

Spring 2000

Dear Community Educator:

The Financial Services Education Coalition (FSEC) is pleased to provide you with the enclosed training guide, **Helping People in Your Community Understand Basic Financial Services**. The precipitating factor for the formation of the Coalition was the Department of the Treasury's EFT 99 initiative which encourages electronic payments for most Federal payments. Information about EFT 99 is included in the guide. Recipients with questions about EFT 99 should be provided with the booklets entitled, *Now, Three Ways to Receive Your Federal Government Payments* or *Now, Four Ways to Receive Your Federal Government Payments* (available in Alabama, Arkansas, Florida, Georgia, Kentucky, Missouri, North Carolina and Tennessee).

The guide was developed to help you educate people who do not have accounts with financial institutions or who need basic information about how to use accounts. It is three-hole punched to make it easy for you to store in a three-ring binder.

Inside you will find:

- Ready-to-copy educational materials to support your programs, including consumer fact sheets, sample deposit and withdrawal slips, and sample checks. (See Section 6, Appendix E.)
- Suggestions for community partners to help you extend the reach of your programs. (See Section 2.)
- Ideas for creating new educational programs, including planning and delivery ideas. (See Sections 3 and 4.)
- A list of resources from national and local government agencies, groups and organizations. (See Section 5.)
- An outline of consumer protection laws. (See Section 6, Appendix C.)
- Order forms for free informational materials (booklets and a video) that explain Federal payments. (See Section 6, Appendix E.)

The FSEC appreciates your interest and support in providing all consumers with information about basic financial services. If you have questions about EFT 99, please call the Financial Management Service of the U.S. Department of the Treasury at 202-874-6540.

Sincerely,

Financial Services Education Coalition

Enclosure

FINANCIAL SERVICES EDUCATION COALITION



A COMPREHENSIVE GUIDE
FOR COMMUNITY EDUCATORS

Helping People in Your Community Understand Basic Financial Services

DEVELOPED BY THE FINANCIAL
SERVICES EDUCATION COALITION

This guide contains information
needed to teach basic financial
services. Included in this binder
are a series of Consumer Fact
Sheets for distribution to the
members of your community.

AARP
AMERICAN BANKERS ASSOCIATION
CALL FOR ACTION, INC.
CONSUMER INFORMATION CENTER
CREDIT UNION NATIONAL ASSOCIATION, INC.
DEBT COUNSELORS OF AMERICA
FEDERAL DEPOSIT INSURANCE CORPORATION
FEDERAL RESERVE BOARD
FEDERAL TRADE COMMISSION
INDEPENDENT COMMUNITY BANKERS OF AMERICA
NATIONAL ASSOCIATION OF FEDERAL CREDIT UNIONS
NATIONAL COMMUNITY REINVESTMENT COALITION
NATIONAL CONSUMERS LEAGUE
NATIONAL FOUNDATION FOR CREDIT COUNSELING
ORGANIZATION FOR A NEW EQUALITY
U.S. DEPARTMENT OF AGRICULTURE
COOPERATIVE STATE RESEARCH,
EDUCATION AND EXTENSION SERVICE
U.S. DEPARTMENT OF THE TREASURY
FINANCIAL MANAGEMENT SERVICE
OFFICE OF THE COMPTROLLER OF THE CURRENCY
OFFICE OF THRIFT SUPERVISION

Table of Contents

Educator's Guide

Section 1. Introduction

Why Is This Important?	1.1
Objectives for the Program	1.1
How to Use This Guide	1.2
We Need Your Feedback	1.4

Section 2. Working with Collaborators and Partnerships

Developing Collaborations and Partnerships	2.1
In-Kind Contributions and Financial Support	2.1
Who Are Potential Partners?	2.2
Setting up an Orientation/Coordination Meeting Among Partners	2.4

Section 3. Planning the Educational Program

Who Is Your Audience?	3.1
Advertising the Program	3.1
Registration	3.2
Sample Press Release	3.3
Recruiting Speakers	3.4
Steps in Recruiting Speakers	3.5
Sample Guidelines for Guest Speakers	3.6
Sample Guest Speaker Agreement Form	3.7
Sample Thank-You Letter to Guest Speaker	3.8
Logistics	3.9

Section 4. Delivering the Program

“Best Practices” Guidelines for Program and Teaching Methods	4.1
Getting the Word Out	4.2
Key Messages for the EFT 99 Campaign	4.4
Background of EFT 99	4.4
Sample Agendas	4.8
Evaluation	4.14
Sample Questions for Evaluations	4.15
Sample Introduction to the Evaluation	4.15
Sample Questions	4.15

Section 5. Resources

Fact Sheets Included in This Guide	5.1
List of Resources from Federal Government Agencies and Other National Organizations	5.1
Cooperative Extension Financial Services Resources	5.3
Consumer Action Resources	5.6
Internet Resources	5.8

Section 6. Appendices

A. Sample Complaint Letters	6.A.1
B. Contact Information for Agencies and Organizations	6.B.1
C. Consumer Protection Laws	6.C.1
D. Who Are the Households Without Accounts?	6.D.1
E. Additional Materials	6.E.1
– Sample Flyer	6.E.2
– Sample Evaluation Forms	6.E.3
– <i>Choosing a Financial Institution</i> Checklist	6.E.6
– <i>Choosing a Deposit Account</i> Checklist	6.E.7
– Sample Check, Deposit Slip and Withdrawal Slip	6.E.8
– Sample of Account Records and Practice Sheet	6.E.9
– Materials Order Form	6.E.11
– Video Order Form	6.E.13

Section 7. Consumer Fact Sheets

Fact Sheet Cover Page	7.1
1. Now, Three Ways to Receive Your Federal Government Payments	
2. Now, Four Ways to Receive Your Federal Government Payments	
3. Direct Deposit Saves Time	
4. Electronic Transfer Account — ETA SM	
5. The Benefit Security [®] Card	
6. Choosing a Financial Institution	
7. Choosing a Deposit Account	
8. Using Deposit Accounts	
9. Automated Teller Machines (ATMs)	
10. Debit Cards	
11. Keeping Track of Your Electronic Transactions	
12. Understanding Electronic Products and Services at Your Financial Institution	
13. Frequently Asked Questions	
14. Glossary	

Section 1. Introduction

Introduction

Why Is This Important?

According to the 1998 Survey of Consumer Finances, there are approximately 10 million households who do not have accounts with banks, savings and loans, or credit unions.¹ Many of these families live in your community. Approximately half of these families receive Federal benefits. Recently there has been a big change in the way they receive their benefits.² Electronic Funds Transfer (EFT) 99 is the Federal government's ongoing initiative to convert most of its nearly 1 billion annual payments from paper checks to electronic payments. In implementing the Debt Collection Improvement Act of 1996, Federal departments and agencies have been working to make most government payments electronically. Some of the payments covered under the EFT 99 provisions include:

- Social Security benefits
- Supplemental Security Income payments
- Veterans benefits
- Railroad Retirement payments
- Civil Service Retirement payments

You can play an important role in helping families prepare and be ready for this change — to help them make informed choices and decisions for a smooth transition. Other families not affected by EFT 99 can also improve their management and decision-making skills, and get the most from their resources. All families involved can learn basic financial management skills through your program efforts.

Objectives for the Program

Our objectives are simple: 1) to help people choose and use basic financial services successfully and 2) to help bring people into the financial mainstream, if it's appropriate for them.

We believe that having an account with a bank, savings and loan, or credit union can help families better manage their resources. Financial accounts provide safe and convenient tools for money management. They can help consumers keep financial records and encourage savings habits. Having financial accounts also helps families establish and build their “financial records,” so that they may become eligible for mortgage loans or other

Electronic Funds Transfer (EFT) 99 is the Federal government's ongoing initiative to move from paper checks to electronic payments.

Other families not affected by EFT 99 can improve their management skills through your program efforts.

credit products they might need. Also, accounts at financial institutions come with some important consumer protections and avenues for redress in case of problems.

How to Use This Guide

This guide has been designed to help you teach individuals and families about choosing and using financial services and accounts, such as checking and savings accounts. This is only a guide — a set of suggestions. You will want to customize the program and select materials that meet the specific needs of your community.

Feel free to photocopy any of these fact sheets. The 14 consumer fact sheets included in this binder contain the information you'll need to provide your community members with basic financial skills. These materials have been printed so they can be easily photocopied for distribution to the members of your community.

Individuals who handle their money on a cash basis, or who have difficulty managing a deposit account, may have many concerns about the process. Because the government is encouraging people to sign up for electronic payments (Direct Deposit, the ETASM — Electronic Transfer Account — or Benefit Security[®] Card), however, demand for and interest in deposit accounts may increase. Therefore, one of the fact sheets explains how to choose a deposit account.

