



## **Cohort for October 2016 Application Deadline**

Session 2 - Project Design and Organizational Capacity

**September 8, 2016**

Automated Message: This meeting is now being recorded.

Emily Appel-Newby: Hi Everyone. Good Afternoon, and thank you for joining this second session of the Assets for Independence Intensive Coaching Cohort for October 2016 applicants. My name Emily Appel-Newby. I am a TA provider with the AFI Resource Center, and I am sitting in for the second session for my colleague Anamita Gall, who led the conversation the first time and will again in two weeks again, because she's traveling. But she and I have both worked on the AFI program for a while, and so I hopefully I can answer your questions as well as she could.

So thank you everyone for coming to this second session of course some you were a part of the first session. And some of you are joining us for the first time, and that's fine. It's a very informal conversation that we seek to have. The first one was about funders and partners. And the second one we want to focus the conversation a little bit more on project design and organizational capacity but feel free to bring up any questions that you're having as you work through the application towards the October 31<sup>st</sup> deadline.

I just started the recording for today's call, and as a reminder this call is being recording and the transcript will appear on the AFI Resource Center website. It sounds like we have a good number of people dial in, I've heard a couple of dings so that's great. So I'm going to ask people, I'm going ask participants to say the, to tell me if they're here or not. And I'll think I will start with the list of the people who are here last time, let me just call out organizations and you can just say, yes I'm here. Or no I'm not. The other thing I wanted to say was if you want to put yourself on mute when you're not speaking, when you're kind of just listening, that would be great, because we have good number of people on the call. But please don't put us on the hold, because then we might hear the hold music and that would disrupt the conversation so thanks for that. Ok so among the, dozen people that we have in

attendance last time. Do we have anyone from the Urban League of San Diego this week? What about Dawn, from City of Austin? Danitra from Baltimore?

Adonga: This is Adongo, I am sitting in for Danitra for Baltimore City.

Emily Appel-Newby: Oh wonderful, thank you so much for joining us today.

Emily Appel-Newby: Oh. Do we have Irvin from Cable?

Irvin: Yes, Good day all, I'm here thank you.

Emily Appel-Newby: Thank you so much. Ingrid from Nya Miah? Ok Jessica, from Zion Hill? Kenya from Positive Change? Laura from Pike Peek?

Laura: I'm here, thank you.

Emily Appel-Newby: Hey. Hey, thanks for joining. Lisa from Wings?

Lisa: I'm here thank you.

Emily Appel-Newby: Patricia from D-form? No ok, Ryan from Native American Youth and Family Center? Sabrina from Virginia Department of Housing and Community Development? Ok this is for folks that we had on from the last call. So it sounds like we may have some additional, some new people who weren't on and its really great you could join us. Can somebody give me your name? And will discuss through the list of people.

Linda: CADC in Benton, Arkansas.

Lea: Lea Mac Shepard from Mississippi, Home Buyer and Education Center in Mississippi.

Emily Appel-Newby: Mississippi Home Buyer.

Lulu: Lulu from New Castle County, Delaware.

Emily Appel-Newby: Great thanks for joining us.

Jabirus Brown: Jabirus Brown from Birmingham, Alabama.

Emily Appel-Newby: Oh Jabirus, how are you doing? Good to talk to you again.

Jabirus Brown: I'm doing well, good to be here.

Emily Appel-Newby: Mr. Brown is formally with an AFI grantee so were definitely going to call on him to hear some of experiences operating a project. Is there anybody else who's on the call, who hasn't been announced on this call?

Genevieve Perjullio: Genevieve Perjullio from Wade Metro in Detroit.

Emily Appel-Newby: Great.

Genevieve Perjullio: Hi.

Emily Appel-Newby: Anyone else? Ok. Linda I'm sorry what origination did you say, you were from?

Linda: Benton Arkansas Development Council in Benton, Arkansas.

Emily Appel-Newby: Ok. Great thank you.

Linda: We're a current grantee.

Emily Appel-Newby: Oh ok. Great I didn't recognize that name but I'm very glad to have you on the call so we that we know that, so we can have your experience. Let's see, trying to think of who else on that list is a current grantee. City of Austin. I know right.

Lisa: Wings, we're current grantee. We were granted under our former name YWCA of Metropolitan Dallas. But we changed our name in January.

Emily Appel-Newby: Ok oh. I think I saw you guys have a couple of webinars, in fact.

Lisa: Yes. I've been listening to everything.

Emily Appel-Newby: Great Ok.

Genevieve: This is, Hello is Genevieve and Wayne Metro is actually an AFI grant.

