

Your Money, Your Goals (YMYG) - Training Guide

This training guide is designed for ease of use. Each section shows the slide number, the corresponding page number(s) in the Your Money, Your Goals materials, and training notes for that section of the training. There are concepts that you will explain and group activities that you will guide throughout the course. Each section also shows an illustration of the slide to keep you on track. Thank you for your willingness to lead this class. Have fun!

Trainer(s): _____


Training Audience: _____


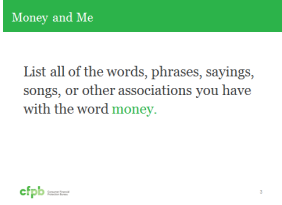

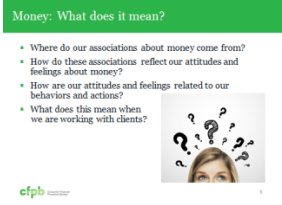
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Time: 11:00am – 4:00pm

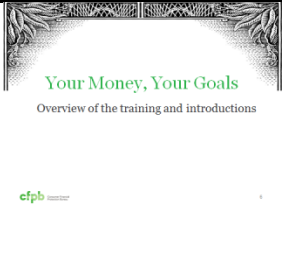

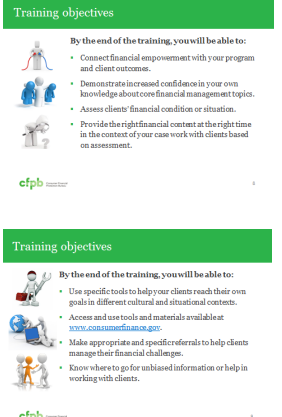
Special arrangements or notes about group of case managers:




SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
		Encourage participants to fill out the pre-survey as they arrive. Surveys should be collected before starting the presentation.	

SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
 <p>Your Money, Your Goals Introduction</p> <p>cfpb</p>		<p>Facilitator note: The order of the slides is intended to help create equity in the room before learning if people have specific financial backgrounds. Therefore, introductions come later in the presentation. Please do not start with introductions.</p>	
 <p>Money and Me</p> <p>List all of the words, phrases, sayings, songs, or other associations you have with the word money.</p> <p>cfpb</p>	N/A	<p>ACTIVITY #1: Money and Me (slides 3-5) Methodology: Opener—Contest</p> <p><u>Facilitation Note</u></p> <ul style="list-style-type: none"> • Instruct participants to work in small groups. • Give each group a flip chart and marker. • Instruct them to brainstorm all of the associations they have with money • Tell them the winning group is the one with the most associations. • Give them 2 minutes. • Call time, ask groups to count up total items listed • Congratulate winning team. • Hang up their flip chart. • Ask other teams to add items they feel are missing from the list. • Go through many of the ideas and ask group to indicate whether the association is positive or negative with a thumbs up or thumbs down, respectively. • Based on majority vote, write “+” or “-” next to each entry on the flip chart. <p>If there is a lot of disagreement about an entry, facilitate a short discussion about the disagreement and write “?” next to those about which there does not seem to be agreement.</p>	
 <p>Money and Me</p> <p>Money: any generally accepted medium of exchange</p> <p>cfpb</p>	N/A	<p>Show and read the definition of “Money.”</p> <p>Compare and contrast the definition of money on the slide to the list of associations generated by the team by asking: “How did we get from this simple definition of money to all of these positive and negative associations?”</p>	
 <p>Money: What does it mean?</p> <ul style="list-style-type: none"> • Where do our associations about money come from? • How do these associations reflect our attitudes and feelings about money? • How are our attitudes and feelings related to our behaviors and actions? • What does this mean when we are working with clients? <p>cfpb</p>	Module 4 (Pages 39-41)	<p>Facilitated discussion: Ask each question listed to facilitate a discussion.</p> <ul style="list-style-type: none"> • Where do our associations about money come from? <i>Be sure to add the following if not contributed by participants: family, peers, school, media, government, businesses, communities of faith, social and service organizations.</i> • How do these associations reflect our attitudes and feelings about money? 	



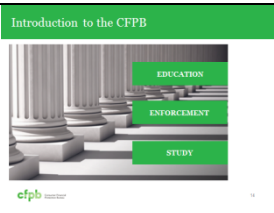
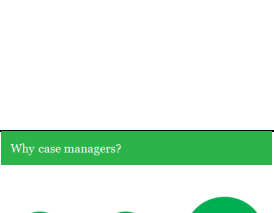
		<p><i>Be sure to add the following if not contributed by participants: Our attitudes and feelings about money may be rooted in some of these associations.</i></p> <ul style="list-style-type: none"> • How are our attitudes and feelings related to our behaviors and actions? <i>Be sure to add the following if not contributed by participants: Our behaviors and actions are often driven by our attitudes and feelings. This is part of the reason our knowledge and our actions do not line up.</i> • What does this mean when we are working with clients? <i>Be sure to add the following if not contributed by participants: While it's easy to think about financial empowerment as helping people develop financial management knowledge and skills, financial empowerment must also consider and help people understand some of the underlying attitudes and feelings about money and how these impact practices and behaviors today. Attitudes and feelings may drive practices and actions. Understanding the origins of attitudes and feelings about money can help people understand the reasons behind some of their actions and may changes if they want to make changes.</i> <p>Note: See Module 4: Emotional and cultural influences on financial decisions for more information on this topic. (Pages 39-41) Take a moment to look at that section.</p> <p>Summarize by sharing: Attitudes and beliefs about money drive behavior. Understanding origins of these attitudes and beliefs can help you better understand what influences some of your—as well as your clients’—productive and unproductive money practices. It’s also important to understand your own attitudes or biases around money and financial issues, which can help ensure you do not judge your clients for their:</p> <ul style="list-style-type: none"> • Financial situations; • Current financial practices; • Past financial decisions; or • Their current financial goals. 	
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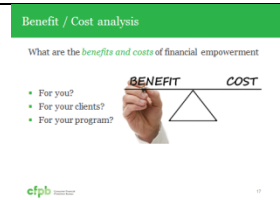
SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
		<p>Setting agenda for the day: Note: We've taken an 8-hour training and condensed to 4 hours, so I may rush or skip through things depending on timing. List the following as the agenda for the training:</p> <ul style="list-style-type: none"> • Getting comfortable with the topic • Doing some assessments • BREAK • Hands on with a few modules • Highlighting areas for self-study. 	
	<p>Introduction to the Toolkit (Page 1)</p> <p>Financial Empowerment (Page 4)</p>	<p>ACTIVITY #2: Overview of the Training and Introductions Methodology: Presentation / Icebreaker (Introduction Activity)</p> <p><u>Facilitator Notes:</u> Review training purpose: <i>To provide you with an orientation to Your Money, Your Goals;</i> <i>To provide strategies for using the Toolkit; and</i> <i>To provide the tools, knowledge and confidence to provide financial empowerment services to your clients.</i></p> <p>Review goals of Financial Stability Partnership™: <i>To determine if the toolkit is a useful pathway to give families the tools and resources necessary to improve how they manage their finances.</i></p>	
	<p>Module 1</p>	<p>Explain that the purpose of the training is like the mission—overall what the training is trying to do?</p> <ul style="list-style-type: none"> • Explain that objectives are the specific things they will know or be able to do as a result of the training. • Review objectives 	