In addition, the fact sheets were developed to provide people with basic information about choosing a financial institution and about successfully managing a checking or savings account. Because technology has provided the opportunity to streamline the financial process through electronic transfer of funds, the fact sheets focus on Direct Deposit, ATMs and debit cards. Finally, fact sheets are included to answer frequently asked questions and provide a glossary of financial industry terms.

The 14 fact sheets are:

- Now, Three Ways to Receive Your Federal Government Payments
- Now, Four Ways to Receive Your Federal Government Payments
- Direct Deposit Saves Time

- Electronic Transfer Account — ETASM
- The Benefit Security[®] Card
- Choosing a Financial Institution
- Choosing a Deposit Account
- Using Deposit Accounts
- Automated Teller Machines (ATMs)
- Debit Cards
- Keeping Track of Your Electronic Transactions
- Understanding Electronic Products and Services at Your Financial Institution
- Frequently Asked Questions
- Glossary

We have tried to keep the fact sheets simple, recognizing the reading level and math skills of many of the families with whom you work. Materials in this guide, however, including materials in the appendices, are designed for you and other community educators. So, for example, the *Frequently Asked Questions* fact sheet is designed to provide information on consumer protection for your clients, while the consumer protection information in Appendix C provides more detailed background information for you.

To assist you with your planning, the guide suggests sample agendas. You know your audience, so you will want to select the information that will be most appropriate. However, none of us can absorb a lot of information at any one time. Therefore, you may want to emphasize the areas that are most important, such as *Choosing a Financial Institution* and *Using Deposit Accounts*. In Appendix E, you will find ready-to-copy materials to support your program including checklists, sample checks, sample deposit slips, sample withdrawal slips and evaluation forms.

To strengthen your program, you may find it helpful to develop partnerships with organizations in your community. The guide includes a section on organizations with which you might want to work. For those who have not taught education programs, there is guidance on how to plan, implement, and evaluate a program, and how to recruit an audience.

Although every effort has been made to ensure accuracy, no claims or endorsements accompany this guide. However, it is hoped that it will help you to deliver basic financial education.

The latest information on the status of EFT 99 can be found at the Financial Management Service's Web site • <www.fms.treas.gov/eft>.

We Need Your Feedback

The members of the Financial Services Education Coalition plan to provide revisions and updates to these materials as appropriate. As you use these materials and this guide, please let us know what works and what doesn't so that we can better help you do the important work of educating consumers. Please send comments and suggestions to:

Community Outreach Coordinator
Office of Public Education
U.S. Department of the Treasury
1500 Pennsylvania Avenue, N.W.
Washington, DC 20220
(202) 622-5529

¹*Kennickell, A.B.; Starr - McCluer, M.; and Surette, B.J. 2000 Recent Changes in U.S. Family Finances: Results from the 1998 Survey of Consumer Finances. Federal Reserve Bulletin, Vol. 86, No. 1, pp. 1-29.*

²*Booz-Allen and Hamilton and Shugoll Research, 1997. Mandatory EFT Demographic Study (OMB 1510-00-68) Washington, DC.*

Section 2. Working with Collaborators and Partnerships

Working with Collaborators and Partnerships

Developing Collaborations and Partnerships

Collaborators and partners determine together how a financial services educational program is created and delivered. The program's outcome and effectiveness will be guided by the people who work together to target the audience and develop the presentations. Thus, your choice of partners must be made with the goal of the program and its audience in mind.

Your choice of partners must be made with the goal of the program and its audience in mind.

Similar programs have shown that collaboration is one key to success. In one such program, a community educator formed a partnership with a banker to bring technical knowledge and expertise to a program on the state's electronic benefits transfer program. The banker gained valuable insights into the financial education needs of the audience, and the community organization gained new insight on what actions to take when ATMs do not return cards or when they run out of cash.

Working with collaborators and partners can be an experience in "two-way" education: Participants learn about financial services, and staff from financial institutions learn about your audience. Both groups may find that this experience helps them break through stereotypes.

In-Kind Contributions and Financial Support

While collaborations and partnerships may involve some give and take, most agree that these can be win-win efforts. Collaborators and partners can include businesses and other types of organizations with resources to help households learn more about financial services. Partners can perform a variety of roles, including:

- Promote the program by advertising and using other promotional techniques
- Furnish or help develop materials used in the program
- Provide the meeting site, refreshments, child-care and transportation
- Help recruit interested people for the programs and presentations
- Provide knowledgeable speakers and presenters

Who Are Potential Partners?

Before involving another community agency or organization in your planning efforts, be sure to understand that group's philosophy, goals, motives and agenda. To locate these agencies and organizations, check the "government listing" or blue pages in your phone book, along with the names of the organizations. Contact information for some of these organizations is provided in Appendix B. Potential partners and collaborators for financial services education in your community may include:

- Regional or State Offices of AARP (formerly American Association of Retired Persons)
- ARC (formerly Association for Retarded Citizens)
- Local Area Agencies on Aging
- National, Regional or Local Affiliates of the Automated Clearinghouse Association
- Faith-Based Organizations
- Community Development Councils
- Civic Organizations such as Rotary, Kiwanis, Chambers of Commerce
- Local Affiliates of the National Foundation for Credit Counseling (Local affiliates are often known as Consumer Credit Counseling Service)
- Media Action Lines or Hotline Programs (Call For Action, Inc., national or local affiliates)
- State and Local Consumer Affairs/Consumer Protection Offices
- State and Local Consumer Groups
- Cooperative Extension System Offices
- Local Ethnic Community Groups
- Local or Regional Offices of the Federal Deposit Insurance Corporation (FDIC)
- Local or Regional Offices of the Federal Reserve System
- Local or Regional Offices of the Financial Management Service, U.S. Department of the Treasury
- Financial Institutions (Banks, Savings and Loans, Credit Unions)
- Local Interagency Councils
- Local Legal Services Offices
- Mental Health Associations
- NAACP (National Association for the Advancement of Colored People)
- Local Affiliates of the National Association of Community Action Agencies

Local Affiliates of the National Association of Family and
Community Education
Local Affiliates of the National Coalition for Community
Economic Development
Local Affiliates of the National Community Reinvestment Coalition
Local or Regional Offices of the National Credit Union Administration
Public Housing Authorities
Local or Regional Offices of the Social Security Administration
Social Service, Public Assistance or Welfare Offices
United Way
Urban League
Local or Regional Offices of Veterans Affairs

If you don't have information on these agencies and organizations in your area, contact one of the U.S. Department of the Treasury's regional centers for the names and phone numbers of agencies and organizations in your area:

Tabitha Guyton, Leo Turnage
and Linda Donaho
Austin Financial Center
P.O. Box 149058
Austin, TX 78714-9058
512-342-7300
tabitha.guyton@fms.treas.gov
leo.turnage@fms.treas.gov
linda.donaho@fms.treas.gov

Sandra Young
San Francisco Financial Center
P.O. Box 193858
San Francisco, CA 94119-3858
415-817-7311
sandra.young@fms.treas.gov

Yvonne Nance
Kansas City Financial Center
P.O. Box 12599-0599
Kansas City, MO 64116-0599
816-414-2105
yvonne.nance@fms.treas.gov

Sheila Kremer
Philadelphia Financial Center
P.O. Box 8676
Philadelphia, PA 19101-8676
215-516-8012
sheila.kremer@fms.treas.gov

Setting up an Orientation/Coordination Meeting Among Partners

Once you've contacted potential partners and collaborators, you will want to hold an initial meeting to introduce all the partners, and to provide some direction for the development, implementation and evaluation of the program. The purpose of the initial meeting is to set the stage for the program. You will want to have the group define the program and its goals, and to determine the potential involvement of each of the partners.

Once you know what you want to accomplish and whom you want to be involved in accomplishing it, you can also develop a list of key tasks for the program, set up a timeline for these tasks, and plan for any follow-through needed by the partners and collaborators.

Section 3. Planning the Educational Program

Planning the Educational Program

Who Is Your Audience?

Participants will be as different as the collaborators and program. In general, the audience for any electronic payment program includes recipients of Federal benefits. But you may find that your program will attract others who do not yet have bank accounts. See Appendix D for information on characteristics of households without bank accounts.

See Appendix D for information on characteristics of households without bank accounts.

Some programs will be targeted to very specific groups. For example, you may work with people in a senior residence center. Some collaborators will recruit participants from their pool of clients. But many programs may be open to anyone in the community interested in learning more about financial services.

Keep in mind that your target audience may not be benefit recipients directly, but rather family members. Adult children may be able to convince their parents that electronic deposit of their Social Security checks is a good idea. You can give them the information they need to make the case to their parents.

