

WORKSHOP TEN: SAVINGS ACCOUNTS & SAVING GOALS

Advanced Preparations for Workshop 10:

Set-up: Prepare room for class with adequate chair/table arrangement and sign-in sheets. Set up projector and PowerPoint slides. If facilitating an online session, set up the slides and Zoom meeting room.

Materials Needed For This Class:

1. Attendance sheet
2. Whiteboard
3. Facilitator Guide
4. Student Guide: Workshop 10
5. Laptop & projector
6. PowerPoint slides: Workshop 10
7. Paper and pens or pencils
8. Workshop 10 Worksheets
9. "IDA Fact Sheet" Handout
10. "How to Save For Your Future" Handout

Learning Objectives:

Upon conclusion of Workshop 10, participants will:

1. Know the most common types of savings accounts and what they each offer
2. Have a basic understanding of asset-building and Individual Development Accounts and how to access these resources in the community
3. Know new tips and resources for saving money
4. Have created a plan for saving toward a small goal.

Updates & Sharing

Facilitator:

Suggested Time: 10 minutes

Materials: Attendance sheet; PowerPoint slides; Community Agreements

Teaching:

Welcome back the participants. Take attendance. Go over the Community Agreements and the day's agenda.

Discussion:

Begin sharing with one facilitator going first. Sharing should include how the week has gone with issues around finances and how the money saving ideas are going. If there has been any savings as a result of using the ideas, this should be shared, with an estimated dollar amount. Ask participants to share how their budgets are going. Give each participant, and the facilitators, 2-3 minutes to share.

Savings Accounts

Facilitator:

Suggested time: 15-20 minutes

Materials: PowerPoint slides; Student Guide p. 172-175

Teaching:

Using the information in the Student Guide, discuss how savings accounts work and why they are important. Savings accounts are the most common type of bank account, in which one's money is kept in a safe, insured place while it earns a small amount of interest each month. Interest is the money the bank pays the account owner so the bank can use the individual's money to provide loans for other people. Discuss how savings account interest is usually compounded daily and paid monthly (compound interest). Ask participants why they think opening up a savings account is a good idea.

Next, discuss the different types of savings accounts available for participants to look into: regular savings accounts, money market accounts, and certificates of deposit. Connect these accounts back to earlier classes on banking institutions, budgeting, emergency funds, and financial resilience. Go through the definitions and the pros and cons of these different kinds of accounts. Provide as much detail as possible so participants can decide what the best option is for them and their needs.

After discussing these three basic account types, you will explain how ABLE accounts work, how useful they can be, and how a person can determine whether they are eligible. ABLE accounts are tax-exempt savings accounts for individuals with disabilities and their families. ABLE accounts make it possible for individuals with disabilities to save for the future without affecting their benefits.

Retirement Plans & Investments

Facilitator:

Suggested time: 10 minutes

Materials: PowerPoint slides; Student Guide p. 176-177

Teaching:

Discuss the different types of retirement plans (IRAs, employer-provided (401(k)), annuities) and the other types of investments (stocks, bonds, mutual funds) outlined in the Student Guide. Discuss the time frame for retirement accounts and how different accounts are taxed. Invite sharing, questions, or further discussion of any of the material discussed.

Note: more information on these types of retirement accounts and investments can be found in the Glossary of Financial Terms at the end of this Guide.

Asset Building & Individual Development Accounts

Facilitator:

Suggested time: 10-15 minutes

Materials: PowerPoint slides; Student Guide p. 178-180; whiteboard; Workshop 10 Handouts 2-3

Teaching:

Go over the definition and examples of asset building in the Student Guide. Asset building is a way for individuals, families, and communities to gather a variety of resources to help them move towards greater economic well-being in the short and long term. Asset building emphasizes the importance of helping individuals and families learn about and utilize healthy money management and budgeting practices to address current financial issues and set themselves up for financial stability and success in the future.

Write down the examples from the Student Guide on the whiteboard and take a moment to recognize how participants have already learned about nearly all of these strategies. Highlight how, in addition to meeting the course goals and their individual financial goals, participants are on the right track towards asset building and financial resilience.

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.

Step 2: Once they've identified one or two goals to save towards, ask them to review the Money Saving Ideas they've committed to each week. Using the Workshop 10 Worksheets, ask them to estimate the amount of money they will be able to save each month using each of these tips

Facilitators can do this activity alongside participants and should assist them with their calculations if needed. Ask the participants to use their personalized budgets for reference and brainstorm any areas in which they could set aside a little money to put into a savings account or an envelope each week/month to achieve their small financial goal(s).

Step 3: Ask participants to share their goal(s) with a partner or in small groups. Then, participants will work on creating an Action Plan to achieve that goal, using the Workshop 10 Worksheets. Participants will follow the instructions in the Student Guide to write down their goal, its timeline, the amount of money needed to accomplish this goal, and how much they need to save each month. They can do this with one or two short-term, feasible money-saving goals. Facilitators should do this activity as well and be available to answer any questions that come up.

Discussion:

Discuss the tips for saving money on a limited income listed in the Student Guide and add them to a list on the whiteboard. Brainstorm together as a class other tips and tricks to save a little money each week or month with limited income. Write down all suggestions on the whiteboard or Google Jam Board. Make sure this list of tips and resources for saving on a limited income is available to participants after class. If facilitating virtually, we recommend emailing out a copy to all of the participants after class. Making sure participants have a copy of additional resources shared could be a good practice for every workshop.

Wrap-up

Facilitator:

Suggested time: 10 minutes

Materials: PowerPoint Slides; Student Guide p. 22

Teaching:

Congratulate the participants on making it to the end of MHA AO's Money Basics Financial Empowerment Course!

The wrap-up for this workshop will be different than previous classes, depending on whether you plan to hold additional meetings or end the course here. There is one final workshop in this Guide that is completely optional: the course graduation.

There is no new material presented in the graduation class, instead, it will serve as a reflection and celebration of all that the participants and facilitators have accomplished. You can decide with your co-facilitator and the participants where or not you would like to hold the course graduation. If you decide to have a graduation, figure out the date, time, location, food, etc.

There are no more homework assignments for the course. However, encourage participants to continue trying out money saving ideas, sticking to their budgets, and begin saving for their financial goal(s) by following their savings plan.

If you decide *not* to hold the final class, be sure to have the participants complete the Post-Class Questionnaire and Course Evaluation form.

Discussion:

Ask if anyone has any questions. Thank everyone for their participation in this class and the others and let them know that the facilitators are available via phone and email between classes if anyone has any questions or issues.

After Class:

1. Facilitators fill out class reflection forms at the end of each class.
2. Facilitators should plan to meet in advance of the next class to plan, practice, and compare notes from the previous class.

FACILITATOR REFLECTION

This form should be filled out by both facilitators immediately upon conclusion of the class while impressions and details are still fresh.

Thoughts about the class:
Lessons learned: