



Investing in Teens for Tomorrow: AFI Funding Opportunity

August 12, 2015

Emily: Today's webinar is for communities in school's affiliates across the countries to help them learn about the Assets for Independence funding opportunity. During this webinar, we will have -- if you have any questions or need help accepting the materials. You can email the info at idaresources.org. And this webinar is being recorded and we will make it available on our website along with the presentation slides for future download. All participants have been muted to ensure sound quality but you can always ask questions to the Q&A pod on the right hand side of the screen. Our presenters today, we're going to have Megan Robinson from Communities in Schools National Office and myself with the AFI resource center. And then, we have AFI grantee speaking about her experience operating AFI within the context of a college access program for high schoolers. This group is called "I Know I Can", and they're based in Columbus, Ohio. Thank you to all our speakers. And I'm going to turn it -- hand it over to Megan to provide some context.

Megan: Great. Thanks Emily. Welcome everyone and thanks again for joining our webinar today. Again, this is Megan Robinson. I'm the director of program investment and partnership here with the IS national office. And I'm glad that you've tuned in to learn more about this program. Also if you tuned in via phone only and you weren't able to catch the email address, you can always shoot me a note, send me an email and I will make sure that you get linked up with all the materials for this program. Hopefully you've had the chance to review a little bit about this federal funding opportunity which is out of the Administration for Children and Families. I know that many of you work within the college for readiness-based. And the Assets for Independence program could really be an effective way for you to help students create match savings accounts for post secondary education opportunities. As you all very much know, a high school diploma is no longer this magic key that unlocks the door to opportunity these days. We really need to access resources and find opportunities that allow our students to think beyond high school. This funding opportunity is an example of that. In addition, this webinar may also provide some ideas for ways that you can support your students and communities aside from college savings account as well. I'm going to go ahead and toss it back to the spokes with the AFI resource center so they can tell us more.

Emily: Thank you so much, Megan, and for convening this group and for sharing us with this CIF network. It's really great. First of all, I'm going to give you a little bit of background and detail about the Assets for Independence program. And I'm going to talk about some of the core activities that an AFI grant would fund. The Assets for Independence is the discretionary grant program administered by the Office of Community Services in the Administration for Children and Families which is part of the Department of Health and Human Services. ACF promotes economic and social well-being of families through program such as Head Start, TANF and

CSBG are some of the more well-known program. AFI was created by Congress in 1998 to demonstrate and support an assets-based approach for increasing the economic self-sufficiency of low income individuals and families.

What is asset building? Asset building is an anti-poverty approach that supports the acquisition of assets that can increase opportunities in economic stability for low-income families. These assets can be tangible things such as a home or intangible such as education but they are all part of building wealth for families. AFI funds projects that provide what's called individual development accounts or IDAs and related services to low income people. IDAs are matched savings accounts with a specific goal of helping people purchase an asset. And specifically, AFI IDA is maybe used for purchasing a first home, capitalizing a business or to fund a post-secondary education or training, that's what we imagine most of the CIF affiliates are going to be interested in them.

AFI program is authorized to award AFI grants to the following types of entities, non-profits with 501(c)(3) status, state or local government agencies working in partnership with a 501(c)(3), and then financial institutions that are either a low income credit union or a community development financial institution, and then to state programs that are grandfathered in.

AFI is a discretionary grant program, so grants are awarded on a competitive basis. And there is typically more than one competition for federal Fiscal Year. The program is implemented by grantees, meaning that participants have no direct contact with the government. They all work through the local grantees that are local organizations on the ground. And then organizations can have more than one AFI grant at a time. In Fiscal Year 2014, approximately \$10 million was awarded as grants with 44 grants been made. The maximum award is \$1 million and the minimum award is \$10,000. Grants have a five-year project period and the full funding is available upon award, so that means if you could get a grant of a million dollars, you have five years to spend down that million dollars. We'll talk about what that can be used for exactly right now.

