



**Using Individual Development Accounts Advance Workforce Development Strategies  
Thursday, April 04, 2013**

**Coordinator:** Hello and thank you for standing by. All lines will be on listen only during today's presentation. To ask a question please press star 1 on your phone. Today's call is being recorded. If you have any objections you may disconnect.

I would like to introduce your host for today's call, Bridget Brown executive director at National Association of Workforce Development Professionals. Please begin.

**Bridget Brown:** Thank you. And welcome everyone this is Bridget Brown. I am with the ex - (now) she said the National Association of Workforce Development Professionals. And I appreciate everyone being on today's Webinar.

I am joined today by two incredible speakers, Johanna Barrero and (Beth Williams). And they will be talking to us about how to leverage some existing resources in the field. The individual development accounts to help advance workforce development strategies.

For those of you who are not familiar with NAWDP, these are the three main goals that our organization works on. And they are the primary reasons why I am happy to collaborate on this even today.

We focus a lot on strengthening policies within the workforce development system. As we know, funding is always a challenge and is becoming more and more of a challenge recently with the sequesters and just overall focus on lowering the national debt.

Therefore we really need to be more creative in the workforce system about taking a look at alternative programs that are trying to accomplish some of the same goals

that we are in the workforce development system. This is one area that we can take a look at as well.

It is not funded out of your traditional Department of Labor program. But it certainly has some common goals (in) assisting individuals becomes self sufficient and putting them on the path to employment. Also, as we take a look at the resources that are in our local community, even if this program isn't one on one with what it is that we need in our own organization.

It is always a great opportunity to take a look up every so often and see who else in our neighborhood is working on workforce development issues. And take a look at opportunities to partner with them, either directly or indirectly to do a little bit more networking in state and regions and collaborate on some of the best practices.

So with that as a way of a background, I am going to turn it over to today's speakers. And again, thank you to everyone who has joined us today.

Johanna Barrero: Thank you Bridget. Hi everyone my name is Johanna Barrero and I am a TA provider with the assets for independents resource center. Today I will talk about the Assets for Independents program and how IDAs can benefit participants in workforce (the) programs.

As the operator mentioned earlier, if you have any difficulties - technical difficulties please dial star zero and she will be able to assist you. You will be able to ask questions during the Q&A session at the end of this Webinar.

But you can also send us your questions at any time by using the Q&A function on your screen. And you should have received our Power Point presentation already and if you haven't please send an email to [info@idaresources.org](mailto:info@idaresources.org).

Or you call the resource center at 1-866-778-6037 to request a copy after the Webinar. So the assets for independents program is a federally funded five year grant that is administered by the Department of Health and Human Services through the office of Community Services.

These five year projects enable low income families to learn about financial and consumer issues and to save an individual development account. The main goal of this program is to help account holders become more self sufficient, plan for the future and invest in appreciating assets.

So at the (SA) demonstration project and what this is that as a grantee you can propose to deliver your IDA program slightly differently based on the needs of your target population and the people you serve.

But there are a few components that need to be in place regardless of how you decide to design your project. The first one is the training requirement. Every participant in an IDA program must complete financial education as well as asset specific training in order to be eligible to use their IDA (matching) funds.

The asset specific training varies depending on the asset the participant is saving for. And any requirement determined by the organization that is running the IDA program. The second requirement is that all (active) participants must have some earned income that they can make their savings deposits from.

Income can come (out) from full time employment, part time or even occasional or informal employment. And the third requirement has (to do) with the three allowable (uses) of an (happy IDA).

And today we are going to be really focusing on the first one which is higher education or training. But there is also investing in small business or purchasing a

home. And finally, I want to point out an important component of most AFI programs.

And that is that they rely on partners for a number of things to provide financial educations, assets specific training or simply to act as referral sources for their programs.

It is really very rare to find one single organization that is capable of providing all of the necessary support (and) services to participants. The most common type of partnership that you need to keep in mind if you are interested in the AFI program is the one that you establish with a financial institution.

And that is the bank or credit union that holds both the IDA accounts and the project (reserve) funds for the AFI program. So let me just tell you quickly about participant eligibility. There are two ways of determining participant eligibility for AFI.

The first one is if the person is eligible for temporary assistance for needy families in your state, then they are automatically eligible for AFI. The second way of looking at this is if you combine income and asset requirements.

