

P A S E



PARTNERSHIP FOR AFTER SCHOOL EDUCATION

DOLLARS & SENSE: BUILDING FINANCIAL DREAMS

Replication Guide

Partnership For After School Education
120 Broadway Suite 230 New York, NY 10271
www.passetter.org
(p) 212 571 2664 | (f) 212 571 2676



Dollars & Sense: Building Financial Dreams is made possible by a grant from the FINRA Investor Education Foundation.

DOLLARS & SENSE REPLICATION GUIDE

Your agency invested important time and resources in order to be part of the *Dollars & Sense: Building Financial Dreams* program. What are the next steps for agencies that want to replicate and build upon *Dollars & Sense* at their sites? This *Dollars & Sense: Building Financial Dreams Replication Guide* is a resource to support supervisors, staff, and constituents as they bring the lessons of *Dollars & Sense* to the larger agency community. This Replication Guide is designed to be used in conjunction with the *Dollars & Sense* curriculum.

MAKING THE INVESTMENT

As you continue and deepen your work related to financial literacy, it is useful to first look at your overall goals as well as the potential impact on your organization. The following are some questions to ask yourself and your team and are designed to spark discussion about key issues. Young people are not receiving sufficient education around financial issues and consequently are ill-prepared to take on the increased responsibility they face when they get to college and/or enter the workforce.

o How is financial literacy important to our constituency?

Learning how to be financially responsible is a key step toward becoming an engaged, active citizen. In American society, nearly all citizens will struggle with questions of budgeting, managing/avoiding debt, how to finance a home or an education, and most importantly, retirement. For young people in particular, learning about the value of creating and funding a retirement plan early in their earning lives is crucial.

o What value is a financial literacy program adding to our agency?

Employers actively engaged in advocating for their constituents' and employees' financial security and well-being create incentive for remaining with the program and foster initiative and leadership.

o How will the program benefit our employees and workplace?

This value-added incentive for employees builds empowerment and leadership within the organization. At a practical level, financial literacy provides employees an opportunity to understand more fully what is available to them within the organization. As the source of income and benefits, the workplace is the first stop for financial information for most employees. With an enhanced program of financial literacy, staff can make the most of their compensation and use offered benefits to their advantage. Moreover, with an increased understanding of how our financial world works and how it can affect us at the agency and individual level, staff and constituents will have greater effectiveness both in and out of the office.

o How does program tie into the values and mission of our organization overall?

Examining your mission statement will help define how financial literacy contributes to the agency's overall goals. What in your mission speaks to the need for individuals and communities to order and manage their financial lives? What commitments does the agency have to empowering people and what connection does that have to marshalling one's resources?

DOLLARS & SENSE REPLICATION GUIDE

How to use this curriculum...

As you plan your own *Dollars & Sense* training, the four major areas for focus are:

- Step 1: Needs Assessment**
- Step 2: Training**
- Step 3: Implementation/Putting it into Action**
- Step 4: Agency as Advocate**

Many afterschool programs and community organizations employ a significant number of young adult employees, between the ages of 18 and 24. This is the time for young people to take charge of their financial lives and establish good financial habits: at the start of their careers. Such practices develop fully responsible and participating citizens, in and out of the workplace. With the support of colleagues and the agency community, young adult staff and participants can become models of financial responsibility - especially as they face the money challenges common to young adults, such as credit card offers, societal pressure to spend, and managing educational or other debt.

PREPARING FOR REPLICATION: THE FOUR STEPS

STEP 1: NEEDS ASSESSMENT

Needs assessments are important in order to tailor the training to suit your particular constituency and make it relevant.

While the entire *Dollars & Sense* curriculum contains important information for all people to know, the needs assessment allows your agency to plan for emphasizing certain areas and responding to staff concerns. In addition to the training itself, you may become aware of other areas for training or clarification, such as sessions focusing on the specifics of your agency's health coverage or retirement plan options. Other staff may need a special focus on debt management or saving for a child's college education. A thorough needs assessment will ensure that you can get the right information to your staff in the context of their overall financial literacy.

DEVELOPING SURVEYS OR OTHER INFORMATION-GATHERING TOOLS

Finding out your staff's comfort level with financial matters before implementing the program is a must. Written surveys, focus groups and/or large group meetings can be effective assessment tools. When structuring and creating surveys and other tools for feedback, remember confidentiality may be an issue. Therefore, finding time for employees to reflect and write down their answers - whether they are identified or anonymous- may be a worthwhile.

