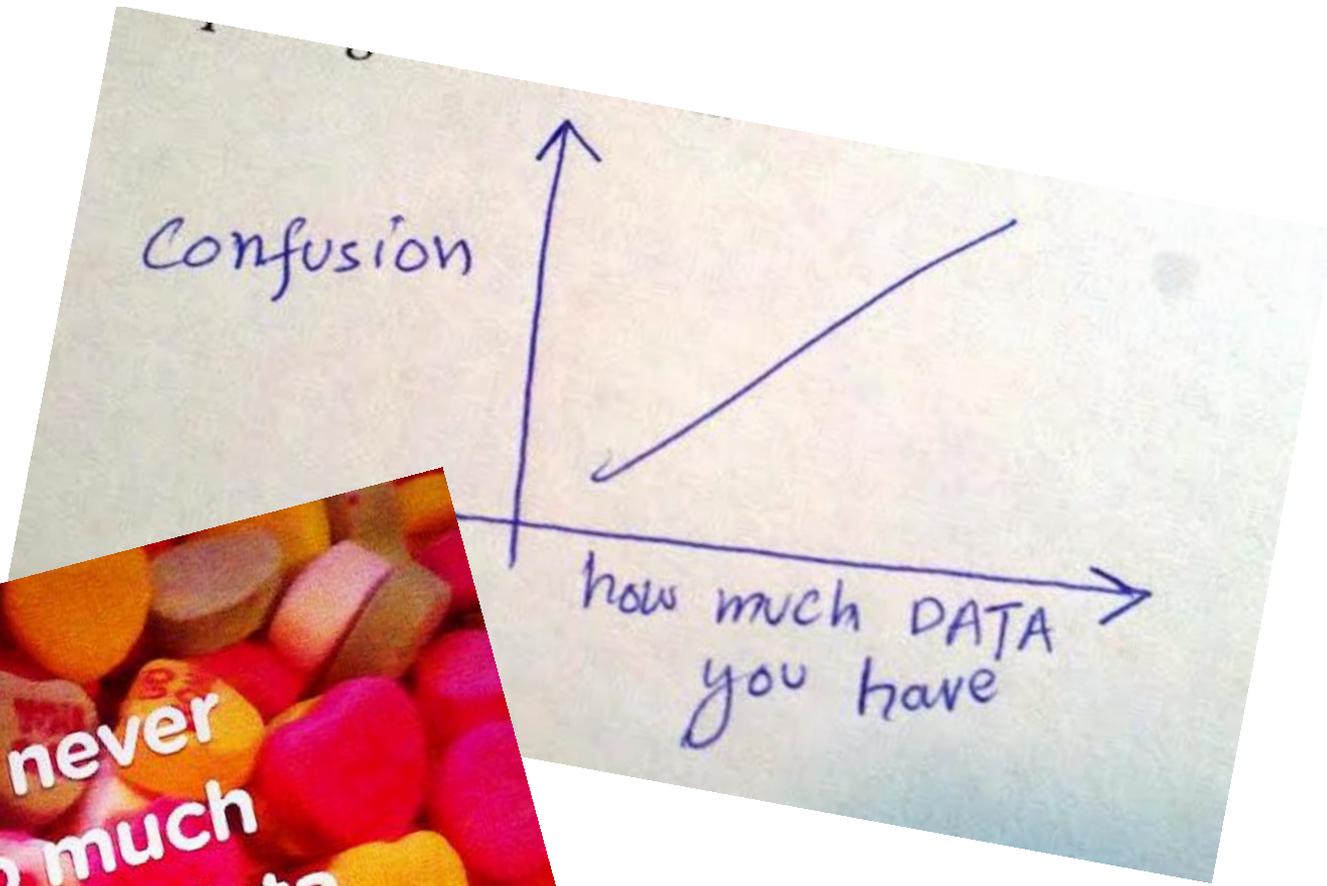
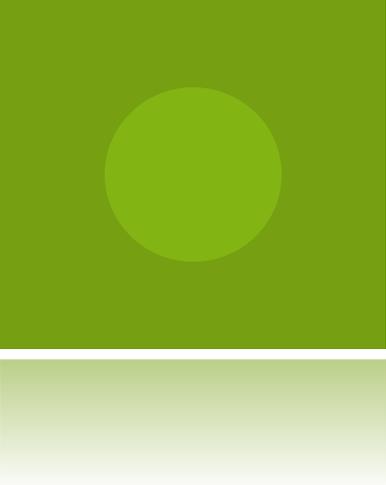
Keywords: [storytelling](#), [narrative](#), [change](#), [organizational development](#), [stories](#)