Emily Appel-Newby: Are you? Ok. Great. Sorry I'm not on top of the complete list these days. There's a lot of you out there so thank you for letting me know. Is there anyone else not on my radar here, who is a current grantee? Ok cool. Like I said the last conversation was focused on funders and partners and this one is going to be a little more on project design and organization capacity. It can be really hard to separate that from the sessions about budgets, and partners, funders and all that stuff, you're not hesitate to ask any questions you have in mind based on the direction the conversation going. So I just want to hear from the folks who are applying to AFI for the first time about how they are thinking about

designing their project and then specifically how are you thinking about the number of people that you want to serve in your project? How are you getting to that target number?

Irvin: Well, I'm with the Cabel Foundation. I'm looking at with this kind of question I'm trying to see. I was thinking between 50-100 to start. I'm trying to do it based on... I don't know if I'm going to go across the three areas of D.C, Maryland or Virginia. Or just concentrate on one area of Washington D.C where I have more schools than I did like a year ago. So my questions are number one, for people that have already been funded, the people that you are working with, are most of them working people? Or most of them students? Or do you have a combination of two?

Emily Appel-Newby: Good, on the topic would focus on higher education. On post-secondary education right?

Irvin: Well, what I do is financial literacy at different levels. I do it with seniors, I do it with youth, I do it with young adults and schools and I'm trying to determine whether or not to concentrate on a certain population of people that are already working? Or should I concentrate on like kids that are going to college who are trying to extend their college education? Because I have interns that come in from all of these the universities, GW, Georgetown, University of Maryland, Howard and so that's what I'm thinking about. Should I concentrate on college campus where kids are trying to extend their college education? Or do I go to low income areas for people that are trying to buy homes or maybe trying to start their own business?

Lisa: I can, here at WINGS, in Dallas. We serve about 120 people a year through our IDA programs. And we do education, first home, and small business. So we do all three, but we have sort of funnels to get us those three populations. So we have a secondary location outside of our main center at one of the local community colleges, so we have a really good relationship with our local community college and for that population through our education IDA. And then we have within our organization a small business development program. So that's mostly who gets offered the IDA program. We do have a couple of people that come in outside of the small business program. But then we do have home buyers who are coming in mostly in our financial education courses. Because we do serve about 3,000 people through financial education. So we get a lot our IDA participants through that, so I think it's just making sure that you have sort of funnel of people. So if you're working with that many colleges and universities I definitely think it will be worth your time to focus on, to have that opportunity for your interns, it's just another way to sort of help them with getting through school without loans. That is very difficult.

Irvin: So yeah. That's what I was thinking because in our area. Buying a home is very expensive so I don't know if it's better to try to reach people who are trying to be home buyers probably down payment down here it's very expensive. It's not going to be going cheap. So that's why I'm just wondering is it probably better to focus on people that are working college, to extend their college education so thank you for that.

Jabris Brown: This is Jabris Brown from Birmingham, and I would also recommend to work with your community colleges, your local schools, contact the financial aid directors, because those are the ones that will help you identify students who are eligible for your program?

Irvin: Ok. Thank you a lot.

Emily Appel-Newby: Hey, what about the folks in Mississippi. You have... How are you thinking about developing the target audience for your project?

Madison: Oh this Madison, I'm the (inaudible 0:12:30) under research. We pay (inaudible 0:12:49)

Emily Appel-Newby: You're actually breaking up, and you're kind of fading in and out for me. So I'm having trouble understanding.

Madison: Is this better?

Emily Appel-Newby: That does sound better, thank you.

Madison: Well I took it off speaker, evidently ours is fried a little bit here. We are a financial, intermediary on the hood. And we actually have serve to nine agencies located in rural areas around Mississippi, Alabama, Tennessee, Arkansas, Louisiana to provide home buyers education. So the need, we're located in Jackson. Jackson is the capital of course, and were working with them to identify their greatest needs and we will tailor the program based upon the greatness need there. In rural areas there's a lot of problems there. High rental rates, low home ownership rates, students that don't have money to go to the local community colleges. So really it's up to them, to determine that, but right now it appears that we will be in the neighborhood of 100 or more individuals that would participate.

Emily Appel-Newby: Great. Great. How, it sounds like you're going to be delivering this project over kind of like a wide geographic area. So how are you going to make that work?

Madison: Well the first one is called Jabris Brown.

Jabris Brown: I'm going to be working with the Mission town of Mississippi to help them to put that together based on my experiences that we had in Alabama over the last ten years.

Emily Appel-Newby: Alright. Alright. Well standing on the shoulders of greatness. That sounds good.

