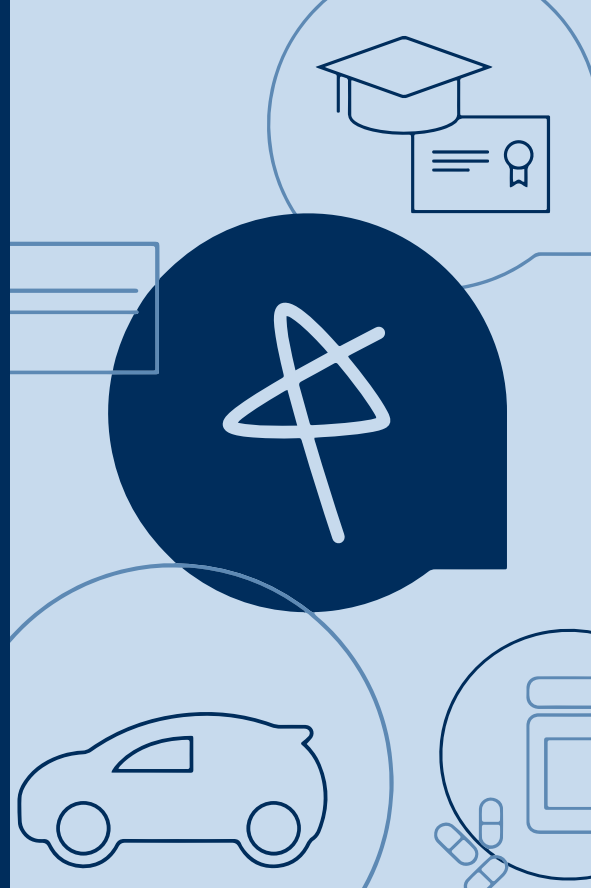
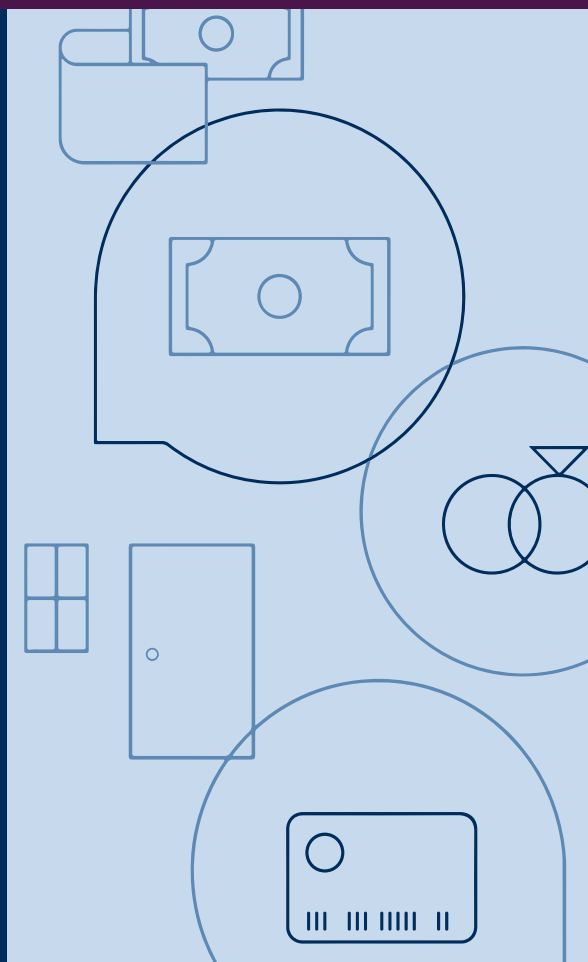


NORFOLK, VIRGINIA  
NOVEMBER 14 - 16



# 2018 AFCPE® ANNUAL RESEARCH AND TRAINING SYMPOSIUM SCHEDULE



# Table of Contents

Welcome from the President.....	3
Mission, Purpose, Board, Staff .....	5
Sponsors .....	10
Scholarships.....	11
Pre-Symposium Schedule .....	14
Posters.....	24
Keynote Speakers.....	72
Hotel Map .....	74
Exhibitors .....	75
2019 Symposium Invitation.....	77

## **Symposium Schedule**

Wednesday .....	20
Thursday .....	36
Friday .....	58

# Welcome from the President



Jerry Buchko  
President, AFCPE

Welcome and thank you for joining us for the 2018 AFCPE Annual Symposium here in Norfolk, VA! This year marks AFCPE's 35th anniversary - and the 25th anniversary of the AFC® mark! That's over a quarter century of our efforts to set the highest standards for research based practice for the field of financial counseling, coaching, and education! Thinking about our history, I'm reminded of the efforts of so many who came before us who recognized the need in our communities for well educated, capable, and principled personal finance professionals.

As I think about our theme this year, "Engaging an integrated and inclusive community of personal finance professionals", I recognize that what makes us unique today is the rich growth of our professional community over the year, both in terms of our numbers and in our diversity. We have become a thriving association of members from a diverse range of professional backgrounds, and, more uniquely, a diverse range of cultural and ethnic backgrounds as well. Of particular note, people of color have come to comprise almost half of our professional community today, and this has greatly enriched the comprehensiveness of our perspective and has multiplied both the scope of our reach and our capacity to have positive and meaningful impact in our communities and in our society at large.

Before we kick off this exciting week, a round of thanks is owed to everyone whose dedication and hard work have made this Symposium experience possible. First, thank you to all of you who, as AFCPE certificants, members, and allies, have chosen to attend this week to share in this experience together. Thank you also to the Symposium Task Force, Sasha Grabenstetter (Chair), Axton Betz-Hamilton, Beth Darius, Erin Deville-Brown, Jesse Ketterman, Angela Mazzolini, Sara Martin-Fuller (Staff Liaison), Rachael DeLeon (Staff Liaison) and Leslie Green-Pimentel (Board Liaison). Thank you also to all those who submitted presentations and posters, to our guest speakers and panelists, to our generous sponsors and exhibitors, and to all of our colleagues who have volunteered to serve as moderators, presentation discussants, and mentors. Thanks as well to Rebecca Wiggins, our Executive Director, and the very capable AFCPE Staff, who will be working very hard this week to ensure our Symposium experience is a good one.

CONTINUED ON NEXT PAGE

# Welcome from the President



Wifi available courtesy of

THE USAA  
EDUCATIONAL  
FOUNDATION®

SSID: AFCPE  
Passphrase: USAAEF18

Speaking of volunteers, thank you to all of our volunteers who have contributed to AFCPE and our collective efforts through your service on our many task forces. Your contributions have been greatly appreciated and played an important role in what we've been able to achieve this year. For those who haven't yet engaged the organization as a volunteer, I'd invite you to consider it. I think you'll find it can be a rich and rewarding personal and professional development experience and will offer you opportunities to contribute to the evolution of our organization, our profession, and our field.

Also, as we're welcoming our new Board members, Michele Godfrey, Scarlett Henderson, Ellie Kay, Kent Lutz, and Andi Wrenn, I want to express a special thanks to our retiring Board members, Brenda Vaughn, Dora Mays, Robert Westrick, and Bruce Brunson for their dedicated years of service and the numerous valuable contributions they each have made to the evolution and success of AFCPE.

Finally, as I stand down to serve as Past-President next year, I will be transitioning the President's office to Leslie Green-Pimentel, our President-Elect. Having worked with her as a colleague for four of these almost five years I've served on the Board of Directors - and especially over this last year as President - I've developed a great deal of respect and confidence in Leslie's character, judgement, and capabilities as a leader, and I know she'll be an exceptional President worthy of your confidence and support.

So as one of my final acts of service as your AFCPE President, it gives me great pleasure to again welcome you all to our 2018 Annual Symposium! Let's have a great week!

Jerry Buchko  
President, AFCPE

# Mission, Purpose, Board, Staff

## Our Mission

To ensure the highest level of knowledge, skill and integrity of the personal finance profession by certifying, connecting and supporting diverse and capable professionals who serve communities worldwide.

## Our Vision

A future where all people — regardless of income or background — are empowered to achieve lasting financial well-being through the highest standards of financial counseling, coaching and education.

For 35 years, AFCPE has set the highest standards for the field of financial counseling and education. We have worked with the government, the military and a wide range of agencies to set policy. We collaborate with partners that share our values and our vision for the future. Our constituents are instrumental in everything we do. Today, our nonprofit organization continues to set the standard for financial counseling, coaching and education.

## 2018 AFCPE Board of Directors

**Jerry Buchko**  
President

**Leslie Green-Pimentel**  
President-Elect

**Brenda Vaughn**  
Past President

**Dora Mays**  
Secretary

**Ryan Law**  
Treasurer

**Sandra Huston**  
**Lacey Langford**  
**Meredith Lozar**  
**Joyce Serido**  
**Robert Westrick**  
Board Members

**Bruce Brunson**  
Board Advisor



# Mission, Purpose, Board, Staff

## What Makes AFCPE® Unique

Highest  
Standards

Rooted in  
Research

Diverse &  
Inclusive  
Network

## Our Proven Process

At AFCPE®, our mission is to ensure the highest level of knowledge, skill and integrity of the personal finance profession. We do this by certifying, connecting, and supporting diverse and capable professionals just like you.

## We Meet You Where You Are

### LISTEN

We get to know you and your why. We'll ask you about your work, your background and your goals. Where are you now and where do you want to go?

### GUIDE

We present you with tailored options based on your unique needs and goals and make recommendations to help you decide the best fit for you.

### SUPPORT

Most importantly, we support you along your professional journey - with education, resources, and people who are committed to a common vision.

### CONNECT

We connect you to our membership community, training or certification programs, news and research, or to professionals and subject matter experts.

## We Set the Standard for:

- Best Practices
- Career Advancement
- Ethical Behavior
- Information Sharing
- Networking
- Personal Finance Education
- Professionalism
- Rigorous Certification

# Mission, Purpose, Board, Staff

## 2018 AFCPE Task Forces

### SYMPOSIUM TASK FORCE

**Program Chair:** Sasha Grabenstetter

**Practitioners' Forum:** Erin DeVille-Brown  
and Jesse Ketterman

**Research & Student Paper:** Beth Darius

**Posters:** Angela Mazzolini

### AWARDS TASK FORCE

**Task Force Chair:** Paul Goebel

**Task Force Members:** Joyce Serido, Rachael DeLeon,  
and Ashlee Abraham

**Reviewers:** Theresa Popp Braun, Mary Doherty,  
Edna Forero, Deanna Henderson, Jesse Jurgenson,  
Jonathan Miles, Stephen Newland, Donna O'Connor,  
Laiyemo Olukemi, Meggan Orenstein, Karen Richel,  
Emily Shull, Megan Stiles and Cherie Stueve

### CAREER TASK FORCE

**Task Force Chair:** Andia Dinesen

**Task Force Members:** Lacey Langford, Linda Jacob,  
Edith Reed, Jen Hemphill, Thomas Duffany, Stacey  
Pennington, Deran Tolbert, and Rebecca Wiggins

### DIVERSITY AND INCLUSION TASK FORCE

**Task Force Chair:** Sylvia Watford

**Task Force Members:** Ashlee Abraham,  
Brandy Baxter, Schane D. Coker, Edna Forero,  
Meghan Gardner, Carmina Lass, Brian Lomax,  
Dora Mays, Meggan Orenstein, Summer Red,  
Jason Simpson, Becky Smith, and Lucia Trujillo

### MEMBER SERVICES TASK FORCE

**Task Force Chairs:** Michele Godfrey & Meggan  
Orenstein

**Task Force Members:** Ashlee Abraham,  
Rachael DeLeon, Lacey Langford, and Megan Stiles

### FINANCE TASK FORCE

**Task Force Chair:** Kimberlee Davis

**Task Force Members:** Lisa Gamble, Ryan Law,  
James Murphy, Tonya Miller-Swift, Rebecca Wiggins,  
and Deb Wood

### INVESTMENT TASK FORCE

**Task Force Chair:** Dylan Ross

**Task Force Members:** Raymond Fogue, Ryan Law,  
James Murphy, Tonya Miller-Swift, and  
Rebecca Wiggins

### NEWSLETTER TASK FORCE

**Task Force Chair:** Jennifer Lear

**Task Force Member:** Jill Spence, Jerry Buchko,  
Dennis Gravitt, Becky Hagen Jokela, Laura Hendrix,  
Carrie Johnson, Elizabeth Kiss,  
Lauren Leach-Steffens, and Staci Mintz

### NOMINATION TASK FORCE

**Task Force Chair:** Brenda Vaughn

**Task Force Member:** Sharon Cabeen, Maryann Barry,  
Barry Wilkinson, and Michael Gutter

# Mission, Purpose, Board, Staff

## 2018 AFCPE Task Forces

### RESEARCH AD HOC TASK FORCE

**Task Force Chair:** Sonya Lutter

**Task Force Member:** Rachel Bi, James Blair, Rachael DeLeon, Sandra Huston, Cherie Stueve, Rebecca Wiggins, Diana Yacob, Elaine Grogan Luttrull, Kate Mielitz, and Jim Ketchum

### SYMPOSIUM PROCEEDINGS

**Task Force Chairs (Editors):** Axton Betz-Hamilton and Danielle Winchester

### CERTIFICATION COUNCIL

**Council Chair:** Rebecca Travnichek

**Council Members:** Jacqueline Arnold, Kimberly Zimmerman Rand, Lyle Hansen, Laurel Kubin, Sue Rogan, Carolyn Bird, Ellan Dickieson, and Murray Clark

## 2018 Symposium Proposal Reviewers

Vanessa Alanis, Carol Allison, Shirley Anderson Porisch, Heather Baker, Thorunn Bitterman, Sara Croymans, Angela D, Natalie Daniels, Mary Doherty, Diann Douglas, Ann Durandetta, Weslia Echols, Angela Fontes, Adrianna Gonzalez, Leticia Gradington, Sara Griffin, Michelle Griffin, Becky Hagen Jokela, Elaine Harrison, Deanna Henderson, Laura Hendrix, Chanda Johnston, Darryl Jones, Jesse Jurgenson, George Katsinis, Jr., Desiree Kaul, Lindsay Kennedy, Elizabeth Kiss, Emily Koochel, Jeffrey Lawrence, Yoon Lee, Suerjee Lee, Lisa Leslie, Yiting Li, Lori Mann, Bonita Manson, Roberta McClintic, Beth Middleton, Cheryl Myrick, Theresa Popp Braun, Valerie Purvis, Ana Ribeiro, Catherine Richard, Karen Richel, Andrew Scott, Ana Silva, Jarod Taylor, Nadia Thom, Lorraine Thomas, Deran Tolbert, Sr., Rebecca Travnichek, Lucia Trujillo, Shannon Vaughan, Courtney Waggoner, Jacqueline Walker, Juanita Warren, Robert West, Brandon Wheeler, Cynthia White, Faithy Wren, Gerald Zeigler



# Mission, Purpose, Board, Staff

## 2018 AFCPE Staff and Interns

### NATIONAL OFFICE

79 South State Street  
Suite D3  
Westerville, OH 43081  
614-368-1055

### EXECUTIVE DIRECTOR

Rebecca Wiggins  
rwiggins@afcpe.org  
614-368-1042

### DIRECTOR OF CERTIFICATION PROGRAMS

Michelle Starkey  
mstarkey@afcpe.org  
614-368-1044

### CERTIFICATION PROGRAM MANAGER

Jarod Taylor  
jtaylor@afcpe.org  
614-368-1039

### SPECIAL PROGRAMS MANAGER

Sheena Parrish  
sparrish@afcpe.org  
614-368-1132

### MILITARY SPOUSE FELLOWSHIP

Heather Baker  
militaryspouse@afcpe.org  
614-368-1038

### DIRECTOR OF FINANCE & OPERATIONS

Tonya Miller-Swift  
tmillerswift@afcpe.org  
614-368-1054

### DIRECTOR OF COMMUNICATIONS & MEMBER SERVICES

Rachael DeLeon  
rdeleon@afcpe.org  
614-368-1046

### COMMUNICATIONS & MEMBER SERVICES COORDINATOR

Ashlee Abraham  
aabraham@afcpe.org  
614-368-1037

### SPECIAL EVENTS MANAGER

Sara Martin-Fuller  
smartinfuller@afcpe.org  
614-368-1141

### SPECIAL EVENTS INTERN

Rahul Sampat  
events@afcpe.org

### JOURNAL EDITOR

Jing Jian Xiao, PhD  
University of Rhode Island  
Department of Human Development and Family Studies  
jfcpe.editor@gmail.com

### NEWSLETTER EDITOR

Jill Spence  
jladoceur@afcpe.org  
303-263-7716

PLATINUM & LEAD SPONSOR

THE USAA  
EDUCATIONAL  
FOUNDATION®

GOLD SPONSOR



SILVER SPONSOR



BRONZE SPONSORS



CONTRIBUTING SPONSOR



# 2018 Symposium Scholarship Recipients

## MILITARY SCHOLARSHIP

Thanks to the generosity of The USAA Educational Foundation, the following financial counselors were awarded scholarships to the symposium:

