

**A Draft Report of Phase III
The Clients/End-Users**

**The San Francisco Foundation's Bank of America
Consumer Education Fund (BACEF)**

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Phase III, Clients/End-Users

Introduction

All the organizations that were contacted in Phase II of this evaluation either face-to-face, by phone, or by mail were asked to provide us with information that may help to reach to their clients (end-users). As discussed in the Phase II report, most of the organizations that were contacted did not provide any help in this regard. Among the 48 organizations that were contacted, only two of them provided information about their end-users. UPAC was the most cooperative organization and provided the most useful information for reaching to the end-users. Since most of UPAC's clients were non-native English speakers, we had to hire test administrators who were fluent in their native languages to help conduct our interviews. Five individual/group test administrators were hired to work with the end-users in the following language groups: (1) Cambodian (2) Chinese, (3) Hmong, (4) Laotian, and (5) Vietnamese.

Background characteristics of the end-users

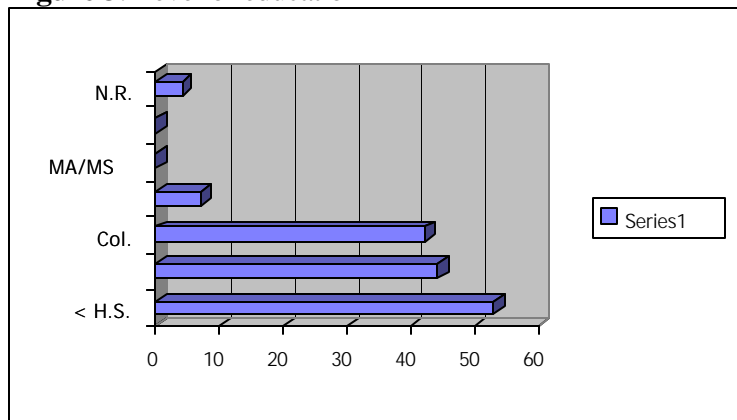
A summary description of the background characteristics of the clients (end-users) who were interviewed in this study would help to better understand their responses to our evaluation questions. One hundred and fifty individuals who were/are UPAC clients from five different cultural background (languages) participated in this study. Of this group, 20% were Cambodian, 19.3% Chinese, 18.7% Hmong, 20% Laotian, and 20.7% were Vietnamese (see Table 6). They were divided about equally across the gender line (49% male and 51% female, see Table 1 and Figure 1, Appendix A). Almost all of them (98.7%, Table 2, Appendix A) identified themselves as Asian. A majority of the respondents had *high school* or *less than high school* education (see Table 3 and Figure 3). About 20% of the respondents indicated

that their field of study was education (Table 4, Appendix A), a few others mentioned other fields of study, however, a majority of them (over 53%) did not answer this question?

Table 3. Level of education (Q4)

Categories	Frequency	Percent	Rank
Less than High School	53	36.3	1
High School	44	30.1	2
College	42	28.8	3
B.A./B.S	7	4.8	4
MA./ MS			
Doctorate			
No Response	4		

Figure 3. Level of education



A majority of the clients believed that they are doing “very well” or “fairly well” in speaking English (63.5%), understanding English (62.8%), reading English (63.3%), and writing English (61.6) (see Table 7 and Figure 7). Over 80% of the clients indicated that they did not have any working experience in financial fields (see Table 9 and Figure 9, Appendix A), however, most of the respondents expressed some level of interest (68%, Table 10 and Figure 10, Appendix A) in learning or even teaching financial concepts. Similarly, a large percentage of the respondents (60.8%, Table 11 and Figure 11) were interested in working in financial fields. This is an interesting observation since in spite of any working knowledge or experience in

financial fields, a majority of respondents expressed interest in learning financial concepts and working in financial fields.

Table 5. Do you speak a language other than English? (Q6)

Categories	Frequency	Percent	Rank
Yes	139	97.2	1
No	4	2.8	2
No Response	7		

Figure 5. Do you speak a language other than English?

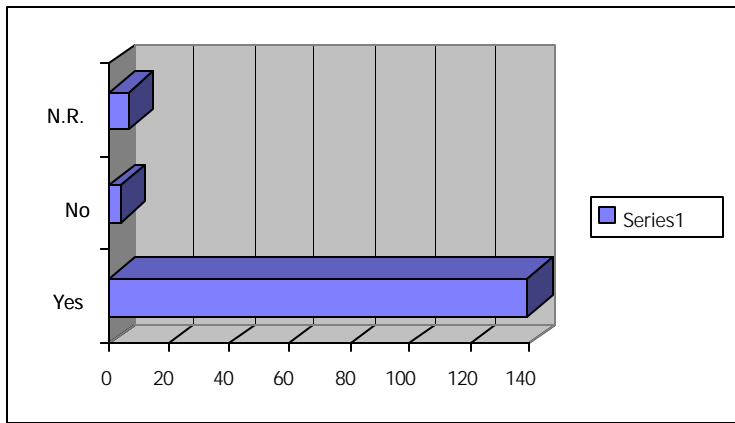


Table 6. If yes, what languages (Q6)

Categories	Frequency	Percent	Rank
Cambodian	30	20.0	2.5
Chinese	29	19.3	4
Hmong	28	18.7	5
Lao	30	20.0	2.5
Vietnam	31	20.7	1
Multiple Response	1	0.7	6
No Response	1		

Figure 6. If yes, what languages

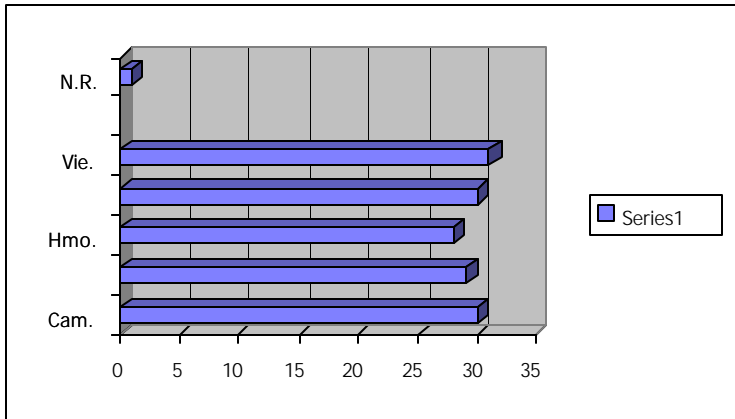


Table 7. How well do you (Q7)

Categories	Very Well		Fairly Well		No Well	
	Freq	PC%	Freq	PC%	Freq	PC%
Speak English	40	27.0	54	36.5	54	36.5
Understand English	41	28.3	50	34.5	54	37.2
Read English	43	29.3	50	34.0	54	36.7
Write English	39	26.7	51	34.9	56	38.4
No Response						

Figure 7. How well do you

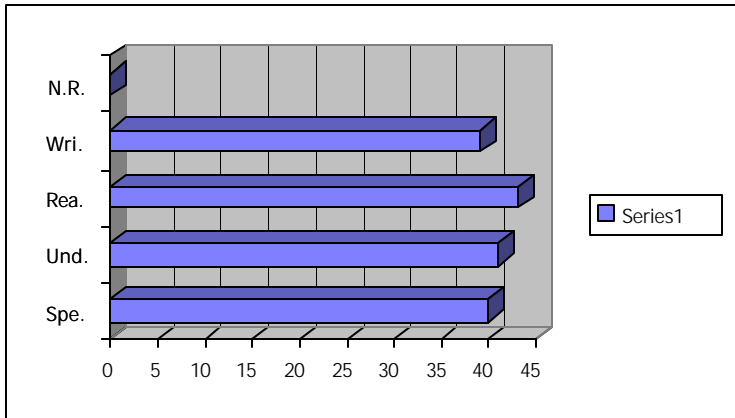
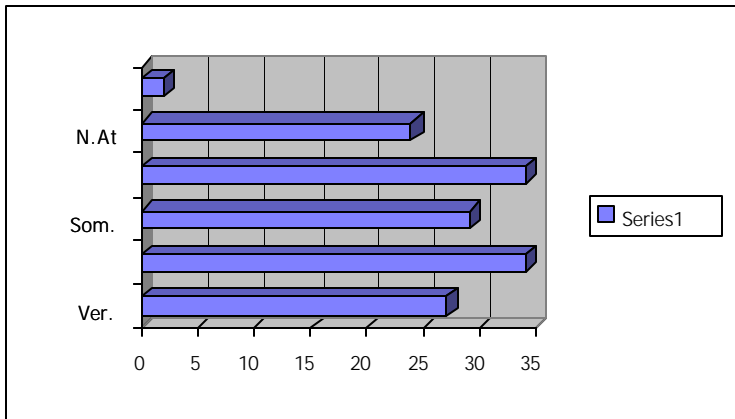


Table 11. . How interested are you in working in financial fields/services? (Q11)

Categories	Frequency	Percent	Rank
Very interested	27	18.2	4
interested	34	23.0	1.5
Somewhat interested	29	19.6	3
Not much interested	34	23.0	1.5
Not at all interested	24	16.2	5
No Response	2		

Figure 11. . How interested are you in working in financial fields/services?

