BUILDING FINANCIAL CAPABILITY

A Planning Guide for Integrated Services

Prepared by CFED under the ASSET Initiative Partnership for the Administration for Children and Families at the US Department of Health and Human Services

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Reader suggestions about *Building Financial Capability* are welcome.
These may be sent to PlanningGuide@cfed.org.

ADMINISTRATION FOR CHILDREN & FAMILIES

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ABOUT THE ADMINISTRATION FOR CHILDREN AND FAMILIES

The Administration for Children and Families (ACF) is a division of the United States Department of Health & Human Services. ACF promotes the economic and social well-being of families, children, individuals, and communities. The Office of Community Services (OCS) is a program office within ACF. OCS partners with states, communities, and agencies to reduce the causes of poverty, to increase opportunity and economic security of individuals and families, and to revitalize communities.

ABOUT CFED

CFED empowers low- and moderate-income households to build and preserve assets by advancing policies and programs that help them achieve the American Dream, including buying a home, pursuing higher education, starting a business, and saving for the future. As a leading source for data about household financial security and policy solutions, CFED understands what families need to succeed. CFED promotes programs on the ground and invests in social enterprises that create pathways to financial security and opportunity for millions of people. Established in 1979 as the Corporation for Enterprise Development, CFED works nationally and internationally through its offices in Washington, D.C., Durham, North Carolina, and San Francisco, California.

ABOUT THIS GUIDE AND WHO SHOULD USE IT

Building Financial Capability: A Planning Guide for Integrated Services ("the Guide") is aimed at community-based organizations which serve low- and moderate-income clients. The Guide walks the reader, step by step, through the process of building such clients' financial capability by integrating financial capability services into existing programs (e.g., housing, workforce development, family services) that clients are already using.

This Guide is not a resource to give clients. Its core audiences are directors and managers who have responsibility for strategic planning and program design. Its primary purpose is to guide management staff, in a practical way, through the decision-making and design process that underpins successful services. We recommend that organizations create a planning team to lead this process.

ABOUT THE AUTHORS

The authors of *Building Financial Capability* are Rita Bowen, an independent consultant whose practice focuses on working with community-based organizations to enhance financial capability service delivery; Kori Hattemer, Senior Program Manager, Savings & Financial Capability at the Corporation for Enterprise Development (CFED); and Kate Griffin, CFED's Vice President for Programs.

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Foreword

By Jeannie Chaffin
Director, Office of Community Services

From the time I started as a summer worker at a community action agency in southern Missouri, I've dedicated my career to fighting poverty. Like many of you, I am determined to do my part to ensure that we're providing effective services that have a meaningful impact on people's lives. As the Director of the Office of Community Services (OCS), I now have the opportunity to support the development of resources that aim to do just that, like this planning guide, *Building Financial Capability*.

We are all aware of the economic challenges and financial hardship associated with poverty. Recent research indicates that this financial insecurity also occupies mental capacity, resulting in reduced cognitive performance and making it more difficult to solve problems. This research suggests that improving economic stability not only improves one's financial situation, but frees cognitive resources for other aspects of one's life, such as parenting, job performance, and decision making.

Even if they do not use the term *financial capability*, most people intuitively understand the importance of financial skills, knowledge, and access to financial well-being and economic stability. In recent years there has been growing interest and experimentation with combining financial capability strategies with other social services programs. Where research is being conducted, preliminary findings indicate that there may be a positive impact on program outcomes.

Building Financial Capability reflects this understanding of the cross-cutting nature of financial capability. Because our financial well-being affects, and is affected by, every other aspect of life, *Building Financial Capability* provides a roadmap for the integration of financial capability services into other social services which also aim to address poverty and build self-sufficiency. This integration can be achieved by embedding financial capability within your service offerings, by referring your clients to other organizations, or by forming partnerships with other organizations to deliver a holistic package of services in which building financial capability is a key component.

From my experience in community action, I know how important it is for resources to be practical. The thirteen tools in *Building Financial Capability* were developed, field-tested, and finalized in close collaboration with dozens of dedicated direct service professionals. So whether your organization is public- or private-sector, whether it specializes in financial issues or a different field, whether you are contemplating provision of financial capability services for the first time, or whether you are seeking to expand or improve an existing program, be assured that *Building Financial Capability* reflects real-world experience comparable to your own.

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The guide also includes links to other resources which we encourage you to use alongside *Building Financial Capability*. In particular, the Consumer Financial Protection Bureau's *Your Money, Your Goals* toolkit is an excellent resource for your staff, to build their comfort and capacity to discuss financial topics with your clients.

One of our main goals at OCS is to support those who work directly with their low-income neighbors and are thus in the best position to deliver effective solutions. I believe that *Building Financial Capability* is an important contribution to this work. Its grounding in research combined with its field-tested practicality and accessible style, make *Building Financial Capability* a valuable resource for organizations seeking to build the financial capability of their clients. We hope you find it useful.

Thank you for all the work you do to support the well-being of your clients.

> *"From my experience in community action, I know how important it is for resources to be practical. The thirteen tools in Building Financial Capability were developed, field-tested, and finalized in close collaboration with dozens of dedicated direct service professionals."*

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Executive Summary

Low-income individuals and families experience a great deal of financial hardship that impacts virtually every dimension of their lives. This chronic financial instability not only imposes high degrees of day-to-day stress but may also limit the ability to save and invest, constraining prospects for a more secure future. Across the country, organizations work to help low-income families achieve economic stability and mobility through a variety of programs, such as job training, small business development services, affordable housing, energy assistance, health care, and early childhood education and care. But even with a wide array of available, high-quality social services, individuals with limited *financial capability*—defined as the capacity, based on knowledge, skills, and access, to manage financial resources effectively[1]—struggle to succeed in such programs and to translate any progress into lasting economic change.

In response, innovative organizations across the country have begun integrating financial capability services into their other programs. The initial results have been promising: clients not only show gains around financial capability itself, they also achieve better outcomes in the programs into which the services have been integrated. Across diverse geographies— from New York to Nebraska, Iowa to New Mexico—and in diverse programs ranging from workforce development training to community college to health programs, clients who received integrated financial capability services were more likely to stick with, and succeed in, their other programs. So although financial capability services integration is a relatively recent innovation, its early successes have generated growing interest among many practitioners.

About This Guide[2]

Building Financial Capability: A Planning Guide for Integrated Services ("the Guide") provides a roadmap for community-based organizations[3] that wish to integrate services that build clients' financial capability within their existing programs. The Guide sets forth three basic approaches an organization can pursue—***referring*** *clients to another organization,* ***partnering*** *with another organization to provide services jointly, and building internal capacity to*

1 United States Department of the Treasury. *Amended Charter: President's Advisory Council on Financial Capability.* Washington, DC: Department of the Treasury, 2010. Available at: http://www.treasury.gov/resource-center/financial-education/Documents/PACFC%202010%20Amended%20Charter.pdf.

2 Please note that this Guide is a technical assistance resource, not a policy document. Any statements about federal or state program rules are intended as examples and illustrations. Program rules vary across the country and over time, so please check with program administrators for current guidance.

3 In this Guide, the term "community-based organization" refers to any entity, public- or private-sector, whose mission includes serving low-income communities or providing social services.

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deliver the services in-house ***(do-it-yourself)***.[4] The Guide discusses the advantages and drawbacks of each. It leads the reader through a systematic process to determine which approach would work best given his or her organization's goals, the characteristics of its client population, its internal capacity, and the availability of other resources in the community.

This Guide is not a resource to give clients. Its core audiences are directors and managers who have responsibility for strategic planning and program design. Its primary purpose is to guide management staff, in a very practical way, through the decision-making and design process that underpins successful services. We recommend that organizations create a planning team to lead this process.

Forming the heart of the Guide are 13 tools grouped into four sections that walk the planning team through the process of integrating services. The first section, "Envisioning Your Clients' Financial Capability," helps the planning team understand the unique financial circumstances of clients served in different programs. The second section, "Building the Team," contains the tools that help the planning team assess both internal and external resources for providing financial capability services. Finally, the tools in the third section, "Moving Into Action," guide the planning team through development of the integration plan and Logic Model. *Building Financial Capability* also includes a Cross-Cutting Section, "Making the Case" that provides extensive guidance on understanding each stakeholder audience, gathering data to support your plans, crafting messages, and making a persuasive case for support, tailored to each audience.

Building Financial Capability was developed for a broad range of organizations that reach low-income families. We developed the Guide in close consultation with organizations working to integrate financial capability services within their core programming. All 13 tools were designed, field-tested, and refined with extensive input from practitioners all over the country.

Building Financial Capability is part of a rapidly expanding body of knowledge focused on building Americans' financial capability—and on understanding how financial capability contributes to a stable and self-sufficient life. The Guide is also the product of years of work by the ASSET Initiative Partnership (AIP), an effort led by the Office of Community Services within the Administration for Children and Families (ACF) to support ACF offices and their partner agencies and organizations in extending the benefits of financial education and asset-building services to more individuals and families across the nation. The creators of *Building Financial Capability* are pleased to be part of the community of practice that continues to grow around these vital issues.

4 First elaborated in: CFED. *Integration & Innovation: Lessons from Organizations Integrating Asset Building Into Social Services.* Washington, DC: CFED, 2013. Available at: http://cfed.org/assets/pdfs/Integration_Innovation_Lessons_From_Organizations_Integrating_Asset_Building_Into_Social_Services.pdf.

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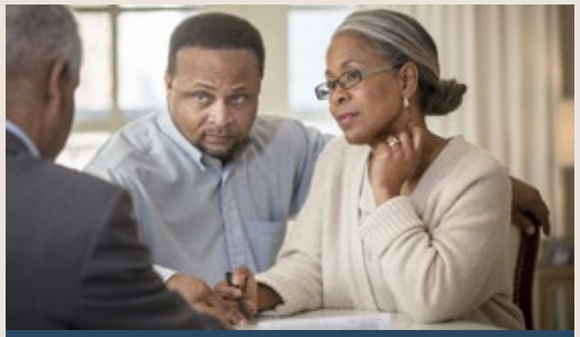
About Financial Capability Integration

Financial capability is defined as *"the capacity, based on knowledge, skills, and access, to manage financial resources effectively."*[5] Financial capability is a critical step towards financial security, and many people (regardless of socioeconomic background) may lack one or more factors of the financial capability equation illustrated in Figure 1.

Figure 1. Financial Capability Components

Some may lack the *knowledge* (e.g., understanding the terms of their credit card account) or the *skills* (e.g., calculating the total costs of using credit) needed to manage their financial lives effectively. Others may not have the *access to resources* necessary for managing their finances well (e.g., high quality but affordable financial services). Challenges in any of these areas will negatively affect *financial capability*. Low financial capability, in turn, will negatively affect *financial security*. The different components that comprise financial security are illustrated in CFED's Household Financial Security Framework (Figure 2).[6]



Key Concepts

Financial capability: The capacity—based on knowledge, skills, and access—to manage financial resources effectively.

Integration: In this Guide, integration refers to incorporating financial capability discussions, resources, and tools directly into other existing program services rather than creating a stand-alone program.

5 United States Department of the Treasury. *Amended Charter: President's Advisory Council on Financial Capability.* Washington, DC: Department of the Treasury, 2010. Available at: http://www.treasury.gov/resource-center/financial-education/Documents/PACFC%202010%20Amended%20Charter.pdf.

6 For more about CFED's Household Financial Security Framework, see: http://cfed.org/assets/CFEDHouseholdFramework_4Pager.pdf.

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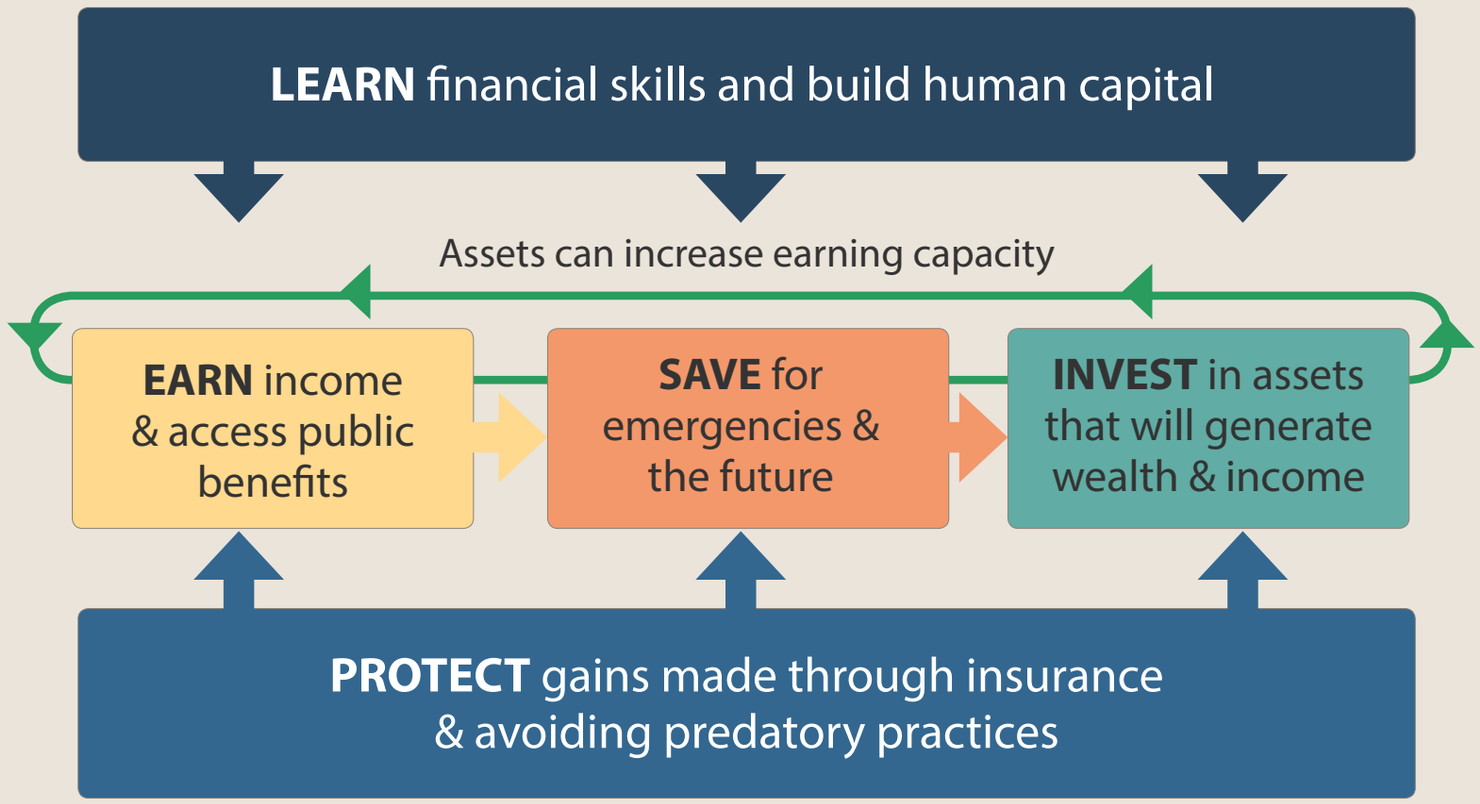
Figure 2. Household Financial Security Framework



This framework depicts the dynamic relationship among the components of a household's financial life. Financial security is built up or eroded by changes in any of these areas. Earning income is a central focus in most households (**Earn**), attained through employment and accessing public benefits and tax credits. Once families are earning enough money to meet their basic expenses, they can start to set aside some of their earnings (**Save**). As they build savings, families can leverage that resource into long-term assets (**Invest**)—such as education, a home, or a business. Increasing knowledge and skills (**Learn**) can lead to greater success at each stage. Households also need protection against loss of income, savings, and assets (**Protect**) through insurance and consumer protections.

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This Guide references ten different services that organizations can provide to help families build financial capability:

- **Financial Education** – Workshops and classes on financial topics, offered in a series or standalone sessions.
- **Financial Coaching** – Ongoing one-on-one interactions that focus on achieving financial goals.
- **Financial Counseling** – One-on-one interactions that focus on solving immediate financial issues.
- **Credit Counseling** – Assistance organizing, prioritizing, or paying down debt; helps participants monitor and manage credit.
- **Credit Building –** Access to products or programs that help participants build or re-build credit.
- **Access to Safe and Affordable Financial Products** – Access to or encouraging the use of financial products that are low-cost, convenient, and transparent.
- **Free Tax Preparation Assistance** – Volunteer Income Tax Assistance (VITA) or Tax Counseling for the Elderly (TCE) programs; often includes promoting the Earned Income Tax Credit (EITC).
- **Access to Federal and State Benefits** – Screen participants for benefits eligibility and provide assistance in accessing benefits, such as SNAP (Food Stamps), child care, or transportation subsidies.
- **Incentivized Savings Programs** – Work with participants to save for their goals and provide savings incentives that they can use for an asset purchase or another expense.
- **Asset Ownership Programs** – Support participants to build and/or maintain assets such as retirement savings, a small business, a home, a vehicle, or postsecondary education for themselves or their children.[7]

These services can be used in combination to address multiple aspects of financial capability so that families can maximize income, reduce expenses, and save for the future. Go to **Appendix A** to read more about these services.

7 Asset building emerged as a strategy to help families escape poverty following the release of Michael Sherraden's ground-breaking work, *Assets and the Poor,* in the early 1990s. The essential insight from Sherraden's work is that income alone does not reduce poverty. More recent research has reinforced this insight and demonstrated that financial assets are essential to achieving long-term financial stability and economic mobility. For more information, see: http://cfed.org/assets/pdfs/WhyAssetsMatter_2013updates.pdf.

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The Importance of Financial Capability

Financial capability plays a key role in helping families successfully work towards every one of these aspects of household financial security. And regardless of the specific services they may be seeking, by the time clients walk through the door of a community-based organization, they are overwhelmingly likely to share the experience of financial insecurity. The national savings rate provides one indicator of just how widespread financial insecurity is in the United States. In 2014, 44 percent of American households were "liquid asset poor," meaning if they lost their income, they would not have enough saved to cover three months of household expenses.[8]

Along with low levels of savings, many working families also struggle with low and erratic incomes. Especially for households with seasonal or low-wage jobs, an inadequate and unpredictable income stream makes it highly stressful to cover even basic living expenses, let alone to plan—or save toward—future goals.[9]

Finally, that chronic psychological stress is itself not just a symptom, but also a cause, of financial insecurity. Recent research from the field of behavioral economics has shown that low-income households are so overwhelmed by the constant worry about money that their "mental bandwidth" becomes dramatically reduced, creating a tunneling effect where they become unable to see beyond the immediate crisis at hand. That tunnel vision leads low-income families to make choices that solve short-term crises at the expense of long-term financial health[10]—although the notion of "choice" is itself debatable, given the limited access in many low-income communities to safe and affordable financial services. This vicious cycle–that people are poor because they are stressed and stressed because they are poor—can easily last for generations without appropriate interventions. Interventions that integrate financial capability services could be a powerful part of breaking this cycle.

8 Brooks, Jennifer, Kasey Wiedrich, Lebaron Sims, Jr., and Jennifer Medina. *Treading Water in the Deep End: Findings from the 2014 Assets & Opportunity Scorecard.* Washington, DC: CFED, 2014. Available at: http://assetsandopportunity.org/assets/pdf/2014_Scorecard_Report.pdf.

9 Morduch, Jonathan and Rachel Schneider. *Spikes and Dips: How Income Uncertainty Affects Households*. New York, NY: US Financial Diaries, 2013. Available at: http://static.squarespace.com/static/53d008ede4b0833aa2ab2eb9/t/53d6e12ae4b0907fe7bedf6f/1410469662568/issue1-spikes.pdf.

10 Mullainathan, Sendhil and Eldar Shafir. *Scarcity: Why Having Too Little Means So Much.* New York, NY: Henry Holt, 2013.

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Integrating Financial Capability Services

In this Guide, integration means incorporating financial capability discussions, resources, and tools directly into other existing program services. It means recognizing that financial issues affect, and are affected by, virtually every other aspect of life and choosing, therefore, to fold financial capability services into other programs rather than creating a new stand-alone program.

There are many reasons for using an integration approach to deliver financial capability services. Most community-based organizations operate under tight budgets, and it is typically less expensive to build on what you have than to create something new. An integrated approach will also make it easier for clients, who are often already juggling multiple priorities, to participate in services.

Beyond efficiency considerations, research has found that integrating services generally improves outcomes.[11] In one of numerous examples, clients who received multiple, integrated services were three to four times more likely to achieve a major positive economic outcome—such as getting out of debt, getting a job, or completing a training or education program—than those clients who only received one service.[12]

In a study from New York, clients in a workforce development program who received financial counseling had higher job placement rates and earned higher average wages than the comparison group.[13] In New Mexico, community college students who received financial capability services as part of an integrated suite of services were far more likely to achieve positive outcomes such as staying in school and/or obtaining a certificate or degree than students who did not.[14] In Nebraska, low-income mothers who received financial capability services integrated into a health program reported better nutrition (weekly fast food consumption decreased significantly for both the women and their children), and generally better physical well-being after one year.[15]

In short, integrating financial capability services not only helps clients achieve gains around financial capability. It also appears to increase the likelihood that they will succeed in other programs.

11 New York City Department of Consumer Affairs. *Municipal Financial Empowerment: A Supervitamin for Public Programs.* New York, NY: NYC Department of Consumer Affairs, 2013. Available at: http://www.nyc.gov/html/dca/downloads/pdf/SupervitaminReport5.pdf.

12 Working Families Success Network, *A Successful Strategy for Promoting Financial Stability*. WFSN, 2013. Available at: http://workingfamiliessuccess.com/wp-content/uploads/2013/10/WFSN-Overview-Case-Making-Document-101013-FINAL.pdf

13 New York City Department of Consumer Affairs. *Building Financial Counseling Into Social Service Delivery: Research and Implementation Findings for Social Service Programs.* New York, NY: NYC Department of Consumer Affairs, 2014. Available at: http://www.nyc.gov/html/ofe/downloads/pdf/Research_BuildingFinancialCounselingintoSocialServiceDelivery.pdf.

14 Same as footnote 12.

15 Kalkowski, Julie, Nicole White, Kathleen Packard (et al). "Promoting Health and Strengthening Communities Through Financial Education." *All Things Ignatian*. Omaha, NE: Creighton University, 2014. Available at: https://dspace.creighton.edu/xmlui/handle/10504/49052.

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How to Integrate Financial Capability Services

Over the last decade, innovative organizations around the country have led the way in integrating financial capability services into social services with positive results.[16] These innovations include:[17]

- **Multiservice centers** that offer programs such as job training and placement, access to benefits, financial coaching, matched savings, and access to affordable banking products all in one location.[18] The members of the Working Families Success Network developed this approach and provide many examples of how it can be done.[19]
- **Matched savings programs** that are provided within homeownership or microenterprise programs or provided as part of targeted services for a particular population (e.g., independent living programs for youth transitioning out of foster care).[20]
- **Fatherhood programs** that offer an array of financially-focused services such as job training and placements, access to low-cost bank accounts, one-on-one financial coaching, and support in saving for their children's future education.[21]

We reviewed the experiences of these and other successful integration efforts around the country and identified three different approaches to integrate and deliver financial capability services—***refer, partner,*** *and* ***"do-it-yourself***."[22]

16 Bowen, Rita. *Financial Stability through Integrated Service Delivery: Highlights from the United Way System.* Alexandria, VA: United Way, 2011. Available at: http://unway.3cdn.net/a6b53e050d6a0507f4_y0m6yx1rg.pdf.
17 For information about integrating financial capability and asset-building services into federal programs, see *Family Strengthening through Integration and Scaling of Asset-Building Strategies*. Washington, DC: Prepared for the Office of Community Services by CFED, 2013. Available at: http://www.acf.hhs.gov/programs/ocs/resource/afi-field-scan-report.
18 Annie E. Casey Foundation. *An Integrated Approach to Fostering Family Economic Success. How Three Model Sites are Implementing the Center for Working Families Approach*. AECF, 2010. Available at: http://www.aecf.org/m/resourcedoc/aecf-CWFfosteringFES3modelsites-2010.pdf.
19 For more information about The Working Families Success Network, see: http://workingfamiliessuccess.com/.
20 For information about a program targeted toward youth transitioning out of foster care, see: http://www.jimcaseyyouth.org/sites/default/files/documents/Enduring%20Assets_Full%20Paper_09_20_12.pdf.
21 For information about a few of these initiatives, see: http://www.dcf.ks.gov/services/CSS/Pages/529.aspx and http://childandfamilyresearch.org/content/uploads/CS4C_FinalReport_web.pdf.
22 CFED. *Integration and Innovation: Lessons from Organizations Integrating Asset Building into Social Services*. Available at: http://cfed.org/assets/pdfs/Integration_Innovation_Lessons_From_Organizations_Integrating_Asset_Building_Into_Social_Services.pdf.

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Figure 3(a). Three Approaches to Financial Capability Services Integration

REFER

Finding organizations that provide services your clients need and setting up a process for referring clients to those services

ADVANTAGES

Less resource intensive since it relies on the capacity of other organizations

DISADVANTAGES

Clients have to travel to another location, which may limit take-up of services; referral partners may have different goals and outcomes, or their services may not be an ideal fit for your clients

PARTNER

Developing partnerships with other organizations to deliver financial capability services in one convenient location or with a shared brand

ADVANTAGES

Can maximize the strengths of each organization and allow clients to avoid traveling to multiple locations

DISADVANTAGES

May involve making compromises and giving up some autonomy over how services are provided and branded, and can take time to establish, especially when deciding where to locate services and how to brand them

DO-IT-YOURSELF

Building internal capacity to embed financial capability services into your existing programs

ADVANTAGES

Can ensure that goals and activities contribute to your organizational mission; provides all services at one location, thus lessening the potential for client drop-off between services

DISADVANTAGES

Is the most resource-intensive option; requires leadership buy-in, funding, and training and support for staff

Adapted from CFED. *Integration and Innovation: Lessons from Organizations Integrating Asset Building into Social Services*. Available at: http://cfed.org/assets/pdfs/Integration_Innovation_Lessons_From_Organizations_Integrating_Asset_Building_Into_Social_Services.pdf.

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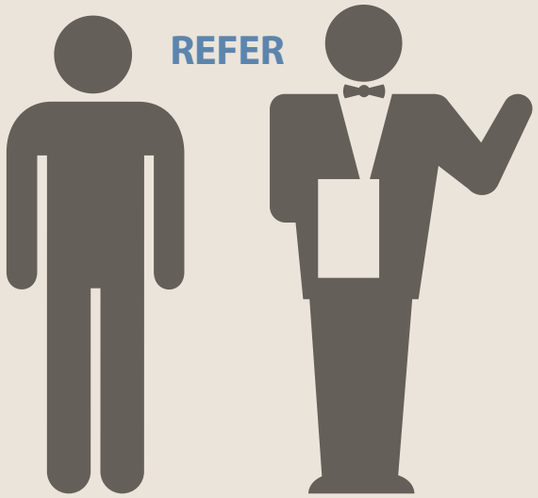
Each of these options has advantages and disadvantages depending on how easily clients can access the service and the resources required to implement it. The set of service-delivery options that best suits an organization's clients and capacity can vary widely. Implementation strategies can range from "light touch" integration, such as adding financial topics to an existing workshop, to "high touch" integration, such as a one-stop model in which many service providers organize under one roof to provide a range of financial capability and social services. This Guide was designed to help you engage in a thorough planning process to design and integrate impactful services that will build your clients' financial capability—and thus set them on a pathway toward greater financial security.

By working through the set of tools in this Guide, you will understand your clients' financial lives—both the current state and the desired future state. You will understand which specific services can move them from that current state to that desired future state. You will understand the landscape of local providers (including your own organization), and which ones are best positioned to meet the identified needs of your clients. Finally, you will put all that information together into a concrete plan of action—including winning the support of stakeholders whose buy-in will be critical to success.

Instructions and suggestions for how best to use the Guide and adapt it to your purposes appear in the "How to Use This Guide" section that follows.



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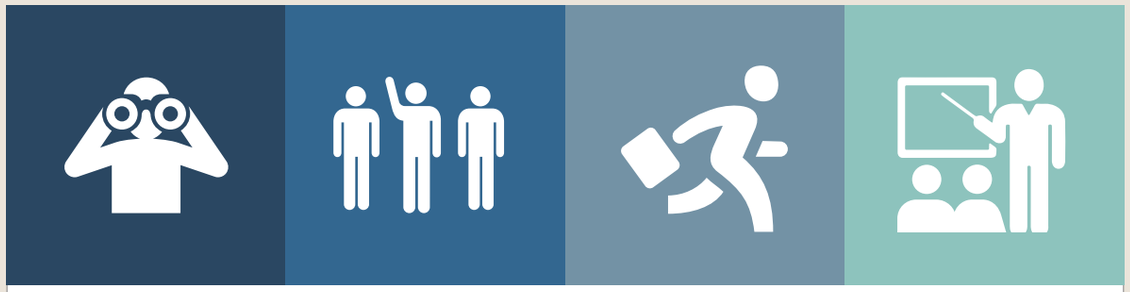
How To Use This Guide

Building Financial Capability (the Guide) is designed to help community-based organizations[23] integrate financial capability services into their current program workflows. This Guide is not a resource to give clients. Its core audiences are directors and managers who have responsibility for strategic planning and program design. Its primary purpose is to guide management staff, in a very practical way, through the decision-making and design process that supports successful services. The *Executive Summary* is written for organizational executives and is designed to summarize the key concepts in the Guide and explain how it can be used by staff at their organizations.

In this Guide, we use the word **services** to refer to financial capability services, and we use the word **program** to refer to the existing program into which financial capability services will be integrated. We make this distinction in the interest of consistency so that readers can follow along without confusion. As you complete the Guide and develop your own integration plan, feel free to change these terms to match those used by your organization.



The Guide's 13 tools are grouped into four sections that walk you step-by-step through the planning process. Each of the sections:

- Addresses an important focus in the planning process
- Introduces key concepts related to planning for financial capability integration
- Provides a list of what you need to complete each tool
- Includes a completed example of each tool
- Links to blank versions of each tool.

23 In this Guide, the term "community-based organization" refers to any entity, public- or private-sector, whose mission includes serving low-income communities or providing social services.

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How To Use This Guide (cont'd)

Section 1: Envisioning Your Clients' Financial Capability

In Section 1, you will use the tools to identify *whom* you are serving (i.e., the demographic and financial characteristics of your target program clients), *why* financial capability matters to them, and *what* financial capability services can help your clients achieve financial security. In the final tool in the section, you will lay this information out in a framework known as a Theory of Change. This framework yields the roadmap for how your clients "get from here to there"—showing where they are now in terms of financial security, where they can and want to be, and what financial capability services will help bring about the desired outcomes.

