

Thank you for joining us for today's webinar:

Reaching Vulnerable Populations with FCAB
(Financial Capability and Asset Building) Services:
A Webinar Exploration and Discussion

The webinar will begin promptly at 12pm CT
(1pm ET, 11am MT, 10am PT)



Reaching Vulnerable Populations with FCAB (Financial Capability and Asset Building) Services: A Webinar Exploration and Discussion



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12pm-1pm CST

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Center for Financial Security
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Outreach Specialist
Center for Financial Security
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Reaching Vulnerable Populations with FCAB (Financial Capability and Asset Building) Services: A Webinar Exploration and Discussion

- Welcome
- Presentations
 - Introduction & Overview
 - Faculty Survey
 - Student Survey
 - Moving Towards an Inclusive Financial Capability Delivery System
- Q & A
- Sign off

Our Presenters



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Center for Social Development

GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK



Washington University in St. Louis



REACHING VULNERABLE POPULATIONS WITH FINANCIAL CAPABILITY AND ASSET BUILDING (FCAB) SERVICES

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Washington University in St. Louis

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Saint Louis University

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Outline

- Introduction: Inequality, financialization, and vulnerability in the U.S.
- Study 1: Survey of social work faculty on FCAB content
- Study 2: Survey of social work students on FCAB content
- Toward an inclusive financial capability delivery system
- Conclusion
- Discussion





Inequality, Economic Strain & Financialization

- Millions of U.S. families find themselves in precarious financial circumstances, living on the wrong side of a growing income and wealth divide.
- Their jobs do not pay enough to support their families.
- Safety net programs have been diminished and are increasingly mean-spirited.
- At the same time, financial products and services are expensive, and often confusing and unsafe.
- Poor or no credit severely limits financial functioning.
- And saving and investing for the future is out of reach.

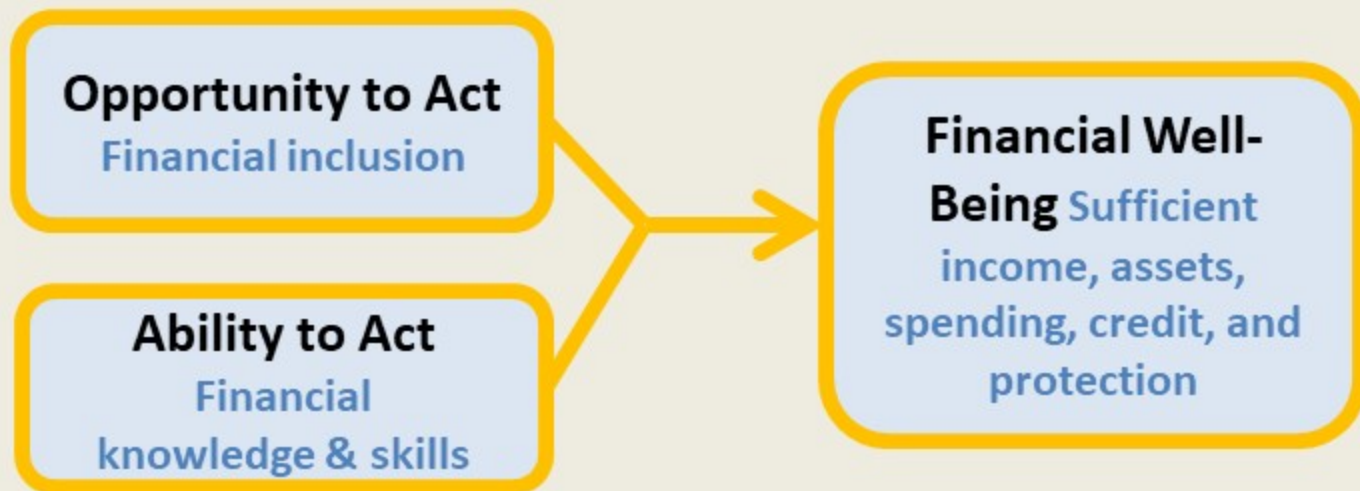


Financial Vulnerability

- The causes and the consequences of financial vulnerability are economic *and* social.
- Creating financial capability requires the efforts of multiple professionals, including social service professionals.
- And requires changes at both the individual level and in social institutions.



Framework of Financial Capability*



* Based on capability theory (Sen, 1999; Nussbaum, 2000)



Role of Human Service Professionals in Financial Capability

- Human service professionals assist families in crisis, help them solve problems, manage organizations, and shape policies and programs.
- But in order to improve financial capability in vulnerable families, they need more knowledge and skills.
- Social workers, for example, lack adequate preparation to solve the financial and economic challenges of low-income populations. (Gillen & Loeffler, 2012; Kindle, 2013; Loke & Hageman, 2013; Loke, Watts, & Kakoti, 2013)



We need a better financial capability delivery system that reaches everyone

- The well-to-do purchase financial guidance and support.
- Lower income families turn to a patchwork of organizations:
 - Consumer credit counseling, housing counseling services, community-based organizations, legal services, community credit unions, etc.
- Some purchase “late night television” financial and legal advice.
- But most struggle on their own or follow the advice of family and friends.