BACEF Materials

Clients were asked a range of questions regarding the BACEF materials. Among other things, they were asked to make judgment about the “quality”, “effectiveness”, “usefulness” and “applicability” of the materials. We asked them how they found out about the materials, how they learned the materials, how interested they were in the materials, and how relevant were the materials for them. Following is a summary of the clients' response to these questions in the interview schedule/questionnaire.

Table 12. How did you learn the BACEF materials? (Q12)

Categories	Frequency	Percent	Rank
by participating in classes sponsored by this organization	33	22.6	2
by reading the materials at home	109	74.7	1
by accessing the materials through the internet	4	2.7	3
No Response	4		

Figure 12. How did you learn the BACEF materials

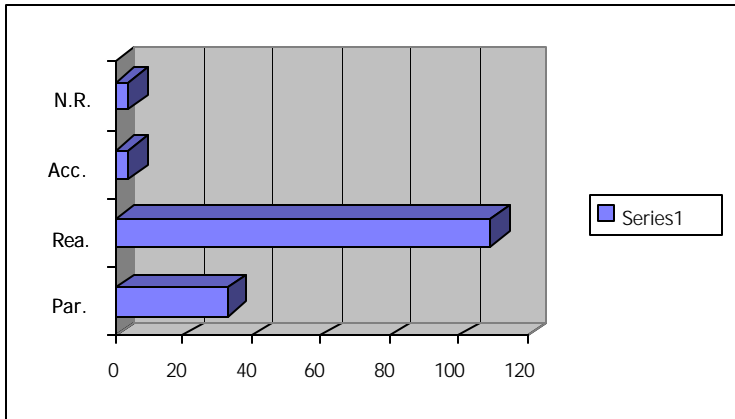
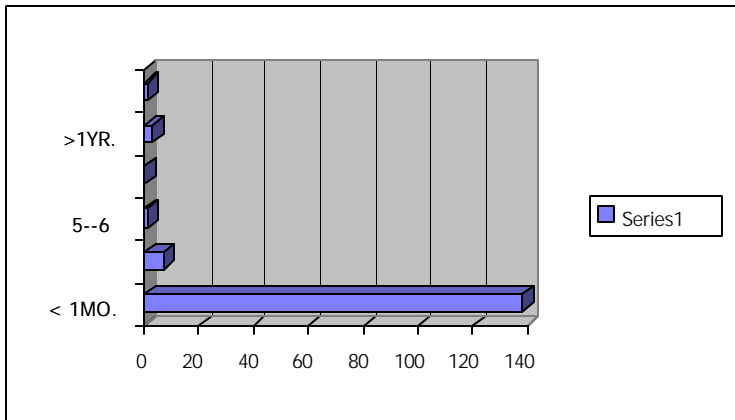


Table 13. How long were you involved in the BACEF learning activities? (Q13)

Categories	Frequency	Percent	Rank
Less than a month	138	92.6	1
2-4 months	7	4.7	2
5-6 months	1	0.7	4
7-10 months			
over a year	3	2.0	3
No Response	1		

Figure 13. How long were you involved in the BACEF learning activities



Most of the clients who were interviewed (74.7%) indicated that they learned the BACEF materials by studying the materials at home. Others (22.6%) learned the materials by participating in classes sponsored by the grant-recipient organizations (see Table 12 and Figure 12). Almost all of the respondents (93%) indicated that they were involved in the BACEF learning activities for less than a month (Table 13 and Figure 13). When the clients were asked about the number of hours they spent in a formal BACEF learning process, almost everyone

responded that they spend between 1 to 5 hours (see Table 14 and figure 14). Ninety five percent of the respondents also indicated that they spent between 1-5 hours studying the BACEF materials on their own (see Table 15 and Figure 15). Similarity between the response pattern of question 14 (Table 14) and question 15 (Table 15) suggests that the clients treated these two questions about the same and gave the same answer to the two questions in spite of some differences between the two questions.

Table 14. How many hours a week do (did) you spend in the formal BACEF educational activities? (Q14)

Categories	Frequency	Percent	Rank
1-5 hours	123	98.4	1
6-10 hours	1	0.8	
11-15 hours	1	0.8	
15-20 hours			
over 20 hours			
No Response	25		

Figure 14. How many hours a week do (did) you spend in the formal BACEF educational activities?

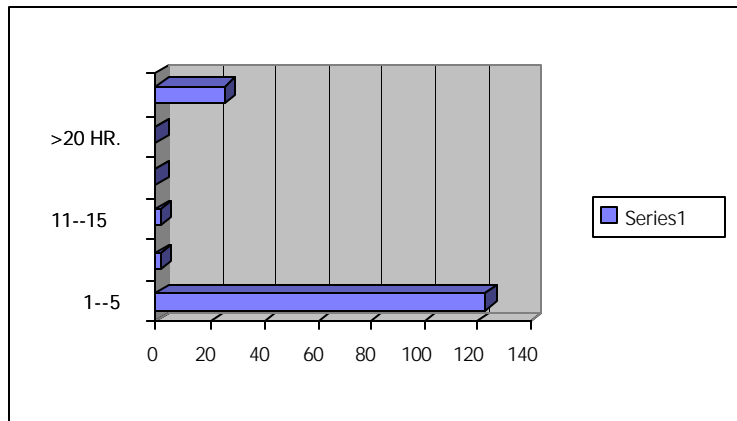
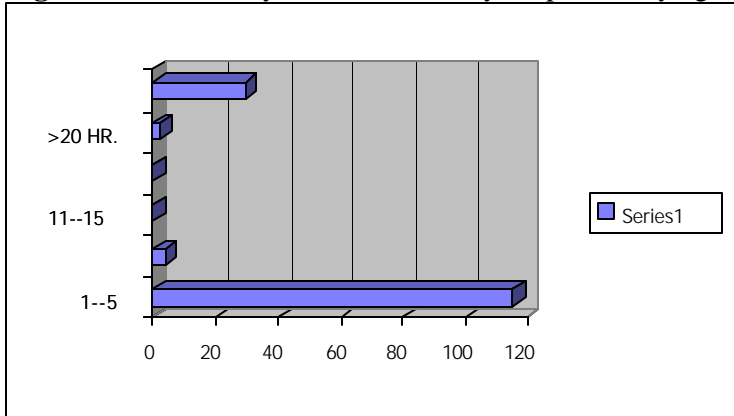


Table 15. How many hours a week do (did) you spend studying the materials on your own? (Q15)

Categories	Frequency	Percent	Rank
1-5 hours	115	95.0	1
6-10 hours	4	3.3	
11-15 hours			
15-20 hours			

over 20 hours	2	1.7	
No Response	29		

Figure 15. How many hours a week do you spend studying the materials on your own?



In response to the questions of whether or not they are currently participating in BACEF related activities, a larger group of the clients (75%, Table 16 and Figure 16) indicated that they were not currently participating in any BACEF learning activities. However, when they were asked if they currently study the BACEF materials, a larger group of clients (48.2%, Table 17 and Figure 17) responded that they do currently study the BACEF materials.

Table 16. Do you currently participate in BACEF learning activities? (Q16)

Categories	Frequency	Percent	Rank
Yes	35	25.0	2
No	105	75.0	1
No Response	10		

Figure 16. Do you currently participate in BACEF learning activities?