<p>Training presenter</p> <p>The Consumer Financial Protection Bureau created the <i>Your Money, Your Goals</i> toolkit for consumers, as well as the training materials presented today. These materials are being presented to you by a local non-profit organization. The organizations or individuals presenting these materials are not agents or employees of the CFPB, and their views do not represent the views of the Bureau. The CFPB is not responsible for the advice or actions of these individuals or entities. The Bureau appreciates the opportunity to work with the organizations that are presenting these materials.</p> 		<p><u>Disclaimer</u></p> <ul style="list-style-type: none"> Share this disclaimer for the group and briefly share information on the organization with which you are associated. <p><i>Note: Even though this slide has a lot of text, the entire disclaimer should be included visually during the training.</i></p>	
<p>Introductions</p>  <ul style="list-style-type: none"> Share name Organization What do you expect or hope to get from this training? 		<p>Icebreaker</p> <ul style="list-style-type: none"> Invite participants to introduce themselves to the group by sharing their name, their organization, and sharing: “What do you expect or hope to get from this training?” Write their expectations or hopes on flip chart paper. <p><i>NOTE: Try to keep people from sharing the details of their roles and responsibilities at work as well as details about what their organization does. It is important NOT TO SKIP introductions because you are concerned about time. Participants are accustomed to some level of introduction in a training setting. This is even more important if the group represents a mix of participants and organizations.</i></p>	




Notes:


SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
	Module 1	The focus of this section is to highlight the work of CFPB and help people get grounded in the idea of financial empowerment.	
	M1, Section 1 (Page 2)	<p>Introduce key facts about the CFPB using information from Section 1 in Module 1 and the slides.</p> <p>The CFPB is working to ensure that consumers get the information they need to make financial decisions they believe are best for themselves and their families – <i>that prices are clear up front, that risks are visible, and that nothing is buried in fine print.</i></p>	
	M1, Section 2 (Page 3)	<p>Introduce key facts about the CFPB.</p> <p>The CFPB was formed with three main areas of focus:</p> <p>Education. An informed consumer is the first line of defense against harmful practices.</p> <p>Enforcement. CFPB supervises banks, credit unions, and other financial companies, and enforces federal consumer financial laws.</p> <p>Study. The CFPB gathers and analyzes available information to better understand consumers, financial services providers, and consumer financial markets.</p>	
	M1 (Page 1)	<p>Explain rationale for <i>Your Money, Your Goals</i> for social services programs using slide and information from Module 1: Introduction to the Toolkit. (Page 1)</p> <p>Be sure to highlight that case managers and nonprofit staff members:</p> <ul style="list-style-type: none"> • Meet with consumers that need high quality, unbiased financial information and tools to help them become financially empowered. • Have the trust of the people they work with because they have built a relationship with them, <p>In this context, a “case manager” is <i>anyone who works directly with people with low or moderate income in a wide range of organizations and on a broad range of issues.</i></p> <ul style="list-style-type: none"> • Case managers generally do one or more of the following with clients: <ul style="list-style-type: none"> • Conduct needs assessments • Develop action plans • Provide education, information, resources, and referrals needed to implement action plans 	

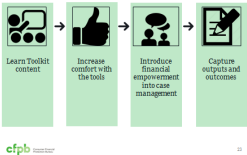
		<ul style="list-style-type: none"> • Monitor progress • Evaluate results <p>After reviewing this definition, ask participants:</p> <ul style="list-style-type: none"> • “Given this definition, are you within the target audience for this Toolkit even if your job title is not case manager?” Instruct participants to raise their hands if the answer to this question is “yes.” • Facilitate a dialogue with those participants who do not see themselves reflected in this definition using questions such as: <ul style="list-style-type: none"> • “How is your job fundamentally different from the functions described in this definition?” • “How do you feel this kind of Toolkit may benefit your work even though you see yourself as outside the target audience for the Toolkit?” <p><i>NOTE: In all likelihood, participants <u>may not identify</u> as being within the target audience, or they see their job as encompassing more than the broad functions listed here. It is important to help them identify how they are within the target audience for the Toolkit.</i></p> <p>NOTE: This is a pre-transition to next slide. Ask these questions first before moving on.</p> <p><i>ASK: What is financial empowerment?</i> Write their ideas on flip chart paper.</p> <p><i>ASK: How is it different from financial education, financial literacy, financial capability, or other commonly used terms?</i> Ask them how financial empowerment is different from other commonly used terms: financial education, financial literacy, financial capability, financial fitness, financial coaching, and so on. If they don't know – see if anyone has a guess.</p> <p><i>Facilitation Note: It may be helpful to differentiate strategy terms (financial education, financial coaching, and financial counseling) from outcome-based terms (financial literacy, financial capability, and financial fitness).</i></p>	
<p>Financial empowerment</p> 	<p>M1, Section 3: (Page 4)</p>	<p>Share the definition of financial empowerment using the slide and information from the <i>Introduction to the Toolkit</i> and <i>Module 1, Section 3: Financial Empowerment: A way to improve client and program outcomes.</i> (page 4)</p> <ul style="list-style-type: none"> • Having the ability to use financial management knowledge, skills, and tools to access resources, products, and services to achieve your goals. <p>Share the relationship of financial empowerment to financial education and financial literacy using the slide</p> <ul style="list-style-type: none"> • Explain that financial education, which is inclusive of other strategies, such as coaching, counseling, technology-based approaches, and so on, leads to 	

		financial literacy and that financial literacy plus confidence—the confidence to make decisions and use knowledge, skills, and tools including financial products and services—is financial empowerment.	
 <p>Benefit / Cost analysis</p> <p>What are the <i>benefits</i> and <i>costs</i> of financial empowerment</p> <ul style="list-style-type: none"> • For you? • For your clients? • For your program? <p>BENEFIT COST</p> <p>cfpb</p>	M1, Sections 2 & 3: Page 4	<p>Benefit/Cost Analysis Discussion (Module 1, Section 2 and 3) (Page 4)</p> <ul style="list-style-type: none"> • Using flip charts (one for benefits, one for costs (challenges)), have participants brainstorm the benefits and costs of providing financial empowerment. • Summarize 	

Notes:



SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
		<p>This section helps set the scene for the toolkit and how it's set up and how to jump into it.</p>	
	<p>M1 Table of contents</p>	<p>Instructions for Facilitator:</p> <ul style="list-style-type: none"> Review organization of the toolkit using slide and Module 1. Review the purpose of the toolkit: <i>The goal of "Your Money, Your Goals" is to improve client outcomes by making it easier for you as a case manager to help clients become more financially empowered.</i> <p>Highlight difference between introductory and content modules. Remind the group that we will cover in depth <u>three</u> content modules, and will give an overview of the other modules for self-study</p>	
		<p>Review key principles of using the Toolkit.</p> <ul style="list-style-type: none"> <i>Do not treat it like a course curriculum—the goal is not to get through all of the materials in the order they are presented to achieve the learning objectives.</i> <i>Provide the right content and tools at the right time. Access only those parts of the Toolkit that match your clients' needs, and in any order that matches their highest needs and priorities</i> <i>Use discussions with clients or assessments to figure out where to start.</i> <p>Explain in particular the difference between the Toolkit and a financial education/coaching curriculum.</p> <ul style="list-style-type: none"> A toolkit has tools in it. <ul style="list-style-type: none"> It can be used in any order based on the problem trying to be fixed. If you are hanging a picture, you may only use a hammer. But if someone is trying to build a house, she/he will use a hammer, saw, and so on. As with any toolkit, a case manager may only use one tool or many depending on the magnitude of the issue being addressed. A curriculum is generally designed to help people develop specific competencies. <ul style="list-style-type: none"> Often a curriculum has the expectation that all or most of the modules or course lessons will be taught and that one concept builds on another. 	

