

## Smart Investing@your library® Builds Nebraska Communities

### Interim Evaluation July 2014

Submitted by: Kathryn Brockmeier, Research Analyst  
Nebraska Library Commission

#### Summary

The Smart Investing@your library® Builds Nebraska Communities project is well underway. The customer training program to increase Nebraskans' knowledge of and confidence in basic financial management and investing practices will begin in September 2014. Marketing and outreach activities are being initiated. Greatest progress toward meeting the goals of the grant has been made in the distribution of resource kits to the twenty-two libraries and in the training of library staff to increase their financial literacy reference skills. During pre and post evaluations and during the periodic check-in webinars, participants demonstrated increased confidence in their ability to refer library users to unbiased personal finance and investing resources. Familiarity with various financial topics increased. And, scores on knowledge of content presented in the training modules jumped dramatically between pre and post tests. Overall, the training was successful in its objectives and implementation.

#### Introduction

In August 2013, The Northeast Library System received a 23-month grant from the Smart Investing@your library® program of the FINRA Investor Education Foundation and American Library Association for its proposed Smart Investing@your library® Builds Nebraska Communities project. The three major components of the project are a training program of community members and enhanced collections to increase Nebraskans' knowledge of and confidence in basic financial management and investing practices; a training program of library staff to increase their financial literacy reference skills; and marketing and outreach to increase the visibility of the libraries as an unbiased resource for financial planning and problem solving.

#### Methodology

The interim evaluation of the grant program was comprised of the following components:

- Baseline and follow-up surveys of library staff trainees—questions were based on knowledge of personal finance and investing subject matter, confidence in relaying information to library users, application of learning, and satisfaction with training;
- Anecdotal evidence via e-mail correspondence and webinar participation.

Many questions on the staff training pre and post evaluations were modeled on Montana State University's Solid Finances project.

An outcomes-based evaluation tool (Logic Model, Appendix A) was created to track progress towards the objectives and goals of the grant.

## Findings

### Programming

**Goal 1. Increase Nebraskans' knowledge of and confidence in basic financial management and investing, implemented through educational activities using FINRA and Smart Investing@your library® resources and enhanced library materials provided through Nebraska libraries.**

#### Objectives:

- a. Training participants will demonstrate greater knowledge of, confidence in, and ability to understand and make use of financial information by the end of the training.
  - o Intended results: FINRA/ALA-based pre/post tests will show 80% of participants improved their knowledge.
- b. By the end of training, participants will report use of and satisfaction with library resources and materials, as well as action taken to change their behavior.
  - o Intended results: Nebraskans will report increased use of and satisfaction with library resources and materials, based on tracking use of print, downloadable and Website/NebraskAccess resources, and feedback, with 50% more use compared to current use of similar materials, as well as specific action taken to change their behavior.

#### Activities:

Customer programming begins September 2014. Training modules have been provided by the Iowa Smart Investing program and are being modified to refer to Nebraska agencies and resources. Libraries are selecting dates for implementation of programming. Pre and post evaluations are being designed. Books and other materials have been purchased and distributed to the participating libraries. Collection size of personal finance and investing materials in various formats is being monitored by the libraries. Comment cards (Attachment 1) were designed and included in the front cover of the books with the intent that readers would provide feedback on the materials they check out. Comment cards are being collected by library staff. Reference questions related to personal finance and investing are being noted by library staff.

#### Results:

Personal finance and investing materials in various formats have been added to the collections of the 22 participating libraries. Comment cards are being collected by the libraries but have not yet been forwarded to the Nebraska Library Commission. No reference question reports have been turned in by libraries. Results of collection size, circulation, comment card feedback, and reference questions will be shared in the final report.

## Staff training

### **Goal 2: Connect Nebraskans with information resources and activities that meet their financial literacy needs by improving skills of Nebraska library staff.**

#### **Objectives:**

- a. Nebraska library staff will report learning about financial education resources and opportunities through activities and materials provided by NLC/NELS partners, including training based on *Smart Investing: Reference Strategies and Resources* course from the Santa Clara County Library District (FINRA/ALA grantee).
  - o Intended results: 80% of trained staff of participating libraries will report new skills and confidence in assisting customers with financial information needs.
- b. NLC/NELS partners will provide sustainability assistance to enable Nebraska library staff and supporters to demonstrate plans for continuation of this project after June 2015.
  - o Intended results: 80% of participating libraries will report networking with local resource providers and other activities to support sustainability.

#### **Activities:**

Pre and post online evaluations (Attachments 2 and 3) were designed and administered via SurveyMonkey to the training participants. On both, respondents were asked to rate their confidence level on assisting library customers with personal finance and investing reference questions and their knowledge levels on various topics surrounding personal finance and investing. It was expected that confidence and knowledge levels would increase from pre to post evaluations. Participants were also administered questions to test their knowledge of various topics covered by the Santa Clara County Library curriculum. It was anticipated that individual test scores would improve from pre to post evaluations. Additional questions during the post evaluations surveyed the participants' satisfaction with the training program and their intent to make use of the knowledge gained during the training.

Libraries are in the process of networking with local resource providers and beginning activities to support sustainability. Progress is being noted by the libraries.

#### **Results:**

Sixty-five respondents completed and submitted the pre evaluation. Forty-six completed and submitted the post evaluation. Forty-six participants completed both the pre and post evaluations. Drawing for an Amazon Kindle was added as an incentive for completing both the pre and post evaluations. Recruitment to complete the evaluations took place via e-mail invitations and reminders during check-in webinars. To encourage honest responses, respondents were ensured confidentiality. Respondents supplied a unique code in order to match pre and post evaluations. Participant engagement and familiarity with content were gauged during the check-in webinars.

In comparing pre and post evaluations, reports of knowledge levels showed a marked increase after the training took place. On four of the ten dimensions, at least 80% of the respondents increased at least one level of knowledge. Note that many respondents reported already being "knowledgeable," or "very knowledgeable" during the pre evaluation and in those instances that there was not as great an increase in knowledge at the individual level.

	Increased knowledge
Money management	54% (25 of 46)
Investments	73% (34 of 46)
Retirement	78% (36 of 46)
Estate planning	84% (38 of 45)
Basic financial concepts	46% (21 of 46)
Intermediate level financial concepts	85% (39 of 46)
Basic ways to evaluate common types of investments	82% (38 of 46)
Understand concepts and terminology	80% (35 of 44)
Knowledge of resources	68% (30 of 44)
Recommended resources	71% (12 of 17)

In comparing pre and post evaluations, reports of confidence levels showed a marked increase after the training took place. On five of the six dimensions, at least 80% of the respondents increased at least one level of confidence.

	Increased confidence
Understand library users' financial education needs	76% (35 of 46)
Refer library users to unbiased financial education resources	87% (40 of 45)
Answer library users' questions about financial education	81% (34 of 42)
Direct library users to reliable resources related to money management	80% (36 of 45)
Direct library users to reliable resources related to investments	89% (41 of 45)
Direct library users to reliable resources related to retirement	91% (42 of 46)
Direct library users to reliable resources related to estate planning	85% (39 of 46)

### ***Dimensions of Knowledge***

Of the 65 participants answering knowledge level questions during the pre evaluation, a majority reported some general knowledge (“somewhat knowledgeable,” “knowledgeable,” or “very knowledgeable”) about the topic of **money management** (54, 83%), whereas a minority reported some general knowledge about the topics of **investments** (22, 34%), **retirement** (27, 42%), and **estate planning** (10, 15%).

Of the 46 participants answering knowledge level questions during the post evaluation, all respondents reported some general knowledge about the topic of **money management** (46, 100%), and an

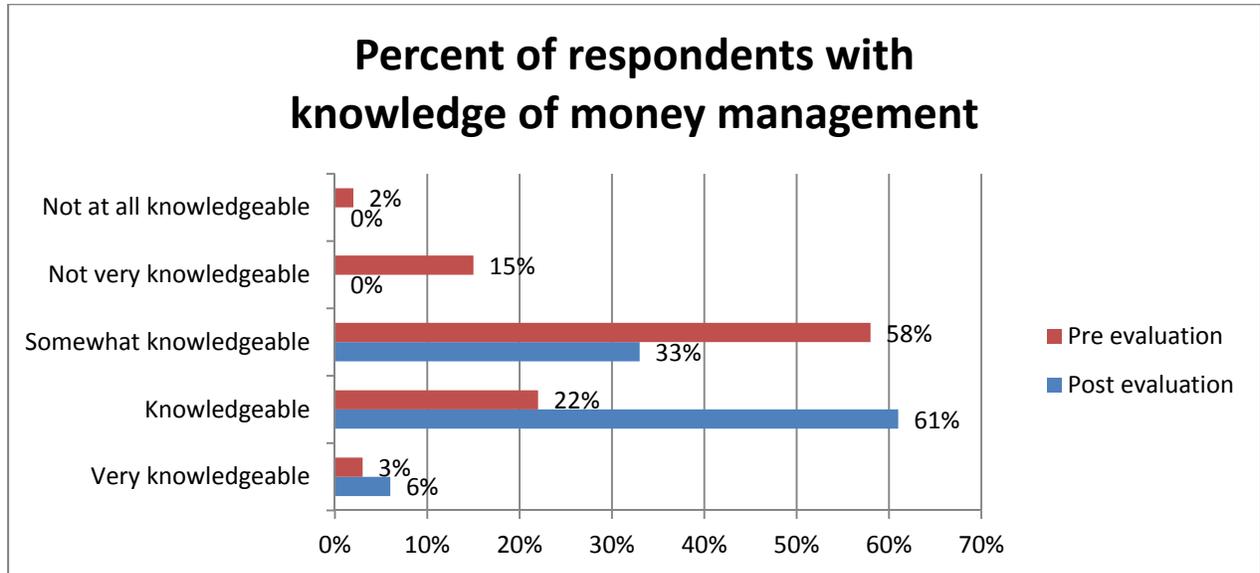
overwhelming majority reported some general knowledge about the topics of **investments** (44, 96%), **retirement** (45, 98%), and **estate planning** (40, 87%).

