Financial Inclusion Summit: San Diego

Slide 1: Title

Slide 2: Welcome and Introductions
Welcome and Introductions
Michael Morris
Executive Director
National Disability Institute

Slide 3: Presenter
Vera Moore
Vice President, Corporate Responsibility
Office of Nonprofit Engagement
JPMorgan Chase

Slide 4: Why Are We Here?
A presentation of data on poverty and financial inclusion
Michael Morris
Executive Director
National Disability Institute

Slide 5: Why Are We Here?
- To Learn
- To Build a Bridge
- To Reduce Poverty and Advance Financial Inclusion among Americans with Disabilities

Slide 6: The Promise of the Americans with Disabilities Act (ADA)
“… the Nation’s proper goals regarding individuals with disabilities are to assure equality of opportunity, full participation, independent living, and economic self-sufficiency for such individuals …”

Slide 7: Data from FDIC, FINRA Investor Education Foundation and U.S. Census Bureau tells us:
- Adults with disabilities are twice as likely to live in poverty as those without disability.
- The disparity in the poverty rate between people with and without disabilities grows with age.
- Of households headed by an adult with disability, 46 percent were unbanked or underbanked and more likely using alternative financial services (such as pawnshops and payday lenders), as compared to 28 percent of households headed by a person without a disability.
• Of households headed by an adult with a disability, 41 percent reported having no savings accounts, as compared to 19 percent of households headed by a person without a disability.

**Slide 8: 2015 FINRA Foundation National Financial Capability Study**
• 70 percent of people with disabilities did not have an emergency fund to cover three months of expenses, as compared to 54 percent of people without disabilities;
• 55 percent of people with disabilities responded they could not come up with $2,000 in an emergency, as compared to 32 percent of people without disabilities;
• Only 31 percent of people with disabilities had determined their retirement savings needs, as compared to 41 percent of people without disabilities;
• 42 percent of people with disabilities used methods of non-bank borrowing, such as a pawnshop or payday loan, as compared to 25 percent of people without disabilities; and
• 62 percent reported they were “not at all satisfied or somewhat dissatisfied” with their current financial condition, as compared to 44 percent of people without disabilities.

**Slide 9: What Else Do We Know?**
• Less likely to have both checking and savings accounts
• Less likely to have a savings account
• More likely to use direct deposit
• More likely to use prepaid cards

**Slide 10: Indicators of Financial Stress**
• Overdrew checking account (33% v. 18%)
• Were late with mortgage payment (31% v. 14%)
• Have taken a hardship withdrawal from a retirement account (21% v. 7%)
• Have taken a loan from a retirement account (23% v. 10%)

**Slide 11: San Diego Facts**
• People with disabilities in San Diego are:
  • More than twice as likely not to have a high school diploma than a person without disabilities (23 vs. 11%).
  • Much less likely to have a college degree than a person without disabilities (27 vs. 46%).
  • More than twice as likely to not be in the labor force as a person without a disability (75 vs. 28%).
  • More likely living below 150% of the poverty level (33% persons with disabilities vs. 21% persons without disabilities).
Slide 12: No Single Solution
While there is no single solution or strategy to reduce poverty, increase income and saving, and to advance financial inclusion among Americans with disabilities, this Summit will identify and design strategic opportunities for sustainable change at an individual and a community level.

Slide 13: Reviewing the Agenda
- Advancing Financial Inclusion Panel: Challenges and Opportunities for Working-Age Adults with Disabilities
- Advancing Financial Inclusion Panel: Collaboration with Financial Institutions
- Lunch with guest keynote speaker John Chiang, California State Treasurer

Slide 14: Reviewing the Agenda (continued)
Roundtable group discussions to make practical suggestions on future actions for sustainable change
Review of group recommendations
Call to action and commitments from audience
Next steps and wrap-up

Slide 15: Frame the Discussion of Financial Capability and Financial Well-being
- Ultimate goal is to support people with disabilities to achieve financial well-being
- To better understand the connection and pathway to financial well-being, consider:
  Financial Education (Knowledge and Skills) → Financial Capability (Actions) → Financial Well-being (Positive Outcomes)