		<p>The toolkit is designed to help case managers match content with the specific needs of the clients or individuals they serve on a just-in-time basis.</p> <ul style="list-style-type: none"> • If someone needs to build their credit to qualify for an auto loan, you can go to the module on building credit without going through the modules on goal setting, saving, managing cash flow, and dealing with debt that come before it. • It's not that these topics are not important; it's just not what the person needs at that time. <p>Explain that to make the best use of the Toolkit, it's best to not give clients all of the tools at once.</p> <ul style="list-style-type: none"> • Getting all of the tools at once –or even five tools at one time – will likely be overwhelming for most clients. • A better approach is to identify the topic and tool that will make the biggest difference for each client. <ul style="list-style-type: none"> • <i>When sending tools home with clients, limit it to one or two that have been reviewed and discussed during case management sessions.</i> • If a client receives too many tools at once, none of the tools are likely to be used. 	
<p>Where would you start if your client...</p> <ol style="list-style-type: none"> 1. Felt overwhelmed by debt? 2. Felt like she couldn't make ends meet? 3. Wants to buy a car and get the best rate she can for the money she must borrow? 4. Wants to understand direct deposit and payroll cards? 5. May qualify for Earned Income Tax Credit (EITC)? <p> <small>enrollment financial planning bureau</small></p>	<p>Table of Contents Pages i-iv</p>	<p>Scavenger Hunt (Module 1)</p> <ul style="list-style-type: none"> • Explain that they will be going on a scavenger hunt through the Toolkit. • Instruct small groups to review each question and to locate the module and specific tools within the module that address each question. • Instruct participants to write their answers to each question on the slide on a flip chart using markers. • Provide teams 15 minutes to complete. • Ask participants to share answers; Use answer key to augment their solutions. • Following answers, ask participants to share reactions or questions they may have regarding the Toolkit, given the scavenger hunt through it. <p><i>NOTE: Answer Key: Participants may have answers that vary. If they do, ask them to explain the reason they chose the module and tool.</i></p> <ol style="list-style-type: none"> 1. Your client felt overwhelmed by debt? <ul style="list-style-type: none"> • Module 11, Tool 3 (page 177) 2. Your client felt like she couldn't make ends meet? (ANY OF THESE ANSWERS IS ACCEPTABLE) <ul style="list-style-type: none"> • Module 8, Tool 2 (page 97) • Module 9, Tool 1, 3 and 4 (pages 115, 125, 129) • Module 10, Tools 1, 2, and 3 (pages 135, 145, 149) 3. Your client wants to buy a car and get the best rate she can for the money she must borrow? <ul style="list-style-type: none"> • Module 12, Tool 2, then Tools 1 and 3 (pages 217, 211, 223) 4. Your client wants to understand direct deposit and payroll cards? <ul style="list-style-type: none"> • Module 8, Tool 3 (page 101) 5. You think your client may qualify for EITC? 	

<p>Using the toolkit with clients</p> 	<p>M5: Page 45</p>	<ul style="list-style-type: none"> Module 7, the narrative and Tool 4 (page 83) Explain that the Toolkit is to be integrated as a way to complete existing work and not considered an add-on service. Explain the reasons for integration: <ul style="list-style-type: none"> It builds on established relationships you may have with clients. There is efficiency in addressing many issues in one stop. Financial and economic issues cut across situations and challenges: basic needs housing, health and health care, child rearing and care, work, transportation, and so on. Financial empowerment integration may present a more holistic approach to working with clients. It provides opportunities for reinforcement during “natural” discussions with clients. It may result in better outcomes for the clients and programs. ASK: What other benefits can you think of? Acknowledge their time investment and thank participants for their willingness to jump into the work with us. We know that the time to do this is front-loaded because time must be invested to: <ul style="list-style-type: none"> <i>Learn the Toolkit content</i> <i>Become comfortable with the topics and the tools in the Toolkit</i> <i>Think about ways to introduce financial empowerment in the context of the case management you provide</i> <i>Potentially capture the outcomes of financial empowerment in the work you do</i> United Way will provide follow up surveys so you can give us feedback on which tools you like, which you don't, and what additional information you need to be successful. <p>Highlight the <i>Client Financial Empowerment Checklist</i>. (pages 45-48)</p> <ul style="list-style-type: none"> Explain that the purpose of this tool is to provide case managers with a tracking template for use with each client. It's a simple way to keep track of the tools or information shared with a particular client, collect output level data, and connect one meeting with a client to the next. 	
<p>What would you do if your client...</p> <ol style="list-style-type: none"> 1. Wants to file for bankruptcy? 2. Wants to know how to respond to a creditor's threat to sue? 3. Is facing eviction? 4. Is facing foreclosure? 5. Is not able to provide enough food for herself and other members of her household? 6. Is in danger of losing her car due to nonpayment? 7. Wants to take out a debt consolidation loan? 8. Wants to know how to finance her child's college? <p>cfpb</p>		<p>Large Group Discussion</p> <p>ASK: Have your clients ever casually or specifically brought up these topics? What did you do? If not, what <i>would</i> you do?</p> <ul style="list-style-type: none"> Have participants determine what they would do in each situation: Discuss as a large group. Write their ideas for each question on a flip chart (this will begin the process of them seeing their resource and referral network as well as when they should refer on). <p>Summarize by sharing:</p> <p>We do not expect anyone to become a financial expert; however, because your clients trust you, they look to you for quality information and referrals. This is where a high quality resource and referral network will be essential to your work in the community.</p>	


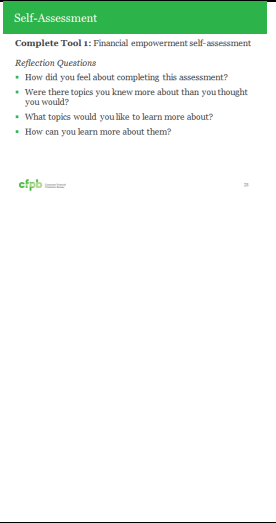
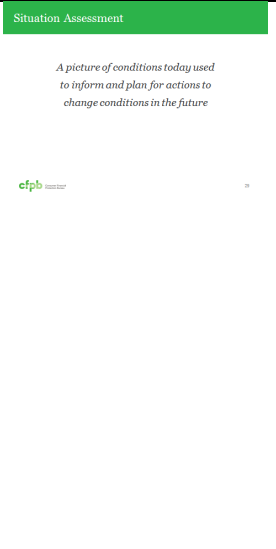
The Role of Referral (Estimated Time: 10 minutes)


Real time: _____

SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
		<p>The purpose of this section is to review the value of referral, highlight that the training will not make anyone a financial expert, and identify ways to make the best referral in their local community.</p>	
	<p>M1, Section 5 (Page 6) + 211Info Cards</p>	<ul style="list-style-type: none"> • Review the key points related to the role of referral. • Explore the concept of knowing your limits by asking: <i>“How will you know when you have reached your limits in providing financial empowerment services to clients?”</i> • Write their responses on flip chart paper. <p>NOTE: There will be more information on the referral guide available at the training.</p>	