In comparing group results from pre and post evaluations, reports of knowledge levels showed a marked increase after the training took place. Please refer to Table 1 of **Appendix B, Survey Results**, for a detailed display of the results.

% somewhat knowledgeable, knowledgeable or very knowledgeable	Pre	Post	Change
Money management	83% (54 of 65)	100% (46 of 46)	+17%
Investments	34% (22 of 65)	96% (44 of 46)	+62%
Retirement	42% (27 of 65)	98% (45 of 46)	+56%
Estate planning	15% (10 of 65)	87% (40 of 46)	+72%

Money management

When asked how they would rate their knowledge on the topic of **money management** during the pre and post evaluations, forty-one (89%) remained as knowledgeable (“somewhat knowledgeable,” “knowledgeable,” or “very knowledgeable”), and five (11%) increased knowledge (“not at all knowledgeable” or “not very knowledgeable” to “somewhat knowledgeable,” “knowledgeable,” or “very knowledgeable”). Reports of knowledge did not change significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 3.20,  $p > .05$ ). Respondents were just as likely to report some level of knowledge after the training (100%) as before the training (89%). Twenty-five respondents (54%) increased at least one level of knowledge.

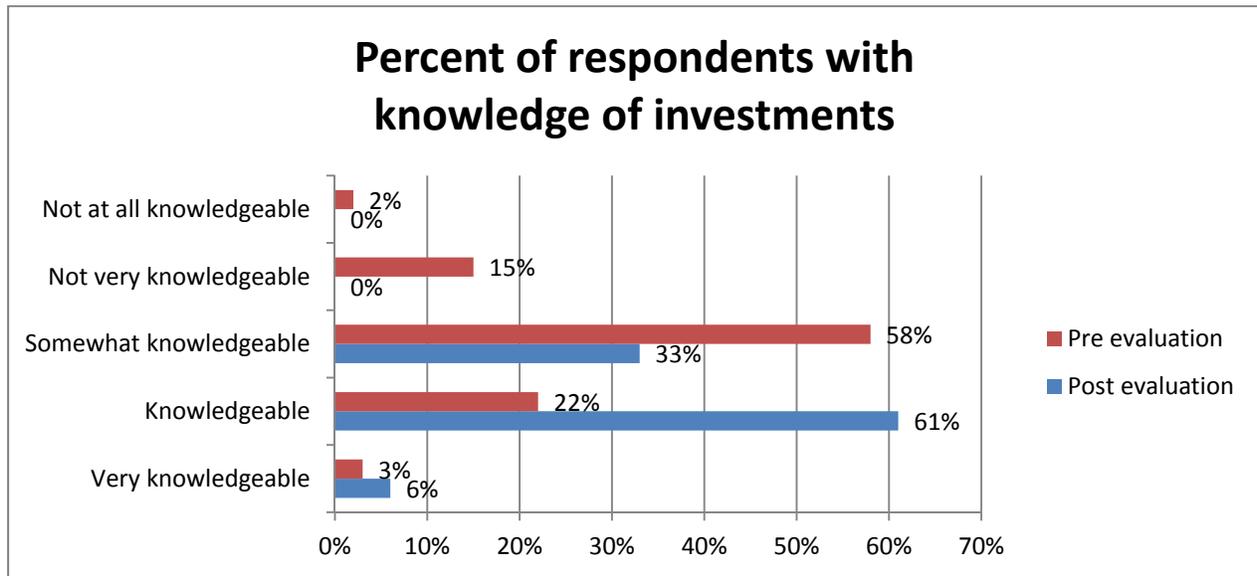


Knowledge on the topic of money management				
		Post evaluation		Total
		Lack of general knowledge	General knowledge	
Pre evaluation	Lack of general knowledge	0 (0%)	5 (11%)	5
	General knowledge	0 (0%)	41 (89%)	41
Total		0	46	46

McNemar’s  $\chi^2$ , 2-tailed = 3.20,  $p > .05$

Investments

When asked how they would rate their knowledge on the topic of **investments** during the pre and post evaluations, only one respondent (2%) reported a decrease in knowledge (from “somewhat knowledgeable,” “knowledgeable,” or “very knowledgeable” to “not at all knowledgeable” or “not very knowledgeable”); only one respondent (2%) continued to report lack of knowledge (“not at all knowledgeable” or “not very knowledgeable”); just over one-third (20, 44%) remained as knowledgeable; and just over half (26, 57%) increased from less than knowledgeable to knowledgeable. Reports of knowledge changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 13.47,  $p < .01$ ). Respondents were more likely to report some level of knowledge after the training (96%) than before the training (41%). Thirty-four respondents (73%) increased at least one level of knowledge. Five respondents reported decreases in level of knowledge (“knowledgeable” to “somewhat knowledgeable,” 4; and from “very knowledgeable” to “knowledgeable,” 1).

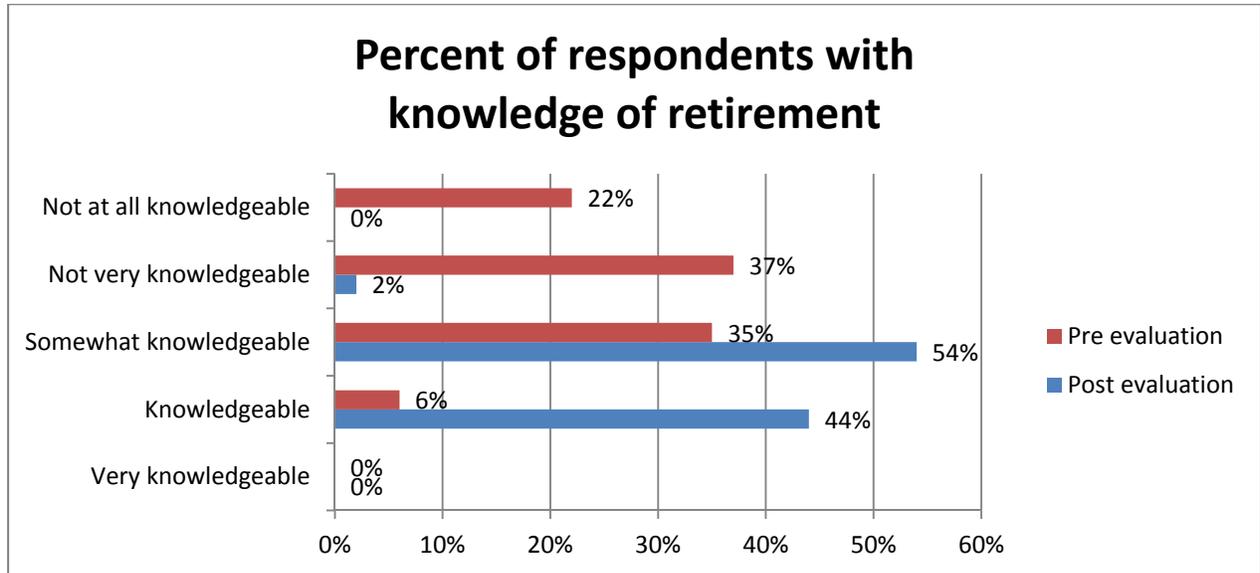


Knowledge on the topic of investments				
		Post evaluation		Total
		Lack of general knowledge	General knowledge	
Pre evaluation	Lack of general knowledge	1 (2%)	26 (57%)	27
	General knowledge	1 (2%)	18 (39%)	19
Total		2	44	46

McNemar’s  $\chi^2$ , 2-tailed = 13.47,  $p < .01$

Retirement

When asked how they would rate their knowledge on the topic of **retirement** during the pre and post evaluations, only one respondent (2%) continued to report a lack of knowledge; just under one-half (21, 46%) remained as knowledgeable, and just over one-half (24, 52%) increased from less than knowledgeable to knowledgeable. Reports of knowledge changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 22.04,  $p < .01$ ). Respondents were more likely to report some level of knowledge after the training (98%) than before the training (46%). Thirty-six respondents (78%) increased at least one level of knowledge. Only one respondent reported a decrease in level of knowledge (from “knowledgeable” to “somewhat knowledgeable”).

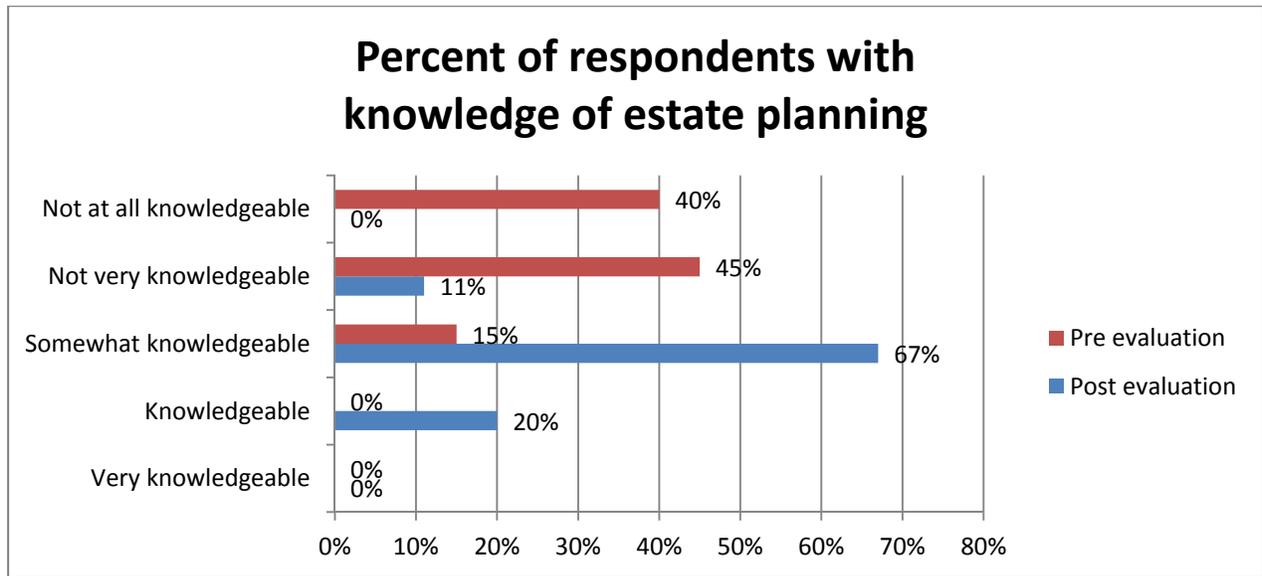


Knowledge on the topic of retirement				
		Post evaluation		Total
		Lack of general knowledge	General knowledge	
Pre evaluation	Lack of general knowledge	1 (2%)	24 (52%)	25
	General knowledge	0 (0%)	21 (46%)	21
Total		1	45	46