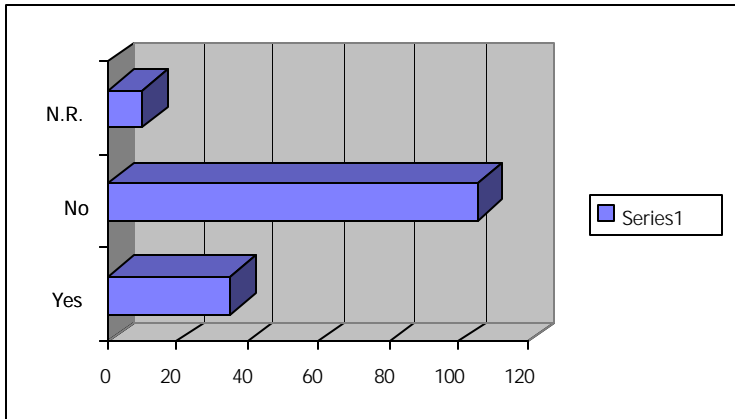
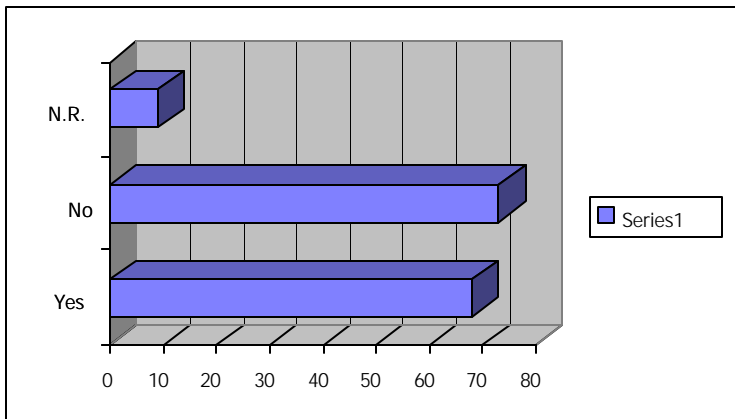


Table 17. Do you currently study the BACEF materials? (Q17)

Categories	Frequency	Percent	Rank
Yes	68	48.2	2
No	73	51.8	1
No Response	9		

Figure 17. Do you currently study the BACEF materials



We asked the end-users if they would recommend the BACEF materials to their family members, friends, and colleagues. Over 46% of the clients responded with high level of certainty (*definitely* or *most probably*) that they would recommend the materials and over 79% responded with a modest level of certainty (*definitely*, *most probably*, or *probably*) that they would recommend the materials (see Table 18 and Figure 18).

A very important policy question was a question about the future BACEF. We asked the clients if they would participate in a possible future BACEF educational opportunities. A large number of the clients (77.7%) responded with a modest level of confidence (*definitely*, *most probably*, and *probably*) that they would participate in future BACEF educational opportunities if such opportunities exist (see Table 19 and Figure 19).

Table 18. Would you recommend BACEF materials to your family members, friends, and colleagues? (Q19)

Categories	Frequency	Percent	Rank
Definitely	47	31.8	2
Most probably	22	14.9	4
probably	49	33.1	1
not sure	29	19.6	3
will not participate	1	0.7	5
No Response	2		

Figure 18. Would you recommend BACEF materials to your family members, friends, and colleagues?

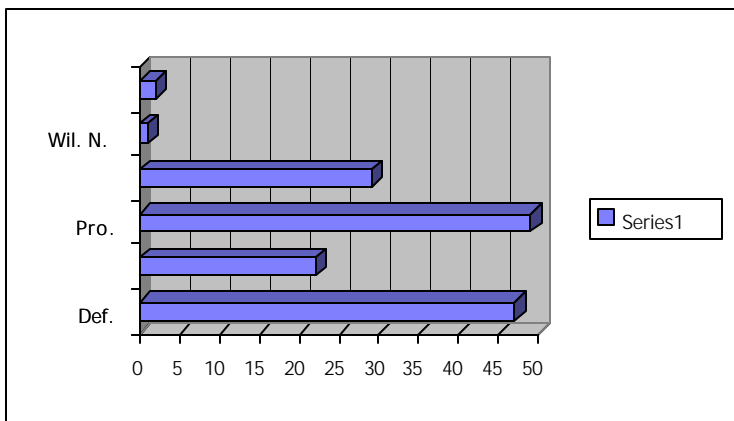
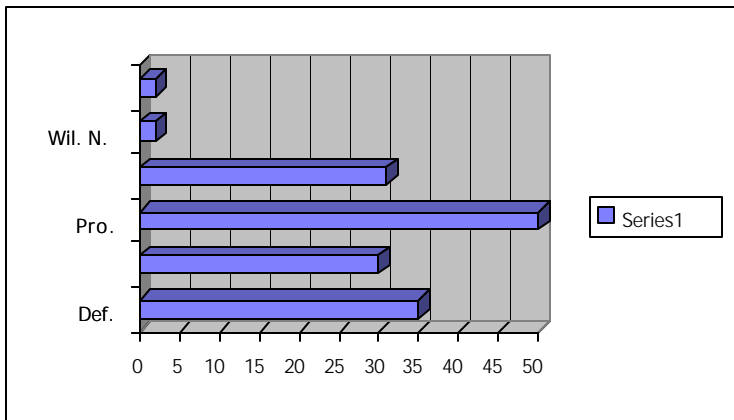


Table 19. If BACEF offers educational opportunities in the future, would you participate? (Q20)

Categories	Frequency	Percent	Rank
Definitely	35	23.6	2
Most probably	30	20.3	4
probably	50	33.8	1
not sure	31	20.9	3
will not participate	2	1.4	5
No Response	2		

Figure 19. If BACEF offers educational opportunities in the future, would you participate

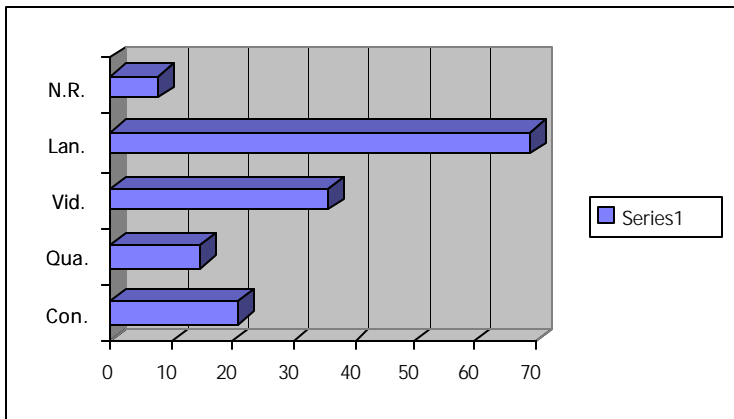
Clients were then asked to share with us their ideas/suggestions for improving the BACEF materials. The responses to this questions were summarized in Table 20. As the data in Table 20 suggest, about 15% of the clients indicated that there must be some changes/improvement in the content of the materials, over 10% believed that the quality of printing must be improved, over 25% indicated that some improvement must be done on the quality of the videos, and over 48% of the respondents believed that the materials must be translated into more languages (a more varieties of languages) and that the language of the materials must be simplified, i.e., the materials must become less linguistically complex.

Table 20. In which of the following area(s) does BACEF need to make more improvement? (Q21)

Categories	Frequency	Percent	Rank
Content of the materials	21	14.8	3
Quality of print	15	10.6	4

Quality of video	36	25.4	2
Language of materials	69	48.6	1
	8		

Figure 20. In which of the following area(s) does BACEF need to make more improvement?



We asked the clients if they have developed or modified any BACEF materials. A majority of the clients (93.9%) responded "No" to this question, that is, not much development and/or modifications of the materials were done by the clients (see Table 21 and Figure 21, Appendix A). However, a few clients indicated that they have done some modifications on the materials. Table 22 (Appendix A) presents the title of the materials that were developed and/or modified by the clients .

Since the end-users' attitude toward the BACEF materials was a major focus in this evaluation, we asked them a series of attitudinal question. Following is a summary of the clients' responses to these questions.

We asked the clients about the usefulness of the BACEF materials/concepts in their life situations. A majority of the respondents (64%) expressed their interest in the materials by selecting either the “very useful” or the “useful” categories (see Table 23 and Figure 23). A majority of the respondents (66.7%) also indicated that the materials were “very applicable” and “applicable” in their life situation (see Table 24 and Figure 24). Over 64% said that they or “interested” in learning the BACEF materials (see Table 25 and Figure 25), over 60% believed that the materials were relevant to their needs (Table 26). Most of the respondents (56.5%) also believed that the language of the materials was easy and understandable (Table 27).