Advertising the Program

Collaborators can help in advertising and promoting the program. Flyers, ads, radio and TV (including local access cable), press releases to local papers, information provided to community newsletters, posters, brochures, mailings and word-of-mouth can all help get the word out to the audience about your program. You may also want to work with schools and youth groups in your area to send information home with students for their families.

Here's a list of items to include in your posters or flyers:

Some ideas for flyers and posters:

- Use large bold type at the top of the page, bright papers and eye-catching graphics to announce the name of the program.
- Give the time, date and location of the program, including the street address and name of the building if appropriate. Include a map.
- Provide a brief agenda or list of topics that will be covered — people want to know what they're getting into.
- List the sponsoring organizations and give a name and phone number to contact for more information.

- 1. Time**
- 2. Date**
- 3. Location**
- 4. Map**
- 5. Agenda**
- 6. Sponsors**

See the sample flyer in Appendix E.

Collaborators and partners often share in the promotion and advertising for financial services education programs. Because publicity takes time, determine the very best way to communicate with the audience you are trying to reach:

- What do they watch, listen to, read or do?
- What about grocery stores and laundromats? Can you put up flyers or posters?
- Can you arrange for announcements at special places such as houses of worship, schools and clubs?
- Can you put up notices with local employers?

Remember to give yourself plenty of time to get the word out. Start as soon as you can and get your message repeated as often as you can. Because this audience may not be typical of those who attend other community education programs in your area, you will probably need to use your imagination and brainstorm ideas with your partners on how to get the word out to consumers about your program. A sample press release follows as an example of information to present to local news media.

Registration

You may want to encourage people to sign up in advance for the program. That way, you'll know how many copies of the materials you will need. You will also know how many tables and chairs to set up, so the room doesn't look too full or too empty. And you'll know how much food you'll need if you're providing refreshments.

Sample Press Release

(Your Agency) Announces Free Financial Workshops for Area Residents

(Name of county/area) residents thinking about opening up bank, savings and loan, or credit union accounts are invited to attend a free workshop designed to help them choose and use these accounts wisely.

“A new Federal law is encouraging people to receive Federal payments electronically,” said *(insert your name)* of *(insert your agency/organization name)*. “Federal payment recipients can choose Direct Deposit or the new ETASM — Electronic Transfer Account or they can choose to continue receiving their check in the mail.”

The law provides an opportunity for Federal check recipients — Social Security, Veterans, Supplemental Security Income (SSI), Railroad Retirement, Civil Service Retirement or recipients of Federal employee survivor checks — to have access to the financial mainstream by offering new payment options.

If you want to learn more about these changes in the way you can receive your benefits, and how to choose and use a financial account for your electronic deposit, plan to attend the *(insert name of program)* workshop, held on *(insert date, time)* at *(insert location)*. *(Insert information here on parking, transportation, etc.)*. Child-care will be provided. The workshop is free and open to the public.

For further information, or to register, contact *(insert name of contact person)*.

Recruiting Speakers

Identify topics about which you need information, and identify people who know about that topic and can speak to your audience. Keep in mind that not everyone is comfortable getting up in front of an audience — it can take a bit of an actor at times — and remember that knowledge and excellent presentation skills don't always go hand in hand.

Speakers from financial institutions (banks, savings and loans, credit unions) can help de-mystify financial services for households who may be unfamiliar with various types of accounts. But sometimes you may have to remind speakers that the purpose of their presentation is to teach participants the nitty-gritty of choosing and using accounts, not the ins and outs of their particular products or services. Suggestions for successfully selecting and working with speakers include:

The purpose is to teach participants the nitty-gritty of choosing and using accounts, not the ins and outs of a particular product or service.

- Choose speakers who represent more than just one small area or institution, if possible. For example, ask the president of the local bankers' association rather than a banker from a specific financial institution.
- Encourage speakers to share their experiences — people like to hear personal stories.
- Make sure you have an agreement — either written or oral — with the speakers to ensure they understand the program is educational. In some cases, it's helpful to have formal written agreements so that everyone knows what's expected of them. A sample agreement form is provided in this section (see page 3.7).
- Don't allow speakers to advertise or promote their products or services during the presentation. Instead, offer them an opportunity to include business cards or brochures in the handout materials.
- Remind speakers to be specific without using jargon — remember the audience is likely to think that a CD is a compact disk, not a Certificate of Deposit.
- Have speakers talk simply and plainly, and explain what they mean. Encourage lots of questions and watch for signs that the audience is lost

(fidgeting, furrowed brows, blank looks on their faces). Go back and repeat information as needed until it is clear.

- Watch the pace of the presentation. If it's too slow, the audience may become easily distracted; if it is too fast, the audience may get lost.
- Adults like to participate. Use an interactive presentation style, and involve the audience. Ask them questions, and have them participate in activities.
- Encourage the speakers to dress in a way that is appropriate and not intimidating for the audience. Three-piece suits may not always be appropriate, but speakers should be careful not to be too informal.

Steps in Recruiting Speakers Include:

- Call the business or organization to find out with whom you should talk about speaking to the group.
- Talk to the appropriate person about the financial services educational program and the people who will attend. Discuss presentation style (plain English without jargon, providing multiple opportunities for questions), and ask about arrangements he/she will need (equipment, materials to be handed out, etc.). Stress that speakers must not advertise or promote their institutions or their products.
- Send the speaker a memo that tells more about the program and the audience. Enclose a copy of the speaker guidelines (see page 3.6) and agreement form (see page 3.7), and ask to have the form signed and returned.
- Call the speaker several days before the program to confirm the time, place and arrangements.
- Write a thank-you note to the speaker after the program (see page 3.8).

Sample Guidelines for Guest Speakers

The purpose of this program is educational, not promotional; please do not try to sell your business or services.

Our participants range in age from _____ to _____ and come from a variety of geographical areas and backgrounds, such as _____.

Please keep the audience in mind as you plan your presentation.

Please use language that is somewhat generic and not so specialized or full of jargon that the audience will not understand.

Adults like to participate in learning experiences. Please use an interactive presentation style, and involve the audience. Ask them questions, and have them participate in activities.

Don't try to cover too much. This is a basic program. Explain three or four core messages or ideas and allow plenty of time for questions.

In your Question and Answer segment, please repeat the questions to the entire audience before answering them.

You are welcome to provide resource materials to help participants understand your presentation, but make sure they do not advertise your business, products or services.

Sample Guest Speaker Agreement Form

To ensure an objective, balanced presentation, we ask that you sign the agreement form below.

As a volunteer, I have been informed orally and in writing that I cannot promote my organization's or any specific company's products or services. I agree to honor this request.

Signature: _____

Session Topic: _____

Organization: _____

Address: _____

Date Signed: _____

Please return form to:

Name: _____

Address: _____

Phone: _____

Fax: _____

E-mail: _____

Sample Thank-You Letter to Guest Speaker

Date

Name

Address

Dear *(Name)*:

On behalf of *(your organization/collaborators/partners)*, I would like to thank you for your informative presentation on *(session topic)* at our financial services program on *(date)*.

We were fortunate to have someone with your professional expertise and credentials to volunteer time from your busy schedule to address the participants and serve as a resource person. *(Add personalized comments as appropriate, including feedback from evaluations.)*

It has been a pleasure working with you during these past weeks, and I look forward to working with you in future educational endeavors.

Cordially,

(your name)

(your title)

Logistics

The Site

Selecting a site means finding a place that can accommodate the anticipated number of participants in a convenient location. Look for a building that is centrally located, easily accessible via private or public transportation, and acceptable for persons with disabilities. The site should be a place where the audience will be comfortable; as nice as it might be to have the meeting in the community room of a financial institution, participants may feel intimidated about walking into a bank. Consider a meeting room in a Cooperative Extension Center, neighborhood community center, house of worship, school or other public facility. Make sure restrooms and a public phone are available near the meeting room.

Choose a site that can accommodate the anticipated number of participants.

Transportation

Hold meetings in a place that is easily accessible by public and private transportation. Check to make sure that buses, subways and streetcars run frequently during times when the meetings will be held. Try to arrange for free or subsidized parking or transportation. You may also want to organize car or van pools for your meeting.

The Room Arrangements

Consider whether people will need to work at tables to take notes, fill out work sheets or use other materials. Even if you have required registration in advance, plan to have a few extra chairs set up. If there will be visuals (videos, slides, flip charts), make sure that each seat has a clear line of sight.

Consider whether people will need to work at tables to take notes, fill out work sheets or use other materials.

Timing

Consider coordinating your program with other local, regional, state or national initiatives, such as National Direct Deposit and Direct Payment Week. Offer programs at different times of the day — mornings, afternoons or evenings — to make it convenient for a variety of people to attend. You

may also want to coordinate your program with the audience's activities — Senior Center lunches or Head Start parents' meetings are examples of activities that can be incorporated into program planning.