The center piece of an AFI projects is the IDA, the individual development account. From the perspective of a participant, we will use Kim as an example. Kim would like to purchase her first home, she goes to AFI grantee in her community and determines that she is eligible and she opens her IDA. The AFI grantee matches Kim's savings at a rate of \$2 for every \$1 saved. I'm going to give you kind of more visual show of this. There's a local home ownership program through which she can purchase her home with \$6,000 to cover down payment and closing cost. Over the course of three years, she saved \$2,000 in her IDA and that's by saving \$55 per month of her earned income over the course of this three years. During this time, she receives financial education and home ownership training from the AFI grantee or its partners. And then when she graduates and is ready to buy her home, she receives the four thousand dollars of the matching fund from the AFI grantee through the IDA program. Those combined are \$6,000 to purchase her home. Kim doesn't understand or know, but behind the scenes, the grantee knows is that of that \$4,000 that Kim received, 2,000 of it was from the federal AFI grant and 2,000 of it was from non-federal funds.

All applicants who want to put together an AFI projects are required to raise an equal amount of non-federal fund to support their AFI project. That's why everybody isn't just go for a million dollars right away, you have to figure out more precisely how many people you want to serve and what match rate you want to offer and get additional local support for your project.

Looking specifically at education IDAs, like I said, this is one of three allowable uses but the one that I think will be of most interest to communities in schools affiliates. Specifically, the savings in match funds can be used for tuition and fees, books, supplies and equipment such as the computer required to attend or for courses in an eligible educational institution. The definition eligible educational institution is that is has to be accredited by the Department of Education and/or verified under the Perkins Act. The IDA savings and match funds must be paid directly to the eligible educational institution, that's why it makes sense for tuition and fees for books. This means probably that they'll have to buy the books through the school books store as opposed to something like Amazon. But if the school books store is operated by a third party like Barnes and Noble, that's totally fine. With Education IDAs, there is a possibility of -- you can give them multiple withdrawal, it's all going to add up to the same dollar amount. Like for example with home purchase and you go to closing, you could use all your money at once. For the education saver, they might want to pull out a little bit at for semester one, a little bit per semester two and spread that money out a little bit. The great thing about education AFI IDAs is that they are -- what I love is how flexible they are. They're not just for first time, full time students who are going to a part of four-year program to get a bachelor's degree. You could be working towards an associate, you can be working towards the certificate program, you can be going full time or part time, you can even do stand alone courses. But the key is that it has to be at one of these eligible educational institutions, it has be offered through community college or a university or another eligible provider.

We kind of see -- I think we can kind of see education IDAs as a form of student aid that's not offered through the college though. Because for the student, it can reduce the student, they have to borrow or their work study burden. It can help with the estimated family contribution, depending on how you apply it. And it can fill a gap if the school cannot provide the full financial aid package needed. Or for students who cannot access federal financial aid, I understand that maybe immigrants or part time students, or maybe people who have used, had too much of the Pell Grant, maybe not be eligible for financial aid. And then other groups who are traditionally reluctant to take out loan assistance away for them to save. Because the matching funds are not a loan it's -- the gift or something that's earned based on how you want to classify it and it does need to be repaid. The benefits for the college or for your college access program, if there's mission alignment with AFI because it's targeted at low income students. It can fill the gap left after grants and scholarship, if you offer a scholarship program, or one of your community partners offers a scholarship program then they're in a really great place to offer an AFI project because the existing scholarship dollars is what you could use as that non federal cash contribution. Basically, it doubles the dollars, if you were going to get somebody a thousand dollars for school as a scholarship before. Now you can give them \$2,000 as the matching funds and they have to save something to earn it but it definitely increases the amount that they can earn, that they can apply towards their college tuition. You can boost fund raising for your donors because this is a really great, both sides of the aisle kind of approach, pull yourself up by your boot straps, approach the saving and financing college. It can increase

parental involvement if you want to have parents involved in saving, and definitely you help the students build life skills with the financial literacy training that is a part of a lot of the AFI, IDA project.