Table 23. How useful did you find the BACEF concepts in your life situations? (Q24)

Categories	Frequency	Percent	Rank
Very Useful	25	16.7	3
Useful	71	47.3	1
Somewhat useful	51	34.0	2
Not Useful	3	2.0	4
No Response			

Figure 23. How useful did you find the BACEF concepts in your life situations?

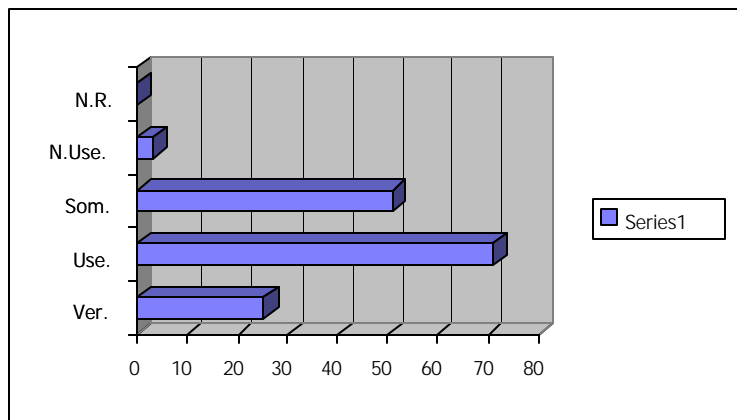


Table 24. How applicable did you find the BACEF concepts in your life situations? (Q25)

Categories	Frequency	Percent	Rank
Very applicable	18	12.0	3
Applicable	82	54.7	1
Somewhat applicable	44	29.3	2
Not applicable	6	4.0	4
No Response			

Figure 24. How applicable did you find the BACEF concepts in your life situations

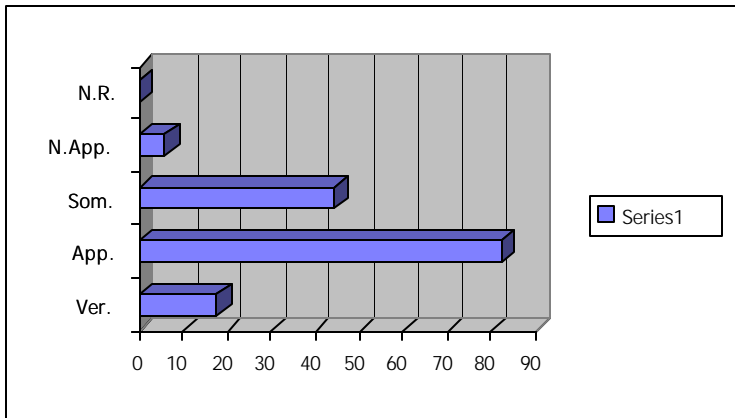


Table 25. Were you interested in learning the BACEF materials? (Q26)

Categories	Frequency	Percent	Rank
Very interested	24	16.1	3
interested	72	48.3	1
Somewhat interested	48	32.2	2
Not interested	5	3.4	4
No Response	1		

Figure 25. Were you interested in learning the BACEF materials?

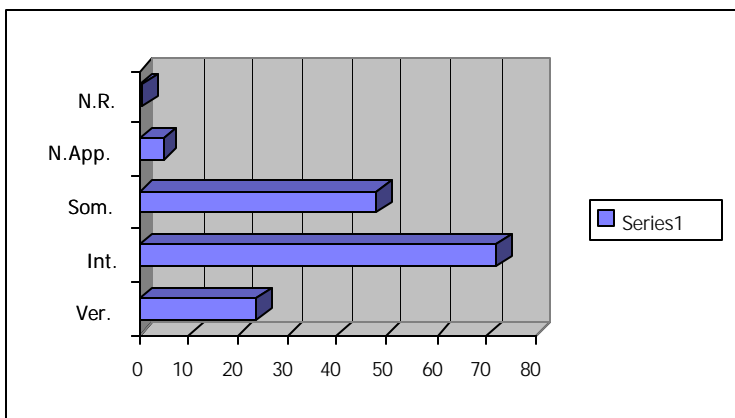
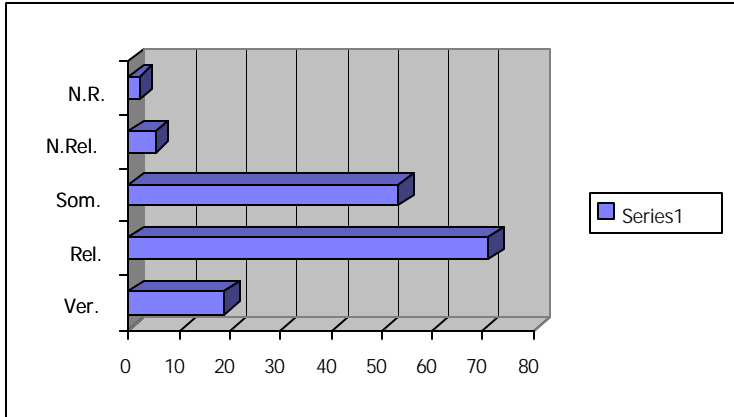


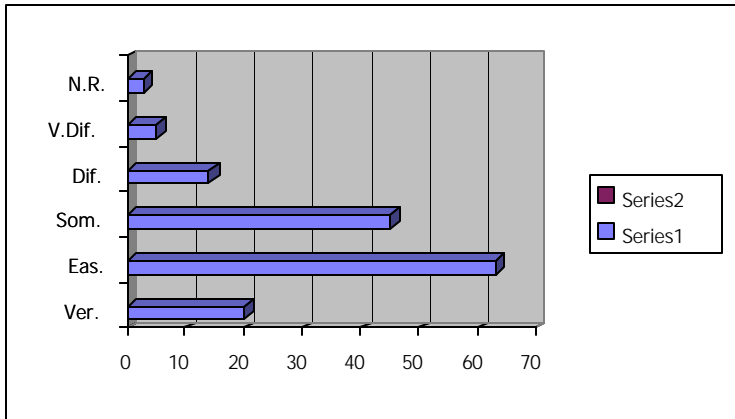
Table 26. How relevant are BACEF materials to your needs? (Q27)

Categories	Frequency	Percent	Rank
Very relevant	19	12.8	3
Relevant	71	48.0	1
Somehow Relevant	53	35.8	2
Not relevant	5	3.4	4
No Response	2		

Figure 26. How relevant are BACEF materials to your needs?**Table 27.** How easy (understandable) is the language of BACEF materials for you? (Q28)

Categories	Frequency	Percent	Rank
Very easy	20	13.6	3
Easy	63	42.9	1
Somehow easy	45	30.6	2
Difficult	14	9.5	4
Very difficult	5	3.4	5
No Response	3		

Figure 27. How easy (understandable) is the language of BACEF materials for you

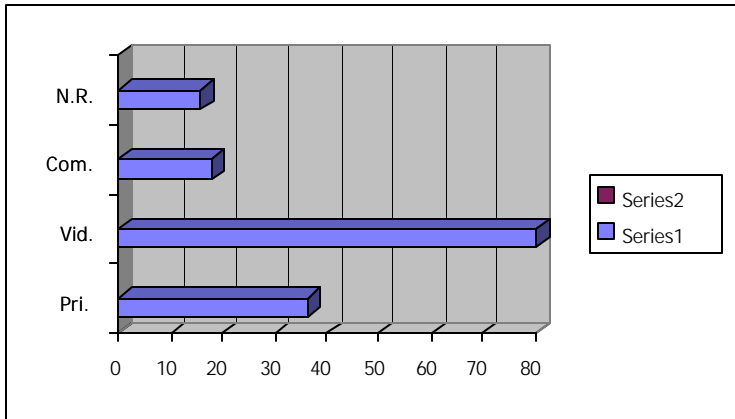


For the producers of the BACEF materials it would be very helpful to know what format for presenting the BACEF materials would be preferable by the end-users. Therefore, we asked the end-users to share with us their preference in the format of the materials. Over 26% of the respondents indicated that they would prefer the printed materials, 13.4% liked the materials in computer format such as internet, however, a majority of the clients (59.7%) selected video as the best format for presenting the materials (see Table 28 and Figure 28).

Table 28. Which of the following formats for the BACEF materials would you prefer? (Q32)

Categories	Frequency	Percent	Rank
Printed materials	36	26.9	2
Videos	80	59.7	1
Computers (internet)	18	13.4	3
No Response	16		

Figure 28. Which of the following formats for the BACEF materials would you prefer?