Slide 16: Financial Education
- Financial education provides the knowledge and skills an individual needs to effectively manage one’s money.
- Financial education topics include:
  o Setting financial goals
  o Identifying income vs. expenses
  o Planning and maintaining a household spending plan
  o Managing checking and savings services
  o Developing and maintaining good credit
  o Identifying needs over wants
  o Avoiding money traps and recognizing predatory lending practices
  o Comparing financial products and services

Slide 17: Financial Capability
- Financial capability is defined as the application of knowledge and skills to make informed decisions when it comes to one’s finances.
- Examples:
Learning how to balance a checkbook in a financial education class and balancing a checkbook on a regular basis

Better understanding the amount of money one has to spend and taking action to reduce banking overdraft fees

**Slide 18: Financial Well-being**

- Financial well-being is the outcome of combining the knowledge and actions to make positive financial decisions.
- For individuals with and without disabilities, financial well-being produces:
  - An improved economic future,
  - Increased long-term planning,
  - Improved physical and mental health,
  - Better choices about where to live, and
  - Greater level of social, civic and economic participation.

**Slide 19: Advancing Financial Inclusion Panel: Challenges and Opportunities for Working-Age Adults with Disabilities**

MODERATOR: Suzette Southfox, Education Director, NAMI San Diego
Linda D. Ketterer, Children, Youth & Family Liaison Lead Trainer, NAMI San Diego
Cindy Lennon, Ticket-to-Work Counselor, Able Disabled Advocacy Inc.
Amy Kalivas, Director of Programs, Access to Independence
Paul Wesner, Team Manager, Department of Rehabilitation

**Slide 20: Presenter**

Suzette Southfox
Education Director
NAMI San Diego

**Slide 21: Support - Educate - Advocate**

National Alliance on Mental Illness, San Diego Affiliate
Founded in 1978
At the heart of our mission is the sharing of information and striving to end the stigma associated with mental health challenges.

**Slide 22: Peer Employment**

Peer Support Specialist
Family Support Specialist
Family Youth Partner
Family Support Partner
Peer Health Navigator
Mentor

**Slide 23: Understanding How Peer Employment Helps**

Offering Staff with Lived Experience can …

- Validate Peers’ experiences and feelings
• Encourage the exploration and pursuit of community roles
• Convey hope to Peers about their own recovery
• Provide assistance to help Peers accomplish tasks and goals
• Inspire and support others living with mental health conditions, while using their lived experiences
• Describe personal recovery practices and help Peers discover recovery practices that work for them
• Celebrate Peers’ efforts and achievements

Slide 24: Supporting Peer Employment
Support Groups for peers and family members
Education classes for peers and family members (P2P & F2F)
Career Pathways Webinar 9 weeks/20 hours Tuesday evenings 9/25-11/27
Training for peers, family and BH professionals
Next Steps NAMI San Diego Program with Peer and Family Support Specialists
Noble Works Peer Mentor Employment and Business Program
Family Support Partner Coaching Monthly Support & In-Service 3rd Friday of Each Month 1:00 pm-3:00 pm
IHOT NAMI San Diego Program with Peer & Family Support Specialists
PeerLINKS NAMI San Diego Program with Peer & Family Support Specialists

Slide 25: Exploring More About Peer Employment
NAMI San Diego www.namisandiego.org
Substance Abuse Mental Health Services Administration (SAMHSA)
12 Core Competencies
On Pins and Needles: Caregivers of Adults with Mental Illness
Senate Bill 906
https://camhpro.org/peer-certification-sb614/

Linda Ketterer, CYFL Lead Trainer
LindaKetterer@namisd.org

Suzette Southfox, Director of Education
SuzetteSouthfox@namisd.org

Slide 26: Presenter
Linda D. Ketterer
Children, Youth & Family Liaison
Lead Trainer
NAMI San Diego
Slide 27: Not Every Disability is Visible
Linda Ketterer
NAMI San Diego Children Youth & Family Liaison Lead Trainer

Slide 28: Breathe
Your body is present … invite your mind. And may I be so bold and ask you to invite your heart

Slide 29: I am Linda.
I didn’t know why I made the life choices I did until I recognized the trauma of my past. #ourvoicesmatter
Let me show you what it means to be a Family Support Partner.