Madison: Alright.

Emily Appel-Newby: Let's see.

Irvin: So for the people that have funding already, if you have your program up and running. What was the average amount that people that are saving? That receive your matching?

Lisa: I don't know our average match, I'm our grant manager. I don't know have the number of in terms how much we are actually matching. We offer the full match that you can under AFI. And I know that is an option when you're designing your program to your level of match but we do max out of that. I guess.

Irvin: Is that the \$8-dollar level? Is it \$8.00 dollars for every dollar that you save or is it higher or lower?

Lisa: It depends on what which one, so for our education one we do match 8-1. But for the home buyers, and the small business we match 4-1. So it depends on which one you're going into we just, we wanted to further by offering a higher match, we wanted to further incentivize the education, especially since we were working with our, are working with all local community college. So that's why that one has a different match. I will say that we do get about fifty or so purchases every year, I think know so I think I know that number off the top of my head.

Irvin: Ok

Lisa: But in terms of like the actual number like the average amount per person that we're matching I don't know that.

Irvin: Ok thank you. I'm just curious, how people try to see something that's really going to be difficult when they reach their goals. So I was just kind of curious.

Emily Appel-Newby: I think probably the maximum amount that Lisa is referring to...

Lisa: Both of the log in processes.

Emily Appel-Newby: I think probably maximum is that Lisa is referring to is about the maximum amount of match that one individual can receive under each AFI project. Which is \$2000 of the Federal funds

and then that matches with the \$2000 of the non-federal funds, so it essentially becomes \$4000 per person.

Lisa: Yes.

Emily Appel-Newby: So, yeah and definitely when OCS, I think that you'll see if it's not current or if it's not a piece of guidance in the funding opportunity announcement suggesting that you look for ways that you could maximize the amount of match that's offered per individual because just trying to close the gap to the actual cost of the asset purchase. But just because you're offering that maximum amount of match doesn't necessarily say anything about match rate that you're offering. Because if you're offering \$4000 dollars of match, that could be a 4-1 match on \$1000 dollars of savings, it could be a 2-1 match on \$2000 dollars of savings, or it could be an 8-1 match on \$500 dollars of savings. So that's getting into what it sounds like what you're thinking, Irvin, what's a reasonable target for them to save towards.

Irvin: Yes, exactly.

Emily Appel-Newby: And still have the match and help them close the cost of that asset purchase gap.

Irvin: Ok.

Emily Appel-Newby: So I mean definitely you want to look at the income levels of the potential participants. You know, their budgets obviously were working with a very low income population so there's not much like no room to spare in their budget. But over, what is the reasonable amount that could put aside each month? And how long do you want them to save? You know I think there's some, there's something that you want maybe you want line with the goals of the assets purchase. Where for home ownership it's probably, it can be a onetime purchase for closing. Whereas with education they might, after the initial 6 months of savings they're able to dip into the funds and start to use them to pay tuition and books and other expenses. And continue to save so you can give them longer. So a lot of variables you get to play with..

Irvin: Ok. Yeah I think I'm probably, because here like I said, the home part is probably more difficult in our area because homes are so expensive. And you know, we have a lot of first time home buyer programs as well, so I might look into that as well. So I'm just trying to figure out how, so it's going to be my first application. So I want to see what's the best and most efficient way to do it. That's all.

Emily Appel-Newby: Yeah.

Irvin: And a small business is there limit for the small business? Like what's considered like a business that's too large?

Emily Appel-Newby: Well actually in the AFI legislation, it's not actually small business. It's just business.

Irvin: Oh I see.

Emily Appel-Newby: So there's no cap on, there's no cap on what it needs to be.

Irvin: Ok. Got you, I see. That's even better.

Emily Appel-Newby: Ok I'm not sure we've heard from Laura in Colorado. What are you thinking about as you think about how you design your project?

Laura: So we are working with multiple partner organization to provide different services. We have one that's a Head Start program, will be working with their children who start savings for future education expenses as well their parents. So there going to be providing the educational piece. We have another organization that will be working towards those home buying purchases. So, and then we have a high school that's working with their seniors who will be graduating for post-secondary education. That's it.

Emily Appel-Newby: Ok. Cool. Great. So I guess, a couple of things, comes to my mind. So for the high school students do you feel pretty good that will have sort of earned income make the deposits from?

Laura: They do, these are all primarily at risk students who are being given a second chance and employment is a requirement of their education.

Emily Appel-Newby: Ok.

Laura: So they're already on that path. We've also secured the matching grant for that aspect for them. So, that one I was fairly confident- other two will be a definitely new idea and new program altogether.