Section 2: Building the Team

In Section 2, you will assess the internal and external resources available for integrating into your programs the financial capability services you will have selected in Section 1. This assessment will help you select the best approach for delivering those services from among the three integration approaches:

- **Refer** clients out to a third party.
- **Partner** with another organization to provide services jointly.
- **Do it yourself** in-house.

You will likely use a combination of these approaches, especially if you decide to provide more than one financial capability service to address your clients' varied and complex financial needs.

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Section 3: Moving Into Action

The tools in Section 3 will help you develop a plan to implement the financial integration approach(es) that you selected in Section 2. Depending on whether you selected to provide services by referring, partnering, or doing it yourself during Section 2's exercises, your implementation plan may focus on building:

- **A clear pipeline** for referring clients to another organization.
- **A partnership** with another organization.
- **Your organization's own capacity** to deliver financial capability services to your clients in-house.

Section 3 also includes an important "capstone" planning tool, the Logic Model (Tool 12), which summarizes your entire planned set of activities and outcomes in an easy-to-read graphic.

Cross-Cutting Section: Making the Case

In order for your financial capability approach to succeed, you will need up-front approval and ongoing support from key stakeholders. For all organizations, but especially for those where financial capability represents a departure from business as usual, it is vital to craft compelling arguments backed by solid data. These arguments are crucial for winning support from the board of directors, staff at all levels, funders, potential implementing partners, clients themselves, and the wider community.

Building Financial Capability includes "Making the Case" as a stand-alone section because the work of engaging stakeholders cuts across every phase of the process. The integration planning team should be focused on stakeholder buy-in at each stage, from the earliest kick-off meetings, to the finishing touches of the plan—and throughout service delivery. Making the Case's tool, "Key Stakeholder Support," will help you to think through the priorities and perspective of each stakeholder group and then organize the information necessary to address those concerns persuasively.

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USING THE TOOLS

Building Financial Capability was designed to support community-based organizations that are at various stages of thinking about, planning, or implementing integrated financial capability services into their program offerings. If you are new to financial capability, you may want to start with Tool 1 and work through all 13 tools for a systematic and comprehensive approach to integrating financial capability services into your work. That approach may be advisable even if your organization has already had some experience with financial capability services. As an alternative to the systematic and comprehensive approach, however, you can pick and choose which tools you want to use and how you want to use the tools depending on your context and preferences.

For example:

- If you just want to learn more about which organizations are providing financial capability services in your community, you can go straight to Tool 5 to create an inventory of providers.
- If you already know how you want to deliver your financial capability services, you can skip to Section 3 to develop an integration plan.
- If you want to improve existing financial capability services, you may want to focus on the tools that re-visit aspects of your program that are not working as well—such as gaining a deeper understanding of the nuanced needs of your clients in Tool 1 or strengthening your referral process or partnerships with Tools 9 and 10. If you want to expand your existing financial capability services, you can start with the internal and external assessments in Tools 4 through 7, and then use Tools 9 through 11 to strengthen your in-house services, referrals, or partnerships.

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ABOUT THE TOOLS

Multiple Formats for Maximum Flexibility

Different users have different needs and organize their planning work in diverse ways. Because of this, the Guide presents the tools themselves in multiple formats. First, each section of the Guide includes completed examples of the tools based on the fictional organization, Hope Community Action Agency, described in the "From Start to Finish" text boxes. These provide the user with a concrete example of what each tool might look like when complete, how each tool builds upon previous ones, and what the final result of completing the entire Guide could be.

Each section includes links to blank versions of the tools for users to complete themselves. Blank tools are available in two formats: a Microsoft (MS) Word document and a fillable PDF. The fillable PDF allows for inputting information in a static format while the MS Word versions allow modification of the tools themselves.

The "One Stop Tool Shop" section provides all the blank tools in one place, which you can download individually or with the other tools. Here too, they can be downloaded as either fillable PDFs or as MS Word files. These options are provided to account for different preferences among users, and because in many cases, the work will be parceled out among staffers, with one person responsible for completing a given tool or section, and other people responsible for other tools or sections. Given such a scenario, the Guide makes it as easy as possible for a lead integration planner to package, download, complete, delegate, and distribute the blank tools in various flexible configurations.

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HOPE COMMUNITY ACTION AGENCY

This Guide includes a running narrative describing the experience of **Hope Community Action Agency (HCAA)** and its work to integrate financial capability services into its programming. Although the agency and its staff are fictional, they are based on real-world places and people, and HCAA's experience is broadly representative. As noted elsewhere, the Guide includes filled-in examples for each of its 13 tools; these have been populated with information reflecting the findings and analysis of the team from this fictional agency.

FROM START TO FINISH

HOPE COMMUNITY ACTION AGENCY

Introduction to Hope Community Action Agency

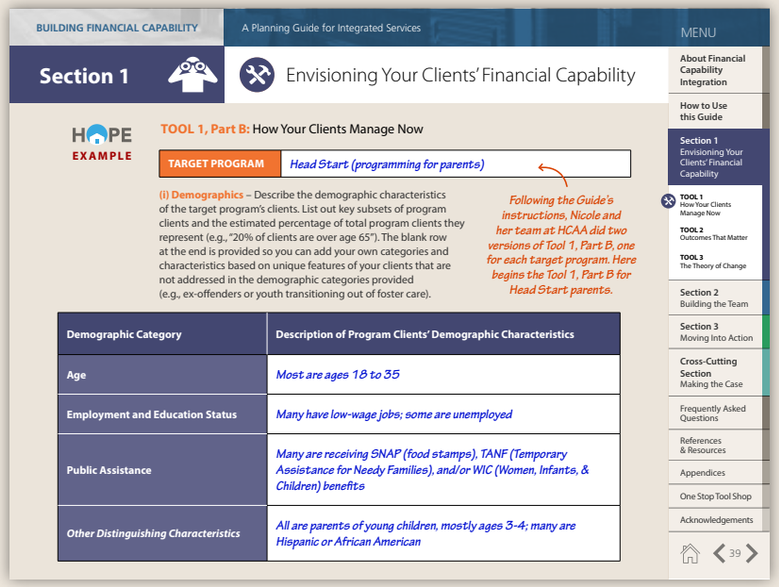
HCAA is a multiservice community-based organization located in Fairview, a small city whose population of 150,000 includes a sizeable proportion of recent immigrants and working-class families hit hard by the recession. The organization offers a wide range of services including a Head Start program, a food pantry, supportive housing, rental assistance, weatherization, afterschool programs, job training, computer classes, English as a Second Language, and more.

HOPE COMMUNITY ACTION AGENCY

All the completed example tools are the work products of the Guide's fictional organization, Hope Community Action Agency, or HCAA. HCAA ultimately chose two target programs into which to integrate financial capability services, so it completed two versions of many of the tools. We've highlighted those instances as a reminder that the duplication was deliberate (and that you may need to complete multiple versions, too).

In other cases, we've noted the opposite: that the team from HCAA would have completed multiple versions of a tool, but we are showing only one. A good example is Tool 6. The HCAA team had identified 10 potential community service providers using Tool 5. But space considerations prevented us from including all 10 versions of Tool 6 (the assessment tool which captures deeper information about the organizations inventoried in Tool 5).

We've highlighted those instances as well.



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Section 1 — Envisioning Your Clients' Financial Capability

HOPE EXAMPLE

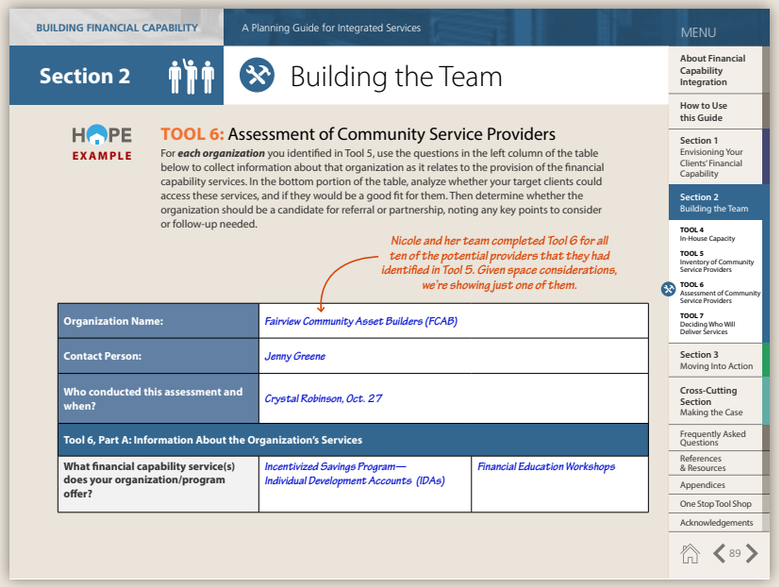
TOOL 1, Part B: How Your Clients Manage Now

TARGET PROGRAM	*Head Start (programming for parents)*

(i) Demographics – Describe the demographic characteristics of the target program's clients. List out key subsets of program clients and the estimated percentage of total program clients they represent (e.g., "20% of clients are over age 65"). The blank row at the end is provided so you can add your own categories and characteristics based on unique features of your clients that are not addressed in the demographic categories provided (e.g., ex-offenders or youth transitioning out of foster care).

Following the Guide's instructions, Nicole and her team at HCAA did two versions of Tool 1, Part B, one for each target program. Here begins the Tool 1, Part B for Head Start parents.

Demographic Category	Description of Program Clients' Demographic Characteristics
Age	*Most are ages 18 to 35*
Employment and Education Status	*Many have low-wage jobs; some are unemployed*
Public Assistance	*Many are receiving SNAP (food stamps), TANF (Temporary Assistance for Needy Families), and/or WIC (Women, Infants, & Children) benefits*
Other Distinguishing Characteristics	*All are parents of young children, mostly ages 3-4; many are Hispanic or African American*



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Section 2 — Building the Team

HOPE EXAMPLE

TOOL 6: Assessment of Community Service Providers

For ***each organization*** you identified in Tool 5, use the questions in the left column of the table below to collect information about that organization as it relates to the provision of the financial capability services. In the bottom portion of the table, analyze whether your target clients could access these services, and if they would be a good fit for them. Then determine whether the organization should be a candidate for referral or partnership, noting any key points to consider or follow-up needed.

Nicole and her team completed Tool 6 for all ten of the potential providers that they had identified in Tool 5. Given space considerations, we're showing just one of them.

Organization Name:	*Fairview Community Asset Builders (FCAB)*	
Contact Person:	*Jenny Greene*	
Who conducted this assessment and when?	*Crystal Robinson, Oct. 27*	
Tool 6, Part A: Information About the Organization's Services		
What financial capability service(s) does your organization/program offer?	*Incentivized Savings Program—Individual Development Accounts (IDAs)*	*Financial Education Workshops*

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Section 1

Envisioning Your Clients' Financial Capability

Here in Section 1, you will list which of your current programs might be the best platforms for integrating financial capability services. You'll analyze the financial lives of those programs' clients to determine their *current state* (how they manage their finances now), and you'll also articulate the *desired future state* (the outcomes that essentially answer the question "what would success look like?"). Finally, you'll identify the specific financial capability services that will potentially bring about that desired future state. The work you do in Section 1 will roll up into **Tool 3: Theory of Change**, the capstone tool for this section, which will provide a succinct graphic depiction of the *before, during,* and *after* of your financial capability services. As you work on Section 1's tools, bear in mind that future sections will guide you through more specific questions around execution. (**Section 2** will help you decide who should do what, and **Section 3** will help you put a comprehensive concrete plan together.) But here in Section 1, you will do the important upfront work of determining which clients to focus on, with which services, and towards which ultimate ends.[24]

By the time you finish this section, you will have:

- ✔ A written, comprehensive analysis of your clients' current financial lives.
- ✔ A set of targeted outcomes describing improvements you hope to see in clients' financial lives.
- ✔ A list of financial capability services that can help clients reach those outcomes.
- ✔ A Theory of Change model that ties all of these elements together.

Theory of Change

The tools in this section come together to form the Theory of Change

24 You may need to make adjustments to the decisions you make in Section 1 about whom to serve, what services to provide, and what outcomes to work toward once you refine your plan in future sections.

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Section 1

Envisioning Your Clients' Financial Capability

TOOL 1
How Your Clients Manage Now

What It Is

This tool lists the programs into which you intend to incorporate financial capability services. It captures information about the distinguishing financial capability characteristics (including strengths, needs, issues, and opportunities) among and between the clients of each of those programs.

Why It's Important

Everyone's financial lives are complex, so a picture of clients' financial situations that is based on interactions in one specific program setting may be incomplete. It is vital that you test your assumptions about clients and gather data about their financial lives. This will help ensure your services ultimately "meet clients where they are" and yield the intended outcomes.

How It Connects to Other Tools

Tool 1 directly ***feeds into Tool 2*** (where you will articulate the desired outcomes for the clients in each target program) and ***Tool 3*** (where you will select the services that will help the target clients to achieve those outcomes). In a larger sense, this tool provides the firm foundation for ***all that follows***, both the work you will do in Section 2 to select the best providers and in Section 3 to put together your plan of action.

TOOL 2
Outcomes That Matter

What It Is

This is a table documenting the outcomes (the positive changes) you want to see in the financial lives of clients from each target program.

Why It's Important

Clarity of intent, from a project's earliest stages, is essential to successful execution. This tool helps you clearly and specifically document what success would look like upfront.

How It Connects to Other Tools

Tool 2 is fed by Tool 1 (which identified the current financial capability issues of target clients). It ***feeds into Tool 3*** (where you will identify the financial capability services to which your target clients need access in order to reach these outcomes) and into ***Tool 12*** (the Logic Model that will serve as the ultimate blueprint).

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Section 1 Envisioning Your Clients' Financial Capability

TOOL 3
The Theory of Change (Section 1 Capstone Tool)

What It Is

This is the capstone tool of Section 1. It takes the work you did in Tool 1 (to analyze clients' current financial capability) and the work you did in Tool 2 (to define the desired outcomes) and adds to those two elements the missing piece: the specific services needed for clients to get "from here to there." This "before, during, and after" capstone tool is known as the Theory of Change.

The tools in this section come together to form the Theory of Change (the figure above)

Why It's Important

The Theory of Change captures the essence of your proposed services in a visually compelling graphic. It can serve as a powerful communication tool to explain your plans and intended impact to stakeholders. You can also refer back frequently to the Theory of Change as the project gets underway, to stay focused on the big picture.

How It Connects to Other Tools

Tool 3 is fed by Tool 1 (where you analyzed the needs of your target clients) and ***Tool 2*** (where you defined the results that you want to bring about for each group). It ***feeds into all the tools in Section 2,*** where you will be looking internally (in your own organization) and externally (in your community) to see what resources are available to bring this Theory of Change from theory to reality.

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HOPE COMMUNITY ACTION AGENCY

FROM START TO FINISH

The Kick-Off Meeting

After learning about the Guide at a conference, Nicole Johnson, *Director of Children and Family Services* at Hope Community Action Agency (HCAA), got excited about the possibilities for her organization. She and some of her colleagues had long recognized the many financial struggles facing HCAA clients and the way those struggles affected clients' ability to successfully take advantage of HCAA's programs. But the HCAA staff had never been sure how to begin to address those challenges. Now, armed with concrete tools from the Guide, Nicole took the idea to her organization's Executive Director, Darius Armstrong. Darius reviewed the Guide's Executive Summary, and, after persuasive arguments from Nicole, he agreed to let her convene an Integration Planning Team to work through the Guide. He tasked her with leading the team in developing an integration plan for the organization.

After careful consideration, Nicole asked the following people to participate on the Integration Planning Team:

- Hector Gonzales, Director of Housing Services
- Malcolm King, Senior Program Manager for Head Start (one of her direct reports)
- Roberta Bailey, her office's intern
- Jackie Davis, Development Officer

Nicole chose Head Start as one of the programs into which to integrate financial capability services because it was one of HCAA's most popular programs: it had the largest enrollment and it capitalized on the powerful force of parents' aspirations for their children. She chose housing because she and the program's director, Hector, had previously discussed the many financial challenges facing housing clients. Nicole met with Hector several times prior to the kick-off meeting, and he agreed enthusiastically to serve on the Integration Planning Team and get his staff on board, as Nicole was getting hers. Finally, Nicole

FROM START TO FINISH

included a representative from the development office to make sure that whatever the Integration Planning Team came up with would be as interesting as possible to potential funders.

By the time the morning of the kick-off meeting arrived, Nicole was grateful that she had studied the Guide. Her team expressed many of the doubts she had been told to anticipate ("We don't have enough time," "We don't have the necessary expertise," "We already know everything relevant about our clients' financial lives" "Our clients don't have the ability or the motivation to build financial capability"). Thanks to the Guide, she had effective responses for them all.

At what she thought was the meeting's conclusion, she distributed the tools in Section 1 to Malcolm and Hector so that they could capture the relevant information about Head Start parents and supportive housing tenants, respectively. Hector studied Tool 1 and then raised his hand.

"You know, Nicole, within the housing services program, there are all kinds of distinctions—senior citizens, single parents, young people aged 18-24, parolees. They have really different challenges and opportunities. Rather than do Tools 1-3 for a dozen different subgroups, I'd like to propose that right from the beginning, we pick one where we think we can have the biggest impact."

Jackie Davis, HCAA's Development Officer, spoke up. "You mentioned young people, Hector. One of HCAA's biggest funders, The Martin Foundation, has said a couple of times that they're really interested in seeing innovative proposals for that population. If you decide to focus on youth, I think that is definitely something I can pitch to the Foundation."

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The level of excitement in the room rose palpably. Roberta told the group, "That just seems to make so much sense, even leaving aside the funding question. People 18-24 are usually just about to start earning their first paychecks and taking over sole responsibility for their financial decisions. This is really that moment in a person's life where they're forming the financial behaviors that are going to shape their futures, for better or for worse."

Hector agreed, adding, "It's also perfect because my case managers have a much more hands-on relationship with the youth in transitional supportive housing. They are with us for just two years—an intense, cross-roads kind of time in their lives and we're interacting with them often. It's the right opportunity at just the right time for the kind of services we're talking about."

Hector offered to take the lead in completing Tool 1 for youth in their transitional supportive housing program, and Malcolm said he would lead the analysis of Head Start parents' financial lives. The group would convene in four weeks to review Tool 1 and work through Tools 2 and 3 as a group. Nicole reminded them not to get distracted (yet) by thoughts about "what's realistic."

"Right now," Nicole said, "we have a specific focus: how our clients are managing their financial lives now, what success would look like, and what it would take to get from here to there. We will figure out in Section 2 which resources are available and what's achievable," she said.

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Section 1 Envisioning Your Clients' Financial Capability

TOOL 1: How Your Clients Manage Now

This tool is divided into three parts which, taken together, will tell you what you need to know about who your clients are and what their financial lives are like. You'll start (in Part A) by listing the programs into which your financial capability services will be integrated. (Again, as a reminder, the Transitional Supportive Housing for Youth and Head Start examples used here are just that – examples.) Then in the first part of Part B, you'll document basic demographic information (e.g., age, employment, public assistance received, and other distinguishing characteristics) for the clients of those programs. In the second part of Part B, you'll analyze issues specific to clients' financial capability: the strengths, needs, challenges, and opportunities that characterize their management of their financial resources.

As you complete Tool 1, see Appendix B for further guidance on completing the client analysis, including how specific your analysis needs to be, why you should avoid a one-size-fits-all approach to service delivery, and examples of how client characteristics impact service design and delivery.

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TOOL 1: How Your Clients Manage Now (cont'd)

INSTRUCTIONS

In Part A, list the programs into which you are considering integrating financial capability services. Then, complete **Part B** *for each program*. Use the table in **Part B (i)** to describe the demographics of clients in these programs, ***creating one chart for each program.*** In **Part B (ii)**, follow the prompting questions to populate the table with detailed information about the financial capability of the clients in each program. It is, as you will see, a systematic and thorough exercise, and it concludes with **Part B (iii)**, where you have room to create a summary of how clients in each target program are managing their finances now.

What you need to complete this tool:

- ☐ Knowledge of the programs into which financial capability services will be integrated.
- ☐ Demographic and other data about the clients of those programs.
- ☐ Insights and experience from client-facing staff who are most familiar with the financial needs and circumstances of the people they serve.

DOWNLOAD

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- Blank Tool (fillable PDF)
  http://www.cfed.org/go/fc/T1f.pdf
- Filled-in Example (PDF)
  http://www.cfed.org/go/fc/T1e.pdf

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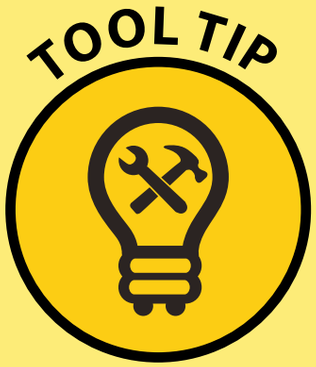
Section 1

Envisioning Your Clients' Financial Capability

Which program to target for integration?



Selecting the program(s) into which you will integrate financial capability services is a key first step in your planning process; this decision affects all other aspects of your planning. For example, the needs of the clients differ across your various programs, which will lead you to select different financial capability services for one program versus another. Before deciding which program(s) you want to target for integration, consider the following:

- **Client Need**
  - Are financial issues a clear obstacle to clients' success in the program?
  - *For example:* Domestic violence case workers report that identity theft or low credit scores are impediments to clients transitioning to new housing. Integrating financial capability services can address these challenges.
- **Opportunity**
  - Do financial topics already come up in the course of working with clients? Are aspects of financial capability services already incorporated in the program's workflow, which may just need to be refined to yield improved outcomes?
  - *For example:* Health Navigators collect income and other financial information from clients when helping them enroll in health insurance, so this could be a good opportunity to integrate conversations about budgeting.
- **Staff Buy-in**
  - Does program staff support financial capability and see a potential fit with their current program offerings?
  - *For example*: Program managers in a Head Start program, who see parents struggling with financial issues, may clearly see the connection between financial capability and the outcomes they want for the parents and children they serve.

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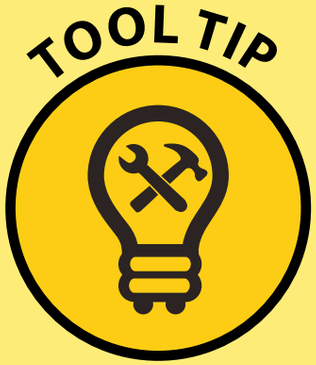
Section 1

Envisioning Your Clients' Financial Capability

Sources for collecting additional data about your target clients



Understanding all the financial strengths and needs of your target clients may require a little digging beyond your existing client data and staff knowledge. To better answer the questions listed in Part B of Tool 1, you can:

- ***Distribute a survey to clients***. You can use information from sample questionnaires and other financial capability assessment instruments, such as those developed by NeighborWorks America for the Success Measures (http://www.successmeasures.org/) project, to create these surveys.
- ***Conduct focus groups or individual interviews*** with people from populations you plan to target.
- ***Meet with financial capability service providers—such as nonprofit organizations, banks, and businesses—in your community*** to discuss the financial circumstances of your clients.
- ***Review national data sources*** such as the U.S. Census Bureau's American FactFinder (http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml). Organizations with strong capacity in data analysis may be interested in the *Survey of Consumer Finances* published regularly by the Board of Governors of the Federal Reserve System. (http://www.federalreserve.gov/econresdata/scf/scfindex.htm).
- ***Review CFED's Assets and Opportunity Scorecard*** (http://www.assetsandopportunity.org/scorecard), or the ***Local Data Center*** (http://assetsandopportunity.org/localdata/), which together provide data on a range of measures related to financial capability for every state and for thousands of cities and counties across the country.

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TOOL 1: How Your Clients Manage Now

In Part A, identify the programs into which you will integrate financial capability services, then use Part B to analyze and summarize how clients in those programs are managing their financial lives now.

TOOL 1, Part A: Target Programs

List the programs into which you want to integrate financial capability services, and then list how many clients participate in each program. These are the clients who will receive integrated financial capability services.

Target Program	Total Number of Clients Currently Participating in the Program
Transitional Supportive Housing for Youth	*Current capacity is for 30 youth*
Head Start	*150 parents & 175 children per year*

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TOOL 1, Part B: Client Financial Capability Analysis

Complete the tables in (i) and (ii) and the summary in (iii) for each target program identified in Part A.

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

(i) Demographics – Describe the demographic characteristics of the target program's clients. List out key subsets of program clients and the estimated percentage of total program clients they represent (e.g., "20% of clients are over age 65"). The blank row at the end is provided so you can add your own categories and characteristics based on unique features of your clients that are not addressed in the demographic categories provided (e.g., ex-offenders or youth transitioning out of foster care).

Demographic Category	Description of Program Clients' Demographic Characteristics
Age	*16-24 years old*
Employment and Education Status	*30% are employed in full-time or part-time jobs; most are unemployed but interested in working; many are also out of school and seeking high school or equivalency; some are also interested in postsecondary education or training.*
Public Assistance	*Benefits eligibility varies depending on whether they have reached age 18 and on their independence status. Some become eligible for benefits during the 24 month program period (or just after).*
Other Distinguishing Characteristics	*They were homeless before entering this program.*

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TOOL 1, Part B: Client Financial Capability Analysis (cont'd)

(ii) Financial Capability – Describe how your clients manage their financial resources, including what they struggle with and what they do well. Each of the six financial capability topics below comes with a list of prompting questions to stimulate your thinking. These questions are visible when you click on the icon next to the topic.

Financial Capability Topic	Client Analysis
Click Button for Prompting Questions: These questions are intended to help you think through various dimensions of your clients' financial capability. You do not need to answer all of the questions.	Analyze your program participants' current financial capability (knowledge, attitudes, skills, access to resources, behaviors, and life condition) as they apply to each topic area.
Money Management The income and expenses that comprise clients' household budget and how they manage this cash flow	• *They have learned a lot about budgeting and managing their cash flow to prepare for their move to their new apartment.* • *They want to learn how to budget in future years (projecting income and new expenses related to different phases of life.)* • *Want to create plans to make sure they can maintain financial stability when they transition out of the program.* • *They are really determined to be financially independent but worry about how to achieve this.* • *They struggle to find stable employment, so they have little earned income but receive public benefits that help them meet their basic living expenses each month.*
Income Supports Public benefits (such as Temporary Assistance for Needy Families, SNAP/ Food Stamps, child care assistance, transportation assistance) & tax credits (such as Earned Income Tax Credit, Child Tax Credit) that clients receive or could receive	• *May be eligible for supports including SNAP (food stamps), TANF, or Chafee funds for youth transitioning out of foster care.* • *They will need access to these and other benefits as they work toward independence.*

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TOOL 1, Part B: Client Financial Capability Analysis (cont'd)

(ii) Financial Capability (cont'd)

Financial Capability Topic	Client Analysis
Financial Products & Services Whether and how clients use transactional accounts, savings accounts, check-cashing services, rent-to-own services, car loans, and more	• *They don't yet have basic consumer skills such as ability to comparison shop and understand financial terms.* • *Many youth over age 18 have a checking account but want to be able to take advantage of other financial products.* • *Younger residents want to be able to open their own account, but struggle with this due to documentation issues.*
Credit & Debt Clients' ability to borrow money and amount of money owed (such as mortgages, student loans, credit cards, payday loans or rent-to-own services)	• *They aren't sure how to build their credit or what types of credit products are safe.* • *Some have negative credit histories due to identity theft by family members and others.*

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TOOL 1, Part B: Client Financial Capability Analysis (cont'd)

(ii) Financial Capability (cont'd)

Financial Capability Topic	Client Analysis
Savings & Investments Money clients have set aside for future use and assets they own (such as a home, small business, postsecondary education)	• *Most understand the importance of saving, but don't consistently save because they aren't sure how, especially since they currently have very little, if any, earned income.* • *Motivated to build their future through employment and education, and they have access to resources for college through Chafee funding.* • *Many want to buy a car to increase their independence and employment options.*
Consumer Protection & Insurance Clients' knowledge about and usage of predatory services; insurance products (such as medical, dental, car, homeowner's, renter's, or life insurance) they have or could use	• *Most are eligible for Medicaid to address healthcare needs.* • *Don't have a lot of information about predatory services or how to avoid them.* • *Some have cars but they need car insurance to prevent legal problems.*

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TOOL 1, Part B: Client Financial Capability Analysis (cont'd)

(iii) Financial Capability Summary – Identify common themes and areas of greatest need and opportunity from the detailed analysis of clients' financial capability you performed in the table in #2 of this tool. These are the areas where you will focus your efforts to build clients' capacity to manage their financial resources more effectively. When compiling this summary, consider:

- In which area(s) do clients have the greatest number of challenges?
- What common themes do you see across the topics?
- What are clients' most important aspirations for their financial lives?
- What are the greatest impediments to clients' success in the targeted program and to their long-term financial security?

Summary of Clients' Current Financial Capability
List the program into which you will integrate financial capability, and summarize the findings from the analysis you conducted in (ii).

Target Program: Transitional Supportive Housing for Youth

Summary of Clients' Financial Capability:

- *Want to save and build assets (education, car, small business) to achieve independence and financial stability, but need help to reach these goals.*
- *Lack information about how to avoid costly predatory financial services and how to access safe and low-cost bank products they can use to manage their income now and in the future.*
- *Aren't sure how to compare credit products to select the best ones for them.*

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TOOL 1, Part B: How Your Clients Manage Now

TARGET PROGRAM	*Head Start (programming for parents)*

Following the Guide's instructions, Nicole and her team at HCAA did two versions of Tool 1, Part B, one for each target program. Here begins the Tool 1, Part B for Head Start parents.

(i) Demographics – Describe the demographic characteristics of the target program's clients. List out key subsets of program clients and the estimated percentage of total program clients they represent (e.g., "20% of clients are over age 65"). The blank row at the end is provided so you can add your own categories and characteristics based on unique features of your clients that are not addressed in the demographic categories provided (e.g., ex-offenders or youth transitioning out of foster care).

Demographic Category	Description of Program Clients' Demographic Characteristics
Age	*Most are ages 18 to 35*
Employment and Education Status	*Many have low-wage jobs; some are unemployed*
Public Assistance	*Many are receiving SNAP (food stamps), TANF (Temporary Assistance for Needy Families), and/or WIC (Women, Infants, & Children) benefits*
Other Distinguishing Characteristics	*All are parents of young children, mostly ages 3-4; many are Hispanic or African American*

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HOPE COMMUNITY EXAMPLE

TOOL 1, Part B: Client Financial Capability Analysis (cont'd)

(ii) Financial Capability – Describe how your clients manage their financial resources now, including their needs and challenges as well as their strengths and opportunities. Each of the six financial capability topics below comes with a list of prompting questions at the end of Part B to stimulate your thinking.