Slide 30: Linda (continued)
When I was 8 years old, my father died suddenly in a horrible car accident. My mom was left to raise 7 children on her own.
At the age of 13, I began to use drugs to self-medicate. I used alcohol, weed, and eventually Crystal Meth.
At the age of 22, I had my first child. I was addicted to Crystal Meth.
With the next 2 years, I had two more children. I couldn’t find a way out of my addiction.
At the age of 30, I was arrested. I went to jail. CWS became involved. My children were 6, 7, & 8 years old. Losing them was my lowest point.

Slide 31: Linda (cont.)
During my time in jail, I received the opportunity to change and the chance to keep my children. I knew I had to do something drastic. I grasped on to every meeting, every resource, and every program I could get my hands on. Through this I learned how people can get county provided assistance. I began to help others the way I had been helped. During this time, I continued to help myself. It is my lived experience that makes me into the woman I am today; strong, confident and resilient.

My name is Linda Ketterer and I am a Family Support Partner (FSP) with NAMI SD in the Children, Youth and Family Liaison program. For 24 years, I’ve been clean and sober and have been a magnet for resources and people who need them. I believe a FSP has a Master’s Degree in life, learning how to navigate through the System of Care (SOC) and in turn, sharing with families in need.

What is a Family Support Partner? We are community resource specialists, strength seeks, hope finders and resiliency reminders.

Slide 32: No title.
[Art of family pictures]

Slide 33: Thank You
Slide 38: What We Do …
- DOR will provide the range and duration of services necessary to assist clients with disabilities to secure, retain, and regain employment.
- DOR provides services such as vocational or educational training, job search and placement assistance, and rehab assistive technology services and devices.
- DOR also provides Work Incentive Planning to clients receiving services who are on SSI/SSDI.

Slide 39: How to Apply for Services …
There are three requirements that comprise the application process.
Request services. You can do this through several methods:
Complete and sign a DR 222 - Vocational Rehabilitation Services Application in person, online or by mail; or
Visit an America's Job Center of California and complete an intake application form requesting vocational rehabilitation services; or
Otherwise requesting services from the DOR.
Provide the DOR with information necessary to begin an assessment to determine your eligibility and priority for services.
Be available to complete the assessment process. This includes activities such as attending the initial interview, watching an orientation video, participating in the evaluation of your skills and capabilities, and completing your part of any actions you and your counselor agree upon.
Slide 40: Financial Education
- Customized Work Incentives Planning with a Social Security Administration / Cornell University certified Planner.

*This can help them make informed choices about how working will affect their disability income.

- Workshops and classes on budgeting, cost of living, salary and wages of current labor market employment and realistic financial goals.

*This can help individuals make choices about types of employment they are seeking and how they can afford to live.

Slide 41: Questions?
Paul Wesner, SSML
Paul.Wesner@dor.ca.gov
(619) 767-2100

Slide 42: Advancing Financial Inclusion Panel: Collaboration with Financial Institutions
MODERATOR: Ronald Wicks, Stakeholder Relationship Tax Consultant, IRS
Mary Salinas Durón, Senior Community Affairs Specialist, FDIC
Bryndan Stueve, Program Officer, Local Initiatives Support Corporation (LISC)
Chase Peckham, Director of Community Outreach, San Diego Financial Literacy Center
Howard Eskew, Associate Professor, San Diego Mesa College

Slide 43: Presenter
Ronald Wicks
Stakeholder Relationship Tax Consultant
IRS

Slide 44: Coming Together
… for a stronger community … Volunteer Income Tax Assistance (VITA Program)
Ron Wicks, Senior Stakeholder Relationship Tax Consultant
September 19, 2018