In addition to the forced-choice questions such as the questions with multiple categories and Likert-type questions, we asked the respondents to rate some of the characteristics of the BACEF materials in a scale from 1 to 10. Table 29 summarizes the descriptive statistics (mean, standard deviation, minimum and maximum scores) for the questions with ratings of 1-10.

The first part of Table 8 presents self-reported data regarding clients' level of knowledge in 12 areas which are important in their life situations. These areas includes banking, real estate, immigration, insurance and legal issues. Clients were asked to rate their level of knowledge in these areas. As the data in Table 8 indicate, the clients rated their level of knowledge on all 12 areas at or slightly below the average of 5.0. The mean ratings ranged from 3.03 for legal issues to 5.03 for insurance (a 2-point difference). That is, in general, the clients felt that they need to learn more about these issues which are important to them. A simple comparison between the results of the 12 areas indicates that the clients had slightly more knowledge or felt more comfortable with issuance concepts and issues than legal matters. For 8 of the 12 topics, the ratings ranged from 1 to 9, i.e., none of the clients who were interviewed felt that he or she had a mastery level knowledge on these topics. The areas with a relatively lower overall average are *private business, legal issues, and real estate. Banking and*

financing did not receive a high ratings either but the average ratings for these areas was higher than most other areas.

Table 29. Descriptive statistics for the background characteristics and BACEF related Questions (scale 1-10)

Variable	Mean	S.D.	Min	Max
Clients' Self-Reported Level of Knowledge in 12 Areas				
Banking and Finance	4.31	2.26	1	9
Money Management	4.19	2.43	1	9
Real Estate	3.46	1.92	1	9
Budgeting	4.10	2.23	1	9
Legal Issues	3.03	1.76	1	9
Credit	4.19	2.23	1	10
Insurance	5.03	2.24	1	10
Scams/Frauds	3.23	2.18	1	10
Youth	3.71	2.15	1	9
Elderly	3.95	2.24	1	9
Immigration	3.77	2.14	1	10
Private Business	3.05	2.06	1	9
Overall Evaluation of BACEF				
Using scale from 1 to 10, how do you evaluate the BACEF's educational materials in general	7.30	2.09	1	10
Using scale from 1 to 10, how do you evaluate the usefulness of the BACEF's materials	7.26	2.15	1	10
Using scale from 1 to 10, how do you evaluate the effectiveness of the BACEF's materials	7.07	2.17	1	10
Using scale from 1 to 10, how do you evaluate your level of attention to the BACEF's materials	6.99	2.28	1	10

Results of Statistical Analyses

The Clients' cultural and personal background characteristics may impact their life style and their level of interests/attitudes on many of the issues that we are discussing in this study including the financial concepts. For example, for the U.S. citizens the issue of immigration may not be important but banking and finance may be of great interest to them. For the non-citizens, however, the immigrations issues may be more important. Unfortunately, as indicated earlier, we did not have access to a large group of the clients with different background characteristics to

compare and contrast them by their background characteristics. We had only access to a group of 150 mainly immigrant people. A comparison, for example, by citizenship may not therefore be possible. However, even within this homogenous group of mainly immigrants, we had some interesting data to use for grouping the clients. For example, we grouped them based on their cultural background and we compared them in several areas. We now discuss some of the results obtained from the comparisons.

As indicated earlier, the clients who participated in this study were from five different cultures (languages). We used the clients' cultural background as an independent variable and their responses to the questions with ordered-categories and ratings of 1-10 as dependent variables in a series of analysis of variance models. To avoid the inflation of the Type-I error rate, we conducted these analyses within a multivariate setting.

Table AA presents mean scores of the dependent variables used in these analyses. As the data in Table AA indicate, there are 15 dependent variables and the five cultural groups were compared on these 15 variables. The mean score for the different cultural groups differ significantly on most of these variables. For example the mean scores for the first four questions (self-reported English proficiency on a scale of 1 to 3) ranges from 1.50 to 2.79, with a difference of 1.3 score points. Similarly, for the questions with a scale of 1-10, there is a large difference between the five groups. For these questions, score range from 4.90 to 8.63, with a difference of 3.46 score points. These large differences in the scores of the clients with different background suggest that the clients' background characteristics have significant impact on their responses to evaluation question in this study.

To examine the significance of these score differences between the subgroups, we performed analyses of variance (ANOVA) on the mean score of the five subgroups. For each

line in Table AA (i.e., for each variable) a one-factor ANOVA was used. The results of the ANOVAs have been summarized in Tables A1 through Table A20 in Appendix B of this report.

Table A1 reports the results of an analysis of variance on the clients' self-reported proficiency in speaking English. The results of analysis of variance indicate that the five groups differ significantly in their level of self-reported proficiency in speaking English. As Table AA shows, the mean for this variable ranges from 1.57 for the Laotian to 2.79 for Chinese, a difference of 1.22 score points. An F-ratio of 12.056 which is significant well beyond .01 nominal level of alpha suggests that this difference of 1.22 is statistically significant.

Similarly, Table A2 summarizes the results of ANOVA for question 7B which asks the clients how well they understand English. The mean score for this variable range from 1.50 for Laotian to 2.79 for Chinese. An F-ratio of 12.77 which is significant beyond .01 nominal level indicates that the five group reported significantly different level of proficiency in understanding English. The ANOVA results for Questions 7C (reading English, $F=12.38$, $df=4.138$, $p=.00$) and for Question 7D (writing English, $F=9.83$, $df=4,138$, $p=.00$) indicate that the response patterns for these two questions are similar to those (Q7A, and Q7B) reported earlier. That is, for these questions statistically significant results were found.

Table A5 reports the results of ANOVA for Question 18 (in scale of 1 to 10, "how do you evaluate BACEF in general"). As Table AA indicates, mean scores for this question range from 5.10 for Cambodian to 8.63 for Laotian. In this case, Laotian rated the BACEF performance 3.53 score points higher than the Cambodians. The ANOVA results in Table A5 suggest that this difference is statistically significant ($F=17.312$, $df=4,121$, $p=.00$). Similarly Tables A6, A7, and A8 present the results of ANOVA for Q29 (usefulness of BACEF

materials), Q30 (effectiveness of BACEF materials), and Q31 (level of attention to BACEF materials) respectively. For question 29, an F-ratio of 19.504 (df=4,121, p=.00) indicated that the differences between the mean scores of the five groups were statistically significant, for question 30 an F-ratio of 15.969 (df=2,121, p=.00) suggest significant differences across the five groups for this question, and for question 31, an F-ratio of 20.393 (df=2,121, p=.00) suggests significant differences between the five cultural groups.

Tables A10 through A20 present the ANOVA results for the different categories under Question 22, the clients' level of knowledge about different issues which are important in the -ratios for 11 of the 12 topics under Question 22 were statistically significant indicating that the five groups reported different level of knowledge on these categories. Only for the *Legal Issues* the five groups reported about the same level of knowledge. Table AA presents the mean scores for these categories. In general Laotian reported the highest level of knowledge in all categories and Chinese reported lowest level.

Table AA Mean score for the clients with different cultural Background

Variable	Cambodian	Chinese	Hmong	Lao	Vietnamese
Q7A. Speak English	1.97	2.79	1.96	1.57	2.27
Q7B. Understand English	1.97	2.79	1.96	1.50	2.23
Q7C. Read English	1.97	2.79	1.96	1.50	2.17
Q7D. Write English	1.97	2.79	1.96	1.64	2.27
Q18. BACEF General	5.10	7.63	7.83	8.63	7.68
Q29. 1-10 BACEF useful	4.90	7.67	7.92	8.47	7.74
Q30. 1-10 BACEF effectiveness	4.97	7.50	8.33	8.27	7.16
Q31. 1-10 BACEF attention	4.52	7.58	8.33	8.27	7.13
Q22A. Knowledge: Banking	3.13	4.07	6.07	4.69	3.58
Q22B. Knowledge: Money	3.47	2.59	6.29	5.03	3.39
Q22C. Knowledge: Real Estate	3.23	3.14	3.43	4.10	3.32
Q22D. Knowledge: Budgeting	3.10	2.52	6.14	4.72	3.77
Q22E. Knowledge: Legal Issue	2.97	2.31	2.82	4.28	2.81

Q22F. Knowledge: Credit	3.63	3.55	4.61	4.72	4.20
Q22G. Knowledge: Insurance	3.50	4.17	6.54	5.00	5.83
Q22H. Knowledge: Scam	3.27	1.97	2.64	4.79	3.17
Q22I. Knowledge: Youth	3.47	4.14	3.96	4.48	2.27
Q22J. Knowledge: Elderly	3.40	4.69	4.71	4.52	2.40
Q22K. Knowledge: Immigration	3.43	3.00	4.64	4.83	2.71
Q22L. Knowledge: Business	3.33	2.66	2.61	4.66	1.94

Discussion

Contacting the end-users was one of the essential part of this study. Unfortunately, however, there were several major limitations in this work. As discussed earlier in this report, a majority of the organizations that we contacted did not provide us with any information on their end-users. Some of these organizations did not have a direct contact with any individual or groups of people as the end-users, rather, they reach a general audience through newspaper article or radio messages.