As I'm talking about the IDA project, when I mention the scholarship dollars, you don't have to be operating a scholarship fund to be a potential AFI applicant or grantee. It reduces the challenge of raising that non federal cash contributions that I refer to, if you already have a scholarship fund that could be leveraged. What I want the communities and school's affiliates to think about today is not just thinking of themselves necessarily as the AFI grantee that we would love to have you of course. But also think about your network of the other partners who work with you in the city that you operate in, so within your network. Think about who might be best positioned to be an AFI grantee because every AFI project requires partners and so there is a role for you, even if it's somebody else's AFI project, and definitely the AFI Resource Center. If you think the next steps coming out of this Webinar is not for you to pursue an application but for your partner to, that's definitely something where we can have a call and introduce the opportunity to them. Or you can share this recorded Webinar.

Just a little bit more details on the IDA mechanics that people often have questions about, federally supported IDAs, like AFI IDAs are not counted as an asset for federal aid programs, they won't impact eligibility. Systems can withdraw the program at any time at taking their personal savings with them but they would force at the mounting funds if they don't use it for allowable purchases. Only the interest earned on the participant's personal savings is what potentially taxable so not the match. And these IDAs are set up as custodial accounts at federally insured financial institution. It's a real big account, it's safe, it's legitimate. In terms of eligibility, in terms of other participant level, there's two ways of looking at it, you can use either test to figure out if someone is eligible. If an individual is a member of a household that's eligible for assistance under their state TANF program then they're eligible. Or if they're a member of a household that meets the two following requirements. One, the income is under 200% of the federal poverty level or within the earned income tax credit limit. And two, if their net worth does not exceed \$10,000 excluding a home and a vehicle. Again, if you started AFI project, you'd have an application process for students to apply to be part of it and you'd want to review these eligibility requirements with them. Note that we looked at the household eligibility for candidates and the household income and assets, it's not on the individual. Obviously with students you're going to want to take their parents' income and assets into account. But the other caveat that I will say is that the participant does have to have a source of earned income to make that deposit. A lot of times when we're working with high school students, it is those who, high school or college students, it's those who are working part time or have a work study position or something like that. And I can't remember exactly how I Know I Can, works on that, or addresses that requirement. I look forward to asking that and hearing about that during their presentation.

From the grantee's perspective in terms of how an AFI project work, so there's some -- these are just some of the steps that are involved, it's not an exhausted list but I think it hits all the big points. When you're going to start up a project you need to have a partnership with your financial institution that's going to hold the IDAs and also hold what's called the project reserve fund which is where all the matching funds are held until participants are ready to use it. You're

going to develop policies and procedures and program outreach and marketing materials and then data management systems and other record keeping procedures. And then throughout the course of your five year project period, you're going to support savers by performing outreach and recruitment, determining eligibility. You're going to work with each person to establish a savings plan agreement so it's kind of like a contract of participation and to open their IDAs, you're going to participant savings project by maybe checking in with them every month or every quarter to make sure that they're making deposits. You're going to periodically match participant savings, providing them with a match and making sure they see that they're earning the match because that's a motivating factor. If you're going to do business as an asset you need to have a way to develop, they would do business plan review, every AFI grantee have to show that they have a way to assist participants in obtaining skills and information necessary to achieve economic self sufficiency. Many grantees interpret this as providing financial education and asset specific training. And what might you do for someone who's about to go to college, you might talk to him about career planning and picking the best degree or program for them, helping them choose the college they want to go to, helping them fill up a fast file of these would all be relevant to this requirement. Offer activities and strategies for retaining participants in the program and helping them actually make it through to their asset per test. And then you will approve and process withdrawals for qualified expenses and emergency withdrawals as appropriate. Then kind of behind the scenes, there's the normal grant stuff submit required report, periodic internal reviews and then a project close out on period. The reporting I don't think it's too burdensome, it's on a quarterly basis it's like a short and narrative about progress report. And then on an annual basis there's a financial update talking about how much money have you sent and how much money is left as well as a data update about the number of people you've enrolled who it, who purchased asset. How many have purchased assets and how much have they saved and how much matchup they earned, so really it's all about the numbers but that just happens one time a year. And if you already have a good data management system in place then that's a really, not too hard to pull together. This is from my experience, I actually ran an IDA program here in the Washington D.C. area for a few years before I came to the AFI Resource Center and that was my experience. But since we had a good data system it was not such a burden to do this reporting. It is nice. With that, I'm going to turn it over to our partner at I Know I Can which is Katina Fullen and have her talk about what their at the IDA project looks like and kind of how they got started with that. And Katina I'll turn it over to you.