Slide 45: VITA Program
- IRS sponsored program that provides free tax filing assistance, using IRS certified volunteers
- Targeted Audience – low to moderate income taxpayers, senior citizens, disabled, rural, LEP
• Partners – Non-profits, government agencies, community and volunteer organizations, educational institutions, AARP TaxAide
• Locations – Non-profits, community and neighborhood (senior) centers, libraries, shopping malls, universities and other convenient locations

Slide 46: Tax Credits for Individuals with Disabilities
• Earned Income Tax Credit
  o Lower tax due and may be refundable
  o Income less than $13,460, Individual (or couple with no children)
  o Income less than $53,930, MFJ with three or more children
  o No impact of EITC on eligibility for other benefits
• Child & Dependent Care Credit
  o Available for working taxpayers to care for:
  o Dependent under the age of 13
  o Spouse or Dependent not physically/mentally able to care for themselves
  o Taxpayer must incur expenses to work or look for work

Slide 47: Tax Credits for Individuals with Disabilities (continued)
• Credit for the Elderly or Disabled
  o Claim if you are U.S. citizen or a resident alien if either of following applies:
  o You were 65 or older at the end of 2017
  o You were under 65 at the end of 2017, and retired on permanent or total disability
  o Figure the credit on Schedule R
• Business Tax Incentives to help disabled
  o Deduction for costs of removing barriers to the disabled / elderly
  o Disabled access credit / Work opportunity credit

Slide 48: Locate a VITA Site/San Diego EITC Coalition Results
• Call 2-1-1 or VITA Locator 1-800-906-9887
  2018 (Tax Year 2017) Results
• SD EITC Coalition Program Impact
  o 61 VITA / AARP sites / 630 volunteers
  o 31,092 federal tax returns filed
  o $40 million in federal refunds returned to San Diego taxpayers
  o 8, 244 EITC claims
  o $14 million in EITC claims

Slide 49: Presenter
Mary Salinas Duron
Senior Community Affairs Specialist
FDIC
Slide 50: Focus on People with Disabilities Money Smart: A Tool to Foster Greater Economic Inclusion
Mary Salinas Durón
Senior Community Affairs Specialist
Federal Deposit Insurance Corporation
mduron@fdic.gov

Slide 51: FDIC and Financial Education
- Reasons for FDIC commitment to Financial Education:
  - Help fight predatory lending
  - Encourage financial institutions to identify and serve untapped markets
  - Assist consumers in shaping their financial futures and navigate a complicated financial landscape
- Convenes banks, government agencies, and community-based organizations to explore resources and promising practices.

Slide 52: Money Smart at a Glance
- Money Smart is FDIC’s free financial education curriculum
- Products to teach to others include
  - Money Smart for Young People (Pre-K to Grade 12)
  - Money Smart for Young Adults (ages 12 to 20)
  - Money Smart for Adults (ages 21+)
  - Money Smart for Small Businesses (with the SBA)
  - Money Smart for Older Adults (with the CFPB)
- Self-paced products
  - Computer Based Instruction (an online game)
  - Money Smart Podcast Network

Slide 53: Instructor-Led Curriculums
- Each module is structured identically
  - Comprehensive guide for instructors
  - Take-home booklet for participants
  - PowerPoint and PDF format
- Modules can be taught in any order
- Flexibility to teach portions of modules
- Scenarios for Financial Inclusion
- Money Smart for Young People
  - Lesson Plans for Teachers k-12
  - Parent/Caregiver Guide - A fun way to help children/teens get smart about money.

Slide 54: Money Smart for Adults
Revised/Updated/Modernized Coming This Fall

The Modules:
• Bank on It
• Borrowing Basics
• Check It Out
• Money Matters
• Pay Yourself First
• Keep It Safe
• To Your Credit
• Charge It Right
• Loan To Own
• Your Own Home
• Financial Recovery

In Nine Languages:
• English
• Chinese
• Haitian Creole
• Hindi
• Hmong
• Korean
• Russian
• Spanish
• Vietnamese

Formats:
• Instructor-led
• Self-paced
• Large Print/Braille

**Slide 55: FDIC Resources**
Money Smart
• www.fdic.gov/moneysmart
• Catalog: https://catalog.fdic.gov/store/adults

Consumer News
• www.fdic.gov/consumernews

Teacher Online Resource Center
• www.fdic.gov/teachers

**Slide 56: Presenter**
Bryndan Stueve
Program Officer
Local Initiatives Support Corporation (LISC)

**Slide 57: LISC San Diego**
Bryndan Stueve
Slide 58: Who We Are
With residents and partners, LISC forges resilient and inclusive communities of opportunity across America—great places to live, work, visit, do business and raise families.