Study 1

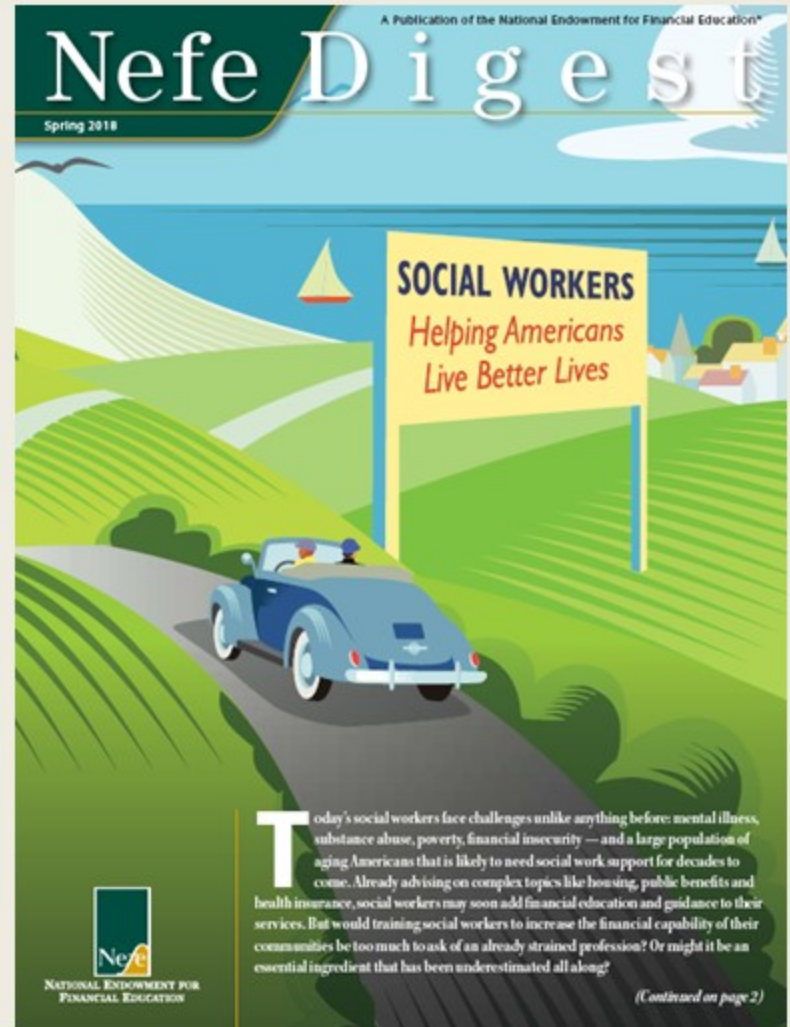
FACULTY PERSPECTIVES ON FCAB IN SOCIAL WORK EDUCATION

(Sherraden, Huang, Johnson, Dore et al., 2018)



Faculty Perspectives on FCAB

- A collaboration of the *Center for Social Development* at Washington University in St. Louis and the *Council on Social Work Education* (CSWE)
- Supported by the *National Endowment for Financial Education* (NEFE)





Study Background

- FCAB content in social work education:
 - In-depth interviews with 30 faculty find generally positive attitudes about including FCAB content social work education. (Hageman et al., 2017)
- FCAB curriculum:
 - Faculty of social work at Historically Black and Tribal Colleges & Universities (n=24) gain confidence in teaching FCAB using specially-designed curriculum. (Rochelle et al., 2017; Sherraden, et al., 2017)



Research Questions

1. How much and what kind of FCAB content is currently being taught (*coverage*) in social work curriculum?
2. What are faculty perceptions about the *usefulness* of FCAB content in SWE?
3. What are *barriers* to including more FCAB content in social work education?
4. What do faculty *recommend* to improve FCAB content in social work education?



Research Design and Methods

- Qualtrics online cross-sectional survey (~70 questions)
- Sample:
 - Full and part time social work faculty listed on program websites: (N = 7,642 from 761 accredited programs).
 - Taught at least one class since August 2016 (N = 1,577).
 - Response rate: 23%
- Data collection
 - March to May 2017 (8 weeks) with weekly email reminders.
- Analysis:
 - Univariate, bivariate, and multivariate (logit, Poisson, and OLS) analyses with listwise deletion.

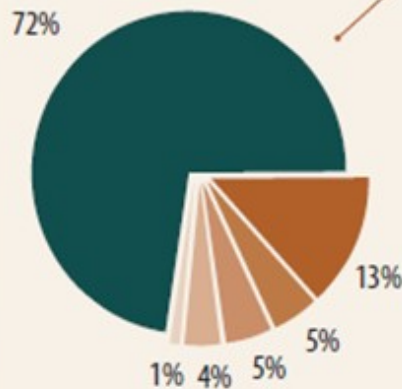
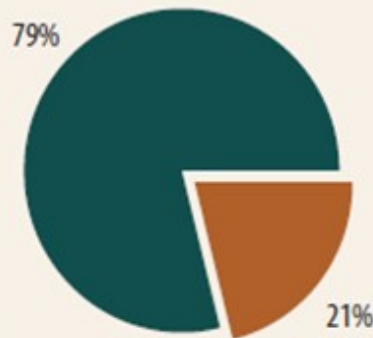


Respondent Demographics

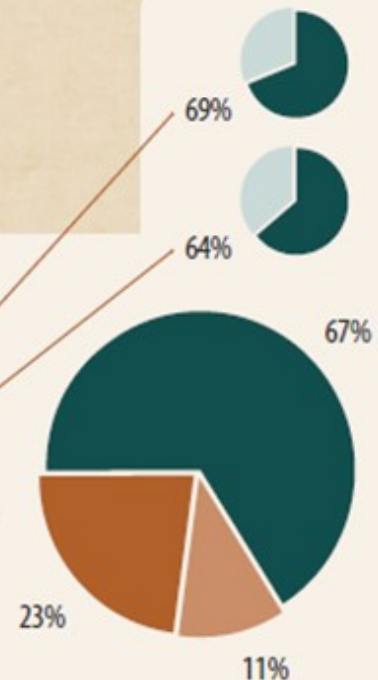
Study Methodology

Washington University researchers conducted an email survey of 1,577 faculty members who taught in accredited social work programs at colleges and universities from August 2016 to May 2017.