Alecia Blair, Army	Quanteshia Franklin, Air Force	Corrinne McKenna, Marine Corps
Kimberly Bottema, Army	Kristy Gower, Army	Christine Murphy, Army
Amber Briney, Air Force	Madeleine Greene, Army	Norman Okada, Navy
Kemuel Brown, Army	Julie Habermann, Army	Stacey Pennington, Army
Nyesha Burton, Army	Elizabeth Haines, Air Force	Patricia Pope, Air Force
Kindra Cadet, Air Force	Kristina Heick, Air Force	Nancy Rader, Army
Izumi Carnes, Marine Corps	Deanna Henderson, Army	Mike Rivera, Air Force
Nancy Chapman, Navy	Cain Hill, Army	Jose Sanchez, Navy
Kim Colpitts, Air Force	Danae Hoekstra, Navy	Kathryn Seymour, Army
Megan Corbett-Hanson, Army	Diane Hupko, Army	Robin Sherrod, Army
Angela Crosland, Army	Darryl Jones, Army	Clint Strutt, Army
Lisa Curtin, Navy	Lacey Langford, Air Force	Gesele Thomas, Air Force
Shannon Davis, Navy	Sharon Lisby, Air Force	Courtney Waggoner, Air Force
Erin Deville-Brown, Navy	Vondi Martinez, Marine Corps	Heather Walrath, Air Force
Towonia Donson, Navy	Patricia Maxwell, Air Force	
Jennifer Drury, Navy	Doug McBride, Navy	

THE USAA  
EDUCATIONAL  
FOUNDATION®

# 2018 Symposium Scholarship Recipients

## MILITARY SPOUSE SCHOLARSHIP

### 2018 AFCPE Symposium Military Spouse Scholarship Recipients sponsored by FINRA Foundation:

Heather Baker, Army

Vanessa Alanis, Marine Corps

Brandy Baxter, Air Force

Jessica Biddix, Air Force

Silke Bone, Army

Andrea Clark, Air Force

Connie Eesley, Marine Corps

Wendi Faul, Air Force

Suzanne Frie, Air Force

Jen Hemphill, Air Force

Katie Leiva, Coast Guard

Federica LeMauk, Army

Charlotte Lingard-Young, Air Force

Michael Matheny, Navy

Marjorie McLean, National Guard

Jennifer Odell, Navy



Kendra Priddy, Air Force

Valerie Richards, Coast Guard

Jennifer Richards, Navy

Be-thy Vallejo, National Guard

### Military Spouse Scholarship Recipients sponsored by the Association of Military Banks of America

Ruth Cummings, Reserve

Sarah Henson, Air Force

Rebecca Lenard, Marine Corps

Martina Simpson, National Guard

Cherie Stueve, Coast Guard



### Military Spouse Scholarship Recipients sponsored by the Defense Credit Union Council

Dana Carlyle, Navy

Kimberly Eng, Army

Carol Anne Robinette, Air Force

Kristin Wilson, Army

Laura Wittig, Marine Corps



# 2018 Symposium Scholarship Recipients

## INDIVIDUAL SCHOLARSHIP SPONSORS

Thanks to the generosity of our AFCPE member donors, the following students were awarded scholarships to the symposium:

### Knowledge Bowl Participants

Adam Eilert, Kansas State University  
Jessica Lickteig, Kansas State University  
HanNa Lim, Kansas State University  
Philip Wegman, Kansas State University  
Galen Bearden, Texas Tech University  
Jacob Gurock, Texas Tech University  
Michela Palmer, Texas Tech University  
Jennifer Wilson, Texas Tech University  
Karly Keller, University of Wisconsin-Madison  
Jennifer Jesse, University of Wisconsin-Madison  
Michael Lindeman, University of Wisconsin-Madison  
Cliff Robb, University of Wisconsin-Madison  
Sam Jones, Utah Valley University  
Ryan Law, Utah Valley University  
Jacob Rausch, Utah Valley University  
Jennifer Swindler, Utah Valley University

### Student Scholarship Recipients

Cecilia "Cecy" Brooks, Mississippi State University  
Emily Koochel, Kansas State University  
Lijun Li, University of Minnesota, Twin Cities  
Yiting Li, University of Minnesota  
Rachel May, Utah State University  
Demitri McGee, University of Minnesota  
Sara Ray, Iowa State University  
Andrew Scott, Kansas State University  
Kristin Short, University of Georgia  
Benjamin Stout, Utah State University  
Sierra Walters, Utah State University  
Christina Wang, University of Missouri- Columbia  
Zheyang Yao, University of Missouri

# Pre-Symposium Schedule



At AFCPE®, we set a standard, the standard, not just because it's the best thing to do, but because it's the right thing to do.

## COUNSELING, COACHING, AND EDUCATION:

The AFC®, which is NCCA® accredited, is the standard on which all of our certifications are based. The FFC®, delivered in partnership with Sage Financial Solutions, provides professionals with the skills and techniques to build upon their financial foundation and support clients as they make lasting financial behavior change. Each certification is structured, rigorous and highly focused on professional development and continuing education.

## MEMBERSHIP:

Our diverse and inclusive community of professionals are working together to advance the field of personal finance. AFCPE® Membership provides access to a professional network, professional development and tools and resources that support your work and your career.

## Monday, November 12

7:00AM–5:00PM

Registration

### ROOM

Norfolk Ballroom Entry Foyer

Registration Open

8:00AM–4:00PM

Training

### ROOM

Marriott V, VI

Accredited Financial  
Counselor® (AFC®) Onsite  
Review

Pre-registration required. Must be registered as an  
AFC®candidate to participate

9:30AM–4:30PM

Pre-Symposium

### ROOM

Marriott I, II, III

Coaching Essentials

Sandra Davis,  
Sage Financial Solutions,  
Executive Director

Coaching is not a replacement for financial counseling or planning but a way of working with clients to support them in taking charge of their financial choices and implementing action plans.

Our training provides a clear process, with a focus on mastery of coaching skills allowing each individual to bring their own unique personality and expertise to the coaching relationship.

Pre-registration required.

## PROFESSIONAL DEVELOPMENT:

THE ESSENTIALS COURSES Recognizing the unique needs of our field, AFCPE®'s Essentials courses complement our certification programs. Some, like the Money Management Essentials course, provide a stepping stone to certification or are ideal for those who are in need of a firm foundation of personal finance knowledge. Others provide specialization in areas like disability and inclusion. All essentials courses align with the core competencies of our gold standard – the AFC®.

## Tuesday, November 13

8:00AM–5:00PM

### Registration

#### ROOM

Norfolk Ballroom Entry Foyer

#### Registration Open

8:00AM–12:00PM

### Training

#### ROOM

Marriott V, VI

#### Accredited Financial Counselor® (AFC®) Review Day 2

**Pre-registration required. Must be registered as an AFC® candidate to participate.**

8:00AM–5:00PM

### AFCPE Board Meeting

#### ROOM

Jefferson Boardroom

#### Invitation only

9:00AM–12:00PM

### Military Transition Financial Wellness Program (MTFWP)

#### ROOM

Hampton II, III

#### AM Session

Bruce Brunson, PhD,  
Commander USN - Retired  
Dean Brassington, AFC®

MTFWP is a Master Class for financial planners, counselors, coaches, and teachers who want to teach more than just textbook military transition and academic programs.

**Pre- Registration required. Pre-approved for 3 CEUs**

9:30AM–4:30PM

### Training

#### ROOM

Marriott I, II, III

#### Coaching Essentials Day 2

Sandra Davis, Sage  
Financial Solutions, Executive  
Director

**Pre-registration required**

# Pre-Symposium Schedule

## Tuesday, November 13

1:00PM–4:00PM

AFC® Exam

**ROOM**

Marriott VII

**Accredited Financial Counselor® (AFC®) Exam**

**Pre-registration required**

1:30PM–4:30PM

**Military Transition Financial Wellness Program (MTFWP)**

**ROOM**

Hampton II, III

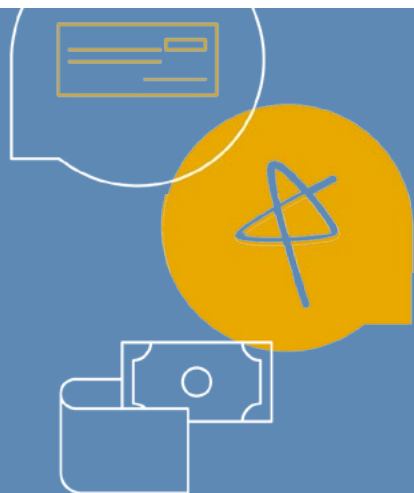
**PM Session**

Bruce Brunson, PhD, Commander USN - Retired

Dean Brassington, AFC®

MTFWP is a Master Class for financial planners, counselors, coaches, and teachers who want to teach more than just textbook military transition and academic programs.

**Pre- Registration required. Pre-approved for 3 CEUs**



### THE AFCPE CAREER CENTER

# Did You *Know*?

With our new Premium package, employers can have their listing intelligently distributed to other job boards like Monster, Jobs2Careers, ZipRecruiter, etc. for one flat fee! This saves you time and money – with all applicants easily accessible through our easy-to-use applicant tracking system.

**VISIT [afcpe.org/career-center](http://afcpe.org/career-center) for more information**



# Pre-Symposium Schedule

## Wednesday, November 14

7:00AM–5:00PM

### Registration

**ROOM**

Norfolk Ballroom Entry Foyer

**Registration Open**

7:15AM–12:30PM

### Pre-Symposium

**ROOM**

Marriott IV

**Cooperative Extension: Bridging the Gaps**

Carrie Johnson; Toija Riggins, USDA/NIFA; Elizabeth Kiss, Kansas State University; Maria Pippidis, University of Delaware; Suzanne Bartholomae, Iowa State University; Laura Hendrix, University of Arkansas; Marsha Goetting, Montana State University Extension; Luke Erickson, University of Idaho Extension; Ellen Bjelland, North Dakota State University Extension; Martie Gillen, University of Florida; Sasha Grabenstetter, University of Illinois; Erica Tobe, Michigan State University Extension; Susan Sharkey, National Endowment for Financial Education

This pre-symposium will focus on how Cooperative Extension can bridge various gaps. The session includes an active discussion with National Program Leader, Toija Riggins, to find ways to work as a system to address gaps (relationships, PR, and data) in communicating our value to partners. Roundtable discussions and Ignite presentations will be used to determine and address gaps in our client's knowledge on various financial topics and gaps in training/professional development and materials. This session is open to all AFCPE professionals, especially Extension professionals and those who work directly with clientele in counseling and/or community settings.

**Pre-approved for 4.5 CEUs**

8:00AM–12:00PM

### Pre-Symposium

**ROOM**

Marriott I, II, III

**The Creating a Coaching Practice “How To” Workshop**

Lacey Langford, AFC®, The Military Money Expert

This session will be interactive. Attendees will be encouraged to bring a fully charged laptop or tablet and be ready to take action. Attendees of this workshop will learn and practice:

- Income and Pricing Models: How to set your prices and packages for coaching services, How to set-up different sources of income such as paid writing or mini coaching.
- Coaching Infrastructure: Coaching agreement creation, “What to Expect” document for first-time clients, How to use eSignature platforms such as HelloSign for document signing, Creating your coaching process.
- Virtual vs. Brick and Mortar Business: Where to conduct coaching sessions, How to use communication platforms for video and voice conferencing, i.e., Zoom, Skype, Hangouts, Uberconference.
- Accepting Payment: How to do invoicing, How to get paid online. The Perks of Social Media for Business: Where to start with Social Media, The differences between social media platforms and their uses, How to use social media for business and client opportunities.

**Pre-approved for 4 CEUs**

# Pre-Symposium Schedule

## Wednesday, November 14

8:00AM-12:00PM

### Pre-Symposium

---

**ROOM**

Marriott V, VI, VII

**Higher Education Financial Wellness**

Phil Schuman, Indiana University, Director of Financial Literacy

While the needs of financial literacy/wellness programs vary depending on the stage a program is in, there are specific topics that are becoming more integral to function a successful program. During this pre-symposium, attendees will take a deep dive into:

- Emergency Aid/Wrap Around Support
- Aligning Goals with Partners / Gaining Institutional Buy-in
- Climate of the Field

**Pre-approved for 3 CEUs**

8:30AM-12:00PM

### Pre-Symposium

---

**ROOM**

Chesapeake I, II

**Unleashing Your Inner Credit Overlord**

Todd Christensen, Debt Reduction Services, Inc.

A three-hour workshop that goes beyond the myths and tips of credit building in order to build a foundational understanding of how credit scoring works, so that you too can be a credit overlord.

- 1) Participants will be able to identify and refute common credit myths;
- 2) Participants will be able to go beyond the standard 5-factors of credit scores and understand how many of the subfactors of credit impact a credit score;
- 3) Participants will be able to explain the value and usage of various credit scoring models.

**Pre-approved for 3.5 CEUs**

8:30AM-12:00PM

### Pre-Symposium

---

**ROOM**

Hampton VI, VII

**Career Exploration**

Career Task Force

Explore how to build a career in the different areas of the field of financial counseling and education (Private Practice, Nonprofit, Military/Government, Academia). Learn how to get started, identify centers of influence, extend your network, etc. This session will combine presentation with round table discussions providing attendees an opportunity to explore areas of specific interest in more depth.

**Pre-registration required. Space is limited.**

# Pre-Symposium Schedule

## Wednesday, November 14

TIME TBA

Professional Headshots

ROOM

Presidential Foyer

Sponsored by NEFE

No appointment necessary. First come, first served basis.

Photographer Schedule TBA



11:30AM-12:50PM

Student Luncheon

ROOM

Hampton VIII

Invitation Only

11:30AM-12:50PM

USAAEF Scholarship Luncheon

ROOM

James I, II, III

Invitation Only

THE USAA  
EDUCATIONAL  
FOUNDATION®

1:00PM-5:00PM

Exhibit Hall

ROOM

Norfolk V, VI

Connect with our exhibitors to gain new resources and information, and win prizes!

### CEUs for AFCPE Certified Professionals:

AFCPE professionals who attend all 3 days of the 2018 AFCPE Symposium will receive 15 CEUs. CEUs will be added to your record by December 1, 2018 and will count toward the 2018/2019 reporting period continuing education requirement **upon completion** of the official **AFCPE Final Survey**.

1:00PM-1:50PM

Breakout

## FEATURED BREAKOUT

### ROOM

Hampton I, II, III

### Resilience and Trauma Informed Practices

Donielle Prince, ACEs Connection, Regional Community Facilitator  
Saundra Davis, Sage Financial Solutions, Executive Director

Financial coaches and counselors are partners in progress as clients strive to overcome financial barriers and change counterproductive behaviors. Understanding how trauma impacts financial decisions can help financial professionals be more effective in helping clients build their financial roadmap AND the resilience necessary to achieve and sustain their forward progress. During this interactive session participants will learn about Adverse Childhood Experiences (ACEs) and the impact on their clients' decision-making as well as explore how vicarious trauma impacts them as service providers.

## DIVERSITY

### ROOM

Hampton V

### Engaging with History: Highlighting the Financial Implications of Redlining and Subprime Lending to Engage Financial Professionals into Action

Schane Coker, MS, AFC®, AFSC/Magellen Federal, Financial Coach

Using history as a teaching tool, this session will engage and educate financial professionals about redlining, subprime lending, and its effects on the African American community, including lack of access to property ownership. Attendees will receive a brief overview of redlining and how it gave birth to subprime lending, the financial instability this created within the African American community, and how financial professionals can play a direct role in reversing and/or lessening the continuing effects of redlining and subprime lending. You will learn practical steps and ideas to engage with the African American community; understand the valuable role financial professionals play in educating and empowering African Americans within financial literacy and education; how to reach out to and engaging marginalized communities in order to strengthen their economic voice; and continue open and honest conversation about what we can do as financial professionals to lessen or reverse the historical effects economic disenfranchisement within marginalized communities.

## GAMBLING

### ROOM

Marriott V, VI, VII

### A Multi-disciplinary Approach: Finances and the Compulsive Gambler

Sara Croymans, MEd, AFC®, University of Minnesota Extension, Extension Educator;  
Sheryl Anderson, MS, BCC, LADC, Project Turn About/Vanguard Center for Gambling Recovery, Program Coordinator, Licensed Counselor - Vanguard Center for Gambling Recovery; Shirley Anderson Porisch, MS, AFC®, Vanguard, Financial Counselor - Vanguard Center for Gambling Recovery

According to the National Council on Problem Gambling, nearly 1% of the U.S. population (approximately 2 million adults) meet criteria for serious gambling problems, and another 4-6 million (2-3%) would be considered to have moderate gambling problems. This hidden addiction has an estimated national social cost to families and communities due to bankruptcy, divorce, job loss, home loss, and criminal justice costs associated with problem gambling of approximately \$6.7 billion each year" (Huble, 2018). A compulsive gambler can be defined as anyone who's gambling causes financial, psychological, emotional, marital, legal, or other difficulties for themselves and others (NCPG & NEFE, 2000). This session will provide resources for financial counselors and practitioners to help their clients determine if they have a gambling problem. Potential impacts of gambling on family finances will be discussed. A unique gambling treatment program that integrates a family financial component in collaboration with Accredited Financial Counselors will be highlighted. Treatment program strategies that address the dimension of a multi-disciplinary approach will be identified. Continued research on problem gambling and effective recovery strategies will help advance the field.

1:00PM–1:50PM

Breakout

## TAXES

### ROOM

Hampton IV

### **Making the TCJA Personal: A Workplace Lunch and Learn Income Tax Seminar**

Barbara O'Neill, Rutgers University, Professor and Extension Specialist

It is not enough for financial educators and counselors to explain key features of the Tax Cuts and Jobs Act to consumers. They must also provide viable financial planning options to deal with the changed income tax landscape (e.g., better ways to donate to charities). This workshop will describe a “lunch and learn” workshop developed for employees in a high living-cost state whose residents were more severely impacted by TCJA provisions than many other Americans who live elsewhere. The presentation will include the same 36 slides presented at the workplace income tax seminar. Seminar evaluation results will also be shared.