Financial Capability Topic **Click Button for Prompting Questions:** These questions are intended to help you think through various dimensions of your clients' financial capability. You do not need to answer all of the questions.	Client Analysis *Analyze your program participants' current financial knowledge, attitudes, skills, access to resources, behaviors, and life condition as they apply to each topic area*
Money Management *The income and expenses that comprise clients' household budget and how they manage this cash flow*	• *They want to find out more about budgeting and money-saving tips such as couponing.* • *Many struggle with meeting basic needs and sometimes use our emergency services.* • *They have higher spending needs in August (back-to-school) and December (holidays).* • *They have to pay a lot more for child care in the summer months.*
Income Supports *Public benefits (such as Temporary Assistance for Needy Families, SNAP/ Food Stamps, child care assistance, transportation assistance) & tax credits (such as Earned Income Tax Credit, Child Tax Credit) that clients receive or could receive*	• *Aren't sure what tax credits they could get or how this is determined.* • *Usually pay someone to file their taxes.*
Financial Products & Services *Whether and how clients use transactional accounts, savings accounts, check-cashing services, rent-to-own services, car loans, and more*	• *Some clients expressed interest in learning about financial products they can use if they have trouble opening bank accounts.* • *Lots of mistrust and bad experiences with banks.*

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TOOL 1, Part B: Client Financial Capability Analysis (cont'd)

(ii) Financial Capability (cont'd)

Financial Capability Topic	Client Analysis Analyze your program participants' current financial knowledge, attitudes, skills, access to resources, behaviors, and life condition as they apply to each topic area
Credit & Debt *Clients' ability to borrow money and amount of money owed (such as mortgages, student loans, credit cards, payday loans or rent-to-own services)*	• *Many parents said they want to learn more about how to pay off their debts and fix their credit.* • *Clients said they don't feel comfortable discussing their debt problems with their Family Service Worker but trust them to provide information about different resources available at our organization or in the community.* • *High levels of debt (credit cards, medical debt, student loans).*
Savings & Investments *Money clients have set aside for future use and assets they own (such as a home, small business, postsecondary education)*	• *Because of their low earnings, most Head Start parents have difficulty saving, but many parents said that they're interested in saving.* • *Many parents are interested in going to college.* • *Some parents own homes.* • *Some parents are interested in buying a house in 3-5 years.* • *Many parents own vehicles.*
Consumer Protection & Insurance *Clients' knowledge about and usage of predatory services; insurance products (such as medical, dental, car, homeowner's, renter's, or life insurance) they have or could use*	• *Some of the parents receive Medicaid, but most likely some who are eligible are not receiving it.* • *Few have any type of insurance through their employers.* • *Many clients said they had used payday loans in the past.*

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TOOL 1, Part B: Client Financial Capability Analysis (cont'd)

(iii) Financial Capability Summary – Identify common themes and areas of greatest need and opportunity from the detailed analysis you performed in the table in #2 of clients' financial capability. These are the areas where you will focus your efforts to build clients' capacity to manage their financial resources more effectively. When compiling this summary, consider:

- In which area(s) do clients have the greatest number of challenges?
- What common themes do you see across the topics?
- What are clients' most important aspirations for their financial lives?
- What are the greatest impediments to clients' success in this program and long-term financial security?

Summary of Clients' Current Financial Capability

List the program into which you will integrate financial capability, and summarize the findings from the analysis you conducted in (ii).

Target Program: Head Start (programming for parents)

Summary of Clients' Financial Capability:

- *Paying off debt is a priority so it isn't draining their monthly income.*
- *Want to improve their credit so they have more housing and job options, and more credit product options for when they're ready to buy a car or house, or pursue postsecondary education.*
- *Want to learn more about free tax filing options and available tax credits.*
- *Having enough money to meet basic needs from month-to-month and during months when their expenses are a lot higher (summer, back-to-school, holidays) is a challenge.*

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FROM START TO FINISH

Understanding Clients' Financial Capability

Malcolm and Hector spent several weeks collecting information to complete Tool 1. They used multiple sources: tenant databases, rental applications, insights from case workers, and conversations with clients. With Nicole's permission, Hector borrowed some of Roberta's time to help him conduct focus group discussions among the young people currently in transitional supportive housing. Malcolm likewise arranged to have quick interviews with a sample of Head Start parents, about twenty in all, for about 15 minutes as they were dropping off or picking up their children. Malcolm and Hector were excited to share with the rest of the Integration Planning Team the new insights they gained into the clients' financial capability, including those clients' strengths as well as their challenges.

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Envisioning Your Clients' Financial Capability

Uncovering new information about clients

Mercy Housing Lakefront, one of the organizations that tested the tools in *Building Financial Capability*, is a large affordable housing provider in Chicago, Illinois. To complete Tool 1, staff members pulled income and employment data about residents from the organization's databases. They used this data to create a table listing the percentage of residents in each property who were unemployed, receiving Social Security Disability Income (SSDI), receiving other types of income, or not currently receiving income. Mercy Housing Lakefront learned through this analysis that approximately half of its residents were on a fixed income of SSDI benefits. Their financial goals and concerns were very different from those of people with no income or those whose income derived from sources not subject to the same rules governing SSDI. Mercy Housing Lakefront decided to develop a specialized set of financial capability services for the segment of housing residents receiving SSDI, something the staff would not have done (or known to do) had they not worked through Tool 1.

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Section 1 Envisioning Your Clients' Financial Capability

TOOL 2: Outcomes that Matter

By now you should have a clear picture of who your target clients are: their relevant demographic characteristics and insight into their current financial capability. (This is the information that Tool 1 generates, assuming you are working with the tools in sequence.) Now, with Tool 2, you will document the outcomes you want to help create for your clients. As noted earlier in this Guide, financial capability involves multiple dimensions (knowledge, skills, and access to resources). So financial capability interventions can, correspondingly, be used to affect a whole host of outcomes: from changes in the amount of money saved, to the use of insurance products, to improved credit scores, and many others.

When deciding "what success will look like" for your financial capability services, it's important to keep in mind the larger picture of your organization's mission and the goals of its existing program offerings. Your clients' financial issues affect their ability to succeed in your organization's current programs. So helping to build their financial capability can help clients overcome these barriers to success, improving your organizational outcomes as well as their own life prospects. As you develop your client outcomes, focus on those that both address the client needs and priorities identified in Tool 1 and the mission and priorities of your organization. To guide the development of these outcomes, Appendix C contains a table of commonly targeted client financial capability outcomes used by the field.

The tools in this section come together to form the Theory of Change (the figure above).

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TOOL 2: Outcomes that Matter (cont'd)

INSTRUCTIONS

Complete Part A (about your organization's own mission and its measures of success) using information that should be readily available in-house. Then complete Part B using information gathered in Tool 1. These outcomes will roll up into the next tool, the Theory of Change (Tool 3), which is the capstone tool for this section. They will also be further refined in the Logic Model (Tool 12).

What you need to complete this tool:

- ☐ Information about your clients' financial capability. (From Tool 1)
- ☐ Understanding of commonly targeted outcomes for clients' financial capability. (See Appendix C for examples.)
- ☐ Information about your organization's mission and measures of success.

DOWNLOAD

- Blank Tool (MS Word)
  http://www.cfed.org/go/fc/T2w.docx
- Blank Tool (fillable PDF)
  http://www.cfed.org/go/fc/T2f.pdf
- Filled-in Example (PDF)
  http://www.cfed.org/go/fc/T2e.pdf

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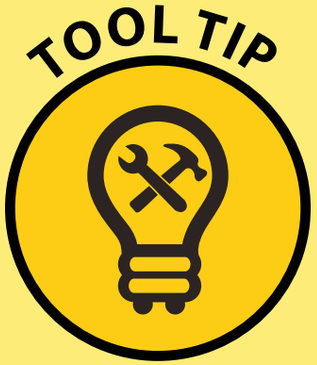
Focus on financial capability outcomes, not outputs



Financial capability outcomes are the knowledge, attitudes, behaviors, and life conditions you influence in those you serve.[25] Be careful not to confuse *outputs* with *outcomes*. For example, the number of financial counseling sessions delivered is an *output*; it describes a program's activity, not a change in knowledge, attitudes, behaviors, and life conditions of the client. On the other hand, an improved credit score, or increased savings, is a financial capability *outcome*—an indicator of the change a program made in a client's life.[26]

25 Chan, Pamela, Kori Hattemer, Emily Hoagland, and Elizabeth McGuinness. *Tracking Financial Capability: Identify and Prioritize Your Expected Outcomes*. Washington, DC: CFED, 2015. Available at: ***http://cfed.org/assets/pdfs/Identify_and_Prioritize_Your_Outcomes.pdf***.

26 Same as footnote 25.

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HOPE COMMUNITY EXAMPLE

TOOL 2: Outcomes that Matter

Complete Part A using information that should be readily available within your organization. Then complete Part B using information gathered in Tool 1.

PLEASE NOTE: If you are *already* measuring financial capability outcomes related to these services, be sure to list them as part of your overall organizational review. Then include them in the table *if* they are relevant for the target clients as well.

TOOL 2, Part A: Organizational Mission

1. State your organization's mission.	**2.** List the outcomes, or measures of success, your organization is currently focused on across all activities to achieve your mission.
To empower low-income members of Fairview with the resources, training, and support they need to achieve self-sufficiency.	*Improved access to resources (improved housing, access to jobs, access to food and transportation); increased stability; greater self-sufficiency.*

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TOOL 2, Part B: Outcomes Based On Analysis of Program Clients

List your target program clients' current financial capability (from Tool 1, Part B) in the column on the left. In the right column, develop a list of financial capability outcomes that would represent additional capacity to manage financial resources effectively. Make sure you have at least one outcome on the right that addresses each item listed on the left. You may have multiple outcomes for each financial capability issue listed on the left.

Program Clients' Current Financial Capability *(From Tool 1, Part B) List the program into which you will integrate financial capability, and summarize the findings from your client analysis.*	**Target Outcomes** *List financial capability outcomes that would represent an improved result for these clients. *Use an asterisk to denote any outcomes you already track in your work.*
Target Program: *Transitional Supportive Housing for Youth* *Clients' Current Financial Capability:* • *Want to save and build assets (education, car, self-employment) to achieve independence and financial stability, but need help to reach these goals.* • *Lack information about how to avoid costly predatory financial services and access to safe and low-cost bank products they can use to manage their income now and in the future.* • *Aren't sure how to compare credit products to select the best ones for them.*	• *Establish financial goals linked to financial independence.* • *Open a savings account.* • *Make regular deposits to savings account.* • *Increase the amount of their savings.* • *Increase their net worth.* • *Understand their eligibility for public benefits.* • *Regularly use a personal budget to manage finances.* • *Progress toward reaching financial goals.* • *Enroll in or complete higher education.* • *Know how to access, read, and understand their credit reports.* • *Access their credit reports.* • *Improve their credit scores or establish credit for the first time.* • *Open a transactional account.* • *Use transactional account to manage bill payments.*

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TOOL 2, Part B: Outcomes Based On Analysis of Program Clients (cont'd)

Program Clients' Current Financial Capability (From Tool 1, Part B) List the program into which you will integrate financial capability, and summarize the findings from your client analysis.	**Target Outcomes** List financial capability outcomes that would represent an improved result for these clients. *Use an asterisk to denote any outcomes you already track in your work.
Target Program: *Head Start (programming for parents)* *Clients' Priority Financial Issues:* • *Paying off debt is a priority so it isn't draining their monthly income.* • *Want to improve their credit so they have more housing and job options, and more credit product options for when they're ready to buy a car or house, or pursue postsecondary education.* • *Want to learn more about free tax filing options and available tax credits.* • *Having enough money for basic needs from month-to-month and during months when their expenses are a lot higher (summer, back-to-school, holidays) is a challenge.*	• *Know how to access, read, and understand their credit reports.* • *Are confident that they can reduce debt.* • *Access their credit reports.* • *Improve their credit scores.* • *Have reduced levels of debt.* • *Consistently use a cooling-off period before taking on debt.* • *Have fewer debts past due.* • *Know about free tax preparation options.* • *File their taxes for free.* • *Have decreased costs of tax filing.* • *Have increased income through tax credits and refunds.*

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HOPE COMMUNITY ACTION AGENCY

FROM START TO FINISH

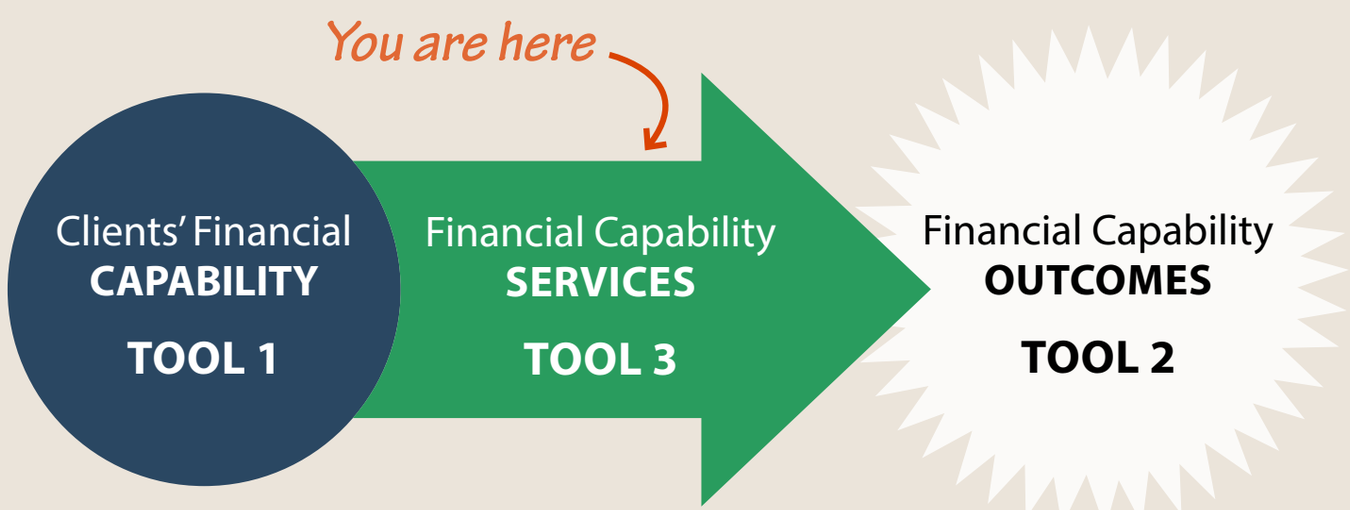
Towards a Theory of Change

At their next planning team meeting, Malcolm and Hector shared what they had learned about the current financial capability of clients in Head Start and transitional supportive housing for youth. The team talked through how each group could build their financial capability, and decided on a list of outcomes, drawing on the sample table of outcomes in Appendix C of the Planning Guide for ideas. Then the team selected financial capability services that would benefit the Head Start parents and other services that would help the youth in transitional housing build financial capability. The team pulled all these pieces together into Tool 3: Theory of Change, and prepared to begin Section 2, where they would figure out who would provide the financial capability services they had selected.

Section 1 Envisioning Your Clients' Financial Capability

TOOL 3: The Theory of Change

The **Theory of Change** captures the analysis you conducted in Tool 1 (about the targeted programs' clients' current financial capability), along with the list of target outcomes you developed in Tool 2 (which represent an improvement in their financial capability). Then it fills in the missing piece: the services you plan to offer that will get clients from where they are now to the target outcomes.



The tools in this section come together to form the Theory of Change

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Section 1

Envisioning Your Clients' Financial Capability

TOOL 3: The Theory of Change (cont'd)

You can use many different services to help your clients build financial capability, including:

- **Financial Education** – Workshops and classes on financial topics, offered in a series or standalone sessions.
- **Financial Coaching** – Ongoing one-on-one interactions that focus on achieving financial goals.
- **Financial Counseling** – One-on-one interactions that focus on solving immediate financial issues.
- **Credit Counseling** – Assistance organizing, prioritizing, or paying down debt; helps participants monitor and manage credit.
- **Credit Building –** Access to products or programs that help participants build or re-build credit.
- **Access to Safe and Affordable Financial Products** – Access to or encouraging the use of financial products that are low-cost, convenient, and transparent.
- **Free Tax Preparation Assistance** – Volunteer Income Tax Assistance (VITA) or Tax Counseling for the Elderly (TCE) programs; often includes promoting the Earned Income Tax Credit (EITC).
- **Access to Federal and State Benefits** – Screen participants for benefits eligibility and provide assistance in accessing benefits, such as SNAP (Food Stamps), child care, or transportation subsidies.
- **Incentivized Savings Programs** – Work with participants to save for their goals and provide savings incentives that they can use for an asset purchase or another expense.
- **Asset Ownership Programs** – Support participants in building and/or maintaining assets such as retirement savings, a small business, a home, a vehicle, or postsecondary education for themselves or their children.

This list of services can serve as a starting point for selecting the financial capability services that will help your target program clients achieve the identified set of financial capability outcomes. They all address one or more of the six financial capability topics listed in Tool 1. Figure 4 illustrates how each of the ten financial capability services in this list plots against the list of financial capability topics.

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Envisioning Your Clients' Financial Capability

Figure 4. Financial Capability Services by Topic Area

Money Management
- Financial Education
- Financial Counseling
- Financial Coaching
- Asset Ownership Programs

Income Supports
- Free Tax Preparation Assistance
- Access to Federal and State Benefits

Credit and Debt
- Credit Counseling
- Credit Building

Financial Product & Services
- Access to Safe and Affordable Financial Products
- Incentivized Savings Programs
- Credit Building

Savings & Investments
- Incentivized Savings Programs
- Asset Ownership Programs

Consumer Protection & Insurance
- Access to Safe and Affordable Financial Products

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Section 1 Envisioning Your Clients' Financial Capability

TOOL 3: The Theory of Change (cont'd)

INSTRUCTIONS

For each program, summarize your target clients' current financial capability (from Tool 1) in the circles on the left of the Theory of Change graphic. Then, in the starbursts on the right side of the graphic, indicate your targeted financial capability outcomes for clients in these programs (from Tool 2). For each outcome, list the financial capability service(s) you think will help to bring about this change in the arrows in the middle. After you have done this, you will summarize your Theory of Change for each target program into a brief narrative that will become your "elevator pitch" when you need to make the case for your financial capability work to stakeholders. (This elevator pitch will also be useful in the Key Stakeholder Support tool to be found in the "Making the Case" section.)

Theory of Change

The tools in this section come together to form the Theory of Change

What you need to complete this tool:

- ☐ Target population analysis. (From Tool 1)
- ☐ Target financial capability outcomes. (From Tool 2)
- ☐ Knowledge of financial capability services. (See Appendix A for more information about financial capability services.)

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- Blank Tool (fillable PDF) http://www.cfed.org/go/fc/T3f.pdf
- Filled-in Example (PDF) http://www.cfed.org/go/fc/T3e.pdf

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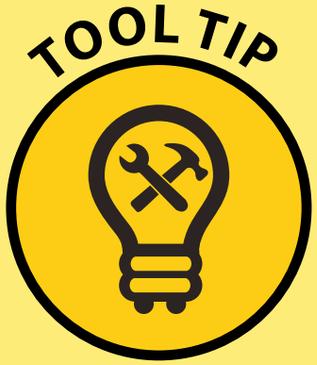
Envisioning Your Clients' Financial Capability

The power of the Theory of Change



The Theory of Change will be helpful in messaging your program to key stakeholders whose support you need for your work, such as executive leadership or external funders. It is a powerful statement that shows you have a strategy for addressing clients' financial challenges that will lead to improved outcomes for your clients and your organization. You can use the Key Stakeholder Support tool to further refine your message to various stakeholders.

Meeting clients where they are

The DC Department of Human Services (DHS) wanted to integrate financial capability services into its family homeless shelter program to help TANF-eligible families build a personal safety net to manage their financial needs after leaving the shelter. One option DHS considered was providing a matched savings program, such as an Individual Development Account (IDA) program in which participants would save money (matched by DHS) to purchase an asset, such as a home, car, or postsecondary education. However, because DHS staff members knew that their clients would not be ready to purchase such long-term major assets, they decided instead to develop a matched savings program with more flexible spending uses. This program would allow clients to use the money to pay down debt, pay the first month's rent or security deposit for an apartment, or purchase home furnishings. DHS' experience provides a good example of "meeting clients where they are" — with services designed to respond to their priority needs and set them on their path towards financial security.

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SECTION CAPSTONE TOOL SECTION 1

HOPE COMMUNITY EXAMPLE

TOOL 3: The Theory of Change (Section 1 Capstone Tool)

Part A. Select the financial capability services that will help the participants in each program achieve the desired outcomes (from Tool 2) and list them in the middle column of the table below. Make sure that all the outcomes listed in your Theory of Change table connect directly to at least one of the financial capability services you plan to provide. You can revise or remove outcomes you selected in Tool 2 if they no longer seem attainable. You will further refine these services and determine who will provide them in the next two sections of this Guide.

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

Clients' Financial **CAPABILITY** **TOOL 1**	Financial Capability **SERVICES** **TOOL 3**	Financial Capability **OUTCOMES** **TOOL 2**
• *Want to save and build assets (education, car, self-employment) to achieve independence and financial stability, but need help to reach these goals.* • *Lack information about how to avoid costly predatory financial services and lack access to safe and low-cost bank products they can use to manage their income now and in the future.* • *Aren't sure how to compare credit products to select the best ones for them.*	• *Financial education* • *Financial counseling* • *Access to safe & affordable financial products* • *Incentivized savings program*	• *Establish financial goals linked to financial independence.* • *Open a savings account.* • *Make regular deposits to savings account.* • *Increase their amount of savings.* • *Increase their net worth.* • *Understand their eligibility for public benefits.* • *Regularly use a personal budget to manage finances.* • *Progress toward reaching financial goals.* • *Enroll in or complete higher education.* • *Know how to access, read, and understand their credit reports* • *Access their credit reports.* • *Improve their credit scores or establish credit for the first time.* • *Open a transactional account* • *Use transactional account to manage bill payments.*

Section 1

Envisioning Your Clients' Financial Capability

HOPE COMMUNITY EXAMPLE

TOOL 3, PART A: The Theory of Change

TARGET PROGRAM	*Head Start (programming for parents)*

Here too with Tool 3, Nicole and her team from HCAA completed two Theories of Change, one for each target program. Here's the version for Head Start parents.

- *Paying off debt is a priority so it isn't draining their monthly income.*
- *Want to improve their credit so they have more housing and job options, and more credit product options for when they're ready to buy a car or house, or pursue postsecondary education.*
- *Want to learn more about free tax filing options and available tax credits.*
- *Having enough money to meet basic needs from month-to-month and during months when their expenses are a lot higher (summer, back-to-school, holidays) is a challenge.*

- *Credit counseling*
- *Free tax preparation assistance*

- *Know how to access, read, and understand their credit reports.*
- *Are confident that they can reduce their debt.*
- *Access their credit reports.*
- *Improve their credit scores.*
- *Have reduced levels of debt.*
- *Consistently use a cooling-off period before taking on debt.*
- *Have fewer debts past due.*
- *Know about free tax preparation options.*
- *File their taxes for free.*
- *Have decreased costs of tax filing.*
- *Have increased income through tax credits and refunds.*

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HOPE COMMUNITY EXAMPLE

TOOL 3, PART B.

Develop a brief narrative of your completed Theory of Change for each target program. Note your program clients' current financial capability, what outcomes you are targeting, and the services you plan to provide to achieve those outcomes.

Narrative Theory of Change
Transitional Supportive Housing for Youth: *Our young residents are grappling with the responsibility of maintaining their own apartment for the first time, while also needing to prepare for a financially stable and independent future. They need information about basic financial products and credit products, and they need practice using such products, so they don't face unnecessary barriers or fall prey to costly alternative services. We will provide financial education and financial counseling to help them learn how to manage what they have now and how to build financial skills they will need when they transition to permanent housing. We will connect them to safe, affordable financial products and incentivized savings programs to help them reach their goals.*
Head Start: *Our Head Start parents find it difficult to manage their monthly family budget with insufficient income. They struggle to pay fluctuating expenses for their children's care, and they are stressed about their debt levels. We will provide credit counseling and free tax preparation assistance to help them reduce their debt, save money on tax preparation, increase their income through receiving tax credits, and feel more confident about their family's financial future.*

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Section 2 Building the Team

In Section 1, you determined which financial capability services you want to integrate into your programs to help participants improve their financial capability. The next step is to determine how you will integrate those services.

The tools in this section help you collect and analyze information about available resources—internal and external—so you can decide on the best integration approach(es) to deliver your financial capability services. You might choose:

- ***to refer*** your clients to a third-party organization
- ***to partner*** with another organization to provide services at a single location, or
- ***to "do-it-yourself"*** by delivering services through your own staff and internal programs.

Figure 3(b) provides some information about factors you should consider when weighing each of the three approaches above. (Figure 3(a) provided a brief description of the three approaches, including their respective advantages and disadvantages.) Examples of organizations that use each of these approaches are described throughout the Guide in the Tool Tips and Lessons from the Field.

By the time you finish this section, you will have:

- ✔ A written analysis and set of recommendations regarding your organization's in-house capacity to provide financial capability services.
- ✔ An inventory of providers of relevant services in your community.
- ✔ An assessment of which financial capability services other organizations in your community can provide to your clients, including how well and at what scale.
- ✔ A team of organizations that can provide financial capability services to your clients, selected based on information gathered about the capacity of your organization and service providers in your community.

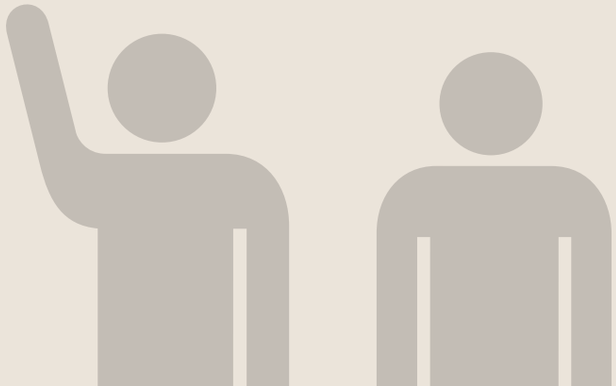

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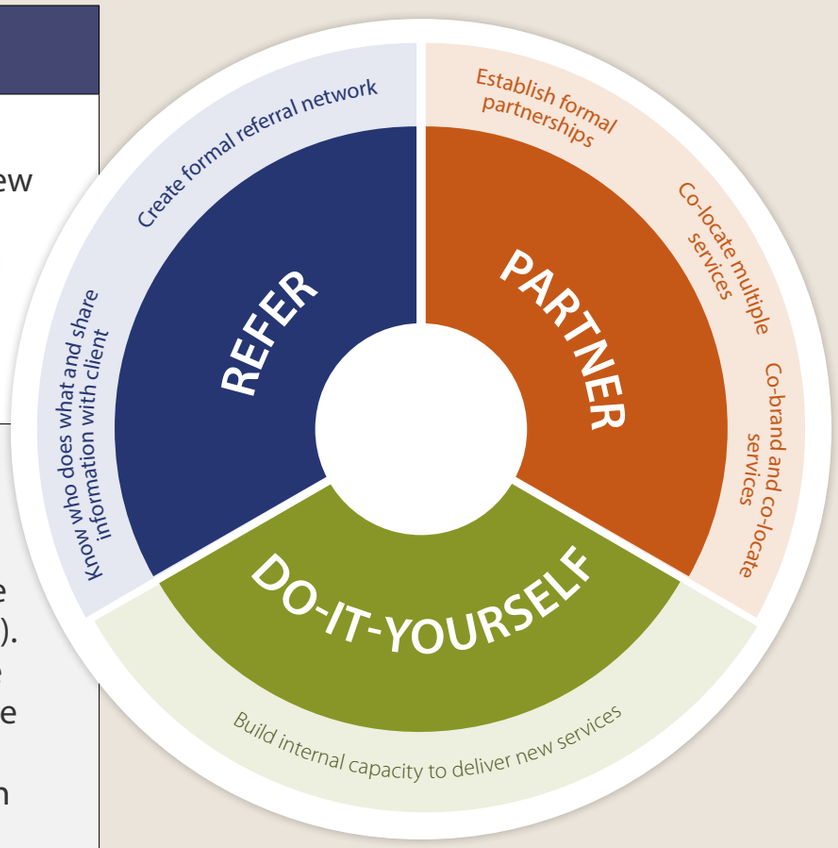
Figure 3(b): Integration Approaches: Factors to Consider

	Considerations for When to Choose This Approach
DIY	• Your staff has the skills and time to provide a new service. • Your organization is able to train existing staff to provide the new service. • Your organization has or can raise the funds to hire new staff to provide this service. • There is a strong or unique client need for the service and no other organization can provide it to your clients.
Partner	• You do not have the capacity to provide a service that your clients need to improve their financial capability. • An organization in your community is able to provide this service to your clients, but a referral arrangement is not feasible (e.g., the organization's location is not accessible to your clients). • Another organization has the flexibility and capacity to provide services at your location and to make sure they're tailored to the needs of your clients and the outcomes you hope to achieve. • All partners are willing to invest in building a partnership and in working to sustain it.
Refer	• You do not have the capacity to provide a service that your clients need to improve their financial capability. • An organization has capacity to serve your clients in addition to their existing clients. • Your clients are able to travel to the organization's site and access their services easily. • The organization's services are a good fit for and sensitive to your clients' needs and circumstances.



See Figure 3(a) for a full description of each of these approaches, including the advantages and disadvantages.

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TOOL 4
In-House Capacity

What It Is

This set of exercises captures information about your organization's relevant experience and objectives in integrating financial capability, how your ideas for financial capability services fit within your current program workflow, and what capacity your organization has to deliver in-house the financial capability services you are considering.

Why It's Important

This assessment helps you determine whether your organization has the capacity to provide services in-house. It also helps identify what additional resources this may require.

How It Connects to Other Tools

Tool 4 is fed by Tool 3, in which you identified the specific financial capability services you want to provide. It ***feeds into Tool 7*** (where you will select the best service provider and approach) and ***Tool 11*** (where you develop your DIY Plan).

TOOL 5
Inventory of Community Services Providers

What It Is

This tool helps you create an inventory of organizations that could provide financial capability services to the clients in each of your target programs. It includes space to indicate who from your team will complete an assessment of the listed organizations and the point of contact at each organization.

Why It's Important

Completing this tool will give you a more complete picture of the organizations that provide financial capability services in your community. It will help you begin to identify the specific service provider(s) that can most effectively work with your clients.

How It Connects to Other Tools

Tool 5 is fed by Tool 3, in which you identified the specific financial capability services you want to provide. It ***feeds into Tool 6***, where you will more deeply analyze the identified organizations to determine if they are candidates for a referral arrangement or partnership.

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TOOL 6
Assessment of Community Services Providers

What It Is

This tool provides a questionnaire used to assess the capacity of organizations to provide financial capability services for your clients through a partnership or referral arrangement. It helps you see whether their services are a good fit for the unique financial needs of your clients.

Why It's Important

It yields a detailed understanding of the capacity of organizations in your community to provide different financial capability services and how well their services meet the needs of your clients, letting you identify the most effective candidates (for referral or partnership) with whom to work.