Emily Appel-Newby: Oh, ok. Alright. Tell me more about the head start collaboration. Will the parent's IDAs will be funded by AFI, and then the children's accounts will be funded by other sources I'm guessing?

Laura: Exactly so it will be kind of a family activity where the both the parents and the children are learning about saving opportunities. Obviously the children will have a small bank account, working with our youth, banks program locally. And then the adults will be in an adult. So they're really looking at the

two generational approach and how do we break the cycle of poverty now? How do we get the parents and the children, how do we get them out of their current situation.

Emily Appel-Newby: Cool. Yeah it sounds like two generational approach is really popular in Colorado.

Laura: It is.

Emily Appel-Newby: That's great. Yeah. Ok do have any questions as you think through your project design for the folks on the line?

Laura: I think for me, we kind of want to start a little bit more and then grow. Is there kind of an ideal number to kind of set your sights on for the first time around?

Emily Appel-Newby: Do any current grantees have thoughts about, where did you start and have you grown or stayed the same pretty much?

Linda: I think this wonderful. This is Linda pollard CADC in Benton. I think that's one of the difficult things is to look and see what you think, plan your target, audience. We chose to do education, two year institution in Melvin, Arkansas. And it's tied into the match funds paying from their foundation board. So our goal is strictly education on this one, the one we're currently doing. We're hoping to branch out from the next one. But that is, we've been doing a state funded IDA and it's been an increase in interest in home ownership that we've noticed. But that's what we did, was five-year grant according to helping to do a ten a year, a total of fifty. And that's how we projected ours. Did a little slow, and it's starting to pick up now.

Irvin: So you started with fifty for your first program?

Linda: Yes. This is actually our second program. We had done the AFI program, before I took over this position. We had done one for all of the goals.

Irvin: Yeah I didn't want to overextend myself either, so maybe I was thinking 100, but you're thinking by the time you get it stated and then get people acclimated to what they need to do, I guess the system in place. The smaller number is probably better to work with.

Linda: There are in the two-year institution. They have a 7 county area they draw from. So that's kind of a thing to. Of course they have to have to match the current income, which makes it difficult for some of them who are going full time and using their grants to live on.

Irvin: I see ok. So you have to be working even though you are in college?

Linda: The money, that deposit needs to be earned income.

Irving: Ok.

Laura: Great thank you both for sharing.

Emily Appel-Newby: I have always thought of it, Laura, as the intersection of three questions. One, how much of the nonfederal match can you raise? Because obviously that determines of that match you have to give away. And then within your target population, how many people are the entire pool of your target population, how many people are eligible for AFI? And then how many are also motivated and actually in a good place to commit to an IDA savings and making the asset purchase? And then the third piece of it, is probably organizational capacity. So if you know, you had a hundred concurrent savors would you have the capacity to provide them with the support that they need in the classes and the account guidance all at once? I mean obviously, you have five years to spread the people out over so that probably would not happen, but just thinking through the organizational capacity question.

Lisa: Because their all great valid points thank you.

Genevieve: And hello this Genevieve from Wane Metro. We're an AFI grantee and we also started out, we're a five-year grant, and we started out with fifty slots. And we were very fortunate to work with the AFI specialist, who wanted to help us fill out accounts. So we participated TA capacity buildings and after much discussion we actually changed out match rate. It was initially 3-1 but then moved it to 8-1 and now are slots is 37 accounts. And one thing I just wanted to bring up and share with anybody is what we find most popular asset purchase has been home ownership. But there's been development recently in how student loans that is calculated. And we kind of see it as an obstacle for our clients who are looking to qualify for a mortgage. So education, in terms of what we learned here in Michigan seems to be a really strong asset purchasing somewhat easier. Because ours is \$500, it's eight to one so they get the \$4000 so it's just something to think about. And this is kind of like, we see it's a trend but we don't know where it's going. So anybody considering home ownership is kind of their primary asset purchase. Just a thought so wanted to share that.

Irvin: With your program, how much money did you start with to begin with?

Genevieve: In terms of the match?

Irvin: Like that awards from them, the awards of you got from AFI?

Genevieve: I think it was around \$88,000.

Irvin: Ok.

Genevieve: So. Yeah.

Irvin: Ok.

Genevieve: Yup. It's not that exact number but it's on that, we'll have to look at my benchmarking tool also.

Irvin: Ok.

Genevieve: Yeah.

Irvin: Thanks a lot.

Genevieve: Yeah. Sure. I'm learning so...