#### **Considerations for Researchers:**

Follow up with program participants to see if they made planned behavior changes over time and study the impact of the TCJA law globally on the personal finances of American households (e.g., if people benefitted, how did they spend their additional net pay?).

**CFP Pre-Approved Session - 1 CEU**

## DIVERSITY

### ROOM

Marriott I, II, III

### **Planning for Retirement: Differences in Social Security Knowledge across Hispanic Subgroups**

Janice Peterson, California State University, Fresno, Professor of Economics  
Barbara Smith, Social Security Administration, Senior Economist

Research has shown that Hispanics are less knowledgeable than the general U.S. population about Social Security. Yet, Hispanics are more likely to be reliant on Social Security benefits in retirement. They have lower median earnings, lower amounts saved for retirement, and higher life expectancy at age 65 than other population groups. We argue that it is crucial for effective outreach about Social Security to be developed and delivered to this population group. Our research findings suggest that providing more information about Social Security benefits and tailoring information by ancestry or language spoken might be more effective in reaching out to the Hispanic community than a more general one-size-fits-all approach. These findings can support researchers, practitioners and policymakers interested in improving the retirement security outcomes for Hispanics in the United States.

#### **Considerations for Practitioners:**

Social Security benefits are a particularly important component of retirement income for many Hispanics, making a strong understanding of the Social Security program and its benefits critical for informed retirement planning. The findings of our research suggest that outreach efforts that take into account the diversity among U.S. Hispanics (in terms of ancestry and language) may be more effective than one-size-fits-all approaches. Further, an emphasis on the specifics of Social Security benefits (such as the significance of claiming age) may be particularly helpful in informing retirement decision-making for adequate retirement incomes.

1:00PM-1:50PM

Breakout

## STUDENT LOANS

### ROOM

Marriott IV

### Student Loan Debt in Relation to Economic, Family, and Health Outcomes in Early Adulthood: A Literature Review

Sara Ray, Iowa State University, Graduate Student

Student loans are an increasingly prominent and often necessary source of financial aid for many college students who are investing in their human capital by pursuing higher education. However, student loan debt can negatively impact individual and family well-being. This literature review surveys recent studies that examine student loan debt held by young adults in relation to important life outcomes in the economic, family, and health domains. Overall, recent findings indicate that moderate amounts of student loan debt have moderate to negligible impacts across economic, family, and health outcomes. High amounts of student loan debt are shown to be deleterious across multiple types of outcomes. Research also indicates that those who do not complete college, minorities, and those who are socioeconomically disadvantaged are at greater risk when holding student debt for negative economic and health outcomes. Financial counselors and planners can increase the quality and impact of their services by understanding how varying amounts and types of student loan debt influence individuals' and families' financial decisions, ability to set and meet financial goals, and overall quality of life.

2:00PM-3:30PM

Opening General Session

### ROOM

Norfolk Ballroom

### Financial Stacking: Easing the Financial Weight of Your World... While Paving a Path Toward Prosperity

Brent Neiser, CFP®, AFC®, National Endowment for Financial Education, Senior Director of Strategic Programs and Alliances

Tackle Financial Stacks of personal finance “to-dos” through choices and actions that pave a path toward prosperity. Where do these Financial Stacks come from? They come from the media, advertisements, experts, employers and even family members. This myriad of financial choices, opportunities and expectations is creating a heaviness of jumbled priorities that often lead to inaction, frustration, confusion and despair. Move clients from financial bewilderment and inaction to an orderly process of choice and control. From Spending and Debt - to Savings and Retirement - Housing or Health Care - to College or Credit Financial Stacks are cluttering and weighing on the minds, emotions and sense of well-being for many Americans. Our Financial Stacks add to America's collective financial fragility. We will explore Five Steps to sort and de-clutter the stack; master the nagging “to-dos” and build financial momentum, control and service to others. Together we'll discover how to:

1. Sequence short- and long-term financial actions
2. Tackle tax opportunities/savings in your “stack”
3. Overcome barriers that thwart employment and earnings growth
4. Automate essential financial decisions that accomplish lasting goals like: housing, small business and retirement savings
5. Adjust your “stack” for life events/opportunities and plan for the unexpected

CFP Pre-Approved Session - 1 CEU



Financial Fitness Coach

FFC® | A partnership between Sage Financial Solutions & AFCPE®

# Financial Fitness Coach

## Interactive. Experiential. Client Driven.

Providing you with the skills and techniques to build upon your financial foundation and support clients as they make lasting financial behavior change. Each module of training builds upon the last to enhance effectiveness with clients. Complete all three to obtain your FFC® certification.



### MODULE 1

#### Coaching Essentials:

Building the Skills

- 2 days, 12 Hours
- Online or Onsite
- Experiential & Interactive
- Follow-up Practice & Mentorship

Upon completion of this engaging and interactive live training you'll be able to take the core essentials of financial coaching and begin to put them into practice.



### MODULE 2

#### Coaching Applications:

Deepening the Learning

- 10 Online Learning Labs
- Office Hours
- Application & Feedback

This professional development training builds upon Coaching Essentials, taking a deeper look at each skill and technique while providing guidance as you develop your coaching skills.



### MODULE 3

#### Coaching Mastery:

Final Step to Certification

- Education
- Exam
- Experience
- Ethics

Coaching Mastery takes your training to the next level through exam, experience, ethics and a commitment to ongoing professional development to continually enhance your coach skills and knowledge.

Our model builds upon a strong foundation of financial knowledge. Successful completion of the AFCPE® Money Management Essentials course, AFC®, CFP®, ChFC®, CFA® or CPA® exam is required for registration.



## 3:30PM–5:00PM Poster Session

---

### ROOM

Norfolk Ballroom Entry  
Foyer

**The AFCPE Poster Session is an opportunity for visual presentation of research, educational tools, or an educational or counseling/coaching methodology or program. During the Poster Session, presenters stand next to their posters to answer questions and provide additional information.**

### **A Long-Term Comparison of Consumer Debt Relief Options in Canada**

Jodi Letkiewicz, York University, Assistant Professor

The purpose of this study is to evaluate the financial outcomes of Canadians who have completed a debt relief program. The primary research question is whether consumers who used a debt repayment plan are better or worse off than individuals who discharged their debt using another method such as bankruptcy or a consumer proposal.

### **Building an Assessment Plan to Demonstrate the Power of Your Program**

Patricia Collins, Sam Houston State University, Director; Paul Goebel, University of North Texas, Director-Student Money Management Center

Accreditation, funding, and grant agencies, administrators and community partners all require details about your personal and program growth, success, purpose, and needs served. How do you develop and track meaningful information that exemplifies your efforts and success? Assessment is critical in running a business or program. Tracking quantitative and qualitative data in a manner that assists your business review yet demonstrates the story and power of your entity is mission critical. Routine internal and external assessment, review and reporting methods (client surveys, focus groups, polling, self-assessment, and administrative program review) will be examined to identify how these various types of assessments not only strengthen your program by identifying initiatives; but, helps to build agency, administrative, and community support. Change is difficult; but, the implementation of routine assessment measures identify which changes are needed and the urgency with which the changes need to be made. Data-informed decision making provides clarity and priority and a business ready assessment will determine if the implementation is plausible.



## Poster Session Continued

### **Debt, Religion, and Life Satisfaction**

David Ammerman, West Texas A&M University, Assistant Professor of Finance; Cherie Stueve, Kansas State University, Instructor of Personal Financial Planning; Stephen Hayward, West Texas A&M University, Instructor of Economics

Research shows that most Americans identify with some religious tradition, likely making religious belief an important aspect of life for many clients. Additionally, research has shown that non-financial factors (such as religious beliefs) can influence client behavior, and that practitioners spend a noteworthy amount of time discussing such non-financial issues with clients. Thus, we braved the taboo associated with religion to explore religious factors as a resource for coping with indebtedness. We focus on debt, given its association with financial stress. Since it can take a considerable amount of time to pay-off debt, clients need ways of coping with debt while working with a practitioner to improve their financial position. We used a sample extracted from the Health and Retirement Study (HRS) to examine the relationship between household debt and life satisfaction, and tested for stress-buffering (i.e., moderation) from religiosity and prayer frequency across subsamples stratified by self-identified religious preference. Results suggest that prayer frequency moderates the negative association between debt and life satisfaction for Protestant Christians. Implications for practice (particularly faith-based providers of financial counseling) and recommendations for future research are discussed.

### **Winning Poster - Does Foreclosure Counseling Matter to Delinquent Homeowners?**

Erica Tobe, MSU Extension, Extension Specialist; Robert Weber, MSU Extension, Extension Educator



Many US households experience the process of foreclosure. To offer support to these struggling families, some local communities, in partnership with the federal government, non-profits, and state housing authorities, offer foreclosure counseling and prevention services to struggling homeowners. In one Midwestern community, a unique partnership has emerged between a local HUD-certified housing counseling agency and the local Treasurer's Office to provide financial counseling to all homeowners who are three years' delinquent on property taxes and facing foreclosure. Each participant is offered a 12-month extension on repaying their delinquent bill if they agree to enter counseling and receive education from a HUD-certified counseling agency and make timely monthly payments. This poster evaluates the effectiveness of the counseling intervention 265 clients over a two-year period to see if participants who received education and counseling from a HUD certified counselor are better able to repay their delinquent payment and avoid property tax foreclosure. Key demographics and financial ratios have been evaluated. Using these factors, the findings will help predict if a client was successful in repaying their debt to the Treasurer's Office. Implications for future research and practitioner guidelines have been generated to support practitioners to better work with this vulnerable population.

## Poster Session Continued

### **Economic Well-Being of Single Mothers in the United States**

Sarah Ellis, University of Florida Extension, Agent

Prior research on single mother families and economic well-being have examined how factors, such as education and employment status, significantly influence economic well-being. The present study seeks to expand the extant body of knowledge by examining the impact of additional ecological factors, i.e., personal financial knowledge, risk tolerance, and future orientation on the economic well-being of single mother households. Our results show that the ecological factors risk tolerance and future orientation are significant determinants of economic well-being.

### **Equity Ownership of Older Workers Across Income Levels**

Yoon Lee, Utah State University, Professor; Alena Johnson, Utah State University, Principal Lecturer; Cindy Stokes, Utah State University, Lecturer

This study attempted to identify who is more or less likely to own equities among older workers between ages 51 and 66. There were striking differences in the equity ownership across income levels among older workers. The findings of this study imply that financial education courses that teach low-income families the basics of investment options that build wealth over a long-term period. According to the findings of this study, there has been a rise in mortgage debt over the past decade, which could have implications for financial educators and policy makers. Because of the increasing costs of medical expenses and living expenses, monthly mortgage payments for the financially less savvy group could cause a financial burden or stress during retirement. While looking into retired elderly circumstances, personalized help might be necessary from financial counselors to meet the needs of those who do not know what to do about paying off their mortgages. Further, financial planners could develop and identify some strategic plans that could help or guide those who are holding mortgage debt with tax avoidance purpose, especially given the new tax law changes.

### **Financial Education Needs of Immigrant Women: A Focus on Caribbean Immigrants in the United States**

Camaya Wallace, Bechard University of Illinois Extension, Consumer Economics Educator; Barbara Ames, Michigan State University, Professor Emeritus

Immigrant women face multiple unique challenges to their financial well-being (Vesely, Goodman, Ewaida & Kearney, 2015). Immigrants also are more likely to be without a checking or savings account when compared to native-born Americans (Bohn & Pearlman, 2013; Herrick, 2009; Rhine & Greene, 2006). Furthermore, research on gender and money management has shown that women are less likely to understand financial concepts, and they often have lower risk tolerances than men (Bucher-Koenen et al., 2017; Fisher et al., 2017). This research project focuses on the financial education needs of Caribbean immigrant women to understand how financial education programs should be tailored to support their short-term and long-term goals.

## Poster Session Continued

### **Financial Health Families Class Lecture\***

Benjamin Stout, Utah State University

This project is aimed at helping undergraduate students evaluate their goals, plans, and health in the context of a course about couple and family relationships, which can be stressed by financial situations.

### **Financial Management Behaviors, Financial Concerns, and Relationship Happiness: A Comparison of Married and Cohabiting Respondents**

Brandan Wheeler, Mississippi State University, Assistant Professor. Cecilia Brooks, Mississippi State University, PhD Student. Becky Smith, Mississippi State University, Assistant Extension Professor

Using data from the Familial Response to Financial Instability Study (Dew & Xiao, 2011), the purpose of the current study is to examine similarities and differences in the usage of positive financial management behaviors among married and cohabiting couples and how these behaviors influence the current financial state (debt and assets), financial concerns, and relationship happiness of these participants. Among married couples, cash, credit, and savings management behaviors are related to debt and asset accumulation, while credit and savings behaviors are related negatively to financial concerns. Cash and insurance behaviors are also related positively to relationship happiness. Among cohabiting couples, savings behaviors are related positively to asset accumulation, while insurance behaviors are related positively to debt accumulation. The results of the current study identify potential similarities and differences in the influence of positive financial management behaviors among married and cohabiting couple relationships. Promoting positive financial behaviors, especially during times of economic uncertainty, may not only reduce couples' debt and enhance asset accumulation, but also reduce the level of financial concerns couples experience. These factors may also help couples to maintain or possibly improve relationship quality. Although exploratory in nature, the findings are promising, but they also suggest further need to examine the role of positive financial management behaviors and their influence on couple relationships, particularly from a longitudinal perspective.

### **GEARUP Money Management Module\***

Sierra Walters, Utah State University

An educational model for high school students involved with the Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP) Program teaching the fundamentals of personal finance.

## Poster Session Continued

### **Impact of Cooperative Extension on Enhancing Financial Capability of the Students Skegee Money \$mart (SM\$)**

Lila Karki, Tuskegee University, Cooperative Extension Extension, Economist/State Financial Educator; Ntam Baharanyi, Tuskegee University, Cooperative Extension, Asst. Extension Administrator; Uma Karki, Tuskegee University, Associate Professor

Financial Literacy and Education Program (FLEP) is a new activity offered to the collegiate youths (CY) on campus by the Tuskegee University Cooperative Extension (TUCE) since summer, 2015. We received very positive feedback, interest, and willingness from the participants to arrange more such educative offers to them. Consequently, we developed a curriculum for collegiate youths blending information from various sources (NEFE, SAM, JumpStart, FDIC, and programs from other universities). Considering an acute need for a similar program for high school students and socially disadvantaged limited resource families (LRF), we customized the curriculum and reached out to the interested adults of the LRFs as well as three high schools in Black Belt Counties (BBC). The initiative at TUCE was based on the recommendations and findings by UNCFSP (2012) that highlighted a huge gap in financial literacy among high school and college students at historically black colleges and universities (HBCUs). According to America Saves Week (2015), 50% of Americans live paycheck to paycheck. To deal with the problems outlined above regarding financial knowledge, skills, and capability, TUCE launched the SM\$-FLEP to educate the following target groups in its outreach area. Target Audiences 1. Collegiate youths (CY) 2. Limited resources families/adults (LRF) 3. School students (SS): Middle, Junior high, and high

### **Integrated Personal Finance: Treating Chronic Financial Trauma with Narrative Financial Therapy**

Ed Coombs, Kansas State University, Practitioner; D. Bruce Ross, University of Kentucky Assistant Professor

Money remains a taboo topic in culture and relationships and pain saturated narratives center on money for many couples. Financial traumas often interrupt individual's and couples' ability to develop and maintain secure attachments in their relationships and can become dysregulating in the lives of those individuals and couples as their traumas are explored. The purpose of this poster is to address the role and impact of financial trauma on intimacy within the well-being of the couple relationship. Participants will be introduced to a working definition of financial trauma, and how financial trauma is situated within the context of complex traumas that are chronic in nature. The trauma-informed focus from a narrative financial therapy understanding of financial pathology will begin to destigmatize guilt and shame bound narratives about inability to maintain positive financial and relational well-being.

Implications For Practice: The poster will discuss how chronic financial trauma impacts couple relationship intimacy, as well as overall financial and relationship well-being. The poster will highlight a narrative financial therapy and counseling framework to address treating couples with financial traumas in session through a case study vignette.

## Poster Session Continued

### **Mortgage Debt in Retirement During 2000-2014**

Yoon Lee, Utah State University, Professor; Alena Johnson, Utah State University, Principal Lecturer; Cindy Stokes, Utah State University, Lecturer

Using data from the 2000-2014 Rand Health and Retirement Study (HRS), the main objective of this study was to identify a profile of mortgage debtors among the retired elderly during the 2000-2014 period. This study focused on older homeowners who have retired from the labor force and who were 65 years or older. The descriptive results indicated that the percentage of households over 65 who were still holding mortgage debt was 15.4% in 2000, 16.1% in 2002, 16.5% in 2004, 16.5% in 2006, 17.0% in 2008, 17.4% in 2010, 17.4% in 2012, and 17.4% in 2014. The results of logistic regression analyses show that those with a larger family size, greater home value, higher outstanding consumer debt, higher education (some college or more), and Black were more likely to hold mortgage debt during retirement, compared with those with a smaller family size, lower home value, lower consumer debt, less education, and White. According to the findings of this study, there has been a rise in mortgage debt over the past decade, which could have implications for financial educators and policy makers. Because of the increasing costs of medical expenses and living expenses, monthly mortgage payments for the financially less savvy group could cause a financial burden or stress during retirement. While looking into retired elderly circumstances, personalized help might be necessary from financial counselors to meet the needs of those who do not know what to do about paying off their mortgages. Further, financial planners could develop and identify some strategic plans that could help or guide those who are holding mortgage debt with tax avoidance purpose, especially given the new tax law changes.