Equipment

What sort of equipment will you and your speakers need? A blackboard and chalk? An easel and newsprint? An overhead projector and screen? A VCR and TV? If using videotapes, make sure participants can see the TV monitors (a guideline is to have one 19-inch monitor for every 10 people in the audience).

Child and Dependent Care

Is there a place on-site where this care can be provided?
Is there money in your budget to subsidize the expenses of the caregivers?

A participant may have to make the choice between attending the program with his or her children or not attending at all. Survey potential participants to determine whether child-care or dependent care will be needed. If so, is there a place nearby or on-site where this care can be provided? Is there money in the budget to subsidize the expenses of the caregivers? Make sure you have at least two adults providing care. Is there any interest in providing an educational experience for the children and others while their parents or caregivers are in class?

Refreshments

If you feed them, they will come. Refreshments will vary with the time of day, the time of year and the specific audience. You may want to ask about dietary restrictions on the registration form so that you can provide something for everyone. You will need to decide if you want refreshments at the beginning of the program, during a break in the program or at the end. Again, time of day and the program agenda will guide you. Keep in mind that it's good to give people a break after they've been sitting for about an hour.

Section 4. Delivering the Program

Delivering the Program

People learn in different ways — through reading, listening, watching and doing. Matching delivery methods with learning styles, or providing a variety of different ways to learn, will help make sure our messages about financial services education get through to participants. While many adults are used to learning via print and lecture formats, some others may require more experiential delivery techniques to help them learn about financial services.

Often the curriculum and supplemental resources you choose will help determine the delivery method. As you customize your financial services program for your participants and for local needs, you may find some delivery techniques are more appropriate than others.

Some topics lend themselves easily to certain delivery methods. For example, you can give participants practice in writing and endorsing checks, filling out deposit slips and balancing check registers. While most financial services education programs are delivered in workshop settings, you may want to consider alternative delivery strategies. For example, you may want to work with a local community college and local financial institutions to produce videos on how to use an ATM. These videos could be loaned to participants either through your office, a local video rental store or the public library. This method delivers the program in a timely way — when the consumer is ready for it rather than when you are ready to offer a workshop series.

Often the curriculum and supplemental resources you choose will help determine the delivery method. As you customize your financial services program for your participants and for local needs, you may find some delivery techniques are more appropriate than others.

“Best Practices” Guidelines for Program and Teaching Methods

- Survey potential participants to learn what their needs and interests are for financial education programs. Find out what they already know about Direct Deposit, the ETA or deposit accounts in general. (Do they know what Direct Deposit or the ETA is?)
- Keep segments short and focused on only a few topics. Use a variety of techniques (visuals, work sheets, discussion) to make key points.
- Provide calculators, note pads and pencils so participants can complete work sheets. Have facilitators ready to “circulate” and help people.

- Arrange for tours and field trips to talk with a variety of financial institutions — or hold a “reverse field trip” where representatives from financial institutions come to your program.
- Offer opportunities for participants to talk with you or others, including volunteers, during one-on-one sessions in person or via the phone.
- Work with at least one collaborator in your community.
- Develop a comprehensive curriculum targeted to the needs of your audience.
- Use appropriate fact sheets provided in this guide along with other appropriate resources listed in Section 5. Order materials or arrange to duplicate materials well ahead of the meeting.
- Consider developing a “certification program” in cooperation with local financial institutions. Each participant would receive a certificate after completing your course or program. The financial institution recognizes the certificate as documentation in the account application process.

Getting the Word Out

Meetings

You may want to work with existing groups such as faith-based organizations, tenants councils, Head Start parents or Senior Citizens Councils. You and your collaborators and partners may want to work on recruiting your own audience and holding your own meetings.

You can also spread the word through local organizations who may work with people in your target audience. You may want to plan a presentation for civic organizations such as Rotary or Kiwanis, the local clergy association, or groups who work with social service clientele.

Media

If you hold a meeting, make sure to invite a local reporter to cover the event. You can also place Public Service Announcements (PSAs) on local TV stations, community access cable programs, radio stations and in local and regional papers.

4.2 Delivering the Program

Many local community access cable stations may provide you and your collaborators and partners an opportunity to host a panel discussion or call-in show on Direct Deposit or the ETA. Be sure to obtain a copy of the tape so you can use parts of it in other presentations you do, and make it available to others who may have missed the presentation.

Prepare brief articles for local newsletters, and work with the agencies and organizations who sponsor those newsletters to customize these articles for their readers. You may want to use some of the consumer fact sheets included in this guide as material for these articles.

You may find a local celebrity who is willing to do promotions for you. However, experience with some limited resource audiences indicates that they like to hear from someone like themselves who knows what they are going through and who has a success story to share. Identify key community leaders who have “success stories” with Direct Deposit or the ETA, and invite them to be involved.

People like to hear from someone like themselves who knows what they are going through and who has a success story to share. Identify key community leaders who have “success stories” with Direct Deposit or the ETA, and invite them to be involved.

Mailings

Direct mail can be an effective outreach tool, both for recruiting participants and for informing people who are affected by EFT 99. Be sure to check with the regional U.S. Department of the Treasury centers to coordinate any efforts.

Training — Trainer and Volunteer

Some community agencies and organizations have staff who work with benefit recipients on a regular basis. You may want to host a train-the-trainer session to teach people how best to work with their clients on this topic.

Many consumers will feel overwhelmed by the choices and decisions they are confronted with as part of EFT 99 (including choosing a deposit account). You may want to recruit and train volunteers to work one-on-one with recipients who are deciding which option is best for them.

Key Messages for the EFT 99 Campaign

The key message for Federal check recipients with respect to EFT 99 is that they have choices. Federal agencies will be required to notify all current check recipients of all choices regarding the EFT 99 requirement, including:

- Signing up for the Direct Deposit program if they already have an account
- Opening an account with a financial institution and signing up for Direct Deposit
- Signing up for the ETA, a new low-cost account
- Signing up for a Benefit Security® Card, in the Southern Alliance of States (SAS) [AL, AR, FL, GA, KY, MO, NC, and TN], recipients have the option to receive their benefits on a Benefit Security Card.
- Continuing to receive a check by mail, if electronic payments would cause them a hardship

Regardless of which choice the recipient makes, the U.S. Department of the Treasury has stated that no payments will be delayed or withheld because of EFT 99. All payment recipients will continue to receive their checks unless and until they give instructions to have payments made electronically into an account of their choice.

Please note: The final EFT 99 regulation was published in September 1998. Information is available on Treasury's website • <www.fms.treas.gov/efi>.

Background of EFT 99

EFT 99 is the Federal government's initiative to convert most of its nearly 1 billion annual payments from paper check to EFT beginning on January 2, 1999. Working under the mandate of the Debt Collection Improvement Act of 1996 (DCIA), Federal agencies are working to ensure that most government payments are made electronically. Payments covered under this law are Federal salary, benefit, vendor and miscellaneous payments. Benefit payments account for the majority of Federal payments issued and include:

- Social Security benefits
- Supplemental Security Income payments (SSI)

- Veterans benefits
- Railroad Retirement payments
- Military Salary and Retirement payments
- Civil Service Salary and Retirement payments

EFT, the transfer of funds by electronic means, includes Direct Deposit, Fedwire, debit card, Automated Teller Machine (ATM), and Point-Of-Sale (POS) transactions. Direct Deposit is the most widely used EFT program in the Federal government with over 20,000 participating financial institutions. EFT offers safety, convenience and reliability to payment recipients, and cost savings to the Federal government.

The U.S. Department of the Treasury (Treasury) and its Financial Management Service (FMS) issued a Notice of Proposed Rulemaking (62 FR 48714) to implement the requirements of the DCIA in 1997. Treasury received more than 200 comment letters from Federal payment recipients, consumer and community-based organizations, financial institutions, non-financial institutions and others. After review of the comments received on the proposed rule, Treasury issued a final rule on September 25, 1998.

31 CFR Part 208 establishes the circumstances for waivers; sets forth requirements for accounts eligible to receive Federal payments by EFT; provides that any individual who receives a Federal wage, salary, retirement or benefit payment can open a low-cost Treasury-designated account, called an ETA, at a financial institution that offers the ETA; and sets forth the responsibilities of Federal agencies and recipients under the regulation.

Following are answers to several frequently asked questions from Federal payment recipients:

Q. What are the benefits of EFT for me?

- A. • You will not have to worry about having your Federal check stolen.
- In the event that you move within or outside of your neighborhood but stay with the same financial institution, there is no delay in getting your money.
 - Problems with EFT payments usually are resolved within 24 hours, compared with about two weeks for paper checks.

