Latino Financial Literacy
2016 Annual Report

ABOUT THE EXTENSION LATINO FINANCIAL LITERACY ANNUAL REPORT

Minnesota’s Latino population has unique needs and wants with regard to financial literacy. The Latino Financial Literacy program helps diverse audiences including immigrants understand financial information and systems that many people take for granted. Latino educators are trusted resources that community members can access to get their questions answered, for confidential assistance and reliable referrals. The information is offered in Spanish and English which provides an additional level of understanding.

Data is collected quarterly from the Latino Financial Literacy (LFLT) team regarding classes taught and one-on-one education provided to community members. Data reported in this report reflects the work of three para-professional staff working with this target audience. These staff include José Lamas, located in Nobles County serving southwest Minnesota, Francisca Mendez, located in McLeod County, serving south central Minnesota, and Gabriela Burk, located in Dodge County serving southeast Minnesota. A summary of responses are below.

DIRECT DELIVERY CLASSES

The Latino Financial Literacy team reported teaching 106 direct delivery classes and 3 series of classes during 2016 reaching 1,125 people. Classes ranged in length from 30 minutes to 2 hours, with an average of 1 hour and 20 minutes ($SD = 30$ minutes). Class topics included:

- Accessing community resources - 2
- Banking – 5
- Budgeting – 25
- Credit/debt – 18
- Culture & money – 2
- Decision making – 1
- Goal setting – 2
- Health insurance literacy – 2
- Housing – purchasing and mortgage - 1
- Housing - renting & tenant education – 3
- Immigration/legal issues – 1
- Health insurance literacy – 2
- Parenting – 5
- Preparing for disasters – 2
- Saving/investing – 10
- School – higher education – 7
- School – parent involvement – 2
- School – other (parenting for school success booster sessions, 4H) – 5
- Taxes – 6
- Transportation – 1
- Work-starting a business – 3
- Other (e.g., teaching Children about Money, Healthy Homes) – 25

Participants were both male (36.2%) and female (62.7%). The majority of the class participants targeted were adults (75.8%) while the remainder were children/youth (24.8%). The majority of participants were Latino (78.7%) or White (11.9%), while other participants included Asian Americans (7.1%), African Americans (2.7%), Native American (0.1%), and other (1.6%).
The **direct delivery classes occurred in 11 different counties** (see Figure 1).

The Latino Financial Literacy team staff **collaborated with 23 different community agencies 72 times** to provide the classes. Community partners included community education centers (31.9%); local schools & education institutions (20.8%); community agencies (20.8%); community education/English as a Second Language (18.1%); ECFE/Even Start (4.2%); religious institutions (1.4%); community councils and collaboratives (1.4%); and Extension regional offices (1.4%). Classes were marketed through the community partners, flyers, previous class participants, and invitations through phone calls, texts, and face to face.

<table>
<thead>
<tr>
<th>Community Partner</th>
<th># of times partnered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Clinic in Dodge Center</td>
<td>2</td>
</tr>
<tr>
<td>Church</td>
<td>1</td>
</tr>
<tr>
<td>Community Partner</td>
<td>1</td>
</tr>
<tr>
<td>ESL</td>
<td>12</td>
</tr>
<tr>
<td>Even Start and SMOC</td>
<td>1</td>
</tr>
<tr>
<td>Fulda Community Education</td>
<td>1</td>
</tr>
<tr>
<td>Heartland</td>
<td>7</td>
</tr>
<tr>
<td>Inner Circle</td>
<td>1</td>
</tr>
<tr>
<td>Luverne Community Education</td>
<td>1</td>
</tr>
<tr>
<td>Marshall Community Education</td>
<td>1</td>
</tr>
<tr>
<td>Marshall Western Community Action</td>
<td>1</td>
</tr>
<tr>
<td>Nobles County Integration Collaborative</td>
<td>1</td>
</tr>
<tr>
<td>Pipestone Community Education</td>
<td>1</td>
</tr>
<tr>
<td>Spanish ECFE</td>
<td>1</td>
</tr>
<tr>
<td>Triton Schools</td>
<td>7</td>
</tr>
<tr>
<td>U of MN Extension</td>
<td>1</td>
</tr>
<tr>
<td>Worthington Area Learning Center</td>
<td>5</td>
</tr>
<tr>
<td>Windom Community Education</td>
<td>2</td>
</tr>
<tr>
<td>Woman’s Group</td>
<td>1</td>
</tr>
<tr>
<td>Worthington Community Education</td>
<td>8</td>
</tr>
<tr>
<td>Worthington Middle School</td>
<td>8</td>
</tr>
<tr>
<td>Worthington Probation Group</td>
<td>2</td>
</tr>
<tr>
<td>Worthington Workforce Center</td>
<td>1</td>
</tr>
</tbody>
</table>

Most class evaluations were conducted orally (91.2%), while other classes used written evaluations (1.8%) or community partners completed evaluations (7.0%). Participants were asked questions such as, “What did you learn and how will you use this information?”