### **Outcomes of a Virtual Professional Development Seminar**

Jesse Ketterman, University of Maryland Extension, Extension Educator; Diana Yacob, University of Maryland, Research Assistant; Jinhee Kim, University of Maryland, Professor; Michael Elonge, University of Maryland Extension, Senior Agent

Professional development is often thought of as attending a conference. With increased capabilities of technology, opportunities exist to provide professional development online with decreased costs to the host and the participant. Extension in our state has hosted a seminar for thirty years. This year, it was hosted in a virtual environment using WebEx. Our poster will share the outcomes of hosting a virtual professional development seminar.

## Poster Session Continued

### **Positive Health and Financial Practices: Do Diet, Sleep, and Physical Activity Make a Difference?**

Barbara O'Neill, Rutgers University, Professor and Extension Specialist; Karen Ensle, Rutgers Cooperative Extension, Associate Professor; Jing Jian Xiao, University of Rhode Island, Professor

This poster will describe a study of the relationship between three health-related practices, diet, sleep, and physical activity, and performance of ten positive personal finance practices. Data from 8,128 respondents came from a 20-question online quiz that provides a simultaneous assessment of individuals' health and financial practices. OLS regressions were used to examine associations between financial behavior and health behavior, controlling for demographic variables. Positive associations were found between financial practices and three key health practices: diet, sleep, and physical activity. This study adds to existing literature about intersections of health and financial wellness.

### **Promoting Financial Wellness in Faith Communities Using the Social Ecological Model**

Dorothy Nuckols, University of Maryland Extension, Agent and Financial Educator; Jinhee Kim, University of Maryland Extension, Professor and Extension Specialist; Patricia Maynard, University of Maryland Extension, Senior Agent Educator, Family and Consumer Sciences; Catherine Sorenson, University of Maryland Extension, Agent Associate, Family & Consumer Sciences

This poster presentation will exhibit the effectiveness of training volunteers in faith-based communities using the CFPB's Your Money, Your Goals Financial Empowerment Toolkit, and explore methods whereby those volunteers then counsel vulnerable individuals in financial empowerment, expanding impact. Changes in knowledge, skills, confidence, and behavior are reported.

### **Recent Changes Make it More Beneficial for Financial Professionals to Partner with Housing Professionals When Needed**

Cindy Stokes, Utah State University, Lecturer; Alena Johnson, Utah State University, Principal Lecturer; Lucy Delgadillo, Utah State University, Professor; Alana Stowe, Utah State University, Housing & Financial Counselor/Graduate Student

Housing is typically an individual's largest monthly expense, and a mortgage is typically the largest debt incurred during an individual's lifetime. Financial professionals know successful money management is easier when clients make (or have made) wise affordable housing choices. When a financial professional is not a housing professional or when expertise on topics such as fair housing, eviction, mortgage default, a reverse mortgage, etc. is needed, clients can be referred to knowledgeable HUD certified housing counselors.

## Poster Session Continued

### **Student Loan Repayment Decision Tree: Is Income-Driven Repayment Right for Me?\***

Kristin Short, University of Georgia

In an effort to assist clients and financial service providers at the ASPIRE clinic at the University of Georgia, this project was created to walk the user through a series of questions to help him/her determine their suitability for enrollment in an Income-Drive Repayment plan and better assess where their extra cash would be best spent.

### **Teaching College Planning through an Age-Based Curriculum**

Julie Shields-Rutyna, Massachusetts Educational Financing Authority, Director of College Planning; Jonathan Sparling, Massachusetts Educational Financing Authority, Associate Director, College Planning and Education

This session shares a comprehensive way to infuse all aspects of college financial planning over the span of a planner's lifetime.

### **The Big Five Personality Traits and Financial Risk Tolerance of Pre-Retiree Baby Boomers**

Abed Rabbani, University of Missouri, Assistant Professor; Zheyang Yao, University of Missouri, Graduate Student; Christina Wang, University of Missouri, Graduate Student

Financial Risk tolerance is an important concept for a financial planner to recommend financial products. As the baby boomer generation approaches retirement, research to determine how these individuals perceive financial risk tolerance has grown exponentially. The present study tries to determine the relationship between financial risk tolerance and the Big-5 personality traits, such as extraversion, emotional stability, openness to experiences, agreeableness, and conscientiousness of the baby boomers. It finds that baby boomers with a higher degree of extraversion, emotional stability, and openness to experiences are more risk tolerant, while those with a higher degree of agreeableness and conscientiousness score have lower risk tolerance.

## Poster Session Continued

### **Understanding A Client's Impulse to Help Others: How Self Efficacy Relates to Giving Money and Time Away**

Shane Enete, Kansas State University, PhD student; Stuart Heckman, Kansas State University, Assistant Professor

It is often the case that a client's desire to help others through the giving of their money (charitable donations) and time (volunteer hours) is very strong, especially in America. According to the Almanac of American Philanthropy, the U.S., is the leading nation in charitable giving. According to the Charities Aid Foundation, the U.S. has the second highest volunteer score in the world. But, not every client prioritizes giving as an important goal in their financial plan. Why do some clients give, while others do not? This study explores the concept of self-efficacy empirically, showing that those with higher self-efficacy are associated with a higher probability of helping behavior (e.g., giving money or time), as predicted by both Social Cognitive Theory and an adapted Theory of Planned Behavior. Given this association, a planner can better predict and incorporate into a comprehensive financial plan their client's charitable intention through assessing their client's general self-efficacy.

### **Understanding the Experiences of Familial Identity Theft Victims**

Axton Betz-Hamilton, South Dakota State University, Assistant Professor of Consumer Affairs

Reported incidents of identity theft reached a record high in 2017 (Javelin Strategy and Research, 2018), therefore it likely the incidence of familial identity theft has increased as well. Familial identity theft occurs when a family member obtains and uses personal identifying information of another family member without his/her consent for personal gain, such as to obtain credit or employment. The purpose of this phenomenological study was to explore victims' experiences of familial identity theft. Findings included the following themes: Not Filing a Police Report, Negative Impacts, Positive Impacts, and Cultural Factors.

### **"Welcome to the Real World": Exploring implementation outcomes of a simulation-based financial literacy youth education program\***

Cecilia "Cecy" Brooks Mississippi State University

By conducting the "Welcome to the Real World" program in a local high school in Mississippi, results from a participant program evaluation survey were used to develop marketing materials which could be used to increase teacher awareness of the benefits of including financial education in their classrooms.



AFC® | Working Together to Strengthen the Continuum of Care

# Accredited Financial Counselor®

## The Standard for Financial Counseling & Education

Providing you with the knowledge and experience to meet individuals and families where they are, helping them build a strong financial foundation, realize their goals and achieve lasting financial well-being. Being an Accredited Financial Counselor® gives you the power to better serve your clients and positively impact financial well-being in our country.

### WE MEET YOU WHERE YOU ARE

Our AFC® certification is designed with multiple educational pathways that work for you including:

- Self-Paced Study
- Challenge Options
  - Designation
  - Education
- AFCPE® Approved Education Providers
  - University
  - Distance Learning



**BEN A MERCADO, AFC®**

**“I became an AFC® to give opportunities to clients that want financial change.”**

### Progress clients have indicated as a result of working with an AFC® professional

**68%**

↓ Feeling less stressed

**58%**

↑ Increase in savings

**74%**

Feeling more confident about their financial situation

Data from 2017 AFC® Professional Survey Results. Survey completed by 319 AFC® professionals.

## 4:00PM–5:00PM Welcome Reception

---

**ROOM**  
Norfolk Ballroom Entry  
Foyer

Sponsored by The USAA Education Foundation

THE USAA  
EDUCATIONAL  
FOUNDATION®

## 5:00PM–7:15PM Dinner and General Session

---

**ROOM**  
Norfolk Ballroom

Join in an interactive regional activity followed by our general session.

Yoram Bauman, The world's first and only stand-up economist

Taking on difficult subjects: comedy, economics, and climate change. Financial counselors have to find ways to discuss issues that are both technically challenging and deeply personal. Laugh and learn from Yoram Bauman, a PhD economist (and "stand-up economist") who tackles issues ranging from economics to politics to climate change.

## 7:15PM–9:15PM FINRA Foundation Reception

---

**ROOM**  
Piano Lounge

**Invitation Only**



Wifi available courtesy of

THE USAA  
EDUCATIONAL  
FOUNDATION®

SSID: AFCPE

Password: USAAEF18

# Journal of Financial Counseling and Planning

## About JFCP

JFCP is the official research journal of AFCPE. Its purpose is to disseminate scholarly research related to the financial decision making of individuals and families; financial education and financial counseling techniques; and the education of professional financial educators, counselors, and planners. Research concerning all audiences, both U.S. and international, is encouraged. Manuscripts are blind peer reviewed rigidly before publications. Submission guidelines can be found at: <http://www.afcpe.org/news-and-publications>. For more information, contact the editor, Jing Jian Xiao, at: [xiao@uri.edu](mailto:xiao@uri.edu).

## Papers in the November 2018 Issue

Guest Editors' Introduction to the Special Issue on Consumer Financial Wellbeing

*Jr-Tsung Huang*

Identifying Bubbles in China's Property Market for Consumer Financial Wellbeing

*Congmin Peng*

Financial Advice and Other Desirable Financial Behaviors

*Keith A. Moreland*

Debt Holding, Financial Behavior, and Financial Satisfaction

*Judith Aboagye and Ji Young Jung*

Effects of a Randomized Tax-Time Savings Intervention on Savings Account Ownership Among Low- and Moderate-Income Households

*Mathieu Despard, Michal Grinstein-Weiss, Anna deRuyter, Shenyang Guo, Jane E. Oliphant, and Terri Friedline*

Are Defined Contribution Plans a Commitment Device?

*Tao Guo and Michael Finke*

Pension Reform Options in Hong Kong, China

*Che Cheong Poon and Joe Fuk Kin Wong*

Teaching Children about Money: Prospective Parenting Ideas from Undergraduate Students

*Ashley B. LeBaron, Christina M. Rosa, L. Ashley Bryce, E. Jeffrey Hill, and Loren D. Marks*

User-Source Fit and Financial Information Source Selection of Millennials

*Emily J. Huang, Reka A. Lassu, and Kenny K. Chan*

"I Think I Can Get Ahead!" Perceived Economic Mobility, Income, and Financial Behaviors of Young Adults

*Julie M. Szendrey and Laci A. Fiala*

Credit Card Usage Among College Students in China

*Rui Yao and Xiangyi Meng*

Financial Literacy Education in a Work Release Program for an Incarcerated Sample

*Katherine S. Mielitz, Maurice MacDonald and Meghaan Lurtz*

Retirement Goal Clarity, Needs Estimation, and Saving Amount: Evidence from Hong Kong, China

*Alex Yue Feng Zhu and Kee Lee Chou*

Perceptions of Retirement Adequacy: Evidence from South Africa

*Michelle Reyers*

Financial Self-Efficacy and the Saving Behavior of Older Pre-Retirees

*Sarah D. Asebedo and Martin C. Seay*

Characteristics of Rental Real Estate Investors During the 2000s

*Martin C. Seay, Somer G. Anderson, Andy T. Carswell, and Robert B. Nielsen*

Income Uncertainty and Household Stock Ownership During the Great Recession

*Su Hyun Shin and Kyoung Tae Kim*

Perceived Income Changes, Saving Motives, and Household Savings

*Su Hyun Shin and Kyoung Tae Kim*

Behind the Numbers: Understanding the Survey of Consumer Finances

*Sherman D. Hanna, Kyoung Tae Kim, and Suzanne Lindamood*

# Thursday, November 15

## 7:00AM-7:50AM Annual Business Meeting & Breakfast

---

### ROOM

Norfolk Ballroom

Join us for AFCPE's annual membership town hall meeting. This is a great opportunity for members to learn more about organization - past, present, and future. Board and Staff share updates on our financial health, our initiatives and our impact. All members are welcome and encouraged to attend.

## 8:00AM-5:00PM Registration

---

### ROOM

Norfolk Ballroom Entry  
Foyer

**Registration Open**

## 8:00AM-5:00PM Exhibit Hall

---

### ROOM

Norfolk V, VI

Connect with our exhibitors to gain new resources, and information, and win prizes!

## One of our biggest initiatives is to help you on your career path.

We are not only committed to your professional development, but also to helping you find that perfect job where you can use your designation and build a fulfilling career.

## Looking for a career in personal finance?

Create a profile and upload a resume today! The AFCPE Career Center:

- **Allows employers access to your unique qualifications.** So even if you are not actively looking for a job, or checking the job board for new postings, employers in the field can easily network with you.
- **Sends you job alerts.** If an employer posts a job that is relevant to your qualifications, then you will receive an email about the position. This allows you to apply for that perfect job without having to continually check for new postings.



[www.afcpe.org/career-center](http://www.afcpe.org/career-center)



8:00AM-8:50AM Breakout

---

## FEATURED BREAKOUT

### ROOM

Hampton I, II, III

### **AFCPE® Research Project: Exploring the Effects of Financial Interventions on Client's Subsequent Outcomes and Behaviors in the Financial Counseling, Coaching and Education**

Jorge Ruiz-Menjivar, University of Florida, Assistant Professor of Family and Consumer Economics

With funding from Hands on Banking, a service provided by Wells Fargo, AFCPE® in conjunction with the University of Florida currently evaluate the effectiveness of different financial education methodologies and its optimal integration into the financial counseling, coaching and education practice. This session discusses the research-in progress that aims to understand the direct effects of a set of financial interventions (i.e., engagements with variants in terms of contact hours, structures of engagement and material used) on clients' financial subsequent outcomes and behaviors.

## DIVERSITY

### ROOM

Marriott V, VI, VII

### **¡Dinero Para Todos! New Resources for Financial Education in Spanish**

Jennifer Abel, Virginia Cooperative Extension, Senior Extension Agent

As of July 1, 2016, people of Hispanic origin made up 17.8% of the U.S. population, making them the nation's largest ethnic or racial minority. As financial educators, many of us are likely finding a growing demand for our programs among recent Latino immigrants. As they are learning to navigate American financial systems, it can be helpful to provide reliable and non-biased information in Spanish. In this workshop we'll review some of the top Spanish financial education resources from government and university sources, share fun activities in Spanish that can enhance the learning experience, and highlight best practices for reaching this target audience. All participants will receive electronic copies of many of the resources that will be covered.

## MILITARY

### ROOM

Hampton V

### **Thrift Savings Plan's Role in Blended Retirement System**

Mei Shan Kammer, Federal Retirement Thrift Investment Board, TSP Training & Liaison Specialist

This training will benefit personal financial counselors and financial educators in military environments. The training will provide an overview of the Thrift Savings Plan's role in the Blended Retirement System. Topics covered include: TSP contribution rules under the Blended Retirement System (BRS)

**\*CFP Pre-Approved Session - 1 CEU**

## 8:00AM-8:50AM Breakout

### HEALTH INSURANCE

#### ROOM

Hampton VI, VII, VIII

#### **Taking the Confusion Out of Understanding and Estimating Health Care Costs**

Maria Pippidis, University of Delaware Cooperative Extension, Extension Educator, Family and Consumer Sciences; Jesse Ketterman, University of Maryland Extension, Extension Educator; Lisa McCoy, University of Maryland Extension, Extension Educator, Family and Consumer Sciences; Virginia Brown, University of Maryland Extension, Extension Educator, Family and Consumer Sciences; Chenzi Wang, University of Maryland Extension, Coordinator of Program Development and Evaluation

Consumers are confused about health insurance. According to Consumers Union, consumers struggle with health insurance decisions due to low health insurance literacy and complexity of products. As health care costs continue to rise, it is important for consumers to better understand and estimate the costs and integrate them into their financial plans. Since 2010, University of Maryland Extension, and University of Delaware Cooperative Extension brought leadership to and developed the Health Insurance Literacy Initiative (HILI) Team. This team has sought to reduce confusion, increase capability, and increase confidence of consumers to empower them to make smart choice and use decisions about health insurance. Understanding and Estimating Costs is a 1.5-hour module developed by the HILI Team as part of the Smart Choice / Smart Use Health Insurance? curriculum. It was researched, developed, and then pilot tested. Evaluations indicate that participants increase confidence in understanding cost terms and estimating total health care costs. Additionally, participants are more likely to determine how much is needed to cover health care expenses. Participants in this session will learn about and participate in the key components of the Smart Use Health Insurance.

Understanding and Estimating Health Insurance Costs module. Specifically, they will: 1) Understand the types of health care costs 2) Explore ways to identify where you can find health care cost information 3) Analyze how to estimate and plan for these costs using a case study method 4) Review evaluation strategies and outcomes

#### **Considerations for Researchers:**

1) See if there is a statistically significant difference in knowledge, confidence and skills reported by participants who used the case study (1.5-hour session) vs. those who just review the case study (1-hour session); 2) With a larger pool of participants, determine if the module has similar statistically significant outcomes across diverse audiences. 3) Conduct 3-month follow evaluation to determine if module content impacted participant behavior.

### FINANCIAL FRAUD

#### ROOM

Hampton IV

#### **Investment Scams: Helping Your Clients Avoid Fraud**

Alan Sorcher, Office of Investor Education and Advocacy, United States Securities and Exchange Commission, Assistant Director

The presentation will help raise practitioners' awareness of the warning signs and patterns of common investment scams so that they may better help their clients avoid losing their hard-earned money to investment fraud. Discussion will cover how individuals can identify and avoid investment scams, including the red flags of investment fraud, common scams used by fraudsters, and questions to ask before investing.