So if a person is eligible in that particular year for the federal earned income tax credit or if they have an annual household that is less than 200% of the federal poverty line - poverty level. And if their household net worth is less than \$10 thousand excluding the value of (a) residence and on motor vehicle then they qualify for the AFI program.

And it is worth pointing out that both of these tests are determined at the household level. So you are not just looking at the individual's eligibility for (tentative) or EITC but their entire household. And for the, you know, for this

programs purposes we determine household as - we define it as people who are on a tax return together such as a mother with her dependent children for example.

IDA savers are also required to have a source of earned (income) to make the deposits from. Now that doesn't mean that they cannot be - that they cannot receive unearned income. For example, if a saver receives public benefits or child support, that's okay

But (there) does need to be a source of earned income for the individual saver in order for them to be eligible for the program. So I want to walk us through an example of an education IDA. And this is how it works.

In this scenario (Vicki) is a single mother who dreams of going back to school. The IDA program she is working with offers a four to one match to people saving for education. After looking at her budget, (Vicki) realizes that is going to take her about two years to save \$1000 if she saves roughly \$42 a month.

While she is making those regular deposits in to her IDA, (Vicki) completes her financial education requirement and she also works with a financial aid counselor at the educational institution that she chose. Now once she has saves \$1000 she will receive the four to one match for a total of \$4000 in match funds.

So that means that now she has \$5000 of IDA plus match that she can use to pay for school related expenses. And also - and this is very common. The organization that (Vicki) is working with refers her to a vita site that offers free tax preparation services.

So (Vicki) is able to claim the earned income tax credit. And she receives another \$2500; she chooses to save this money for her IDA asset purchase. And now she has a total of \$7500 that she can use to pay for school.

And this is - I uses this example because is really shows are layering resources can help make an asset purchase possible. And I point it out because given the ways that and IDA is put together and the goal to serve a large number of people, IDAs are (not expected) to completely cover the costs of assets for an - of an asset for an individual.

So you really - if you are interested in running an IDA program you really have to think about, you know, what are those wrap around services that your clients are going to need. And if - you know and that is really where the most meaningful aspect of this program is for the client.

So because we are using that example of the education IDAs - and I don't want to go in any detail on the other two at this point. But that information is definitely available. Let's look at some (available) uses of IDA funds for a postsecondary education and training.

Now IDA funds may be used for expenses related to attending an eligible educational institution. And that is an institution that is accredited by the Department of Education or that is very (by us) and eligible institution under the Perkins Vocational and Applied Technology Education Act.

So that is an important, you know, piece of information that you - when you are working with financial institutions that you need to verify. There's a few other conditions in italics on your screen. And, you know, maybe the most important one is that you should keep in mind that funds can not be paid directly to the - I am sorry.

That funds must be paid directly to the institution and cannot be dispersed directly to participants under - (there's) a few other requirements like they cannot be used to pay back for previous loans.

But before we continue I wanted to - I would like to take a quick poll about your interest in the AFI program. So if you can take a few seconds and just answer our poll that would be really helpful.

Bridget Brown: And I think we realize that we need to give you a little bit more information. And saying yes at this point doesn't mean that you are locked in to doing anything, just FYI.

Johanna Barrero: Yes. That is a good point...

Bridget Brown: We probably should have put a maybe on here.

Johanna Barrero: Well we do have a (split) which isn't - well yes. Actually yes, we do have a split which is interesting. And we are going to close the poll now. So right, so I think, you know, our goal with this presentation is to really give you an overview of the program.

And then we are going to have a speaker who is an AFI grantee really talk about how they implemented their IDA program and workforce (did) services. So let me - let's take a look at what working with AFI entails.

There's currently more than 350 AFI projects operating throughout the country. It may be more since some organizations run more than one - have more than one grant at a time. The most common type of organization is 501C3, community based nonprofits.

That - are the ones that are running the programs. But as you can see there are other types that are eligible to apply for an AFI project so network projects are often very effective in targeting multiple services, areas and multiple populations within a service area.

And I would like to also point out that state, local and (tribal) government agencies as well as community development financial institutions and those are the ones certified by the Department of Treasury. And low income designated credit unions do need to partner with a 501C3 if - in order to submit an application.