- EFT payments are an easier way to receive your money than checks. Once you have signed up for Direct Deposit or an ETA, you may not have to go into your financial institution to use or access your funds.
- EFT payments are safer than checks. In 1999, the government experienced \$39.4 million in forged checks, \$3 million in counterfeit checks and \$1 million in altered checks. EFT eliminates these types of problems.

Q. Will there be any cost to change to EFT for payment recipients who already have checking or savings accounts?

- A. Recipients who already have accounts generally can arrange to have their Federal payments sent by EFT at no additional cost by contacting their financial institution and signing up for Direct Deposit.

Q. What about my privacy with EFT?

- A. Privacy and security are very important to Treasury. For over two decades, Treasury has issued Direct Deposit payments that require access to recipients' account information. In consultation with the payment certifying agencies, Treasury maintains the privacy of information used to make payments to individuals in accordance with the Privacy Act, the Freedom of Information Act and implementing regulations.

Q. What can I do now?

- A. The key message for the EFT 99 campaign is choice.

If you currently receive a check from the Federal government, here are a few things you should know:

- If you have a checking or savings account, you can choose the convenience of Direct Deposit. Just ask your bank, savings and loan, or credit union to sign you up. Direct Deposit should be available at no additional cost to you. Receiving your payment by Direct Deposit is simple, safe and secure. Each month, your payment will be deposited automatically into your account.

- If you do not have a checking or savings account, consider opening an account and signing up for Direct Deposit. Most financial institutions offer a variety of accounts, some with low or no fees. Look for the one that meets your needs.
- You can open an ETA. An ETA is a federally insured account for automatic deposit of your Federal payment at a participating bank, savings and loan, or credit union.

Q. Are waivers for individuals included in the final rule?

- A. In the final rule, hardship waivers for individuals are granted as follows:
- For a geographic, language or literacy difficulty
 - For a physical or mental disability
 - If it would impose a financial hardship

In these instances, recipients may choose to receive their Federal payments by check. Whatever choice you make, payments will continue to be made on time and without interruption. Regardless of your EFT decision, your payment will not be delayed.

Q. What if it costs more to receive my payments by EFT than by check?

- A. The final rule provides for waivers to recipients for whom fees associated with EFT compliance would cause a financial hardship. You would be eligible for a financial hardship waiver.

Q. What is the ETA?

- A. The ETA is a low-cost account that will be available only through participating federally insured financial institutions, including banks, savings and loans, and credit unions. For \$3.00 a month or less, you'll enjoy the safety, security and ease of having your check deposited directly to your account, plus the following features:
- Your ETA is federally insured.
 - You can take money out of your ETA at least four (4) times a month. Your bank, savings and loan, or credit union will tell you whether you can get your money from a teller, an Automated Teller Machine (ATM) or both. If you use ATMs at certain locations, it may cost extra.

- You don't need to keep a minimum balance in your account, unless the law requires it.
- You'll get a monthly statement listing all deposits and withdrawals.

Q. How will individuals living in areas without financial institutions access their funds if they are delivered electronically?

- A. Treasury places a high priority upon providing recipients with the most convenient electronic access to their payments as possible. Recipients will be able to access their payments at ATM or POS terminals if they are more conveniently located than financial institutions. In addition, the final rule provides a waiver for certain recipients facing geographic barriers to receiving their payments via EFT.

Q. Is EFT the best choice for everyone?

- A. There may be some people for whom Direct Deposit or the ETA is not the best choice. If EFT would cause difficulty, people can continue to receive checks in the mail.

Sample Agendas

I. One 20-Minute Presentation

- A. Customize your presentation to the needs and learning styles of your audience. Start by determining who is in the audience and what they already know about financial services. You can ask for a quick show of hands from people who have accounts, who receive their payments electronically, who had accounts previously but don't now and who have heard of Direct Deposit, the ETA, etc.
- B. Begin with a brief explanation of electronic payments and what they will mean to them. See Section 6 for ideas and information to include in this segment of the presentation. Don't assume that because the audience has heard of Direct Deposit or the ETA, everyone knows the correct information about the program. One of the goals is to help dispel myths and misinformation.
- C. Discuss reasons for becoming involved in the financial mainstream: The purpose of this program is to help people make good decisions (or at least to prevent them from making bad ones). Try to dispel the

negative issues that people may have raised (the government is making me do this), and address the positive outcomes (savings and safety). Select one of the consumer fact sheets (*Direct Deposit Saves Time*) for a handout.

Make copies of the fact sheets and sample materials as needed.

You may even want to do a survey of accounts offered by institutions in your community and prepare a handout with a comparison of features and fees. You may want to include institutions in both the financial mainstream (banks, savings and loans, credit unions) and alternatives (check cashers, grocery stores, money transfer offices). Be sure your survey is as comprehensive as possible.

- D. Explain that not all financial services and accounts are the same. Review some of the key options, account features and types of fees that the audience may encounter as they shop for financial services. Select some of the consumer fact sheets (*Choosing a Financial Institution, Choosing a Deposit Account*) for handouts.
- E. Help the audience identify some key questions to ask when shopping for a savings and/or checking account, or an ETA. Use the consumer fact sheets and other handout materials to support this activity.
- F. Talk about where the audience can go to get more information. Provide a local resource list of agencies and other organizations that can help.

Do a survey of accounts offered by institutions in your community and prepare a handout with a comparison of features and fees.

II. A Two-Part Series — 20 to 30 Minutes Per Session

Session 1

- A. Begin with a brief explanation of electronic payments and what they will mean to them. See Section 6 for ideas and information to include in this segment of the presentation. Don't assume that because the audience has heard of Direct Deposit or the ETA, everyone knows the correct information about the program. One of the goals is to help dispel myths and misinformation.
- B. Discuss reasons for becoming involved in the financial mainstream: The purpose of this program is to help people make good decisions (or at least to prevent them from making bad ones). Try to dispel the negative issues that people may have raised (the government is

making me do this), and address the positive outcomes (savings and safety). Select one of the consumer fact sheets (*Direct Deposit Saves Time*) for a handout.

- C. Explain that not all financial services and accounts are the same. Bring in a broad range of sample brochures from financial institutions in your community, and have participants identify the key options, account features and types of fees that they may encounter as they shop for financial services. Select one of the consumer fact sheets (*Choosing a Financial Institution*) for handouts.

You may even want to do a survey of accounts offered by institutions in your community and prepare a handout with a comparison of features and fees. You may want to include institutions in both the financial mainstream (banks, savings and loans, credit unions) and alternatives (check cashers, grocery stores, money transfer offices). Be sure your survey is as comprehensive as possible. This will help consumers compare costs in the mainstream and alternative financial sectors.

- D. Help the audience identify some key questions to ask when shopping for a savings and/or checking account, or an ETA. Use the consumer fact sheet (*Choosing a Deposit Account*) and other handout materials to support this activity.
- E. Talk about where the audience can go to get more information. Provide a local resource list of agencies, organizations and firms that can help. Have the participants “go shopping” for an account as a homework assignment, but encourage them to wait until after the second session before signing up for any account.

Session 2

- A. Have participants share experiences in shopping for accounts.
- B. Review the key features, options and fees that participants encountered. Compare the features and fees of checking accounts, savings accounts and ETAs.

- C. Discuss how to use ATM and debit cards. Select some of the consumer fact sheets — *Automated Teller Machines (ATMs)*, *Debit Cards* — for handouts.
- D. Discuss how to manage an account once you've opened it. Select one of the consumer fact sheets (*Using Deposit Accounts*) for a handout, and review it.
- E. Role play (with a volunteer from among the participants) what happens when you open an account.
- F. Demonstrate how to write a check, endorse a check, fill out a deposit slip and balance a checkbook.
- G. Talk about where the audience can go to get more information. Provide a local resource list of agencies, organizations and firms that can help.

III. A Four-Part Series — 20 to 30 Minutes Each

Session 1

- A. Begin with a brief explanation of electronic payments and what they will mean to them. See Section 6 for ideas and information to include in this segment of the presentation. Don't assume that because the audience has heard of Direct Deposit or the ETA, everyone knows the correct information about the program. One of the goals is to help dispel myths and misinformation.
- B. Discuss reasons for becoming involved in the financial mainstream: The purpose of this program is to help people make good decisions (or at least to prevent them from making bad ones). Try to dispel the negative issues that people may have raised (the government is making me do this), and address the positive outcomes (savings and safety). Select one of the consumer fact sheets (*Direct Deposit Saves Time*) for a handout.
- C. Explain that not all financial services and accounts are the same. Bring in a broad range of sample brochures from financial institutions in your community, and have participants identify the key options, account features and types of fees that they may encounter as they shop for

financial services. Select one of the consumer fact sheets (*Choosing a Financial Institution*) for a handout.