DOLLARS & SENSE REPLICATION GUIDE

Things to consider when assessing:

- 1) Who are the groups you will be training?
- 2) What are their particular needs and key issues in relation to becoming financially responsible?
- 3) What information, materials and resources do they need?

SUGGESTED QUESTIONS

Below are suggested questions for individualized surveys and agendas for focus groups. These are not comprehensive; feel free to add questions based on your knowledge of the potential participants.

- ◆ Do you follow some sort of budget?
- ◆ Do you have a savings account?
- ◆ Are you carrying debt?
- ◆ Do you know the interest rate you are paying on your debt?
- ◆ Do you know what credit ratings are?
- ◆ Do you know your credit rating?
- ◆ What do you know about IRAs?
- ◆ Do you participate in some sort of retirement savings plan?
- ◆ Do you feel in charge of your finances?
- ◆ What were the messages you received about finances as you grew up?
- ◆ Do you feel as if you are responsible in relation to your finances?
- ◆ What questions and information do you need in order to increase your level of knowledge and responsibility?
- ◆ Do you know all the benefits that this agency provides its employees?
- ◆ Are you taking advantage of incentives provided by us?

For a Sample Needs Assessment, see *Appendix: Needs Assessment 1* and *Needs Assessment 2*.

DOLLARS & SENSE REPLICATION GUIDE

STEP 2: PLANNING THE TRAINING PIECES

Once you have determined who the participants will be and their knowledge and needs, the next step is to plan elements of the training itself.

TIMEFRAME AND STRUCTURE

All agencies are pressed for time, trying to serve constituents within the constraints of budgets, competing projects, and staff resources. Clear planning around the timeframe and structure of your financial literacy offering is important to ensure that the training provides value to your staff.

The full *Dollars & Sense* training is designed to be taught in three two-hour sessions. At the minimum, this amount of time should be allotted for the training to ensure completion. However, many agencies spread the sessions out over a few weeks, to allow participants time for reflection and to complete the “homework” assignments.

As you plan your agency's training, some questions for consideration are:

STAFF DEVELOPMENT PLAN - How does the training fit into your overall staff development plan? Is there other professional development on-site that relates to financial literacy?

TIMEFRAME - When will you hold sessions? How will the time be structured? Will you set aside a full day for the training, or offer it in shorter sessions? Do you have adequate staff time to cover topics fully?

LOCATION - Where will you hold sessions? How can you coordinate space with the day to day operations of your agency?

REQUIRED VS. VOLUNTARY - Will this be a required training, or an informal “brown bag lunch” series? If it is required, will the agency provide snacks or pay for participants?

EXPERTISE - Will you need guest speakers- someone from your human resources department, an outside agency, or a dedicated financial consultant? Can you use staff that has completed *Dollars & Sense*?

AUDIENCE - Will agency constituents and staff participate in the same sessions? If the training is offered to both agency staff and their participants, are there any confidentiality or other issues to be considered?

BUDGET - Will the facilitator be paid for his or her time preparing and delivering the workshops? Will staff be paid for their time in professional development - especially the staff that must attend outside their regular work hours or are paid on an hourly basis? Is there space in your budget for this sort of reimbursement?

DOLLARS & SENSE REPLICATION GUIDE

SAMPLE STRUCTURES

There are a number of effective ways that *Dollars & Sense* can be implemented in your workplace. The key is to ensure that participants' time is structured so that they, and your agency, can get maximum value. The options here are not dictates for a successful program, but can provide you with some ideas of how to work the program into your community.

OPTION 1: *Weekly Sessions*

Weekly, one-hour sessions of *Dollars & Sense* curriculum, facilitated by in-house staff who have previously participated in the program. This can be supplemented with:

- o Weekly brown bag lunches to discuss topics and homework
- o Presentations from Human Resources on benefits options and retirement plans
- o Distribution of budgeting sheets and other materials for use at home

OPTION 2: *One-Day Intensive*

A full-day set aside for the *Dollars & Sense* curriculum, facilitated either by in-house staff or an outside facilitator. Agency provides lunch for all, and a single comprehensive package of curriculum materials and supplementary materials on agency-specific financial benefits. Can be supported at later points with:

- o Employee initiated support groups for budgeting and saving
- o Presentation from HR and retirement plan providers
- o Quarterly employee recognition of “Top Savers” or other incentive