Respondent Demographics



- 79% Female / 21% Male and gender neutral
- 72% White (non-Hispanic)
 - ▶ 13% African American
 - ▶ 5% Hispanic
 - ▶ 5% Asian American
 - ▶ 4% Multiple or other races
 - ▶ 1% American Indian/Native American
- 69% employed at a public university
- 64% hold a doctorate degree
- 67% are in tenure track positions
 - ▶ 23% in nontenure track positions
 - ▶ 11% in adjunct positions





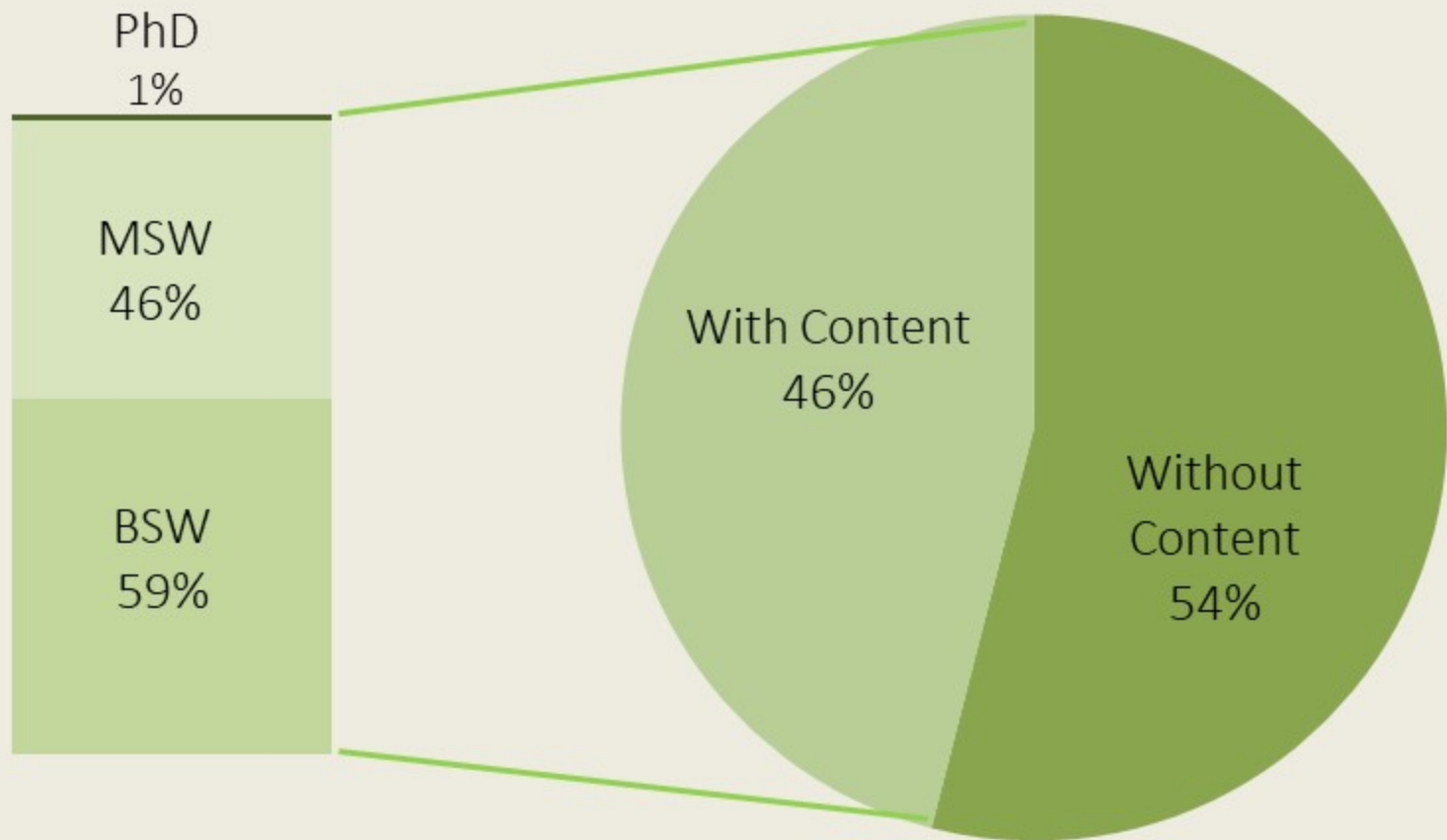
Main Measures

- 23 survey items on FCAB content:
 - Financial services (e.g., bank/non-bank products and credit cards)
 - Financial management (e.g., budgeting)
 - Financial protection (e.g., credit report and ID theft)
 - Government benefits (e.g. public assistance and health insurance)
 - Financial practice skills (e.g., money conversation)
- Coverage: Likert scale, “Never” (0) to “A lot” (3)
- Usefulness: Likert scale, “Not at all” (0) to “Very” (3)



Coverage: Teaches a Course with FCAB Content

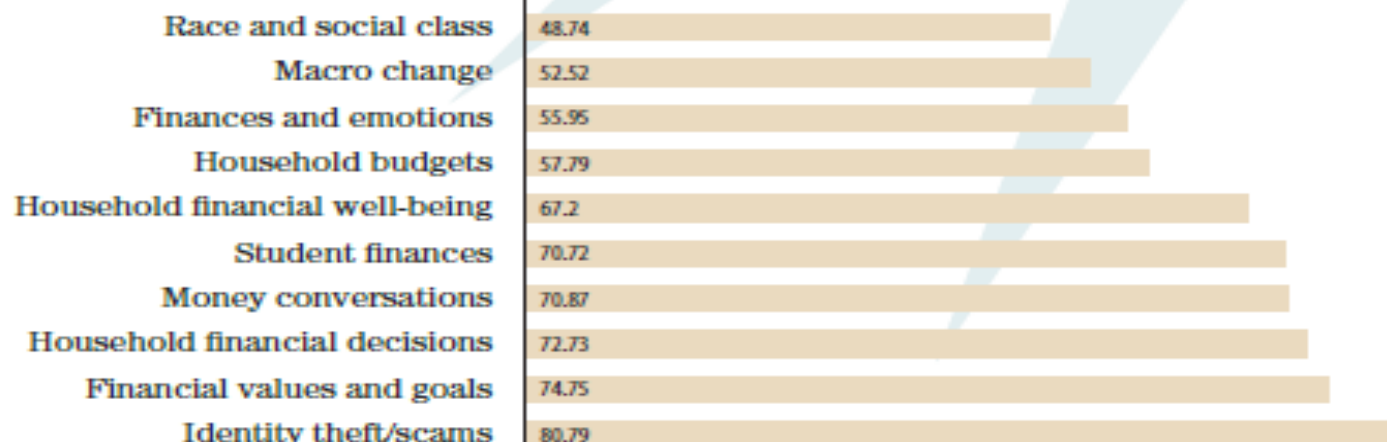
Courses with FCAB Content (N = 1,571)