So that is an important point. Now, if you are interested in finding out more about what - who are the AFI grantees in your area you can visit the link on our screen at [IDAResources.org/afigrantees](http://IDAResources.org/afigrantees). And know that even if there are already IDA programs operating in your state, that doesn't mean the AFI would not accept a proposal for a new project in the same geographic area.

Actually in many cases, different projects in the same area focus on very different target populations. So that is a good thing. And if you are considering applying for an AFI grant you may want to reach out to existing programs in your area.

And find out from them how they are doing things and what are some of the challenges during - they have encountered and what has really worked well for them. So I wanted to give you a few ideas on what are some of the benefits of offering an IDA program.

First of all, participating in an IDA program strengthens a participants money management skills by giving them an opportunity to really apply that knowledge they gain in their financial education classes when they manage their IDA accounts.

So it is a way of giving them some very practical experience. Also, investing in appreciating assets not only has an important effect on the lives of individual savers but also on the community where they live. And as many of you know, investing in education translates in to a higher skilled workforce with higher earning potential.

Which in turn increases demands for goods and services in the - in a specific community. You know that - in that same way investing in home ownership has long

been regarded as an effective way of revitalizing communities and improving the overall quality of life of residents.

So that is sort of the, you know, the big picture impact. Now in terms of the impact on individual savers, IDAs play an important role of gap or supplemental financing for students who may already qualify for other forms of financial aid.

But that still need additional funding to cover the full cost of their education. And so that is really - that is a real important point that I want to make. IDA is also (offer) a (median) source of capital to aspiring entrepreneurs or small business owners that can really help them start or grow their business.

And for aspiring first time home owners, participating in an IDA program not only allows them to raise part of the funds for a down payment. (And) one of the biggest benefits of participating in this program is that it gives them an opportunity to really learn about home ownership and the process of buying a home.

So by the time they complete the program they are better qualified to make a home purchase and in better shape when shopping around for a mortgage - for a loan - for a mortgage loan. So let me just talk briefly about what it means to operate an AFI project.

There are (several ways) in which you can get involved with AFI. You can operate your own program. You can become grantee of an existing network project or you can simply become a partner agency of an existing AGI project.

So very - you know, three varying levels of commitment and work - and workloads. Operating your own program will give you the most control over the grant. You will be able to design your own program to ensure that your clients are served and that it fits with your organizational needs and capacity.

And I would like to point out that for all AFI grants there is a required nonfederal cash contribution which means that if you apply for a \$50 thousand grant you must be able to raise another \$50 thousand from nonfederal funding sources.

Now both amounts are combined in to your project (reserve fund), that's the name of the account where you are supposed to deposit your AFI funds and your nonfederal. And there are some guidelines that - actually some rules on how these funds can be used.

And that is basically 85% of the money needs to be used as (match) funds for your IDAs. And in - and the remaining 15% can be used for project administration, operation, financial education and data collection and reporting.

Now AFI grants can go from - anywhere from \$25 thousand up to \$1 million depending on the capacity and the project design that the organization submits. So, you know, really when you are thinking about how much money you plan to apply for.

That's how you can calculate how much money you are going to have to cover operating expenses and some of the services that you will be providing your clients. Now in terms of the responsibilities related to grant management and reporting. I just want to point out that one of the most important ones is managing the banking relationship and keeping track of the money in the project (reserve fund) account as well as the individual development accounts.

There is also some reporting requirements that AFI grantees need to be aware of that I am not going to go in to any detail right now. But that - that are very closely related to how you choose to track your information in the program.

So operating your own AFI project also means that you will be responsible for all operational aspects of the program including marketing and outreach, recruitment

and enrollment and providing required training such as financial education and asset specific training (as) we talked about before.

And this can be done in, you know, either in house or through partnerships with organizations that are already providing (these) types of services in your communities. So in many cases there is no (need) to reinvent the wheel. And you can tap in to those relationships that you already have in your community.

Case management is also a very important responsibility. But one that you may already be providing to your clients through existing programs so, you know, you can really expect to work hand in hand with your clients throughout the savings period, from making sure that clients set realistic goals for themselves to working with them through the asset purchase process.

And the way you design to structure your program based on the characteristics of your target population will also determine how intense (is your) case management and any supportive services that you have - that you decide to provide.

And AFI grantees have developed many effective strategies to improve their program success rate. And one such strategy that I wanted to point out is that - is the possibility of establishing an emergency fund for those participants who have circumstances where they need to take their savings out to pay for unforeseen expenses.

