

AGENCY ACTIVITY REPORT FOR 2009-2010 GRANT AWARD

Formal documentation is hereby provided attesting to work executed by Dr. Peter Linden (Primary Investigator) during the period beginning Fall 2009 and continuing through Spring and into Summer 2010. Post-test pilot implementation is scheduled for Fall, 2010. Support for completing the approved project is the result of receiving a 2009-2010 Innovations Grant through the *Illinois University Council for Career and Technical Education* administered by Illinois State University. The primary investigator hereby submits his grant activities report. An accompanying first edition bound sample of completed work has already been provided the grant administrator (Dr. Chris Merrill) of Illinois State University.

1. Provide an overview and summary of accomplishments with a timeline.

Accomplishments included research, development, and production of a completed manuscript and resulting first edition galley for a college-level course textbook entitled *Consumer Nation* on the topic of Consumer Education – a core course of our CTE teacher certification curriculum (Business Education 4320/5320). The project’s proposal included a timeline for test-piloting completed work – Summer 2010 – the first time Consumer Education was offered since initial completion of all project-related work. Scheduled during the first five week summer session, Consumer Education had enrollment of 16 students. Initial printing and binding of completed work given each student was made possible by a 2009-2010 Awards for Innovation Grant. During summer 2010, student feedback was incorporated into a subsequent edition to be used during Fall 2010. Due to the wealth of information and material covered in addition to the evolving economic times consumers find themselves, some presented sub-topics will be more fully detailed. Nonetheless, all topics delineated in the proposal are addressed. An additional chapter – Chapter 12 – is also planned. Overall, the book is divided into five sections: I). Historical Background and Context; II). Income and Consumption; III). Consumers and the Financial Sector; IV). Consumer Essentials; V). Consumers and the Marketplace.

2. State any differences between planned activities as stated and actual activities.

There is no significant difference between what was provided in the approved grant proposal and actual activities/deliverables. In fact, the original proposal was further refined and expanded while the project’s work was underway. Moreover, during the Summer I 2010 session, the initially completed work was further refined due to direct input from students enrolled in Consumer Education.

3. Benefits resulting from the approved project for the primary investigator, CTE students, and CTE curricula in Illinois.

Benefits accrued from this project, I believe, are significant. Most importantly, it is CTE students who will be the biggest beneficiaries. Students gain a timely and adult-learner oriented book to accompany a core course that is also growing in popularity among

students enrolled in adult programs such as the Board of Governors Program. The research and creation of new material were particularly rewarding. With plans to ultimately publish the completed work on a larger scale through a publishing concern with national reach, additional work associated with the approved project will place greater emphasis on financial literacy designed for specific age groups and thereby create greater market and learning appeal. As a result, Illinois CTE students and curricula will stand to benefit all the more. A sample of completed work – by way of Chapter 5 (Debt and Credit) – has already been provided a recognized publishing house for review.

4. *Provide insight into how accomplishments achieved through the received grant award will be incorporated into performance of primary teaching duties.*

As a faculty member dedicated to students and student learning, the overarching motivation in proposing the approved project was to enhance the relevancy of information conveyed as part of a core course – Consumer Education. Resulting work serves as tangible evidence of achieving that goal in addition to the immediate incorporation of those accomplishments into actually teaching Consumer Education.

5. *Provide additional information, comments, data, exhibits, etc. germane to the approved project.*

Work generated during the grant award period marks only the beginning of a comprehensive educational process intended to be an ongoing benefit for students. The portion of this project's research resulting in appendices A-D, for example, brought added relevancy to information conveyed in corresponding portions of the book as these underscored key points via current data, graphs, and tables. Moreover, provided support allowing dedicated time for researching, writing, designing, and creating – especially as it relates to the given topic – was extremely rewarding. Correspondingly, in light of the historical economic times we currently live, the presented content matter is also timely information for students in their dual role as consumers.

Additionally, as indicated in the work's Introduction, sincere appreciation is expressed to the administrators of our University for their support and vision as well as the Illinois University Council for Career and Technical Education. Actualization of this project underscores the importance of student learning specific to contemporary consumer issues in addition to its relevance to students as consumers, professionals, and aspiring teachers.

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