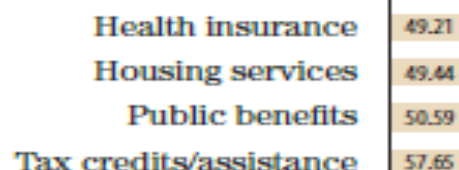
Note: Some courses taught by respondents (N= 52) are offered across program levels

Percentages of Topics in Relation to Financial Well-Being “Never Taught” in Social Work Programs by Respondents

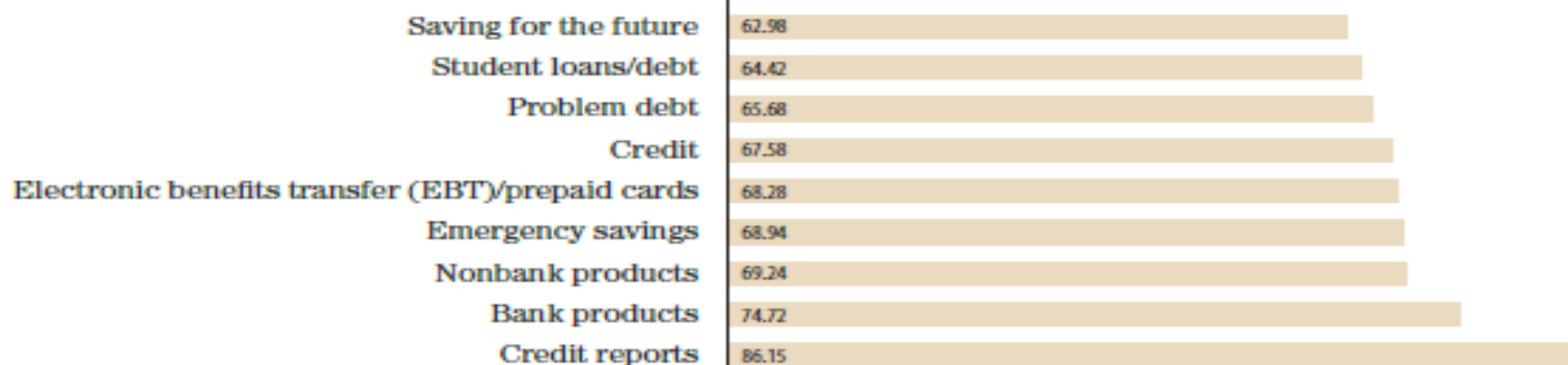
Financial Management and Practice



Public Policies and Programs



Financial Products and Services



Response options included: never taught, taught a little, taught some and taught a lot.



Coverage: Predictors of Financial and Economic Content in Current Courses

- In bivariate and multivariate analyses, Black faculty (compared to other races/ethnicities) are more likely to include FCAB items.
- Faculty's financial education and knowledge/skills positively associated with more FCAB items.
- Programs with BSW degree and those with a higher percentage of Black students are positively associated with more FCAB content offering.
- Adjunct faculty are more likely to discuss financial management practice skills (e.g., have money conversations, discuss financial values/goals, and assess financial well-being).

Usefulness: % Faculty Who Perceive F&E Content "Moderately" or "Very Useful"

Financial Management and Practice

Race and social class

7.69

91.13

Macro change

13.35

83.09

Finances and emotions

19.92

76.24

HH financial well-being

30.48

59.15

Money conversation

31.19

58.25

Financial values and goals

39.86

44.01

HH budgets

33.86

47.37

Student finance

29.57

51.38

Identity theft/scams

39.29

32.52

HH financial decisions

17.87

41.82

Public Policies and Programs

Public benefits

12.66

84.02

Health insurance

12.54

83.09

Housing services

21.54

71.37

Tax credits/assistance

29.61

54.99

Financial Products and Services

Problem debt

32.8

49.34

Student loans/debt

29.49

51.92

Credit

34.89

41.97

Non-bank products

33.61

41.6

Saving for future

36.6

38.28

Emergency savings

37.18

36.21

EBT/prepaid cards

33.98

39.28

Credit reports

37.49

31.67

Bank products

34.45

27.63



Barriers: Expanding FCAB in SWE

- 3 most cited *barriers* among respondents who believe students will benefit from more FCAB content (91%):
 - Lack of flexibility and time in the curriculum (68%)
 - Lack of faculty expertise and confidence (61%)
 - Lack of faculty interest (43%)(Large overlap among respondents identifying these three barriers)



Recommendations: FCAB Content in Social Work Education

- Integrate or infuse content into existing courses (81%)
- Extracurricular workshops (57%)
- Stand-alone electives (39%)
- Stand-alone required course (17%)

Respondents also recommended training social work faculty using online resources (72%) and webinars (50%)



Discussion and Next Steps

- Overall, most faculty (91%) believe FCAB is useful for social work students.
- Topics related to household financial management and access to financial services are generally not addressed.
- The gaps between coverage and perceived usefulness suggests directions for curriculum development.
- Faculty recommend educational opportunities, curricular resources, and ideas for infusing F&E content into existing courses.
- Curricular innovations are needed which integrate financial practice in the curriculum.