So you really want to avoid that. You know, participants dropping off from the program because they have, you know, some personal circumstance where they need money. So by doing this, establishing this emergency fund, that is a really good way to improve any chances of participants, you know, dropping off.

And let me just move on - okay. So now let's talk about IDAs and workforce development programs. Let's start by the benefits. I would like to briefly comment

why it makes sense for publicly funded workforce development programs to collaborate with AFI and how they can do so in a way that it maximizes the impact of their work.

Obviously by leveraging (we and) AFI resources, clients can ultimately, we believe - well - that they can ultimately purchase a more expensive or longer (term) of training that will really increase their career advancement options.

We can also access supportive services that are offering by WIA or the AFI program. And - that - will - be - will make them better - will make better - that will allow them to make better and more informed decisions about what career they wish to pursue.

Also, more coordination between both programs at the local level can really result in better prepared, you know, a better prepared workforce that can meet the local demand for labor while offering, you know, the best career path for clients.

So it really, you know, depends and varies from one place to another. There are many factors particularly those related to WIA and AFI eligibility and funding rules that may vary by state and even by program.

That can really affect the nature of those partnerships and so we recognize this. And we are not saying that, you know this is - this partnership can be done very easily because we recognize that there is great difference from one area to another.

But some of those rules have to do with employment status requirements, asset limits requirements, for instance in the AFI program and source of income requirements. And this will really determine the kind of collaboration that is possible between the AFI project and the WIA funded workforce program.

However, we do think that at a minimum both programs can effectively collaborate by creating a referral system of participants between IDA programs and local one stop career centers or affiliate (sites).

And this will really enable WIA participants to benefit from services that are being offered by AFI projects such as financial education and potentially saving in an IDA. As well as for IDA participants that can really benefit from some of the (core) services offered by the WIA system.

Bridget Brown: Before we move forward I just want to jump in here for just one second and make a couple of, I think important points around the collaboration with workforce. If we think about what the purpose of workforce development is, whether you are funded under WIA or any other type of workforce development program.

There are a couple of common themes. The idea of providing financial literacy training while it's not necessarily often seen as a one to one with workforce development. We do know that it does have an impact on the ability of a lot of our customers to get placed and have the retention that's necessary in order to meet our performance measures.

The idea of having some additional funds to supplement what is extremely limited funds we have right now for training is really important. Particularly with the cuts that are going to occur to adult programs between July and October.

We know - as was mentioned before, that there is a correlation between more education and higher wages which again, is another performance metric that most workforce development programs have to meet.

And when we take a look at what is coming down the pike potentially to eligibilities for Pell grant, there is a lot of discussion about changing some of the eligibility requirements for Pell grants. Which means that some of our clients who are utilizing

that - it right now, will be having to add in some of the resources they are getting now and may no longer be eligible for the maximum award.

So having just this little bit more flexibility on providing some money for training whether it's a community college or any other type of local program, is going to be important just cobbling together some of the resources that are out there.

The entrepreneurial aspect, we know that a lot of our customers, that may be their only option. Perhaps they are in an environment where traditional employment just really isn't an option. High unemployment rates, perhaps they have some barriers to employment, be it a disability.

A lot of returning veterans are absolutely interested in entrepreneurial areas. And the Department of Labor has recently put out a tool kit to encourage more and more workforce programs to explore that option. And of course, have issued waivers when it comes to a lot of the wage data on that as well.

So those are areas that if you are already exploring programs, this may be an opportunity for you to expand on those or at least leverage something else that is in the community that is being done around those areas. Anything that can help us improve retention, wages and explore areas that we are already in to can only be a good thing.

Johanna Barrero: Thank you so much Bridget and that is great. That was really great. Thank you for making that connection so articulately. So, you know, going back to what I was talking about, IDAs. I - and the AFI program, I just want to wrap up my part of the presentation by talking a little bit about strategies for integrating IDAs in to educational programs.

And this is important because if you decide to offer IDAs and Bridget was saying, you know, educational IDAs will probably be the more common ones. But if you also

decide to offer entrepreneurial IDAs for small business - if you decide to offer educational IDAs then the nature of the partnerships that you establish is going to be really important.

And I just want to point out that education IDAs have gained a lot of popularity in the past few years. They represent a program area where we have seen an interesting (innovation) taking place. And our next speaker is actually going to talk a little bit about that.