Katina: Thanks, can you hear me okay?

Emily: Yes, you sound good.

Katina: My name is Katina Fullen again and I'm the Executive Director here for I Know I Can. We are in Columbus, Ohio and supporting Columbus City Schools which is the largest public school district in Ohio. We have about a little over 50,000 students here in our district. We have been around for a little over 25 years and always supporting Columbus, the school district around college and career readiness and specifically working with middle and high school students and families. And then we serve a smaller population of students who are on college camp visits as part of a retention strategy.

We started our IDA a few years ago and it was the result of looking for ways to leverage dollars that we were already giving out. We provide grants and scholarships to students who go on to any type of two or four year college or into any programs to earn a certificate. And we are award about \$1.5 million per year in those grants and scholarship, but as we all know the cost of college has increased dramatically over the years and our grant range from small grant of \$1,000 to \$1,200 up to \$10,000 a year scholarship. And the bulk of our money of the \$1.5 million, about \$1.1 million of that is in \$1,200 grants that we give to students.

In 2010 we started looking for ways that we could leverage those dollars and address the rising cost of college for our families. And we have been running an IDA program now we're in our 5th year and we did receive, a couple years ago our own IDA grant. Prior to that we were using another nonprofit who had, have been administering IDAs for a number of years. We were sub grantee for, with this nonprofit, be able to get started and to figure out how we were going to run this program. Now we have one of the largest post secondary IDAs here in our area and it was taking advantage of that five year grant and are starting to work with middle school families. In 6th and 7th Grade getting them ready for college and then starting in 8th Grade actually setting up the IDAs to allow them to start saving for college. As we tried to figure out how we would increase the amount of money that we would give out to students, we really felt that the IDA did a number of things. One it helped us leverage our current resources that were limited to an endowment spending policy. This \$1.5 million that we give out every year, that comes from an endowment that we has build up over the years, we're only allowed to spend 5% of the income that's generated from the endowment over a 13 quarter rolling average. It's typically about \$1.1, \$1.2 million of the \$1.5 that we give out.

Given that we have a set amount of money that we are allowed to award, we were looking for ways to leverage those dollars. One of the concerns for our board was, if college is \$20,000 does our \$1,200 grant really make a difference and in a lot of cases it certainly helps, it can cover the cost of books but it's not a decision maker. We were looking for ways that we could take what we're currently awarding, leverage that with additional dollars that it could help students make that decision. And then also around finding the right fit for student. This idea of, I want to go to this college and I have been admitted to this college but financially I can only go to this college. How do we help student with the right fit both financially and academically?

We also know that the IDA helps us involve and engage families in the college going process. We have a number of families here who do not believe that they have the financial means to be able to send their kids to college and so this is an opportunity for them to save a smaller amount of money and feel like because of their savings they're able to leverage a lot more money for their students to go to college. We're making them feel and they are really a part of the process that they're more engaged in the process because they have a very clear role and a goal of saving X number of dollars while the students in high school or college.

Another piece that we love about the IDAs that incorporates financial education and financial planning into the college savings discussion. As we are talking to students and families about the cost of college and the ways to finance college, we also are able to infuse financial education and financial planning both for the family and then also for the student who is going off to college and who we know could potentially be taking out student loans and will need to have a

plan for how they'll start paying those back once they graduate. It also provides an additional connection to the family throughout the high school career and then with the student once they're enrolled in college. Once the family does set up an account with us we have a reason to continue to reach out and build that relationship with families that we may not have otherwise. And then it allows us to even contact and keep in regular contact with the student once they're enrolled in college.

And the last and obviously one of the most important that it does help address the financial gap that continues to grow between the cost of college and a families ability to pay for college and in our case we know that the average gap for our students is between \$8,900 and \$9,200 to be able to cover the cost of college. While our \$1,200 grant doesn't help what we do with the IDA is a family saves 500, we provide the non federal match of \$1,000 or \$1,200 with our grant and then they receive another \$1,000 through this program so it's \$2,700 dollars, so we're getting closer to being able to fill that gap for our students to be able to go to college.