Study 2

FINANCIAL CAPABILITY AND ASSET BUILDING (FCAB) IN THE CURRICULA: STUDENT PERCEPTIONS

(Loke, Birkenmaier, & Hageman, 2017)

Selected Literature Review

- Social work students and practitioners regularly work with financially vulnerable people who seek their assistance (Barnett & Pearce, 2010; Dew & Xiao, 2013; Marson, Savage, & Phillips, 2006)
- Social work students and practitioners experience barriers when delivering FCAB services due to insufficient knowledge, skills and expertise in personal finance (Despard & Chowa, 2010; Gillen & Loeffler, 2012, Loke, Watts & Kakoti, 2013, Loke & Hagaman, 2014)
- Previous research suggests that students agree that finances are relevant to social work practice (Kindle, 2010)

Study Purpose

- Investigate student perceptions of relevancy of FCAB content in the profession.
- Explore the degree to which social work students perceive that they are being prepared for FCAB practice through their social work program.

Methods

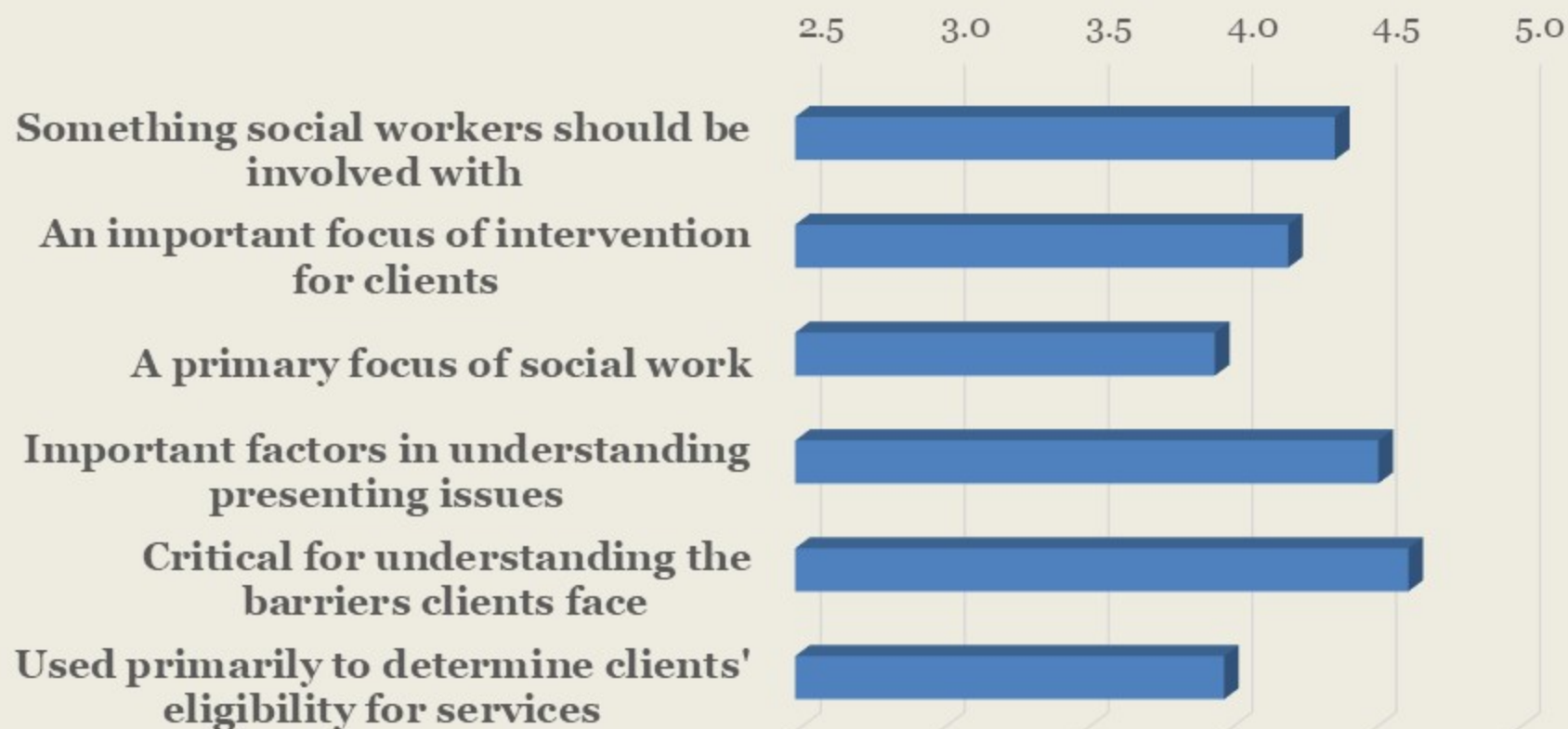
- Cross-sectional survey of BSW and MSW students from 16 social work programs in the U.S. who were either about to graduate from (graduating) or just beginning (non-graduating) their programs (n=643).
- Non-probability-convenience sampling.
- Invited to complete an online survey through in-class or email announcements.