The clients who were interviewed were all from one of major grant-recipient organizations. Most of the clients who were interviewed indicated that they learned the BACEF materials by studying the materials at home and some of them told the interviewers that they learned the materials by participating in classes which were sponsored by the grant-recipient organizations. The clients were involved in the BACEF learning activities for a short period of time, spending between 1 to 5 hours in such activities. A larger group of the clients indicated that they were not currently participating in BACEF learning activities. However, when they were asked if they currently study the BACEF materials, a large number of the clients indicated that they do currently study the BACEF materials.

A large group of the clients who were interviewed responded with a high level of certainty that they would recommend the materials to their family, friends, and colleagues. They

also indicated that they would participate in future BACEF educational opportunities if BACEF offers such opportunities. These results are encouraging because they suggest that since the clients were pleased with the education/learning opportunities, they would like to have more of these opportunities in the future.

Clients provided us with some ideas/suggestions for improving the BACEF materials. A smaller group of the clients indicated that there must be some changes/ improvement in the content of the materials, others believed that the quality of printing and videos must be improved. A larger group of the clients indicated that the materials must be translated into more languages and that the language of the materials must be simplified. Very few clients indicated that they have developed and/or modified the materials. Clients who actually developed or modified some of the BACEF materials gave us the title for those materials that they have developed or modified.

A majority of the respondents indicated that they were interested in the materials and that the materials were very applicable in their life situations. Most of the clients also believed that the materials were relevant to their needs and that the language of the materials was easy and understandable. These results again seem to be encouraging since they suggest that the end-users are satisfied with the materials that they have received.

For the producers of the BACEF materials it would be very helpful to know that some of clients who were interviewed in this study preferred the printed materials and materials in computer format such as internet, but a majority of the clients believed that video would be the best format for presenting the BACEF materials.

The clients who were interviewed in this study did not believe that they have enough knowledge about the concepts that are important in their life situations (such as banking, real

estate, immigration, insurance and legal issues). Clients rated their level of knowledge (on a scale from 1-10) on all 12 areas at or slightly below the average of 5.0. A simple comparison between the results of the 12 areas indicates that the clients had slightly more knowledge or felt more comfortable with insurance concepts than legal matters.

To examine the impact of clients' cultural and personal background characteristics on their responses to the interview questions, we used the clients' cultural background as an independent variable and their responses to the questions with ordered-categories and ratings of 1-10 as dependent variables in a series of analysis of variance models. The results of analysis of variance indicated that the five groups differ significantly in their responses to many of the interview questions. For example the mean scores were significantly different across the subgroups on the self-reported English proficiency. The mean scores for the level of knowledge of the 12 category of financial and other issues were significantly different across the subgroups.

Briefly, the results of our interview with a group of clients (end-users) suggest that they used the BACEF materials effectively. We examined their views regarding the materials that they used by asking them different questions and cross validated the responses to make sure that the responses are reliable and valid. Consistency between the responses to the different questions which were intended to measure the same thing confirms the high quality of the responses to our questions and indicate that with a high level of confidence we can suggest the following:

The clients truly believed that the materials were interesting, useful, and the content was applicable to their life situations. The data suggest that the clients background characteristics have a significant impact on their life style, their level of interest in the materials, and their choice of materials and consequently on their responses to the questions in this interview. Some group

of clients, for example, believed that legal issues are more important concepts and they would prefer to spend time in learning those concepts, another group thought that banking or real estate concepts are more relevant for their cases, yet another group preferred other topics.

With a very minimal amount of experience in financial fields, most of the clients express interest in these areas. This high level of interest may be due in part to the positive learning experience they have from the BACEF materials. The BACEF materials may be more effective if they are presented in a format that the clients prefer (video) and if the language of the materials is simplified so that everyone can use and understand the materials.

Phase III, Appendix A

Table 1. Gender (Q2)

Categories	Frequency	Percent	Rank
Male	70	49.3	2
Female	72	50.7	1
No Response	8		

Chart For Table 1

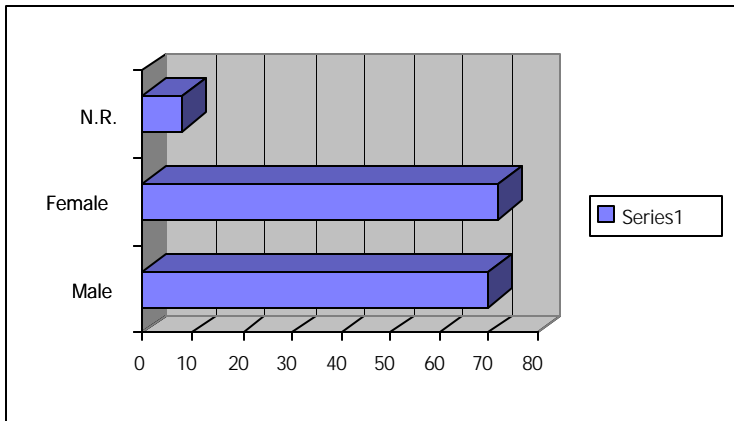
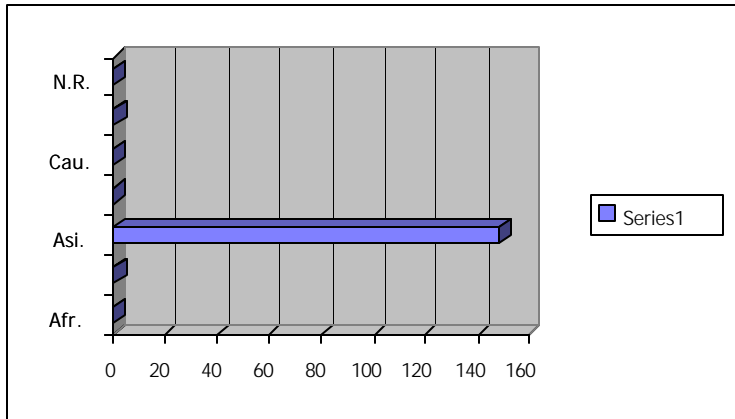


Table 2. Ethnicity (Q3)

Categories	Frequency	Percent	Rank
African American			
Native American	1	0.70	2.5
Asian	148	98.7	1
Latino			
Caucasian			
Others	1	0.70	2.5
No Response	0		

Chart For Table 2

**Table 4.** Field of study (Q5)

Categories	Frequency	Percent	Rank
Education	12	19.7	1
Accounting, Management, Business, Banking	9	14.8	2.5
Science, Chemistry, Bio Chemistry	5	8.2	5.5
Computer Science, Information System, Mathematics	4	6.6	6
Electronic, Engineering	8	13.1	4
Social Sciences, Psychology, Child Development	5	8.2	5.5
Home Economics	1	1.6	3.5
Medical fields	3	4.9	7.5
Mechanics	3	4.9	7.5
Police Academy/ Military, Navy	2	3.3	9
Others	9	14.8	2.5
No Response	89		

Table 9. Years of experience working in financial fields/services (Q9)

Categories	Frequency	Percent	Rank
None	120	80.0	1
1-4 years	17	11.3	2
5-10 years	8	5.3	3
10-15 years	3	2.0	4
over 15 years	2	1.3	5
No Response			