How It Connects to Other Tools

Tool 6 is fed by Tool 5, which inventoried the organizations you are now assessing. It ***feeds into Tool 7***, where you will decide which organization will do what; and also feeds into ***Tool 9 and Tool 10*** (which will help you create a referral pipeline and partnership plan, respectively).

TOOL 7
Deciding Who Will Deliver Services (Section 2 Capstone Tool)

What It Does

This tool provides a summary of which approach(es) you select for each financial capability service for clients in your target programs. It also documents the rationale behind the selections.

Why It's Important

Synthesizing all the information you collected about each potential service provider (including your own organization) will help you decide which organization will provide each service and how you will integrate those services into your programs. Like the other section capstone tools (Tools 3 and 12), Tool 7 may be particularly useful for presentations to senior leadership and other key stakeholders.

How It Connects to Other Tools

Tool 7 is fed by all the other tools in this section (Tools 4, 5, and 6). It ***feeds into the tools in Section 3***, in which you will finalize your financial capability integration plan.

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HOPE COMMUNITY ACTION AGENCY

FROM START TO FINISH

Nicole Johnson, the Integration Planning Team Leader at Hope Community Action Agency (HCAA), decided that she and other senior team members should complete Tool 4 rather than delegating it. As Director of Children and Family Services, she had extensive knowledge of the capacity of HCAA's Head Start program. Her colleague Hector Gonzales managed housing services at HCAA, so she asked him to help her complete Tool 4. They also asked Jackie Davis, HCAA's Development Officer, to give input since she had a good understanding of virtually every department's staff and funding capacity.

In the meantime, Nicole assigned Roberta the responsibility for populating Tool 5, the inventory of external providers. She suggested that Roberta just start with a basic internet search, and supplement those findings with informal queries among other HCAA departments about who had had past dealings with other local providers, and what those experiences had been like. She also encouraged Roberta to work with Crystal Robinson, the administrative assistant from the Head Start program, to conduct an assessment of the promising-looking providers using Tool 6.

Nicole scheduled their next team meeting for four weeks later, when she, Hector, and Jackie would have had time to complete Tool 4 and Roberta would have finished collecting the information she needed to fill out Tools 5 and 6.

Section 2 Building the Team

TOOL 4: In-House Capacity

To decide whether or not to implement financial capability services at your own organization or to partner with/refer to an external provider, you first need to assess the existing capacity of your organization. Integrating financial capability services into your current programs requires:

- **Leadership** who support this work because it aligns with your organization's mission and strategic plan.
- **Funding** to cover the staff time, materials, and other costs of providing a new or expanded service.
- **Staff** who are or could be trained to deliver the service and have time to provide it.

The level of organizational capacity required may vary depending on whether you are implementing a new service, improving the effectiveness of an existing service, or expanding an existing service to reach more people. For example, launching a new financial education program will require more up-front funding and staff training than adding an additional credit-building curriculum into an existing financial education program. This tool captures your organization's current capacity level, the length and intensity of engagement with clients in the target programs, and the reasons for wanting to integrate financial capability services. It will help you determine the best course of action in light of these circumstances.

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TOOL 4: In-House Capacity (cont'd)

Comparing the Intensity of Financial Capability Services and Current Client Engagement

As you consider how best to provide services to meet clients' needs and to work within your organizational setting, you will need to analyze whether there is a good fit between the level of client engagement required for each financial capability service and the level of engagement clients currently have with your target program. For example, if you have identified a need for high-intensity financial capability services (e.g., financial coaching or credit counseling) but current client engagement in your target program is minimal (e.g., one-time group training), then those services may be better delivered via a referral or partnership approach. On the other hand, if you identified a need for financial coaching and your organization also has high-intensity client engagement, then this may be a good fit for doing it yourself. You can determine level of intensity by factors such as frequency and length of interactions and whether staff work with clients in groups or one-on-one.

The intensity level can also vary significantly depending on how you decide to provide services. For example: the intensity of providing tax preparation services can vary depending on whether you are hosting a site that is managed and staffed by another organization, or whether you are establishing a site that your organization manages and staffs with volunteers. Likewise, designing and providing a credit-building product in partnership with a local bank will require a lot more resources than inviting a bank representative on-site to help people open a checking account.

The Resources Required to Integrate Different Services

Both during the start-up phase and on an on-going basis, each financial capability service falls along a continuum of the resources, including leadership, staff, and funding, that are needed for implementation. For example, providing financial coaching services typically requires more extensive resources to hire and/or train staff than screening clients for eligibility for public benefits does. However, the details of implementation will often vary by context; the level of resources you need to provide a service in one setting may differ from what you need to provide that same service in another setting.

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Referrals can be made internally too

TOOL TIP

Many large multi-service organizations already offer a range of programs and services that address multiple dimensions of clients' financial capability. However, organizations often struggle to break down internal siloes to create a seamless referral process between programs. Make sure your assessment of service providers includes other programs within your own organization. If you decide to refer clients in your target program to another program within your organization, you can use Tool 9 to think through and create a smooth internal referral process to ensure that whatever program a client originally starts out in, she can easily access financial capability services within other parts of your organization.

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TOOL 4: In-House Capacity (cont'd)

INSTRUCTIONS

Use the questions in the tool to describe your organization's interest in and goals for financial capability integration; to compare your current client engagement level with that required by the financial capability services you have selected to integrate into your program(s); and to assess the leadership, funding, and staff capacity for integration.

What you need to complete this tool:

- ☐ Knowledge of your organization's larger strategy and goals for building clients' financial capability.
- ☐ Understanding of the programs into which you plan to integrate financial capability and the target clients to be served (as generated in the tools in Section 1).
- ☐ Knowledge of the level of support from your organization's leadership for integrating financial capability services and the availability of staff and financial resources for this work.

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HOPE COMMUNITY EXAMPLE

TOOL 4: In-House Capacity

Answer the questions in **Part A** to list key information about your organization. Then in **Part B**, compare the level of client engagement within your current programs to the level of client engagement that would be required to deliver your proposed financial capability service(s). Use **Part C** to assess your organization's capacity to provide those services. Finally, in **Part D**, use the information from Parts A, B, and C to determine whether your organization is able to provide each financial capability service directly.

TOOL 4, Part A: Framing Questions

Use the questions below to capture key information related to your organization's interest in and potential to provide financial capability services.

1. Why is your organization focusing on financial capability integration work at this time? How does it fit with your mission?
Many of our families face constant financial insecurity that prevents them from achieving our stated mission of self-sufficiency. We have identified a need for knowledge, skill development and connection to concrete, specific supports to address obstacles and maximize opportunities for financial stability and advancement. Both of these are essential components of self-sufficiency.
2. Which programs are you interested in integrating financial capability services into at this time?
Transitional Supportive Housing for Youth and Head Start (programming for parents)

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TOOL 4, Part A: Framing Questions (cont'd)

Use the questions below to capture key information related to your organization's interest in and potential to provide financial capability services.

3. What have you done previously (and currently) to help your clients build financial capability?

Housing case managers emphasize goal setting, and clients' goals often relate to financial issues. Case workers also incorporate budgeting and other financial topics that relate to these financial goals as needed with clients. We have also held financial education workshops on a series of topics in the past, but attendance was not consistent.

4. What is your long-term goal (if any) for helping your clients build financial capability and for integrating financial capability services into your work?

Integrating financial capability will hopefully be a seamless process for our clients that will bring even more wraparound services to them and help them overcome their barriers to financial security. If these integration efforts are successful, we want to expand this work into programs throughout the organization. In the future, we also want to use this integration approach to de-silo our organization, because currently programs do not communicate or collaborate much, even though some of them serve the same people. Clients would benefit from accessing multiple programs, but those connections often aren't being made.

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TOOL 4, Part B: Intensity of Client Engagement

In the second column of the table below, describe the type of interaction and length of engagement with clients in your ***current*** program. Then describe the type of interaction and length of client engagement you are considering for each financial capability service you plan to integrate. Appendix A provides additional information about the financial capability services which can help you determine what level of client engagement is required for each. Make a note of whether the financial capability service(s) require(s) a different level of client engagement than your current program. In Part D below, you will capture your assessment of this comparison. Remember to complete the tables in Part B for ***each program*** into which you plan to integrate financial capability services.

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

Intensity of Client Engagement	Current Program	Financial Capability Service(s)			
		Access to Safe & Affordable Financial Products	*Financial Education*	*Financial Counseling*	*Incentivized Savings Program*
Briefly describe the type of interaction (e.g., group, 1-on-1)	*Case management is 1-on-1; workshops and training are provided in a group setting*	*1-on-1 conversations*	*Group in-person classes or individual self-paced classes online*	*1-on-1 conversations*	*Some activities are group (information/ orientation sessions) and others are 1-on-1 (enrollment, case management)*
Briefly describe the length of engagement (e.g., one time, regularly for six months, regularly for more than 1 year)	*Up to 24 months with 6 months of follow-up after leaving housing*	*One time*	*Regularly for a few weeks*	*A couple of times*	*Regularly for more than a year*

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TOOL 4, Part B: Intensity of Client Engagement (cont'd)

TARGET PROGRAM	*Head Start (programming for parents)*

Remember to complete the tables in Part B for ***each program*** into which you plan to integrate financial capability services.

Per the Guide's instructions, Nicole and the team from HCAA completed Part B for each target program. Here's the version for Head Start parents.

Intensity of Client Engagement	**Current Program**	**Financial Capability Service(s)**	
		Free tax preparation	*Credit Counseling*
Briefly describe the type of interaction (e.g., group, 1-on-1)	*1-on-1 case management*	*1-on-1*	*1-on-1*
Briefly describe the length of engagement (e.g., one time, regularly for six months, regularly for more than 1 year)	*A few times a year*	*One time during tax season*	*A few times to many times over months to years, depending on each client's needs*

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TOOL 4, Part C: Organizational Capacity

For each financial capability service you are considering integrating (as listed in Part B), rate the level of your organizational capacity—in terms of leadership support, funding, and staff resources—on a scale from strong to non-existent. Table 1 provides a detailed explanation of the ratings scale.

Table 1. Description of Organizational Capacity Scale

	Strong	*Moderate*	*Weak*	*Non-Existent*
Leadership Support	*Our leadership is fully supportive of providing it in-house.*	*Not all leaders are invested in the concept.*	*There is limited leadership buy-in at this point.*	*Leadership does not support building the capacity needed to provide it in-house.*
Funding	*We have dedicated and sustainable funding to support it.*	*Our current funding supports it, but we need to secure additional funding to expand/continue the work.*	*We have a funding strategy and have identified potential funding sources, but no funding is secured yet.*	*We do not have a funding strategy or identified resources for this project.*
Staff Capacity	*We have adequate staff with the appropriate training to deliver this service.*	*We have the right amount of staff but need to identify further training.*	*We will need to hire additional staff.*	*We cannot hire or train staff to provide it in-house.*

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TOOL 4, Part C: Organizational Capacity (cont'd)

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

Remember to complete the tables in Part C for ***each program*** into which you plan to integrate financial capability services.

Analysis of Organizational Capacity				
Financial Capability Service(s):	*Financial Education*	*Financial Counseling*	*Access to Safe & Affordable Financial Products*	*Incentivized Savings Program*
Leadership Support	☑ Strong ☐ Moderate ☐ Weak ☐ Nonexistent	☐ Strong ☑ Moderate ☐ Weak ☐ Nonexistent	☐ Strong ☑ Moderate ☐ Weak ☐ Nonexistent	☐ Strong ☐ Moderate ☑ Weak ☐ Nonexistent
Funding	☑ Strong ☐ Moderate ☐ Weak ☐ Nonexistent	☐ Strong ☑ Moderate ☐ Weak ☐ Nonexistent	☐ Strong ☑ Moderate ☐ Weak ☐ Nonexistent	☐ Strong ☐ Moderate ☐ Weak ☑ Nonexistent
Staff Capacity	☐ Strong ☑ Moderate ☐ Weak ☐ Nonexistent	☐ Strong ☐ Moderate ☑ Weak ☐ Nonexistent	☐ Strong ☑ Moderate ☐ Weak ☐ Nonexistent	☐ Strong ☐ Moderate ☐ Weak ☑ Nonexistent

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TOOL 4, Part C: Organizational Capacity

TARGET PROGRAM	*Head Start (programming for parents)*

Here is the Part C for Hope's Head Start parents. It analyzes two proposed services vs the four proposed for the youth transitional housing program (previous page).

Remember to complete the tables in Part C for ***each program*** into which you plan to integrate financial capability services.

Analysis of Organizational Capacity		
Financial Capability Service(s):	*Free Tax Preparation Assistance*	*Credit Counseling*
Leadership Support	☐ Strong ☑ Moderate ☐ Weak ☐ Nonexistent	☐ Strong ☐ Moderate ☑ Weak ☐ Nonexistent
Funding	☐ Strong ☐ Moderate ☑ Weak ☐ Nonexistent	☐ Strong ☐ Moderate ☐ Weak ☑ Nonexistent
Staff Capacity	☐ Strong ☐ Moderate ☐ Weak ☑ Nonexistent	☐ Strong ☐ Moderate ☐ Weak ☑ Nonexistent

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TOOL 4, Part D: Putting It All Together

Use the table below to analyze all the information laid out in Parts A, B, and C and draw conclusions about whether your organization should use a DIY approach to integrate each financial capability service or whether you should explore referral or partnership options instead.

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

Remember to complete the tables in Part D for ***each program*** into which you plan to integrate financial capability services.

Integration Decisions				
Financial Capability Service(s):	*Financial Education*	*Financial Counseling*	*Access to Safe & Affordable Financial Products*	*Incentivized Savings Program*
Using the information in Part B, does the proposed service align with our current levels of client engagement?	☑ Yes, potential for DIY ☐ No, but we would like to consider DIY anyway because: ☐ No, explore referral or partnership for the service *Notes:*	☑ Yes, potential for DIY ☐ No, but we would like to consider DIY anyway because: ☐ No, explore referral or partnership for the service *Notes: Fits with staff engagement with clients, but staff need training*	☑ Yes, potential for DIY ☐ No, but we would like to consider DIY anyway because: ☐ No, explore referral or partnership for the service *Notes: Staff need information*	☑ Yes, potential for DIY ☐ No, but we would like to consider DIY anyway because: ☐ No, explore referral or partnership for the service *Notes: Level of intensity aligns with our mix of group and 1-on-1 meetings with youth*

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TOOL 4, PART D: Putting It All Together (cont'd)

Integration Decisions				
Financial Capability Service(s):	*Financial Education*	*Financial Counseling*	*Access to Safe & Affordable Financial Products*	*Incentivized Savings Program*
Drawing on the responses in Part C, do we have sufficient in-house capacity to provide this service?	☑ Yes, potential for DIY ☐ No, but we would like to consider DIY anyway because: ☐ No, explore referral or partnership *Notes:*	☐ Yes, potential for DIY ☑ No, but we would like to consider DIY anyway because: *Our youth residents need this as they prepare for independent living, and it aligns with intensity of client engagement* ☐ No, explore referral or partnership *Notes:*	☐ Yes, potential for DIY ☐ No, but we would like to consider DIY anyway because: ☑ No, explore referral or partnership *Notes:*	☐ Yes, potential for DIY ☐ No, but we would like to consider DIY anyway because: ☑ No, explore referral or partnership *Notes:*
Do we have any remaining questions or items for follow-up?	☑ Yes ☐ No *Notes: How will we train & support staff?*	☑ Yes ☐ No *Notes: How will we train & support staff?*	☐ Yes ☑ No *Notes:*	☐ Yes ☑ No *Notes:*

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TOOL 4, PART D: Putting It All Together

TARGET PROGRAM	*Head Start (programming for parents)*

Here is the Part D for Hope's Head Start parents. It analyzes two proposed services vs the four proposed for the youth transitional housing program (previous page).

Remember to complete the tables in Part D for ***each program*** into which you plan to integrate financial capability services.

Integration Decisions		
Financial Capability Service(s):	*Free Tax Preparation Assistance*	*Credit Counseling*
Using the information in Part B, does the proposed service align with our current levels of client engagement?	☑ Yes, potential for DIY ☐ No, but we would like to consider DIY anyway because: ☐ No, explore referral or partnership for the service *Notes:*	☐ Yes, potential for DIY ☐ No, but we would like to consider DIY anyway because: ☑ No, explore referral or partnership for the service *Notes: Family Service Workers don't meet with clients often enough*
Drawing on the responses in Part C, do we have sufficient in-house capacity to provide this service?	☐ Yes, potential for DIY ☐ No, but we should/will build the requisite leadership, funding, and staff capacity to provide it ☑ No, explore referral or partnership *Notes: No capacity among Head Start staff*	☐ Yes, potential for DIY ☐ No, but we should/will build the requisite leadership, funding, and staff capacity to provide it ☑ No, explore referral or partnership *Notes:*
Do we have any remaining questions or items for follow-up?	☑ Yes ☐ No *Notes: Will mobile VITA be available? If so, which site? What training does staff need to help with virtual VITA?*	☐ Yes ☑ No *Notes:*

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TOOL 5: Inventory of Community Service Providers

INSTRUCTIONS

Make a list of all the organizations providing financial capability services in your community to which you may want to refer your clients or with which you may want to partner. For help developing this list, you can look to members of your own staff and to partner organizations with in-depth knowledge of providers in the community.

As you develop your list of financial capability service providers, collect contact information for specific people at each organization who can provide additional information. After you finish compiling your list, use Tool 6 (the Provider Assessment tool) to capture more in-depth details about each organization.

What you need to complete this tool:

- ☐ List of the financial capability services you plan to provide. (From Tool 3)
- ☐ Input from staff members at your organization or other organizations who are familiar with a range of different service providers in your community.

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- Blank Tool (MS Word)
  http://www.cfed.org/go/fc/T5w.docx
- Blank Tool (fillable PDF)
  http://www.cfed.org/go/fc/T5f.pdf
- Filled-in Example (PDF)
  http://www.cfed.org/go/fc/T5e.pdf

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Developing a provider list

TOOL TIP

To make sure your list of providers is complete, use resources such as:

- **The Assets & Opportunity Network** – The national Assets & Opportunity Network is a group of advocates, practitioners, policymakers, and others from around the country who are working to advance asset-building strategies in their communities. If you are not already connected to the Network, visit the website to find out who the state and local lead organizations are for your area. These lead organizations should be able to help you find out which organizations are providing financial capability services in your community. Available at: http://assetsandopportunity.org/network/.
- **United Way 2-1-1** – Spearheaded by United Way Worldwide, 2-1-1 is a telephone hotline, staffed by community resource experts, that connects people in need to local health and human service resources. Your local United Way and the 2-1-1 service can help you identify an extensive list of organizations and programs in your community that offer a wide range of financial capability services. Available at: http://www.211us.org/.
- **Bank On Programs** – Bank On programs are public/private partnerships working in local communities to provide safe and affordable bank accounts to low-income un- and under-banked people. If your community has a local Bank On program, it could be either a potential service provider itself or a resource to help connect you to other financial capability service providers. Available at: http://joinbankon.org/programs/.

Additional resources you can use to locate organizations that provide specific financial capability services are in the Online Resources section of this Guide.

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Virtual resources

TOOL TIP

You can expand the number of potential financial capability services available to clients through using virtual resources, such as self-paced online financial education, credit counseling that is provided online or by phone, and online access to financial products and services. Clients may prefer these services because they can access them remotely, at times that are convenient to them, and at their own pace.
Virtual resources could be particularly helpful for rural organizations, which may have fewer service providers in their area.

Geographic breakdown of service providers

LESSONS FROM THE FIELD

Organizations that serve large geographic areas often choose to divide their community services inventory by different geographic areas. For example, Mercy Housing Lakefront in Chicago broke down its list of service providers by parts of the city—Uptown, Mid-Central, South, and West—to reflect which service providers could serve clients located in different areas of the city.

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HOPE COMMUNITY EXAMPLE

TOOL 5: Inventory of Community Service Providers

Conduct a scan to identify all the organizations that could provide financial capability services in your community, and list them in the first column according to the service(s) they provide. Then add information about the point of contact at the organization who can provide information about these services. In the third column, assign a staff member from your team who will later contact the organization and conduct a more thorough assessment (using Tool 6). In the last two columns, note any existing collaborations your organization has with the organization and any additional information that is important to know about this service provider. (Note–only complete the organization list for the financial capability services you are considering providing to clients, as listed in Tool 3.)

Organization Name List all the organizations in your community that provide each type of financial capability service	**Contact Person & Info.** List the point of contact for each organization and their contact information	**Staff Assigned to Conduct Assessment** List the person who will collect additional information about this organization using Tool 6 and by when	**Existing Relationship(s) with Your Organization** List any departments or individuals at your organization who already collaborate with staff at this organization	**Additional Notes**
Financial Education – Workshops and classes on financial topics, offered in a series or standalone sessions				
Fairview Public Library	*Sue Smith 555-9247; ssmith@email.com*	*Roberta Bailey by Oct. 31*	*None*	*Offers regular financial education workshops for the community*
Junior League of Fairview	*Allison Moore 555-0175 amoore@email.com*	*Roberta Bailey by Oct. 31*	*Provided guest speakers for youth events in the past*	*Uses local business leaders to conduct financial education workshops for youth*

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TOOL 5: Inventory of Community Service Providers (cont'd)

Organization Name	Contact Person & Info.	Staff Assigned to Conduct Assessment	Existing Relationship(s) with Your Organization	Additional Notes
Fairview Community Asset Builders (FCAB)	*Jenny Greene 555-2328 jgreene@email .com*	*Roberta Bailey by Oct. 31*	*None*	*Has IDAs for postsecondary education; hasn't worked with youth but may be interested*
***Financial Coaching** – Ongoing one-on-one interactions that focus on achieving financial goals*				
				n/a – We are not integrating this service
***Financial Counseling** – One-on-one interactions that focus on solving immediate financial issues*				
				No counseling programs in the area
***Credit Counseling** – Assistance organizing, prioritizing, or paying down debt; helps participants monitor and manage credit*				
Credit Counseling Services of Fairview	*Julie Williams 555-6783 jwilliams@email. com*	*Roberta Bailey by Oct. 31*	*None*	*Found information online; no previous relationship or information*
***Credit Building** – Access to products or programs that help participants build or re-build credit*				
				n/a – We are not integrating this service

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TOOL 5: Inventory of Community Service Providers (cont'd)

Organization Name	Contact Person & Info.	Staff Assigned to Conduct Assessment	Existing Relationship(s) with Your Organization	Additional Notes
Access to Safe and Affordable Financial Products *– Access to or encouraging the use of financial products that are low-cost, convenient, and transparent*				
T&G Savings Bank	*Al Moreno 555-9938 amoreno@email.com*	*Crystal Robinson by Oct. 31*	*Has supported youth job fairs in the past*	*Offers a special program for youth opening accounts*
Fairview Community Credit Union	*Rosie Lee 555-0092 rlee@email .com*	*Crystal Robinson by Oct. 31*	*None*	*Down the block from building; convenience may be valuable*
Free Tax Preparation Assistance *– Volunteer Income Tax Assistance (VITA) or Tax Counseling for the Elderly (TCE) programs; often includes promoting the Earned Income Tax Credit (EITC)*				
Fairview Tax Assistance (FTA)	*Chris Jefferson 555-0387 cjefferson@email.com*	*Crystal Robinson by Oct. 31*	*None*	
Fairview City Banking Department	*James Morris 555-1176 jmorris@email .com*	*Crystal Robinson by Oct. 31*	*On local coalition together*	
Food Bank of Greater Fairview	*Monica Martin 555-7185 mmartin @email.com*	*Crystal Robinson by Oct. 31*	*Has worked with HCAA on other programs, but not tax prep*	

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TOOL 5: Inventory of Community Service Providers (cont'd)

Organization Name	Contact Person & Info.	Staff Assigned to Conduct Assessment	Existing Relationship(s) with Your Organization	Additional Notes
Access to Federal and State Benefits *– Screen participants for benefits eligibility and provide assistance in accessing benefits, such as SNAP (Food Stamps), child care, or transportation subsidies*				
				n/a – We are not integrating this service
Incentivized Savings Programs *– Work with participants to save for their goals and provide savings incentives that they can use for an asset purchase or another expense*				
Fairview Community Asset Builders (FCAB)	*Jenny Greene 555-2328 jgreene@email .com*	*Roberta Bailey by Oct. 31*	*None*	*Has IDAs for post-secondary education; hasn't worked with youth but may be interested*
Asset Ownership Programs *– Support participants in building and/or maintaining assets such as retirement savings, a small business, a home, a vehicle, or postsecondary education for themselves or their children*				
				n/a – We are not integrating this service

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TOOL 6: Assessment of Community Service Providers

INSTRUCTIONS

Using the inventory you compiled in Tool 5 as your starting point, collect more detailed information about each organization through its website, informational materials, staff at your organization who are familiar with their services, and staff from the potential partner organization who have in-depth knowledge of their services. Other information-gathering tactics include:

- Creating a paper survey that can be distributed at a coalition meeting, partners' meeting, or training.
- Creating an electronic survey that can be distributed to all your community partners, from which responses can be exported and organized automatically.
- Setting up a phone or in-person meeting with a staff member at the community service provider to allow you to ask follow-up and clarifying questions.
- Tasking an intern or junior staff member with talking to representatives from the selected community service providers. (You can develop a script that the intern/junior staffer can use alongside Tool 6.)

The questions in Tool 6 can be tailored for use in any of these strategies for gathering information.

Note that you will need to complete this tool for each organization you choose to assess.

What you need to complete this tool:

- ☐ List of organizations that potentially could provide financial capability services to your clients. (From Tool 5)
- ☐ Understanding of the needs of your clients who will participate in those services. (From Tool 1)
- ☐ Staff members or volunteers who can collect information about potential partners.
- ☐ Input from a strong point of contact (POC) at each of the potential partner organizations who has in-depth knowledge about the organization's financial capability services.

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- Blank Tool (fillable PDF)
  http://www.cfed.org/go/fc/T6f.pdf
- Filled-in Example (PDF)
  http://www.cfed.org/go/fc/T6e.pdf

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Partnerships can vary

TOOL TIP

Partnerships can take many forms, ranging from one organization placing staff on-site at another organization to provide a service, co-location of multiple services, or co-branding multiple services at a neutral location. For example:

- A representative from a local credit union comes to one of your classes to enroll participants in starter savings accounts.
- You work with a local organization that manages a Volunteer Income Tax Assistance (VITA) program to bring its volunteer tax preparers to your organization so participants can have their taxes prepared for free while at your organization for other programs.
- A local asset-building organization regularly provides financial coaching for your clients at your organization.
- Your organization and several partners create a one-stop-shop with one intake process from which clients can access job coaching, financial coaching, and benefits screening. All the partners work toward a shared set of outcomes and have a common evaluation system. Many members of the Working Families Success Network (http://workingfamiliessuccess.com) have adopted this type of partnership.

Partnerships with a deep level of integration (such as long-term co-location of services or a one-stop-shop model) can be very effective, but they also take substantially more time and resources to establish than a simpler partnership. The kind of partnership you establish should reflect the resources you and your partners have to establish and sustain the partnership, as well as your willingness to change the way you provide and evaluate services.

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You can always modify this (or any) tool.

TOOL TIP

In this tool, we outlined key questions to help you assess a community partner, but your organization's circumstances may vary. For instance:

- If you already know a lot about an organization's financial capability service(s), you may want to alter the list of questions to focus only on the information *you don't have yet* about them.
- You may want to ask specific questions related to the financial circumstances of program clients, such as survivors of domestic violence, who require a specific skillset and approach to service delivery.

The MS Word versions of the tools support editing, so if you do want to modify a tool, be sure to download the MS Word file.

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TOOL 6: Assessment of Community Service Providers

For ***each organization*** you identified in Tool 5, use the questions in the left column of the table below to collect information about that organization as it relates to the provision of the financial capability services. In the bottom portion of the table, analyze whether your target clients could access these services, and if they would be a good fit for them. Then determine whether the organization should be a candidate for referral or partnership, noting any key points to consider or follow-up needed.

Nicole and her team completed Tool 6 for all ten of the potential providers that they had identified in Tool 5. Given space considerations, we're showing just one of them.

Organization Name:	*Fairview Community Asset Builders (FCAB)*	
Contact Person:	*Jenny Greene*	
Who conducted this assessment and when?	*Crystal Robinson, Oct. 27*	
Tool 6, Part A: Information About the Organization's Services		
What financial capability service(s) does your organization/program offer?	*Incentivized Savings Program—Individual Development Accounts (IDAs)*	*Financial Education Workshops*

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TOOL 6, PART A: Information About the Organization's Services (cont'd)

Client Fit		
	Incentivized Savings Program-Individual Development Accounts (IDAs)	*Financial Education Workshops*
How long have you been providing this service?	*Since 2005*	*Since 2005*
What eligibility criteria do clients need to meet to receive this service (e.g., income level, geography, age, etc.)?	*Household incomes at or below 200% of Federal Poverty Level; must have earned income; must be Fairview resident; must have net worth below $ 10,000*	*None*
Is this service tailored for a certain type of client (e.g., youth, older Americans, women, people with disabilities, survivors of domestic violence, etc.)?	*Must be interested in homeownership, small business development or postsecondary education; mainly targets adults but can work with youth*	*Has tailored education programs for new Americans, seniors, and youth*
What are the qualities/characteristics of the ideal candidate for your service?	*Motivated by asset goal; able to save; willing to attend classes; no negative history with financial institutions (e.g., Chex systems); will be ready for asset purchase within 2 years*	*Able to attend workshops regularly; interested in financial topics*

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TOOL 6, PART A: Information About the Organization's Services (cont'd)

Client Access		
	Incentivized Savings Program-Individual Development Accounts (IDAs)	*Financial Education Workshops*
Is there a cost to access the service? If so, what is it?	*No*	*No*
How are services provided (e.g., walk-in, regularly scheduled times, online, etc.)?	*IDA orientation held twice monthly; application available online; once enrolled, clients attend regular meetings on-site*	*Workshops at our location during regularly scheduled times; clients must sign up in advance*
Where can participants access your services (e.g., physical address, online, etc.)?	*1200 Meadow Drive, 2nd floor*	*1200 Meadow Drive, 2nd floor*
What days/hours are these services available?	*Monday-Friday 9am – 5 pm Saturday 10am – 3 PM Closed Sunday*	*Workshops held Tuesday and Thursday evenings and on Saturday mornings*
Could you provide services for our clients at another location?	*Some, but not all, components could be provided at another location*	*No*

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TOOL 6, PART A: Information About the Organization's Services (cont'd)

Organizational Capacity		
	Incentivized Savings Program-Individual Development Accounts (IDAs)	*Financial Education Workshops*
How many additional clients could you provide this service to with your current staff and funding?	*Have funding for an additional 20 IDA participants at this time*	*We only provide 6 workshop series per year, with up to 30 participants in each class, and attendance is limited to IDA program participants; in the future, may be able hire additional staff to travel to HCAA to teach additional workshops*
Are you interested in providing your service to our clients?	*Yes*	*Yes, but only at our site*

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Tool 6, Part B: Analysis & Recommendation (to be completed internally by staff after completing the previous section)		
Does the organization have the **capacity** to provide this service to our clients?	☑ Yes ☐ No ☐ Unsure *Notes:*	☐ Yes ☐ No ☑ Unsure *Notes: Only if clients also sign up for IDA program*
Could our clients **access** this service? *E.g., is it available, can the organization accommodate more clients, is it geographically accessible?*	☐ Yes ☐ No ☑ Unsure *Notes: FCAB's offices are a little far, but staff may be able to come on-site for some things.*	☐ Yes ☐ No ☑ Unsure *Notes: Since they can't provide classes off-site right now, may be hard for clients to access.*
Would this service be a **good fit** for our clients? *E.g., is it tailored for our client group?*	☑ Yes ☐ No ☐ Unsure *Notes:*	☑ Yes ☐ No ☐ Unsure *Notes:*
Should we work with this organization to provide services? If yes, should we **refer** our clients to it or **partner** with it to provide this service?	☑ Yes, candidate for partnership ☑ Yes, candidate for referral ☐ No ☐ Unsure *Notes: Partnership or referral possible. If they can come on-site, we may be able to create a partnership. If not, we would refer youth who have transportation to them for the IDA program.*	☐ Yes, candidate for partnership ☑ Yes, candidate for referral ☐ No ☐ Unsure *Notes:*
Note—if you are unable to answer any of the previous questions, list out the remaining questions or items for follow-up.		*When will they have capacity to hire staff so they can provide financial workshops at HCAA?*

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TOOL 7: Deciding Who Will Deliver Services (Section 2 Capstone Tool)

By now you have assessed your organization's capacity to provide financial capability services, have collected information about local financial capability service providers, and have analyzed those providers' capacity to serve your clients. Tool 7 provides a table to help you bring those elements together and to decide on the right integration approach for each financial capability service you want to integrate.