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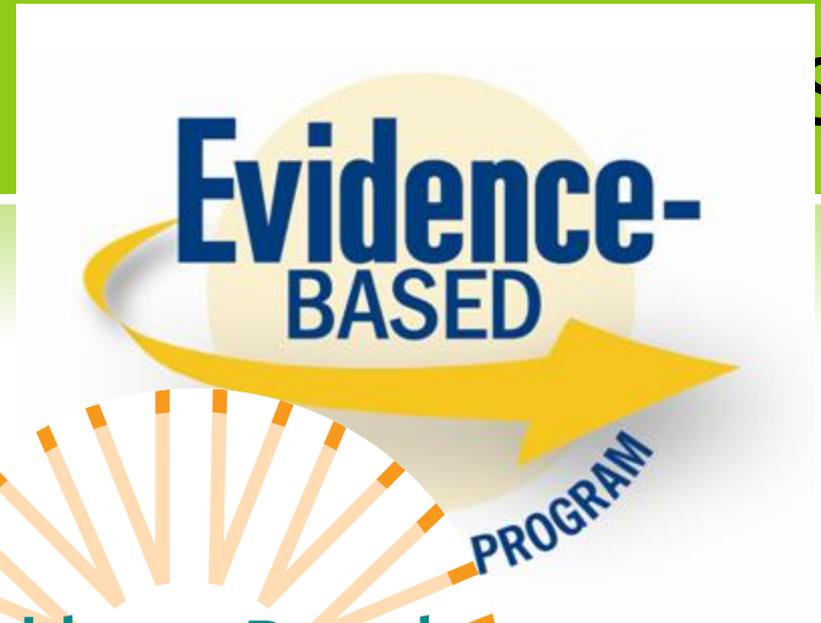
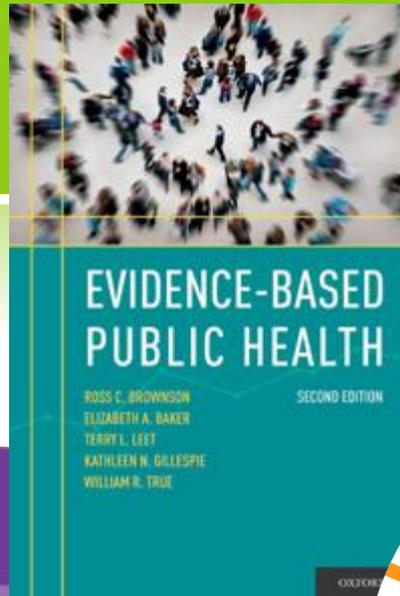
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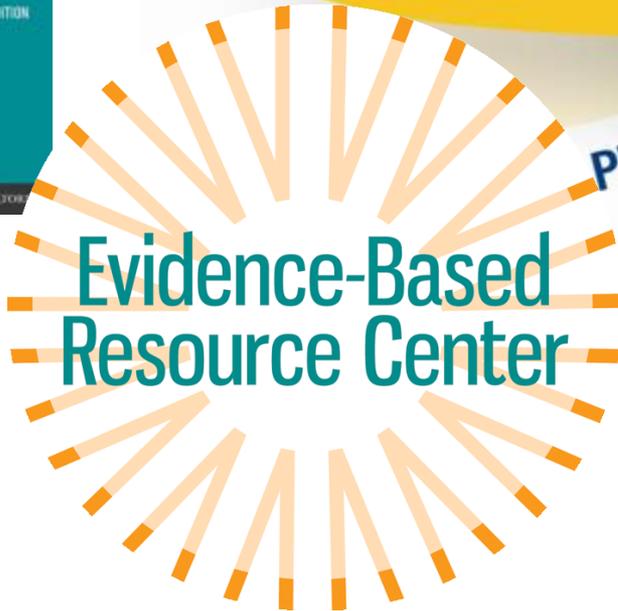
You can never
have too much
sweet, sweet data