**\*CFP Pre-Approved Session - 1 CEU**

8:00AM–8:50AM Breakout

---

## CONSUMER DEBT

### ROOM

Chesapeake I, II

### Household Collective Decision-Making and Consumer Debt

David Ammerman, West Texas A&M University, Assistant Professor of Finance; Maurice MacDonald, Kansas State University, Professor of Personal Financial Planning

This session presents the findings from a recent study of household consumer debt using dyadic data. Household consumer borrowing was modeled as a function of collective bargaining between two partners with different levels of future orientation. An accountant-shopper collective bargaining framework was developed for this purpose. Data from De Nederlandsche Bank Household Survey was used because it includes individual-level responses from each member of the household. Logistic regression was used to model the likelihood of a household reporting the use of consumer debt. Consistent with theoretical predictions, findings suggest that the bargaining power of the future-oriented accountant had a negative influence on the use of consumer debt; and the bargaining power of the present-oriented shopper had a positive influence on the use of consumer debt. Implications for practice and future research are discussed.

### Considerations for Practitioners:

One of the key implications of this research is that consumer indebtedness is not an individual problem, but a family problem. The motivations for using consumer debt are dependent, in part, on household dynamics. As such, interventions for helping clients achieve lasting financial well-being by limiting and managing their consumer debt need to be targeted at the whole family, not just the individual.

## FINANCIAL STRESS

### ROOM

Marriott I, II, III

### Financial Strain, Social Support, and Well-Being of Young Adults

Camila Haselwood, Kansas State University, PhD student; HanNa Lim, Kansas State University

The purpose of this study was to examine financial strain, social support and the effects on overall well-being for young adults. Based on the theory of Social Capital and the use of the NLSY97 data set, the different social support systems were examined to determine if different social supports increased well-being among young adults. Three models were run, which included the full sample, married, and non-married individuals.

## 9:00AM-10:30AM General Session

### ROOM

Norfolk Ballroom

### Closing The Communication Gap

Jorge Cham

We live in a time where, despite amazing advances in technology, clear communication seems more difficult than ever. Finding common ground and establishing a common language is harder in an increasingly isolated digital world. For professionals immersed in their fields, it is all too easy to forget the skills and empathy needed to break down complex information for an outside audience. In this talk, Jorge Cham will relay his experiences helping scientists and researchers, perhaps one of the most isolated groups of professionals, communicate what they do and why they do it to the general public, and will show that even Quantum Physics and Microbiology are explainable with the right skills and the right attitude.

**\*CFP Pre-Approved Session - 1 CEU**

## TIME TBA

## Professional Headshots

### ROOM

Presidential Foyer

### Sponsored by NEFE

No appointment necessary. First come, first served basis.  
Photographer Schedule TBA



## 10:30AM-12:30PM Knowledge Bowl

### ROOM

Marriott IV

Student teams, representing four universities, compete in a game show-style competition. Test your own knowledge and cheer on our students as they test their financial counseling savvy in an event designed to promote and advance the personal finance profession.

## 10:40AM-11:30AM Breakout

### FEATURED BREAKOUT: FINANCIAL FRAUD

### ROOM

Hampton I, II, III

### Taking Action to Fight Financial Fraud - FINRA Foundation

Christine Kieffer, FINRA Investor Education Foundation, Senior Director; Laura Cook, National Center for Victims of Crime, Director, Financial Crime Resource Center; Deputy Director, National Crime Victim Bar Association

Financial fraud affects thousands of Americans and accounts for billions in lost savings every year. There is a critical need for consistent and coordinated fraud prevention outreach to help protect our most vulnerable citizens. Join this session to explore what we know about financial fraud prevalence and susceptibility, the victim experience and ways you may assist consumers before and after a fraud occurs.

**\*CFP Pre-Approved Session - 1 CEU**



COMMAND  
YOUR★CASH™

THE USAA  
EDUCATIONAL  
FOUNDATION®



# RAISING OUR VOICE AND CREATING AN IMPACT FOR FINANCIAL READINESS IN THE MILITARY COMMUNITY

The purpose of The USAA Educational Foundation is to lead and inspire actions that improve financial readiness for the military and local community. **#RaiseYourAFCPEVoice**



The USAA Educational Foundation, a nonprofit organization, does not endorse or promote any commercial supplier, product or service. The Department of Defense, its military branches (Army, Marine Corps, Navy, Air Force and Coast Guard) and other governmental agencies do not endorse or favor any of the information, products or services contained in this presentation.

FOR MORE INFORMATION  
PLEASE VISIT:

**USAAEF.ORG**

## 10:40AM-11:30AM Breakout

---

### FINANCIAL THERAPY

#### ROOM

Hampton V

#### **A Love & Money Curriculum**

Sonya Britt-Lutter, Kansas State University, Interim Director for the School of Family Studies and Human Services, Associate Professor of Personal Financial Planning; Emily Koochel, Kansas State University, Doctoral Student; Camila Haselwood, Kansas State University, PhD student

A love and money curriculum was developed through the lenses of the stress and coping theory (Lazarus & Folkman, 1987) to guide couples through conversations about the role money plays in their relationships. A unique element of this curriculum is the underlying focus on physiological stress. With heightened stress comes more negative communication, which can stand in the way of developing a purposeful long-term financial plan. Facilitators guide couples through conversations about the multiple dimensions of money, core beliefs, emotional, cultural, behavioral practices and how they influence the couple's relationship. This curriculum contains five lessons designed to help couples improve their financial communication. Each lesson contains a teaching, and activities developed to help couples better understand the topic. Couples are then encouraged to practice implication of the material at home between lessons. Couples have reportedly enjoyed completing activities on their own but expressed the benefit of having someone to facilitate conversations they would not have otherwise had.

#### **Considerations for Researchers:**

Two studies have been conducted to date with six different facilitators to test the reliability of the curriculum in producing positive outcomes for couples. Results indicate that couples experience a reduction in the stress finances put on their relationship and increased happiness with their finances and communication. Stress reduction was sustained three months following the conclusion of the curriculum for the initial couples and results for the second group of couples will be available in September.

**\*CFP Pre-Approved Session - 1 CEU**

### STUDENT LOANS

#### ROOM

Hampton IV

#### **2017 Mary O'Neill Mini Grant Recipient - Student Loan TIPs - Texting Intervention Program**

Lorna Saboe-Wounded Head, South Dakota State University Extension, Field Specialist; Mary Jo Katras, University of Minnesota, Program Leader, Family Resiliency; Carrie Johnson, North Dakota State University, Extension Specialist and Assistant Professor / Human Development and Family Science; Erica Tobe, MSU Extension, Extension Specialist

This presentation will describe a texting intervention project conducted by a multi-state group that addressed the topic student loan repayment. Students preparing to graduate who had student loans were invited to participate in the project to learn about the repayment process. The intervention occurred during the loan grace period. The team will present a toolkit that was developed for professionals to use to replicate the project.

10:40AM-11:30AM Breakout

## BLOGGING

### ROOM

Hampton VI, VII, VIII

### 10 Years of Blogging - How We Have Survived and Thrived!

Kathryn Sweedler, University of Illinois Extension, Consumer Economics Educator; Karen Chan, University of Illinois Extension, Special Projects; Sasha Grabenstetter, University of Illinois Extension, Consumer Economics Educator; Camaya Wallace Bechard, University of Illinois Extension, Consumer Economics Educator

Financial education needs to be timely and engaging; blogging is an ideal means to achieve this educational goal. According to Pew Research Center's 2018 report, 77% of Americans go online daily. Using University of Illinois Extension's personal finance blog and other well-read blog as examples, we will examine best blogging practices for educators and practitioners who wish to increase the financial knowledge of their audiences. Since November 2013, the Plan Well, Retire Well blog ([www.RetireWell.illinois.edu](http://www.RetireWell.illinois.edu)) has had over 350,000 views, approximately 80,600 per year. The bloggers aim to provide relevant, accessible, research-based financial education. Accessibility in this context means embracing flexible approaches that connect us to the communities and audiences we serve - and that includes being on the Internet. A key goal is to develop a writing style that uses relatable, unbiased, sensitive and inclusive language that is easy to read and understand. The overarching objective of the blog is to help people take informed action to improve their financial lives. The blog targets people specifically in Illinois (although it is available worldwide) with a focus on the financial changes and transitions of young adults through the early retirement years. It is most relevant to people with lower to moderate incomes who have earned income. Our goal is to educate readers across the lifespan, as financial knowledge requires lifelong learning. For example, the financial questions of a twenty-year-old are often different from those of someone approaching retirement. Our collaborative blog involves multiple writers, of different ages and backgrounds allowing us to provide an across-the-lifespan blog. Attendees at this session will explore strategies that increase the reach of individual blog posts including building a subscriber-base, using social media and an e-newsletter to promote posts, writing blog post titles that engage readers, and speaking to our audience. Additionally, through a guided goal-setting process, attendees will be encouraged to create action steps to start their own blogs or to increase the reach of current blogs. Join us in our conversation about timely, research-based blogging and explore whether this is an educational tool you'd like to implement.

### Considerations for Researchers:

What research methods or tools can be used to evaluate the impact of reading personal finance blog posts? What questions should be asked to measure behavior change based on online education, especially education that comes in small bites? Beyond page views, what can be said about the reach of a blog post? How can we use this research to improve blog post writing?



10:40AM-11:30AM Breakout

## RETIREMENT

### ROOM

Marriott I, II, III



### Winning Research Paper- Theory of Planned Behavior and Retirement Preparation

Han Na Lim, PhD, Kansas State University; Frank Magwegwe, Kansas State University

The need for workers to prepare for retirement has been widely promoted, yet our understanding of workers' retirement preparation behavior remains sparse. This paper reports the findings of a study of non-retired workers utilizing the 2015 National Financial Capability Study and their intention to have any other retirement accounts (IRA, Keogh, myIRA) not through the employer. Utilizing the theory of planned behavior, the study reveals respondent's self-reported attitudes, subjective norms and perceived behavioral control account for a high proportion of the variance in the behavioral intention to calculate required retirement savings. In turn, the behavioral intention accounts for a high proportion of the variance in the behavior

to have any other retirement accounts not through the employer. This study highlights the relevance of psychological constructs to an understanding of workers' retirement preparation behavior, and establishes a need to for financial counselors, advisors and other practitioners to understand the psychological determinants of retirement preparation behaviors.

### Considerations for Practitioners:

We identified factors that measure attitude, subjective norms, and perceived behavioral control, that are predictors of the behavioral intention to calculate required retirement savings. Practitioners gain an understanding of the psychological determinants of this behavioral intention and use this knowledge to encourage consumers to calculate their required retirement savings. Findings from this study provide insight of how practitioners' role in workers' retirement preparation. The finding that both subjective and objective financial knowledge impact the behavioral intention and target behavior shows the importance of financial literacy in retirement planning and means practitioners must focus their efforts on improving workers' financial literacy.

**\*CFP Pre-Approved Session - 1 CEU**

## FINANCIAL RISK

### ROOM

Chesapeake I, II

### Association Among Financial Risk Tolerance and Locus of Control, Sensation-Seeking for Pre-Retiree Baby Boomers

Abed Rabbani, University of Missouri, Assistant Professor; Zheyang Yao, University of Missouri, Graduate Student; Christina Wang, University of Missouri, Graduate Student

Financial risk tolerance is an important concept for a financial planner to recommend financial products. As the baby boomer generation approaches retirement, research to determine how these individuals perceive financial risk tolerance has grown exponentially. The present study examines the relationship between financial risk tolerance and locus of control and sensation seeking of the baby boomers.

**\*CFP Pre-Approved Session - 1 CEU**

## 10:40AM-11:30AM Breakout

### DIVERSITY

#### ROOM

Marriott V, VI, VII

#### Effects of Value-Based Financial Literacy on African American Families

Demitri McGee, University of Minnesota, Research Assistant

Financial poverty is a chronic stressor for African American families. Research suggest that financial literacy/education programs help mitigate financial strain for families. This study evaluates the effectiveness of value-based financial literacy programming on a primarily African American based population. The guiding framework is grounded in the Family Stress and Resilience Theory.

#### Considerations for Practioners:

Value-based intervention, such as the FSP program, is an effective learning delivery model for low-income participants. The combination of financial education and ongoing coaching may offer a pathway out of chronic financial strain to more financial stability for low-income families.

**\*CFP Pre-Approved Session - 1 CEU**

## 11:30AM-12:40PM Lunch on Own

#### ROOM

Surrounding Restaurants  
and Hotel Restaurant

Show Your Badge Discounts. Visit Symposium App for list of specials.

## 12:40PM-1:30PM Breakout

### FEATURED BREAKOUT: FINANCIAL COACHING

#### ROOM

Hampton I, II, III

#### Consumer Financial Protection Bureau: Financial Coaching Initiative

Pam McClelland, Bureau of Consumer Financial Protection, Financial Coaching Initiative Program Manager; Sarah Bainton Kahn, Bureau of Financial Financial Protection, Financial Coaching initiative program Manager

The forum will describe the Bureau of Consumer Financial Protection's 3 ½ year old financial coaching initiative - the largest government-funded financial coaching project. The project's co-managers from the Bureau's Offices of Financial Empowerment and Servicemember Affairs will present background on the program and why the Bureau decided to launch this initiative. They will provide information on the key strategies, outcomes and lessons-learned during this interactive session.

## 12:40PM-1:30PM Breakout

### MILITARY

#### ROOM

Marriott V, VI, VII

#### **Building Your Financial House - Readiness for Reentry**

Holly Chase, PA Housing Finance Agency, Financial Education Officer

Ex-offenders reentering society have unique financial challenges and financial education needs. This session will introduce Building Your Financial House's (BYFH) and how it's being used with incarcerated veterans preparing for release. BYFH is a comprehensive financial readiness program that addresses establishing personal value, obtaining pro-social and sustainable employment, controlling income and expenses, building and protecting assets, navigating the financial system and products, and managing debt including restitution and fines. The program has produced positive change in the inmate's financial perspectives and prompted measurable actions to prepare for release.

### BEHAVIORAL SCIENCE

#### ROOM

Hampton V

#### **Behavioral Science: Visual Cues and Long-Term Engagement**

Laura D'Alessandro, Local Initiatives Support Corporation, Senior Program Officer;  
Emory Nelms, Center for Advanced Hindsight, Senior Behavioral Researcher

Small interventions can have a big impact! This session will look at how to apply behavioral science in the coaching setting to increase the connection between the coach and client and build on motivation and momentum to reach client goals. Local Initiatives Support Corporation collaborated with the Common Cents Lab at Duke University to design an intervention to increase client retention. Using visual cues and postcards to future-selves, Common Cents Lab designed and tested an intervention with tangible results on the number of coaching sessions clients attended and how quickly they came back to speak with the coach. Practitioners and researchers are welcome to join this session that will look at the study and results as well as have an open discussion on applying behavioral science in a coaching setting.

**\*CFP Pre-Approved Session - 1 CEU**

### TAXES

#### ROOM

Chesapeake I, II

#### **Building Financial Security through Tax Time Savings: Lessons from the Field**

Darren Liddell, The Financial Clinic, Director of Program Innovation; Michael Dedmon, The Financial Clinic, Policy Manager

In this forum, learn about the promise of tax time savings as a wealth building strategy for low- and moderate-income families, and hear staff from The Financial Clinic share how they fought to give New York state taxpayers a new opportunity to direct a portion of their state refund to a 529 college savings account. Whether you're a tax provider, a financial coach, a researcher or public policy professional, you'll gain more insight into how tax time savings can improve financial security and build long term wealth for working people, and you'll leave with valuable tips and factsheets relevant for your locality that will help you prepare the people you serve to take advantage of the tax moment to save for their future.

#### **Considerations for Researchers:**

What strategies are the best for raising awareness among target populations of the benefits of tax time savings? What kind of supports do practitioners need to spread the word? What policy barriers are making it harder to encourage saving? How can we address asset limits that disincentive behavior that builds financial security?

12:40PM-1:30PM Breakout

DISABILITY

**ROOM**  
Hampton VI, VII, VIII

**Customizing Financial Education to Improve Impact and Effectiveness: Enabling the Disabled and Deaf Communities to Participate Fully in the Economic Mainstream**  
Bonnie Wallace, Wells Fargo, Channel Manager, Hands on Banking; Katie Metz, National Disability Institute, Manager, Financial Empowerment & Inclusion; Bobby Siebert, Communication Service for the Deaf, Inc., Development Manager, CSD Learns

Achieving financial literacy within the Disabled and Deaf communities has traditionally been a challenge resulting in significantly lower financial capability rates than the national population. Financial education professionals have struggled to improve outcomes for these populations in part due to insufficient curriculum designed to meet the specific needs of disabled and deaf individuals but also due to limitations in delivery channels and methods. As part of efforts to increase the financial capability of these populations, Wells Fargo has partnered with the National Disability Institute (NDI) and Communications Services for the Deaf (CSD) to pilot unique approaches for increasing expectations and potential for all persons who are deaf or have disabilities; improving financial well-being, improving job prospects, and participating fully in the economic mainstream. Programs tested through the pilots have improved access to financial education for the targeted populations using methods that enable reach and scale. The learnings from the programs developed by NDI and CSD will be shared with practitioners, providing practical examples of how existing curriculum can be customized in form and delivery to meet unique needs and delivering resources and tips on how to provide financial education and coaching to an individual who is deaf or has a disability.