INSTRUCTIONS

Weigh the information you compiled and analyzed in Tools 4, 5, and 6 to decide how to provide each financial capability service and capture these decisions in the summary table. As you make these decisions, consider the factors that will contribute to your clients' success and which provider is best equipped to serve your clients. Bear in mind that during this process, you may find that neither your organization nor others in your community have the capacity to provide one or more of the services you selected in Tool 3. If that happens, you may need to wait to provide that service or figure out whether you can meet your clients' needs with another type of service.

What you need to complete this tool:

- ☐ Information about your organization's capacity to provide services. (From Tool 4)
- ☐ Information about local financial capability service providers. (From Tool 5)
- ☐ Information about other providers' capacity to serve your clients. (From Tool 6)

DOWNLOAD

- Blank Tool (MS Word)
  http://www.cfed.org/go/fc/T7w.docx
- Blank Tool (fillable PDF)
  http://www.cfed.org/go/fc/T7f.pdf
- Filled-in Example (PDF)
  http://www.cfed.org/go/fc/T7e.pdf

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FROM START TO FINISH

As she worked through Tool 4, Nicole Johnson, Director of Children and Family Services at Hope Community Action Agency (HCAA), came to an important conclusion: the nature of HCAA's engagement with Head Start parents made Head Start an awkward fit for the kind of intensive suite of services originally envisioned. "The data that Malcolm and his staff gathered in Tool 1 about the financial lives of the Head Start parents is really valuable," Nicole mused. "But I think what we're seeing here is that our interactions with parents focus on their children and are primarily light touch. So the financial capability services we provide in-house should reflect that."

During the next Integration Planning Team meeting, Nicole shared these and her other findings. Nicole's intern Roberta also shared what she and Crystal learned about providers of financial capability services in the community—as well as a roadblock she encountered—while completing Tool 5 & 6. "When I researched local credit counselors, I found that there a few shady operators in Fairview, the kind of people who promise that if you pay them $500, they'll 'fix your credit.' There is one really good and respected nonprofit that's fully certified, but it's 35 minutes outside town, and you have to change buses at least once if you live downtown. I searched online and found an agency that does credit counseling online and over the phone. They have valid credit counseling credentials and seem pretty great overall."

The group talked through the rest the findings from the assessments conducted with Tool 4-6. After about 15 minutes of discussion, Nicole opened her laptop to Tool 7, Deciding Who Will Deliver Services, and projected it onto the screen. "It seems like we've all learned some things and re-thought other things with this Section. Let's make some decisions about which integration approach to use for each service and get it down on paper."

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TOOL 7: Deciding Who Will Deliver Services (Section 2 Capstone Tool)

Using the information you collected about potential service providers in Tools 4, 5, and 6, make decisions on your approach to providing each financial capability service and summarize those choices in the table. Prompts are provided in each of the column headers to help you make your decisions and compile the appropriate information. You will need to complete a separate row for each financial capability service you plan to provide.

Decision Summary Table

Target Program *Listed in Tool 1*	**Financial Capability Service(s)** *Listed in Tool 3*	**Summary of DIY, Partner, or Refer Candidates** *From Tool 4, Part D and Tool 6, Part B*	**Summarize Key Issues** *Summarize important considerations regarding org. capacity, and client access to and fit with each candidate's services. Refer to* ***Table 1. When to Refer, Partner, or DIY*** *for more on important considerations.*	**Integration Approach** *After weighing the key issues,check the box next to the approach you plan to take, and list the referral or partner organization, if applicable.*	***Notes*** *List anything else that is relevant to how this service will be provided.*
Transitional Supportive Housing for Youth	*Financial Education*	*DIY; or refer to Fairview Public Library, Junior League of Fairview, and Fairview Community Asset Builders (FCAB)*	*Though there are financial ed providers in the area, access to their locations is an issue for most clients. Our staff already has training expertise, but needs to acquire specific financial topic knowledge. We think that layering this service into our overall transitional support program will be most impactful.*	☐ **Refer** to: ☐ **Partner** with: ☐ **DIY** with existing capacity ☑ **DIY** and build capacity	

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TOOL 7: Deciding Who Will Deliver Services (cont'd)

Decision Summary Table (cont'd)

Target Program *Listed in Tool 1*	**Financial Capability Service(s)** *Listed in Tool 3*	**Summary of DIY, Partner, or Refer Candidates** *From Tool 4, Part D and Tool 6, Part B*	**Summarize Key Issues** *Summarize important considerations regarding org. capacity, and client access to and fit with each candidate's services. Refer to* ***Table 1. When to Refer, Partner, or DIY*** *for more on important considerations.*	**Integration Approach** *After weighing the key issues,check the box next to the approach you plan to take, and list the referral or partner organization, if applicable.*	***Notes*** *List anything else that is relevant to how this service will be provided.*
Transitional Supportive Housing for Youth	*Financial Counseling*	*DIY*	*No organizations in the area provide financial counseling. Staff have experience with budget counseling, but need to build more expertise on financial issues and resources.*	☐ **Refer** to: ☐ **Partner** with: ☐ **DIY** with existing capacity ☑ **DIY** and build capacity	
Transitional Supportive Housing for Youth	*Access to Safe & Affordable Financial Products*	*Fairview Community Credit Union (FCCU) is partner candidate*	*We have no expertise for this, and creating a financial product is complex. FCCU is interested in community building and staff understands about our youth's tight budgets and need for low-cost accounts. They are willing to work with us on providing an account that works for our youth and will come on-site to work with them.*	☐ **Refer** to: ☑ **Partner** with: *FCCU* ☐ **DIY** with existing capacity ☐ **DIY** and build capacity	
Transitional Supportive Housing for Your	*Incentivized Savings Program (Individual Development Accounts)*	*Fairview Community Asset Builders (FCAB) is referral candidate*	*We have no capacity for DIY. FCAB has accounts available, but access will be an issue. Eligibility is also an issue– they must be working. But we do have a subset of youth that have cars and jobs and would be good candidates for this program*	☑ **Refer** to: *FCAB* ☐ **Partner** with: ☐ **DIY** with existing capacity ☐ **DIY** and build capacity	

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TOOL 7: Deciding Who Will Deliver Services (cont'd)

Decision Summary Table (cont'd)

Target Program *Listed in Tool 1*	**Financial Capability Service(s)**	**Summary of DIY, Partner, or Refer Candidates**	**Summarize Key Issues**	**Integration Approach**	***Notes***
Head Start (programming for parents)	*Free Tax Preparation Assistance*	*Fairview Tax Assistance (FTA) is candidate for partnership & referral* *Food Bank of Greater Fairview is candidate for referral*	*Location may be difficult for clients to access, so multiple service options make FTA a better option for clients (in-person, virtual, mobile).*	☐ **Refer** to: ☑ **Partner** with: *FTA* ☐ **DIY** with existing capacity ☐ **DIY** and build capacity	
Head Start (programming for parents)	*Credit Counseling*	*Credit Counseling Services of the Northwest Region (CCSNW) is candidate for referral*	*CCSNW provides remote counseling, including phone-based and online options. These options are the best fit for our clients, because Credit Counseling Services of Fairview, the local nonprofit credit counseling agency, is 35 miles outside of our service area and will be difficult for clients to reach. The virtual counseling program is free and available until 8pm each weekday evening and on weekends. Clients can also access online counseling services.*	☑ **Refer** to: *CCSNW* ☐ **Partner** with: ☐ **DIY** with existing capacity ☐ **DIY** and build capacity	

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Moving Into Action

In Section 1 of the Guide, you selected which financial capability services to integrate into your target program(s) to help clients reach desired financial capability outcomes. In Section 2, you decided which approach—refer, partner, do it yourself—to use to integrate each service. Finally, in this section, you will develop a concrete plan to implement your selected integration approach(es). Your plan may entail creating a referral pipeline, developing a partnership agreement, or building internal capacity (or a combination).

Regardless of your integration approach, a key element of success is determining the right integration point in your existing program workflow. The first step in this process, which you will do in Tool 8, is developing a deeper understanding of your current program workflow. Consider, for example, job seekers who commit two to six months to a workforce development program: would you incorporate financial capability at the start of the program, in the middle, or when clients have obtained a job? This integration point will vary both by program and by financial capability service.

For financial capability services provided through referrals or partnerships, the next step (which you will do in Tools 9 and 10) is to understand more details of the services provided by the referral or partner organization and how the referral or partnership arrangement will work. For financial services provided in-house, you will use Tool 11 to figure out what resources (staff, funding, etc.) are needed and how they will be obtained.

At the end of this section, you will create a "capstone" Logic Model (Tool 12), which will bring together all of the plans created in the tools in this section, along with elements from the tools throughout the Guide. The Logic Model will provide a summary of your entire planned set of activities and the outcomes they will achieve in an at-a-glance table, which can be shared with key internal and external stakeholders. You can also use the Logic Model to develop a plan for collecting data to track your progress.

By the time you finish this section, you will have:

- ✔ An understanding of the best points within the workflow of your target program(s) to integrate financial capability services.
- ✔ A comprehensive integration plan consisting of:
  - A detailed process for referring clients from the target program(s) to financial capability services, and/or
  - A plan for partnering with other organizations to deliver financial capability services to clients in your program(s), and/or
  - A plan to integrate financial capability services into your organization's existing workflow using in-house staff and resources.
- ✔ A Logic Model that summarizes your process and outcomes for integrating financial capability services into each target program.

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Creating an integration workflow for a workforce development program

The flow chart on the next page is from IMPACT Community Action in Columbus, Ohio depicts its vision for incorporating financial capability services into its Employment Plus program. The center boxes of the chart summarize the current program workflow while the boxes to the left and right indicate the new financial capability services added to those program steps. These new work items reflect services provided through all three of the channels discussed throughout this Guide: referrals, partners, and current staff in IMPACT's Financial Services department.

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Integration of Financial Services into Employment Plus

Employment Services Informational Session

Computer Literacy
Financial Services
Online Needs Assessment

Analysis of Financial Needs Assessments

Combination of in-house & referrals

Clients linked to Financial Services and Resources such as RideRevive, IDA & Savings. Free Tax Prep, partner referrals.

If Clients is referred to a savings program, client signs up for text messaging reminders for financial alerts, tips and motivation.

Employment Plus Program Begins

Prepaid Card Enrollment
- banking relationship established/strengthened

2nd Week of Program Financial Workshop Art of Budgeting
Topics: Budgeting/Saving Goals/Value of Money

Behavioral Money Workshop
- Money Relationships Explored
- Stipend Budget Created
- Savings Goals Established
- Increased Client Knowledge of budgeting, savings goals and value of Money

A local bank partner leads this workshop

3rd Week of Program
Financial Workshop: For Your Credit
Topics: Credit/Debt/Banking

Utilize Annualcreditreport.com & Credit Sesame/ Karma
- Credit reports/scores pulled
- Increased client knowledge of credit, debt & banking

Reviewed by IMPACT's financial coaches

3rd Week of Program
Administer 2nd Online Financial Needs Assessment to Assess Post-Program Needs

Budget Reviewed
Savings Goals Reviewed
Credit Reviewed
Banking Situation Reviewed
- Improved client financial self-sufficiency expected

Client Follow-up period: Financial Coaching infused with Job Coaching over a 12-month period.

Financial Actions
- Financial Outcomes

Financial Workshops
- Improved client financial self-sufficiency expected

1-1 Financial Coaching
- Improved client comfort in speaking about financial issues

Provided by IMPACT's financial coaches

IMPACT Community Action
Serving Columbus and Franklin County

Section 3 Moving Into Action

TOOL 8
Current Program Workflow

What It Is

This tool lists the key components of the current workflow in your target program(s)—outreach, intake/enrollment, service provision, program exit, and follow-up. It also provides space for you to describe the specific elements of your target program(s), including client milestones achieved and financial capability topics already discussed.

Why It's Important

A clear understanding of the specific components of your existing program is essential for identifying the points at which financial capability services could be integrated into this workflow.

How It Connects to Other Tools

Tool 8 feeds into Tools 9, 10, and 11 (where you will select the integration points from among the workflow components you identify here).

TOOL 9
The Referral Plan

What It Is

This three-part tool contains: a set of questions designed to yield a picture of your referral organization's process and workflow; a table to identify points in your workflow where you will make referrals; and a table where you can use this information to map out what the referral process will look like.

Why It's Important

Completing this tool ensures that the referral process is well thought-out and clear to the staff who will be responsible for executing it—and thus ensures that clients are positioned to succeed in the referral service(s).

How It Connects to Other Tools

Tool 9 is fed by Tools 5, 6, and 7, in which you identify, assess, and select community service providers, and by ***Tool 8*** which maps out the current workflow of the target program. It ***feeds into Tool 12*** (the Logic Model that ties together all the elements of the integration plan).

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TOOL 10
The Partnership Plan

What It Is

This two-part tool contains a set of questions that your organization and your partner(s) can use to map out how you will work together to provide financial capability services, followed by a table for selecting integration points in the current program where these services will be provided.

Why It's Important

Developing a plan for how partners will work together establishes clear processes and policies up front. This clarity will ensure more effective and consistent service delivery and a better client experience.

How It Connects to Other Tools

Tool 10 is fed by Tools 5, 6, and 7, in which you identify, assess, and select community service providers, and by ***Tool 8*** which maps out the current workflow of the target program. It ***feeds into Tool 12*** (the Logic Model that ties together all the elements of the entire program).

TOOL 11
The DIY Plan

What It Is

This is a two-part tool. The first part contains a place for you to identify what is needed to provide services in-house and how you will gather/do what is needed. The second part is a set of questions you can use to select integration points in the current program where in-house financial capability services will be provided.

Why It's Important

This tool helps you: envision how adding financial capability services will change your work; identify what you will need to build the requisite extra capacity; and make sure staff is prepared to provide the services to clients successfully.

How It Connects to Other Tools

Tool 11 is fed by Tool 4 in which you assessed internal capacity, ***Tool 7*** where you determined which of the services you will deliver in-house, and ***Tool 8,*** which maps the current workflow of the target program. It ***feeds into Tool 12*** (the Logic Model), which is the section capstone tool.

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TOOL 12
Putting It All Together – The Logic Model (Capstone Tool for Section 3 and the Guide as a whole)

What It Is

The Logic Model brings together your entire financial capability service integration plan at a glance. It outlines what activities will be provided, the resources required, and the financial capability outcomes you hope to achieve. The Logic Model provides a succinct visual depiction of how financial capability services translate into the intended results.

Why It's Important

Laying out these connections in a Logic Model ensures your program's success in:

- **Integration Implementation** – Mapping out your integration strategy will help you identify any gaps in your plan and will clearly illustrate to your staff and partners the logic behind your integration plan.
- **Performance Measurement** – Defining your outcomes will help you identify the data you need to track for each program component. Mapping how your financial capability activities will produce specific results will provide clear targets against which you will track and report on the program's progress.
- **Stakeholder Engagement** – Like the other capstone tools (Tools 3 and 7), the Logic Model is appropriate for audiences who need a clear and concise presentation of the big picture.

How It Connects to Other Tools

Tool 12 is fed by all the other tools; it is the culmination of the work performed in all the previous tools. It ***feeds into the Key Stakeholder Support Tool***. Because the Logic Model provides an at-a-glance summary of the entire financial capability services integration plan, it provides a basis for "pitching" this plan to stakeholders.

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FROM START TO FINISH

After the Integration Planning Team at Hope Community Action Agency (HCAA) had decided on its integration approaches using Tool 7, Nicole (Director of Children and Family Services) and Hector (Director of Housing Services) decided to work on Tools 8-11 with their program staff so they could help set up the logistics of providing each financial capability service.

Nicole and Malcolm, the Senior Program Manager for Head Start, needed to fill in the details of the Head Start program workflow using Tool 8. Nicole planned to use this information to set up a specific referral process between her Family Service Workers and CCSNW and to set up a plan for Fairview Tax Assistance to provide in-person and virtual Volunteer Income Tax Assistance (VITA) services at the HCAA Head Start center.

Hector decided to ask his staff, including Transitional Housing Case Manager Jason Jones, to help him complete Tool 8 during their next program staff meeting. Then he planned to work with Nicole to develop a referral plan to Fairview Community Asset Builders' IDA program, a partnership plan with Fairview Community Credit Union to provide access to safe and affordable financial products, and a DIY plan for in-house financial education and financial counseling.

The full team, plus HCAA's data guru, planned to meet again in six weeks to finalize the Logic Model and start mapping out a data collection plan.

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TOOL 8: Current Program Workflow

INSTRUCTIONS

The left column lists the basic components of program workflows. In the remaining columns, describe each component of your target program (the program into which you are integrating financial capability services), including processes and places where financial topics are already discussed. You can use the information in this tool to create a flowchart.

What you need to complete this tool:

- ☐ Information about each component of the target programs(s) into which you are integrating financial capability services, including outreach, intake, start of services, main service activities, program exit, and follow-up.

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TOOL 8: Current Program Workflow

Use the table below to map out the existing workflow of each of the target programs into which you plan to integrate financial capability services. You will use this information in Tools 9, 10, and 11 to identify points in this program workflow where/when financial capability will be integrated. *You should complete a separate table for each target program.*

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

Components of Program Workflow	**Current Program Workflow** Briefly describe how each of the workflow components at left currently operates in your program.	**Key Activities or Milestones** Identify the key activities that occur or any milestones achieved by the client during each program component.	**Financial Topics Present?** Note places where financial topics are already discussed in the program components or key activities.
Outreach *Identify the ways that clients learn about this service/get connected to it.*	*Youth are referred to program by County agencies (Children and Family Services, Juvenile Justice and Human Services Departments)*	*n/a*	*n/a*
Intake and Registration *Describe who does this, how it's done, and what information is collected.*	*Case managers hold an initial intake meeting to explain the program and collect information to put into our database*	*Ensure eligibility for housing; initial needs assessment; start of services; move-in plan*	*Gather initial income and background information; discuss terms of rental arrangement*

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TOOL 8: Current Program Workflow (cont'd)

Components of Program Workflow	Current Program Workflow	Key Activities or Milestones	Financial Topics Present?
Start of Services *Describe the first service delivery engagement for the program.*	• *Move-in* • *Orientation* • *Services Assessment and Planning Meeting*	*Assessment identifies needs and goals for case management and referrals; lays out resident agreement*	*Discuss employment, schooling, benefits; address budgeting and other financial matters clients bring up*
Main Service Activities* *Provide a brief description of services by:* • *Type (1-on-1 or group)* • *Frequency of activity* • *Duration of client participation* • *Which staff interact with clients* * If you create a program flowchart from this information, you may need to create separate boxes for the main service activities.	*On-site Case Management (one-on-one)* • *Meeting weekly or monthly (depending on phase in program)* • *Occurs during entire residency (up to 2 years)* • *Referrals made* • *Case workers stay with youth throughout program* *Resident Life Services* • *Provided regularly throughout residency (up to 2 years)* • *Offered weekly and usually in a series* • *Completion of certain workshops is required, but many are optional* • *Run by program staff or case workers*	• *Develop goals* • *Track progress toward goals (work, school, independence)* • *Resolve problems brought by client to case manager: often basic needs such as utilities or food* • *Track referrals for other services (to other departments and other organizations)* • *Secure permanent housing*	*Wellness workshop series sometimes includes financial wellness themes. Case management focused around setting and achieving goals; discuss budget and overall life skills.*

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TOOL 8: Current Program Workflow (cont'd)

Components of Program Workflow	Current Program Workflow	Key Activities or Milestones	Financial Topics Present?
Program Exit *Describe when exit occurs and what happens at that time.*	• *Case close-out meeting* • *Move out*	• *New, independent housing* • *Identify any other progress in close out meeting*	*As needed*
Follow-up *List any follow-up activities, who performs them, and when they take place.*	*Continued case management; stepped-down meetings over 6 months*	*Ensure continuity of any benefits; assist in crisis management in early stages of independence*	*Financial issues are common obstacle at this stage*
Other			

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TOOL 8: Current Program Workflow

TARGET PROGRAM	*Head Start (programming for parents)*

Per the Guide, Nicole and the team from HCAA did Tool 8 for each target program. Here is the version for Head Start parents.

Components of Program Workflow	**Current Program Workflow** *Briefly describe how each of the workflow components at left currently operates in your program.*	**Key Activities or Milestones** Identify the key activities that occur or any milestones achieved by the client during each program component.	**Financial Topics Present?** Note places where financial topics are already discussed in the program components or key activities.
Outreach *Identify the ways that clients learn about this service/get connected to it.*	• *Flyers and general communications to the community* • *Referrals from other departments in our organization* • *Referrals from other community organizations, churches, and county social services departments*	*n/a*	*n/a*

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TOOL 8: Current Program Workflow (cont'd)

Components of Program Workflow	Current Program Workflow	Key Activities or Milestones	Financial Topics Present?
Intake and Registration *Describe who does this, how it's done, and what information is collected.*	• *Application submission (online/phone)* • *Intake Meeting 1 (in-person with intake specialist)* • *Eligibility Determination/ Enrollment* • *Intake Meeting 2—Orientation (in-person with intake specialist)*	• *Basic contact and background information gathered* • *Child Health and Safety information* • *Parent interest in Head Start activities and services*	*Collect financial information, including:* • *Income level* • *Employment* • *Household composition*
Start of Services *Describe the first service delivery engagement for the program.*	• *Child begins attending Head Start classes* • *1st Home Visit with Family Service Worker*	• *Individualized Family Service Plan and Family Goals*	• *Create household budget* • *Identify financial issues* • *Provide benefits access assistance*

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TOOL 8: Current Program Workflow (cont'd)

Components of Program Workflow	Current Program Workflow	Key Activities or Milestones	Financial Topics Present?
Main Service Activities *Provide a brief description of services by:* • *Type (1-on-1 or group)* • *Frequency of activity* • *Duration of client participation* • *Which staff interact with clients* *This may be several boxes and some information may overlap.*	• *1-on-1 follow-up meetings (as needed)* • *1-on-1 service plan updates and goal adjustment (twice per year)* • *Workshops for parents (monthly)* • *Parent committee for Head Start* • *Family Service Worker is lead on all of these*	• *Referrals to other service providers* • *Plan and goal statement updates* • *Tracking attainment of individualized goals* • *Attendance at workshops* • *Participation on committees*	• *Create household budget* • *Identify financial issues* • *Provide benefits access assistance*
Program Exit *Describe when exit occurs and what happens at that time.*	• *Close-out meeting*	• *Referrals to new services and resources*	
Follow-up *List any follow-up activities, who performs them, and when they take place.*	• *None*		
Other			

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TOOL 9: The Referral Plan

INSTRUCTIONS

Answer the series of questions in the tool to determine how you will: *screen* clients in the target program(s) to make sure they are ready for the referral service, *prepare* them for the service, *connect* them to the referral organization, and *support* them after you make the referral. Then compile this information and use it to clearly communicate to staff members on both sides of the relationship (the program *making* referrals and the program *receiving* referrals) how each referral will be made and the exact client pathway from one program to another.

Screen for eligibility/ readiness → **Prepare** for referral → **Connect** to referral organization → **Support** after referral

What you need to complete this tool:

- ☐ List of organizations or programs to which you will refer your clients. (From Tool 7)
- ☐ Information about each referral organization's services. (From Tool 6)
- ☐ An understanding of how clients currently interact with your target program. (From Tool 8)

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Referral & resource guides

TOOL TIP

You can use the information collected in Tools 5 and 6 to create a resource guide that staff members can use to make referrals to selected organizations. An example of a referral guide is the *Consumer Financial Resources Guide* (**http://disb.dc.gov/sites/default/files/dc/sites/disb/publication/attachments/DISB_resource_guide_081814.pdf**), which was developed by the DC Department of Insurance, Securities and Banking. Although this particular guide is geared toward consumers, it is a good example of the kind of information your staff will need to help clients access community resources. Instructions on how to create your own referral guide (see: **http://files.consumerfinance.gov/f/201407_cfpb_your-money-your-goals_referral-guide.pdf**) are available on the Consumer Financial Protection Bureau's *Your Money, Your Goals* toolkit website.

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TOOL 9: The Referral Plan

In Part A, collect information on each referral organization's internal processes and operations, and then in Part B, use that information to select the points at which each referral will be made. Finally, in Part C, aggregate the results of Parts A and B to create a referral pipeline that clearly lays out the pathway for referring clients from your program to the other organization.

TOOL 9, Part A: Referral-receiving Organization Questionnaire

Ask the following questions *to each referral-receiving organization* to determine the best way to enroll your clients in that organization's services and ensure clients' success. As a reminder, the referral organization could also be another department in your organization, especially if you work for a large multi-service organization. Complete a separate table for each referral organization.

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

Referral Organization *(selected in Tool 7)*:	***Fairview Community Asset Builders (FCAB)***
Financial Capability Service(s):	*Incentivized Savings Program (specifically, an Individual Development Account [IDA] program)*
Information About Screening Clients *Can be taken from information you collected from the referral organization in Tool 6, Part A.*	
What eligibility criteria do clients need to meet to receive this service (e.g., income level, geography, age)?	*Household incomes at or below 200% of Federal Poverty Level; must have earned income; must be Fairview resident; must have net worth below $ 10,000*

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TOOL 9, Part A: Referral-receiving Organization Questionnaire (cont'd)

Information About Screening Clients (cont'd)	
Is this service tailored for a certain type of client (e.g., youth, women, people with disabilities, survivors of domestic violence)?	*Must be interested in homeownership, small business development, or postsecondary education or training within 2 years; largely targets adults but can work with youth* *NOTE: While FCAB offers IDAs for multiple uses, we are focusing our referrals on post-secondary education or training, since that is a better fit with the transitional housing program clients.*
What are the qualities/characteristics of the ideal candidate for your service?	*Motivated by asset goal; able to save; willing to attend classes; no negative history with financial institutions (e.g., Chex systems)*
How many additional clients could you provide this service to with your current staff and funding?	*Have funding for an additional 20 IDA participants at this time*

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TOOL 9, Part A: Referral-receiving Organization Questionnaire (cont'd)

Information About Preparing Clients for the Service(s) *Collected by asking questions of your referral organization*	

Describe your intake process so we can prepare our clients for what to expect (e.g., orientation times, paperwork needed, appointment scheduling).	• *Complete brief intake online and then set up appointment with counselor*
	• *Meet counselor at our offices for 1 hour; complete intake and confirm eligibility*
	• *Orientation that includes signing participant agreement and opening the account*
	• *Need to bring the documents showing the following:*
	  • *Annual income*
	  • *Proof of source of earned income*
	  • *Photo identification to open IDA account*

What should we tell clients about the service (e.g. duration, required activities, expected results) to set up clear expectations?	*IDA participants will receive a 4:1 match for their savings; the match can only be used to pay expenses at an eligible educational institution. Participants will be asked to set a savings goal at the start of the program. Participants are expected to save regularly each month; must save for at least six months before they can access the match, though it takes many participants longer to reach their savings goal. Participants also have to complete 8 hours of financial education.*
Is there any helpful information we can share with you about our clients, now or when we make a referral, which will help streamline the referral process?	*Timeline to use the funds for education is FCAB's main concern; there are 3 years remaining on their grant and participants must use match funds by end of that time.*

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TOOL 9, Part A: Referral-receiving Organization Questionnaire (cont'd)

Information About Connecting Clients to the Service(s) *Collected by asking questions of your referral organization*	
Who should our staff contact at your organization about this service? What is the best way to contact this person or people?	*Jenny Greene; contact her by email (jgreene @email .org) or phone (555-2328)*
Who can our clients contact at your organization about this service? What is the best way to contact this person or people?	*Clients should use online form for initial eligibility determination and to schedule intake meeting; Jenny will oversee intake team.*
Information About Supporting Clients After the Referral is Made *Collected by asking questions of your referral organization*	
What are your goals for these services? (i.e., What does success look like? On which milestones or deliverables do you primarily focus?)[3]	• *Client save regularly and reach their savings goals* • *Clients are able to use the full savings match* • *Clients purchase an asset within the grant period*
What are some of the barriers that could prevent our clients from being successful in participating in your service? How can we help address this during our ongoing work with the clients?	*Transportation to FCAB's office will be a problem for many residents. Due to unstable employment, residents may struggle to earn enough income to save. HCAA can assist with transportation and will also support residents as they budget and work toward savings targets.*
Are you willing and able to share information with us about services delivered to clients we refer? If yes, what can you share, and how can we best exchange this information?	*With client permission, we can share information about their progress with savings and in the program overall. We can share this in a quarterly emailed report, as well as on an ad-hoc basis when case managers contact us about specific clients.*

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TOOL 9, Part A: Referral-receiving Organization Questionnaire (cont'd)

Referral Process Management *Decided in conversations between staff at your organization and the referral organization*	
What would it take for each of us to consider this referral a success? OR What outcomes do each of us want to achieve?	*Both groups have overlapping outcomes regarding saving and enrollment in postsecondary education programs.*
Who from each organization will be responsible for making sure this referral goes smoothly for each of us? Describe how they will work together to monitor the progress of the referral process, evaluate its effectiveness, and make adjustments when needed.	*Jason Jones for HCAA and Jenny Greene for FCAB; they will hold a regular check-in call on a monthly basis to make sure that things are going smoothly and make necessary adjustments to the process. They will check in additionally, as needed, if any challenges arise.*

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TOOL 9, PART B: Referral Points in Current Service Flow

Use the table below to select the point(s) in your current program workflow at which you will refer clients to a financial capability service at another organization. Use your current program workflow from Tool 8 and the information you collected in Part A of this tool to identify the best referral point. The tool also contains prompting questions with key considerations for selecting this point.