Slide 59: Our Model
LISC is an investor, capacity builder, convener and innovator.
We pool public and private dollars
From corporate, philanthropic, and public support
To invest in people and places
Through grants, loans, equity and technical assistance to support housing, businesses, jobs, financial stability, schools, community safety, youth, public spaces and more.

Slide 60: Our Vision
Every resident should have access to:
Safe and Affordable Housing
Clear & Achievable Pathways to Financial Stability
Safe, walkable and thriving commercial districts

Slide 61: Financial Stability
Financial Opportunity Centers (FOCs)
Career and personal financial service centers that help low- to moderate-income people build smart money habits and attain financial stability

LISC has a network for 85 FOCs across the country that are embedded in local community organizations

Integrated service delivery model
- Job Training & Placement Services
- Financial Coaching & Education
- Income Supports Counseling

Slide 62: San Diego FOCs
MAAC since 1965
International Rescue Committee (2)

Slide 63: Financial Opportunity Centers
A Strategy that Works
77% more likely to secure employment
2x more likely to be employed for 1 year+

76% increased net worth
50% increased net income
50% increased FICO score

San Diego Impacts
1,442 found jobs
1,124 increased net income ($710)
859 increase net worth ($3,100)
731 increase credit score

Slide 64: Opportunities
Partnering with LISC
Shared Best Practices
Peer-Learning Networks
Training in Coaching
Access to Financial Products
Data & Impact Tracking
Operating Grants

Slide 65: LISC San Diego
Bryndan Stueve
619 541 8012
bstueve@lisc.org

Slide 66: Presenters
Howard Eskew
Associate Professor
San Diego Mesa College

Chase Peckham
Director of Community Outreach
San Diego Financial Literacy Center

Slide 67: Industry Meets Academia: The Impact on Student Learning
From Collaboration & Partnership in the Classroom & On Campus

Slide 68: The Who
San Diego Mesa College
School of Business, Computer Studies & Technologies
- As one of the largest and most successful of California's 114 community colleges, and as the largest college in the San Diego Community College District, Mesa College takes pride in its high academic standards, its excellent programs and services, and its personal approach to helping each individual student succeed.
- Instructor Howard L. Eskew, Jr.
San Diego Financial Literacy Center

- The San Diego Financial Literacy Center (SDFLC) enhances the financial IQ of San Diego County residents with a focus on youth (K-12 & College), military (active, transitioning and veteran), and low-to-moderate income persons. The financial literacy of our constituents is enhanced through our complimentary and custom built educational seminars and workshops and one v. one coaching.

- Brad Pagano, Managing Director
- Chase Peckham, Director, Community Outreach & Education

Slide 69: The Why

- Collaboration and partnering between public academia and private sector to equip, prepare, and enable students through experiential learning opportunities with necessary financial skills to manage their personal finances and make sound lifelong financial decisions.

Slide 70: The Class

- Through practical, “real life” scenarios and aided by mentoring with industry experts, students receive valuable tools and skills needed to successfully navigate the ebbs and flows of their financial lives.
- Project Base Learning: Individual and Group
- Students walk away with an understanding and appreciation for the …
  - Importance of Personal Financial Planning;
  - Effects of personal financial planning on a person’s emotions, behavior, health and personal relationships; and
  - Consequences of their decisions on the aforementioned factors.