So what we know from grantees who have been successful at providing educational IDAs is that they have been able to establish very effective partnerships with educational institutions from high schools to four year colleges and everything else in between.

One of the things we hear more often is that the quality of those partnerships is critical for their success. And that, you know, it really depends in many cases of having an internal champion at those institutions that are willing to help you market the program. And integrate those IDAs in to the financial aid packages to maximize resources available for their students.

And I - and that goes back to what Bridget was saying, you know, how do we combine resources available and maximize the impact? So we have also see that the more successful programs with (IM) partnerships - with other education networks.

And organizations such as foundations that can help with fundraising for the IDA program or that can provide addition resources to students like college readiness, preparation and things like that. And with that I would like to conclude this part of my presentation.

I would now like to introduce our guest - our next speaker. Her name is Beth Williams and she is the assets associate at Juma Ventures. Juma Ventures is an AFI

grantee in San Francisco California that runs a very large IDA program and has been very successful providing workforce development service and educational IDAs to youth. Beth?

Beth Williams: Johanna, thanks so much for the introduction. It's really great to be able to speak with everyone on the call today. My name is Beth William and I am an assets associate at Juma Ventures.

Juma - we are a national non-profit organization based out of San Francisco California. Our mission is to break the cycle of poverty by ensuring that young people complete a four year college education.

During the Webinar today I will provide an overview of Juma's program as well as the impact that they have generated. I also will spend some time going over a few key questions that organizations face when building an IDA program.

To provide some background, this year marks Juma's 20th anniversary. In 1993 Juma became the first non-profit organization to own and operate a commercial franchise where we provided jobs to homeless youth.

Since then Juma has grown from a job training and placement program to a nationally recognized youth development organization operating in six different cities. We employ low income youth to manage concessions in sports and entertainment venues as a means to develop their work skills and help them prepare and save for college.

Specifically we work with youth from disadvantage and minority background striving to close the achievement gap. At Juma, the opportunity that we provide has been strategically developed to compliment high school student's day to day schedules.

So our workforce opportunity allows our youth to balance their professional development, their academic and their family life. As you can see from this slide in front of us here, the impacts of Juma's program are reflected in our numbers.

Since our founding we have employed more than 3000 students. And these same students have generated more than \$19 million in enterprise revenue and earned more than \$3 million in wages. Perhaps what is most impressive is they have also saved \$2 million towards college.

If we look at our most recent cohort of students in the year 2012, 100% of our high school students graduated from high school. And perhaps even most impressive is 97% of these students continued on to post secondary education.

Among Juma's current college going youth, 83% are on track to graduate. And these statistics far surpass national averages for low income youth. Juma - we are a growing national organization. In 2011 we employed about 150 students.

And with the addition of a new site in New Orleans in 2012, we were able to employ an addition 35 students. This year we opened operations in Seattle where we added about 75 new positions. So in total, in the current year 2013 we will be employing about 210 youth's nation wide.

Can we go back to the previous slide before this one? I am sorry we must be missing one slide here. Go forward one more, thank you. So deeply integrated in to Juma's workforce program is a complimentary curriculum of professional development.

At Juma we strongly believe that the worlds best social service program is simply put, a job. Our Juma students learn to show up on time, take personal responsibility and come - become leaders in their workplace. Our Juma youth also learn professional development skills through a two day workshop that they participate in upon their entry in the program.

And these skills that they learn are reinforced on day to day basis. They are reinforced through the relationship so they build (with) their supervisors and the relationships they build with their peers. Our students also receive bi-annual professional development training including customer service training from outside corporations such as (RM Mark) and Starbucks coffee.

At Juma we emphasize the development of four key skill sets. These are communications, appearance, reliability and effort. Our students develop strong transferable skills that will help them succeed in college and for the rest of their working career. Can we go back to the previous slide? Thanks so much.

So to provide a brief overview, at Juma we offer two different programs. The Juma Pathway Program and an alternative model called College (Bet). Both of these programs serve low income, college bound youth through financial literacy education and match savings accounts.

But the programs differ in the means through which our students are recruited. So in our Pathway program, we provide student with three complimentary services. The students will receive a work opportunity, an IDA account to save their earnings and comprehensive academic support.

Our students are individually recruited at local high schools. They apply for the program and the workforce opportunity and are then screened for income eligibility and work readiness. The IDA accounts are then opened for eligible students and the students begin the program savings period where they make contributions in to their accounts.