You will need to complete this table for each of your target programs into which you will integrate financial capability services through referrals.

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

Financial Capability Service List the financial capability service(s) you plan to refer program clients to in the rows below (one service per row).	**Referral Organization**	**Considerations for Where to Integrate the Referral into the Current Program** ?	**Referrals Points(s)** Select the best touch point(s) in the current program workflow at which to refer the program participants for the financial capability service.
Incentivized Savings Program (IDA program)	*Fairview Community Asset Builders (FCAB)*	• *Youth will need to have a GED and a source of earned income (even if informal)* • *Should have 6 months successful rent payments and budget management to make sure they're ready for the program* • *Youth who sign up for the program will need to complete financial education workshops with us or with FCAB* • *Ensure they are clear of Chex System (for negative history with financial institutions) so they can open an account*	*Case managers will refer clients to the program during 1-on-1 interactions when:* • *It aligns with the goals in residents' individual plan* • *They have achieved six months of on-time rent payments* • *They have a steady job*

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TOOL 9, PART C: Referral Pipeline

Using the information you collected from staff at your organization and from the referral organization in Part A of this tool, and the integration point(s) you selected in Part B, map out how clients will be referred to the external organization/program (again, bearing in mind that the referral organization may potentially be an in-house department) and your post-referral support process.

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

	Pre-Referral			Referral Process	Post-Referral
Financial Capability Services for Referral *Identified in Tool 3, selected for referral in Tool 7*	**Referral Point in Current Program** *The point in your current program workflow where you will make this referral*	***Screen* Clients** *What do you need to assess about your clients to determine their eligibility for this referral source?*	***Prepare* Clients** *How will you prepare your clients for the service?*	***Connect* Clients** *To which organization will you refer clients to receive this service? How will clients be referred to this service to ensure a warm handoff?*	***Support* Clients** *What can/will we do to support our clients after the referral is made?*
Incentivized Savings Program (IDA program)	*Case managers will refer clients to the program during 1-on-1 interactions when:* • *It aligns with the goals in residents' individual plan* • *They have achieved six months of on-time rent payments* • *They have a steady job*	• *Has a household budget that allows for saving* • *Has financial aid plan for college/ vocational training* • *Receives earned income and has income verification* • *Has addressed ChexSystems or other bank issues, if any* • *Has plan for schooling upon program exit*	• *Provide information about IDA program, including program requirements, expectations, and duration* • *Show impact on their financial aid needs*	• *Referral organization is Fairview Community Asset Builders (FCAB)* • *HCAA case managers will help clients complete the online application* • *HCAA case managers will help clients set up an appointment by calling Jenny Greene, then provide directions to FCAB's office; may provide transportation if needed*	*HCAA housing caseworkers will:* • *Follow up with youth residents by phone two weeks after the referral is made* • *Include discussion of savings progress in 1-on-1 meetings with youth residents* *FCAB staff will:* • *Alert Jason Jones, Case Manager at HCAA, if any clients are having challenges meeting the requirements of the IDA program*

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TOOL 10: The Partnership Plan

A partnership approach involves organizations working together to deliver services to shared clients. Unlike a referral relationship (where one organization sends clients to another organization's program), in a partnership, the organizations identify shared outcomes and then change the way they provide services to meet these mutual goals. This requires them to clarify their specific roles and to align services. Tool 10 contains a questionnaire to help you plan an effective partnership. You may also want to refer to the "Checklist of Qualities for a Successful Partnership" in Appendix D, which lists specific criteria for success. Most partners will have a written management plan that states expectations and goals either as a Memorandum of Understanding (MOU) or a formal contract. The information provided in this tool can help in creating an MOU or contract as well.

INSTRUCTIONS

In Part A, list the names and primary points of contact for each of the partner organizations. Use the questions in Part B to facilitate a conversation between you and each of your potential partners to determine what goals you are trying to achieve, what processes you will use to provide services, and what resources you will need. Refer to the checklist in Appendix D to evaluate whether you are missing any of the elements necessary for a strong partnership.

What you need to complete this tool:

- ☐ The list of organizations with which you plan to partner. (From Tool 7)
- ☐ Information about each organization's capacity, goals, and data systems. (From Tool 6)
- ☐ Representatives from your organization and your partner organization who can speak to the specifics of service delivery, management of the partnership, and plans to train staff or raise funds.
- ☐ An understanding of how clients currently interact with your target program. (From Tool 8)

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MOUs

TOOL TIP

Creating a Memorandum of Understanding (MOU) for your partnership can formalize your policies and procedures and ensure the accountability of each partner. You can use the partnership plan and checklist in Tool 10 to help you create an MOU with your partners. Key items to include in an MOU are:

- Legal names of each partner organization.
- Scope of activities that will be performed by each partner.
- Roles and responsibilities of each partner.
- Timeline for the partnership (start date, expected duration).
- Policies and procedures that have been established for the partnership, including oversight, data sharing, conflict resolution plan, and partnership dissolution.

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Not the usual suspects

LESSONS FROM THE FIELD

Strong financial capability partnerships have been forged between a diverse array of organizations. Here are examples of creative partnerships:

- **Employers & Community-based Organizations** – Catalyst Miami, a financial capability service provider, partners with employers to conduct "benefit fairs" where employees can sign up for state benefits and receive financial coaching during their lunch break.
- **Community Colleges & Multi-service Centers** – Skyline Community College partners with SparkPoint, a one-stop financial help and education center for low-income families developed by United Way of the Bay Area. At Skyline, SparkPoint pairs financial coaches with students or other community members to help them develop plans to raise their incomes, manage credit, and build assets. This partnership allows Skyline College to help students improve their financial lives and educational outcomes while providing SparkPoint space to expand its services to more clients.
- **Child Support Offices & VITA Sites** – The Texas Child Support Enforcement Office's Bring it Back to Texas program promoted local Volunteer Income Tax Assistance (VITA) services to noncustodial parents with past-due child support payments and trained VITA volunteers to serve this client population. The volunteers helped the parents work through specific issues related to refund garnishments and made referrals to community-based organizations to help with other financial issues.
- **School Districts & Local Governments**– Many children's savings initiatives use schools as a vehicle to provide children and their families with access to savings products and financial education. For example, the Kindergarten to College (K2C) program run by the San Francisco Office of Financial Empowerment partners with the San Francisco Unified School District to provide savings accounts and financial education to every student entering kindergarten.
- **Community Health Centers & Local Tax Coalitions** – Dorchester House Multi-Service Center, a health center in Boston, partners with a variety of organizations to help improve the financial lives of its patients. These partners include the Boston Earned Income Tax Coalition, which Dorchester House hosts on-site to provide free tax preparation along with credit counseling and budgeting assistance.

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HOPE COMMUNITY EXAMPLE

TOOL 10: The Partnership Plan

This tool provides a list of questions and considerations for discussion when setting up a partnership with another organization to provide your clients with financial capability services. Fill out the responses from both your organization and the partner organization to help make decisions about how each organization will provide services and track outcomes.

Tool 10, Part A: Basic Information about the Partnership

TARGET PROGRAM	*Head Start (programming for parents)*

(i) Which organizations are participating in this partnership?
Hope Community Action Agency (HCAA) and Fairview Tax Assistance (FTA)
(ii) List the primary points of contact for each organization and their contact information.
HCAA – Malcolm King; 555-8014 (mking @email .org); FTA - Chris Jefferson 555-0387 (cjefferson @email .org)

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HOPE COMMUNITY EXAMPLE

Tool 10, Part B: Partnership Plan

(i) Align organizational outcomes and establish partnership goals

What is the mission of each organization?	*HCAA: To empower low-income members of Fairview with the resources, training, and support they need to achieve self-sufficiency.* *FTA: To help low-income members of our community file accurate and timely returns, and access tax credits for which they're eligible.*
How does each organization measure success (i.e., organizational outcomes)?	*HCAA: Improved access to resources (improved housing, access to jobs, access to food and transportation); increased stability; greater self-sufficiency* *FTA: Number of free tax returns filed; amount of refunds and credits obtained by filers, especially the EITC*
What are our collective goals for this partnership? How does this partnership contribute to achieving the missions of each of our organizations?	*HCAA: Head Start parents file taxes for free and increase their income through receiving eligible tax credits; they also keep their whole refund by not paying for tax preparation services. This supports our organization's mission to empower families and help them achieve self-sufficiency by connecting them to potentially thousands of dollars in tax credits to boost their income, without losing a chunk of their refund to a paid preparer.* *FTA: This partnership helps us in our mission to assist more low-income community members in filing free taxes and receiving tax credits for which they are eligible, without having to increase our outreach efforts.*
What services are the organizations partnering to provide? Into which programs will these services be integrated?	*FTA is providing mobile and virtual free tax preparation services to HCAA's Head Start parents*

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Tool 10, Part B: Partnership Plan (cont'd)

(i) Align organizational outcomes and establish partnership goals (cont'd)

What activities will the partnership undertake? *Provide a brief description of the operations for your services— including location, frequency and duration—and state which partner is responsible for conducting each activity.*	*HCAA Activities:* • *Conduct outreach to Head Start parents about this service starting in the fall* • *In December, hold a workshop on taxes sponsored by the parent committee* • *Two of HCAA's Head Start administrative office team members will be trained by FTA to help parents with the virtual VITA intake process and will be available to conduct intake at any time during business hours* *FTA Activities:* • *Provide a mobile VITA site, including staffing and equipment, at the largest Head Start Center on Jackson Street one day per week during tax season* • *Offer virtual VITA services—delivered through off-site preparers—at the smaller Head Start building on Thomas Ave. FTA will train HCAA staff to do intake* *Service Availability:* • *Mobile and virtual VITA will be available from the last week in January through April 15th* • *Mobile VITA site will be located just outside the Head Start building on Jackson Street every Tuesday from 2:30 to 8:30pm* • *Mobile and virtual VITA services will be provided on a walk-in first-come, first-served basis*
How will organizations work together to share data & evaluate success? *For example: Will there be a shared outcomes management system?*	*FTA has a data management system and can report to HCAA monthly on aggregate number of returns completed and amount of tax credits received; due to IRS regulations, FTA cannot provide HCAA with client-level information*

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Tool 10, Part B: Partnership Plan (cont'd)

(ii) Identify resources needed to establish and/or sustain the partnership

Who will provide or secure each of the resources needed to provide this service? *This can include financial, material, or human capital (e.g. staff training, shared staff).*	*Training and resource needs at HCAA will be fully covered by current budget lines.* *FTA is awaiting word on a grant to expand mobile and virtual VITA.*
What is the sustainability plan for this partnership?	*The organizations will assess how the first year goes to determine resources needed for sustainability and possible expansion. Staff from each organization plan to check in over the summer to discuss outcomes and future plans. They may need to identify a local funding source interested in supporting an expansion.*

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Tool 10, Part B: Partnership Plan (cont'd)

(iii) Establish management and operational procedures

What is the partnership management plan? *Sketch out who will manage the partnership, how decisions will be made, and how each organization will be held accountable for meeting stated intentions and goals.*	*Malcolm from HCAA and Chris from FTA will meet weekly to plan the partnership activities and will pull in other staff as needed for orientation and training. Once tax season begins, Malcolm and Chris will check in on a biweekly basis, or additionally if needed, to ensure that all aspects are running smoothly and to troubleshoot any challenges.*
What will each organization do to prepare for its partnership responsibilities? *E.g., training for staff, internal communications to notify other staff about this partnership, securing new funding, acquiring new materials*	*HCAA will hold a staff orientation and send two administrative staff members to FTA for virtual VITA training.* *FTA is fully responsible for providing the mobile VITA site. HCAA will cover costs for outreach and scheduling with parents.*
What is the communication plan among front-line staff? *Sketch out how direct service staff from each organization can review and address challenges.*	*The two administrative staff members from HCAA providing intake for the virtual VITA site will have direct access to FTA's virtual VITA program staff to ask questions and troubleshoot problems. They will also have a weekly check-in meeting by phone for the first few weeks of tax season to ensure operations are running well.* *Chris and Malcolm will coordinate mobile efforts as part of their regular check-in meetings.*

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HOPE COMMUNITY EXAMPLE

Tool 10, Part C: Integration Points

Use the table below to select the point in your current program workflow when each service will be provided. Use your current program workflow from Tool 8 and the information about the partnership from Part A in this tool to identify the best integration point. The tool also contains prompting questions providing key considerations for selecting this point.

Financial Capability Service List the financial capability service(s) you plan to provide in the rows below (one service per row).	Partner Organization	Considerations for Where to Integrate the Service into the Current Program ?	Integration Point for Referral Select the best touch point(s) in the current program workflow to provide this service to program participants.
Free Tax Prep	*FTA*	• *Information can initially be shared during orientation activities every fall.* • *Information can also be shared through posters and flyers at the Head Start centers.* • *Family Service Workers can share information about the service during meetings with Head Start parents between November and April.*	• *Staff will include information about free tax preparation services at HCAA in orientation materials distributed to parents at the start of the school year.* • *Parent committee will work with FTA to host a workshop on taxes during the fall.* • *Family Service Workers include this in home visits and flag tax prep when talking with working parents.* • *During 1-on-1 meetings during tax season, Family Service Workers will help parents sign up for services at the mobile tax site or through virtual VITA.*

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TOOL 11: The DIY Plan

INSTRUCTIONS

Fill in the table in Part A to describe what it will take to provide the selected service(s) in-house, including needed resources and how you will obtain or build these resources. In Part B, refer to your current program workflow from Tool 8 to identify the best point in the program to integrate each financial capability service.

What you need to complete this tool:

- ☐ The list of financial capability services your organization is planning to provide in-house. (From Tool 7)
- ☐ Information about your current internal capacity to provide selected DIY financial capability services. (From Tool 4)
- ☐ An understanding of how clients currently interact with your target program. (From Tool 8)

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HOPE COMMUNITY EXAMPLE

TOOL 11: The DIY Plan

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

Nicole and the team from HCAA would have completed multiple versions of this tool, but to save space, we're providing just one example.

Tool 11, Part A: The Financial Capability Service(s)

Describe what it will take to provide the service(s) in-house, included needed resources and how you will obtain or build these resources.

Financial Capability Service(s)	What does it take to provide this service to clients? *Use the intensity analysis that you completed in Tool 4.*	Based on what it takes to provide the service, identify areas where you need to build capacity or acquire resources. *Include both staff capacity needs and resource capacity needs. Note that this applies to both new services and expanded services.*	How will you obtain or build the needed resources? *E.g., train staff, hire more staff, fundraise, etc.*
Financial Education	*We have ongoing workshops for residents that match the intensity required for financial education workshops. Youth are committed to attending educational programming while here.*	*We have workshop facilities and skilled trainers. However, these staff members need more knowledge about financial topics. We need to identify or adapt a curriculum for our clients, who have some distinct needs (youth, formerly homeless).*	*We will research training programs for financial education and consider the cost for that training. We've heard that free curricula are available from many sources. We will research this further, though we're not sure how to determine which works best for youth in our program.*

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HOPE COMMUNITY EXAMPLE

Tool 11, Part A: The Financial Capability Service(s) (cont'd)

Financial Capability Service(s)	What does it take to provide this service to clients?	Based on what it takes to provide the service, identify areas where you need to build capacity or acquire resources.	How will you obtain or build the needed resources?
Financial Counseling	*Case managers have ongoing intensive 1-on-1 meetings with residents, with some variation over the program period; financial matters are already a part of the discussion.*	*Case managers already work with youth intensively and money is a part of those discussions, though case managers have not received extensive training on this. We'd like case managers to have comprehensive skills and a clear strategy for discussing financial issues, both to help clients manage their money now and to practice what they will need to do when fully independent.*	*We need to secure funding to support the staff training costs and materials, as well as administrative costs of implementing this new service. Target is to secure funding by the end of the school year and launch counseling services at the start of next school year.*

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HOPE COMMUNITY EXAMPLE

Tool 11, Part B: Integration Points

Use the table to select the point at which each financial capability service(s) will be provided within the existing program. Reference your current program workflow from Tool 8 and the information from Part A about how you will provide this service to identify the best integration point. The tool also contains prompting questions providing key considerations in selecting the integration point.

TARGET PROGRAM	*Transitional Supportive Housing for Youth (cont'd)*

Financial Capability Service List the financial capability service(s) you plan to provide in the rows below (one service per row)	**Considerations for Where to Integrate this Service into Current Program** ?	**Integration Point** Select the best touch point(s) in the current program workflow to provide this service to program participants.
Financial Education	*Should be included in slate of workshops offered each quarter; ideally should complement what's addressed in life skills classes instead of being offered in a standalone series*	*Incorporate into ongoing workshops, especially life skills classes, by building on financial topics currently covered*
Financial Counseling	*Dovetails with many core service objectives of case management, such as:* • *Organizing and managing daily responsibilities of independent living (including basic budget management and bill payment)* • *Planning for future independence* • *Achieving goals that build toward independence* • *Transitioning to independent living*	*Financial counseling will be built into the entire case management process; 1-on-1 sessions with case managers will incorporate key financial tools and skills from intake to ongoing meetings to program exit*

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TOOL 12: Putting it All Together – The Logic Model (Capstone Tool for Section 3 and the Guide as a whole)

The Logic Model ties together all the work that came before in a succinct story of your entire financial capability services integration plan—what you will do, what resources it will require, and, most importantly, how it will lead to positive outcomes for clients. ***The Logic Model brings together the financial capability services and resulting outcomes from those services you outlined in your Theory of Change in Tool 3, your decisions about which approach to take to deliver each financial capability service in Tool 7, and the specific plans you made for delivering those services in Tools 9, 10, and 11.***

The primary components of the Logic Model are the resources, or **inputs**, needed to support the program and the **activities** and **outputs** that lead to financial capability **outcomes** for the people you serve. These components visually show the connection between the *process* by which you will deliver your program and the *results* you expect.

INSTRUCTIONS

Drawing on information you developed in previous tools (as outlined in Figure 5), fill out the components of the Logic Model template to lay out your full financial capability integration plan.

What You Need to Complete This Tool:

Logic Model Component	Where These Components are in the Guide
Inputs	Tools 4, 7, 9, 10, and 11
Activities	Tools 3, 7, 9, 10, and 11
Outputs	Tools 9, 10, and 11
Outcomes (Short-, Medium-, and Long-term)	Tool 3 (examples are also available in Appendix C)

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Use indicators and targets to track results

TOOL TIP

It's important to be as specific and detailed as possible when describing both the outputs and the anticipated outcomes of your financial capability services. That level of detail will help you track and report meaningful results about your integration strategy – and make midcourse corrections if anything appears off track. Creating a data collection plan that contains both **indicators** and **targets** will greatly help you achieve this detailed specificity. **Indicators** are specific items of data that are tracked to measure how well a project is achieving particular outcomes. For example, an indicator could be the number or percent of participants who achieve a financial goal. **Targets** are the numerical goals—the measures of success—that the program wants to reach for a specific outcome. For example, a financial coaching program that wants clients to be able to follow a monthly spending plan might create the following:

- Outcome: *Clients are able to follow a monthly spending plan*
- Outcome with **indicator:** *Percentage of clients who are able to follow a spending plan*
- Outcome with **indicator** and **target:** *50% of clients follow a monthly spending plan for three months.*

For additional information about indicators and targets, see *Select and Collect Your Indicator Data* (http://cfed.org/assets/pdfs/Select_and_Collect_Indicator_Data.pdf), a guide published by CFED to help organizations develop data collection plans for financial capability services.

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HOPE COMMUNITY EXAMPLE

TOOL 12: Putting it All Together – The Logic Model (Capstone Tool for Section 3 and the Guide as a whole)

Using information you developed in previous tools, fill out the Logic Model to lay out the process and expected outcomes of your financial capability services integration plan. You can complete a separate Logic Model for each target program.

TARGET PROGRAM	*Transitional Supportive Housing for Youth*

PROCESS			OUTCOMES*		
Inputs	**Activities**	**Outputs***	**Short-term Outcomes****	**Medium-term Outcomes****	**Long-term Outcomes****
What we invest ?	**What we do ?**	**The direct products of performing the activities ?**	**The measurable results we hope to see among those we serve in a short time frame ?**	**The measurable results we hope to see among those we serve in a medium time frame ?**	**The measurable results we hope to see among those we serve in a longer time frame ?**
• *1 program associate* • *Director of Housing Services* • *Workshop room* • *Updated data system and paper file record system for new financial outcomes*	*Financial Education* • *Provide financial education as a key component of life skills classes*	• *4 workshops include financial education topics* • *50% of youth residents attend a financial education workshop on average*	• *Understand their eligibility for public benefits*	• *Regularly use a personal budget to manage finances*	

*Be careful not to confuse *outputs* with *outcomes*. An *output* describes a program's activity, not a change in knowledge, attitudes, behaviors, and life conditions for the client. An *outcome* is an indicator of the change a program made in a client's life.

**Organizations can determine how they want to define short-, medium-, and long-term when mapping out expected outcomes. Often, short-term suggests outcomes that emerge within 6 months of implementation, medium-term indicates outcomes measurable within 6 to 24 months of implementation, and long-term refers to outcomes occurring after 24 months or more.

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TOOL 12: Putting it All Together – The Logic Model (cont'd)

Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
• 3 full-time housing case managers • Director of Housing Services • Updated data system and paper file record system for new financial outcomes	Financial Counseling • Provide financial counseling during ongoing case management meetings	• 75% of residents discuss financial topics during 1-on-1 client meetings • 50% of youth set financial goals	• Establish financial goals linked to financial independence • Know how to access, read, and understand their credit reports	• Regularly use a personal budget to manage finances • Access their credit reports	• Make progress toward reaching financial goals • Improve their credit scores or establish credit for the first time
• Director of Housing Services • Fairview Community Credit Union partnership • Updated data system and paper file record system for new financial outcomes	Access to Safe & Affordable Financial Products • Help youth access safe and affordable financial products from Fairview Community Credit Union	• 25% of youth residents are connected with someone at FCCU	• Open a transactional account • Open a savings account	• Use transactional account to manage bill payments	• Increase their amount of savings
• 3 full-time housing case managers • Director of Housing Services • Updated data system and paper file record system for new financial outcomes	IDA Program • Refer youth to IDA program at Fairview Community Asset Builders for postsecondary education and provide support during enrollment and participation	• 5 youth open IDAs	• Open a savings account	• Make regular deposits to savings account	• Increase their amount of savings • Increase their net worth • Enroll in or complete higher education

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TOOL 12: Putting it All Together – The Logic Model (Capstone Tool for Section 3 and the Guide as a whole)

TARGET PROGRAM	*Head Start (programming for parents)*

PROCESS			OUTCOMES*		
Inputs	**Activities**	**Outputs***	**Short-term Outcomes****	**Medium-term Outcomes****	**Long-term Outcomes****
What we invest ?	**What we do ?**	**The direct products of performing the activities ?**	**The measurable results we hope to see among those we serve in a short time frame ?**	**The measurable results we hope to see among those we serve in a medium time frame ?**	**The measurable results we hope to see among those we serve in a longer time frame ?**
• *Senior Program Manager* • *Head Start administrative staff (2 people during tax season)* • *Updated family services plan to identify tax needs* • *New materials about free tax prep* • *Partnership with Fairview Tax Assistance (FTA)*	*Free Tax Preparation* • *Outreach to parents* • *Virtual VITA intake and follow-up* • *Host mobile site* • *FTA runs mobile and virtual VITA site at Head Start Center*	• *2 promotional workshops on taxes* • *15 returns completed through virtual VITA* • *20 parents' returns filed at mobile site*	• *Parents know about free tax preparation options*	• *File their taxes for free* • *Have decreased costs of tax filing*	• *Access all tax credits for which they're eligible every tax year* • *Have increased income through tax credits and refunds*

*Be careful not to confuse *outputs* with *outcomes*. An *output* describes a program's activity, not a change in knowledge, attitudes, behaviors, and life conditions for the client. An *outcome* is an indicator of the change a program made in a client's life.

**Organizations can determine how they want to define short-, medium-, and long-term when mapping out expected outcomes. Often, short-term suggests outcomes that emerge within 6 months of implementation, medium-term indicates outcomes measurable within 6 to 24 months of implementation, and long-term refers to outcomes occurring after 24 months or more.

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HOPE COMMUNITY EXAMPLE

TOOL 12: Putting it All Together – The Logic Model (cont'd)

Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
• Senior Program Manager • 2 Family Service Workers • Updated family services plan to identify credit needs • New materials about free tax prep	Credit Counseling • Identify parents who would benefit from credit counseling • Incorporate credit counseling goals into family service plan • Make referral to Credit Counseling Services of Northwest Region • Follow up with parent to check on progress	• 15 credit counseling referrals made • 10 parents participate in credit counseling at referral organization	• Know how to access, read, and understand their credit reports • Are confident that they can reduce their debt	• Access their credit reports • Consistently use a cooling-off period before taking on debt	• Have fewer debts past due • Have reduced levels of debt • Have improved credit scores • Pay all bills on-time

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FROM START TO FINISH

"I Love It When a Plan Comes Together"

When the full Integration Planning Team at Hope Community Action Agency (HCAA) convened for its final working session before they began implementation, Nicole saw all the time and work that had gone into the planning process over the past six months finally come together: the Logic Models for the Transitional Supportive Housing for Youth program and Head Start program captured everything the group had discovered and decided. They documented what HCAA was going to do, for whom, for what reasons, what success would look like, and how they planned to measure it.

Jackie made just a few suggestions for revisions to the outcomes in Logic Model for the Transitional Supportive Housing for Youth integration work, noting that The Martin Foundation would be especially interested in monitoring links between financial capability and enrollment in higher education.

At Nicole's request, Darius Armstrong, HCAA's Executive Director, joined the group for the final 30 minutes of the meeting. Nicole had been keeping Darius briefed throughout the whole process, but today, she let her team do most of the talking as they walked Darius through the Logic Models and the key decisions they had made to produce them.

She could tell by his expression how impressed Darius was. "Wow, everyone. I love it when a plan comes together. I'm going to call for an all-hands meeting to make sure everyone knows about these integration plans and the thoughtful process you went through to develop them. I want you to know, also, that I've been keeping the board of directors briefed about this work. Like me, they are behind it 100% and very excited to watch the progress."

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Looking Back

Almost two years later, Nicole could hardly believe how much the Integration Planning Team's work had paid off. They had spent six months methodically developing their integration plan using input from staff and clients and best practices from the field. They had then spent a year putting the plans into action and tracking the indicators they had agreed would be most meaningful. On virtually every measure—credit reports reviewed and improved, bank accounts opened, debt loads reduced, higher tax refunds, fewer debts past due, more rent payments made on time—the numbers were moving in the right direction. And even beyond the numbers, there were other hopeful signs. One young mother from the Head Start program stopped Nicole in the hallway one afternoon and mentioned the credit counseling she had received by phone. "When I first called her, I was so stressed. I had debts piled up from when I was unemployed, and I didn't think I would ever get out of debt. But with her help I was able to develop a plan for paying off my debts and gaining more control over my financial life. My counselor also taught me the '24 hour hold' rule, so now if I am thinking about putting a big purchase on my credit card, I sleep on it first. The 24-hour hold rule has already helped me keep from taking on bills I don't need."

The Martin Foundation awarded a second year of funding to the transitional supportive housing for youth program based on the results from the first year, and the development office identified other funders with interest in supporting financial capability service integration into HCAA's jobs training program.

Eighteen months almost to the day since she first went to see HCAA's Executive Director about her idea, Nicole got an email. It was from the organizers of the state-wide conference where she had first learned about financial capability services integration and the Planning Guide. The email was an invitation for Nicole to moderate the financial capability integration panel at the next conference.

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Integrating financial capability services successfully requires broad-based support from internal stakeholders (e.g., your organization leaders, program staff, and clients) and from external stakeholders such as current and new funders and community leaders. These stakeholders are not homogeneous; their specific roles in supporting your program vary. The issues they care about and are motivated by are also different. So the arguments you make about why someone should support your work and what specific kind of support they can provide will need to be carefully crafted for each audience.

The key components of your story will be:

- **The Problem:** What is the problem faced by clients that you are trying to address, and why should the stakeholder care about that problem?
- **The Solution:** What financial capability services do you propose to address this problem?
- **The Call to Action:** What do you need this stakeholder to do or provide to help you implement the proposed solution to the problem?

By the time you finish this section, you will have:

- ✔ A list of stakeholders whose support you will need to pursue financial capability services integration.
- ✔ An analysis of the issues your stakeholders care about and the information they would find persuasive.
- ✔ A compelling story for why each of your various stakeholders should support your work, tailored to each group.

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It is essential to generate stakeholder support from the start and to cultivate it throughout the process.

- ***At the beginning of your planning process,*** you will need your organizational leaders and fellow staff members to be on board with what you are trying to accomplish and to understand how it aligns with the organization's mission. To do this, you can use the information in the "About Financial Capability Integration" section at the beginning of this Guide and the resources listed in the Tool Tip for the Key Stakeholder Support Tool.
- ***Throughout the planning process,*** you will need input from other staffers, and that input will be delivered with more enthusiasm and higher quality if they understand and support the goals of this work. You also may, during the planning process, be presented with a funding opportunity that you need to pursue before the planning process is complete. To tell your story at this point, before you have finalized the details of your integration plans, you can use your Theory of Change developed in Tool 3.
- ***After you finish the planning process,*** you will need to tell your story to a broad range of stakeholders whose support will be crucial to get the services launched and ensure their success. For example, you may need funders to provide financial support, your organization's leadership to commit the necessary staff and budget, and the staffers themselves to help with the rollout and implementation. The completed Guide, as summarized in your Logic Model, maps out your entire proposed program, including the need you are addressing among your clients, how your organization will address that need (with financial capability services delivered in-house or through partnerships or referrals), and what you specifically need from a stakeholder to launch and sustain this work.

Key Stakeholder Support, the sole tool in this cross-cutting section, provides the framework you need to develop a compelling case for each of your stakeholders. You can use this tool at any point in the process, for every type of stakeholder. It is a good idea to familiarize yourself with the tool during the earliest stages of your work so that you can begin to think about how you will make the case for financial capability services to key stakeholders as you are developing your integration approach. You may also find it helpful to glance at the tool periodically, perhaps upon completion of each of the section capstone tools, as a visual reminder to keep stakeholder support on your mind.