There are a lots of steps and I won't get into a lot of the detail but when you are building an IDA program it was great for us to have a role model and another nonprofit to look to in terms of developing the program, the application process to receive funds is a lengthy one but in our, after partnering with another organization for about three years, we went out on our own and applied for a grant and we received a \$1 million grant over the next five years and as Emily mentioned that's not something that we would have done have we not spent three years as a sub grantee with another organization. We just reapplied for our second grant and we're hoping here in the next month or so we'll hear about that. But after you received the grant there's a lot of work around, a lot of paperwork around student eligibility and the financial piece of having a strong accountant on staff or having access to a CPA or accounting firm is really important. And then the banking relationship is critical and one of the things we learned early on is that not all banks have the capacity to be able to set up IDAs within their institution and so making sure that you have a bank that is able to do it and can provide you with the information, real time information that you need to be able to manage the program. And there is a number of reporting features that are required on a quarterly basis and fortunately you have some resources at a federal level to help you with the management administration of the grant. In terms of program activities and services, I'm going to have one of my colleagues who actually works with the IDA program on a regular basis, jump in and talk about programs and activities and then give you some more detail.

Brittany: Hi everyone my name is Brittany Hulbert. And as Katina mentioned I work very closely with the Save Smart for our IDA savings program and our college funding department actually stated we have many scholarships and grants and we are so excited to have the IDA program as just another resource for our students. On the program and activity side of things, the biggest thing that we focused on as you begin to start up an IDA program is the outreach and recruitment. That's identifying the students that would be eligible for your program, making sure they know about it. Sometimes you just can't believe how many students qualify for the program and should sign up but just don't know that it's available for them. Outreach is definitely a very key feature. Financial planning so, it is required by the IDA grants, by the AFI grant to provide some sort of training or resource to our participants. For I Know I Can, for Save Smart we offer a financial planning course for our students. It goes over all sorts of details regarding how to budget, how to build good credits for basically anything that a new high school

graduate, a freshman in college would need to know in order to start out on the rights but with their finances. In addition to that because we are offering college IDAs we are very, we definitely hit on the information that they need to know regarding scholarships, grants, loans, how are you paying back that loan. The difference between subsidized and unsubsidized so we definitely try to hit on all the information about college financials.

We also monitor our deposits for our students. We have to have our participants stay active in the programs. We received a monthly balance updates from our banking institution and with that we can see how many students are saving, what they're saving. If they're still actively participating in the program, that also allows us to like the next point build a relationship with our students families because we're able to be, a student who's been very active in the program suddenly has stopped savings well that's an indicator for us to ... check the students to see what's going on at home, is everything okay and just gets them reengaged to the program.

We also manage communication to our student's families and our colleges. That is basically from start to finish, so that getting the students enrolled, helping the families, make deposits. And then once the money is ready to go and the match is ready to be made, contact the colleges, explain how this works, send the money over, start to finish we are involved in the communications that our students are never on their own without us, they always have us here to help them.

And we also fundraise for program expenses and then finally we also have our higher education partnerships and community partner. With the AFI grant there are several partnerships that we've identified who are able to help us find our students and recruit students and keep going with that outreach.

This is the slide I'm describing our IDA matching process in a nutshell. Students are participants reach a savings goal. For our particular program the saving school can either be for \$500 or \$1,000. The \$500 would be for our students who are in 11th Grade, 12th Grade or in college and then the \$1,000 goal would be for our 8th Grade students, 9th Grade and 10th Grade students. The 8th through 10th Grade has a little bit of a longer time to save so we give them a higher goal so that when they eventually do reach it, by the time they graduate from high school they will be able to receive a greater IDA match. We also, we verify that a student is receiving non federal matching sources for the academic year. For our organization, as we've mentioned previously we offer grants for \$1,200, we administer a grant called Project Grad and then we also offer a founder's scholarship which is our scholarship worth up to \$10,000 per year. We verified that they have completed the financial planning process. As I said earlier the financial planning encompasses all sorts of information about budgeting, savings, college funding process. We verified that they have completed this and then once they have completed all these steps so that saving their money, receiving their non federal match from I Know I Can and also have completed financial training. We send a letter to the students, congratulate them on completing the program. We encourage them to continue, our students can match another time so we encourage them to keep saving and once that's all done, ready to go we send the payment directly to the institution. This payment for instance if their savings goal is \$500 that would be the student's \$500 savings goal, I Know I Can's federal match and then the AFI \$1,000 match as well.