McNemar’s  $\chi^2$ , 2-tailed = 22.04,  $p < .01$

Estate planning

When asked how they would rate their knowledge on the topic of **estate planning** during the pre and post evaluations, five respondents (11%) continued to report a lack of knowledge (“not at all knowledgeable” or “not very knowledgeable”); seven (16%) remained as knowledgeable (“somewhat knowledgeable,” “knowledgeable,” or “very knowledgeable”); and nearly three-quarters (33, 73%) increased from less than knowledgeable to knowledgeable. Reports of knowledge changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 31.03,  $p < .01$ ). Respondents were more likely to report some level of knowledge after the training (89%) than before the training (16%). Thirty-eight respondents (84%) increased at least one level of knowledge. Only one respondent reported a decrease in level of knowledge (from “knowledgeable” to “somewhat knowledgeable”).



Knowledge on the topic of estate planning				
		Post evaluation		Total
		Lack of general knowledge	General knowledge	
Pre evaluation	Lack of general knowledge	5 (11%)	33 (73%)	38
	General knowledge	0 (0%)	7 (16%)	7
Total		5	40	45

McNemar’s  $\chi^2$ , 2-tailed = 31.03,  $p < .01$

Of the 65 participants answering another set of knowledge level questions during the pre evaluation, a majority reported some general knowledge (somewhat knowledgeable, knowledgeable, or very knowledgeable) about the topic of **basic financial concepts such as budgeting, saving, credit, and debt** (58, 89%), whereas a minority reported some general knowledge about the topics of **intermediate level financial concepts such as risk-return relationship and dollar cost averaging** (8, 12%) and **basic ways to evaluate common types of investments such as stocks and bonds** (14, 21%).

Of the 46 participants answering the same set of knowledge level questions during the post evaluation, all respondents reported some general knowledge (somewhat knowledgeable, knowledgeable, or very knowledgeable) about the topic of **basic financial concepts** such as budgeting, saving, credit, and debt (46, 100%), and a majority reported some general knowledge about the topics of **intermediate level financial concepts** such as risk-return relationship and dollar cost averaging (42, 91%) and **basic ways to evaluate** common types of investments such as stocks and bonds (43, 93%).

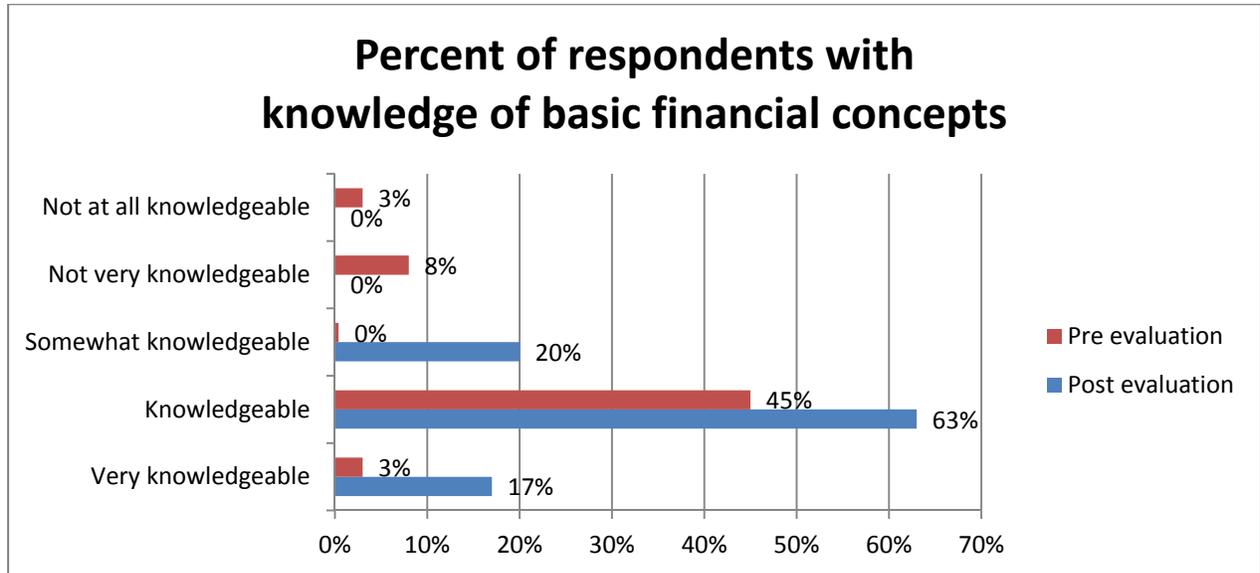
In comparing pre and post evaluations, reports of knowledge levels showed a marked increase after the training took place. Please refer to Table 2 of **Appendix B, Survey Results**, for a detailed display of the results.

% somewhat knowledgeable, knowledgeable or very knowledgeable	Pre	Post	Change
Basic financial concepts	89% (58 of 65)	100% (46 of 46)	+11%
Intermediate level financial concepts	12% (8 of 65)	91% (42 of 46)	+79%
Basic ways to evaluate common types of investments	21% (14 of 65)	93% (43 of 46)	+72%

Several respondents mentioned the information presented on stocks and bonds and investing as the most helpful information they received during the training program.

Basic financial concepts

When asked how they would rate their knowledge on the topic of **basic financial concepts such as budgeting, saving, credit, and debt** during the pre and post evaluations, forty-three respondents (93%) remained as knowledgeable as before, and three (7%) increased from less than knowledgeable to knowledgeable. Reports of knowledge did not change significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 1.33,  $p > .05$ ). Respondents were just as likely to report some level of knowledge after the training (100%) as before the training (93%). Twenty-one respondents (46%) increased at least one level of knowledge. Two respondents reported decreases in level of knowledge (“knowledgeable” to “somewhat knowledgeable,” 1; “very knowledgeable” to “knowledgeable,” 1).

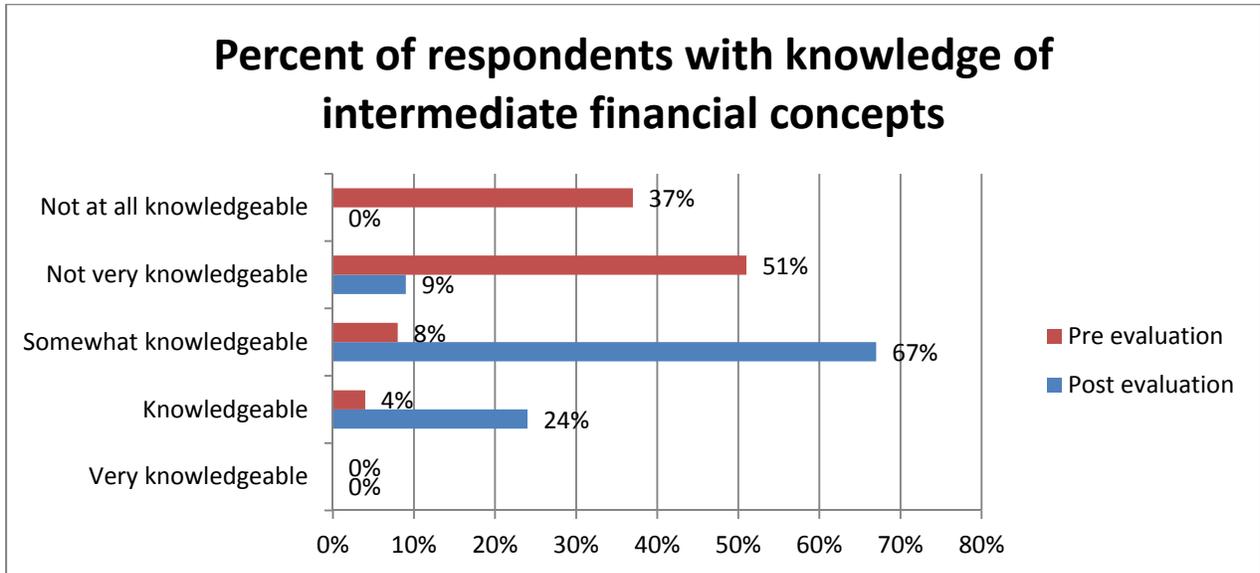


Knowledge of basic financial concepts				
		Post evaluation		Total
		Lack of general knowledge	General knowledge	
Pre evaluation	Lack of general knowledge	0 (0%)	3 (7%)	3
	General knowledge	0 (0%)	43 (93%)	43
Total		0	46	46

McNemar’s  $\chi^2$ , 2-tailed = 1.33,  $p > .05$

Intermediate level financial concepts

When asked how they would rate their knowledge on the topic of **intermediate level financial concepts such as risk-return relationship and dollar cost averaging** during the pre and post evaluations, four respondents (9%) continued to report a lack of knowledge; seven (15%) remained as knowledgeable; and three-quarters (35, 76%) increased from less than knowledgeable to knowledgeable. Reports of knowledge changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 33.03,  $p < .01$ ). Respondents were more likely to report some level of knowledge after the training (91%) than before the training (15%). Thirty-eight respondents (82%) increased at least one level of knowledge.