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Framing the Case for Financial Capability

The "About Financial Capability Integration" section of this Guide lays out the overall case for integrating financial capability services into other programs as follows:

- **The Problem:** Low-income individuals and families experience a great deal of financial hardship that impacts virtually every dimension of their lives. This chronic financial instability not only imposes high degrees of day-to-day stress but also, by limiting the ability to save and invest, significantly constrains prospects for a more secure future. Community-based organizations work to help low-income families achieve economic stability and mobility through a variety of programs and services. But even with a wide array of available, high-quality social services, individuals with limited *financial capability* – defined as the capacity, based on knowledge, skills, and access, to manage financial resources effectively[27] – struggle to succeed in such programs and to translate any progress into lasting economic change.
- **The Solution:** Program offerings at community-based organizations, such as affordable housing, job training, early childhood education, childcare assistance, and energy assistance, are ripe opportunities for incorporating services that build clients' financial capability. Research indicates that by integrating financial capability services into existing programs, organizations increase the likelihood that clients will succeed in those programs.[28] Thus, financial capability services are a promising tool for supporting and enhancing the work of community-based organizations to improve families overall financial security and well-being.

With Tool 3: Theory of Change, you began to develop your own customized problem and solution narrative that specifically illustrates how financial capability services will improve the client outcomes about which your organization cares. In the Key Stakeholder Support tool here, you will tailor that narrative for each of your key stakeholders. You will also add a call to action to the story you will tell stakeholders to secure their support.

27 United States Department of the Treasury. *Amended Charter: President's Advisory Council on Financial Capability.* Washington, DC: Department of the Treasury, 2010. Available at: http://www.treasury.gov/resource-center/financial-education/Documents/PACFC%202010%20Amended%20Charter.pdf.

28 See the "About Financial Capability Integration" section of this Guide for a discussion of this research.

Cross-Cutting

Making the Case

TOOL
Key Stakeholder Support

What It Is

This tool provides a framework for mapping out your case to each stakeholder, culminating in a concise pitch to use with each type of stakeholder.

Why It's Important

You will need support from stakeholders throughout the planning process–particularly as you move towards implementing integrated financial capability services—so it is imperative to make a case that is compelling and relevant to the issues different types of stakeholders care about.

How It Connects to Other Tools

Is fed by Tool 1, which provides the analysis of your clients' financial needs; ***Tool 3,*** which sets forth the financial capability services you will provide and the client outcomes you hope to achieve from them; ***Tools 7 and 12,*** which describe the solution you're proposing, and ***Tools 4, 9, 10, and 11,*** which contain information about the resources your financial capability program will require.

Please note that it is not necessary to have completed the tools above in order to work on the Key Stakeholder Support tool. But if you have completed them, you can draw upon that information.

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TOOL: Key Stakeholder Support

INSTRUCTIONS

This tool will help you develop a specific set of appeals for each group of key internal and external stakeholders whose support you need to implement your integration plan. In Part A, you will identify and describe the stakeholders who may impact your financial capability planning or implementation work, and you will analyze their perspective on integrating financial capability services. You will then use the information in Part B to develop your case for support for each stakeholder group.

What you need to complete this tool:

- ☐ A list of the key internal and external stakeholders whose buy-in and support is essential to developing and/or implementing your integration plan.
- ☐ An understanding of what you need from each stakeholder group (e.g., staff time, funding, changes to operating procedures, etc.) to successfully implement integrated financial capability services.

DOWNLOAD

- Blank Tool (MS Word)
  http://www.cfed.org/go/fc/TXw.docx
- Blank Tool (fillable PDF)
  http://www.cfed.org/go/fc/TXf.pdf
- Filled-in Example (PDF)
  http://www.cfed.org/go/fc/TXe.pdf

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Where to find information and data that strengthens your case to stakeholders:

TOOL TIP

- Stories from your staff and the people you serve
- About Financial Capability Integration section of this Guide
- Data about financial insecurity and lack of financial capability for your population
  - CFED's Assets & Opportunity Scorecard contains state-specific data on household financial security: http://assetsandopportunity.org/scorecard/
  - CFED's Assets & Opportunity Local Data Center contains city, county, and regional financial security data: http://assetsandopportunity.org/localdata/
- CFED's brief—*Increasing Financial Well-Being Through Integration: Meeting People Where They Are*—contains information and data about the need for integrated financial capability services: http://cfed.org/knowledge_center/resource_directory/cfed_publications/directory/meeting_people_where_they_are
- More Information About Financial Capability Services in Appendix A of this Guide
- Research & reports on financial capability. See the Works Cited and Online Resources sections of this guide for more information.

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How to share your case with stakeholders throughout your organization

TOOL TIP

One of your key stakeholder groups is staff within your organization who need to understand what you are planning to do, how this connects to their daily work, and what role they will play in implementing it. Here are a few strategies for sharing the story of financial capability with your colleagues:

- Provide short articles on financial capability in regular staff mailings or publications.
- Present at board, leadership, and program staff meetings, or engage financial capability experts in the local area to present to staff.
- Use the topic as a research or work item on an existing taskforce or committee.
- Invite other staff to participate in local financial capability coalitions.
- Attend, along with a team of staff members, conferences on financial capability topics relevant to your integration plan.

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HOPE COMMUNITY EXAMPLE

TOOL: Key Stakeholder Support

In the interest of space, we've shown just two of HCAA's stakeholder groups.

Part A: Your Stakeholders

Identify and describe the stakeholders who may impact your financial capability planning or implementation work in the far left column. Then answer the questions in the remaining columns to analyze the perspective of each stakeholder. You will use this information to craft a proposal for support in Part B.

Who are the stakeholders whose support you need?	What do you need them to do or commit to doing?	What issues do they care about?	What potential objections/ concerns might they have to your request?	What information, key words or data related to financial capability would they find compelling?	Where can you get this data or compelling information?
Case workers in youth transitional housing program	*Support adding new financial capability topics to the case management plan, attend training, start counseling youth on their finances*	*Helping youth reach greater levels of independence and self-confidence; supporting youth so they don't feel alone; addressing their concrete needs and seeing successful transitions to independence.*	*May not feel comfortable talking with people about money; may feel this is beyond the scope of their job description or not directly relevant to the work they're doing.*	*Stories and data from similar organizations that have already done this, especially client success stories*	*Childwelfare.gov; National Resource Center on Youth Development; insights from other community action agencies in our state and across the country who have done this work successfully.*

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HOPE COMMUNITY EXAMPLE

Part A: Your Stakeholders (cont'd)

Who are the stakeholders whose support you need?	What do you need them to do or commit to doing?	What issues do they care about?	What potential objections/ concerns might they have to your request?	What information, key words or data related to financial capability would they find compelling?	Where can you get this data or compelling information?
The Martin Foundation (potential funder)	*Providing funding to cover the cost of sending case managers to financial counseling training and build out data system to support counseling activities.*	*Helping youth build successful futures, including completing postsecondary education and obtaining meaningful employment.*	*This would be a new funding area for the Foundation; staff may not be sure how/ why it fits in with their typical funding priorities around transitional youth.*	*Research about the effectiveness of financial counseling, especially for youth; success stories from youth at other organizations.*	*Research studies; model youth financial counseling programs from around the country.*

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HOPE COMMUNITY EXAMPLE

TOOL: Key Stakeholder Support

Part B: The Case for Stakeholder Support

(i) Initial Brainstorm

For each stakeholder, complete the table below to map out your problem, solution, and call to action for your financial capability integration effort. ***Repeat this table for each key stakeholder identified in Part A.***

STAKEHOLDER	*The Martin Foundation*

Nicole and the team from HCAA completed Part B of this tool for all their key stakeholder groups. We're showing just one of them (The Martin Foundation) to save space.

Problem* What client problems are you trying to solve with financial capability integration, and why does the stakeholder care about this problem?	*Young people in our transitional supportive housing program are grappling with the responsibility of maintaining their own apartment for the first time, while also needing to prepare for a financially stable and independent future. Because of their age, they need information and skills practice in using basic financial products and credit products so they don't face unnecessary barriers or fall prey to costly alternative services.*

*You may have already identified your clients' specific financial needs in Tool 1.

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Part B: The Case for Stakeholder Support (cont'd)

Solution** What financial capability services are you proposing as the solution to this problem?	*Applying financial capability skills is linked to the basic life skills support our case managers offer and is an important factor in our primary outcome—successful transition out of our housing into an independent living situation. We will provide financial counseling to help youth manage what they have now and create a financial plan for successfully transitioning to and maintaining permanent housing. To make the process as seamless as possible, case managers will incorporate financial counseling into their existing 1-on-1 meetings with youth so that it is incorporated into their independent living plan and tailored to each young person's unique circumstances and needs.*
Call to Action*** What specifically do you need this stakeholder to do to help you deploy your proposed solution to your stated problem?	*Financial counseling requires specialized knowledge and skills. We are requesting $30,000 to cover training fees and travel costs for 3 housing case managers, to adapt our data system, and to develop new materials case managers can use with youth.*

**You may have already selected your financial capability services in Tool 3 and refined them in Tools 7 and 10.
***You may have already identified the financial, staff, and material resources you need in Tools 4, 9, 10, and 11.

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Part B: The Case for Stakeholder Support (cont'd)

(ii) Your Pitch

Refine the information in the table in (i) of this tool to create a concise proposal (e.g., an elevator pitch) that you will present to the stakeholder. Be sure to include elements from the Problem, Solution, and Call to Action listed in the table.

Young people in our transitional supportive housing program are grappling with the responsibility of maintaining their own apartment for the first time, while also needing to prepare for a financially stable and independent future. By providing financial counseling to young residents as part of one-on-one case management, we can help them build the capacity they need to manage what they have now and plan for managing their resources when they move into permanent housing. Our case managers already have excellent skills in counseling, but they need specialized training on financial topics to provide specific financial counseling.

We are requesting $ 30,000 to cover training for three case managers, as well as to adapt our data systems and to develop customized materials that staff can use in their counseling sessions. The integration of financial counseling into our youth transitional housing program will enhance the services we provide to our residents and better prepare them to navigate the transition to independent adulthood.

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HOPE COMMUNITY ACTION AGENCY

FROM START TO FINISH

Getting to Yes

With the final approved Logic Model in hand, Jackie Davis, Development Officer at Hope Community Action Agency (HCAA), was able to put concrete details into her technical proposal to The Martin Foundation to support HCAA's plan to integrate financial capability services into the Transitional Supportive Housing for Youth program. She had already given them a concept paper and had conversed with them several times about the idea in principle. Now with help from Hector Gonzales, HCAA's Director of Housing Services, Jackie used the Key Stakeholder Support tool to fine-tune her case for support. She used the client analysis from Tool 1 about how the youth residents were struggling to manage their finances and achieve financial independence. She pulled facts and figures from online resources showing the positive outcomes of building youth financial capability. Jackie framed HCAA's proposal as an opportunity for The Martin Foundation to support an innovative strategy for supporting vulnerable youth, something The Martin Foundation was always looking to do.

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Questions About Financial Capability and Related Terms

What is financial capability?
Financial capability is the capacity—based on knowledge, skills, and access—to manage financial resources effectively.[29]

What is financial coaching?
Financial coaching is multiple one-on-one interactions that empower clients to set and achieve their unique financial goals through behavior change and skill development. Coaches help clients develop their ability to practice sound financial management by providing guidance, support, and motivation to hold clients accountable to their self-defined goals.[30]

What is financial education?
Financial education is one or more standalone workshops or classes that involve the transfer of information, often in a group setting, on a specific set of topics such as how to budget, use mainstream financial products, save, manage credit, reduce debt, access available tax credits, and more.[31]

How are these concepts related?
Both financial coaching and financial education help build financial capability. Financial capability, in turn, helps build financial security.

What does "integration" mean in the context of financial capability?
Integration means incorporating financial capability discussions, resources, and tools directly into other existing programs rather than creating a new stand-alone program.

Why is integration important for financial capability?
Research suggests that clients who receive financial capability services that are integrated into other programs achieve better results than clients whose services are siloed. Also, community-based organizations who offer integrated services achieve better results in pursuit of their missions: they succeed as their clients succeed. Finally, it often costs less money to layer financial capability services onto existing programs than it would to create a new stand-alone program.

What are the main strategies for integrating financial capability services?
Building Financial Capability describes three main strategies: refer your clients to other organizations; partner with other organizations; or build your in-house capacity to do it yourself. All three are defined in **Figure 3(a)**, elaborated in **Figure 3(b)**, and discussed extensively throughout this Guide.

29 United States Department of the Treasury. *Amended Charter: President's Advisory Council on Financial Capability*. Washington, DC: Department of the Treasury, 2010. Available at: http://www.treasury.gov/resource-center/financial-education/Documents/PACFC%202010%20Amended%20Charter.pdf.
30 Collins, J. Michael. *Financial Coaching: An Asset Building Strategy*. Madison, WI: The Center for Financial Security, 2014. Available at: http://www.cfs.wisc.edu/briefs/AFN_FinacialCoaching_august.pdf.
31 Same as footnote 30.

Frequently Asked Questions

Questions About Integration

Are there examples of community-based organizations that have successfully executed financial capability services integration?
Yes. Real-world examples are included throughout the guide in the Lessons from the Field boxes. *Building Financial Capability* also includes a composite profile of one successful integration effort, under the heading of From Start to Finish. Although not a true-life example, the composite profile draws from such examples and combines them into a simple, easy-to-follow story of one organization's progress through the Guide.

This Guide contains a lot of information. How can I navigate through it all?
Because this Guide is an interactive PDF technology, you do not have to read the Guide in a linear way. Almost every page features sidebar navigation displaying all the content. You can easily skip around (or over) any content, engaging only with the material that is relevant and interesting to you.

Do I have to do every tool, in order, as written?
No. You can use all the tools in sequence for a robust integration design and plan (recommended for those new to financial capability but also useful for organizations with experience). You can pick and choose certain tools to address specific needs you may have (an approach that is more suitable for those with experience). And you can also make modifications to the tools themselves to better meet your specific context or needs.

The tools are packaged in many different configurations: singly, as a section, and as a master set; as fillable PDFs and as Microsoft (MS) Word. Why all the options?
The fillable PDFs provide a static platform and allow for more robust graphics (especially important for tools such as #3, the Theory of Change). On the other hand, MS Word permits users to make changes to the tools themselves (adding or deleting columns or rows, for example, or inserting page breaks). Both the MS Word and the fillable PDF versions are packaged singly, as sections, and as a master set in anticipation that community-based organizations will assign different staffers the responsibility for completing different tools. These multiple configurations make it as easy as possible for the staff person leading your integration planning work to download, distribute, and delegate responsibility for tools and sections as conveniently as possible.

Should I share this Guide or the tools with my low-income clients?
No. *Building Financial Capability* is a resource for organizations, not individuals.

Who should use this Guide?
Managers and directors who are responsible for program planning and who are seeking to integrate financial capability services into existing program workflow.

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AFI Resource Center
http://idaresources.acf.hhs.gov
The AFI (Assets for Independence) Resource Center is an online repository containing information to help with managing an AFI grant. Some resources may also be useful for other matched savings or financial capability programs. Resources range from recorded webinars and worksheets on program design, recruitment, retention, and more to an online directory and interactive map of current AFI grantees.

Assets & Opportunity Network
http://assetsandopportunity.org/network
The Assets & Opportunity Network, managed by CFED, is a group of advocates, practitioners, policymakers, and others from around the country who are working to advance asset-building strategies in their communities. Through the Network website, you can find organizations that are providing financial capability services in your area.

Bank On Programs
http://joinbankon.org/programs
Bank On Programs are public/private partnerships working in local communities to provide safe and affordable bank accounts to low-income un- and under-banked people. You can find out if your community has a local Bank On program through the website, as well as finding other financial capability service providers.

Center on Assets, Education, and Inclusion (University of Kansas)
http://aedi.ku.edu
The Assets and Education Initiative of the University of Kansas conducts leading research into the intersection of savings and educational success. Its page contains links and information regarding Children's Savings Accounts, college debt, financial inclusion, and other topics.

Center for Financial Security
http://cfs.wisc.edu
The Center for Financial Security, housed at the University of Wisconsin at Madison, is one of the leading centers for research and publications about financial coaching and financial security. Its website contains links to tools and publications for all practitioners and clients.

Center for Social Development
http://csd.wustl.edu/Pages/default.aspx
The Center for Social Development, housed at Washington University of St. Louis, conducts research and gathers information on the asset-building field. Its site contains research publications and information sheets.

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CFED Assets & Opportunities Scorecard
http://assetsandopportunity.org/scorecard/
The Assets & Opportunities Scorecard is a leading source for data on household financial security and policy solutions. Broken down by state, the Scorecard contains general policy findings, state data snapshots, and in-depth calculators that can be used to better understand the financial security of people in each state.

CFED Local Data Center
http://assetsandopportunity.org/localdata/
The CFED Local Data Center contains information broken down by state, county, metro area, and city on household wealth and financial access. It also includes in-depth local profiles for select cities and publications that can help you learn more about financial security in certain communities.

CFED Program Directories
http://cfed.org/programs/idas/directory_search/ and
http://cfed.org/programs/csa/directory/
CFED provides directories of organizations that provide Individual Development Account (IDA) and Children's Savings Account (CSA) programs around the country.

CFSI
http://www.cfsinnovation.com
CFSI (the Center for Financial Services Innovation) leads a network of financial services innovators committed to building better consumer products and practices. The CFSI website contains access to their network, research, and consulting expertise for financial services innovation.

Consumer Financial Protection Bureau "Ask CFPB"
http://www.consumerfinance.gov/askcfpb/
"Ask CFPB" is an interactive online tool that provides clear and unbiased answers to consumers' financial questions. The tool contains hundreds of easy-to-read, plain-language entries written by the Consumer Financial Protection Bureau's subject-matter experts. Topics include mortgages, money transfers, credit cards, student loans, auto loans, and checking and savings accounts. "Ask CFPB" also has questions geared especially for service members, older Americans, students, and parents.

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Consumer Financial Protection Bureau
Your Money, Your Goals Toolkit
http://www.consumerfinance.gov/your-money-your-goals/
Your Money, Your Goals (YMYG) is a toolkit that social services organizations can use to help their clients set goals, choose financial products, and build skills in managing money, credit, and debt. The toolkit is available in both English and Spanish, and training resources are available on the YMYG website.

Credit Builders Alliance
http://www.creditbuildersalliance.org
The Credit Builders Alliance website contains information and tools for practitioners centered on the role of credit building as an asset-building strategy. The site includes a Credit Builders 5-Step Toolkit for practitioners who are CBA members as well as resources for non-members.

FDIC Money Smart
http://www.fdic.gov/consumers/consumer/moneysmart/index.html
Money Smart is the FDIC's (Federal Deposit Insurance Corporation's) financial education curriculum designed for low- and moderate-income individuals. Consumers, bankers, and community service providers can use free Money Smart tools to teach or learn about basic financial topics. Money Smart is also available for different age groups and in nine languages. Another Money Smart program helps new and aspiring entrepreneurs understand business financial basics.

FDIC National Survey of Unbanked and Underbanked Households
http://www.economicinclusion.gov
The FDIC (Federal Deposit Insurance Corporation) Economic Inclusion website includes the results from the 2013 FDIC National Survey of Unbanked and Underbanked Households, along with information about the FDIC's multiple initiatives to promote access to mainstream banking.

HUD Approved Housing Counseling Agencies
http://www.hud.gov/findacounselor
This website contains information about housing counseling agencies sponsored by the U.S. Department of Housing and Urban Development (HUD). You can use the search feature on this site to find agencies around the country that can provide advice on buying a home, renting, defaults, foreclosures, and credit issues.

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Institute on Assets and Social Policy
http://iasp.brandeis.edu
The Institute on Assets and Social Policy is housed at Brandeis University. Its website contains important information and research on the role of assets, including webinar recordings, research papers, and useful links.

IRS Directory of Free Tax Preparation Programs
http://irs.treasury.gov/freetaxprep/
The IRS (Internal Revenue Service) webpage enables you to search for Volunteer Income Tax Assistance (VITA) and Tax Counseling for the Elderly (TCE) programs that offer free tax help for qualifying taxpayers. TCE programs operated by AARP are not listed on the IRS website. To search for those sites, go to: http://www.aarp.org/applications/VMISLocator/taxAideLocations.action.

National Foundation for Credit Counseling
https://www.nfcc.org/index.php
The National Foundation for Credit Counseling website has an agency locator tool you can use to search for member agencies that provide credit/debt and budget counseling, bankruptcy counseling, or housing counseling in person, by phone, or online.

NCUA
http://ncua.gov
NCUA (National Credit Union Administration) is the independent federal agency created by the U.S. Congress to regulate, charter and supervise federal credit unions. With the backing of the full faith and credit of the United States, NCUA insures the deposits of more than 99 million account holders in all federal credit unions and the overwhelming majority of state-chartered credit unions. NCUA also educates the public on consumer protection and financial literacy issues. For more information visit http://mycreditunion.gov and http://mycreditunion.gov/Pages/pocket-cents-home.aspx.

New York City Center for Economic Opportunity
http://www.nyc.gov/ceo
The NYC Center for Economic Opportunity fights the cycle of poverty in New York City through innovative programs that build human capital and improve financial security. Its initiatives include the Office of Financial Empowerment and SaveUSA, among others.

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REI Network
http://www.realeconomicimpact.org/REI-Network.aspx
The National Disability Institute's REI (Real Economic Impact) Network is an alliance of organizations and individuals dedicated to a common mission: the economic advancement of people with disabilities. REI Network members receive training, technical assistance, support and resources provided by the National Disability Institute to advance economic empowerment and financial capability for persons with disabilities. Members have access to monthly webinar series, e-learning courses, fact sheets, toolkits, training materials, e-newsletter, technical assistance, and professional networking opportunities.

Success Measures
http://www.successmeasures.org
Success Measures, run by NeighborWorks America, offers several tools, trainings, and resources designed to help community-based organizations and their partners to plan and conduct evaluations of their programs.

United Way 2-1-1
http://www.211us.org
United Way 2-1-1 is a telephone hotline staffed by community resource experts that connects people in need with local health and human service resources. Its website can help you identify an extensive list of organizations and programs in your community that offer a wide range of financial capability services.

Working Families Success Network
http://workingfamiliessuccess.com
The Working Families Success Network is a network of community-based organizations and colleges helping individuals get jobs, complete education, improve credit, and save for the future. Its website tools include worksheets and strategy guides.

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More Information About Financial Capability Services

This Guide references ten key services that organizations can integrate into their programs to help families build financial capability:

- **Financial Education**
- **Financial Coaching**
- **Financial Counseling**
- **Credit Counseling**
- **Credit Building**
- **Access to Safe and Affordable Financial Products**
- **Free Tax Preparation Assistance**
- **Access to Federal and State Benefits**
- **Incentivized Savings Programs**
- **Asset Ownership Programs**

Each service addresses a different dimension of building financial capability. Some services are more suitable for clients who are just beginning to work towards financial capability. Other services will work for clients who have already built basic knowledge and skills and are ready to advance. The services also vary in the amount of resources and specialized knowledge needed for implementation, which will affect your decision of which integration approach (refer, partner, or do it yourself) to pursue. In most cases, a combination of services will be most effective in addressing families' complex financial needs.

To assist you in selecting which services to integrate into your existing programs, the descriptions below provide detailed information on each service—an explanation of what it is, why it is important to building clients' overall financial capability and security, and ways to implement it.

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Financial Education

What It Is

Financial education is one or more standalone workshops or classes that involve the transfer of information, often in a group setting, on a specific set of topics such as how to budget, use mainstream financial products, save, manage credit, reduce debt, access available tax credits, and more.[32]

Why It's Important

Understanding basic financial concepts is an important component of setting and achieving financial goals. Research indicates that individuals with knowledge about financial matters and skills in financial decision-making are more likely to plan for retirement, have an emergency fund, and make better investment choices in general.[33] They are also less likely to rack up high interest payments and fees on their credit cards.[34]

32 Collins, J. Michael. *Financial Coaching: An Asset Building Strategy*. Madison, WI: The Center for Financial Security, 2014. Available at: http://www.cfs.wisc.edu/briefs/AFN_FinacialCoaching_august.pdf.

33 Lusardi, Annamaria. *Financial Literacy and High Cost Borrowing in the United States*. NBER Working Paper No. 18969. Cambridge, MA: National Bureau of Economic Research, 2013. Available at: http://www.nber.org/papers/w18969.

34 Robb, Cliff and Deanna Sharpe. *Effect of Personal Financial Knowledge on College Students' Credit Card Behavior*. Alexandria, VA: Association for Financial Counseling and Planning Education, 2009. Available at: http://files.eric.ed.gov/fulltext/EJ859561.pdf.

How to Implement It

Financial education can be delivered to your clients in many ways, such as:

- Offering a series of financial literacy workshops that cover topics including budgeting, debt, credit, savings, and asset building.
- Integrating financial topics within non-financial workshops (e.g., learning how to put together a budget as part of a computer class on Excel).
- Providing access to online financial education courses.

For improved effectiveness, you should tailor the financial education curriculum and delivery method to your audience. For example, working families may have limited availability to attend in-person workshops but may be able to complete an online course at their own pace. Also, it is important to choose topics that are relevant and timely for the audience. For example, when working with high school students you may wish to focus on specific topics such as understanding credit and student loans.

A wide range of tools, resources, and curricula is available to help you start or expand a financial education program, including the FDIC's *Money Smart* (**https://www.fdic.gov/consumers/consumer/**

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moneysmart/) and resources developed by the National Endowment for Financial Education (NEFE) (http://www.financialworkshopkits.org).

It is important to note that classroom-based financial education alone may not be adequate to substantially change financial behaviors. Consider pairing financial education with opportunities to apply that knowledge—such as opening and saving in an account—to increase impact.

Financial Coaching

What It Is

Financial coaching is multiple one-on-one interactions that empower clients to set and achieve their unique financial goals through behavior change and skill development. Coaches help clients develop their capability to practice sound financial management by providing guidance, support, and motivation to hold clients accountable to their self-defined goals.[35]

Financial coaches do not necessarily need to be financial experts but do need to have strong coaching skills such as active listening and motivational interviewing. Coaching emphasizes *behavior changes* (rather than targeting specific issues) to help people build decision-making skills for long-term planning. As such, financial coaching is usually a long-term process.[36]

Why It's Important

Recent field experience and research indicates that financial coaching is a high-impact service, providing a broad range of benefits for participants.[37] For example, The Financial Clinic in New York found that clients who achieved financial milestones had significantly higher employment results than those who did not accomplish financial goals.[38] In another study by NeighborWorks America, 54 percent of clients who started the coaching program with no savings had accumulated savings by the end of the program, with a median savings balance of $668.[39]

35 For information about the differences between financial coaching, counseling, and education, see Collins, J. Michael. *Financial Coaching: An Asset Building Strategy*. Madison, WI: The Center for Financial Security, 2014. Available at: http://www.cfs.wisc.edu/briefs/AFN_FinacialCoaching_august.pdf.

36 Same as footnote 35.

37 Golden, Olivia, Pamela Loprest and Gregory Mills. *Economic Security for Extremely Vulnerable Families: Themes and Options for Workforce Development and Asset Strategies*. Washington, DC: Urban Institute, 2012. Available at: http://www.urban.org/publications/412699.html.

38 Smith, Rebecca, Mae Watson Grote and Katrina Ron. *Scaling Financial Development: Improving Outcomes and Influencing Impact*. New York, NY: The Financial Clinic, 2011. Available at: http://thefinancialclinic.org/wp-content/uploads/2013/03/scaling-financial-development.pdf.

39 NeighborWorks America. *Scaling Financial Coaching: Critical Lessons and Effective Practices*. Washington, D.C.: Neighborhood Reinvestment Corporation, 2013. Available at: http://www.neighborworks.org/Documents/HomeandFinance_Docs/FinancialSecurity_Docs/FinancialCoaching_Docs/Executive-Summary.

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How to Implement It

Financial coaching can be delivered to your clients in many ways, including:[40]

- Training your staff in financial coaching techniques to provide one-on-one, targeted coaching to help clients set and achieve financial goals as part of ongoing service delivery.
- Providing website-based financial coaching options, such as My Budget Coach[41] or Change Machine.[42]
- Partnering with employers to provide on-site financial coaching to employees.

To deliver financial coaching effectively and in line with best practices, staff members need extensive training and a specialized set of skills.[43] An important factor to consider is that financial coaching is a time- and resource-intensive service, and it may take several sessions over the course of a year or longer to help clients change behavior and build the capacity to save and invest.[44]

40 Collins, J. Michael. *Financial Coaching: An Asset Building Strategy.* Madison, WI: The Center for Financial Security, 2014. Available at: http://www.cfs.wisc.edu/briefs/AFN_FinancialCoaching_august.pdf.

41 For more information about My Budget Coach, see: https://www.mybudgetcoach.org/.

42 For more information about Change Machine, see: https://change-machine.org/.

43 For information about financial coaching training curricula, see Collins, J. Michael and Hallie B. Lienhardt. *Research Brief 2014-8.2. Financial Coaching Training Curricula: Field Inventory and Summary Brief*. Madison, WI: The Center for Financial Security, 2013. Available at: http://fyi.uwex.edu/financialcoaching/files/2014/08/CFS-Financial-Coaching-Curricula-Brief1.pdf.

Financial Counseling

What It Is

Financial counseling is individual one-on-one sessions driven by the counselor to help clients address specific financial matters like managing credit or purchasing a home. Financial counseling is usually short-term and focuses on immediate client needs. Additionally, financial counselors often make referrals and may take an advocacy or mediation role on behalf of the client.[45]

Why It's Important

Financial counseling can serve as a direct intervention when clients face immediate, acute problems where expertise is required.[46] Financial counselors can help clients navigate through a variety of complex financial challenges including foreclosure prevention and debt

44 Collins, J. Michael, Christi Baker and Rochelle Gorey. *Financial Coaching: A New Approach for Asset Building*? Baltimore, MD: The Annie E. Casey Foundation, 2007. http://www.aecf.org/m/resourcedoc/AECF-FinancialCoaching-2007-Full.pdf.

45 Same as footnote 40.

46 Same as footnote 40.

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issues.[47] The Assessing Financial Capability Outcomes (AFCO) project found that participants who received financial counseling were more likely to stay current on debt payments, and reduced their past-due debt by 14 percent over 12 months compared to a 5 percent reduction experienced by participants who did not receive counseling.[48]

How to Implement It

Financial counseling can be delivered to your clients in many ways, such as:

- Training your staff as financial counselors so they can address specific financial topics and issues.
- Referring clients with unique financial needs to a third-party organization to receive specialized financial counseling.

Counselors must have specific training or even certification on various financial topics such as home buying or foreclosure. It is important that financial counselors not only have expertise in specific financial topics, but also understand the motivation and psychological importance of money decisions to individuals.[49]

Credit Counseling

What It Is

Credit counseling helps people manage and reduce debt and take positive steps to improve their credit. For example, a credit counselor might work with an individual to review his credit report, identify outstanding debts, and develop a plan for paying down those debts. Many credit counselors take an exam to become a certified credit counselor, which is a requirement of non-profit credit counseling agencies to maintain membership with the National Foundation for Credit Counseling.[50]

Why It's Important

With erratic incomes, the absence of a savings safety net, and lack of access to affordable credit, many low-income families turn to high-cost check cashing, pawnshops, or payday lending services with interest rates reaching up to 400 percent. This in turn leads many families to end up in a cycle of debt that prevents them from achieving financial security.