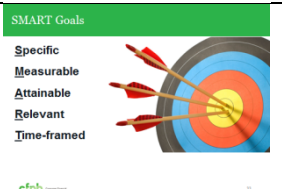

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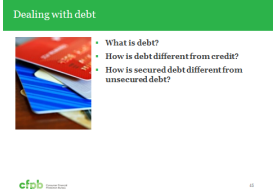
(Include any specific referrals that come up in discussion)


SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
		Time to jump into assessments! We'll start with self-assessment, then move into situation assessment and starting the conversation	
	M2, Tool 1 (Pages 1-12; Answer Key, Page 15)	<p>Individual Activity and Discussion in Pairs (Module 2)</p> <p><i>Tool 1: Financial Empowerment Case Manager Self-Assessment</i> This is a four-part tool designed to help you understand how much financial knowledge you already have. Learning more will not only benefit your clients, but it may also benefit you as you apply what you learn to your own life. <i>This tool will help you see how much you know and where you may need to learn more.</i></p> <p>Facilitation Notes</p> <ul style="list-style-type: none"> • Invite participants to complete this assessment tool. Provide 7 minutes. • Review the answers in a participatory way. <p>NOTE: In the toolkit, the answer key immediately follows the tool. Be sure to ask participants to not look ahead to the Answer Key when completing the Self-Assessment 1.</p> <ul style="list-style-type: none"> • Ask participants to get into pairs and discuss the reflection questions—be sure to review one question at a time. 	
	M2, Tool 2: (Pages 21-24; Assessment Key, Page 25- 26)	<p>Presentation Review the purpose of the client assessment.</p> <p><i>Tool 2: Client Goals and Financial Situation Assessment</i> This assessment is designed to help the case worker and the client understand the client's goals and financial situation. This information can help you target the right module of the toolkit for each client.</p> <ul style="list-style-type: none"> • For example, if a client has a goal to buy a car or a home, learning about how to improve their credit history and scores may help your clients qualify for a lower cost loan. You can target <i>Module 12: Understanding Credit Reports and Scores</i> (pages 193 – 226). • If you have a client that is unable to make ends meet every month, you can target <i>Module 10: Managing Cash Flow</i> (pages 133-156). <p><i>This tool will help you match each client's goals and financial situation with specific modules and tools within the toolkit.</i></p> <ul style="list-style-type: none"> • Define situation assessment referring to the slide, "Situation Assessment." 	




		<ul style="list-style-type: none"> Briefly review the contents of and analysis procedure for the financial situation assessment on pages 25-26. Be sure to state that using this assessment is NOT MANDATORY. It is a tool they can use to more effectively and efficiently match client need with information and tools in the Toolkit. Share options for using the assessment: <ul style="list-style-type: none"> When clients fill out intake paperwork for your organization or program When meeting with clients for an initial assessment or When clients are waiting for other services (such as waiting to have their tax returns prepared at a Volunteer Income Tax Assistance site) Send this home with clients to fill out privately Use it as a guide to ask questions in a conversational style to better understand the financial concerns and goals of clients Ask the questions over several sessions with client <p>ASK: How else can you use the assessment?</p>	
<p>Other strategies for starting the conversation</p> 	<p>M3 (Pages 27-37)</p>	<p><u>Review Workflow Analysis:</u> Walk through activity.</p> <p>Debrief: Where are points of possible intersection and conversation? Were there any surprises for where these conversations might happen? Are there any barriers to financial conversations in your workflow now?</p> <p><u>If Time: Role Play</u></p> <ul style="list-style-type: none"> Invite pairs of participants to “read” and act out scripts provided in the toolkit in Module 3, Pages 30-33. Solicit feedback from participants about what worked well and how they would change the discussion. Brainstorm a list of ways they can initiate the financial empowerment discussion with clients. <p><i>NOTE: This can be done as a large group or in small groups with a large group report out.</i></p> <p><i>Announce the 10 minute break.</i> ~BREAK 10 minutes~</p>	

Notes:


SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
		This is where the training shifts to focus on content modules. Be sure to highlight the shift to participants... time to start learning how to use the tools that can build financial empowerment!	
	M6 (Pages 49-60)	Presentation (Module 6) (pages 49-60) <ul style="list-style-type: none"> Encourage participants to follow along in Module 6 in the Toolkit. Describe the role of goal setting in financial management and financial planning. Explain the rationale for setting goals. 	
	M6 (Pages 50-51)	<p>Explain the qualities of strong goals. We use the acronym SMART to help us remember.</p> <p>Specific</p> <ul style="list-style-type: none"> When setting a goal, ask yourself the questions: Who? What? Why? A specific goal has a much greater chance of being met than a general goal. <p>Measurable</p> <ul style="list-style-type: none"> You should be able to track your progress toward meeting the goal. Ask yourself questions like: How much? How many? How will I know when it is done? <p>Able to be reached</p> <ul style="list-style-type: none"> Is this goal something that you can actually reach? You might <i>want</i> to get out of high credit card debt tomorrow or become a millionaire in a year, but for most of us, that's a totally impossible goal! That doesn't mean that your goals should be easy. Your goal may be a stretch for you, but it should not be extreme or impossible. <p>Relevant</p> <ul style="list-style-type: none"> Set goals that matter to you and are a priority in your life. Ask yourself the questions: Is this something that I really want? Is now the right time to do this? <p>Timebound</p> <ul style="list-style-type: none"> Goals should have a clearly defined time frame, including a target or deadline date. 	
	M6 (Page 51)	<p>Review examples by asking: "Why is the hope, want and dream NOT a goal?" "What makes a strong goal strong?"</p> <p>Ask participants to list the things clients need to reach goals. Write their responses on flip chart paper. Be sure to add the following:</p> <ul style="list-style-type: none"> Every goal requires <u>commitment and time</u>. To reach goals, you may also need: 	

SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
	M11 (Pages 157 – 192)		
	M11 (Page 133)	<p>Instructions for Facilitator:</p> <p>Facilitated Discussion (Module 11, Begins on Toolkit Page 133)</p> <p>ASK: What is a debt?</p> <ul style="list-style-type: none"> After participants offer some ideas, share definition: Money you owe to another person or business. Debt is a liability. Debt may obligate future income. <p>ASK: How is debt different from credit?</p> <ul style="list-style-type: none"> After participants offer some ideas, share definition: Credit means you can borrow money. Debt is the result of using credit. Credit is not a liability. When you use it, you create a liability. <p>ASK: How is secured debt different from unsecured debt?</p> <p>After participants offer some ideas, share definitions:</p> <ul style="list-style-type: none"> Secured debt is debt that has an asset attached to it. When debt is secured, a lender can collect that asset if you do not pay. Ask participants for examples of secured debt. After participants offer some ideas, share examples: <ul style="list-style-type: none"> A home loan—the debt is secured with the home you are buying. If you do not pay your loan, the lender will foreclose on your home, sell it, and use the money from the sale to cover your loan. An auto loan—the debt is secured with your car. If you do not pay your loan, the lender will repossess (repo) your car and sell it to cover the loan. A payday loan—the debt is secured with your post-dated check. If you do not renew the loan, the check will be cashed. A pawn loan—the debt is secured with the item you have pawned. If you do not make payment when it is due, the pawned item is sold to the general public. A rent-to-own loan—the debt is secured with the items (furniture, fixtures, electronics, appliances) you are making payments on. If you do not make your payments, the item is repossessed and made available to someone else to rent. You do not get back any rental payments you have made. Unsecured debt does not have an asset attached to it. Ask participants for examples of unsecured debt. After participants offer some ideas, share examples: 	