Results

1. Strong agreement on importance of FCAB in social work practice.

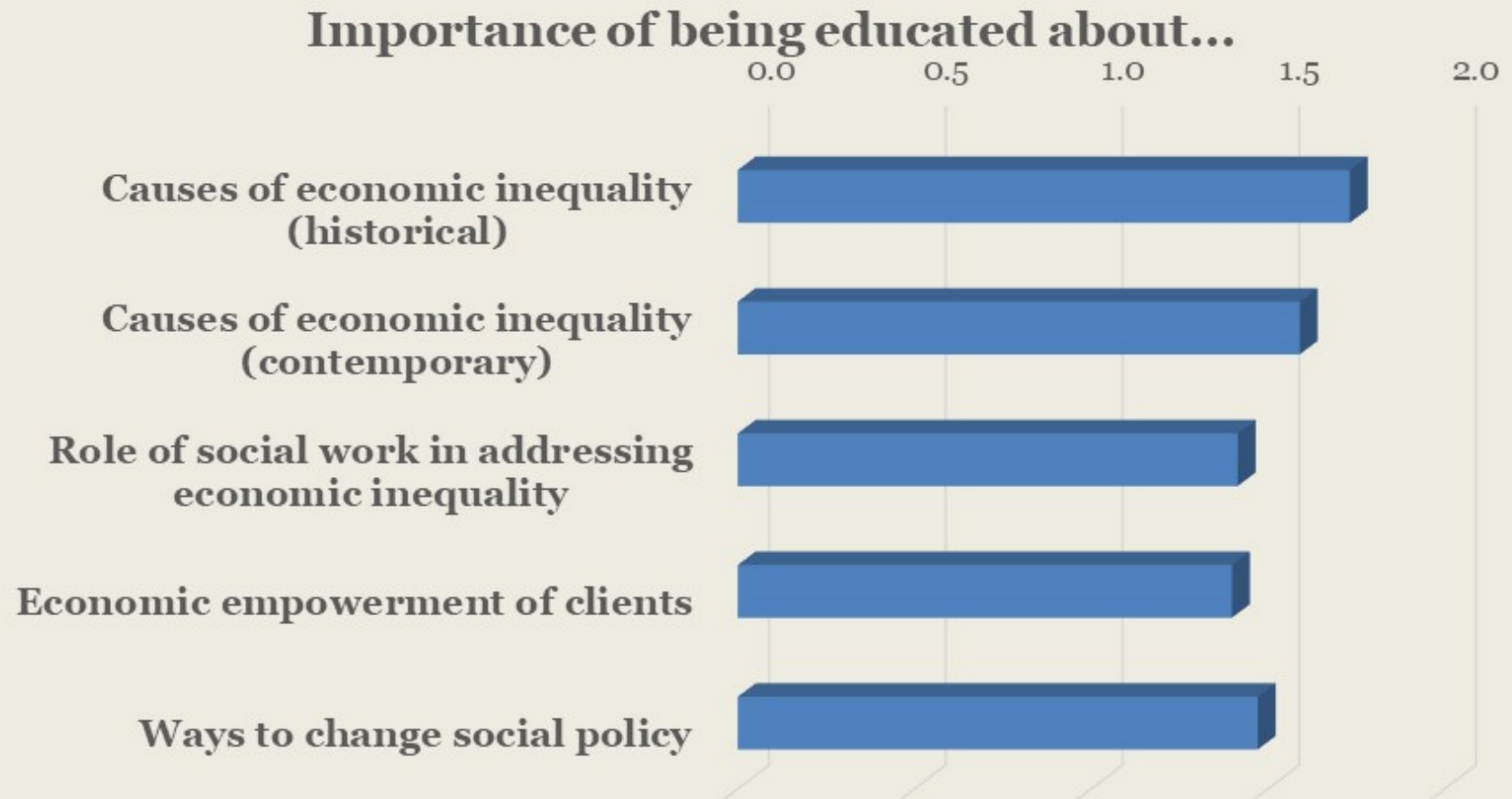
FCAB is Important in Social Work Practice

Perceptions of FCAB in Social Work



Note: 1 = Strongly disagree; 5 = Strongly Agree

Which FCAB Content is Important



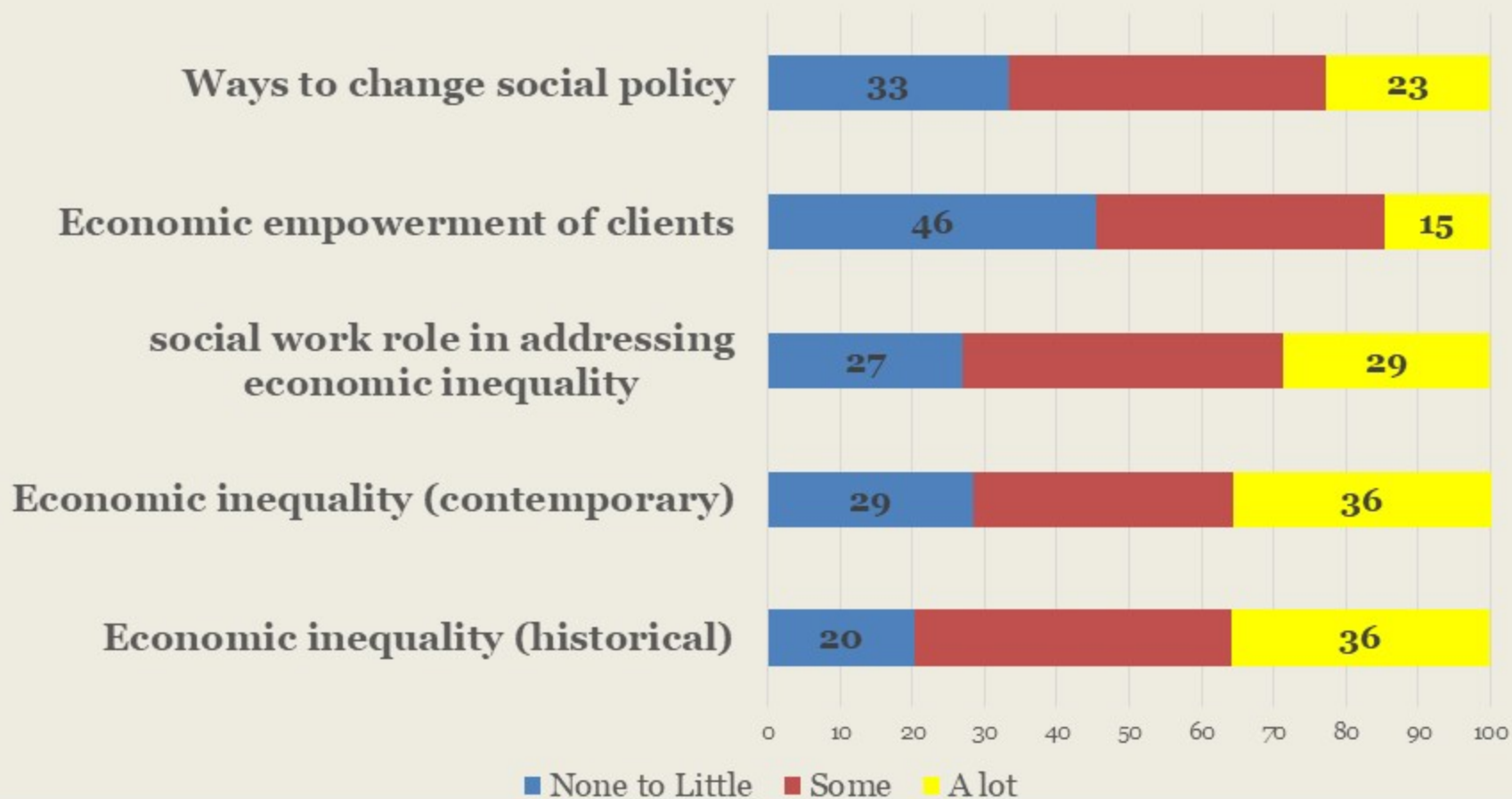
Note: 1 = Extremely Important; 5 = Not at all important