You may even want to do a survey of accounts offered by institutions in your community and prepare a handout with a comparison of features and fees. You may want to include institutions in both the financial mainstream (banks, savings and loans, credit unions) and alternatives (check cashers, grocery stores, money transfer offices). Be sure your survey is as comprehensive as possible. This will help consumers compare costs in the mainstream and alternative financial sectors.

Help the audience identify some key questions to ask when shopping for a savings and/or checking account, or an ETA.

- D. Help the audience identify some key questions to ask when shopping for a savings and/or checking account, or an ETA. Use the consumer fact sheet (*Choosing a Deposit Account*) and other handout materials to support this activity.
- E. Talk about where the audience can go to get more information. Provide a local resource list of agencies, organizations and firms that can help. Have the participants “go shopping” for an account as a homework assignment, but encourage them to wait until after the second session before signing up for any account.

Session 2

- A. Have participants share experiences in shopping for accounts.
- B. Review the key features, options and fees that participants encountered. Compare the features and fees of checking accounts, savings accounts and ETAs.
- C. Role play (with a volunteer from among the participants) what happens when you open an account.
- D. Discuss how to write a check and add money to the account once you’ve opened it. Select a consumer fact sheet (*Using Deposit Accounts*) for a handout, and review it.
- E. Demonstrate how to write a check, endorse a check and fill out a deposit slip.

- F. Talk about where the audience can go to get more information. Provide a local resource list of agencies, organizations and firms that can help.

Session 3

- A. Discuss how to use ATM and debit cards. Select some of the consumer fact sheets — *Automated Teller Machines (ATMs)*, *Debit Cards* — for handouts.
- B. Discuss how to manage an account once you've opened it. Select the consumer fact sheet (*Using Deposit Accounts*) for a handout.
- C. Demonstrate how to balance a checkbook. Prepare some case studies and let participants practice balancing an account.
- D. Discuss some of the differences between checking accounts, savings accounts and ETAs.
- E. Talk about where the audience can go to get more information. Provide a local resource list of agencies, organizations and firms that can help.

Session 4

- A. Review information presented in the past sessions and give participants a chance to share some of their experiences.
- B. Review some of the consumer protection laws that apply to checking and savings accounts (use *Frequently Asked Questions* consumer fact sheet and information in Appendix C for background information).
- C. Discuss the steps you would take to resolve a problem and how to write a letter when you have a problem. Use the sample letter in the Consumer Resource Handbook as a guide (copies of sample complaint letters are provided in Appendix A).
- D. Develop a case study in which a consumer has a problem with his/her account. Have each participant write a letter that the consumer could send to the financial institution.
- E. Talk about where the audience can go to get more information. Provide a local resource list of agencies, organizations and firms that can help.

Evaluation

Evaluations can document program effectiveness, point out places where additional information is needed, and help you further refine and develop your materials and presentations to meet audience needs.

Evaluations can document program effectiveness, point out places where additional information is needed, and help you further refine and develop your materials and presentations to meet audience needs.

Some types of evaluations from participants help you design and develop your programs based on participant needs. Needs assessments are one example of this type of evaluation, as are pre-program surveys. For example, an initial oral or written poll of participants can be used to see what areas they are most interested in and what myths they have. Data can be collected and used as a base to see how they respond at the end, to modify future programs, as well as for teaching purposes to increase involvement.

Most programs conduct evaluations as part of their final sessions. These summary evaluations measure participants' perceptions of the quality of the program, knowledge and skills gained, actions planned and attitudes changed. Typically, participants are asked for their perceptions based on reflections of knowledge levels before the program and whether the change in their knowledge will influence their decision-making. These types of evaluations are more limited and do not produce adequate evidence of program results because questions focus on perceptions and can involve memory loss or distortion.

Longer-range follow-up evaluations can measure the impact of your program. Impact evaluations not only can measure knowledge retained but also can track behavior changes in terms of actions taken (versus planned). Few programs have the resources to conduct these follow-up impact evaluations because they require tracking the participants and solicit fairly personal information on financial services. However, impact evaluations may be of interest to some collaborators and partners who want to know if their programs are effective. They can look for outcome measures such as not overdrawing accounts, maintaining a balanced checkbook, and having lower costs for accounts and check cashing.

In addition to participant surveys (whether for program development, summary or impact), you may want to conduct an evaluation of the collaborative arrangements among the cooperators.

Sample Questions for Evaluations

The evaluation questions you ask will depend, in part, on which fact sheets you use with participants and what topics you cover. We have provided you with a broad range of sample questions you may want to use in your evaluations. We have also included ideas for introducing the evaluation and for thanking the participants at the end of the questionnaire. Finally, we have provided you a sample evaluation for a basic presentation, located in Appendix E.

You may want to explore alternative ways to conduct this evaluation. For example, with low literacy audiences, you can read the evaluation questions and ask for a show of hands for the different responses.

Sample Introduction to the Evaluation

Before you leave here today, we'd like to ask your opinion on the program — how well we did, what you learned and how we can improve this program for others. Please take a few minutes to give us your opinions and ideas. Thank you.

Sample Questions

How did you hear about this program?

- Poster/Flyer
- Friend/Relative
- Newspaper
- TV/Radio
- At an organizational meeting (i.e., house of worship, club, etc.)
- Other_____

What is your primary reason for attending?

- Concerned about how I receive my Federal payments
- Want to open an account
- Want to learn how to use a bank
- Confused about my current account
- Considering changing my account
- Other_____

Do you have an account with a financial institution now?

- Yes
- No

If you do have an account, what type of account do you have? (*Check all that apply.*)

- Simple checking account
- Savings account
- ETASM
- Money market account
- Interest checking account
- Other

If you don't have an account now, have you ever had an account before?

- Yes
- No

If you don't have an account, why not? (*Check all that apply.*)

- Not enough income to need an account
- Too expensive
- Don't trust banks
- Other _____

Had you heard about Direct Deposit before this class?

- Yes
- No

Had you heard about the ETASM before this class?

- Yes
- No

If yes, where did you hear about it? (*Check all that apply.*)

- National news (TV, Radio, Newspaper, etc.)
- Newsletter
- Friend or relative
- Place that cashes my checks now

In general, has this program taught you more about Direct Deposit and the ETASM?

_____ Yes

_____ No

In general, has this program given you a better understanding of the different kinds of financial services?

_____ Yes

_____ No

Circle the number that best fits your feeling about each of the following statements.

1 = Strongly Disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly Agree

As a result of this program:

1) I understand the different kinds of financial institutions (banks, savings and loans, credit unions, etc.).

1 2 3 4 5

2) I see the benefits of using a federally insured financial institution.

1 2 3 4 5

3) I understand how to choose a financial institution.

1 2 3 4 5

4) I understand the different kinds of accounts.

1 2 3 4 5

5) I understand how to open an account.

1 2 3 4 5

6) I understand what a debit card is and how to use one.

1 2 3 4 5

7) I understand the benefits of Direct Deposit.

1 2 3 4 5

8) I understand the benefits of the ETASM.

1 2 3 4 5

9) I understand how to use an ATM card.

1 2 3 4 5

10) I know how to deal with problems with an account (lost card, mistakes, etc.).

1 2 3 4 5

11) I know how to cash, deposit and write a check.

1 2 3 4 5

12) I know how to keep checking account records.

1 2 3 4 5

13) I know how to keep savings account records.

1 2 3 4 5

14) I know how to keep ETASM records.

1 2 3 4 5

How much do you estimate that you spend right now each month to get cash and pay bills (check cashing fees, money order fees, etc.)?

\$_____

As a result of this program, how much do you expect to spend on these financial services (checking account fees, etc.)?

\$_____

Using the scale below, how would you rate the teacher?

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

1) The teacher answered my questions.

1 2 3 4 5

2) The teacher helped me to join in the class discussion.

1 2 3 4 5

3) The teacher talked about the pros and cons of having an account.

1 2 3 4 5

Using the same scale how would you rate:

1) The day for the program.

1 2 3 4 5

2) The time of day for the program.

1 2 3 4 5

3) The meeting/class location.

1 2 3 4 5

4) The child/dependent care.

1 2 3 4 5

As a result of this program what do you think you will do?

- Wait for more information
- Change financial institutions
- Sign up for Direct Deposit
- Sign up for the ETASM
- Open an account
- Won't do anything
- Other_____

As a result of this program, do you feel you can save money by having a bank account?

- Yes
- No

Where will you get information about opening an account? *(Check all that apply.)*

- Bank
- Savings and Loan
- Credit Union
- Friend or relative
- Pawn Shop
- Check Casher
- Other_____

What type of account do you think you will open? *(Check all that apply.)*

- Checking
- Savings
- ETASM
- Other_____

What other topics would you like to cover in a future financial education program?

- Savings Accounts and Certificates of Deposit
- Mutual Funds and Other Investments
- Shopping for a Mortgage
- Credit Cards
- Electronic Transactions
- Other_____



What did you like best about this program?