Irvin: Yeah that's what, I just wanted to try to work out because like I said, here in our area, income disparity is really big so when work with somebody who is really kind of difficult people that have allow a lot of money. So that's why I was thinking this should be more like education, because all of my interns that I have in my place. And then knowing them working, different jobs already I just think maybe working with colleges and universities and education would probably be the best for me.

Genevieve: Yeah. We've learned that throughout TA capacity building that education just, there's a lot of opportunities there because savings is smaller and then with issues with credit and qualifying having the appropriate credit score to qualify for a mortgage, that can be a barrier for some of our clients. So hopefully with education they could get some help with qualified educational classes. And they could use other types of down payment assistance for help for buying a house.

Irvin: Yeah. That's good because that's what I was thinking as well, because it's just more than just saving the money, you have to qualify in so many different streams. Like I said, if you're stuck already it may be more difficult so.

Genevieve: Yeah. Yeah. Yup.

Emily Appel-Newby: Ok Genevieve, when you were talking you mentioned something about a tracking tool that you have? Can you explain where that is, is that something you developed?

Genevieve: Oh no, not at all. When we first started out, as a AFI grantee we participated in these calls. And it's actually it was developed by the AFI Resource Center. It's an excel sheet. And basically, it already has all the formulas, and you enter in your like your AFI grant ID number. And afterwards you put in the allotted slots and what it does for you, if you're a five-year grantee it will kind of give you healthy benchmarks, and then they'll kind of project for you what is an ideal, an ideal accounts you should have billed, or have graduated. Or how many for that year, like their year one, year two, year three, year four and you should be asked so that as a grantee you can kind of measure are you in the healthy space or do you need some work? Or have you achieved that milestone? So it kind of helps like kind of measure how you're doing on a yearly basis. And it hasn't been required, just kind of recommend to if you want to use it. And if you're a grantee with multiple projects, there's different tabs that you can add that information. That corresponds with the grant that you were awarded.

Emily Appel-Newby: Ok yeah I think I know which one you're talking about. And I'll send it around, so other people can see it. That would be helpful, I can't remember I don't really remember if you have to be a grantee or if you can just kind of play around with numbers. I don't know.

Genevieve: I can send it to you and then you can send it to you, if were talking about the same one if you like.

Emily Appel-Newby: Sure thank you. Yes, you could just reminder email that we sent around and it will get back to me.

Genevieve: Ok great. Thanks.

Emily Appel-Newby: Thank you.

Irvin: You know, the person who was talking about the head start program. Are these parents going to save for their kids to go to college? Is that how that's working?

Laura: No, we these are all very low income parents, or they themselves are hoping to go to school, so they would be saving for their own and then children would be getting started on their own for their educational expenses.

Irvin: Ok. So it's not like they were saving up for their kids to go to college, so it's like family savings plan? And the parents are actually going to be in the school?

Laura: Exactly.

Irvin: Alright. I was just thinking what is kind of great idea, so low income people save on the future for their kids to go to college is that possible in this environment? I don't know. The thing, that I'm so let's just say I have like because I work with a lot of their another organization I work with called So Others Might Eat and I work with maybe about I don't know, maybe a couple of hundred mothers in one who are going to be provide housing through this organization but they are also provided like different programs like myself I come into financial literacy from budgeting. I have a health and retirement. So I was thinking, in a case like that, would the parents be allowed to save and put that money away for their kids to go to college? Is that possible or no?

Laura: I think through AFI the children savings account for college would not be applicable. And that kind of a separate opportunity so to speak.

Irvin: Ok. Alright.

Emily Appel-Newby: Yeah through AFI there's a 5-year project period, so within that five years you have to deposit the non-federal funds, enroll all of your participants, have them save, and then make them make asset purchases all within the five years.

Irvin: Ok I was just dreaming, I got it no problem.

Emily Appel-Newby: So you just want to think what can I get done in five years?

Irvin: Ok

Emily Appel-Newby: It's still a lot. But not for preschoolers.

Irvin: Ok.

Emily Appel-Newby: Linda, you chimed in little bit about your current project. Do you have any questions that you're thinking about with your new application?

Linda: Well, right now were in the nonfederal funding. That seems to be the biggest challenge.

Emily Appel-Newby: Yeah, yeah.

Linda: Because there are different people interested in all of the goals so it's just getting the funding for it. The match money.

Emily Appel-Newby: Ok. Are you going back to your past funders? Or are you trying to explore diversity your funder?

Linda: We're exploring other options; we've been trying to network with financial institutions. And going that route.

Emily Appel-Newby: Ok yeah. What kind of financial institutions are you looking at?