Our financial planning session, just to give you an idea about what this encompass in, we offer an online and in person. The in person session is offered about six times per year. Our college students are all over the states and they're in different states, they're all over the place. We try to work around winter breaks, spring breaks, summer breaks so that more students who are out of state and college are able to attend. The workshop, it's about four to five hours long. We discussed credits, financial aid, the Real Money, Real World is definitely very useful for our students. Basically is the stimulation of you are living on your own, what expenses do you have to pay, what sacrifices you have to make. It is adapted for college age students that they are able to consider how budgeting can help them and how hard they must be going. We also discussed budgeting and savings. Obviously with the Save Smart Program they have been saving so they understand that it's important but we really like to make that extremely clear. And then finally we also discussed the basic of taxes that doesn't go into very detailed information about taxes but definitely enough to give them an idea of what to expect when they get that first paycheck with all that tax money taken out. For the online module, it's essentially the same information but it's online. It can be accessed 24 hours and it can be accessed anywhere which is very helpful for our students.

And one of the important things with the financial planning session, we need to make sure that it's helpful for students, so we, before the classes even begin, before they begin their online module or we start our workshop, we have student take a pre-test, basically to see what information students already know about money and at the end of the program we have them take a post test. That way we can see how their financial understanding has grown through use of this program. This little graph here, it represents the match money, so this will be for our Save Smart Senior Program. Again that's junior, seniors and college students, with the Save Smart Program it can either be a student opening the account on their own or it can be opened with the help of a parent or a family member. As long as they meet our income and funding requirements they can become eligible for the program. If a student saves \$500 over a minimum of six months, with their financial training with this I Know I Can funding they would be eligible for this match. You can see on here where our students can do this for up to four college years. And the first year our student have saved \$500, and IDA match of \$1,000 is added and then we match that with the \$1,200 I Know I Can grant. In the first year of college, our student is able to get \$2,700 with a \$500 investment. Over the course of their four years in college that's a total of \$10,800 and that can really help fill the gap for a lot of our families.

Our Save Smart Junior Program it's a little bit different. Again they have a savings goal for these families 8th, 9th and 10th Graders, their goal is to save \$1,000 over three to five years. By the time student graduates from high school, they also have to complete a select number of financial planning hours each year administered by I Know I Can and students would save \$1,000 by the time they graduated from high school. We match it with the IDA match of \$2,000 and then the student would receive both the I Know I Can grant and an additional \$800 add up to that \$2,000 in non federal matching. With the first year of college our student would receive a check for \$5,000 sent directly to their college.

Once the student has completed the first year of college they can continue in Save Smart but they would be turned into the Save Smart Senior Participants, so they're goal would change to \$500 with the \$1,000 IDA match and then \$1,200 I Know I Can grant. You can see that over the four

years, the student will have received \$13,100 by the time they graduate. Our Save Smart Program, it's been very successful to date, over the past five years we've had participants successfully complete over 450 Save Smart matches, that's over \$1 million in savings and contributions made for secondary education. It's a big difference to a lot of our students. We hear everyday students who may be kicked out of school, who may not be able to afford books or housing and receive these types of programs help fill the gaps for them. Our participants have completed over 1,800 hours of financial planning. We know from a lot of research that learning how to manage your finances is a great indicator to helping families get out of poverty. By giving students and families this information now, where a student has graduated from college before they're making in their first real job that can really help people get on the right path. This for 2015, that will mark our first Save Smart Junior Participants that have received their \$5,000 match saving towards their first day of college, so we're very excited about that. I think that is about all I have here. Does anyone have any questions?