OPTION 3: *Weaving it into the Workplace*

Choose a timeframe (a quarter, 6 months, semester) within which to provide weekly financial training - beginning with the *Dollars & Sense* curriculum, and rounded out by other offerings such as:

- o “Campaign” to enroll all eligible employees in retirement plans by the end of the project
- o Race to Savings: workplace competition to see who's the “biggest saver”
- o Speakers on topics in financial life (saving for education, annuities, risk and investing, long-term care insurance, etc)

DOLLARS & SENSE REPLICATION GUIDE

PREPARATION FOR THE FACILITATOR

The “who” of the *Dollars & Sense* training is as important as the “what”. Ensuring that you have a confident, knowledgeable facilitator is crucial to the success of the program. Past participants who have had a strong experience with Dollars & Sense, as well as other financial matters, are a good place to look for volunteers to spearhead the training. Considering more than one facilitator (depending on your agency's size) might also be a good idea, to avoid overburdening one staff member.

Don't rush. It is important to ensure that the facilitator will have enough time to become familiar with the materials for *Dollars & Sense*, as well as develop the confidence to deliver the workshop. Additionally, financial issues can be sensitive and difficult for people to speak about. While participants will not be required to disclose personal financial information, making sure that your facilitator is someone with strong communication skills is of utmost importance. Participants must feel comfortable enough to share concerns and ask questions. Attention to supervisory relationships and other workplace issues is an important step in choosing the right in-house facilitator.

Another option is to use different facilitators for different aspects of the training. You may find that in-house volunteers are a great choice for the main Dollars & Sense curriculum, but that you want to bring in additional experts to handle other questions from your participants. For example, you may want to invite a representative from the company that provides your retirement or flexible spending plans to speak to employees about maximizing these benefits. You may have staff members who are parents, who may be seeking information about 529 or other college saving plans. Refer to your needs assessment when thinking about who will serve your participants best.

WORKSHOP CONTENT AND AGENDA

The *Dollars & Sense* curriculum is a comprehensive overview of saving, investing, and preparing for retirement with a special emphasis on the advantage of beginning this process early in one's financial life. With a prepared facilitator, this should be a powerful learning experience for your staff and other participants.

Important areas of focus in the Dollars & Sense curriculum are:

- ◆ Establishing a Budget
- ◆ Goal Setting
- ◆ Savings
- ◆ Moving from Saving to Investing
- ◆ Vehicles for Investment
- ◆ Diversification and Risk Tolerance
- ◆ Planning for the Future: Retirement Plan Options
- ◆ How to Manage and Develop Good Credit
- ◆ Participating in Employer Benefits

DOLLARS & SENSE REPLICATION GUIDE

Your needs assessment will also provide insight into what other agenda items might well serve your staff. Again - are there areas of special interest or need among the participants? Does your agency have additional areas where they would like to focus in order to equip staff with new skills? Will these be pieces that you incorporate into the main training, or will your agency take other, additional steps to ensure these topics are covered?

Additional topics that may appear in your needs assessment or be of importance to your staff are:

- ♦ Debt Counseling and Credit Repair
- ♦ Saving for Education
- ♦ Practical Tools for Financial Management and Budgeting
- ♦ Becoming a Savvy Consumer

Capitalizing on participant interest is crucial, so giving attention to these questions is of utmost importance as you work toward putting it into action.

STEP 3: PUTTING IT INTO ACTION

Once you've laid out the concepts in the training, how are you going to support good practices and make responsible financial management real for the participants in and out of the workplace?

There are key areas for support that require both individual and group work. The *Dollars & Sense* curriculum provides excellent tools and worksheets for participants to use as they plan personal budgets, work on “paying themselves first,” saving for specific goals, and choosing retirement options. Ensuring that these handouts and materials are available both during the training sessions and beyond is of utmost importance. The Young Person's Guide to Retirement also contains resources to answer participant questions about saving and investment at the personal level.

You may, as an agency, wish to support your staff with other mechanisms to keep them on track with their financial plans. The following are some key challenge areas and some ideas for creating support systems for your participants.