Linda: We have a site funded IDA, which we're actually finishing up right now. But we're looking at the partners that we have like Our Best, Bank of the Ozarks, Seamen's, those are some of the few.

Emily Appel-Newby: Ok, so regional and community banks yeah.

Linda: Yeah.

Irvin: How much are you looking for to match?

Linda: If I could dream. I'm still working on that.

Irvin: Alright, you know just take down my information on the way out and because I also write my own grants and everything and I'm already linked into a lot of different banks already. I reach out across for you.

Linda: Hundred.

Irvin: A hundred thousand ok?

Linda: That's what we're looking at. We have to come with \$100,000 dollars nonfederal match money.

Irvin: Ok.

Linda: \$115 thousand is what it would take when you add in the admin money.

Irvin: Ok.

Linda: Alright. That would be ideally what I'd like to get. \$115,000 nonfederal match.

Irvin: And where are you located?

Linda: We're based in Arkansas, we're Clark County in Arkansas.

Irvin: Ok.

Linda: But the need is so great between our low income household wanting to get into their own home, or business, or go to school. There's a lot of business.

Irvin: I see. Yeah well just take, I'm with the Cabel Foundation. that's what my foundation is, so if you could email me when we get off the line then I'll try to reach out to you before the funding deadline.

Linda: Ok. And you said the Cabel Foundation?

Irvin: Yes. CabelFoundation.org.

Linda: Ok. Thank you very much.

Irvin: Sure you're welcome.

Emily Appel-Newby: Alright cool. Let's see, well I just heard some beeps actually have other people joined the call, who didn't have the chance to announce themselves at the beginning?

Covenant Community Development Yes. Hello?

Emily Appel-Newby: Hi.

Covenant Community Development: How are you? I've just been listening. Also I'm in Mississippi, and we currently have a housing program where we do down payment assistance. So I want to, and then have a certified financial coaching. So were on to expand those programs on a greater level, because I see the people really want to know they want to know how they can do better. And I will be this will be a good opportunity, especially we have several, a lot of people are- one of the caller said the people are interested that are currently I think ones that are speaking about the also have a housing program. Because in doing, the down payment assistance and the home buyers program, the biggest thing is people coming up with the down payment assistance for a house. So I think that this will be a good opportunity coupled with what we are doing in down payment assistance in helping clients. Because I tell you what, when the funding's there, people are just I mean they are calling. Because people want to go further, they want to things in their lives and they understand that is a problem, it's not a problem but coming up with the down payment assistance is very, very, very important. So I believe that this will be a good, coupled with overall just teaching them. And I'm an educator, so I believe in empowerment. Empowering individuals and being able to be empowered and I believe this is one of the two that as we were talking about the one of the speakers were talking about, that's currently doing the program. When we interchange all things these together, it's all about empowerment and equipping these individuals at a greater level. And when they can see that there is a better way, I believe they could make a difference. I want to see some things like that take place. So that's why I'm gearing things at.

Emily Appel-Newby: Great. Great. I was going to say, just say your organization again.

Covenant Community Development: It's Covenant Community Development.

Emily Appel-Newby: Ok. Great.

Covenant Community Development: Covenant Faith, Covenant Community Development.

Emily Appel-Newby: Great. You got a strong showing from the Southeast then today.

Covenant Community Development: Yeah.

Emily Appel-Newby: Let's see has anyone else been able to join the call, since I did the roll call at the beginning?

Cruz: Yes. Urban League of San Diego County.

Emily Appel-Newby: Ok. Great. Is this Kanata, Cruz?

Cruz: Cruz.

Emily Appel-Newby: Ok thanks for joining.

Cruz: Hi.

Emily Appel-Newby: Has anyone else been able to join? Ok. Alright thank you. Ok we're just going through trying to hear from everyone about the projects that their planning and any questions that they have. So from the Baltimore Community Action Partnership?

Baltimore Community Action Partnership: Hello. So we're still trying to map that out. Right now we are looking at the three opportunities, we are thinking of the, because we have very strong financial education program. The Your Money, Your goals curriculum, we have a lot of our workers trained on that program. And so we expect that a lot of our participants will come from them, those workshops. We're also starting up a partnership with a micro enterprise group that offers business loans to low income individuals. And so we also expect to have some kind of finance kind of be able to work with us. And set up the IDA program and really then just funnel them through to work with that micro enterprise group to kind of really get that boost to get them to really starting their business. And right now, like I said early days, so we are in the process of identifying banks. And figuring out exactly how to really set this all up. So this is really providing a lot of helpful information, and I've just been taking notes the entire time.