Participants of classes shared their learning and intended actions. Common topics participants reported learning are to make and keep a budget, save and be prepared, be more aware of warnings and safety procedures, what to look for in good housing and tenant/landlord responsibilities. After learning about financing higher education one participant said, “I think my children will attend [college]. With these classes and this tour to the UMN I feel safer asking questions.”

The majority of the emerging needs were related to immigration law and information.
A few other emerging needs shared were related to problems with housing and communicating the problems to landlords.

External events also influenced the classes. Weather (both hot and cold) was reported as the most common external impact on the class. Other external influences included lack of available time and participants who were not fluent in the English language.

**TRAIN THE TRAINER**

There were 5 train the trainer classes in 2016, in Dodge, Kandiyohi, and Nobles counties. Classes were ranged from 2 hours to 2.5 hours. Topics included parent involvement in school with the Partnering for School success curriculum, Smart Choice Health Insurance, and the Your Money Your Goals curriculum. Classes were marketed via email, phone calls, flyers, and local newspapers.

A total of 29 participants were reached, 23 of which were female and 6 were male. Participants were mostly Latino \( n = 21 \) and the rest were White \( n = 5 \). Emerging needs were identified; specifically, health insurance for undocumented immigrants and high health insurance premiums.

**ONE TO ONE EDUCATION**

The Latino Financial Literacy team reported conducting **274 one-on-one sessions reaching 383 different people** during 2016. Most one-on-one sessions involved some type of interpreting. Interpreting is an integral component for the educators’ work to support people in correctly filling out important letters and forms. The most common focus of the one-on-one sessions was to support clients with medical, health insurance, and disability questions. It was reported that all of the individuals’ learning was consistent (80.5%) or somewhat consistent (19.6%) with the concepts being taught. Similarly, individuals’ intended actions were consistent (81.8%) or somewhat consistent (18.2%) with the concepts being taught. In most cases, the new knowledge from the helped the clients to a great extent in achieving the outcomes they hoped for (72.2%). In other cases, the new knowledge helped the clients achieve the outcomes they hoped for to a moderate extent (18.9%) or a slight extent (8.9%).

Sessions addressed topics of concern to the clients, including:

- Accessing community resources – 20
- Banking – 4
- Budget/spending planning – 14
- Child support – 6
- Credit/debt – 51
- Culture & money – 5
- Daycare – 6
- Decision making – 9
- Divorce – 2
- Goal setting – 2
- Housing – mortgage – 11
- Housing – rent and tenant education – 11
- Housing – legal issues – 30
- Health insurance literacy – 16
- Parenting – 18
- Saving & investing – 6
- School – financing higher education – 14
- School – parent involvement – 31
- School other (e.g., DACA) – 6
- Social security – 1
- Taxes – 4
- Transportation – buying a car, insurance, license – 18
- Work/starting a business – 26
- Other (e.g., medical debt, automatic payments) – 26
The one to one education was provided in 10 counties (see Figure 2). The vast majority were previous 1-on-1 participants (77.3%). Other participants were class participants (6.2%), referred (4.8%), event outreach (1.5%), contacted based on a newsletter (0.4%), or other (e.g., walk-in clients; 9.9%).

The one to one educational sessions were held in a variety of locations including an Extension office (33.3%), client’s home (29.3%), by phone (21.3%), community sites (10.6%), partner’s office (0.4%), via email (0.4%) and others (e.g., driver license office; 4.8%). A total of 297.52 hours was spent providing one to one financial education with clients. Sessions ranged from 10 minutes to 3 hours with the average session lasting about 67 minutes (SD = 37).

MARKETING & PROMOTION

The Financial Literacy Team develops a quarterly newsletter for consumers with topics of interest. The newsletter was distributed to 477 consumers and to agencies 1,295 times throughout the year via email and face-to-face out during 2016. In addition, staff participated in outreach activities to promote the program to potential clients and agency staff at various community sites such as community agencies and churches.

UNIVERSITY OF MINNESOTA EXTENSION LATINO FINANCIAL LITERACY EDUCATORS

- **Gabriela Burk**, Financial Capability Educator, Serving Southeast MN; Dodge County Extension Office; (507) 635-6325; burkx012@umn.edu
- **José Lamas**, Financial Capability Educator, Serving Southwest MN; Nobles County Extension Office; (507) 295-5316; lamas006@umn.edu
- **Francisca Mendoza**, Financial Capability Educator, Serving Central MN; McLeod County Extension Office; (320) 484-4308; mendo024@umn.edu

REPORT PREPARED BY

- **Sarah Cronin**, Graduate Research Assistant, Center for Family Development Applied Research and Evaluation

LATINO FINANCIAL LITERACY TEAM WEB PRESENCE

Check out the Latino Financial Literacy Team’s web page at: [z.umn.edu/LatinoFinancialLiteracy](http://z.umn.edu/LatinoFinancialLiteracy)