		<ul style="list-style-type: none"> • Credit card debt • Department store charge card debt • Signature loans • Medical debt • Student loan debt <ul style="list-style-type: none"> • If these loans are not paid as agreed, they often go to collections. 	
<p>Good debt, bad debt</p> 		<p>ACTIVITY: Stand Up, Sit Down</p> <ul style="list-style-type: none"> • Explain that some people think of some debt as good debt and some debt as bad debt. • Explain that, as you read each type of debt, they should stand up if they think the debt is bad debt and stay seated if they think it is good debt. • Facilitate a discussion about the reasons people think the debt is good or bad. • NOTE: To save time, you can choose a few; you do not need to utilize all examples to get the idea. <p>NOTE: Be sure to challenge the class a bit around “conventional wisdom.” For example, people have long believed student loan debt is “good debt.” Is this always the case? The same was true with mortgages in the past. Are pawn shop loans always bad? If someone is short of money, given a payday loan versus a pawn shop loan, do they think one is a better option than the other?</p> <p>Use the following points to augment the discussion:</p> <p>Loan from friend or family member</p> <ul style="list-style-type: none"> • GOOD—Likely to have flexible terms; may be low or no interest; missed payments not reported to credit reporting agencies • BAD—Can create family conflict; cannot be used to build credit history <p>Car loan:</p> <ul style="list-style-type: none"> • GOOD—Can help you get needed transportation for job, school, life; secured with the car so will likely not need additional collateral; regular payment can help build credit history • BAD—Depending on loan, terms can be unfavorable; borrowing full value of car can lead to being upside down in loan (owing more than the car is worth); missed payment can result in repossession—no transportation for job and negative entry on credit reports <p>Student loan:</p> <ul style="list-style-type: none"> • GOOD—Can help you access postsecondary education or training, which can lead to a higher paying job; federal student loans have repayment options; regular payment can help build credit history • BAD—Borrowing more to pay for education than likely wages within career can support in terms of repayment; borrowing for education but not completing degree (created a liability without the benefit of a potentially higher paying job); terms and conditions misunderstood (allowing interest to accrue); likely to not be forgiven even in bankruptcy except under extreme circumstances <p>Payday loan:</p> <ul style="list-style-type: none"> • GOOD—Can help you get needed cash quickly and with little hassle 	

		<ul style="list-style-type: none">BAD—High-cost; may not be able to pay in full within initial term (generally 14 days) and may need to renew; often leads to repeat loans; if renewal not paid, post-dated check will be cashed and can deplete your accounts and/or overdraft them and lead to overdraft charges <p>Mortgage (loan for a home):</p> <ul style="list-style-type: none">GOOD—Can help you get a home of your own; currently, interest rates are low, so the loans is less expensive than in decades past; secured with the house so will likely not need additional collateral; regular payment can help build credit historyBAD—Depending on loan, terms can be unfavorable; if you borrow the full value of the home and home values decrease, you could be upside down in the loan (owing more than the home is worth); missed payments can result in foreclosure—no home <i>and</i> negative entry on credit reports; selling the home can be difficult depending on the market and the condition of the home <p>Car title loan:</p> <ul style="list-style-type: none">GOOD—Can help you get needed cash quickly and with little hassleBAD—Can lead to loss of your car title if the loan not paid as agreed <p>Pawn shop loan:</p> <ul style="list-style-type: none">GOOD—Can help you get needed cash quickly and with little hassleBAD—Can lead to loss of asset pawned if loan not paid as agreed											
<p>Tool 1: Debt management worksheet</p> <p>On the debt management worksheet, you will include</p> <ul style="list-style-type: none">The person, business, or organization you owe money to;The amount you owe them;The amount of your monthly payment; andThe interest rate you are paying and other important terms. <p>To complete this worksheet, you may need to get all of your bills together in one place.</p> <p> <small>Consumer Financial Protection Bureau</small></p>	M11, Tool 1 (Page 169)	<p>Presentation</p> <p>Briefly explain how to use the debt management worksheet</p>											
<p>Tool 2: Debt-to-income worksheet</p> <table><tr><td>Total monthly debt payment (from Tool 1)</td><td></td></tr><tr><td>Divided by:</td><td></td></tr><tr><td>Monthly gross income</td><td></td></tr><tr><td>Equals:</td><td></td></tr><tr><td>Your current debt-to-income ratio</td><td></td></tr></table> <p> <small>Consumer Financial Protection Bureau</small></p>	Total monthly debt payment (from Tool 1)		Divided by:		Monthly gross income		Equals:		Your current debt-to-income ratio		M11, Tool 2 (Page 173)	<p>Presentation</p> <ul style="list-style-type: none">Explain how to calculate the Debt to Income (DTI) ratio. <p>How much debt is too much?</p> <ul style="list-style-type: none">Use the DTI ratio to measure the level of debtThis simple calculation shows you how much of your income goes toward paying your debt. It is a good measure of how much of your income is obligated to debt.	
Total monthly debt payment (from Tool 1)													
Divided by:													
Monthly gross income													
Equals:													
Your current debt-to-income ratio													
<p>Tool 2: Debt-to-income worksheet</p> <p>Renters</p> <ul style="list-style-type: none">Consider maintaining a debt-to-income ratio of .15 - .20, or 15% - 20%, or less. <p>Homeowners</p> <ul style="list-style-type: none">Consider maintaining a debt-to-income ratio of .28, or 28%, or less for just the mortgage (home loan), taxes, and insurance.Consider maintaining a debt-to-income ratio for all debts of .36, or 36%, or less. <p> <small>Consumer Financial Protection Bureau</small></p>	M11, Tool 2 (Page 173)	<p>Explain how to interpret the DTI ratio – remember these are guides, not rules.</p> <ul style="list-style-type: none">Renters: Consider maintaining a debt-to-income ratio of .15 - .20, or 15% - 20%, or less.<ul style="list-style-type: none">This means that monthly credit card payments, student loan payments, auto loan payments, and other debts should take up 20% or less of your gross income.Homeowners: Consider maintaining a debt-to-income ratio of .28, or 28%, or less for just the mortgage (home loan), taxes, and insurance.<ul style="list-style-type: none">This means that if you have a mortgage, the mortgage alone should take up no more than 28% of your income.<ul style="list-style-type: none"><i>This includes the monthly principal, interest, taxes, and</i>											