Emily: Actually, so they can ask questions verbally because we have them everyone on mute for a sound quality. But I want to -- I can invite them to put in questions to the Q&A pod that you had for the folks here from I Know I Can into the Q&A pod in Adobe Connect. I guess the question that I did have -- this is Emily from the AFI resource, it was about the source of earned income that students are making their deposits from?

Brittany: Yes. For earned income, the applicant for a Save Smart account must have a form or earned income, so that could be a part time job, a full time job, for many of our college students, it will have work study job. As long as it's, a real job where you're already receiving paychecks and you provide proof of your income then we are able to work with the family to get the student enrolled in the program. If a student does not for instance the high school student or a middle school student, they may not have a job yet because they're too young. In those cases, we typically have their parents apply for the account if the parent has a source of earned income.

Emily: Great.

Brittany: Any questions in the Q&A pod? If anyone have one, let me know.

Emily: Definitely. Let's go ahead and move forward the presentation and we can stop again for questions again towards the end. Now, we'll talk a little bit about applying for AFI. And one of our most of these key AFI requirements during my presentation in terms of cash match from non-federal sources, there's only assisted that qualified expenses and you have to match participant saving. But the one that I didn't mention was about the use of funds that when you get your grants and there's been non-federal cash to go along with that, so your total projects funds -- of your total project fund, 85% of that must be used in match participant saving, so that's where the matching funds comes from. This means that there's 15% left over for program, administrative and operational pieces such as, providing case management and doing the reporting and all that kind of stuff. That's of kind of how the breakdown of the grant funds work.

I want to spend just a few moments talking about the potential funders to offer that, on federal cash contribution because that is definitely one of the greatest challenges for first time applicants

and something that can feel like a barrier to applying for AFI. But, we have hundreds of guarantees, so hundreds of organizations have picked it out how to make this work. But, we can't tell you what's going to work in your community but, have a series of questions that will help you think through this. For each of your asset goals, so if you're saving for education -- if you're one person to save for education, think about who shares these goals, who wants to help you see this happen. The folks from I Know I Can, they mentioned JP Morgan Chase is providing scholarship funds all that's either original investors and our current donors, that's who also shares this goal of helping low income Columbus public school students go to college. That's where they are finding the non-federal cash from. These non-federal funders can come from the private sector and we often see it being lenders and foundation or from the public sector, so it could be something like a local government or a state government. And you really want to think about who is already funding this work and what existing first is the funding can you leverage. That's really the easiest and most forward way to do it and most sustainable way to do it beyond fund raising for brands after brands. But there are groups to do that as well.

This is just a list of some of the most common sources of non-federal funds that AFI projects has happened to the number one is financial institutions in their foundations obviously since financial institutions are involved in all AFI projects. And it's a great way for them to get into customers and get, kind of their some public relations points, that's kind of why they want to support an AFI project. And on the AFI Research Center, we have a lot more resources about the fundraising, we actually have an entire webinar that goes through all these sources of non-federal funds, and some messages you might use with them and why they would want to fund an AFI projects, so definitely there's a lot more support available to you if you're considering how to do the fundraising. But first, I'd have you think about how a fit of AFI with your organization.

Or like I said, if you're going to try to recruit a partner to be the one to apply for AFI, some questions that I have you were then to think about is, what makes you in well positioned for AFI? Do you have experiences in administering AFI projects or similar programs that help low income people pursue the goals of these asset purchases. If you're helping them access college, I think you've been in there in the great place. Do you have the capacity to implement the project either within your own organization or including leveraging partners? Do you have resources available for the project so that's not just the non-federal cash contribution but it's also any additional resources that may be needed to help, pay your staff in that kind of organizational stability? And do you have good accounting and financial record system because obviously, you have to keep track of the grant funds that you have been awarded and as you pay them out so that you can account for them?

Then you also want to think about the fit for your service area and your target population. Among the people you think will want the AFI idea is to help them may be the asset purchases. You really want to do some market research to find out about their eligibility for AFI, make sure there's a fit there. And actually their demand for the asset that you think will be interested in because, people have to be -- what we found over the course of running the AFI program is that the matches are very appealing and appealing at concepts, but people have to feel like they're in a place in their life where they have that stability to save and purchase an asset in the set of investment. And, the home ownership is a definitely a different investment than going to college, but the principle is still there that people have to be in the right place in their lives. And

then also idly of the project with regards to the asset purchases that you want to work on. If you're doing helping people go to college and there's a high demand for welders in their area, is there a welding program, post secondary welding program at an eligible educational institution, just thinking through that kind of mechanics.