Our students in a Pathway program are recruited when they are going in to their junior year of high school. So this means that students have two years to meet a savings goal of \$1000 of their personal earned income. Most of our students have a

two to one match opportunity which means at the end of their high school senior year they will have at least \$3000 to use on college expenses.

On average, our students choose to save about 50% of their earnings through direct deposit which goes directly in to their (mass) savings accounts. Our students will also receive financial literacy education during the same savings period.

On top of this we choose to connect our students with additional outside resources. So this provides - this includes items such as providing assistance in filling out the Federal Application for Student Aid, FAFSA. As well as supporting our students as they apply for outside scholarships for college.

This really allows us to expand the impact of our IDA program on student's financial future. When our Pathway students graduate from high school and enroll in college they then enter what we consider the IDA spending phase of the program where they then draw down the amount in their account and use it towards tuition and other expenses.

At Juma when we were considering our interest in serving more youth nationally we faced a dilemma. We knew that we were limited in the number of youth jobs that we can provide at any one enterprise site. And we also knew that it would take considerable increase in our adult staff to provide the intensive one on one educational and personal support to growing numbers of students across the country.

Juma's college set model provided us with a solution. In college set Juma partners with outstanding non-profits who share a similar mission and serve low income and first generation, college bound students. These partner organizations already provide students with academic support.

So where college set comes in is we provide students with a meaningful match savings opportunity and a financial education. This year our college set partners included organizations such as College Track, Children Aid Society, Harlem Children (Zone) and many others.

At Juma, we consider our college set model to be an innovative expansion of the highly successful pathway program that we developed. College Set measurably improves the financial future of low income students by helping them enroll and afford and successfully graduate from college.

These two programs look a bit different in terms of timeline and student recruitment which is why we felt it was helpful to present them both today. For our college set program we first build partnerships with outside non-profits.

Students within these non-profits are identified and screened for income eligibility. And all students then attend a program orientation. After this point, eligible students have savings accounts that are opened for them. Again, students begin saving for college.

And during the savings period they receive financial literacy education. Once the students have successfully graduated from high school and enroll in college they begin spending down their IDA accounts. In total between our Juma Pathway program and our college set initiatives, we currently act as an administrator for about a total of 1300 accounts (for) youth nationally.

Can we go to the next slide? And one more, thank you. So you might be asking, what does all of this mean in terms of specific outcomes that Juma has been able to achieve? Here you can see on this slide, the success of Juma's programs.

The data here refers to our most recent college - our most recent Juma Pathways program graduates. So for our high school graduates of the class of 2012, 100% of

our students graduated from high school. And more remarkably, 97% of these same students transitioned directly in to college.

As you can see here, this is a rate significantly higher than their low income peers. So nationally on average, about 52% of low income students transition directly in to college. And with the help of Juma's program we have elevated that rate to 97% for the you that we serve.

You can see that these numbers really demonstrate (that) Juma's program is successful. Research has shown that youth with a college savings account are seven times more likely to attend college. I think the most unique part of Juma's program however is that not only are students building a college savings account.

But through the workforce development (piece), students really learn foundational skills that help them advance their careers and enable them to obtain a family sustaining income upon their graduation from college. Next slide, at Juma the quality of our program is also evident via the success that we have been able to achieve for our business partners.

Our Juma youth have a proven track record of moving product for major brands including Breyers (Grand) ice cream and (Peach) coffee and tea. We have also developed successful relationships with additional partners including the San Francisco Giants, Citi Bank and Black Rock.

These leading brands and institutions really view their relationship with Juma as a strategic investment. And at Juma we in turn value and nurture these relationships. It is these relationships that have allowed us to implement s a national expansion strategy. And it is through these partnerships with companies such as Center Plate and (RM Mark) that we have been able to launch operations in New Orleans and Seattle and serve more youth.

Guiding Juma's work is a very specific value proposition. Concessionaires at sports arenas such as Center Plate gain access to a youth workforce that delivers reliable excellent customer service and provided a source of potential future employees.

The sports teams also benefit because Juma workers help provide an exceptional fan experience. And at the same time are creating positive change in their local communities. Lastly, for major brand partners such as Breyers as I mentioned before and Coca Cola, these partner reap the benefits of not only increased sales but also an association with an energetic, socially innovated enterprise.