**Considerations for Researchers:**

How can financial education professionals improve outcomes for persons who are deaf or for persons who have a disability? When working with individuals or groups who have unique or special needs, is it necessary to fully customize curriculum and delivery? What methods have proven to be effective in improving the financial capability of persons with a disability or persons who are deaf? What are the primary inhibitors to financial capability for persons who are deaf or have a disability?

\*CFP Pre-Approved Session - 1 CEU

12:40PM-1:30PM Breakout

FINANCIAL STRESS

**ROOM** **Applying Human Capital Framework to College Student's Financial Well-Being**  
Marriott I, II, III Sonya Britt-Lutter, Kansas State University, Interim Director for the School of Family Studies and Human Services, Associate Professor of Personal Financial Planning; Christopher Moore, Kansas State University, PhD Student; Juan Gallardo, Kansas State University, PhD Student; Andrew Scott, Kansas State University, PhD Student

This study examined the association between financial knowledge and application of knowledge with financial behaviors and financial well-being among college students. Using path analysis, indicators of financial knowledge and application (i.e., financial mastery and being a first-generation student) had a significant impact on financial behavior, which in turn had a significant impact on financial well-being. These findings show support for the human capital framework as applied to financial literacy and financial well-being.

**Considerations for Practitioners:**

Subjective financial knowledge has a significant impact on financial behavior, while employment status and credit card usage did not. This implies that subjective financial knowledge is more important in driving positive financial behavior and financial well-being than hands on financial experience. Otherwise stated, subjective financial knowledge was a bigger drive of financial well-being among college students than work history or credit card ownership. Universities should provide more opportunities for students to grow their subjective financial knowledge, such as through peer financial counseling.

RESEARCH COMMUNICATIONS

**ROOM** **Communicating Your Research**  
Hampton IV Jorge Cham

Now, more than ever, it is important that researchers and professionals speak clearly and accessibly to the public about how and why they do it. For researchers, it is a critical part of justifying their funding. For professionals, it is a key skill that will help them prepare clients. In this breakout session, Jorge Cham (creator of PHD Comics) will work with participants to create a short explainer video that hones their skills to communicate clearly with a broader audience.



1:40PM-2:30PM Breakout

## FEATURED BREAKOUT: NATURAL DISASTERS

### ROOM

Hampton I, II, III

### FEMA: Financial Preparedness Disaster Training

Matthew Lyttle, Acting Deputy Director, Individual and Community Preparedness Division,  
National Preparedness Directorate

This group discussion will be directed at assessing the need for financial preparedness disaster training. Attendees will have the opportunity to help define what the training should be as well as determine the audience, the performance/skill gap, and the overall course goals.

## INVESTOR EDUCATION

### ROOM

Hampton V

### **When I'm 65: Educating and Engaging Communities about Retirement Realities**

Don Blandin, Investor Protection Trust, President and CEO; Rebecca Wiggins, AFCPE®,  
Executive Director

Following previous Practitioner's Forum sessions regarding the *When I'm 65* program, we will co-present plans, developments and survey results for the Georgia *When I'm 65* program as well as new national *When I'm 65* toolkit resources. Resources include three booklets focusing on retirement planning strategies for various age groups, the community discussion guide, event toolbox and videos for use in local workshops and to be shared across digital platforms. We also plan to share investor education and protection insight from discussions during the Investor Protection Trust's Communicating and Engaging with Diverse Stakeholders in a Complex World" forum and 25th anniversary celebration, which was held September 13-15, 2018.

We will facilitate an audience discussion on how to expand the program to more communities and make program resources more accessible to AFCPE® members, AFC®s, extension educators and other professionals in the investor education and financial education fields. We will encourage ideas for continued research to help us identify saving and investing challenges and how we can address them. Representatives from various States will share experiences from the *When I'm 65* program, IPT forum and recommendations for continued education. The discussion will explore how the States can work together through the *When I'm 65* program and other initiatives.

**\*CFP Pre-Approved Session - 1 CEU**

1:40PM-2:30PM Breakout

## DIVERSITY

### ROOM

Hampton VI, VII, VIII

### **Asegurando Un Futuro Financiero En Families Latinx: Key Concepts in Culturally Competent Approaches to Financial Literacy Education with Latinx Communities**

Adrie Roberts, Utah State University Extension, Associate Extension Professor

Understanding the importance of facilitating family finance classes for members of the Latinx community that are culturally competent is essential to attracting and retaining an audience. All areas of programming planning and evaluation can be impacted when considering the uniqueness of this family-friendly culture. This presentation will focus on suggestions and methods for reaching the Latinx community. Participants will learn about unique culture beliefs and practices in the Spanish-speaking community that will assist the facilitator in providing a culturally appropriate educational program. It is not necessarily about the curriculum, although the content of the classes is important. It is about providing a warm, friendly, non-judgmental atmosphere that is conducive to learning and social engagement for the entire Latinx family. A discussion on funding this type of program will also be part of this presentation. We will also discuss how we handle the legal status of the participants involved in the program.

#### **Considerations for Researchers:**

What are the long-term implications of financial education for member of the Latinx community? Does cultural competency need to be considered when working with other groups or populations in the United States? How does cultural competency need to be factored into the evaluation process?

**\*CFP Pre-Approved Session - 1 CEU**

## FINANCIAL RESOURCES

### ROOM

Marriott V, VI, VII

### **Hands on Banking®: A Tool to Build Financial Capability for All Ages**

Mia Russell, Wells Fargo, Vice President, Hands on Banking

Hands on Banking® is a free, engaging, non-commercial program available in both English and Spanish that teaches people in all stages of life about the basics of responsible money management, including how to create a budget, save and invest, borrow responsibly, buy a home, and establish a small business. This self-paced and instructor-led program, which reaches over 1.5M peoples annually, offers tools and educational resources to help people in all stages of life become smarter about money and achieve their financial goals. In addition to age-based financial courses and curriculum, including 3 youth focused programs for elementary, middle, and high school, specialized curricula for military personnel, seniors and entrepreneurs are available.

## FINANCIAL TOOLS

### ROOM

Hampton IV

### **The Power of Words: A Tool for Your Toolkit**

Diana Jacob, Diana Kyu, LLC, Financial Professional

You may wonder what you need to do with unpleasant sessions and clients with bad attitudes. Clients can be in a mood because they were voluntold to come. Others have a lot going on and are distracted and can't focus in the session. Sometimes you just have a moment to make an impact in your client session. In this workshop learn how to change the atmosphere of any room using the power of words. A tool that differentiates a good and great financial counselor/coach. A tool that you can use even outside of your sessions.

1:40PM-2:30PM Breakout

## COUPLES

### ROOM

Chesapeake I, II

### Examining the Influence of Parental Financial Socialization on Young Adults in a Romantic Relationship

Yiting Li, University of Minnesota, MA; Joyce Serido, University of Minnesota-Twin Cities, Associate Professor & Extension Specialist; Virginia Zuiker, University of Minnesota, Associate Professor

Previous studies have found that parents play an important role in shaping their children's financial behaviors (Jorgensen, & Savla, 2010; Shim, Barber, Card, Xiao, & Serido, 2010; Xiao, Ahn, Serido, & Shim, 2014). However, within the financial domain, parental influence on a young couple's financial relationship has not been examined. Hence, the current study begins to address this gap by examining the financial socialization influence of both parents and romantic partners on a young adult's financial behavior and in turn, how these socializing factors affect the young adult's perception of the couple's financial relationship.

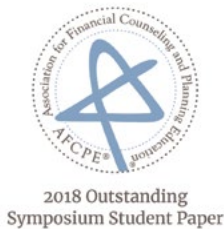
## FINANCIAL COUNSELING

### ROOM

Marriott I, II, III

### Winning Student Paper - Change in Financial Knowledge Post Peer Financial Counseling

Andrew Scott, Kansas State University, PhD Student; Juan Gallardo, Kansas State University, PhD Student; Christopher Moore, Kansas State University, PhD Student



The purpose of this study was to test the effectiveness of peer-based financial counseling in changing subjective and objective financial knowledge. To do so, we examined mean differences in financial knowledge scores from a financial counseling intake survey to a two-month follow-up survey. Results suggest that financial counseling had positive effects on financial knowledge. Most notable, this study focused on the impact of financial counseling across various sub-groups. Before financial counseling there was great disparity in financial knowledge among sub-groups, and after financial counseling this disparity mostly disappeared. Financial counseling seems to create balance in financial knowledge among

sub-groups, as significant differences in both subjective and objective knowledge among sub-groups largely vanish after counseling.

### Considerations for Practitioners:

Using these findings, policy makers and educational administrators should target these populations for financial counseling programs, as they stand to gain the most. Rather than simply providing access to financial counseling, policy makers and administrators should consider recruiting and incentivizing these groups, especially considering some of these groups may be less apt to seek financial counseling on their own.

## 2:40PM-4:00PM General Session

### ROOM

Norfolk Ballroom

### Achieving Financial Capability for All: What Will It Take?

Margaret Sherraden

Millions of U.S. families find themselves in precarious financial circumstances. When they want to build financial security for their family, they have few places to turn for guidance and support. While well-to-do families buy financial and legal advice and benefit from policies that build financial security, disadvantaged families make do largely on their own. In searching for solutions, one resource has so far been largely overlooked: Tens of thousands of community-based organizations and their staff that deliver support and services to vulnerable populations. These professionals are in the organizations that serve people from all walks of life. They understand the many and complex challenges facing people living on a low income, and just as importantly, they also appreciate their strengths and resources. These human service professionals can be mobilized to improve the financial capability of disadvantaged populations by providing basic financial guidance and counseling, linking families to financial benefits and low-cost financial services, helping families handle debt, and referring people for specialized financial and legal assistance. Along with financial professionals and others, they can inform the design of financial products, services, and policies to benefit vulnerable families. This will require integrating financial capability curricula in human service degree programs, and creating effective financial capability delivery systems. A huge challenge, but one that would enable social workers and other human service workers to reach millions of lower income and disadvantaged families that today lack guidance and support.

## 4:10PM-5:00PM Breakout

### FEATURED BREAKOUT: ASSESSMENT

### ROOM

Hampton I, II, III

### Financial Education Evaluation Toolkit® - Applying Evaluation Concepts and an Enhanced Evaluation Toolkit User Experience

Peggy Muldoon, National Endowment for Financial Education, Director, Consumer Education;

Billy Hensley, National Endowment for Financial Education, President and CEO

The session will focus on NEFE's Financial Education Evaluation Toolkit®. Attendees will learn:

- What is financial education program evaluation? (purpose and goals of evaluation)
- Why they should evaluate their programs (benefits and importance of program evaluation)
- How to evaluate a financial education program (determine what outcomes should be used)
- How to evaluate the data (how to use the evaluation findings)

In addition, the newly redesigned Evaluation Toolkit will be demonstrated. New features include:

- Pre-populated assessments from National Surveys
- Pre-populated test templates for the NEFE High School Financial Planning Program modules
- Questions that align with Jump\$tart's national standards in K-12 personal finance education
- New question types and formats to fit the needs of educators and learners of all ages
- Grading component - evaluations are automatically scored so you can easily collect and measure data
- Easy to use interface that simplifies the assessment creation process

The demonstration will be followed by a discussion of how to apply the Evaluation Toolkit to the participants' audience.

4:10PM-5:00PM Breakout

## STUDENT LOANS

### ROOM

Hampton V

### The Intricacies of Income-Drive Repayment Plans

Ann Durandetta, AFC®, AccessLex Institute, Manager, Product Development;  
Kimberly Siwarski, AFC®, AccessLex Institute, Manager, Pre-Law Services

A recent report from the US Department of Education's Office of Inspector General reveals that enrollment in income-driven repayment (IDR) plans - which allows borrowers to repay their federal student loans based on their income, household size and state of residence - has increased substantially in the last five years (U.S. Department of Education, 2018). But with five income-driven repayment plans to choose from, it can be overwhelming for borrowers to choose the best one for their situation, especially when so many of the basic terms and conditions look the same. In this session, we'll dissect each of the IDR plans and dive into the details related to eligible loans and borrowers, monthly payment calculation, payment caps, interest capitalization and subsidies, repayment period, loan forgiveness, the application process and what happens if you leave the plan.

## GENDER

### ROOM

Hampton VI, VII, VIII

### Gender and Personal Finance

Martie Gillen, University of Florida, Associate Professor; Barbara O'Neill, Rutgers University, Professor and Extension Specialist

The purpose of this practitioner's forum session is twofold: 1) to enhance attendees' understanding of the relationship between gender and personal financial decision-making 2) to provide free resources and activities that can be used in professional practice.

Researchers can further explore the relationship between gender and personal financial decision-making and the impact of financial education programs and materials that are developed specifically for women.

**\*CFP Pre-Approved Session - 1 CEU**

## DEBT

### ROOM

Hampton IV

### Tales from a Former Debt Collector

Sasha Grabenstetter, University of Illinois Extension, Consumer Economics Educator

Debt collection is an ever-growing industry, with over 1 billion consumers being contacted each year. In this program, learn the ins and outs of the Fair Debt Collection Practices Act, how to dispute a debt, and how to deal with a debt collector. We'll also plan to discuss tips, resources for debt management and more. Come and learn from this former debt collector, now educator, about debt collection practices and how you can enhance and help your clients.

### Considerations for Researchers:

What types of pre-collection tactics work for individuals and families?

4:10PM-5:00PM    Breakout

## RETIREMENT

## ROOM

Marriott V, VI, VII

## Maximizing Retirement Satisfaction: Guiding Clients in Making Optimal Resource Decisions

Sandra Huston, Texas Tech University, Professor; Nhat Ho, Eastern New Mexico University, Assistant Professor; Michael Finke, American College of Financial Services, CAO

The trend over the last couple of decades has been a shift away from defined benefit or pension plans to defined contribution plans, putting more of the onus for retirement funding onto the individual. We also know that many people are not adequately saving for retirement. If you are a financial professional - from financial educator, to counselor, to coach, to planner - we all have an obligation to have a retirement conversation with our clients/learners. Typically, a financial planner focuses on retirement saving by monetizing life goals and determining saving goals in conjunction with their clients. There are several retirement calculators available that are based on an income replacement percentage. People have ideas about a certain target "number", but maybe haven't given much thought to what those dollars are buying them in retirement and what type of spending will maximize their retirement satisfaction. As financial professionals - planners, coaches, counselors, and educators - we need to expand our conversation with clients and learners to include the transformation of financial capital into life satisfaction. How can we help our clients and learners to understand the best use of their resources to illicit maximum satisfaction in their retirement? This study examines, through the lens of human connection and household production theories, retirees' resource spending to find the activities that are correlated with the highest levels of life satisfaction. Financial professionals can use these results to guide retirement conversations with their clients and learners to promote resource decisions that are consistent with maximizing life satisfaction in retirement.

### Considerations for Practitioners:

To provide value-added service for our clients and learners, financial professionals must not only have the tools to help clients and learners repair, maintain, and build wealth to support their retirement goals, but must also help their clients/learners understand and incorporate the transition from more goods-intensive commodities to more time-intensive, experiential-type commodities (especially those that focus on human connection). Results from this study suggest that inputs of leisure spending, health investments, and high-quality spousal and friend relationships are key in maximizing retirement life satisfaction.

**\*CFP Pre-Approved Session - 1 CEU**

4:10PM-5:00PM Breakout

## UNDERSERVED POPULATIONS

### ROOM

Marriott I, II, III

### Post-Release Financial Intentions of Work Release Participants

Katherine (Kate) Mielitz, Oklahoma State University, Assistant Professor;

Maurice MacDonald, Kansas State University, Professor

Though transition and offender reentry has been investigated thoroughly, researchers have neglected post-release financial intentions as an area of research. The purpose of this study was to use the theory of planned behavior to frame an exploration of the post-release financial intentions of Work Release Participants who were within 180 days of Tentative Parole Date or Max Release Date in a large Southern state. The effects of the aspects of incarceration, in particular total time incarcerated and financial crime, on the prediction of the budgeting and savings behaviors is new to the literature. Greater experience of incarceration somehow produces better post-release financial management intentions. This finding supports the expansion of the TPB to include pertinent background factors. Additionally, the effects of aspects of incarceration may be used in guiding practice and policy for re-entry training.

### Considerations for Practitioners:

Overall, the results suggest an opportunity for state Department of Corrections to employ an Accredited Financial Counselor (AFC®) to train and educate transitioning inmates on communicating about money and using financial resources. The AFC® could be used to cross-train DOC counselors to have more in-depth discussions with their supervisory inmates as the DOC counselors prepare the men and women to return to society. The AFC® could work with inmates to develop ways to discuss financial matters with family members and also work with DOC counselors to ensure the inmate has support from the staff in conducting and pursuing these conversations.

## COMMUNICATION

### ROOM

Marriott IV

### Show Me The Money! Communication, Financial Transparency, and Marital Satisfaction

Emily Koochel, Kansas State University, Doctoral Student

As adults look to get married communication is key; however, disclosure of finances may be difficult for couples. To better understand the role of effective communication regarding finances, as it related to marital satisfaction, a sample of 75 married emerging adult individuals and 102 adult individuals in their first 5 years of their first marriage completed an online survey measuring communication, financial transparency, and marital satisfaction. Using hierarchical multiple regression, communication was found to account for 18% of the variance in marital satisfaction, and financial transparency accounted for an additional 5% of the variance for emerging adults. For adults, communication accounted for 34% of the variance in marital satisfaction, and financial transparency accounted for an additional 5.4% of the variance in marital satisfaction. Implications for practitioners will be discussed.