		<p><i>insurance (called PITI).</i></p> <ul style="list-style-type: none"> • Homeowners: Consider maintaining a debt-to-income ratio for all debts of .36, or 36%, or less. <ul style="list-style-type: none"> • This means that if you have a mortgage and other debts—credit card payments, student loan payments, auto loan payment, and payday loan payments—your debt-to-income ratio should be below 36%. <ul style="list-style-type: none"> • If you have court-ordered, fixed payments, such as child support, count these as debt for this purpose. • Some lenders will go up to 43% or higher for all debt. 	
<p>Tackling Debt</p> <p>cfpb</p>	NEDCO Activity	<p>Activity: Credit Ordering</p> <p>Hand out credit lists and invite groups to figure out how they would approach paying off the debt – assuming they have enough money to do so.</p> <ul style="list-style-type: none"> • What was your strategy? Why? <p>Now imagine you only have \$400 to pay down your debt. What's your strategy?</p>	
<p>Tool 3: Debt reduction worksheet</p> <p>cfpb</p>	M11, Tool 3 (Page 177)	<p>Review two primary methods for reducing debt – emphasize choice and what works best for the individual.</p> <ul style="list-style-type: none"> • Highest Interest Rate Method <ul style="list-style-type: none"> • List your debts from highest rate to lowest rate. • In the column labeled additional payment, list the extra payment you will dedicate to the debt with the highest interest rate until you have it paid off. • When this debt is eliminated, allocate the entire payment (monthly payment + extra payment) to the next debt on the list. • Focus on the unsecured debt with the highest rate of interest, and eliminate it as quickly as possible, because it is costing you the most. Once it is paid off, focus on the next most expensive debt. <p>PRO - You eliminate the most costly debt first.</p> <p>CON - You may not feel like you are making progress very quickly especially if this debt is costly.</p> <ul style="list-style-type: none"> • Snowball Method <ul style="list-style-type: none"> • List your debts from smallest to largest in terms of the amount outstanding. • In the column labeled additional payment, list the extra payment you will dedicate to the smallest debt until you have it paid off. • When this debt is eliminated, allocate the entire payment (monthly payment + extra payment) to the next debt on the list. • Focus on the smallest debt. Get rid of it as soon as possible. Once you have paid it off in full, continue with the payment, but now dedicate it to the next smallest debt. This is called the “snow ball method.” You create “a snow ball of debt payments” that keeps getting bigger as you eliminate each debt. How? You keep making the payments, but you are redirecting them to the next debt as each debt is paid off. 	

		<p>PRO - You may see progress quickly, especially if you have many small debts; in theory, this creates momentum and motivation.</p> <p>CON - You may pay more in total because you are not necessarily eliminating your most costly debt.</p> <p>Review other ways to reduce debt</p> <ul style="list-style-type: none"> • Call your creditors to see if they will lower your interest rates. If you have paid all of your bills on time, they may lower it to maintain your loyalty. If you are in a difficult position, you could explain your hardship and ask them to lower the rate. • Get another job in the short-term. Use all of your additional earnings to eliminate debts. • Sell something, and use the income to pay off a debt or debts. • If you are eligible, file for tax credits, and use your refund to pay down or eliminate debts. <p>Website resource: http://www.powerpay.org provides you a look at what happens when you take the “low balance first” approach verses “highest interest first” strategy and snowball the payments. It will tell you how long until you pay off the debt, and how much you’ll save by taking that approach.</p>	
<p>Tool 4: Student loan debt</p> <ul style="list-style-type: none"> • Federal student loans versus private student loans • Options for federal student loan repayment <ul style="list-style-type: none"> ◦ Standard payment ◦ Graduated payment ◦ Extended payment ◦ IBR ◦ Pay as you earn ◦ Consolidated loan  <p>efpb</p>	<p>M11, Tool 4 (Pages 181-183)</p>	<p>Facilitation Note: <i>This topic can easily get off track, try and keep the discussion and comments moving forward.</i></p> <p>Presentation</p> <ul style="list-style-type: none"> • Discuss student loan debt with the participants using information from Tool 4 (Pages 181-183). • Share (generally) how many seem to stem from not understanding terms completely or not matching borrowing level with earning potential. • Explain the difference between Federal Student Loans and Private Student Loans. <ul style="list-style-type: none"> • Federal student loans are loans that are funded by the federal government. Private student loans are nonfederal loans made by a lender such as a bank, credit union, state agency, or a school. In both federal and private student loans, delinquent payment will impact your credit history and scores and may result in collections. • Private student loans do not offer the flexible repayment terms or borrower protections featured by federal student loans. • Explain the options for paying back federal student loans. <ul style="list-style-type: none"> • Standard repayment—this is the payment plan most borrowers start with. This repayment plan has fixed payment of at least \$50/month for up to 10 years. • Graduated repayment—the payment is lower the first year and then gradually increased every 2 years for up to 10 years. • Extended repayment—the payment is fixed or graduated for up to 25 years. The monthly payments are lower than the standard or graduated repayment plans, but you will pay more interest over the life the loan(s). 	

- **Income-based repayment (IBR)**—payment is limited to 15% of discretionary income, which is the difference between your adjusted gross income and 150% of the Federal Poverty Guidelines.
 - Payments change as income changes and the terms can last up to 25 years.
 - To qualify for IBR, you must be able to show partial hardship.
 - After 25 years of consistent payment (you have missed no payments or caught up with payments), the loan will be forgiven.
 - You will have to pay income tax on the portion of the loan that is forgiven.
- **Pay as you earn**—payment is limited to 10% of discretionary income as defined above, payment changes as income changes, and the loan term is 20 years.
 - To qualify, you must be able to show partial hardship.
 - After 20 years of payments, the loan is forgiven as described above, and taxes will be owed on the amount forgiven.
- **Consolidation loan**—you pay off all of your existing federal student loans with a new loan.
 - This simplifies paperwork and payment for you. You go from monthly payments on multiple loans to one payment per month on the one new loan.
 - Your loans must be in good standing to qualify.
 - This results in lower monthly payments as the term is 30 years; however, you will pay more interest over the life of the loan.



TIP: Be sure to state the following:

- ***Do not ignore student loan paperwork—nonpayment and delinquency reduces options for payment plans as many require loans in good standing to qualify.***
- Explain deferment and forbearance.
- In **deferment**, payment of both principal and interest is delayed.
 - If you have a subsidized federal loan, the government pays your interest during the deferment.
 - Otherwise you must pay interest or it accrues, which means builds up. When interest accrues on student loans, it becomes part of what you owe. This means you ultimately end up paying interest on the interest.
 - Deferments are only granted for specific circumstances including: enrollment in college, a trade school, a graduate fellowship, or a rehabilitation program for individuals with disabilities; during unemployment; during military services; and during times of economic hardship, including Peace Corps service.
- **Forbearance** means that you stop paying or pay a lesser amount on your loan for a 12-month period. Interest accrues during forbearance.