Emily Appel-Newby: Great and are you with a government agency or is the CAP a nonprofit?

Baltimore Community Action Partnership: So we are with the Baltimore City government. We are local government.

Emily Appel-Newby: Alright, so is it a public CAP than? The community action partnership? Or... Is that, yeah agency?

Baltimore Community Action Partnership: Community Action Agency.

Emily Appel-Newby: Yeah. Ok. Great. Ok. Let's see another person who, I'm not sure we've heard from yet is Lulu Ness from the National Institute for Integrated Family Services.

Lulu Ness: Yes, I'm still here.

Emily Appel-Newby: Hey.

Lulu Ness: Can you hear me?

Emily Appel-Newby: I can hear you. Yeah.

Lulu Ness: Oh ok.

Emily Appel-Newby: Do you want to tell us about what you're planning and then maybe any questions that you have?

Lulu Ness: Yes, I have one question, and I can tell you briefly so far what we're planning. We are going to do the education program. Because we work with the community colleges here in Delaware. We've already had some programs with them. So this is going to be a nice tie-in. We were thinking about maybe 80-100 people. So I was just thinking, I had a question it may sound kind of strange but if someone comes into the program who already has let's say a pot of money that they had already been saving, can they get their match out in a short period of time? Or is there a required of number sessions or days or whatever that they would have to participate first so they would be eligible for their first match?

Emily Appel-Newby: Yeah, there a minimum 6 months' savings period for those participating.

Lulu: Ok.

Emily Appel-Newby: Yeah and then the other piece is there's an in terms of your eligibility to participate in the program. You could either look, they have to have you met the 5 of the number of savings that they already have saved up. So if they have to be income and...

Lulu: Right.

Emily Appel-Newby: Eligible for the program otherwise. So if they have too much saved up then they might not actually be eligible for the program. So were talking about \$1,000 or \$10,000.

Lulu: Right. Somewhere in between probably.

Emily Appel-Newby: Where the line is ok. So that's something to think through.

Lulu: Ok.

Emily Appel-Newby: Yeah. If your program allows it, then they are allowed to make a lump sum one-time deposit. And that would get 6-month clock ticking. But they still do have to wait the 6 months.

Lulu: Ok and participate in the various educational programs.

Emily Appel-Newby: Right. Yeah. And then you can determine what's appropriate.

Lulu: Right. Ok. We don't have too many people like that, but we do get that question.

Emily Appel-Newby: Ok. Alright. Ok.

Lulu: So we're moving along.

Emily Appel-Newby: Alright. Ok. And then so the last one then is Cruz from San Diego. What are you, do you know what you're thinking about for AFI project? And do you have any questions for the group?

We might have lost her. Ok. Let's see, so let's see we have about ten minutes left for the discussion. Are there any questions that people have been waiting to ask? I'm definitely opening the floor for questions now.

Cruz: Yes, I do a just a clarification. About the group that's doing the work with Head Start and the children. So just confirm, it sounds like you have a program where the kids can have savings accounts those funds those do not include any AFI funds, correct?

Emily Appel-Newby: So that was Laura from Pikes Peak United Way. They might have popped off. Yeah. So I no probably her, the accounts that she's doing for the youth savors, the preschool children, are

probably either using 5-29 accounts, so that there would be a tax benefit for the parents. Or children savings accounts mechanisms. But yeah, there it wouldn't make any sense for them, you wouldn't be able to use the AFI funds towards the children as a match, for the children savings. The children would not have their own earned income to deposit and obviously they couldn't make their asset purchases in five years.

Cruz: Right ok. I guess I was just curious but your kind of answered what it might be the 5-29 or the children savings account. So that's what I'm guessing, is probably how their doing it. Thank you.

Emily Appel-Newby: So we haven't talked very much with project viability and fit with the AFI program. But that's a piece of me in the funding opportunity announcement as well. Did you... How are people thinking through answering that question about the viability of the proposed project with regards to asset purchases included in the design so showing that there is available, affordable home ownership opportunities if you're going to target home ownership IDAs.

Lisa: Here in Dallas, we work, in the city of Dallas our average home is little bit higher price than the rest of the county and our organization serves the county as a whole. So a lot of the home buyers that were working are purchasing lower priced homes in some of another suburb that we have. Like Garland, Miskeet Irving, places like that it does, we actually started working with more of those sort of like housing institutions, like the housing authority and stuff like that out in the suburbs because we found that our clients could actually afford to purchase the home and not necessarily in the city just because our home prices for Texas are a little bit expensive. So that's kind of how looked at, and we look at the average home price for Dallas and then also the suburbs that information is pretty readily available on line. And that's kind of how we make sure, that there are actual homes for people to purchase or else what's the purpose of having an IDA program to purchase homes if they're not affordable homes to be had, so that's how we work with that and then for other ones, for the small business one, we have all our clients in the small business programs and we work directly with the colleges, what I said earlier how we sort of frame viability for the program in our applications.