EVIDENCE-BASED



Getting Started
with Evidence-Based
Practices

Integrated
Treatment for
Co-Occurring
Disorders



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**A CLAIM ABOUT PUBLIC VALUE IS ONLY
AS GOOD AS THE PRIVATE VALUE
EVIDENCE THAT SUPPORTS IT.**

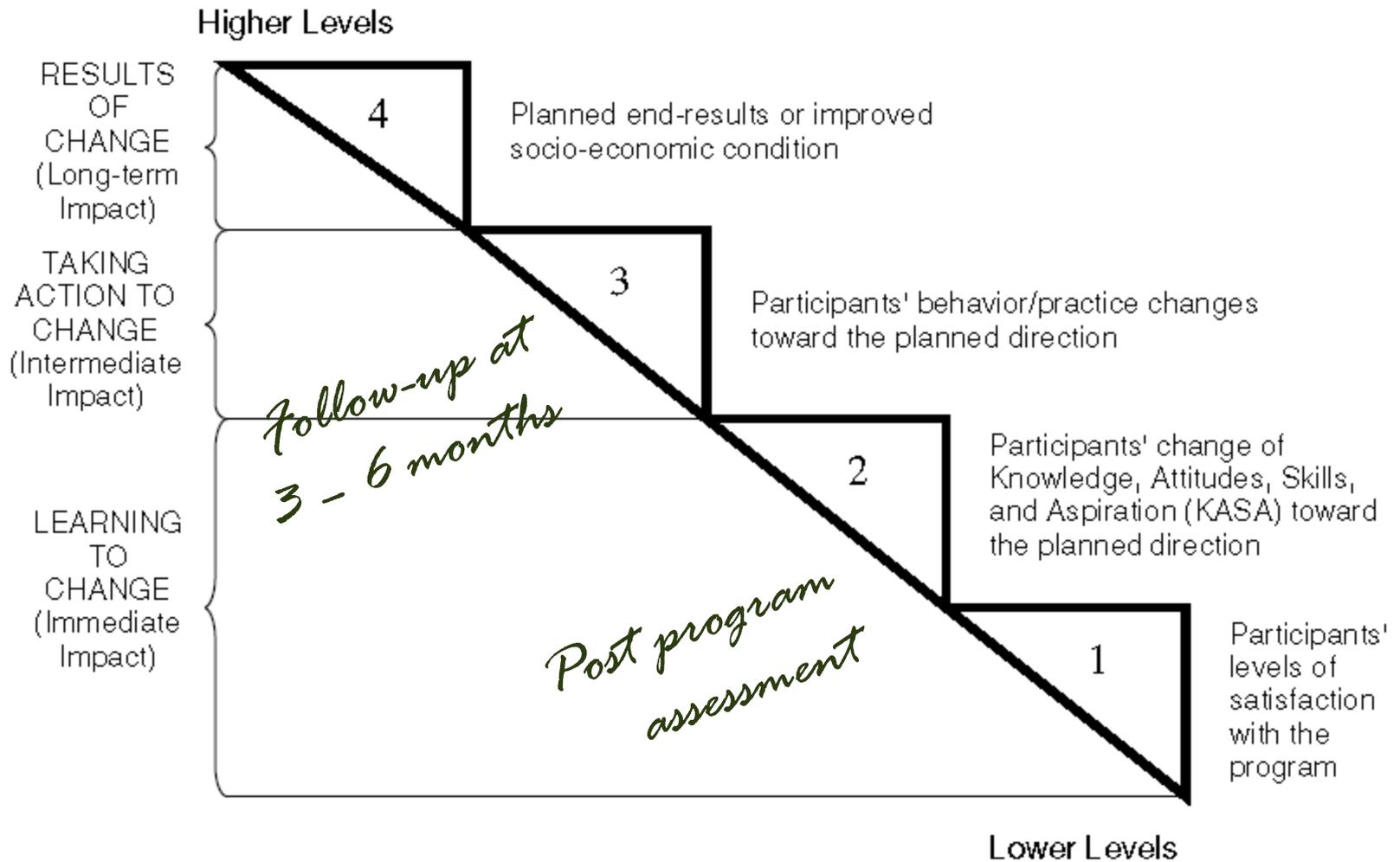
FINANCIAL EDUCATION
evaluationmanual



NATIONAL ENDOWMENT FOR
FINANCIAL EDUCATION

Partnering for Financial Well-Being

Diagram 2. Impact Hierarchy



LEVELS OF EVIDENCE

Lower Evidence ← → Higher Evidence

Anecdotal,
recognized
newspaper
articles,
etc.