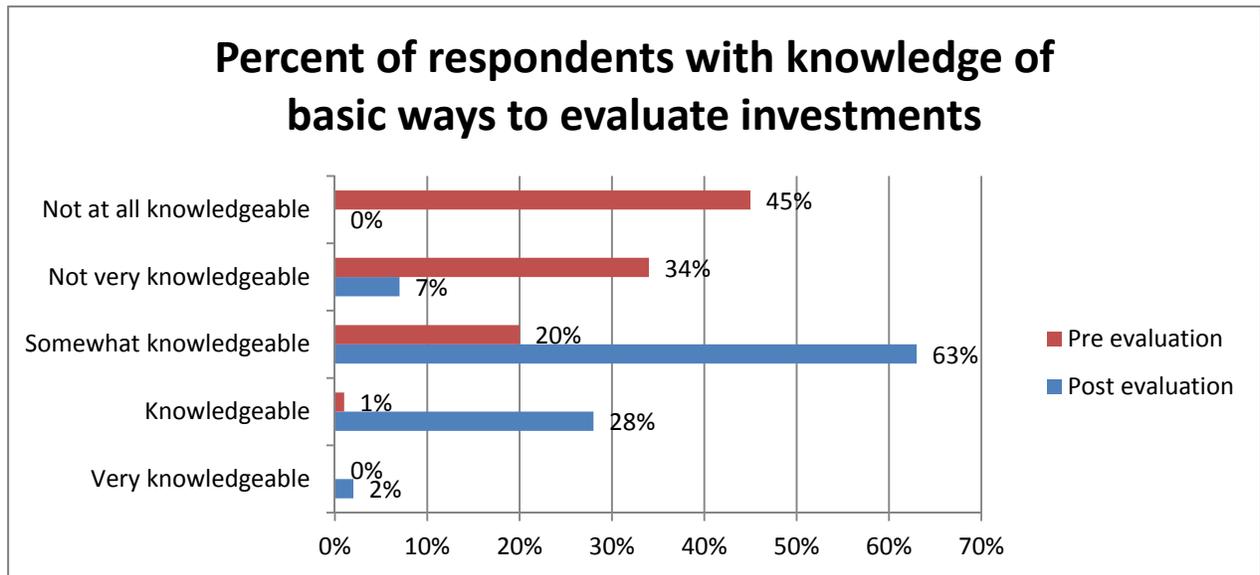


Knowledge of intermediate level financial concepts				
		Post evaluation		Total
		Lack of general knowledge	General knowledge	
Pre evaluation	Lack of general knowledge	4 (9%)	35 (76%)	39
	General knowledge	0 (0%)	7 (15%)	7
Total		4	42	46

McNemar’s  $\chi^2$ , 2-tailed = 33.03,  $p < .01$

Evaluation of common types of investments

When asked how they would rate their knowledge on the topic of **basic ways to evaluate common types of investments such as stocks and bonds** during the pre and post evaluations, three respondents (7%) continued to report a lack of knowledge (“not at all knowledgeable” or “not very knowledgeable”); one-quarter (12, 26%) remained as knowledgeable (“somewhat knowledgeable,” “knowledgeable,” or “very knowledgeable”); and two-thirds (31, 67%) increased from less than knowledgeable to knowledgeable. Reports of knowledge changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 29.03,  $p < .01$ ). Respondents were more likely to report some level of knowledge after the training (93%) than before the training (26%). Thirty-nine respondents (85%) increased at least one level of knowledge. Two respondents reported decreases in level of knowledge (“knowledgeable” to “somewhat knowledgeable”).



Knowledge of basic ways to evaluate investments				
		Post evaluation		Total
		Lack of general knowledge	General knowledge	
Pre evaluation	Lack of general knowledge	3 (7%)	31 (67%)	34
	General knowledge	0 (0%)	12 (26%)	12
Total		3	43	46

McNemar’s  $\chi^2$ , 2-tailed = 29.03,  $p < .01$

Of the 65 participants answering an additional set of knowledge level questions during the pre evaluation, a minority agreed at some level (“agree” or “strongly agree”) to having an **understanding of the concepts and terminology needed to answer the majority of library users' questions regarding investments and finances** (8, 12%). A minority agreed at some level to having **sufficient knowledge of their public library's resources needed to answer the majority of library users' questions about investments and finance** (13, 20%).

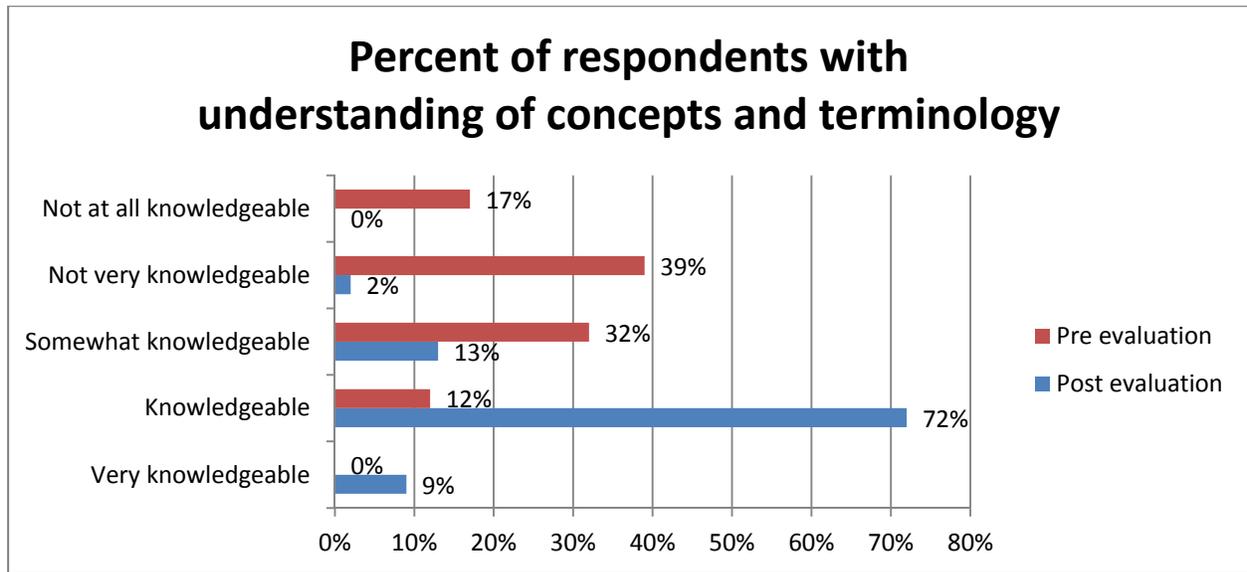
Of the 46 participants answering the same set of knowledge level questions during the post evaluation, a majority agreed at some level to **having an understanding of the concepts and terminology needed to answer the majority of library users' questions regarding investments and finances** (37, 80%); and a majority agreed at some level to having **sufficient knowledge of their public library's resources needed to answer the majority of library users' questions about investments and finance** (38, 83%).

In comparing pre and post evaluations, reports of knowledge levels showed a marked increase after the training took place. Please refer to Table 3 of **Appendix B, Survey Results**, for a detailed display of the results.

% agree or strongly agree	Pre	Post	Change
Understand concepts and terminology	12% (8 of 65)	80% (37 of 46)	+68%
Knowledge of resources	20% (13 of 65)	83% (38 of 46)	+63%

Understanding of concepts and terminology

When asked their level of agreement or disagreement to the statement “**I understand the concepts and terminology needed to answer the majority of library users’ questions regarding investments and finances**” during the pre and post evaluations, seven respondents (16%) continued to report a lack of agreement (“strongly disagree,” “disagree,” or “neither agree nor disagree”); six (14%) remained as agreeable (“agree,” “strongly agree”); and 31 (70%) shifted from a lack of agreement to agreement. Reports of agreement changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 29.03,  $p < .01$ ). Respondents were more likely to report some level of agreement after the training (84%) than before the training (14%). Thirty-five respondents (80%) increased at least one level of agreement.