DOLLARS & SENSE REPLICATION GUIDE

Individual Challenge	Agency Support Ideas
<p>Decreasing Daily Spending and Increasing Saving</p>	<ul style="list-style-type: none"> o Bi-weekly check-in: How well are we all following our budgets? o Savers Support Group: small discussion groups on saving challenges, with regular after work or lunchtime meetings. o Weekly budgeting worksheets distributed to employees with paychecks or other materials. o Sharing of successes: recognizing saving successes of employees with small incentives or workplace recognition. o “Eat and Save” staff potluck lunches to avoid high food expenses.
<p>Choosing and Funding Retirement Plans</p>	<ul style="list-style-type: none"> o Accessible Direct Deposit and other payroll forms. o Information (brochures, plan explanation, enrollment forms) on agency retirement, health, flexible spending and other plans. o Financial consultation visits from retirement plan representatives. o Brochures and information your agency's bank's savings accounts, investment and other financial products.
<p>Debt and Credit Management</p>	<ul style="list-style-type: none"> o Guest speakers on debt repair and repayment. o Debt counseling consultants to work with staff members individually. o Human Resources/Payroll solutions: additional withholding mechanism.

These are possible ideas, and this list is certainly far from exhaustive. The best place to start generating ideas for supports to your staff's financial life is with the staff themselves. Some participants will certainly respond to the training with interest and enthusiasm. These individuals should be tapped to be “financial captains” or group leaders for some of the above initiatives.

Engaging youth staff is especially important - they are the key constituents in the middle of your organization, setting an example for the young people your agency serves, as well as perhaps providing a “trickle up” effect to older staff. These employee “captains” are also key in ensuring that your agency can provide supports for staff's financial lives without distracting from your agency's main goals and functions.

STEP 4: THE AGENCY AS ADVOCATE

With any kind of teaching, showing is always better than telling. Agency buy-in is crucial when it comes to modeling the principles of financial responsibility. How is senior leadership in the organization assessing how well the organization is supporting and instituting practices and policies that encourage savings and solvency? What are the next steps management can take to further these goals? Does your agency offer employee benefits such as (for further description of these benefits, please see *Appendix: Benefits Definitions*):

- o Transit Cheks or other pre-tax transportation purchase
- o Flexible spending for medical or family care
- o Retirement plans
- o Employer match for retirement plans
- o Direct deposit
- o Tuition reimbursement
- o Discounts on memberships to health clubs or associations

Providing such benefits certainly requires a close look at your agency's budgets. Yet it is crucial that the workplace serves as its own example for employees in their efforts to become financial “experts.” After the *Dollars & Sense* training, it may make sense to take an additional survey of staff to see who currently participates in which benefits offered, and what other benefits staff may wish to see offered in the workplace.

CONCLUSION

Your agency can only benefit from supporting its employees in taking control of their financial lives. Financial concerns are consistently reported as one of the top stressors for Americans, and a stressed, worried workforce never benefits any workplace. People who feel in control of their lives and their finances will come to work with fewer outside concerns and higher expectations for themselves and others. A financially responsible employee is one you want to hire and hold on to.

We hope that the resources provided here will support your organization as you implement practices, benefits, and tools that will get and keep your employees on the right financial footing.

APPENDIX

Sample Needs Assessment 1

We are asking participants to complete a needs assessment. Please take 5 minutes to complete this form so we can better understand your needs.

FINANCIAL AWARENESS

What kinds of financial accounts do you have? <i>(Check all that apply)</i>					
<input type="checkbox"/> Checking	<input type="checkbox"/> Savings	<input type="checkbox"/> IRA	<input type="checkbox"/> IDA	<input type="checkbox"/> 401 (k)	<input type="checkbox"/> 403 (b)

Do you have any investments? Yes No

Do you have a retirement plan? Yes No

	1 Never	2 Sometimes	3 Always	4 No but I plan to
Do you keep track of your daily spending?				
Do you follow a budget?				
Have you made short term financial goals? <i>(up to 5 years from today)</i>				
Have you made long term financial goals? <i>(over 5 years)</i>				
Do you save money regularly?				
Do you keep track of your savings?				
Do you regularly save for an emergency fund?				

Do you have a credit card? Yes No

Are you aware of credit ratings? Yes No

Have you ever checked your credit rating? Yes No

Are you in debt? Yes No

COMFORT LEVEL

Do you feel that you are responsible in relation to your finances? Yes No
 If you answered No, please explain below what questions and information you need in order to be?

Please rate each question using a scale from 1 - 5 with 1 being not at all comfortable and 5 being very comfortable.

How comfortable do you feel?	1 Not comfortable	2	3	4	5 Very comfortable
Talking with family about money.					
Talking with friends about money.					
Talking with a family member about their retirement and saving plans.					
Talking with your colleagues at work about their retirement and saving plan.					
Talking with your supervisor about what your agency offers in terms of retirement.					
Do you keep track of your savings?					
Talking about your retirement plan with the person at your workplace that is responsible for all employees' retirement plans.					