47 Wiggins, Rebecca. *"What is Financial Counseling."* Association for Financial Counseling and Planning Education website landing page. Available at: http://www.afcpe.org/about-us/what-is-financial-counseling/.

48 Corporation for Enterprise Development. *Research Brief: Financial Counseling and Access for the Financially Vulnerable.* Washington, DC: CFED, 2014. Available at: http://cfed.org/assets/pdfs/AFCO_Adult_Research_Brief.pdf.

49 Langrehr, Virginia B. *Financial Counseling and Planning: Similarities and Distinctions.* Alexandria, VA: AFCPE, no date. Available at: http://afcpe.org/assets/pdf/vol28.pdf.

50 More information on credit counseling services is available from the National Foundation for Credit Counseling https://www.nfcc.org/our-services/credit-debt-counseling

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How to Implement It

You can help clients better manage their debt and build credit by:

- Referring clients to a certified credit counselor who can help them develop a plan for paying down high levels of debt and building credit.
- Training staff to pull clients' credit reports, review them with clients for incorrect or fraudulent information, and, if necessary, refer them to a Legal Aid partner for assistance in addressing issues.

As with financial coaching and financial counseling, credit counselors need in-depth training and specialized knowledge.

Credit Building

What It Is

Credit building focuses on helping clients with no credit history or a thin credit file begin to establish a positive credit record—such as through opening a small dollar installment loan or a secured credit card—and assisting clients with low credit scores to improve them through good credit behaviors (e.g., paying credit card bills on time).[51]

51 More information on credit building is available from the Credit Builders' Alliance: http://creditbuildersalliance.org.

Why It's Important

A good credit history and high credit scores increase a person's ability to get a job, secure affordable and safe rental housing, or qualify for an affordable mortgage or small business loan—all key elements to building a financially secure future. Good credit also means lower interest rates and fewer fees that may save an individual, family, or small business hundreds of dollars a month – money that could be put toward paying other bills or building emergency savings.[52]

How to Implement It

You can help clients build credit by:

- Partnering with a local nonprofit lender, bank, or credit union to provide clients with a secure, affordable credit product and ensuring that clients' on-time payments are reported to the credit bureaus.[53]
- Creating a lending circle to help clients build or rebuild their credit and achieve their financial goals.[54]

52 National Affordable Housing Management Association. *Making Rent Payments Matter: Building Credit with the Credit Builders Alliance*. Winter 2013. Available at: http://creditbuildersalliance.org/sites/default/files/Power%20of%20Rent%20Reporting%20NAHMA%20Update_1.pdf.

53 For a list of financial institutions offering credit building and other credit products visit http://www.assetplatform.org.

54 For more information about lending circles, see: http://lendingcircles.org/.

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- Collaborating with the Local Initiatives Support Corporation (LISC) in cities where they partner with Justine PETERSEN to offer credit building "Twin Accounts™," which combine a small dollar loan with financial counseling and matched savings. Alternatively, partner with Working Credit NFP, which offers a similar product called "CW-3" in areas where LISC does not operate.[55]
- Assisting clients in self-enrolling in rent-reporting programs like WilliamPaid.com or ClearNow to report on-time rent payments to the three major credit bureaus.[56]

Credit-building financial products may not be for everyone – at least not right away. It is important to make sure your staff is trained to talk through the pros and cons of each option and explore them with each client based on the client's circumstances.[57]

55 For more information about Twin Accounts™, see: http://www.lisc-chicago.org/news/2561.

56 For more information about rental payment reporting options, see http://creditbuildersalliance.org/whats-new/hot-topics/power-rent-reporting-cbas-pilot or contact programs@creditbuildersalliance.org.

57 For in-depth training on how to identify who is a good credit-building candidate, see Justine PETERSEN's online credit building coaching training. More information about it is available at http://www.justinepetersen.org/credit_building/counselor_tools/.

Access to Safe and Affordable Financial Products

What It Is

This service assists clients in transitioning from high-cost alternative financial service providers (e.g. check cashers and payday lenders) to low-cost and low-risk mainstream financial services. This includes opening checking and savings accounts, using direct deposit, managing credit cards, and opening restricted savings accounts such as retirement and money market accounts.[58]

Why It's Important

Many low-income families are vulnerable to predatory financial services providers, such as check cashers, pawnshops, payday lenders, and car title lenders that charge excessive fees and interest. Some families fall into debt, or go deeper into debt, because they use high-interest credit cards to pay medical or other bills. Safe and affordable financial products provide families with mechanisms to make necessary financial transactions, such as cashing checks and paying bills,

58 For more information on financial products and services that support the financial health of low-income families, visit the Center for Financial Services Innovation's website at: http://www.cfsinnovation.com.

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and enable them to save for unexpected expenses or financial goals. In addition, using mainstream credit helps families build the positive credit history that is important for achieving asset ownership, such as purchasing a home or running a small business.

How to Implement It

You do not need to be an expert on financial products to help the families you serve gain familiarity with their banking options. Options include:

- Working with local Bank On[59] programs, credit unions, community banks, and other financial institutions to help clients access low-cost account options.
- Partnering with a local financial institution to help clients set up accounts at your program site.
- Ensuring that your financial education provides information on how to compare different account options and understand fee structures.

59 For more information on Bank On programs, go to http://joinbankon.org.

Free Tax Preparation Assistance

What It Is

Free tax preparation assistance programs help low-income workers prepare and file their taxes without the high costs often charged by paid preparers. They also build client awareness of tax credits for which they may be eligible, such as the Earned Income Tax Credit (EITC) and the Child Tax Credit (CTC). Programs such as Volunteer Income Tax Assistance (VITA) or Tax Counseling for the Elderly (TCE) help clients complete their taxes for free and receive these valuable tax credits.

Why It's Important

Many low-income Americans have their taxes prepared by paid preparers who charge high fees, diminishing the amount of the refund that goes to the taxpayer. Additionally, tax credits, such as the EITC and CTC, lift more families above the poverty line than any other poverty-reduction effort. In 2013, nearly 27 million families received $63 billion from the EITC alone.[60] Still, it is estimated that, up to 25 percent of EITC-eligible families do claim the EITC.[61]

60 Internal Revenue Service. 2013 Statistics for Tax Returns with EITC. Washington, DC: IRS, no date. Available at: http://www.eitc.irs.gov/EITC-Central/eitcstats.

61 Center on Budget and Policy Priorities. *EITC Factsheet*. Washington, DC: CBPP, no date. Available at: http://eitcoutreach.org/eitc-partnership/factsheet/.

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How to Implement It

You can help your clients file their taxes for free and access the tax credits they are eligible for by:

- Hosting a local VITA site, which prepares tax returns for low- and moderate-income taxpayers for free, at your organization.
- Providing information to your clients on the EITC, CTC, or other tax credits for which they may qualify.
- Referring clients to VITA sites in your area so that they can avoid high-cost paid preparers.[62]

Access to Federal and State Benefits

What It Is

This service involves screening clients for federal and state benefits, such as the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or Medicaid, and providing assistance in accessing the benefits for which they are eligible.

Why It's Important

While a long-term goal of building financial capability is to reduce the need for public benefits, many families require support in the short term. Low-wage workers can receive thousands of dollars in additional income and services through federal and state programs that are often underused. For example, only about 60 percent of eligible families in the U.S. participate in SNAP, formerly known as Food Stamps. Other programs for which clients may qualify include TANF, the Low Income Home Energy Assistance Program (LIHEAP), Medicaid, and the State Children's Health Insurance Program (CHIP). Federal and state benefit programs can not only help with daily living expenses, they can also help families to save and build the assets they need for a secure financial future.

How to Implement It

Here are some things you can do to build clients' knowledge about the benefits for which they are eligible and to make it easier for them to navigate the process:

- Add screening for public benefits and income supports to your intake and assessment process. You may want to use an online benefits screening tool such as **http://www.benefits.gov**, the official benefits website of the U.S. government; BenefitsCheckUp (**http://www.benefitscheckup.org**), a free service of the National Council on Aging; and The Benefit Bank (**http://www.thebenefitbank.org**), an online service developed for community-based, faith-based, governmental, job-training, healthcare, and social service agencies by Solutions for Progress, Inc.

62 For information about VITA or TCE sites near you, see: http://irs.treasury.gov/freetaxprep/.

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- If your organization already offers assistance in accessing benefits through various departments, ensure that you have a smooth internal referral process so that benefits enrollment does not slip through the cracks.

Incentivized Savings Programs

What it is

Incentivized savings programs help participants save towards a goal—often, though not always, an asset goal— by providing incentives that keep participants motivated and reward savings behavior. Examples of common savings incentives include:

- Savings matches – such as providing $1 for every $1 saved by participants.
- Initial deposits – such as providing $50 to seed an account upon participant enrollment.
- Benchmark incentives – such as providing financial rewards for achieving certain milestones (e.g. completing financial education, making consistent deposits, etc.).
- Prize-linked incentives – such as entering participants into a drawing for cash prizes when they make deposits.

Individual Development Accounts (IDAs) are the most common type of incentivized savings program targeted to low-income populations. IDAs are designed specifically to help participants save for and purchase an asset, such as a home, small business, or postsecondary education. IDA programs can be funded in a variety of ways, and program rules and allowable asset purchases often vary according to the funding source. At the federal level, the Assets for Independence (AFI) program is a competitively-awarded grant program administered by the Administration for Children and Families (ACF) to fund IDA projects.[63] Some states, such as Oregon and Washington, fund IDAs, and there are also privately-funded IDA programs.

Another example in this area are Child Savings Accounts (CSAs), which are long-term, incentivized accounts, established for children as early as birth. Accounts are usually seeded with an initial deposit and built by contributions from family, friends and the children themselves. Accounts are augmented by savings matches and/or other incentives, and the savings are used to purchase an asset – typically to finance postsecondary education.

63 More information on the AFI program is available at: http://www.acf.hhs.gov/programs/ocs/programs/afi.

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Save to Win, which was created by Michigan credit unions in partnership with Doorways to Dreams Fund (D2D), is an example of a prize-linked savings program. Save to Win offers special balance building certificates of deposit (CDs) in which members are entered into raffles for cash prizes with each deposit of $25 or more. Participating credit unions offer both a large annual jackpot and a range of regularly awarded smaller prizes to encourage participants to save.[64] Save to Win has been replicated in other states due to its demonstrated effectiveness and positive results.

Why It's Important

Cash savings help individuals and families weather job loss, health crisis, or other emergencies and are a critically important step toward financial security. Yet more than 43 percent of U.S. households experience liquid asset poverty, which means that they do not have enough savings to live at the federal poverty level for three months in the absence of income.[65] Providing savings incentives can encourage low-income families to establish savings to weather financial crises and start building wealth, which can be leveraged to acquire lasting assets. Savings incentives can also shorten the amount of time families need to save enough to purchase a home, start a business, buy or repair a vehicle, or pay for postsecondary education (theirs or their children's).

How to Implement It

Working with your clients to establish matched savings can encompass a wide range of options, including:

- Applying for an AFI grant to provide IDAs for your clients who may be ready to purchase a home, small business, or postsecondary education.
- Helping parents of kindergarteners start to save for their children's postsecondary education by providing a matched CSA upon school enrollment.[66]
- Establishing a prize-linked savings program (if permitted by banking laws in your state) that encourages participants to build emergency savings by entering them into raffles for cash prizes based on deposit activity.

64 More information on Doorways to Dreams Fund "Prize-Linked Savings" Is available at: http://www.d2dfund.org/prize_linked_savings.

65 Brooks, Jennifer, Kasey Wiedrich, Lebaron Sims, Jr., and Jennifer Medina. *Treading Water in the Deep End*. Washington, DC: CFED, 2014. Available at: http://assetsandopportunity.org/assets/pdf/2014_Scorecard_Report.pdf.

66 More information on Children's Savings Accounts is available at: http://cfed.org/programs/csa.

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Asset Ownership Programs

What It Is

Asset ownership programs help clients purchase or maintain assets such as savings, a home, a vehicle, a small business, or education. Asset ownership services can include down-payment assistance, foreclosure counseling, homeownership counseling, business development classes, and other entrepreneurship programs. They can also include matched savings programs that help people purchase assets.

Why It's Important

Owning assets—including savings, a home, or a small business—is a key component of increasing financial stability and security, building wealth, and climbing the economic ladder. Emergency savings improves families' stability by protecting them against crises, such as job loss or a medical emergency. Moving beyond stability, homeownership and small business ownership provide opportunities to build wealth—in fact they are the top two sources of household wealth in the country.[67] Homeownership increases households' savings and purchasing power and builds equity, resulting in both increased household financial security and improved outcomes for children.[68] Small business ownership, particularly through microbusinesses, provides opportunities for increased earnings and wealth building to low- and moderate-income families that may be disadvantaged in the traditional job market.[69]

How to Implement It

Organizations can help low-income families build assets by:

- Helping an aspiring entrepreneur develop a business plan and secure the capital she needs to launch a successful business.
- Providing homeownership classes to help families purchase a home and prepare to be responsible homeowners.
- Referring clients experiencing difficulties paying their mortgage to a housing counselor to help them avoid foreclosure and maintain their home.

67 McKay, Katherine Lucas. *Achieving Financial Security through Entrepreneurship.* Washington, DC: CFED, 2014. Available at http://cfed.org/assets/pdfs/Entrepreneurship_policy_proposal.pdf.

68 U.S. Department of Housing and Urban Development. "Paths to Homeownership for Low-Income and Minority Households." *Evidence Matters.* Washington, DC: Department of Housing and Urban Development, 2012. Available at: http://www.huduser.org/portal/periodicals/em/fall12/highlight1.html.

69 Same as footnote 67.

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Analyzing Your Target Clients

Analyzing each group of clients helps you identify unique characteristics that affect what financial capability services to offer, how financial capability messages need to be delivered, and how services need to be sequenced. For example, if delivering financial coaching to individuals involved in the criminal justice system, this coaching service may need to be tailored to address parole and probation fees. If delivering financial education to a refugee population, this service may need to be tailored to address language barriers and distrust of financial institutions.

A common mistake when analyzing clients is using overly broad categories such as "low-income families." This description may include thousands of families in the community who have very diverse needs, so lumping them all together will neither help you understand their very different financial capability issues nor the varying ways they engage with your organization. Instead, you should identify distinguishing characteristics that may suggest a need for a specific financial capability service or a specific mode of service delivery.

As you examine the characteristics of participants of a program, you will likely find overlapping characteristics (again, for example, nearly all will be low-income). It is helpful to recognize these similar or shared traits, too, even while identifying where needs for financial capability services, attitudes towards specific financial practices, or ways of engaging with the organization may vary substantially.

"It's Our Mission to Serve Everyone"

Tailoring financial capability services to a subset of clients with shared characteristics does not mean that other clients will be excluded. Rather, this narrowed selection is essentially a way of getting started, and the targeting usually translates into more effective services with better outcomes compared to blanketing the entire client population with one-size-fits-all services.

Once you have piloted and launched programming for a subset of your clients, you can more easily go back and perform the analysis again for other groups—who will probably receive better interventions as a result of what you learned from your first subset. Table 2 provides example considerations for different client groups.[70]

70 Table was adapted from *Family Strengthening through Integration and Scaling of Asset-Building Strategies,* Prepared for the Office of Community Services by CFED, 2013. Available at: http://www.acf.hhs.gov/programs/ocs/resource/afi-field-scan-report.

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Analyzing Your Target Clients

Table 2. Financial Capability Considerations for Specific Client Groups

Client Group	Considerations
Domestic violence survivors	• Generally, the first step is to establish financial independence. • Credit repair is an important component; credit-building microloan programs are an emerging practice that may help with this. • Emergency savings, access to scholarship funds, credit counseling, financial education, tax credits, and vehicle purchases are often critical services.
Temporary Assistance for Needy Families (TANF) Recipients	• Asset limits—or their perceived threat—will almost certainly affect participants' attitudes toward savings. • For new recipients, immediate financial challenges likely need to be addressed before taking a longer-term view to build assets.
Refugees	• In general, refugees have been excellent candidates for incentivized savings programs as well as microenterprise development programs. • Refugees often need help with credit-building, since most don't have a credit history in the U.S. They need less education around saving as they will often have come from a culture of saving.
Noncustodial parents	• Providing counseling in budget management when a child support order is established or enforced may help a noncustodial parent better meet his or her obligation. • Noncustodial parents often have low levels of income and high levels of debt. Services that address these issues, such as credit counseling, can be beneficial.

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Table 2. Financial Capability Considerations for Specific Client Groups (cont'd)

Client Group	Considerations
Custodial parents	• Providing counseling in budget management when a child support order is established may help the custodial parent to budget for the best use of child support income and prepare contingencies in case that support is not provided reliably. • Helping custodial parents get banked will ensure that portions of child support checks are not going to check-cashing fees so that parents can keep more of these payments for their children.
Runaway and homeless youth	• Immediate and relevant needs include helping youth become financially independent. For example, building credit, establishing emergency savings, and acquiring budgeting skills.

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Appendix C Sample Financial Capability Outcomes

Table 1: Sample Financial Capability Outcomes by Financial Topics*

FINANCIAL CAPABILITY TOPIC	FINANCIAL CAPABILITY OUTCOMES				
	SHORT-TERM OUTCOMES			MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOMES/IMPACTS
	Knowledge	Attitudes	Skills	Behaviors	Life Condition
Money Management	Participants: ✓ Knows how to access their credit reports. ✓ Know how to read and understand their credit reports. ✓ Understand how to manage debt. ✓ Understand compound interest. ✓ Understand what Annual Percentage Yield (APY) is.	Participants are: ✓ Confident in their ability to manage money. ✓ Believe that they are in charge of their financial futures. ✓ Confident in their financial security.	Participants are able to: ✓ Establish financial goals. ✓ Create a budget to manage monthly expenses. ✓ Track income and expenses.	Participants: ✓ Regularly use a personal budget to manage finances. ✓ Establish short-term and long-term financial goals. ✓ Track spending. ✓ Plan ahead financially. ✓ Comparison shop before making purchases. ✓ Put off discretionary spending.	Participants experience: ✓ Progress towards meeting financial goals. ✓ Improved credit scores. ✓ Reduced levels of debt. ✓ Fewer debts past due. ✓ Increased savings.
Financial Products & Services	Participants: ✓ Are aware of and understand available financial products and services. ✓ Know where to find information on financial products. ✓ Know the types of products and services provided by banks and credit unions. ✓ Know how to acquire financial knowledge before signing up for a new financial product.	Participants are: ✓ Comfortable using formal financial institutions (e.g., banks, credit unions).	Participants are able to: ✓ Calculate the cost of financial products. ✓ Select appropriate financial products for their needs. ✓ Open a savings account. ✓ Enroll in direct deposit.	Participants: ✓ Make regular deposits into a savings account. ✓ Calculate the costs of using financial products regularly. ✓ Avoid unnecessary transaction fees on a regular basis.	Participants: ✓ Spend less on financial services. ✓ Experience increased ownership of formal financial products.

* Information about the dimensions of financial capability was drawn from NeighborWorks America, "Measuring Outcomes of Financial Capability Programs: Success Measures Tools for Practitioners," 2011.

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FINANCIAL CAPABILITY TOPIC	FINANCIAL CAPABILITY OUTCOMES				
	SHORT-TERM OUTCOMES			MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOMES/IMPACTS
	Knowledge	Attitudes	Skills	Behaviors	Life Condition
Credit & Debt	Participants: ✓ Knows how to access their credit reports. ✓ Know how to read and understand their credit reports. ✓ Understand how to manage debt. ✓ Understand compound interest. ✓ Understand what Annual Percentage Yield (APY) is.	Participants: ✓ Believe that building credit is important. ✓ Are confident that they can reduce their debt. ✓ Are not stressed about debt owed. ✓ Are confident they can manage credit.	Participants are able to: ✓ Access their credit reports. ✓ Calculate their ability to repay a debt before acquiring a loan. ✓ Improve their credit scores. ✓ Select an appropriate loan from a range of credit products. ✓ Compare APYs.	Participants: ✓ Actively pay down debt on schedule. ✓ Consistently use a cooling off period before taking on debt.	Participants have: ✓ Improved credit scores. ✓ Reduced levels of debt. ✓ Established credit histories. ✓ Increased access to credit. ✓ Fewer debts past due. ✓ Fewer accounts in collections.
Public Benefits & Tax Credits	Participants: ✓ Are aware of available public benefits/tax credits. ✓ Understand their eligibility for public benefits/tax credits. ✓ Know about tax preparation options. ✓ Understand how public benefits can help their financial situations.	Participants: ✓ Are not anxious about filing taxes. ✓ Feel comfortable using public benefits.	Participants are able to: ✓ File their taxes for free. ✓ Submit applications for public benefits.	Participants: ✓ Regularly review public benefits/tax credits available to them.	Participants experience: ✓ Decreased costs of tax filing. ✓ Increased amount of tax credits received (e.g., Earned Income Tax Credit or Child Tax Credit). ✓ Increased amount of tax refunds received. ✓ Optimized public benefits portfolios.

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FINANCIAL CAPABILITY TOPIC	FINANCIAL CAPABILITY OUTCOMES				
	SHORT-TERM OUTCOMES			MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOMES/IMPACTS
	Knowledge	Attitudes	Skills	Behaviors	Life Condition
Save & Invest	Participants: ✓ Know the difference between appreciating and depreciating assets. ✓ Understand features of available savings products. ✓ Know the difference between stocks and bonds and other financial products. ✓ Understand how to open a retirement or brokerage account.	Participants: ✓ Are confident they can manage credit ✓ Are confident to ask questions when selecting credit products. ✓ Are confident in their ability to save. ✓ Have the discipline to save regularly. ✓ Feel calm about their ability to save. ✓ Believe that saving is important. ✓ Are confident that they can weather a financial crisis.	Participants are able to: ✓ Identify long-term savings goals. ✓ Open a savings account. ✓ Set savings goals. ✓ Identify short-term savings goals. ✓ Calculate regular savings amounts in order to reach savings goals. ✓ Open a retirement or brokerage account.	Participants: ✓ Make regular deposits to savings accounts. ✓ Save money for emergencies. ✓ Have a short-term savings plan. ✓ Have a long-term savings plan. ✓ Evaluate asset goals annually. ✓ Talk to a financial advisor. ✓ Invest in a stock or a bond. ✓ Track investment accounts.	Participants: ✓ Increase amounts saved. ✓ Increase their net worth. ✓ Have sufficient savings to cover at least three months of basic living expenses. ✓ Have savings for a specific long-term savings goal. ✓ Manage brokerage or retirement account.
Consumer Protection & Insurance	Participants: ✓ Know where to find consumer information on financial products. ✓ Know their consumer rights. ✓ Know where to find information on insurance products. ✓ Know the types of products and services provided by insurance providers.	Participants: ✓ Feel comfortable asking providers questions about their financial products. ✓ Believe it is important to have insurance.	Participants are able to: ✓ Research and evaluate consumer information on financial products before buying. ✓ Purchase appropriate insurance coverage.	Participants: ✓ Call a financial coach/ counselor when worried about their finances. ✓ Routinely seek information from credible sources on financial products. ✓ Check terms and conditions before purchasing a financial product. ✓ Report suspicious products to the Consumer Financial Protection Bureau.	Participants experience: ✓ Increased amount of appropriate insurance coverage. ✓ Increased ability to manage fluctuations in income. ✓ Fewer costs due to fraud.

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Checklist of Qualities for a Successful Partnership

Use this checklist to identify which elements you have and which ones you still need to create or refine in order to form a successful partnership.

Partnership Oversight and Management Practices

- ☐ Each organization is committed to a shared set of outcomes for the partnership, beyond the specific goals of the individual programs.
- ☐ Clear partnership goals are in place that enhance the outcomes of all organizations involved.
- ☐ All parties have agreed to a management and decision-making structure which will hold each organization accountable to stated intentions, outcomes, and goals.
- ☐ An effective communication plan between direct service staff at each organization is in place so that staff can review and address challenges together.
- ☐ A written Memorandum of Understanding (MOU) or contract outlining policies and goals has been developed and signed.

Staff Standards at All Partner Organizations

- ☐ Partner staff understands shared goals for the partnership.
- ☐ Partner staff understands the service delivery flow of each partnering organization.
- ☐ Staff is trained by management on the partnership and how it functions; this training is conducted on an ongoing basis for new staff.
- ☐ Partner staff knows each other's vocabulary and terms when referring to internal processes, clients, and partners.

Partners' Approach to Quality Service Delivery for Clients

- ☐ Staff members are qualified and have the necessary resources to deliver the financial capability service they are providing.
- ☐ The staff will strive for regular and responsive communication with clients.
- ☐ Effective client feedback mechanisms are in place.
- ☐ Client feedback about services will be shared and reviewed regularly.

Sustainability

- ☐ Each organization has identified and contributed to the resources (financial, in-kind, or human capital) that will sustain the partnership.
- ☐ Partners will strive to advance a sustainability plan moving forward.

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Complete Master Set of All 13 Tools

Complete set as MS Word
http://www.cfed.org/go/fc/ATw.docx

Complete set as blank fillable PDFs
http://www.cfed.org/go/fc/ATf.pdf

Complete set of Example Tools
http://www.cfed.org/go/fc/ATe.pdf
(as completed by Nicole and the team at Hope Community Action Agency)

Any of the tools can be modified or edited in their MS Word versions.

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Section 1

TOOLS IN SECTION 1: ENVISIONING YOUR CLIENTS' FINANCIAL CAPABILITY

Tool 1: How Your Clients Manage Now

- as MS Word http://www.cfed.org/go/fc/T1w.docx
- as fillable PDF http://www.cfed.org/go/fc/T1f.pdf
- as Example Tool http://www.cfed.org/go/fc/T1e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Tool 2: Outcomes That Matter

- as MS Word http://www.cfed.org/go/fc/T2w.docx
- as fillable PDF http://www.cfed.org/go/fc/T2f.pdf
- as Example Tool http://www.cfed.org/go/fc/T2e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Tool 3: The Theory of Change

- as MS Word http://www.cfed.org/go/fc/T3w.docx
- as fillable PDF http://www.cfed.org/go/fc/T3f.pdf
- as Example Tool http://www.cfed.org/go/fc/T3e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Complete set of all tools (Tools 1-3) in Section 1

- as MS Word
  http://www.cfed.org/go/fc/S1w.docx
- as fillable PDFs
  http://www.cfed.org/go/fc/S1f.pdf
- as Example Tools
  http://www.cfed.org/go/fc/S1e.pdf
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Section 2

TOOLS IN SECTION 2: BUILDING THE TEAM

Tool 4: In-House Capacity

- as MS Word http://www.cfed.org/go/fc/T4w.docx
- as fillable PDF http://www.cfed.org/go/fc/T4f.pdf
- as Example Tool http://www.cfed.org/go/fc/T4e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Tool 5: Inventory of Community Service Providers

- as MS Word http://www.cfed.org/go/fc/T5w.docx
- as fillable PDF http://www.cfed.org/go/fc/T5f.pdf
- as Example Tool http://www.cfed.org/go/fc/T5e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Tool 6: Assessment of Community Service Providers

- as MS Word http://www.cfed.org/go/fc/T6w.docx
- as fillable PDF http://www.cfed.org/go/fc/T6f.pdf
- as Example Tool http://www.cfed.org/go/fc/T6e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Tool 7: Deciding Who Will Deliver Services

- as MS Word http://www.cfed.org/go/fc/T7w.docx
- as fillable PDF http://www.cfed.org/go/fc/T7f.pdf
- as Example Tool http://www.cfed.org/go/fc/T7e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Complete set of all tools (Tools 4-7) in Section 2

- as MS Word
  http://www.cfed.org/go/fc/S2w.docx
- as fillable PDFs
  http://www.cfed.org/go/fc/S2f.pdf
- as Example Tools
  http://www.cfed.org/go/fc/S2e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

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TOOLS IN SECTION 3: MOVING INTO ACTION

Tool 8: Current Program Workflow

- as MS Word http://www.cfed.org/go/fc/T8w.docx
- as fillable PDF http://www.cfed.org/go/fc/T8f.pdf
- as Example Tool http://www.cfed.org/go/fc/T8e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Tool 9: The Referral Plan

- as MS Word http://www.cfed.org/go/fc/T9w.docx
- as fillable PDF http://www.cfed.org/go/fc/T9f.pdf
- as Example Tool http://www.cfed.org/go/fc/T9e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Tool 10: The Partnership Plan

- as MS Word http://www.cfed.org/go/fc/T10w.docx
- as fillable PDF http://www.cfed.org/go/fc/T10f.pdf
- as Example Tool http://www.cfed.org/go/fc/T10e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Tool 11: The DIY Plan

- as MS Word http://www.cfed.org/go/fc/T11w.docx
- as fillable PDF http://www.cfed.org/go/fc/T11f.pdf
- as Example Tool http://www.cfed.org/go/fc/T11e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Tool 12: Putting It All Together—The Logic Model

- as MS Word http://www.cfed.org/go/fc/T12w.docx
- as fillable PDF http://www.cfed.org/go/fc/T12f.pdf
- as Example Tool http://www.cfed.org/go/fc/T12e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

Complete set of all tools (Tools 8-12) in Section 3

- as MS Word http://www.cfed.org/go/fc/S3w.docx
- as fillable PDFs http://www.cfed.org/go/fc/S3f.pdf
- as Example Tools http://www.cfed.org/go/fc/S3e.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

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Cross-Cutting Section Tool

TOOL IN CROSS-CUTTING SECTION: MAKING THE CASE

Key Stakeholder Support

- as MS Word
  http://www.cfed.org/go/fc/TXw.docx
- as fillable PDF
  http://www.cfed.org/go/fc/TXf.pdf
- as Example Tool
  http://www.cfed.org/go/fc/TXe.pdf
  (as completed by Nicole and the team at Hope Community Action Agency)

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TOOL TIPS

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Sources for Collecting Additional Data About Your Target Clients
Focus on Financial Capability Outcomes, Not Outputs
The Power of the Theory of Change
Referrals Can Be Made Internally Too
Developing a Provider List
Virtual Resources
Partnerships Can Vary
You Can Always Modify Any Tool
Referral & Resources Guides
Memorandum of Understanding
Use Indicators & Targets to Track Results
Information & Data to Strengthen Your Case to Stakeholders
How to Share Your Case with Stakeholders Throughout Your Organization

LESSONS FROM THE FIELD

Uncovering New Information About Clients
Meeting Clients Where They Are
Geographic Breakdown of Service Providers
Creating an Integration Workflow for a Workforce Development Program
Not the Usual Suspects

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  Washington, D.C.
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  Portland, Oregon
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