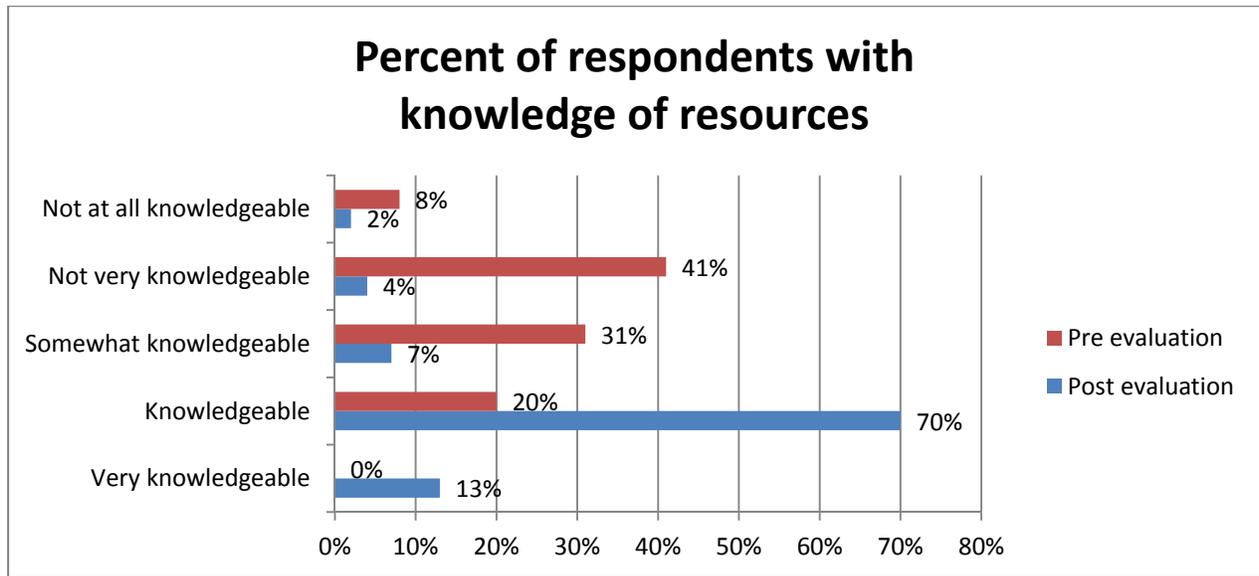


Understanding personal finance and investing concepts and terminology				
		Post evaluation		Total
		Lack of agreement	Agreement	
Pre evaluation	Lack of agreement	7 (16%)	31 (70%)	38
	Agreement	0 (0%)	6 (14%)	6
Total		7	37	44

McNemar’s  $\chi^2$ , 2-tailed = 29.03,  $p < .01$

Knowledge of resources

When asked their level of agreement or disagreement to the statement “**I have sufficient knowledge of my public library’s resources needed to answer the majority of library users’ questions about investments and finance**” during the pre and post evaluations, seven respondents (16%) continued to report a lack of agreement; six (14%) remained as agreeable; and 31 (70%) shifted from a lack of agreement to agreement. Reports of agreement changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 25.04,  $p < .01$ ). Respondents were more likely to report some level of agreement after the training (86%) than before the training (25%). Thirty respondents (68%) increased at least one level of agreement. One respondent reported a decrease in level of agreement (“disagree” to “strongly disagree”).



Knowledge of resources				
		Post evaluation		Total
		Lack of general knowledge	General knowledge	
Pre evaluation	Lack of general knowledge	6 (14%)	27 (61%)	33
	General knowledge	0 (0%)	11 (25%)	11
Total		6	38	44

McNemar’s  $\chi^2$ , 2-tailed = 25.04,  $p < .01$

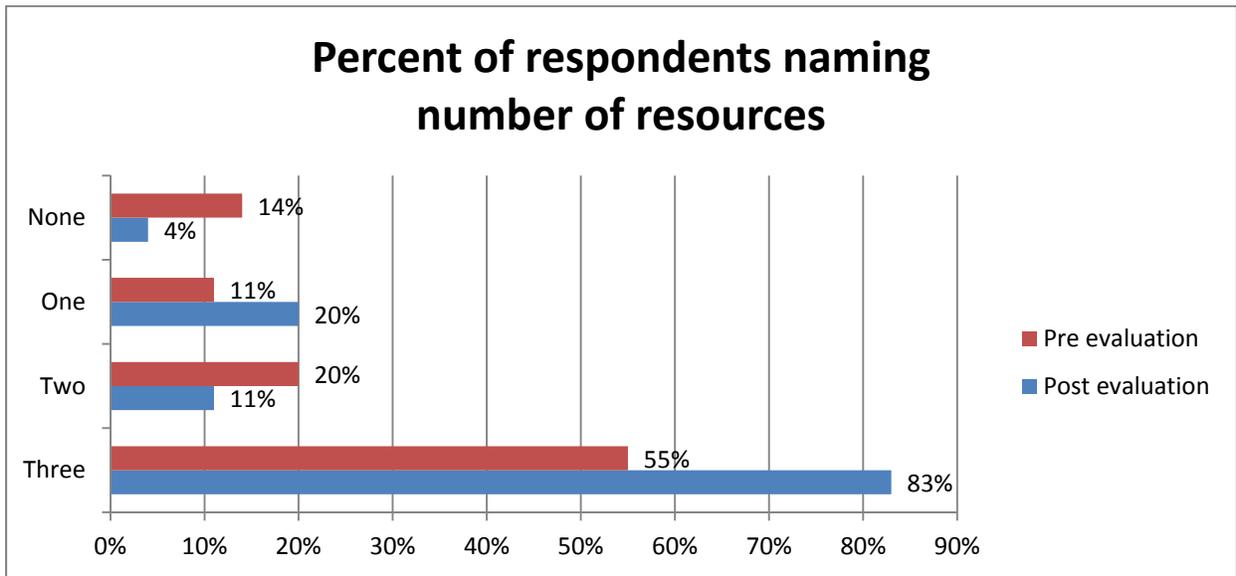
Comments were made about the increased ability to tailor information to specific age groups: “I would just like to say I am really pleased we have more information and tools to work with regarding information to the many age groups on finance and investing,” and “How to make wise investment choices for particular age groups.”

Specification of resources

During the pre evaluation, of the 65 respondents asked to name up to **three resources they might recommend for information on finances and investing** (websites, print, databases, etc.), just over half (36, 55%) were able to name three resources.

Of the 46 respondents asked the same question during the post evaluation, an overwhelming majority (38, 83%) were able to name three resources. Twelve of the seventeen respondents (71%) who had provided two or fewer resources during the pre evaluation increased the number of resources they might recommend.

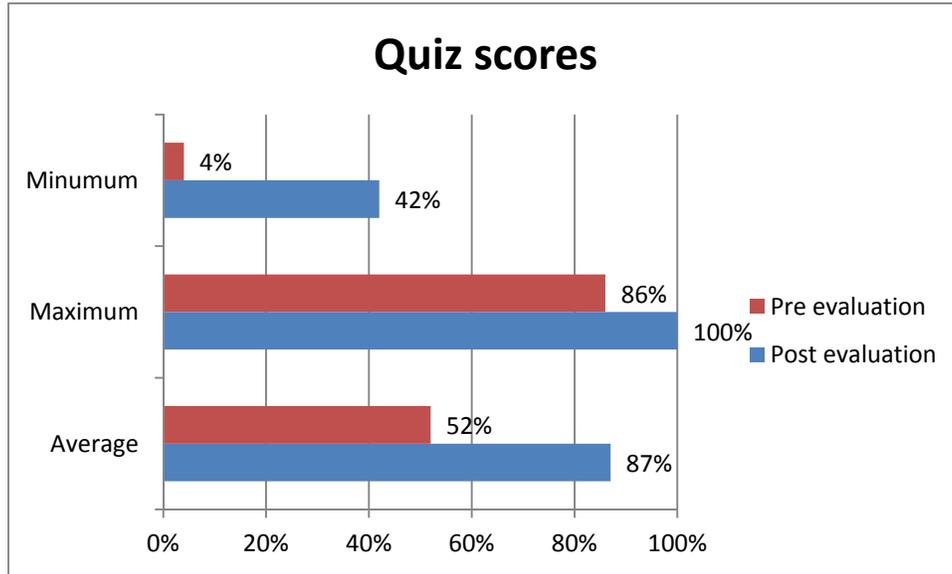
In comparing pre and post evaluations, reports of knowledge levels showed a marked increase after the training took place.



# resources	Pre	Post	Change
None	14% (9 of 65)	4% (2 of 46)	-10%
One	11% (7 of 65)	2% (1 of 46)	-9%
Two	20% (13 of 65)	11% (5 of 46)	-9%
Three	55% (36 of 65)	83% (38 of 46)	+28%

Quiz to assess knowledge of content

In addition to self-report of knowledge of financial concepts and resources, 24 quiz questions assessed **knowledge of content presented in the Santa Clara training modules**. The average score among the 65 who completed the pre evaluation was 52% (minimum = 4%, maximum = 86%). The average score among the 46 who completed the post evaluation was 87% (minimum = 42%, maximum = 100%), an increase of 35 percentage points from the pre evaluation.



	Pre evaluation	Post evaluation	Change
Minimum	4%	42%	+38%
Maximum	86%	100%	+14%
Average	52%	87%	+35%
Median	52%	89.5%	+37.5%
Total	65	46	

The scores of the 46 respondents who completed both the pre and post evaluations were paired. The results of the 1-tailed within groups t-test analysis found a significant difference between respondents' pre and post evaluation scores ( $t$ , one-tailed = -11.73,  $p < .01$ ). Respondents' percentage of correct responses on the post evaluation (Median = 89.96%) was higher than on the pre evaluation (Median = 54.89%). All but one respondent (45, 98%) improved in scoring.

Respondents were asked what they would like to learn more about in the area of personal investing and finances. Responses included investing, the stock market, budgeting, stocks and bonds, debt reduction, loans, retirement, real estate, insurance, taxes, financial crisis management.

**Confidence in reference skills**

Of the 65 participants answering confidence level questions during the pre evaluation, less than half reported some level of confidence (“somewhat confident,” “confident,” or “very confident”) in their ability to **understand library users' financial education needs** (28, 43%); to **refer library users to unbiased financial education resources** (29, 44.5%); and to **answer library users' questions about financial education** (19, 29%).