And I can tell you from first hand experience, our students are a very exciting and energetic bunch. It's truly rewarding to work with our clients. I personally had the opportunity to correspond with students via phone and email on a day to day basis. As I help them purchase text books and make tuition payments for college.

Next slide please. So it is clear that IDA programs can provide tangible benefits to participants. I also want to make sure it is clear that non-profit administrators also hugely benefit from these programs. I would say that perhaps the greatest advantage of having an IDA programs is the ability to round out your service offerings to your clients.

Participants really gain a holistic and practice base financial education. When I talk about the ID - the value of an IDA program, I can't stress enough the value of the truly hands on process. For our Juma students it's here that the learning really occurs.

For our students for instance, in addition to having the hands on job experience they also participate in games such as a budgeting game. They walk through their senior year of high school where they are given fictional money. And I am sure we all remember being in these students shoes at one point in time.

And we know that our first year in college unexpected expenses may come along such as medical bills and other items. And I am sure you can also agree with me that you can see the value that hands on experiences like this can create for our students.

And help them - help prevent unintended - help them prevent unintended experiences later in life. For our Juma students, the components of our program really work in concert. And together they play a crucial role in generating an expanded future of opportunity.

We see limited value in offering students solely a job if they don't know how to manage their earnings. We don't want our youth to fall in to a cycle of constantly living from paycheck to paycheck. At Juma, our students actively implement what they learn.

And they save and invest their hard earned dollars for their future. I feel that it's this investment - the investment that our students will be making in an education that will likely have the highest return for them over the course of their life time.

The research has shown that individuals who complete a four year degree, on average will make around \$1 million more in their life time than someone who only completed high school. For Juma and for all under - all other agencies that run IDA programs, essentially at our core we are creating a ladder of economic mobility.

At Juma we are helping low income people not only get in to college but to thrive and graduate. We are delivering true business value in addition to creating a positive impact on society. I highly encourage you to think about the impact that an IDA program to bring to your organization's clients and in turn, the community.

Through these partnerships that you can build with your program, you can reap benefits not only for your own participants but benefits that your - the benefits that

your participants will receive will be far beyond what you as a singly entity can accomplish on your own.

On our last slide here, I would like to talk about our last topic which is, how do you know if you are ready to run an IDA program? So if the benefits are clear, what does it take to really get this up and running? At Juma we have two full time staff that work on our assets program.

Of those two staff our time is spent both administering the accounts as well as exploring new programs and partners. The first question that I would invite you to ask yourself is, are you currently able to track client data and the account activity that is required of all AFI grantees?

For those of you interested in starting a program, AFI offers a free client management system called AFI Squared. And you can learn more about this on AFIs Website. At Juma, we use a paid online service called Vista Share.

Vista Share allows us to efficiently administer thousands of accounts and track the data we need as well as gather additional data to improve our programs prophecies. Our students are able to track their savings progress online.

And once they reach their spending period they are also able to submit purchase requests in the same online portal. As a whole, the administration of IDA accounts can be administratively intensive. In addition to the data reporting piece, you will need to assess whether your organization has enough time to cover client relationships and accounting and finance functions.

At Juma, we have divided these responsibilities among different staff and capitalize on the efficiencies of our system as our programs have grown over time. This has really allowed us to serve more students and serve them better.

I would suggest that it's also important for you to know your clients and understand what they will be using the accounts for. At Juma we specialize in IDA accounts for a higher education. So this means that we have really developed efficient means to process student requests for tuition payments, textbooks and other items.

Additionally we formed relationships with local universities in order to create (charge) accounts for students at their campus book stores. On the topics of clients, I would suggest that it is also imperative that you ask yourself if you currently have or can find a population that meets AFIs earned income requirements.

It is important to structure your programs so that saving behavior become engrained and also making sure that you have access to a source of clients that will be at or under the income threshold for participation. This concludes the main insights that we wanted to share with you today.

Should you have further questions please feel free to ask during the Q&A portion of the Webinar. Or please contact Miranda Zhu our assets manager or myself directly as our contact information is listed on this slide here. And I very much look forward to engaging with some of you directly.

Bridget Brown: Well Beth, those were an impressive list of corporations and companies that you partner with. I hope next time we have this conversation I want to see a Redskins emblem up there. It was kind of hard to see the Saints and the Raiders and no Redskins.

