

OREGON RETIREMENT SAVINGS BOARD
FINANCIAL LITERACY WORK GROUP - Notes of discussion from 3/29/2016 meeting

1. Achieving a Consistent Message (Content and approach)

During this segment the Working Group focused on this topic and ideas:

What Should Participants Understand?

Time Frames: Now / in a few years / long term

Key Concepts

- What should I do ahead – SAVINGS, BUDGET
- Is this ok? / Why – RETURN AND RISK
- Is this good for me / why – GOALS / PLANNING
- Long term planning , income replacement

Message content and delivery – At the Point of Participation in the Plan

Short Message, 3 – 5 elements, one piece of paper, visual

- For example Age / Ret. Age / Income Replacement
- Downside: Penalty / Impact
- Variability of balances
- Portability / how
- Accessibility of information – if you want to know/learn more

General Message Concepts

- Focus on messaging appeal of “I am in charge of it” and “I can take it with me when I leave”
- Kids drive parents’ behavior
 - How do we link kids to parent learning and action (like recycling, green earth, no smoking)
 - Mom how’s your retirement account coming along!
- A little bit now (coffee etc.) – lot later
- Concept of community
 - Look to tax alternative
- “Retirement” seems like “Later”
- Link between Health and financial health
- Just in time / strategic
 - Workshops, financial empowerment clinics
- You tube, apps – Mini seminars, cool – twitter – 2 second fees – sound bites – Visual
- Workshop / clinic

Financial Capability vs. Financial Literacy

- Financial Capability – the ability to take a financially important action / learning by doing

Road Blocks	Actual Capability
<ul style="list-style-type: none"> • I can't get a loan 	<ul style="list-style-type: none"> • Small loan to build credit
<ul style="list-style-type: none"> • I have no savings to worry about or consider 	<ul style="list-style-type: none"> • Payroll – based savings

- Notion of net worth

Assets	
	- Debt
	= Net

2. What Else Should We Know?

- National models / resource
- State public / private
 - B of A + Kahn Academy
 - US Bank / Regional Banks
- Financial Urgency time line – Catalyst – IDA – Home
 - Urgent v. Strategic, Overtime
 - Kids “Preventive is cheaper than prescriptive”
 - Who/When: Early...K-12
 - Where – include the Workplace
- Notes regarding the Oregon Retirement Savings Plan
 - ‘Everyday’ name of the Plan needs to resonate with savers
 - Clarity that they are the intended users / it’s for them
 - Myra – “ORA” – My / Oregon Retirement Account
 - State needs to provide a robust backdrop (of support)
 - For the employer
 - For the employee

3. Capacity and Accessibility

During this segment the Working Group focused on where offerings exist within the State, who provides them, and what their capacity for Literacy in support of the Oregon Retirement Savings Plan might be.

Providers / Capacity:

- K-12 / Social studies content “required”? but no standards or testing for Personal Finance concepts and content
- Who provides financial literacy education and services:
 - AARP (partner) (tax aide sites)
 - Bradley Angle

- CASA Partners (IDA)
- Community action agencies (CAPO)
- Financial / beginnings
- Financial Engines
- Grassroots organizations
- Headstart
- Home buyer programs
- Junior Achievement – Employer Group HR
- Mercy Corps NW
- Metropolitan Family Services
- Micro Enterprise Orgs.
- Naya Family Center
- Ontario Providers
- Portland Housing Center
- Teachers
- Tribes of Oregon
- Volunteers from business community

Other considerations, generally:

- We are changing the current perception, that we need financial education only during times of crisis (The need for a loan, buying a house, bankruptcy, fixing credit rate, etc.).
- As we promote retirement savings, systems must be available for participants to obtain skills and tools to support success.
- Branding of program
- See: State Standards for Final Education
(Inger Jabrita)
S.W. Summit - September