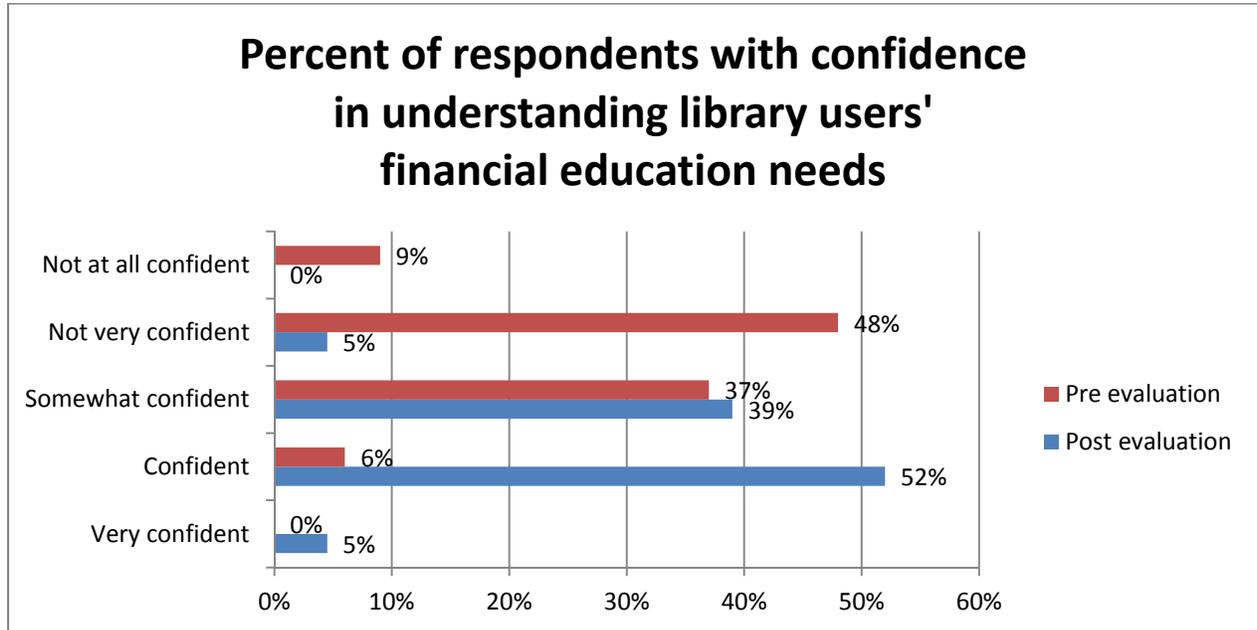
Of the 46 participants answering confidence level questions during the post evaluation, an overwhelming majority reported some level of confidence in their ability to understand library users' financial education needs (44, 95.5%) and to refer library users to unbiased financial education resources (46, 100%). Nearly half of the respondents reported at least some level of confidence in their ability to answer library users' questions about financial education (43, 93%).

In comparing pre and post evaluations, reports of confidence levels showed a marked increase after the training took place. Please refer to Table 4 of **Appendix B, Survey Results**, for a detailed display of the results.

% somewhat confident, confident or very confident	Pre	Post	Change
Understand library users' financial education needs	43% (28 of 65)	95.5% (44 of 46)	+52.5%
Refer library users to unbiased financial education resources	44.5% (29 of 65)	100% (46 of 46)	+55.5%
Answer library users' questions about financial education	29% (19 of 65)	93% (43 of 46)	+64%

Understanding of education needs

When asked how confident they were in their ability to **understand library users' financial education needs** during the pre and post evaluations, two respondents (4%) remained less than confident (“not at all confident” or “not very confident”), nearly half (20, 44%) remained as confident, and just over half (24, 52%) increased from less than confident to confident. Reports of confidence changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 22.04,  $p < .01$ ). Respondents were more likely to report some level confidence after the training (96%) than before the training (43%). Thirty-five respondents (76%) increased at least one level of confidence.

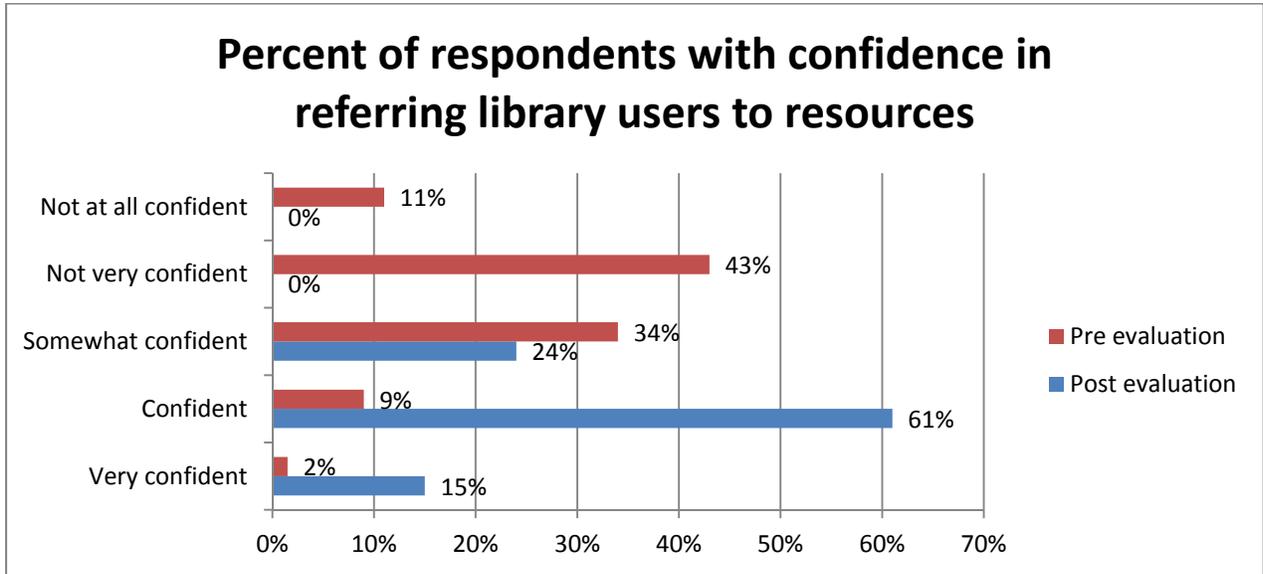


Confidence in ability to understand library users' financial education needs				
		Post evaluation		Total
		Less than confident	Confident	
Pre evaluation	Less than confident	2 (4%)	24 (52%)	26
	Confident	0 (0%)	20 (44%)	20
Total		2	44	46

McNemar’s  $\chi^2$ , 2-tailed = 22.04,  $p < .01$

Ability to refer resources

When asked how confident they were in their ability to **refer library users to unbiased financial education resources** during the pre and post evaluations, nearly half (20, 44%) remained as confident, and just over half (24, 56%) increased from less than confident to confident. Reports of confidence changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 23.04,  $p < .01$ ). Respondents were more likely to report some level confidence after the training (100%) than before the training (44%). Forty respondents (87%) increased at least one level of confidence. Only one respondent reported a decreased level of confidence (from “confident” to “somewhat confident”).

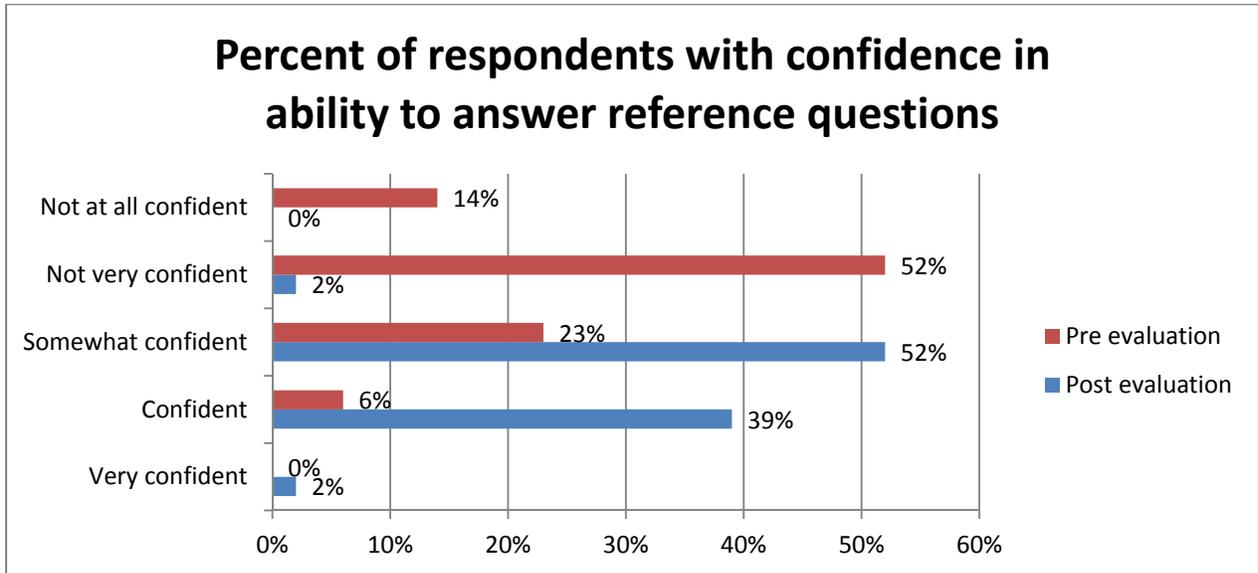


Confidence in ability to refer library users to unbiased financial education resources				
		Post evaluation		Total
		Less than confident	Confident	
Pre evaluation	Less than confident	0 (0%)	24 (56%)	24
	Confident	0 (0%)	20 (44%)	20
Total		0	45	45

McNemar’s  $\chi^2$ , 2-tailed = 23.04,  $p < .01$

Ability to answer questions

When asked how confident they were in their ability to **answer library users' questions about financial education** during the pre and post evaluations, just over one-quarter of the individuals (12, 29%) remained as confident, while nearly three-quarters of the individuals (30, 71%) increased from less than confident to confident. Reports of confidence changed significantly between pre and post evaluation (McNemar's  $\chi^2$ , 2-tailed = 28.03,  $p < .01$ ). Respondents were more likely to report some level confidence after the training (100%) than before the training (29%). Thirty-four respondents (81%) increased at least one level of confidence. Only one respondent reported a decreased level of confidence (from "confident" to "somewhat confident").