Chart For Table 9

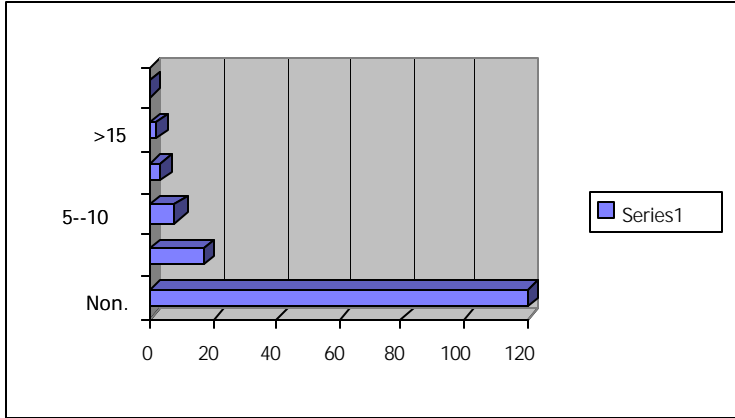


Table 10 How interested are you in learning/teaching financial concepts? (Q10)

Categories	Frequency	Percent	Rank
Very interested	34	23.1	2.5
Interested	32	21.8	4
Some What Interested	34	23.1	2.5
Not Much Interested	35	23.8	1
Not at all Interested	12	8.2	5
No Response	3		

Chart For Table 10

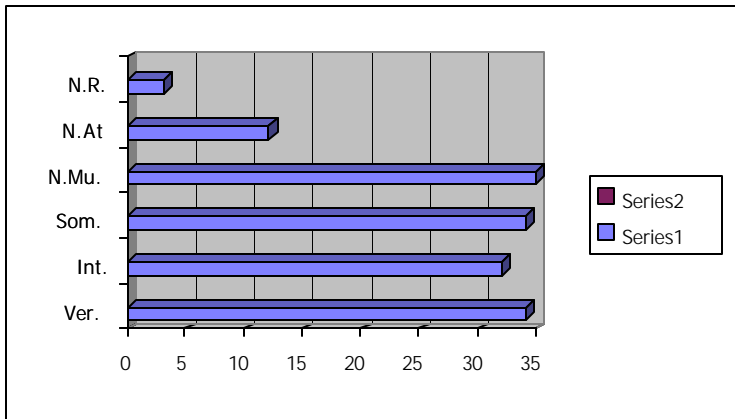


Table 21. Did you develop/modify any of the BACEF materials (Q23)

Categories	Frequency	Percent	Rank
Yes, I developed			
Yes, I modified	9	6.1	2
No, I did not develop or modify	138	93.9	1
No Response	3		

Chart For Table 21

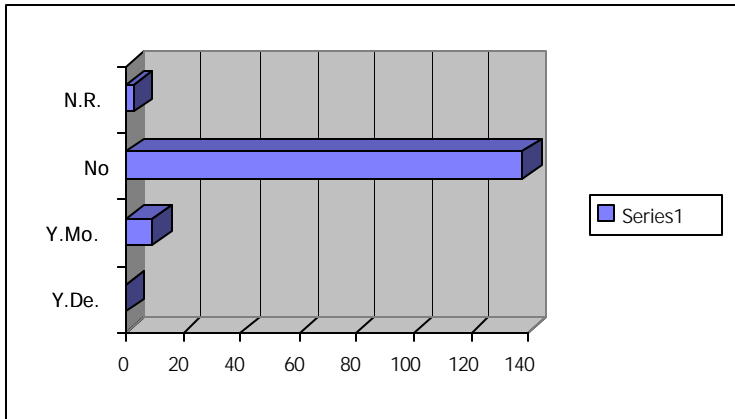


Table 22. If yes, what is (are) the titles of the BACEF materials you have developed/ modified? (Q23)

Code	Freq	
1	1	Banking Basics: Checking account check list
2	1	Successful saving and investment
3	1	Living better on less: How to be a conscious consumer
4	1	Budgeting and planning: Building a better future
5	1	Giving yourself some credit
6	1	Surviving and controlling debt
9	7	Financial articles for teens
12	1	California immigrants and credit
17		Facing financial crisis
18		Reestablishing your credit: Rebounding from financial crisis
20		Buying a home
25	1	Let's talk about home equity scams
26		Assistance for victims of crime
27		Bail bond alert
29	1	Banking basics: A community banking guide
36		MoneySense (Facilitator's Manual)
37		MoneySense (Basic Training Manual
38		A trainer's guide on why & how to use banks
40		Banking skills (A Training Manual for Tutors)
41		Guide to banking services for nonprofit organizations video
45		Knee Deep In Deep. Advertising and Bankruptcy
49	1	How To Be a Conscious Consumer
54	1	Credit Reports
56	1	Immigrants, Public Benefit

Phase III, Appendix B, Results of Analysis of VarianceTable A1. ANOVA Results for Q7A, *Speak English* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	22.842	4	5.711	12.056	.00
Within Subjects	65.368	138	.474		
Total	88.210	142	.621		

Table A2. ANOVA Results for Q7B, *Understand English* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	24.808	4	6.202	12.772	.00
Within Subjects	67.011	138	.486		
Total	91.818	142	.647		

Table A3. ANOVA Results for Q7C, *Read English* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	24.343	4	6.086	12.385	.00
Within Subjects	67.811	138	.491		
Total	92.154	142	.649		

Table A4. ANOVA Results for Q7D, *Write English* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	20.795	4	5.199	9.836	.00
Within Subjects	72.939	138	.529		
Total	93.734	142	.660		

Table A5. ANOVA Results for Q18, *BACEF general* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	203.579	4	50.895	17.312	.00

Within Subjects	355.722	121	2.940
Total	559.302	125	4.474

Table A6. ANOVA Results for Q29, *BACEF usefulness* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	222.015	4	55.504	19.504	.00
Within Subjects	344.342	121	2.846		
Total	566.357	125	4.531		

Table A7. ANOVA Results for Q30, *BACEF effectiveness* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	195.165	4	48.791	15.969	.00
Within Subjects	369.692	121	3.055		
Total	564.857	125	4.519		

Table A8. ANOVA Results for Q31, *BACEF attention* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	256.908	4	64.227	20.393	.00
Within Subjects	381.092	121	3.150		
Total	638.000	125	5.104		

Table A9. ANOVA Results for Q22A, *Knowledge: Banking* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	150.623	4	37.656	8.898	.00
Within Subjects	600.941	142	4.232		
Total	751.565	146	5.148		

Table A10. ANOVA Results for Q22B, *Knowledge: Money* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	253.260	4	63.315	15.329	.00
Within Subjects	586.536	142	4.131		
Total	839.796	146	5.752		

Table A11. ANOVA Results for Q22C, *Knowledge: Real Estate* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	17.123	4	4.281	1.189	.318
Within Subjects	511.136	142	3.600		
Total	528.259	146	3.618		

Table A12. ANOVA Results for Q22D, *Knowledge: Budgeting* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	233.309	4	58.327	17.676	.00
Within Subjects	468.582	142	3.300		
Total	701.891	146	4.807		

Table A13. ANOVA Results for Q22E, *Knowledge: Legal Issue* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	62.917	4	15.729	5.728	.00
Within Subjects	389.913	142	2.746		
Total	452.830	146	3.102		

Table A14. ANOVA Results for Q22F, *Knowledge: Credit* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	33.850	4	8.462	1.772	.138
Within Subjects	673.411	141	4.776		
Total	707.260	145	4.878		

Table A15. ANOVA Results for Q22G, *Knowledge: Insurance* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	174.224	4	43.556	11.070	.000
Within Subjects	554.769	141	3.935		
Total	728.993	145	5.028		

Table A16. ANOVA Results for Q22H, *Knowledge: Scam* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	126.533	4	31.633	8.196	.000
Within Subjects	544.186	141	3.859		
Total	670.719	145	4.626		

Table A17. ANOVA Results for Q22I, *Knowledge: Youth* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	88.198	4	22.049	5.562	.000
Within Subjects	558.987	141	3.964		
Total	647.185	145	4.463		

Table A18. ANOVA Results for Q22J, *Knowledge: Elderly* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	122.609	4	30.652	7.114	.000
Within Subjects	607.563	141	4.309		
Total	730.171	145	5.036		

Table A19. ANOVA Results for Q22K, *Knowledge: Immigration* by Language groups

Source of Variation	SS	df	MS	F	P
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WATLANG	108.510	4	27.127	7.209	.000
Within Subjects	534.320	142	3.763		
Total	642.830	146	4.403		

Table A10. ANOVA Results for Q22L, *Knowledge: Business* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	125.572	4	31.393	9.359	.000
Within Subjects	476.320	142	3.354		
Total	601.891	146	4.123		