		<ul style="list-style-type: none"> • <u>When applying for a repayment option, be sure to continue making your loan payments until you receive written notification that you have been approved</u> for IBR or forbearance, for example. This ensures your loan continues to be in good standing. • Explain the situations where loan forgiveness, cancellation, or discharge may be an option: <ul style="list-style-type: none"> • Total and permanent disability • Death (someone would apply on your behalf) • Closed school • Teacher loan forgiveness—you are eligible for this if you are a teacher working in certain educational settings. • Public services loan forgiveness—you are eligible for this if you work in a public service sector and have made 120 loan payments • <u>Except for the above circumstances</u>, it is nearly impossible to eliminate federal student loan debt even in bankruptcy. And your wages and bank accounts can be garnished for nonpayment. <p>CFPB’s “Paying for College” online tool:</p> <ul style="list-style-type: none"> ▪ Researching schools ▪ Filling out the Free Application for Federal Student Aid (FAFSA), a first step in figuring out how to pay for college ▪ Choosing a loan ▪ Comparing financial aid packages and college costs across more than one school ▪ Managing your money while in college ▪ Repaying your student loans 	
<p>Tool g: When debt collectors call</p>  <p>cfpb</p>	M11, Tool 5 (Page 185)	<p>Presentation Tool 5</p> <p>Do not send money or even acknowledge the debt the first time you are contacted. Why?</p> <ul style="list-style-type: none"> • You want to make sure you actually owe the debt and • You want to make sure the individual contacting you really has the authority to collect the debt 	
<p>Know your rights</p> <p>The Fair Debt Collection Practices Act protects consumers from harassment:</p> <ul style="list-style-type: none"> • Repeated phone calls intended to annoy, abuse, or harass • Obscene or profane language • Threats of violence or harm • Publishing lists of people who refuse to pay their debts • Calling you without telling you who they are • Using false, deceptive, or misleading practices  <p>cfpb</p>		<p>ACTIVITY #12: <i>Dealing with Debt</i> CONTINUED</p> <p>Presentation (Module 11, Page 167. Tool is on pages 185-190. It includes example letters to debt collectors. – also Module 14)</p> <ul style="list-style-type: none"> • Explain highlights of the Fair Debt Collection Practices Act. <ul style="list-style-type: none"> • The Fair Debt Collection Practices Act (FDCPA) says what debt collectors can and cannot do. <ul style="list-style-type: none"> • This law covers businesses or individuals that collect the debt of other businesses. These are often called <u>“third party debt collectors.”</u> • This law does not apply to businesses trying to collect their own debts. • The law states that debt collectors may not harass, oppress, or abuse you or any other people they contact. Examples of harassment are: 	

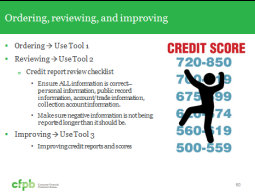
		<ul style="list-style-type: none"> • Repeated phone calls that are intended to annoy, abuse, or harass you or any person answering the phone • Obscene or profane language • Threats of violence or harm • Publishing lists of people who refuse to pay their debts (this does not include reporting information to a credit reporting company) • Calling you without telling you who they are • The law also says debt collectors cannot use false, deceptive, or misleading practices. This includes misrepresentations about: <ul style="list-style-type: none"> • The debt, including the amount owed • That the person on the phone is an attorney • Threats to have you arrested • Threats to do things that cannot legally be done • Threats to do things that the debt collector has no intention of doing • Keep a file of all letters or documents a debt collector sends you and copies of anything you send to a debt collector. <ul style="list-style-type: none"> • Write down dates and times of conversations along with notes about what you discussed. These records can help you if you have a dispute with a debt collector, meet with a lawyer, or go to court. • Show the example letters in Module 11, Tool 5, Pages 187-190. <p>Summarize by sharing:</p> <ul style="list-style-type: none"> • After lack of income, debt is likely to be the most common concern your clients share. • Understanding what debt is, how to manage debt, and how to reduce it not only improves individual and family financial stability (less income is being eaten up by debt every month), but also reduces stress. • Understanding rights around debt collection and dealing with special debts like student loans is also important to many clients. • As with reaching a goal, however, getting out of debt takes time and commitment. • Clients often have many things going on in their lives, so if this is their biggest concern, focusing on this area can make a big difference in their lives. <p>Dealing with debt today gives people more options tomorrow.</p>	
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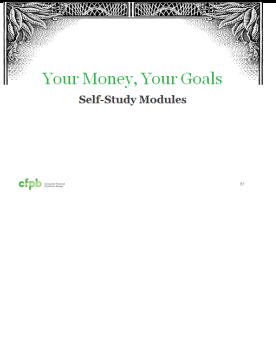




Notes:




SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
	M12 (Pages 193 – 226)		
	M12 (Page 193)	<p>Facilitated Discussion</p> <p>ASK: What is a credit report?</p> <ul style="list-style-type: none"> After people share their ideas, explain that it is a consumer report that is <u>a written history of some of your bill paying history</u>, including loans, credit cards, and other credit accounts you have or have had in the past. <ul style="list-style-type: none"> Your credit report also includes accounts that have gone to collection, public record information, and a record of how much credit you have applied for. <p>Explain that credit reports are divided into sections:</p> <ul style="list-style-type: none"> Header/identifying information. This includes your name and current address, as well as other information that can be used to distinguish or trace your identity, either by itself, like your Social Security number, or when combined with other personal information, including date and place of birth. <ul style="list-style-type: none"> This information may not be complete—all of the jobs you have held, for example, may not be listed. But what is listed should be accurate. A credit report does not include some personal information such as race or ethnicity. Public record information. This section includes public record data of a financial nature, including consumer bankruptcies, judgments, and state and federal tax liens. <ul style="list-style-type: none"> Records of arrests and convictions generally do not appear on your credit file, but other types of consumer reporting agencies, such as employment background screening agencies, often include them. Other public records that usually do not appear in credit reports are marriage records, adoptions, and records of civil suits that have not resulted in judgments. Collection agency account information. This section will show if you have any accounts with a collection agency and the status of those accounts. Credit account information. This section may include accounts you have now or that you had before with creditors. <ul style="list-style-type: none"> This includes: <ul style="list-style-type: none"> The company name Account number 	

		<ul style="list-style-type: none"> • Date opened • Last activity • Type of account and status • Date closed if the account is no longer open • Credit limit • Items as of date (any amount currently owed and whether you are current or late with payments) • The balance • Whether you have a past due amount • The date information was reported to the credit bureau. <ul style="list-style-type: none"> • Some accounts may not be listed, especially older accounts or those you have closed. So there may be inconsistencies across credit files and credit reporting agencies in the contents of this section. It is important to make sure what is listed, however, does or did belong to you. <ul style="list-style-type: none"> • Inquiries made to your account—Companies look at your credit report when you apply for credit, when they review your account, or when they offer you a special promotional rate. <ul style="list-style-type: none"> • When you apply for credit and a lender reviews your credit report, it is listed as an “inquiry” on your report. • Promotional inquiries, periodic reviews of your credit history by one of your creditors, and your requests for a copy of your report aren’t listed as an “inquiry.” 	
<p>Reading a credit report</p> <ol style="list-style-type: none"> 1. Who does this credit report belong to? 2. Where does this person live? 3. Where does he work? How long has he worked there? 4. Does he have public records? If yes, describe it (them). 5. Is he late on any of his accounts? If yes, describe. <p>cfpb</p> <p>Reading a credit report</p> <ol style="list-style-type: none"> 6. Are any of his accounts in good standing? If yes, describe. 7. What are the balances of his accounts in the account information section? 8. Does he have accounts in collection? What is the balance owed in collections? 9. What do his inquiries tell you? 10. What is your opinion of this person's credit history. Is it positive or negative? <p>cfpb</p>	<p>M12, Credit Report example (Pages 198-203)</p>	<p>Exercise in Groups of Three</p> <ul style="list-style-type: none"> • Instruct participants to get into groups of 3. • Instruct them to answer the questions on the slide using the example credit report in the Toolkit (pages 198-203). • Explain that the credit report is an example and is not based solely on any one of the formats used by the three major credit reporting agencies. • After 5 minutes <u>for each slide</u>, solicit answers from participants. <ol style="list-style-type: none"> 1. Who does this credit report belong to? Miguel Simon Smith 2. Where does this person live? 457 First Street, Littleton, MI 90876 3. Where does he work? How long has he worked there? Riviera Restaurant Group; 2 years and 4 months 4. Does he have public records? If yes, describe it (them). Yes. Chapter 7 Bankruptcy and Civil Judgment 5. Is he late on any of his accounts? If yes, describe. Yes. He is 30 days late on his auto loan with Littletown Community Bank <<SLIDE CHANGE – 5 more minutes>> 6. Are any of his accounts in good standing? If yes, describe. Yes. His credit card payment. 7. What are the balances of his accounts in the account information section? Auto loan balance is \$14,680; Credit card balance is \$3,626 8. Does he have accounts in collection? What kind of debt was sent to 	