Single
pre/post
evaluation

Controlled
study in
peer
reviewed
journal

Expert
consensus
in peer
reviewed
journal

Multiple
replicated
studies in
peer
reviewed
journals

Not Evidence-Based

Considered Evidence-Based

*Follow-up to access
behavior change*

Highest Level

*Treatment Group
Control Group*

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CAUTION

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To be
continued...

CAUTIONARY TALES CONT'D

Estimating Economic Impact

STATE OF TENNESSEE

The Budget

FISCAL YEAR 2005-2006



Volume 2.

Performance-Based Budget for Selected Agencies
and Supplementary Information

Phil Bredesen, Governor



SINGLE CRITERION

Client Satisfaction?

Economic Impact

Post-program

INDICATORS

I became more aware of the importance of starting to save and invest early in life.

I gained skill in calculating my net worth.

I feel more confident that I can build wealth.

Follow-up

I checked my credit report.

I followed a spending plan.

I worked toward new saving, investing or retirement goals.

Feedback Please!

As a result of participating in this program, I (Check all that apply.)

- Have talked with other family members about financial matters.
- Made a spending plan.
- Have followed a spending plan.
- Have kept a record of my spending.
- Made a change in a financial practice to avoid being the victim of predatory practices or fraud.
- Have reduced my debt an average of \$_____ a month for _____ months.
- Have begun or increased my savings or investments an average of \$_____ a month for _____ months.

Comments:

	A	B	C	D	E	F	G
1	Summary Family Economics 2011 Impact						
2		Agent Hours	Direct Methods Client Visits to Ext Office	Direct Mail/Phone Contacts	Group Mts	Clientele Visits	Total Direct Methods
3	Affordable Housing	3840	442	2397	4246	253	7338
4	Bankruptcy Education	1248	317	926	4126	366	5735
5	NEFE	952	10	406	1293	5	1714
6	Senior Living	3285	541	3194	6809	792	11336
7	Adult Tennessee Saves	5476	354	6983	13984	1568	22889
8	Youth Tennessee Saves	1693	579	1613	34462	4984	41638
9	On My Own	4244	8	6987	26432	50	33477
10							
11	Total	20738	2251	22506	91352	8018	124127
12							

Affirmative responses
Surveys returned
 $C1 \div C2$
Estimate of unique contacts
Aggregate per month
months estimate

<i>Increase Savings</i>	# responses	# follow-up surveys	Average \$/mo	Percent Saving/reducing	Savers (.33 x # group contacts to allow for repeat contacts)	Amt./mo	For 6 mo.
TS Adult	2440	5012	\$119	48.7	22,889 X .33 X .487 = 3,678	\$437,740	\$2,626,443
TS Youth	870	1381	\$72	63.0	41,638 X .33 X .630 = 8,656	\$623,271	\$3,739,625
OMO	2733	4953	\$29	55.2	33,477 X .33 X .552 = 6,098	\$176,847	\$1,061,082
							\$7,427,150
<i>Reduce Debt</i>							
TS Adult	2326	4985	\$115	46.6	22,889 X .33 X .466 = 3,520	\$404,785	\$2,428,711
						Total Impact	\$9,855,861

Estimate of Economic Impact of Financial Education Programs



agents facilitating more than \$21 million in home sales through THDA loans alone. Savings and debt reduction of UT Extension financial education clientele reflected 2011 trends identified in national studies—increases in savings leveling out and increased consumer dependence on debt from a low in 2010. The economic impact of clientele's saving fell from \$8.4 million in 2010 to \$7.4 million in 2011, but the most significant change from 2010 was that clientele stopped paying down debt. Debt reduction estimates for clientele fell from \$10.1 million in 2010 to \$2.4 million in 2011.



Extension

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THE UNIVERSITY OF TENNESSEE EXTENSION