Results

2. Students desire more FCAB content in their social work curricula.

Students Feel Insufficiently Educated

Felt educated about ...

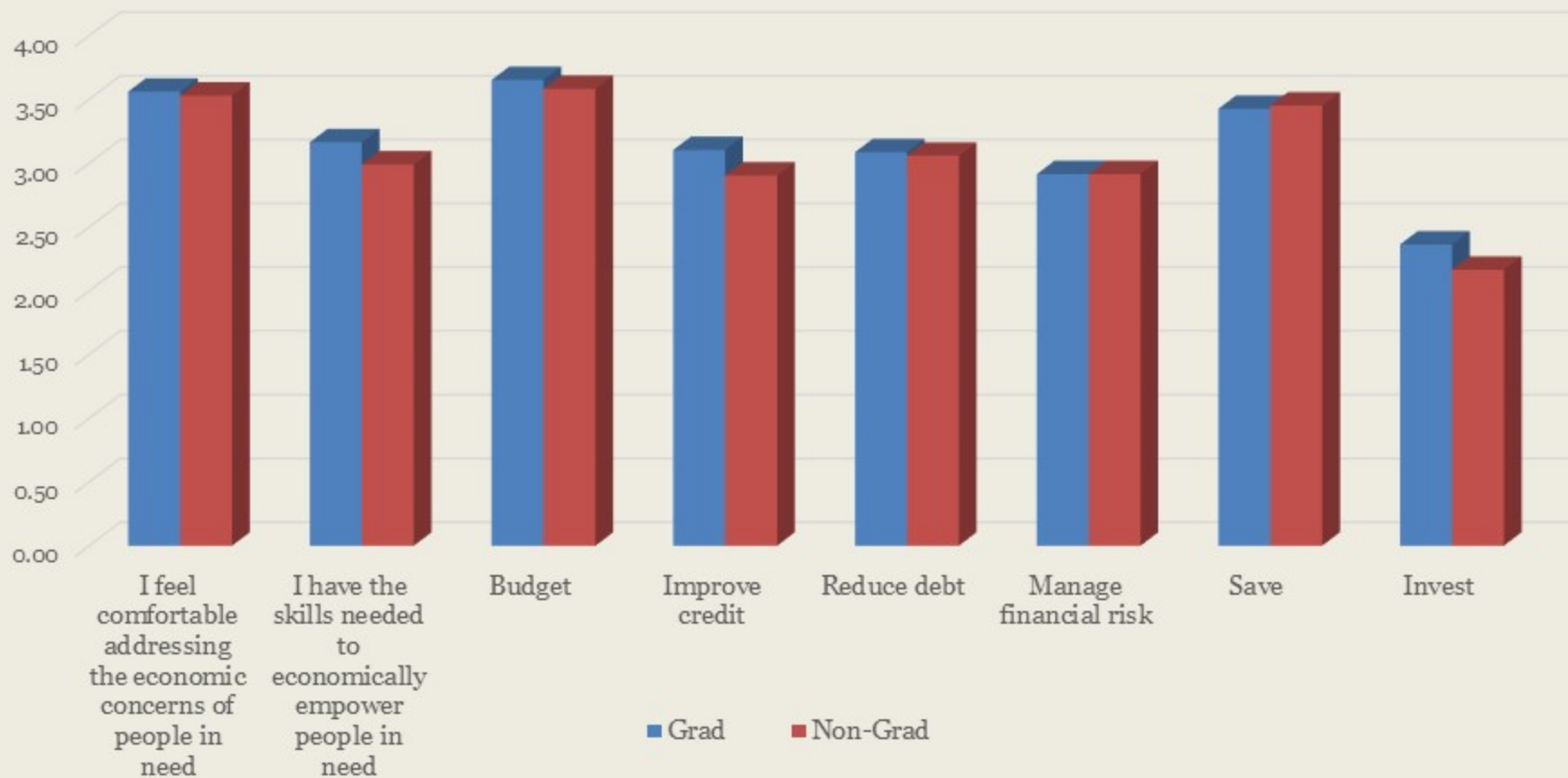


Results

3. Students' preparation for FCAB practice unchanged as a result of their social work curricula.

FCAB Practice: No Difference in FCAB Skill Levels for Graduating and Non-Graduating Students

Comfort with FCAB work...