		<p>collections? Yes. \$1,000.</p> <p>9. What do his inquiries tell you? He explored an auto loan and likely a store credit/debit card.</p> <p>10. What is your opinion of this person's credit history? Is it positive or negative?</p> <p>NOTE: If time allows, cover some of the key terms used in credit reporting found in the Toolkit immediately following the credit report example. Ask participants if they know the definition before providing the explanation. Focus specifically on:</p> <ul style="list-style-type: none"> • Authorized User • Delinquent • Default • Charge Off • Discharge 	
<p>Reasons credit reports & scores are important</p> <ul style="list-style-type: none"> • Banks and credit unions • Credit card companies • Service providers (cell phone companies and utility companies) • Insurance company • Landlords • Potential or current employers  <p>cfpb</p>	M12 (Page 193)	<p>Review the reasons credit reports and scores are important. (page 193)</p> <ul style="list-style-type: none"> • <u>A bank or credit card</u> company will use them to decide whether to give you a loan. • <u>A lender</u> may use them to decide what interest rate you will pay for the loan if you are approved. • <u>Other service providers</u>, like cell phone companies and utility companies, may use them to screen you for deposit levels and cost of service. • <u>An insurance company</u> may use your reports or scores to determine whether to give you insurance coverage and the rates you will pay for coverage. • <u>A landlord</u> may use your reports or scores to determine whether to rent an apartment to you. • <u>A potential employer</u> may use your reports to determine whether you will get a job. (Note: According to the credit reporting agencies, scores are not used by employers; a special version of the credit reports is used by employers.) 	
<p>Credit Reporting Entities</p>  <p>AnnualCreditReport.com</p> <p>cfpb</p>	M12, Tool 1 (Page 211)	<p>Presentation (Module 12, Page 211)</p> <ul style="list-style-type: none"> • Review the three largest companies that create credit reports. • Explain FACT Act and www.annualcreditreport.com. Be sure to inform people to be aware of imposter websites. • Explain how they get their information—from information furnishers and to whom they sell the information once compiled. <p>Tool 1: Annual Credit Report</p> <ul style="list-style-type: none"> ▪ To order through the website, visit: https://www.annualcreditreport.com <ul style="list-style-type: none"> □ Complete a form with basic information (name, Social Security number, address, etc.). □ Select the report(s) you want—Equifax, Experian, and/or TransUnion. □ Answer security questions: former addresses, amount of a loan you have, phone numbers that have belonged to you, counties you may have lived in, etc. 	

		<ul style="list-style-type: none"> If you are unable to answer these questions, you will have to use another method. <ul style="list-style-type: none"> <input type="checkbox"/> You will save a PDF version of your report, print the report, or both. Be sure you do this in a safe and secure location. Avoid doing this on public computers (library). 	
		<p>Presentation (Module 12)</p> <ul style="list-style-type: none"> Explain the importance of filing a dispute if there are any errors on their credit reports and the reason for checking all three reports. Review the dispute letter and process on Pages 204 – 207 of the Toolkit. <ul style="list-style-type: none"> Discuss reasons to hold on to copies of all items sent in for dispute, records of when disputes sent in, and the reasons for sending disputes certified mail with return receipt. Be sure to discuss the reasons to send to both credit reporting agencies and the information furnisher. Go through each point on Tool 3 – Improving your credit reports and scores (Page 223 – 225). Ask participants if they have any tips to add. Provide brief overview of the new rule around young people in foster care—case managers must review credit reports each year starting at age 16 and until they turn 18. <ul style="list-style-type: none"> Explain that young people in most cases cannot enter into a credit contract under the age of 18; therefore, if a young person under 18 has a credit file, there is a chance identify theft and financial fraud have been committed. Note the exceptions to this. <ul style="list-style-type: none"> Emancipated youth Some IDA programs in State of Oregon Discuss challenges related to credit reporting and young people in general. <p>Summarize by sharing:</p> <ul style="list-style-type: none"> Taking care of your credit history is important. Why? <ul style="list-style-type: none"> Because credit reports and scores are not only used to determine whether you will get a loan or credit card. This information can be used to determine access to and costs of other services like utilities, insurance and cell phones, ability to rent apartments, and employment. While there are laws ensuring the information that is reported about you is fair and accurate, it is your responsibility to ensure the information is accurate. <ul style="list-style-type: none"> The best way to do this is to regularly review your credit reports—at least one time per year. Use these tools to get, review and then improve your credit reports and scores. 	



SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
		<p>Facilitator note: Your time is running short by this point in the presentation. Take a brief moment to let participants know what they will find in each section below, but you do not need to provide detail.</p> <p>Remind participants of how each module is set up and that the following modules will require a bit of self-study before they jump in and use.</p> <p>Basic Module Formula:</p> <ul style="list-style-type: none"> • Background on topic for the case manager • Best practices / tips (as available) • Tools to help apply learning for client 	
	M7 (Pages 61 – 86)	<p>Tool 1: Savings plan</p> <p>Tool 2: Benefits and asset limits</p> <p>Tool 3: Finding a safe place for savings</p> <p>Tool 4: Increasing your income through tax credits</p>	
	M8 (Pages 87 – 106)	<p>Tool 1: Income and financial resource tracker</p> <p>Tool 2: Strategies for increasing sources of cash and financial resources</p> <p>Tool 3: Cash, paychecks, direct deposit, payroll cards, and EBT – understanding the benefits and risks</p>	
	M9 (Pages 107 – 132)	<p>Tool 1: Spending Tracker</p> <p>Tool 2: Bill Calendar</p> <p>Tool 3: Strategies for cutting expenses</p> <p>Tool 4: When cashing is short – prioritizing bills and spending</p>	
	M10 (Pages 133 – 155)	<p>Tool 1: Cash Flow Budget</p> <p>Tool 2: Cash Flow Calendar</p> <p>Tool 3: Improving cash flow checklist</p>	

	M13 (Pages 227-254)	Tool 1: Selecting financial service products and providers (Bank On) Tool 2: Evaluating financial service providers Tool 3: Types of financial services Tool 4: Opening account checklist	
	M14 (Pages 255-278)	Tool 1: Red flags Tool 2: Protecting your identity Tool 3: Submitting a complaint Tool 4: Learning more about consumer protection	
	M14	Presentation <ul style="list-style-type: none"> Review resources available at the CFPB as well as how to file a consumer complaint. Lists of resources are included at the end of each module. <p>Included in resources are different version of the toolkit, English and Spanish version, additional updates as they become available</p>	

Notes:

Closing (Estimated time: 20 minutes)

Real time: _____

SLIDE	TOOLKIT PAGE	TRAINING NOTES	Trainer Notes / Comments
		You've made it! We're here! At the end of the session. But before you go, we have a few questions and a survey	
		<ul style="list-style-type: none"> Ask each participant to share "the most important take away" from the training and "something they would like to learn more about." Write responses on flip chart. Administer post-training assessment and evaluation. <p>Conclude with thanks to host and participants.</p>	