How could this program be improved?

What else would you like to tell us about this program?

Sample Closing of the Evaluation

Thank you for giving us your thoughts. These ideas can help us improve our program for others.

A ready-to-copy evaluation form is provided for you in Appendix E. However, we encourage you to customize your evaluation based on your presentations.

Section 5. Resources

Resources

No consideration to order has been given and no endorsement is implied. Mention or display of a trademark, proprietary product, or firm in the text or figures does not constitute an endorsement and does not imply approval to the exclusion of other suitable products or firms. Information is current as of publication date.

I. Fact Sheets Included in This Guide

- Now, Three Ways to Receive Your Federal Government Payments
- Now, Four Ways to Receive Your Federal Government Payments (available in AL, AR, FL, GA, KY, MO, NC and TN)
- Direct Deposit Saves Time
- Electronic Transfer Account — ETASM
- The Benefit Security[®] Card
- Choosing a Financial Institution
- Choosing a Deposit Account
- Using Deposit Accounts
- Automated Teller Machines (ATMs)
- Debit Cards
- Keeping Track of Your Electronic Transactions
- Understanding Electronic Products and Services at Your Financial Institution
- Frequently Asked Questions
- Glossary

II. List of Resources from Federal Government Agencies and Other National Organizations

Consumer Resource Handbook. Includes the names, addresses, telephone numbers and electronic addresses of corporations, trade groups, state and local consumer offices, and Federal agencies. Available from the Consumer Information Center, Pueblo, CO 81009 • <www.pueblo.gsa.gov>.

Consumer Information Catalog. Available from the Consumer Information Center, Pueblo, CO 81009 • <www.pueblo.gsa.gov>.

Credit Union National Association Publications Catalog. Available from CUNA, 5710 Mineral Point Rd., Madison, WI 53705 (or call 1-800-356-9655) • <www.cuna.org/data/cu/services/publications/pubs.html>.

Debit Cards: Beyond Cash & Checks and **Community Credit Link.**

Available from National Consumers League, 1701 K St., N.W., Suite 1200, Washington, DC 20006 (or call 1-800-639-8140) • <www.natconsumersleague.org>.

A Smart New Way to Pay: What Savvy Consumers Need to Know

about Debit Cards. Available from Call For Action, Inc., 5272 River Rd., Suite #300, Bethesda, MD 20816 (or call 1-800-647-1756).

Financial Management Service, U.S. Department of the Treasury.

Booklets, posters and promotional materials are available. Order form located on page 6.E.11 of this guide.

Best Sellers. Consumer Response Center, Federal Trade Commission, 600 Pennsylvania Ave., N.W., Washington, DC 20580 (or call toll-free 1-877-FTC-HELP (382-4357), TDD: 202-326-2502) • <www.ftc.gov/ftc/consumer.htm>.

FDIC Consumer News. Subscriptions are available free of charge. Send request for subscription to: FDIC Public Information Center, 801 17th Street, N.W., Room 100, Washington, DC 20434. Phone 1-800-276-6003 or 202-416-6940; e-mail address is <publicinfo@fdic.gov>, or via Internet • <www.fdic.gov/consumers/consumer/news/>.

Federal Reserve System Publications. Order from the Reserve Banks listed or from the Federal Reserve Board. See addresses and phone numbers in Section 6, Appendix B. In general, there is no charge for up to 50 copies; postage and handling may be charged for more than 50 copies.

Federal Reserve Bank of Boston: *Checks to Cash, Check Rights, Checkpoints, Right Checks*

Federal Reserve Bank of Philadelphia: *Options for Depositors, Electronic Banking for Today's Consumer*

Federal Reserve Bank of Atlanta: *Checkbooklet*

Federal Reserve Bank of Chicago: *Electronic Money*

Federal Reserve Bank of Dallas: *Direct Deposit — A Consumer's Guide, A Day in the Life of a Check* (video)

Federal Reserve Board: *A Consumer's Guide to Direct Deposit, Making Deposits — When Will Your Money Be Available?, Making Sense of Savings, How to File a Consumer Complaint About a Bank*

Social Security Administration. Contact your local Social Security office or access via the Social Security Web site • <www.ssa.gov/pubs>.

III. Cooperative Extension Financial Services Resources

“Using a Checking Account to Manage Your Money,” University of Arkansas. Developed to teach basics of choosing and using a checking account. Includes information on how to open a checking account, write and endorse checks, use a checkbook register, read and reconcile a bank statement, and what to do with information related to checking accounts. Check, signature card and check register work sheets are included. To order, send \$5.00, payable to the University of Arkansas, to: Wanda Shelby, Southeast Research and Extension Center, P.O. Box 3508, Monticello, AR 71656-3508. Contact Wanda Shelby • <shelby@uamont.edu>.

“Financial Fitness,” University of California-Riverside. Contact Karen Varcoe, University of California-Riverside, 139 Highlander Hall, Riverside, CA 92521, 909-787-5241, 909-787-7251 (FAX) • <karen.varcoe@ucr.edu>.

“Banking Your Dollars,” University of Florida (also in Spanish). Contact Mary Harrison, University of Florida, 3001 McCarty Hall, Gainesville, FL 32611-0130, 352-392-1868, 352-392-3226 (FAX) • <mnh@gnv.ifas.ufl.edu>.

“Using Your Electronic Benefits Transfer (EBT) Card,” University of Idaho. Contact Linda Kirk Fox, University of Idaho, 103A Family & Consumer Sciences, Moscow, ID 83844-3188, 208-885-5778, 208-885-5751 (FAX) • <lfox@uidaho.edu>.

“All My Money,” University of Illinois-Urbana-Champaign. A money management and consumer skills curriculum. Each of the eight lessons includes background information for the trainer, lesson plans, handouts and other instructional materials. Topics include credit, consumer skills and managing a checking account. Publication #ACE3. Cost: \$75.00, plus shipping charges; discounts available. Call Cyndi Moore, M-F, 8 a.m.–5 p.m., CST, 1-800-345-6087 to order. Payment must include shipping charges. Contact Cyndi Moore • <cjmoore@uiuc.edu>.

“Selecting Banking Institutions and Services,” University of Maryland. Contact Dian Rowe, University of Maryland, 4321 Hartwick Road, Suite 209, College Park, MD 20740-3210, 301-403-4146, 301-403-4154 (FAX) • <dc42@umail.umd.edu>.

“Learning for Better Living Series,” University of Missouri-Columbia. A set of 14 bilingual, limited literacy guides. Order by calling 1-800-292-0969. Contact Brenda Procter • <procterb@ext.missouri.edu>.

“Money Management Adviser Curriculum,” Washington State University Cooperative Extension, 7612 Pioneer Way E., Puyallup, WA 98371-4998 • <parker@wsu.edu>.

“Getting and Keeping A Checking Account,” University of New Hampshire. Contact Suzann Knight, University of New Hampshire, 110B Pettee Hall, 55 College Road, Durham, NH 03824-3599, 603-862-0092, 603-862-0107 (FAX) • <suzann.knight@unh.edu>.

“Building an Understanding of Credit Services (BUC\$),” Cornell University. Contact Barbara Bristow, Cornell University, 133 Martha Van Rensselaer Hall, Ithaca, NY 14853-4401, 607-254-5282, 607-255-0799 (FAX) • <bjb4@cornell.edu>.

“Financial Fitness: Build Your Savings,” Cornell University. Also available in Spanish. Contact Barbara Bristow, Cornell University, 133 Martha Van Rensselaer Hall, Ithaca, NY 14853-4401, 607-254-5282, 607-255-0799 (FAX) • <bjb4@cornell.edu>.

“Financial Fitness: Shape Up Your Spending,” Cornell University. Also available in Spanish. Contact Barbara Bristow, Cornell University, 133 Martha Van Rensselaer Hall, Ithaca, NY 14853-4401, 607-254-5282, 607-255-0799 (FAX) • <bjb4@cornell.edu>.

“Keys to Successful Money Management: Emergency Savings Accounts,” Oklahoma State University. Contact Glennis Couchman, Oklahoma State University, 323A HES-FRCD, Stillwater, OK 74078-0337, 405-744-6282, 405-744-7113 (FAX) • <glennis@okway.okstate.edu>.

“Paying Family Bills,” Oregon State University. Includes information on check writing, balancing a checkbook, endorsing a check, and other methods of payment including cash, cashier’s checks, personal and postal money orders, and electronic funds transfers. Order from: Publication Orders, Extension and Station Communications, Oregon State University, 422 Kerr Administration, Corvallis, OR 97331-2119. FAX: 541-737-0817. You may order up to six without charge. If you request seven or more, include 25 cents for each publication beyond six. Discounts are given on orders of 100 or more. Please call 541-737-2513 for price quotes. Contact Alice Morrow • <morrowa@cmail.orst.edu>.