### Considerations for Practitioners:

This study expands our knowledge on the role of effective communication and marital satisfaction through the use of the Financial Transparency Scale (FTS). Financial planners and counselors can use the FTS as a tool to illustrate to partners the importance of healthy open and honest communication about finances, pointing out that couples may find these conversations difficult because of the disclosure of private information. The FTS allows practitioners to identify potential financial conflict areas related to finances, and perhaps, through early detection, decrease the likelihood of marital dissolution. Important implications for early education on financial communication will also be discussed.

5:00PM-5:45PM    Pre-Awards Reception

---

**ROOM**  
Norfolk Ballroom Entry  
Foyer

5:45PM-7:30PM    Awards Dinner

---

<b>ROOM</b>	Recognizing the great work and innovations happening in financial education, research, and practice.
Norfolk Ballroom	

7:30PM-8:30PM    President Reception

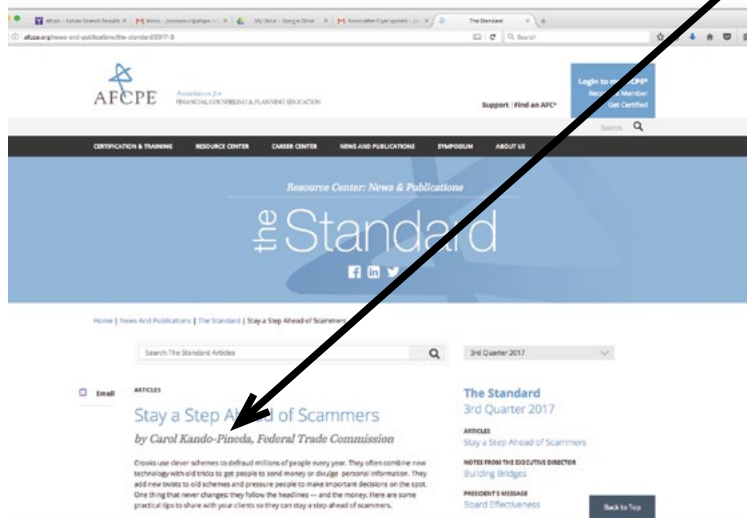
---

<b>ROOM</b>	<b>Invitation Only</b>
Piano Lounge	



# the Standard

Your Name Here



AFCPE's quarterly newsletter, *The Standard*, seeks authors for articles on all aspects of financial counseling, including research and practical application. We rely solely on articles contributed by staff, AFCPE members, and experts in the field.

## Share Your Expertise

Whether you are a seasoned writer or want to be published for the first time, we can work with you to formulate an interesting topic and guide you through the publishing process. We believe you are the expert at what you do. Topics of interest include (but are not limited to): working with clients; crisis counseling; budgeting; debt management; repairing a credit report; credit management; getting back on your feet; taxes; saving and investing; starting over; and, motivating clients. Potential authors should contact Jill Spence, editor, at [jladouceur@afcpe.org](mailto:jladouceur@afcpe.org).

## About The Standard

*The Standard* is published online in January, April, July and October.

## Editorial Mission

We endeavor to provide information which is timely, thought provoking and that assists the financial counselor to perform their job better. The newsletter is also a forum for informing members of AFCPE happenings.

## Regular Features

Each issue contains the following:

- Regular columns on Military, Extension and Practitioner issues
- Feature articles
- President's Message
- AFCPE News and FAQs
- Book/Software/Website Reviews
- Conference Updates

## Deadlines

- Q1 | December 1**
- Q2 | March 1**
- Q3 | June 1**
- Q4 | September 1**

## 7:00AM–7:50AM Networking Breakfast

### ROOM

Norfolk Ballroom Entry  
Foyer

Tables will include “hot topic” signs. Use these to network with professionals who share your area of interest and passion. Don't see a topic you are interested in? Let us know! We'll create a new sign for you!

## 8:00AM–12:00PM Exhibit Hall

---

### ROOM

Norfolk V, VI

Connect with our exhibitors to gain new resources, and information, and win prizes!

## TIME TBA

---

## Professional Headshots

### ROOM

Presidential Foyer

### Sponsored by NEFE

No appointment necessary. First come, first served basis.  
Photographer Schedule TBA



## 8:00AM–8:50AM Breakout

---

### FEATURED BREAKOUT: BEHAVIORAL FINANCE

### ROOM

Hampton I, II, III

### Empowering the Rider and Taming the Elephant: Helping Clients Succeed on their Financial Journey

Cherie Stueve, Kansas State University, Instructor of Personal Financial Planning;  
David Ammerman, West Texas A&M University, Assistant Professor of Finance

The metaphor of the elephant and rider (Haidt, 2006) is a visual representation of the complex cognitive processes that influence financial decision-making. The elephant represents our subconscious and is big, powerful, and makes intuitive decisions. The rider represents our conscious and reasoning, capable of complex problem-solving, yet relatively weak on the back of the elephant. Left unchecked, the dynamics of the elephant and the rider can lead to mistakes. This session will help practitioners, educators, and program developers learn more about the elephant and the rider metaphor. We will demonstrate how it can expand your understanding of client behavior, as well as be taught to your clients to give them insight into their own decision-making process. Examples of common financial decisions in light of the metaphor and corresponding practical techniques will be presented that may help your clients increase their financial discipline. You will leave with new tools to help clients tame their elephant and empower their rider!

### Considerations for Researchers:

The dual-system of cognitive processing influences financial decision-making. Greater understanding of the complex decision-making processes of the brain can help individuals and financial practitioners create strategies to improve intuitive decisions and manage environment for positive decision-making. As critical decisions such as health care, debt, and retirement savings grow in complexity and risk, researchers, practitioners, and policymakers can work together to improve both financial literacy and decision-making environments to increase financial well-being.

8:00AM-8:50AM Breakout

---

## CREDIT

### ROOM

Hampton IV

### Supporting Credit Inclusion: Financial Product and Credit Scoring Innovations

Carmina Lass, Credit Builders Alliance, Director of Training and Consulting;  
Morgan Spears, Credit Builders Alliance, Senior Membership Associate

Building financial and credit inclusion requires recognition of the unique needs of specific populations that have been historically excluded from the financial mainstream. In response, lenders, non-profit and community based financial institutions, and the credit industry itself, are innovating to meet the credit needs of these often low-income and minority consumers. Participants will: 1) Learn how lenders are innovating at local and national levels to support financial inclusion through the creation of original small dollar financial products; and 2) Understand shifts in credit reporting and the development of more inclusive credit scoring algorithms in order to expand credit access.

### Considerations for Researchers:

How does the modern U.S. credit reporting industry support or subvert financial inclusion? What best practices can financial capability practitioners employ to champion the financial inclusion of their clients?

## FINANCIAL STRESS

### ROOM

Hampton V

### Helping Financial Counseling Clients Overcome Money Anxiety

Ryan Law, Utah Valley University, Money Management Resource Center Director;  
Ann House, University of Utah, Personal Money Management Center Director

Since 2007 money has topped the list of sources of stress for Americans, with almost two-thirds reporting that money caused them very significant or somewhat significant stress. Money is also the leading cause of stress in relationships, with 70% of married couples arguing about money and money issues topping the list of reasons couples divorce. In this session presenters will review the statistics about money stress and anxiety and discuss methods financial counselors, planners and educators can utilize to help their clients overcome money anxiety through education, the physical office environment, money mindfulness and communication skills.

### Considerations for Researchers:

Although there are evidence-based practices that can reduce client anxiety and stress, the studies are few in number. Further testing and research needs to be done in this area to substantiate the findings in the current research.

**\*CFP Pre-Approved Session - 1 CEU**

8:00AM-8:50AM Breakout

## MEDICARE

### ROOM

Marriott IV

### Counseling Seniors about Medicare: Uninformed Choices have Lasting Costs

Jack Tharp, Indiana University, Retired

Many seniors believe at age 65 Medicare is the ticket to free health care; it is not free. Medicare requires program plan decisions; and ill-informed choices can be costly, including monetary penalties. AARP reminds seniors that a couple will spend up to \$220,000 on out-of-pocket health care expenses from age 65-85; the latter fact escapes many seniors. The presentation will focus on key elements of Medicare that require knowledgeable choices and the role financial counselors can play in guiding seniors in this important personal finance dimension.

#### Considerations for Researchers:

- Do personal finance counselors (AFC®) understand the complexities of Medicare?
- Do personal finance counselors understand the distinctions of Medicaid?
- Do personal finance counselors know how to direct clients to knowledge-based resources?
- Health care needs and costs rise in a graduated manner with age; how do counselors factor this variable into budget planning?
- How do seniors' access and assess information on health care costs?
- How do personal finance counselors stay current on the costs associated with health care, especially for seniors?

**\*CFP Pre-Approved Session - 1 CEU**

## FINANCIAL TOOLS

### ROOM

Marriott V, VI, VII

### Where did that Financial Behavior Come from? Genogram, a Tool that Works!

Andi Wrenn, Zeiders, MS

Here is a tried and true method that works. Everyone learns behaviors from their upbringing, families, and relationships. Backgrounds and experiences are unique, and when couples combine and raise children, new dynamics occur. This is true for all aspects of relationships to include behaviors, values, and biases related to finance. Genograms show social and family dynamics that link family members. This tool can be a non-threatening way to get clients to talk about their finances and family history. This collaborative tool used jointly by client and counselor not only will enlighten the client as to how their values and lifestyle came to be, and increase their self-awareness, but also will enhance the effectiveness of the working relationship. That A-HA moment is what we strive for as financial professionals. A genogram uses multiple learning styles and can paint the whole picture of family dynamics and its' role related to finance. This improves successful outcomes of the financial counseling or coaching work. Because a genogram captures a specific point in time, it can successfully be used once, or to realize measurable behavioral changes in multiple client meetings. Multiple financial topics can be covered with the use of the genogram including religion, biases, family history, patterns, pledges, values, dreams, communication, behaviors, hardships, addiction, and other financial influencers. The audience will experience using the tool and have an interactive activity in which they practice using the symbols and diagrams to complete a genogram. There will be examples of genograms used with a variety of client types and situations.

#### Considerations for Researchers:

Genograms are not typically taught outside of family systems theory in college. As we merge financial planning with counseling and coaching techniques, instructors in the field may find it helpful in giving their students another tool to utilize. Members of academia and those who develop research and studies can formulate a plan to find measurable outcomes and uses of the genogram tool specifically related to financial planning, counseling, and coaching. Development of a tool or app related to the financial aspects of the use of this tool could greatly benefit many in the financial profession.

8:00AM–8:50AM Breakout

## COLLEGE STUDENTS

### ROOM

Chesapeake I, II

### College Students' Money Management and Financial Well-Being in a Digital Age

Lijun Li, University of Minnesota, PhD Graduate Student; Virginia Zuiker, University of Minnesota, Associate Professor; Vilma Fernandez, University of Minnesota, McNair Scholar

The past decade has experienced exponential growth of personal technology devices and applications to enhance personal money management. This study examined 180 undergraduate students between the ages of 18-25 at a large Midwestern research university to explore the knowledge of financial management in college students and their technology use in financial management. We also examined whether the use of technology, along with other factors may influence individual financial well-being.

#### Considerations for Practitioners:

Understanding the significance of personal technology devices and applications used in money management practices of college students provides parents, financial professionals, and educators with relevant tools and talking points to promote better money management practices and in the long run this may improve student's financial literacy.

## DISABILITY

### ROOM

Marriott I, II, III

### Disability Type, Financial Capability, and Risky Asset Holding

Jing Jian Xiao, University of Rhode Island, Professor; Barbara O'Neill, Rutgers University, Professor and Extension Specialist

Risky asset holding is considered an indicator of financial well-being since risky asset holders are likely to accumulate more wealth than those who do not. Adults with disabilities are less wealthy and less financially capable than other adults in the U.S. but some of them still have potential for seeking long term financial planning services. The purpose of this study is to examine whether disability type and financial capability are associated with risky asset holding of adults with disabilities. Using data from the 2015 National Financial Capability Study, we find that adults with different types of disabilities have different chances of holding risky assets. Results of a bivariate logistical model show that, compared to people who are deaf, people who are blind or have difficulties in dressing and bathing are more likely, while people who have serious difficulty concentrating or a work disability are less likely, to hold risky assets. After controlling for financial capability, income, and other variables in the logistical model, people with a work disability are still less likely to hold risky financial assets than the deaf (reference category). In addition, two financial capability variables, objective financial knowledge and desirable financial behavior, are positively associated with risky asset holding after controlling for other factors. Some disability and financial capability factors showed differences in risky asset holding when the lower income and higher income subsamples were examined.

#### Considerations for Practitioners:

People with disabilities are the largest minority in the U.S. at 19% of the population. They face barriers to financial stability such as a low or unstable income, thinner margin of health, and the extra costs associated with living with a disability such as medical care, medication, and medical equipment. This study explored the association between different types of disabilities and risky asset holding. Implications for financial practice are: 1) Earning ability is a key variable; 2) Financial knowledge positively impacts risky asset holding; 3) Some disabilities present more challenges than others; and 4) Leverage opportunities under the ABLE Act.

9:00AM-9:50AM Breakout

## FEATURED BREAKOUT: DIVERSITY

### ROOM

Hampton I, II, III

### **Building a Diverse and Inclusive Profession: Results from the AFCPE Diversity Task Force**

Sylvia Watford, AFCPE Diversity and Inclusion Task Force, Senior Financial Education Specialist; Schane Coker, MS, AFC®, AFSC/Magellen Federal; Meghan Gardner, AFSC/Magellen Federal, Financial Coach; Carmina Lass, Credit Builders Alliance, Director of Training and Consulting; Brandy Baxter, Living Abundantly, Owner and Principal Coach

Based on the feedback from the Symposium on last year, the Diversity and Inclusion Task Force has been working diligently to fulfill its mission: to encourage cultural and social sensitivity between AFCPE professionals who counsel and coach a diverse population, guaranteeing every voice is heard within the field of Personal Finance to more intentionally and inclusively impact all members of our society. This session will provide the results of the efforts of this committee to include practical tools to better serve and impact an inclusive community in personal finance.

## COLLEGE STUDENTS

### ROOM

Hampton V

### **Creating Financially-Resilient Students Prepared for Uncertain Financial Futures**

Danielle Champagne, University of North Texas, Assistant Director - Financial Wellness

More students are graduating from college with uncertainty regarding their careers and financial stability, while also having the highest historical levels of debt (Pew Research, 2017). This presentation will explore how a collegiate department was created to help students proactively address their financial knowledge and skills in order to manage their money during college and then be armed with the ability to handle the responsibilities that will occur for their futures in the 'real world.' The presenter will show the current economic landscape our students are facing, project some future variables for the next generation of graduates, and demonstrate how a collegiate program is using assessment and student data to create opportunities for student success.

### **Considerations for Researchers:**

Drawing on our knowledge of how Millennials have had to overcome the Great Recession in their path to financial independence, what do practitioners need to know about Gen Z as they begin to start their adulthood? What data can practitioners help collect to show how Millennials are meeting the markers of adulthood and managing their finances as they move into the next phases of their lives? How will the economy continue to affect Gen Z-ers as they move into the job market? Will retiring Baby Boomers create any major changes in the job market? How can research opportunities be explored?

9:00AM-9:50AM Breakout

## RETIREMENT

### ROOM

Hampton IV

### **Exceeding Expectations - The Synergy of Personal Finance and Positive Psychology to Boost Well-Being in Retirement Planning**

Cynthia Crawford, University of Missouri Extension, Extension Professor;

Frances Lawrence, University of Missouri Professor and Department Chair, Personal Financial Planning

The presenters will focus on "How to get an 'A' in retirement," an online retirement planning non-credit course for University faculty, staff and the public. This groundbreaking application of research draws from both positive psychology as well as best practices and research in personal financial planning. The session will emphasize program evaluation at the behavior change level and the action solutions that over 500 participants have implemented to increase their well-being. Participants will have, conservatively calculated, \$15 million more dollars for retirement as a result of completing How to get an "A" in retirement.

#### **Considerations for Researchers:**

There are many pioneering research opportunities around the synergy of financial planning and positive psychology for retirement planning. The initial theoretical work of Dr. Martin Seay, Kansas State University, and Dr. Sarah Asebedo, Texas Tech, is important to acknowledge. The work being reported in this session is the first interdisciplinary applied work of the two disciplines and gives the opportunity for data collection for an experimental (interdisciplinary approach) and a control (financial planning only.)

**\*CFP Pre-Approved Session - 1 CEU**

## SAVINGS

### ROOM

Marriott IV

### **Enhancing Savings Counseling by Redefining Savings Outcomes**

Nicky Grist, CFE Fund, Principal

Financial Empowerment Centers (FECs) offer free 1-1 financial counseling as a public service, without eligibility or dosage requirements. Two FECs tested new definitions, indicators and outcomes for savings with over 300 low-income clients. More pilot clients saw greater savings increases than similar clients who were counseled using traditional protocols. Clients gained greater understanding of and confidence about saving. Counselors spent more time discussing savings. The data better captured the role of financial counselors as coaches and provided constructive guidance for both experienced and new counselors. The pilot reshaped some data collection and counselor training elements of the FEC model.

#### **Considerations for Researchers:**

This presentation should be of interest to all AFCPE practitioners. Financial counselors and coaches will get ideas about how to help people build savings, and insights into how program requirements may be shaping their counseling practice. Managers and funders will see the impact of measuring and reporting different aspects of savings and learn a process for pilot-testing program innovations. Overall, the implications for the field include confirmation that measuring only the net increase in savings balances over an arbitrary time period may result in under-reporting actual savings achievements, especially for low-income people and those with volatile incomes.