Phase III, Appendix A

Table 1. Gender (Q2)

Categories	Frequency	Percent	Rank
Male	70	49.3	2
Female	72	50.7	1
No Response	8		

Chart For Table 1

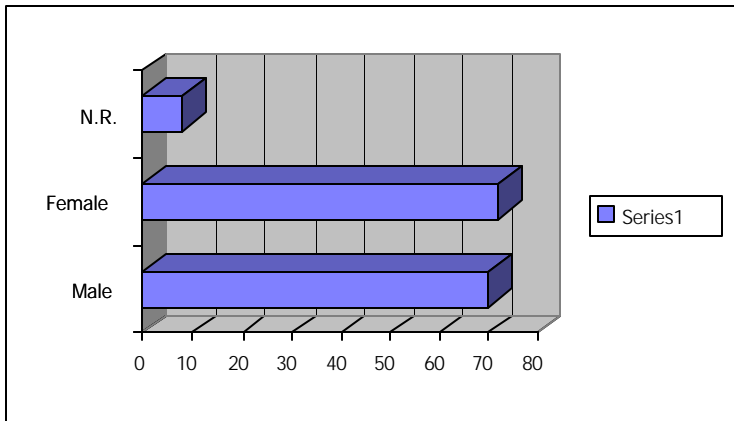
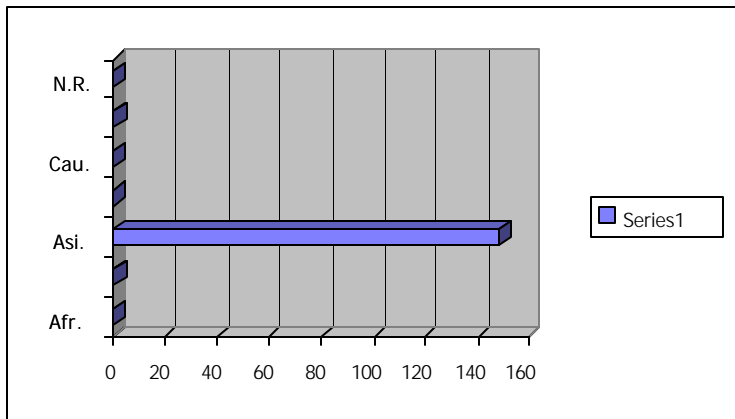


Table 2. Ethnicity (Q3)

Categories	Frequency	Percent	Rank
African American			
Native American	1	0.70	2.5
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latino			
Caucasian			
Others	1	0.70	2.5
No Response	0		

Chart For Table 2

**Table 4.** Field of study (Q5)

Categories	Frequency	Percent	Rank
Education	12	19.7	1
Accounting, Management, Business, Banking	9	14.8	2.5
Science, Chemistry, Bio Chemistry	5	8.2	5.5
Computer Science, Information System, Mathematics	4	6.6	6
Electronice, Engineering	8	13.1	4
Social Sciences, Psychology, Child Development	5	8.2	5.5
Home Economics	1	1.6	3.5
Medical fields	3	4.9	7.5
Mechnics	3	4.9	7.5
Police Academy/ Military, Navy	2	3.3	9
Others	9	14.8	2.5
No Response	89		

Table 9. Years of experience working in financial fields/services (Q9)

Categories	Frequency	Percent	Rank
None	120	80.0	1
1-4 years	17	11.3	2
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10-15 years	3	2.0	4
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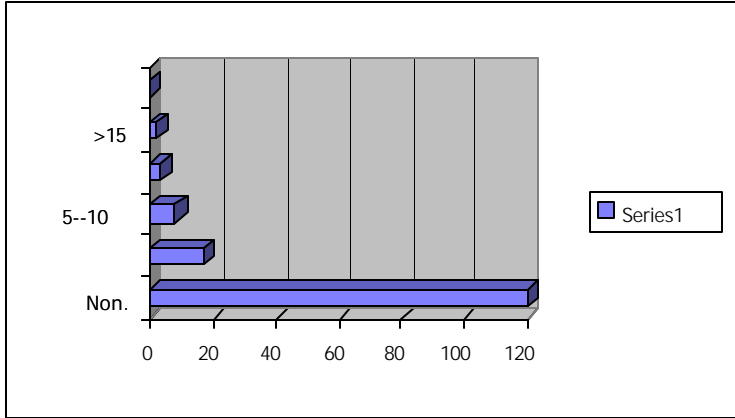


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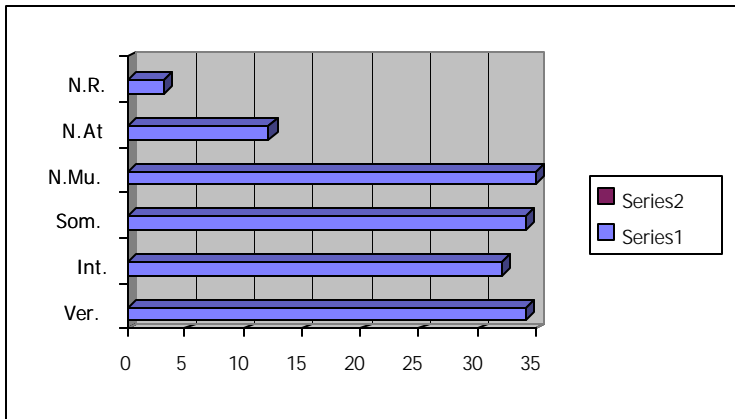


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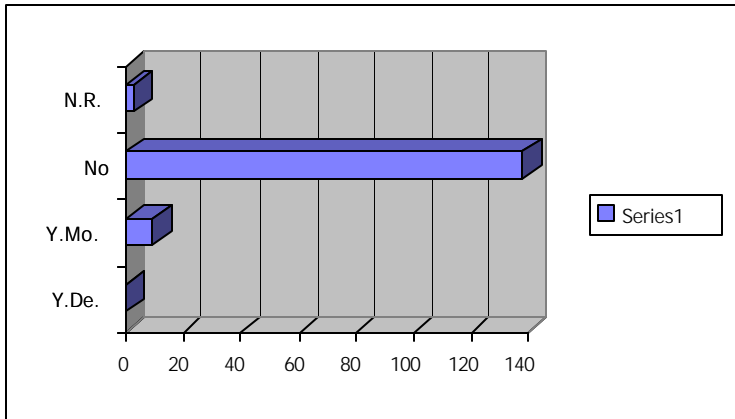


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18		Reestablishing your credit: Rebounding from financial crisis
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25	1	Let's talk about home equity scams
26		Assistance for victims of crime
27		Bail bond alert
29	1	Banking basics: A community banking guide
36		MoneySense (Facilitator's Manual)
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38		A trainer's guide on why & how to use banks
40		Banking skills (A Training Manual for Tutors)
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Within Subjects	468.582	142	3.300		
Total	701.891	146	4.807		

Table A13. ANOVA Results for Q22E, *Knowledge: Legal Issue* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	62.917	4	15.729	5.728	.00
Within Subjects	389.913	142	2.746		
Total	452.830	146	3.102		

Table A14. ANOVA Results for Q22F, *Knowledge: Credit* by Language groups

Source of Variation	SS	df	MS	F	P
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Within Subjects	673.411	141	4.776		
Total	707.260	145	4.878		

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Total	728.993	145	5.028		

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Source of Variation	SS	df	MS	F	P
WATLANG	126.533	4	31.633	8.196	.000
Within Subjects	544.186	141	3.859		
Total	670.719	145	4.626		

Table A17. ANOVA Results for Q22I, *Knowledge: Youth* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	88.198	4	22.049	5.562	.000
Within Subjects	558.987	141	3.964		
Total	647.185	145	4.463		

Table A18. ANOVA Results for Q22J, *Knowledge: Elderly* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	122.609	4	30.652	7.114	.000
Within Subjects	607.563	141	4.309		
Total	730.171	145	5.036		

Table A19. ANOVA Results for Q22K, *Knowledge: Immigration* by Language groups

Source of Variation	SS	df	MS	F	P
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WATLANG	108.510	4	27.127	7.209	.000
Within Subjects	534.320	142	3.763		
Total	642.830	146	4.403		

Table A10. ANOVA Results for Q22L, *Knowledge: Business* by Language groups

Source of Variation	SS	df	MS	F	P
WATLANG	125.572	4	31.393	9.359	.000
Within Subjects	476.320	142	3.354		
Total	601.891	146	4.123		