Emily Appel-Newby: Alright and when you say the availability home ownership opportunities is available online, is it a data source that you go to?

Lisa: You can find, doing the average home prices and things like that through different, I know in Texas our local appraisal districts have all of that information online. So that's who I've been using. I don't know if that's the case everywhere though.

Emily Appel-Newby: No, that's great. I don't know it's great to have that information. Thanks for sharing.

Lisa: Yeah.

Cruz: Hi this Cruz with the Urban League of San Diego County. I'm sorry I couldn't answer you when you were.

Emily Appel-Newby: I'm glad we still have you on the line.

Cruz: Yes, I was just multitasking. What specifically, was your question? Sorry I missed that.

Emily Appel-Newby: It was just to understand what you are planning for your project and do you have any questions at this point as you work on the application.

Cruz: Well, I don't have any specific questions. Like I said, this is the first time so I'm kind of learning, mostly. More than anything. I guess I can tell you what we were planning or what we envisioned, how to wrap this around with our program we certainly provide person home buyers workshops and financial coaching to our clients. Or whatever their financial goal may be, it could just be reducing, rebuilding credit? It can be for home ownership too. Saving for homeownership or just getting ready for that, so that's the current services that we provide and we're looking for programs to, how should I say, to funding to kind of beef up our program. Like the IDA, we haven't had a IDA program, and we've never had AFI funding. So hustling to see how we can add bells and whistles to our programs.

Emily Appel-Newby: Ok. Great yeah.

Cruz: To bring that attraction to our program with the IVA, and supporting what we have existing.

Emily Appel-Newby: Sure I mean when you talk about the match money I think that definitely can get people's attention so then come to a class about financial education so it's an opportunity to do a hands on learning and obviously some economic benefits. Great. Ok. Ok. Circling back to the project viability part of the FOA, that also touches on project partners. So that includes the financial institution. Hopefully everybody is working on their memorandum of understanding for their partners, this section of the FOA also talks about describing your target population, in terms of eligibility and demand for asset purchase. And then demographic and socioeconomic data in the target population and service areas. So does everyone, or anyone have any questions about how they're going put together that part of their application?

Lisa: I have a question about what you guys consider a program partner, because we have formal pieces in place that we send people to different organization for home buyers education, or then for someone who is getting home buyer education, with like I know we have an MOU already in place with one of the suburb housing authorities. We already have an MOU in place so if people already take their home buyer education course, they can come over and if they qualify and all that they can be placed in our IDA program. But then they also have more informal, sort of we know they exist but we know they exist but there's also not a formal partnership in place. But they still are supportive of us and every once in a while we get people from them, but it's definitely not, as formal as the referral process.

Emily Appel-Newby: Yeah.

Lisa: Do we need MOUs from those groups? So probably its sot of like an informal back and forth and we definitely don't get as many as referrals from them, it's sort of like we're on the list of people that their clients can go to for this kind of thing.

Emily Appel-Newby: Right, I think that the third party agreement that they look for are organizations very crucial for delivery of your AFI program.

Lisa: Ok.

Emily Appel-Newby: So, if you didn't have something plying the role, the whole thing would fall apart.

Lisa: Ok. We weren't sure how to formalized how you guys consider the project partners.

Emily Appel-Newby: Yeah. hopefully that answers your question.

Lisa: Yeah it definitely does.

Emily Appel-Newby: Alright well was coming right up on 3 o'clock. Any other questions before I wrap up this call? Alright hearing none, and I'm going to wrap up the call, and you all have a great afternoon. The Assets for Independent Resource Center is here to answer any questions that you have between now and October 31<sup>st</sup>, as you're getting together the application. So feel free to call us 866-778-6037. Or send us an email at [info@idaresources.org](mailto:info@idaresources.org). And we will have the last call, third call of the series on September 22, so hopefully you will join us than. And just like Anamita sent around some follow-up resources after your first call and some worksheets for you to work on so you can plan out your projects. I'm going to go ahead and do that, I'll send it this afternoon. So you can have time to look at more. Ok you hope you all have great afternoon and thanks so much.

Irvin: Alright have a great evening.

Lisa: Thank your bye, bye.

Cruz: Thank you.

Adonga: Thank you.