If you are interested in the AFI funding opportunity, there are the funding opportunity announcement that is currently open. The funding opportunity announcement is available and you can download it and read it and that's like a request for proposals. The AFI application package which you would download from grants.gov, and if you've ever applied for federal funding before that which you actually still out to submit your request or your funding request, that is not currently up but we expect it to be rereleased by the end of the week. Because the next application due date listed in the funding opportunity announcement is October 13th, 2015, so that's two months away. I'd say this, give to talk about few months away, it's really like the bare minimum probably of the amount of time that you would need to put together in AFI project in terms of securing the non-federal cash contribution and getting organizational buy-in and getting partner buy-in. Do know that we have upcoming deadlines in future federal Fiscal Years. And we expect them in April and October 2016 and April 2017, those are what that how far out this current funding opportunity announcement addresses. But we've been doing this since 1999.

If you decide you're interested, the next steps would be to sharing information about AFI which are even few leaderships and partners and staff and start to work on getting that buy-in. Contact the AFI Research Center for a copy of the AFI application kit which is the funding opportunity announcement and some other helpful information and to join our mailing list so that you'll get email blast when there are updates for the relevant few AFI applicants. And then, I would encourage you to learn from the other perspective grantee webinars that we have posted on our website at the address shown here. We have one that walks you through the 2015 follow-up, something about developing resources and partners, that's the one I mentioned before about fundraising, and then kind of the nuts and bolts of preparing an AFI application, so putting together your application. If you have questions about the AFI funding opportunities, the AFI Research Center is the access point for technical systems. Our website is idaresources.acf.hhs.gov, and you can reach us by phone or email at 866-778-6037 or by email at info@idaresources.org.

Now before I go to questions, I want to tell you about a new product that the Office of Community Services released earlier this year, all the building financial capability, a planning guide for integrated services, and this is a really good way to think about developing a comprehensive plan for integrating financial capability services in to your existing program. When you think about financial capability services, this is, AFI IDAs are definitely one piece of these financial capability services, but there's so much more, it could be financial education or coaching, it could be credit building, it could be earned income tax credit and free tax preparation assistance. What that guide is really about is about connecting with your target population and understanding what are their needs around financial services and financial capability, and then thinking about how can you offer them appropriate services and where can you do that. Can you either train your own staff to offer those services or find partners in the community. This is really all about meeting clients where they are and addressing multiple

interrelated challenges. Because, every kind of program that we talked to you from housing and homelessness programs to domestic violence programs, everybody knows that money and financial management is part of solving -- overcoming the challenges and the barriers in people's lives, and so that's what this guide is all about. You can download it at the short link shown here, but basically it's whole building of financial capability. Hopefully you'll have the chance to check that out.

But now with the few minutes that we have remaining, I wanted to see if anybody had any questions. Again, you can type in the Q&A pod if you do have any questions, or, if you realize you don't have any questions about AFI until after we sign off, you can always reach out to the AFI Research Center by phone or email with any questions you have after this webinar is over.

Megan: Hi, Emily. This is Megan. It's funny, I had a bunch of questions that I was jotting down. And as we went along, they all got answered. It's a very good webinar.

Emily: That's great. I'm really glad to hear that. And we haven't received any questions through the Q&A pod, so I'm going to assume that everybody else's questions were answered as well. And I want to give such a big thank you to Katina and Felicia from I Know I Can for presenting about their program because I love hearing about the works that they are doing with high school students and college student. And I want to thank Megan and the team and communities in schools for inviting us to have this opportunity.

Megan: Absolutely, you're very welcome. And I like the idea, even if it's not a good step for our local affiliates, if it is, that's great, but maybe they also have other local partners where they could partner with on this. Lots of things to think about.

Emily: Definitely. Thank you.

Brittany: Thanks for having us on here.