Confidence in ability to answer library users' questions about financial education				
		Post evaluation		Total
		Less than confident	Confident	
Pre evaluation	Less than confident	0 (0%)	30 (71%)	30
	Confident	0 (0%)	12 (29%)	12
Total		0	42	42

McNemar's  $\chi^2$ , 2-tailed = 28.03,  $p < .01$

When asked an additional set of confidence questions, during the pre evaluation, just over half of the 65 respondents reported to some level of confidence in their ability to direct library users to reliable resources related to **money management** (36, 55%), and a minority reported some level of confidence in their ability to direct library users to reliable resources related to **investments** (19, 29%); to **retirement** (25, 39%); and to **estate planning** (18, 28%).

Of the 46 participants answering the confidence level questions during the post evaluation, all respondents reported some level of confidence (somewhat confident, confident, or very confident) in their ability to direct library users to reliable resources related to money management (46, 100%), to investments (46, 100%), and to retirement (46, 100%). Nearly all respondents reported some level of confidence in their ability to direct library users to reliable resources related to estate planning (44, 96%).

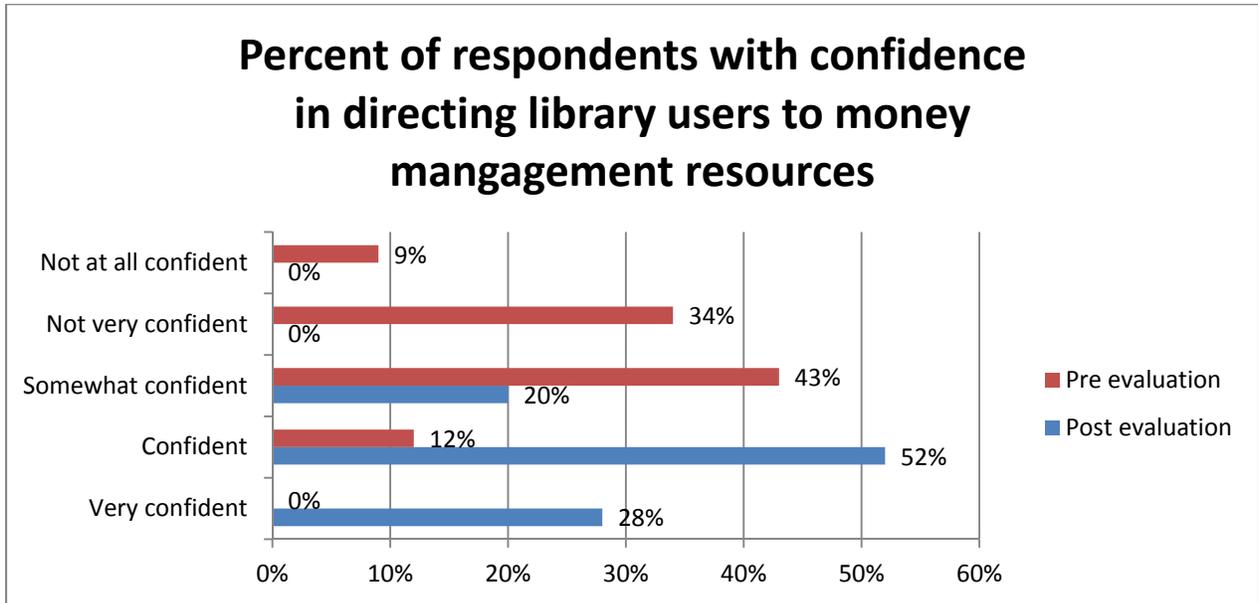
In comparing group results from pre and post evaluations, reports of confidence levels showed a marked increase after the training took place. Please refer to Table 5 of **Appendix B, Survey Results**, for a detailed display of the results.

% somewhat confident, confident or very confident	Pre	Post	Change
Direct library users to reliable resources related to money management	55% (36 of 65)	100% (46 of 46)	+45%
Direct library users to reliable resources related to investments	29% (19 of 65)	100% (46 of 46)	+71%
Direct library users to reliable resources related to retirement	39% (25 of 65)	100% (46 of 46)	+61%
Direct library users to reliable resources related to estate planning	28% (18 of 65)	96% (44 of 46)	+68%

Respondents were invited to share what was the most helpful information they received during the training program. Many cited the website resources that were shared in the Santa Clara curriculum. One site most often mentioned was the FINRA web site, specifically the FINRA Investor Education Modules.

Ability to refer to money management resources

When asked how confident they were in their ability to direct library users to reliable resources related to **money management** during the pre and post evaluations, nearly two-thirds of the individuals (28, 62%) remained as confident, while just over one-third (17, 38%) increased from less than confident to confident. Reports of confidence changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 15.06,  $p < .01$ ). Respondents were more likely to report some level confidence after the training (100%) than before the training (62%). Thirty-six respondents (80%) increased at least one level of confidence. Only one respondent reported a decreased level of confidence (from “confident” to “somewhat confident”).

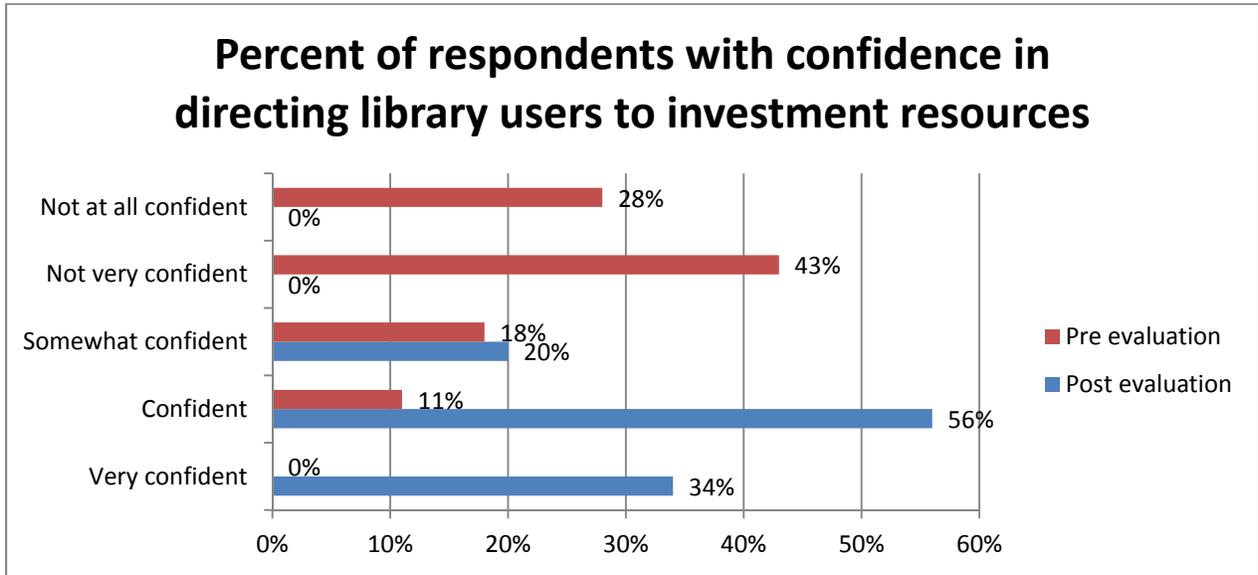


Confidence in ability to direct library users to reliable resources related to money management:				
		Post evaluation		Total
		Less than confident	Confident	
Pre evaluation	Less than confident	0 (0%)	17 (38%)	17
	Confident	0 (0%)	28 (62%)	28
Total		0	45	45

McNemar’s  $\chi^2$ , 2-tailed = 15.06,  $p < .01$

Ability to refer to investment resources

When asked how confident they were in their ability to direct library users to reliable resources related to **investments** during the pre and post evaluations, one-third of the individuals (15, 33%) remained as confident, while two-thirds (31, 67%) increased from less than confident to confident. Reports of confidence changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 29.03,  $p < .01$ ). Respondents were more likely to report some level confidence after the training (100%) than before the training (33%). Forty-one respondents (89%) increased at least one level of confidence.

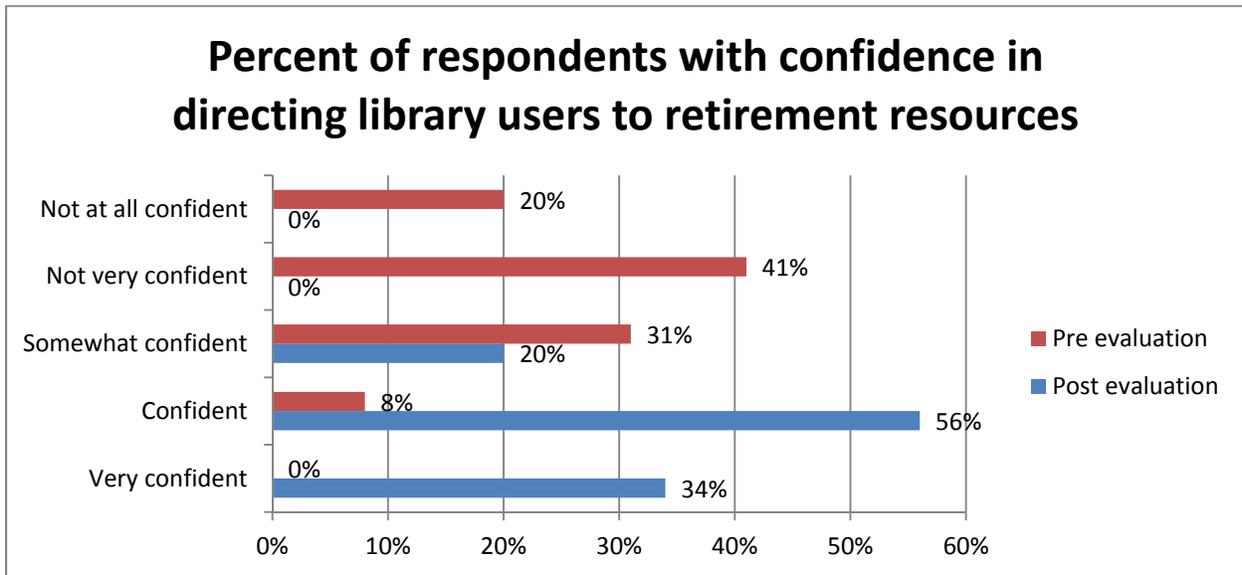


Confidence in ability to direct library users to reliable resources related to investments				
		Post evaluation		Total
		Less than confident	Confident	
Pre evaluation	Less than confident	0 (0%)	31 (67%)	31
	Confident	0 (0%)	15 (33%)	15
Total		0	46	46

McNemar’s  $\chi^2$ , 2-tailed = 29.03,  $p < .01$

Ability to refer to retirement resources

When asked how confident they were in their ability to direct library users to reliable resources related to **retirement** during the pre and post evaluations, nineteen (41%) individuals remained as confident, while twenty-seven (59%) increased from less than confident to confident. Reports of confidence changed significantly between pre and post evaluation (McNemar's  $\chi^2$ , 2-tailed = 25.03,  $p < .01$ ). Respondents were more likely to report some level confidence after the training (100%) than before the training (41%). Forty-two respondents (91%) increased at least one level of confidence.