“Checking Accounts: Which is Best for You?” Clemson University. Contact Joyce Christenbury, Clemson University, 249 P&AS Building, Clemson, SC 29634-0753, 864-656-5714, 864-656-5723 (FAX) • <jchrstn@clemson.edu>.

“Managing Change in Banking and Personal Banking Needs,” Texas A&M University. Contact Lynn White, Texas A&M University, 305 History Building, College Station, TX 77843-2251, 409-845-3850, 409-845-6496 (FAX) • <lb-white@tamu.edu>.

“Dollar Sense,” University of Wisconsin. A collection of 31 easy-to-read single-concept fact sheets. Can be downloaded from <www.uwex.edu/ces/nutrition/dollarfact.html>.

IV. Consumer Action Resources

Order from Consumer Action's National Consumer Resource Center, 717 Market Street, Suite 310, San Francisco, CA 94103 (FAX orders to 415-777-5267) • <www.consumer-action.org>. Please note language availability (English, Spanish, Chinese, Korean, Vietnamese).

“A Trainer’s Guide on Why & How to Use Banks.” Produced by the Legal Aid Foundation of Los Angeles, 1992. Twenty-two-page instructor’s manual in English.

A manual for instructors to help them prepare money management workshops for consumers. Complements the consumer’s manual, *“Banking Basics: A Community Banking Guide.”* Structured in a question-and-answer format, based on the questions the Legal Aid Foundation has encountered most often in the dozens of banking training sessions it has conducted for low-income consumers.

“Banking Basics: A Community Banking Guide.” Produced by the Legal Aid Foundation of Los Angeles, 1992. Fifteen-page consumer’s manual in Chinese, English, Korean, Russian, Spanish and Vietnamese.

A manual for consumers attending a money management workshop, emphasizing how to shop for, open and use a bank account. Complements the instructor’s manual, *“A Trainer’s Guide on Why & How to Use Banks.”* Discusses the advantages of having a bank account and problems with check cashing establishments. Includes a section explaining credit and loans.

“Banking Basics: Checking Account Check List.” Produced by the Community Service Center for the Disabled, 1993. Brochure in Chinese, English, Korean, Russian, Spanish and Vietnamese.

An illustrated brochure explaining how to open a checking account. Explains different kinds of accounts and their fees, check processing, automatic deposit and bill paying, and ATM/debit cards. Includes a section discussing the importance of consumers establishing personal relationships with their banks.

“Banking Education Project.” Produced by the Union of Pan Asian Communities, 1990. Twenty-six-page consumer’s manual in Chinese, English, Korean, Russian, Spanish and Vietnamese.

A manual for consumers attending a money management workshop. Complements the instructor’s manual, *“Southeast Asian Finance Education Training Manual.”*

“Southeast Asian Finance Education Training Manual.” Produced by the Union of Pan Asian Communities, 1991. Eighty-four-page instructor’s manual in English.

A manual for instructors to help them prepare money management workshops for consumers. Written for instructors training Southeast Asian refugees, it contains information applicable to financial workshops for all consumers. Complements the consumer’s manual, *“Banking Education Project.”* Describes differences in banking practices between American banks and those of other nations.

“Banking Skills (A Training Manual for Tutors).” Produced by the San Diego County Literacy Network, 1990. Fifty-page instructor’s manual in English.

A manual for instructors to help them prepare money management workshops for consumers. Written for literacy instructors working with students who are non-English-speaking or have limited reading ability in English. Complements the consumer’s packet, *“Supplementary Activities Packet for Banking Skills.”* The manual focuses on five main areas: checking accounts, electronic services (ATMs), savings accounts, loans and credit cards.

“Supplementary Activities Packet for Banking Skills.” Produced by the San Diego County Literacy Network, 1993. Twenty-page consumer’s packet of materials in English.

An illustrated collection of student activities for consumers attending money management workshops. Complements the lessons in the literacy instructor’s manual, *“Banking Skills (A Training Manual for Tutors).”* Includes games, puzzles and group activities, all designed to teach banking skills to students who are non-English-speaking or have limited reading ability in English.

“Mas Vale Prevenir Que Lamentar (It’s Better to Prevent than Lament).”

Produced by the California Rural Legal Assistance Foundation, 1991.

Four-page comic book in Spanish.

An illustrated story involving two friends and a dog, explaining how it is much safer to open a bank account to deposit paychecks and other money, rather than keeping it at home and risking robbery.

“Successful Saving and Investment.” Produced by the Community Service Center for the Disabled, 1993. Brochure in Chinese, English, Korean, Russian, Spanish and Vietnamese.

An illustrated brochure explaining the difference between saving and investing money. Describes banks, savings and loans, credit unions, and other financial institutions. Also describes Certificates of Deposit, money market accounts, U.S. Savings Bonds, company plans, IRA funds and Keogh plans.

V. Internet Resources

General Web Sites:

American Savings Education Council

<www.asec.org>

Banking & Financial Services Web Directory

<www.orcc.com/banking.htm>

Call For Action, Inc.

<www.callforaction.org>

Consumer Action

<www.consumer-action.org>

Consumer Information Center*

<www.pueblo.gsa.gov>

Consumer World Web Directory

<www.consumerworld.org/pages/resource.htm>

Cooperative State Research, Extension and Education Service,

U.S. Department of Agriculture*

<www.reeusda.gov>

Credit Union National Association, Inc.*

<www.cuna.org>

Debt Counselors of America*
<www.getoutofdebt.org>

The Electronic Payments Association
<www.nacha.org>

Federal Deposit Insurance Corporation*
<www.fdic.gov/consumers/index.html>

Federal Reserve Board*
<www.federalreserve.gov/>

Federal Trade Commission*
<www.ftc.gov>, then click on *Consumer Protection*
<www.consumer.gov>, then click on *Money*
<www.ftc.gov/ftc/consumer.htm>

Financial Management Service, U.S. Department of the Treasury*
<www.fms.treas.gov/eft>

Independent Community Bankers of America*
<www.icba.org>

Jump\$tart Coalition for Personal Financial Literacy
<www.jumpstartcoalition.org/menu.html>

National Association for the Advancement of Colored People
<www.naacp.org>

National Association of Community Action Agencies
<www.nacaa.org/index.htm>

National Association of Federal Credit Unions*
<www.nafcu.org>

National Community Reinvestment Coalition*
<www.ncrc.org>

National Congress for Community Economic Development
<www.ncced.org>

National Consumers League*
<www.natlconsumersleague.org>

National Credit Union Administration
<www.ncua.gov>

National Foundation for Credit Counseling*
<www.nfcc.org>

National Institute for Consumer Education
<www.emich.edu/public/coe/nice/nice.html>

National Urban League
<www.nul.org>

Office of Thrift Supervision*

<www.ots.treas.gov>

Railroad Retirement Board

<www.rrb.gov>

Social Security Administration

<www.ssa.gov>

Veterans Affairs

<www.va.gov>

How To Select a Financial Institution:

<www.aba.com/aba/ConsumerConnection/CNC_contips.htm>

<www.cuna.org/data/consumer/whatis/join/sixways.html>

<www.emich.edu/public/coe/nice/compare.html>

<www.eta-find.gov>

<www.fdic.gov/bank/individual/index.html>

<www.fdic.gov/bank/individual/bank/index.html#bankrank>

Electronic Banking Web Sites:

<www.emich.edu/public/coe/nice/Electronmo.html>

<www.emich.edu/public/coe/nice/rlece1.html>

Consumer Protection:

<www.aarp.org/programs/consumer/home.html>

<www.federalreserve.gov/>

<www.cuna.org/data/consumer/advice/advice.html>

<www.fdic.gov/consumers/questions/consumer/index.html>

<www.ftc.gov/bcp/menu-credit.htm>

<www.pueblo.gsa.gov>

<www.quicken.excite.com/banking_and_credit/articles/876680550_20398>

Financial Industry Products:

<www.bbb.org/library/cds.html>

<www.directdeposit.org>

<www.directpayment.org>

<www.pueblo.gsa.gov/cic_text/money/sense/sense.htm>

<www.quicken.excite.com/banking_and_credit/articles/876686641_21198>

Managing Your Accounts:

<www.aba.com/aba/ConsumerConnection/CNC_contips_betterbanks.htm>

<www.bbb.org/library/debitcard.html>

<www.cuna.org/data/consumer/advice/advice.html>

<www.emich.edu/public/coe/nice/finrec.html>

<www.pueblo.gsa.gov/cic_text/money/almanac/calmanac.htm>

<www.pueblo.gsa.gov/cic_text/money/shopwith-atmcard/shop-atm.htm>