Note: 1 = Strongly disagree; 5 = Strongly agree

Discussion

- Students agree that client finances are important to social work practice
 - Focus limited to using financial information just to understand client's issues and barriers, and to screen for service eligibility

Discussion

- Gap between what students hope to learn and what they actually learn about FCAB
 - Less than 1/3 of respondents felt that they learned a lot from their program
 - Greater interest in learning ways to intervene at the micro and policy levels

Discussion

- Students learn very few (if any) FCAB skills in their social work education

Toward an inclusive financial capability delivery system

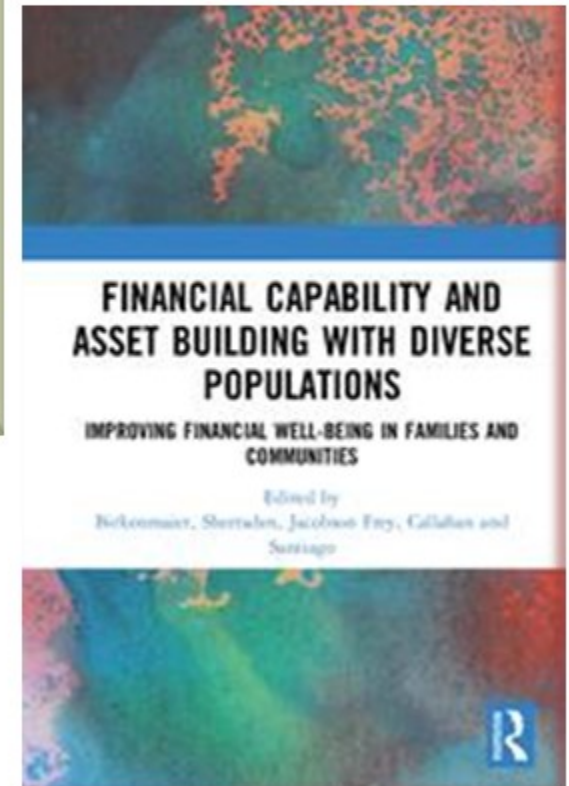
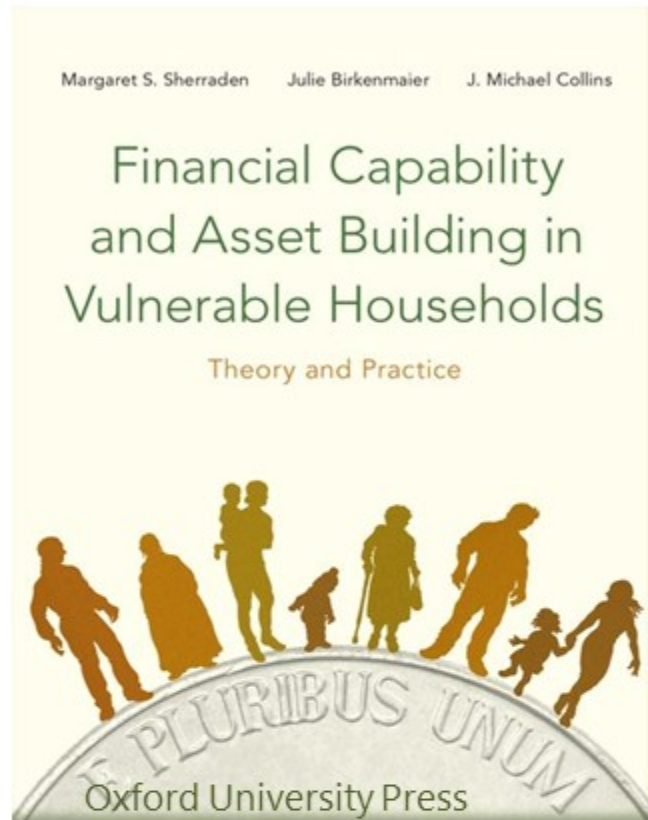


FCAB Training for Social Workers and Other Human Service Professionals

- Challenges:
 - Building faculty capacity
 - Clarifying appropriate roles for different human service professionals
 - Creating relevant resources (e.g., texts, curriculum guides, training modules)
 - Professional accreditation standards
- In social work education, for example, FCAB curriculum is being tested in existing courses, in short courses and semester long courses, in continuing education, and in extracurricular modules.

(Doran & Bagdasaryan, 2018; Frey et al., 2015; Horwitz & Briar-Lawson, 2017; Sherraden, Birkenmaier, McClendon & Rochelle, 2017; Sherraden, Laux & Kaufman, 2007)

Resources for Social Work Education





Innovations in Delivery of Financial Capability Services

- The Financial Clinic in New York City (2018)
 - Street-level access to financial guidance for low-income working families
 - Partners with ~500 nonprofit organizations in 41 states to embed financial guidance and security strategies into social services
- Cities for Financial Empowerment (2018)
 - Integrates financial guidance into municipal services in 50+ municipalities
 - Providing access to banking, financial protection, asset building and financial counseling



The Big Picture: Innovations for Inclusive Finance

- Innovations in private sector, technology sector, and public sector.
- From inclusive finance to inclusive financial capability delivery.
- New perspective on basic finance as a public good.



Essential Features of Innovations to Achieve Inclusive Financial Capability

- *Universality*: automatic enrollment (e.g., Child Development Accounts)
- *Appropriateness and progressivity*: for disadvantaged populations
- *Affordability*
- *Safety and reliability*
- *Effectiveness and comprehensiveness* (e.g., cash management, asset accounts, loans)



A Public Financial Capability Platform: Potential for Technology

- Creating a Financial Capability Gateway, a public online platform with the following functions:
 - Synthesize all individuals' financial data flows
 - Streamline access to public and financial services through automatic enrollment and other strategies
 - Provide customized, client-oriented financial education
 - Interact with other human services
 - Incorporate financial technology



Some Questions to Get Us Started...

1. How can financial capability services be available to all?
2. Is it appropriate for *all* human services professionals to be trained in FCAB?
3. How should FCAB knowledge and skills be integrated into professional education and training for the human services?
4. What role(s) should human service professionals play in system change?



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Q & A



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Please remember that today's webinar was recorded and will be
posted on our website: cfs.wisc.edu
within two business days.



Please contact Hallie Lienhardt with questions:

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