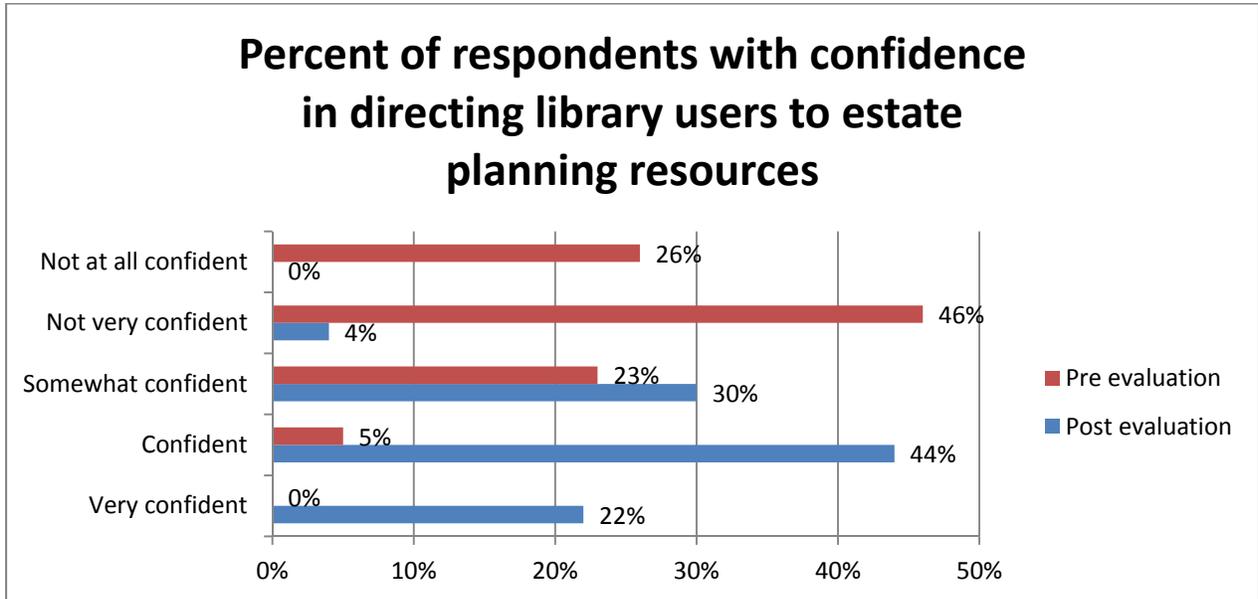


Confidence in ability to direct library users to reliable resources related to retirement				
		Post evaluation		Total
		Less than confident	Confident	
Pre evaluation	Less than confident	0 (0%)	27 (59%)	27
	Confident	0 (0%)	19 (41%)	19
Total		0	46	46

McNemar's  $\chi^2$ , 2-tailed = 25.03,  $p < .01$

Ability to refer to estate planning resources

When asked how confident they were in their ability to direct library users to reliable resources related to **estate planning** during the pre and post evaluations, one respondent (2%) remained less than confident, fifteen (33%) remained as confident, while thirty (65%) increased from less than confident to confident. Reports of confidence changed significantly between pre and post evaluation (McNemar’s  $\chi^2$ , 2-tailed = 28.03,  $p < .01$ ). Respondents were more likely to report some level confidence after the training (98%) than before the training (33%). Thirty-nine respondents (84%) increased at least one level of confidence.



Confidence in ability to direct library users to reliable resources related to estate planning				
		Post evaluation		Total
		Less than confident	Confident	
Pre evaluation	Less than confident	1 (2%)	30 (65%)	31
	Confident	0 (0%)	15 (33%)	15
Total		0	46	46

McNemar’s  $\chi^2$ , 2-tailed = 28.03,  $p < .01$

### ***Behaviors***

Respondents were asked questions as to what they intended to do as a result of the training. Of the 46 participants completing the post evaluation, 32 (70%) planned to **promote the resources the library has on hand**, while 12 (26%) reported to already be doing this (as of start of training or before training started). Thirty respondents (65%) planned to **respond to customer questions on the subject**, while 13 (29%) reported to already be doing this. Thirty-eight respondents (83%) planned to **use a variety of learning materials**, while 4 (8%) reported to already be doing this. Twenty-eight respondents (61%) planned to **share the training's materials with other staff**, while 8 (17%) reported to already be doing this. Please refer to Table 6 of **Appendix B, Survey Results**, for a detailed display of the results.

### ***Satisfaction with training***

On the post evaluation, the participants were asked to rate several components of the training. Of the 46 respondents, 37 (81%) gave the **educational content presented** (Santa Clara curriculum) a favorable rating ("excellent" or "good"), while 7 (15%) rated it less favorably ("fair" or "poor"). Thirty-four respondents (74%) gave the **online format of training modules** (Santa Clara curriculum) a favorable rating, while 10 (22%) rated it less than favorably. Thirty-two respondents (70%) gave the **8-week window to complete training** a favorable rating, while 14 (30%) rated it less than favorably. Thirty-one respondents (68%) gave the **educational content of check-in webinars** a favorable rating, while 15 (32%) rated it less than favorably. Thirty-one respondents (68%) gave the **online format of check-in webinars** a favorable rating, while 13 (28%) rated it less than favorably. Thirty-nine respondents (85%) gave the **Nebraska's Guide for staff going through Santa Clara's Online Curriculum** a favorable rating, while 6 (13%) rated it less than favorably. Forty-three respondents (93%) gave the **Nebraska Glossary** a favorable rating, while 3 (7%) rated it less than favorably. Forty-two (91%) gave the **NLC "Smart Investing @ your library® Builds Nebraska Communities" Web page** a favorable rating, while 4 (9%) rated it less than favorably. Forty respondents (87%) gave **communication with Nebraska Library Commission staff** a favorable rating, while 6 (13%) rated it less than favorably. Please refer to Table 7 of **Appendix B, Survey Results**, for a detailed display of the results.

Rating comments mainly surrounded the timing of the training coinciding with the busy months of summer reading programming. Feedback on the format of the webinars referred to technical issues with sound. With regard to educational content of the webinars, one respondent asked for more experts to present during the check-in webinars. One respondent requested more scenario-based training when working with library users' reference questions. Other feedback included: "Enjoyed the class and hopefully have learned several new things to help library customers," and "the webinars were good."

When asked whether they would recommend this training program to other library staff/volunteers, 39 of the 46 respondents (85%) said "yes," while 6 (13%) said "no." Please refer to Table 8 of **Appendix B, Survey Results**, for a detailed display of the results.

Respondents were invited to share what was the most helpful information they received during the training program. Many cited the Nebraska's Guide for staff going through Santa Clara's Online Curriculum, which is a compendium of the websites shared in the Santa Clara curriculum, including additional Nebraska-specific websites. Also mentioned as most helpful was the Nebraska Glossary.

### ***Sustainability***

Results of libraries networking with local resource providers and other activities to support sustainability will be shared in the final report.

## Marketing

**Goal 3: Through marketing and outreach activities implemented by library staff and local partners, make Nebraskans aware that the library is a resource for unbiased financial planning and problem solving resources.**

### Objectives:

- a. NLC will provide marketing training sessions for Nebraska library staff.
  - o Intended results: 90% of trained staff of participating libraries will demonstrate learning to plan and implement an effective marketing strategy, as evidenced in pre/post tests and/or surveys.
- b. NLC will develop a customizable marketing kit and distribute it to local libraries, along with marketing materials, to be used to implement local marketing efforts.
  - o Intended results: 80% of participating libraries will use the planning template and NLC marketing materials to implement an effective marketing strategy disseminated through intermediaries, outreach, and word-of-mouth.
- c. Participating libraries will effectively use outreach and promotional resources (including events, print, websites, social networking tools and/or person-to-person outreach) to build and reinforce word-of-mouth marketing of the Smart Investing @ your library® Builds Nebraska Communities activities and resources.
  - o Intended results: Staff of all 22 local libraries will report using social networking tools, local library websites, and/or person-to-person outreach, evidenced by social networking harvesting and library reporting.

### Activities:

Planning for a marketing training session is underway. A merchandising packet was distributed to each of the 22 libraries in June 2014.

### Results:

Results of marketing training sessions, implementation of marketing strategies, and use of outreach and promotional resources will be shared in the final report.

## Conclusion

Smart Investing@your library® Builds Nebraska Communities has made great strides in implementation of the project and in working toward meeting the objectives and goals of the grant, especially in the areas of staff training and distribution of resource materials, both of which are essentially complete. Staff and partners are well-positioned to move forward with the next stages of the project, particularly the customer training and the marketing and outreach rollout.