Next, explain what Individual Development Accounts (IDAs) are and how they work. IDAs are a form of asset building. They are unique savings accounts that match the deposits of lower-income individuals and families. For every dollar saved in an IDA, savers receive a corresponding match, which serves as both a reward and incentive to further the saving habit. Savers agree to complete financial education classes and use their savings for asset-building purposes like education, job training, buying a home, or starting a small business.

Pass out the "IDA Fact Sheet" and "IDA Basics and Resources" handouts. Discuss how IDAs can be a key resource for helping people out of generational poverty, connecting this discussion back to earlier conversations about the effects of poverty on mental health and the intersectional nature of poverty and economic mobility. Go through some of the pros and cons of IDAs as outlined in the Student Guide.

Next, provide information on how one can access these resources in the community. In the Facilitator Toolkit, there is a handout that has a list of IDA providers in Oregon, particularly in the Portland metro area. If you are facilitating these workshops outside of Oregon, it may be helpful to do some research on where participants may be able to find IDA providers in their communities.

Saving Money with Limited Resources

> **Facilitator:**
> **Suggested time:** 25-35 minutes
> **Materials:** PowerPoint slides; Student Guide p. 181-183; PDP worksheets; budgets; Workshop 10 Worksheets; calculators; pens/pencils, paper

Activity:

Ask the participants to pull up their homework (to identify one or two savings goal) as well the "Financial Dreams" and "Life One Year from Now" worksheets from their Financial Person-Directed Plans to review.

Step 1: Ask the participants to identify one or two goals that require them to save money. The goal(s) should preferably be a small, achievable purchase that they've been thinking about for some time, could really use, and/or will bring them joy.