Sorry I had to get that in there. I will settle for Caps or Wizards, you know, I am not really proud at this moment. You know, and we know in the workforce system that whether you are under WIA or any other workforce program serving youth.

The issue of attainment of literacy and innumeracy, the education attainment and employment is paramount to meeting any kind of (the) performance metrics. We

are always looking for new and meaningful - and I loved your term business value, to bring to our employer customers.

So that when we engage them to hire our young people, it is because those youth bring value to them. They are not doing us a favor. They are not doing the youth a favor. The youth are doing them a favor because they are contributing on day one.

So here is a program that (if) it works for you, helps you really start improving or supplementing what you are already doing on the education literacy attainment metrics as well as the employability matrix.

Johanna Barrero: Thank you so much Bridget and Beth. That was a great presentation, very inspiring too. I was going to talk about the AFI resource center but I am going to skip that. Well actually I do want to give you the Web address. It's [www.idaresources.org](http://www.idaresources.org).

And you will find a wealth of resources for grantees, prospective grantees or people just in the general public that is interested in asset building. I also recommend that you - if you are interested, this is what it looks like. If you are interested, that you attend our applicant Webinar or set up a call with the AFI resource center.

And we will work one on one with your to provide the support that you need to put together an application. And this is a list of the applicant Webinars that are coming up. So you can definitely check that out and check previous recording and try to attend those.

They are very informative. And I wanted to leave a few minutes for questions if we have any. So operator, do we have any questions at this point?

Coordinator: Thank you. At this time if you would like to ask your question please press star 1. You will be announced prior to asking your question. And to withdraw your question

press star 2. Once again, please press star 1 for any questions. One moment please.  
At this time there are no questions.

Johanna Barrero: Okay. In that case I think we are going to just take one question that we have in our Q&A function. And that is, how do I know if my organization has the capacity to be a grantee or sub grantee?

And I, you know, I would like to say just based on our presentation today and based on what we heard Beth say. If you - you really should look at your organizational capacity. The level of buying internally, your resources and the resource that you can combine with the AFI resources to provide this program.

So it is a little bit labor intensive and it's (just) quite high (touch) but a lot of organizations are finding creative ways of doing it. If you think, you know, it is a perfect fit but you don't have the capacity or the interest or the buy in, then we really encourage you to find a network project that is working in your area that you can become a sub grantee of.

So maybe you are doing some of the intake and enrollment and things like that but you are not really managing the funds or fundraising or doing some of the other responsibilities. If that is too high touch you can definitely just become a partner where you provide, you know, maybe some of the educational services the workforce development services.

But not really deal with any of the enrollment of day to day operations of the program, so those are ways that you can be involved with the program. And you can definitely decide that based on your interest and capacity. Yes, okay. Well if we don't have any more questions I would like to wrap up.

And just thank our speakers and thank Bridget very much for agreeing to put this together with us. And let us tell you about the program, thank Beth for doing a great presentation and telling us, you know, a compelling story.

And here is the AFI resource center contact information. If you are interested in putting together an application, please contact us by phone. We will designate a (PA) provider to work one on one with you. You can also find the funding opportunity announcement at [grants.gov](https://www.grants.gov). And before we leave I would like to have a quick evaluation poll.

So if you can take just a few seconds to tell (if ) - how you would rate this Webinar, I would greatly appreciate it. And if will help us improve our presentations for the future. So I don't know Bridget or Beth, do you have any final comments?

**Bridget Brown:** I just want to thank everyone again for jumping on the call. I know that sometimes it is tough to find an hour where you can actually invest in your own professional development. I am going to really urge people to take a look at some of those things that have been provided in this Power Point presentation.

Whether the program is right for you right now or not, it is always good to know what else is out there, where else you can leverage existing resource. And learn some best practices from others within the broad workforce development field.

You heard from Beth about some of the really great outcomes they have in just their one program. And you can imagine that those similar results are probably replicated throughout the country. So take a look and explore what is in your area.

And really consider whether this might in fact be right for your organization. And take advantage of technical assistance that is being offered to you.

Johanna Barrero: Thank you so much. Thank you everyone for attending and thank you everyone for helping us put this together. With that I would like to thank you all and wish you a great rest of the day.

Woman: Thank you.

Coordinator: Thank you for participating. Today's call has concluded. Please disconnect your phone line at this time.

END