Slide 71: The Class

- The role that personal and social value play in the setting of financial goals and budgeting for an individual and/or family.
- Record income, expenses, and savings to analyze present financial performance.
- The role of debt in society and strategies for effectively managing credit to achieve financial goals.
- Calculate personal financial net worth.
- Define personal financial goals for the individual and/or family.
- Appraise insurance needs.
- Examine retirement needs and analyze retirement options.
- Importance of developing and maintaining strong personal credit.
- Analyze and interpret a credit report and credit scores.

Slide 72: Contact

Chase A. Peckham
San Diego Financial Literacy Center
9325 Sky Park Court
Suite 260
Slide 73: Lunch Keynote
The Honorable John Chiang
California State Treasurer

Slide 74: Break

Slide 75: Group Discussions

Slide 76: Instructions for Group Discussions
- Each table should select a recorder to take notes and a spokesperson to share your recommendations with the full audience when we reconvene.
- There are four questions. Each table should prepare recommendations for all four questions.
- You have one hour for group discussion. Please spend the last 15 minutes selecting your priority recommendations. (Top three per question and make sure your spokesperson is prepared to share with the group.)
- If you have a question, please raise your hand. Katie and Brittany will be circulating and come to your table.

Slide 77: Group Discussions
1. What can financial institutions and community-based organizations do to increase engagement of working-age adults with disabilities with mainstream financial products and services?
2. What can financial institutions do to keep customers with disabilities in the banking system and invest in long-term customer relationships? As a person with a disability, what do I want from a banking relationship?

Slide 78: Group Discussions (continued)
3. What can disability organizations do to improve financial capability for people with disabilities? Who could they collaborate with to increase availability of financial education and coaching?
4. How can we expand outreach to the disability community to educate eligible individuals with disabilities about the benefits of opening an ABLE account?
Slide 79: Reports and Recommendations from Group Discussions to Full Audience

Slide 80: Call to Action and Commitments from Audience

Slide 81: Next Steps and Wrap-Up

Slide 82: Next Steps
- VOTE! Keep an eye out for emails to vote on priority recommendations and the final list of recommendations
- Opportunities To Learn More
  - NDI will host a one-day training that will look at key strategies and tools to build the financial well-being of persons with disabilities
  - October 16, 2018 10:00 AM to 3:00 PM
  - San Diego Housing Commission Achievement Academy, 1122 Broadway, San Diego, CA 92101
- Working Group – join the working group to move the recommendations into action
  - Complete the Disability Workgroup interest form at your table

Slide 83: Take Action – Individual
- Write to your legislator (see toolkit for sample letter).
- Use free online tools and resources on financial education such as Money Smart (FDIC), Your Money, Your Goals (CFPB), Hands on Banking (Wells Fargo) and Better Money Habits (Bank of America).
- Become banked. Compare the financial products and services of banks and credit unions in your local community.
- Consider opening and/or contributing to an ABLE account. Learn more at www.ablenrc.org.

Slide 84: Take Action – Organization
- Offer financial education classes – use programs like Money Smart (FDIC), Your Money, Your Goals (CFPB), Hands on Banking (Wells Fargo) and Better Money Habits (Bank of America).
- Create a financial stability peer support group.

Slide 85: Take Action – Company
- Have qualified staff volunteer to teach financial education classes.
- For employees with disabilities, or parents of children with disabilities, allow portion of paycheck to be contributed to an ABLE account.
- Offer paid internships to individuals with disabilities.
- Increase by 10 percent annually the hiring of talented individuals with disabilities.
- Promote matching programs to help individual financial goal achievement.
Slide 86: Join the REI Network!
www.realeconomicimpact.org/rei-network

Slide 87: Mainstream by 4 Wheel City
To download the song, go to http://www.realeconomicimpact.org/pages/mainstream.

Slide 88: 4 Wheel City

Slide 89: Mainstream – 4th Verse
Don't tell me about disparity got my every day clarity
Stop with the charity
Making it I will set me free
No hand out just hand up
thank you brother thank you sister no more first names call me mister.
We are part of the economy so rap with me in harmony.
I can work I can dream I can be so mainstream.

Slide 90: Thank You!
Summit materials will be available on the National Disability Institute website within two weeks.

Thank you for joining us!