WHAT DOES YOUR AGENCY PROVIDE IN TERMS OF RETIREMENT PLANNING AND SAVING?

Is there someone for you to talk to about retirement plans your agency offers?

Yes No I Don't Know

What kind of retirement plan does your agency offer?					
<input type="checkbox"/> 401 (k)	<input type="checkbox"/> 403 (b)	<input type="checkbox"/> SEP-IRA	<input type="checkbox"/> I don't know	<input type="checkbox"/> Pension	<input type="checkbox"/> None

If your agency offers a retirement plan...

Are you eligible to participate? Yes No

Does your agency match employee contributions? Yes No

Please list any terms from this survey that you are unfamiliar with:

Date _____

Initials _____

Thank you!

Sample Needs Assessment 2

AGENCY RETIREMENT INFORMATION

What kind of retirement plan does the agency offer?					
<input type="checkbox"/> 401 (k)	<input type="checkbox"/> 403 (b)	<input type="checkbox"/> SEP-IRA	<input type="checkbox"/> I don't know	<input type="checkbox"/> Pension	<input type="checkbox"/> None

If the agency offers a retirement plan...

Who is eligible to participate?

Does the agency match employee contributions? Yes No

If you answered yes, what are the terms?

What other kinds of benefits are offered to staff? (Check all that apply)					
<input type="checkbox"/> Direct Deposit	<input type="checkbox"/> Flex Spending	<input type="checkbox"/> Health Insurance	<input type="checkbox"/> Transit Check	<input type="checkbox"/> Pension	Other <i>(please list below)</i>

How are retirement plans and employee benefits marketed to staff?

Is there someone for staff to talk to about retirement plans the agency offers?

Yes No I Don't Know

What is that person's title?

How are retirement plans and employee benefits marketed to staff?

Are you satisfied with the retirement services provided? Yes No

Is the agency satisfied with the service of its retirement plan provider? Yes No

Please Explain

What, if any, financial literacy services are offered to constituents?

Date _____

Initials _____

Thank you!

APPENDIX

Employee Benefits Definitions

TRANSIT CHEK

Transit Chek was launched in 1987 as the first commuter benefits program in the nation. This program enables commuters to save more than \$400 a year in federal income taxes. You can apply for Transit Chek through your job. Your employer will take out pre tax dollars from your paycheck to purchase a metro card for you. You can set aside up to \$110 per month or \$1,320 a year to pay for your commute on public transit. This money is taken out before your taxes so you won't pay federal income taxes on this money.

FLEXIBLE SPENDING ACCOUNT

An account offered annually by your employer. Allows you to set aside a fixed amount of pre-tax wages for certain expenses. These expenses may include dependent care or uncovered medical expenses. The amount set aside must be determined in advance within the designated enrollment period and employees lose any unused dollars not claimed by March 15th of the following year. However, as soon as you declare the amount of money you will put into your flex spending account, that money becomes available to you.

RETIREMENT PLAN

An account established specifically for saving for retirement. Often these accounts lower your taxable income, earnings can grow tax deferred and some plans allow loans for specific purchases. Contributions to the account grow tax-deferred until withdrawal at which time the money is taxed as income. Taking money out of the account before a certain specified age will trigger a penalty tax unless it is a loan for a specific purpose.

EMPLOYER MATCH FOR RETIREMENT PLANS

When your employer matches the contributions you are putting into your retirement plan. This can be thought of as free money because it costs you nothing and you didn't do anything extra to receive it! The money your employer contributes into your account is yours even if you leave that job. The money stays in your retirement account and can be rolled into a new plan with your new employer or can be left where it is.

DIRECT DEPOSIT

The deposit of funds directly into a bank account as a form of payment. Common uses for direct deposit include paychecks and tax refunds.

FLEXIBLE SPENDING ACCOUNT

Cash funds provided to employees for use toward additional training, professional development, or work-related degree programs. Agencies may structure amounts and circumstances/requirements for reimbursement in any way they wish, ranging from a percentage of cost of the class or program to a yearly dollar amount per staff member.

P A S E



PARTNERSHIP FOR AFTER SCHOOL EDUCATION

120 Broadway Suite 230 New York, NY 10271

www.pasesetter.org

(p) 212 571 2664 | (f) 212 571 2676