9:00AM–9:50AM Breakout

---

## FINANCIAL EDUCATION

### ROOM

Marriott V, VI, VII

### **Build Financial Capability and Assets for All: A Grand Challenge**

Lissa Johnson, Center for Social Development at Washington University in St. Louis, CSD Director of Administration; Margaret Sherraden, Center for Social Development at Washington University in St. Louis, Research Professor

Low income and vulnerable Americans increasingly face difficult financial challenges, yet have few places to turn for guidance. This forum will outline efforts to improve the preparation of social workers and other human service practitioners to provide appropriate guidance for low income and vulnerable Americans. We provide an overview of ongoing efforts to build practitioner financial capacity, offer resources for practitioner use, and discuss collaboration opportunities. First, we introduce an initiative in social work to “build financial capability and assets for all” (FCAB), which was chosen in 2016 as one of 12 national “Grand Challenges for Social Work.” We will discuss how it was chosen and how a professional network has been developed in response to this call to action on the “most compelling and critical social issues of our day” (Uehara et al, 2015). Second, we will introduce practitioner tools and resources, including a new FCAB textbook (Sherraden, Birkenmaier, & Collins, 2018), training webinars, policy briefs, and clearinghouses for financial and economic education and training, and we will conduct an interactive practice exercise. Finally, we will brainstorm opportunities for collaboration with forum participants, whether one is a researcher, practitioner, educator, or policymaker, with the aim of generating partnerships that contribute to building financial capability and assets for all.

## FINANCIAL EDUCATION

### ROOM

Hampton VI, VII, VIII

### **Engaging Limited-Resource Participants in Financial Education through Activity-Based Lessons**

Karen Poff, Virginia Cooperative Extension - Warren County, Senior Extension Agent; Jennifer Abel, Virginia Cooperative Extension, Senior Extension Agent; L. Dawn Barnes, Virginia Cooperative Extension -Floyd County, Senior Extension Agent, Family & Consumer Sciences; Victoria Neeley, Virginia Cooperative Extension Prince William, Program Manager; Cristin Sprenger, Virginia Cooperative Extension Senior Extension Agent, Family and Consumer Sciences

Financial education for limited-resource audiences can be challenging. This workshop will highlight financial lesson kits designed to assist volunteers (and staff) in assessing the needs of a small group and engaging participants in financial education through activity-based lessons.

### **Considerations for Researchers:**

Research would be welcomed on the effectiveness of the lessons, as well as the ability of the pre-assessment to accurately predict the needs of the small group participants for financial education. Additional pilot-testing of the lessons would also be helpful, along with peer-review to prepare the lessons for replication by other educators.



9:00AM–9:50AM Breakout

## INVESTMENT

### ROOM

Marriott I, II, III

### **Who needs a Financial Advisor? The Roles of Investment Confidence and Knowledge in Investors' Financial Decision-Making**

Lu Fan, University of Missouri, Assistant Professor; Lini Zhang, Ohio State University, Post-doc student; Haidong Zhao Epsilon

How investors make decisions has been a topic of interest to researchers and scholars. Specifically, besides the actual investment product selection and trading behaviors, one significant factor is whether investors make their own decisions or hire financial advisors or brokers to assist with their decision-making. Investment is not a one-time deal. Using a large national dataset collected by Financial Industry Regulatory Authority (FINRA) in 2015, this study aims to investigate the relationships between investors' investment confidence in their own financial management skills and the confidence in overall U.S. financial market, along with their levels of objective and subjective investment knowledge, long-term financial goals, and how these factors influence investors' investment style. Other demographic and socioeconomic factors, such as age, race/ethnicity, gender, income, education, marital status, employment status, and number of dependent children are also included.

**\*CFP Pre-Approved Session - 1 CEU**

## FINANCIAL COACHING

### ROOM

Chesapeake I, II

### **Group Financial Coaching: A New Approach for Building Financial Capability?**

Ana Silva, Merrimack College, Associate Professor of Finance. Director, Financial Capability Center; Jane Parent, Merrimack College, Associate Professor of Management; Allison Seitchik, Merrimack College, Assistant Professor of Psychology

Prior research shows that group-based financial coaching models hold promise as a means of increasing the scale and impact of financial coaching and enhancing behavior change (Baker & O'Rourke, 2013). We extend the work of Baker and O'Rourke by conducting a study that includes both individual coaching and group coaching. Our research is unique in that we collect and compare data from both traditional one-on-one financial coaching and group financial coaching. Both types of coaching conditions had the same goal: to develop clients' financial capabilities through a series of planned meetings focusing on client driven financial goals. We study reports and data from each client (both group and individual). Overall, there is a lack of empirical studies in this field and our study will help move the field of group coaching forward.

### **Considerations for Practitioners:**

The results of this study show that group coaching is as effective as individual coaching in supporting clients' outcomes regarding financial knowledge, confidence, stress and behaviors. These results have implications for practitioners such as financial coaches and counselors and organizations dedicated to financial empowerment since they often have limited resources to support the needs of their clients. Financial coaching in groups also allows financial institutions, especially community banks focused on low-income households, to scale their financial capability programs to help more of their clients improve their financial health.

## 10:00AM–11:30AM General Session: Financial Empathy

### ROOM

Norfolk Ballroom

### Why Financial Empathy Matters

Michael Thomas, Modom Solutions, Founder of Modom Solutions

Financial counselors/coaches do an extraordinary job of providing clients with the necessary financial knowledge and resources to help their clients achieve financial stability and a sense of well-being. Sometimes, however, these efforts are not enough. In this session, we will explore how demonstrating financial empathy can help support current efforts to build rapport with clients as well as improve outcomes.

**\*CFP Pre-Approved Session - 1 CEU**

## 11:30AM–11:45AM Symposium Closing Remarks

### ROOM

Norfolk Ballroom

Followed by Grab and Go Lunch to final Breakout Session.

## 12:00PM-12:50PM Breakout

### FEATURED BREAKOUT: ADVOCACY

#### ROOM

Hampton I, II, III

#### Intro to Government Relations Task Force

Kathy Hamor, Capital Concepts Consulting, LLC, President; Dan Barry, Atlantic Policy Solutions, Managing Director

Using an extemporaneous speaking method, where open discussion, Power Point and teaching through observation leads the attendees through the process learning of AFCPE's Government Task Force. Utilizing Question and Answer "banter", a panel of Government Task Force presenters will engage the AFCPE membership, inform and teach members about the importance of building advocacy over time.

### STUDENT LOANS

#### ROOM

Marriott V, VI, VII

#### Breaking Bad: Students and Student Loan Indebtedness

Paul Goebel, University of North Texas, Director-Student Money Management Center; Patricia Collins, Sam Houston State University, Director

According to research, there are more than 44 million borrowers with \$1.3 trillion in student loan debt in the United States alone. The average student for the Class of 2016 is \$37,172 in student loan debt, making it the most student loan-indebted group of graduates since the creation of the federal student loan program. Borrowing by students and their families has only increased over the years as social and economic pressure has been instigated from the false belief that a college education is the only sole path to a career and livable wage. Borrowers now leave school owing on average about \$34,000. That is up 70 percent from a decade ago. Loan delinquency climbed to 11.2 percent in the last quarter of 2016, the highest rate for all types of household debt. That means that student loan repayment is taking a back seat to other pressing financial demands, such as rent, mortgage payments, phone bills and credit card balances. As financial planners, counselors, and educators we must gain the knowledge, skills, and abilities to help students and families breaking bad - gaining freedom from ever-increasing and overwhelming student loan debt.

#### Considerations for Researchers:

What is the trend of student loan debt in this country? What are the ramifications of ever-increasing debt among college graduates? What are the long-term impacts on society from escalating student loan debt? What can be done to break the cycle of overwhelming student loan indebtedness?

**\*CFP Pre-Approved Session - 1 CEU**

12:00PM-12:50PM Breakout

---

## FINANCIAL TOOLS

### ROOM

Marriott IV

### **IDEAS THAT WORK: “Building Financial Skills and Confidence through Knowledge and Practice”: A Recently Released, Updated, Free Financial Education Resource for Use with Your Clients**

Bobbie Gray, Federal Deposit Insurance Corporation (FDIC), Supervisory Community Affairs Specialist; Luke Reynolds, Federal Deposit Insurance Corporation (FDIC), Chief, Outreach and Program Development Section

The more people know about credit and banking services, the more likely they are to make informed decisions about money and improve their financial health and well-being. Individuals learn in many ways. Practical hands-on experience with key financial concepts, combined with access to safe, affordable banking services, fosters greater financial stability for people and communities. This engaging session will focus on a recently released instructor-led financial education curriculum that can be used with clients in a classroom setting or one-on-one sessions. This update includes 14 modules on topics that include money values, banking, income and expenses, spending and saving plans, borrowing money and managing debt, protecting assets and increasing wealth, making housing decisions, and preparing for and recovering from disasters. The curriculum can be used as a standalone product, adapted for your audience, and to complement other resources. The workshop format will combine lecture with facilitated discussion and group interaction to orient participants to the new design and modules. Attendees will know the main features of the updated financial education curriculum, how to access it, and how to use it.

## SOCIAL MEDIA

### ROOM

Hampton IV

### **Harnessing Social Media to Engage & Educate**

Rachel Grimes, University of North Texas, Assistant Director- Financial Readiness

Achieving financial goals requires dedication and the building of new habits. Social media and other online tools can be utilized to assist clients in staying engaged in their financial success. This workshop will teach participants how to leverage social media to better reach their audience, understand which platforms are right for their audience, and avoid common pitfalls. Attendees will create an engaging social media plan that assists their audience in achieving financial success.

12:00PM-12:50PM Breakout

---

## ASSESSMENT

### ROOM

Hampton V

### **Making Assessment Work for Everyone!**

Sandra Huston, Texas Tech University, Professor

This will be a forum session that you will want to attend. In this practitioners' forum, we will walk you through our assessment process from start to finish. Our application of this assessment process is within the context of an undergraduate-level personal finance program. We will show you how this process has developed over the last 5 years and how we rely on this process to inform and improve: learner experiences, instructor performance, individual course content, and program-wide policies and procedures. Although the application of our assessment process is specific to higher education, we will show you how this assessment process can be adapted for any type of service provision - clients, community information sessions, other education programs, etc.

### **Considerations for Researchers:**

Researchers attending this session could focus on using the scientific process to help determine: 1. Reliability and validity of assessment instruments (i.e., do the instruments selected measure what is intended and is this replicable?) 2. Using time 1 as a baseline, compare results from subsequent data collections to determine if strategies developed and implemented from baseline results have a measurable impact on service recipients. 3. Determine which strategies developed from assessment results have the greatest magnitude of effect on eliciting service improvements.

## FINANCIAL COACHING

### ROOM

Chesapeake I, II

### **How to Start a Financial Coaching Business that Fits Your Personal, Professional & Profit Goals**

Dominique' Reese, Armed Forces Services Corporation/Consumer Financial Protection Bureau, Financial Coach

How to Start A Financial Coaching Business That Fits Your Personal, Professional & Profit Goals will explore how you can start a financial coaching business that fits the lifestyle you want to live, not only the career you strive to build. While we know how to do our jobs as counselors and coaches, we may not know how to start a business and/or how to work the business side of what we do. This forum will explore the benefits of independent private practice, what to sell in your practice, who to work with, how to reach them, and how to get paid to do the work we do with clients.

### **Considerations for Researchers:**

Researchers can help improve this area by conducting research from practitioners who operate and own their own private financial coaching business, who work for programs that provide financial coaching and counseling. Specifically, they can research capacity for a coach running a private practice, tools to help with productivity and efficiency, what is required for a successful practice to thrive and the outcomes associated with private practices.

12:00PM-12:50PM Breakout

## LOW INCOME POPULATIONS

### ROOM

Hampton VI, VII, VIII



2018 Outstanding Symposium  
Practitioners' Forum

### **Winning Practitioner's Forum - Delivering Financial Counseling to Families with Low Incomes through the Federal Government's Largest Wealth-Building Program for Families with Low Incomes**

George Reuter, Compass Working Capital, Director of Learning and Knowledge Management;  
Lucia Reed, Compass Working Capital, Financial Services Manager and Program Manager

For the past 25 years, the Family Self-Sufficiency (FSS) program has been one of the Department of Housing and Urban Development's best kept secrets. The program encourages families receiving federal housing assistance to increase their earned income and then enable families to build savings through the process of paying rent. Despite being the federal government's largest wealth-building program for families with low incomes, it has been underutilized and under-optimized for decades. Compass Working Capital, a Boston-based financial services nonprofit, has spent over eight years unpacking the program's potential by combining this powerful savings incentive with high-quality financial counseling and coaching. A rigorous evaluation of the organization's FSS programs was recently completed by Abt Associates, a leading, global research firm. The initial report on the study found that the organization's FSS program produced strong earnings gains, a reduction in Temporary Assistance for Needy Families (TANF) program expenditures and improvements in credit and debt outcomes that exceeded available benchmarks. A subsequent cost-benefit analysis found that the program's benefits greatly outweighed its costs. Compass is interested now in expanding the scope and impact of the FSS program on a national scale, in large part by engaging practitioners in the financial counseling and housing fields to help unpack the program's potential in their local communities. This work has been buffeted by growing interest in Congress and at HUD to streamline and improve the FSS program and make it easier for more families to access the program. These changes have created conditions by which practitioners have the opportunity to help shape and advance this powerful program to benefit a broader share of eligible families in communities across the country. The purpose of this practitioners' forum presentation will be to encourage practitioners to consider how their expertise in financial counseling could be leveraged to support families with low incomes to become more financially secure and to reach major financial goals through the FSS program. The presentation will explore the organization's model for the FSS program, the tools and practices that the organization has developed to provide financial counseling to families with low incomes, its partnerships with housing providers, and the process of engaging an outside evaluation partner to conduct a rigorous program evaluation to measure the impact of this type of program.

### **Considerations for Researchers:**

The global research firm Abt Associates conducted a rigorous, multi-year evaluation of Compass' FSS program model. At the conclusion of that study, the evaluation team offered several recommendations for future research opportunities, including: (a) extend initial evaluation to track outcomes over a longer time period and increase sample size to allow for separate analysis of earnings impacts at each program site and for key subgroups, such as households with different levels of starting earnings, and (b) conduct a randomized controlled trial to generate the highest quality of data on the effects of the organization's FSS model.

12:00PM-12:50PM Breakout

## FINANCIAL STRESS

## ROOM

Marriott I, II, III

## Financial Knowledge and Stress: Making the Case for Targeted Graduate Student Financial Education

Kristin Short, University of Georgia, PhD Student; Joseph Goetz, University of Georgia, Assoc. Professor; Brenda Cude, University of Georgia, Professor

Unprecedented educational debt levels and a lack of financial knowledge among undergraduate students has led many U.S. colleges and universities to develop financial education programs. However, there remains a significant unmet need when it comes to investigating the need for and providing financial education for graduate students. Graduate students represent a unique demographic within higher education and face challenges distinct from those faced by traditional undergraduate students. Among the numerous stressors faced by graduate students, one source of concern is the stress associated with managing the financial aspect of their multidimensional lives. What makes the management of financial stress more concerning is the possibility that graduate students may be just as financially illiterate as their undergraduate counterparts. Using a sample of graduate students from a large, public university in the southeast, this study explores financial knowledge and financial stress among graduate students and argues the need for targeted financial education among this unique population.

### Considerations for Practitioners:

Positive outcomes in financial education programming for undergraduates may prompt universities to simply expand the reach of their current programs to graduate students. However, administrators should be cautious in presuming that the pedagogy of undergraduate financial education will yield the same results among adult graduate students. Graduate students tend to have more complex life circumstances and approach their learning in a way that is distinct from undergraduate students. This research suggests that practitioners who want to provide financial education for graduate students should develop targeted programs to address the specific needs and learning dispositions of graduate students as adult learners.

# Keynote Speakers

## Keynote Speaker Bios

---



**YORAM BAUMAN**

are to spread joy to the world through economics comedy; to reform economics education; and to implement carbon pricing.

---

Yoram Bauman, “the world’s first and only stand-up economist”, performs regularly at colleges and corporate events, sharing the stage with everyone from the late Robin Williams to Paul Krugman. He has appeared in TIME Magazine and on PBS and NPR, and is the co-author of the Cartoon Introduction to Climate Change and the two-volume Cartoon Introduction to Economics, which is now available in Mandarin, Mongolian, and a dozen other languages. Speaking of foreign languages, he is also the organizer of the humor session at the annual meeting of the American Economic Association.

Yoram now lives in Salt Lake City but spent the prior two decades in Seattle, where he was the founder of Carbon Washington, which in 2016 placed the first-ever carbon tax measure on the ballot in the United States. He has a BA in mathematics from Reed College and a PhD in economics from the University of Washington. His goals in life



**JORGE CHAM**

Jorge is the creator of “PhD Comics”, the ongoing comic strip about life (or the lack thereof) in Academia. He is also the co-founder of PhDTv, a video science and discovery outreach collaborative, and a founding board member of Endeavor College Prep, a non-profit school for kids in East L.A. He earned his PhD in Robotics from Stanford University and was an Instructor and Research Associate at Caltech from 2003-2005. He is originally from Panama.



# Keynote Speakers

## Keynote Speaker Bios

---



**BRENT NEISER**

Brent Neiser, CFP®, AFC® is Senior Director of Strategic Programs and Alliances for the Denver-based National Endowment for Financial Education, a private operating foundation that inspires empowered financial decision making for individuals and families through every stage of life. Brent creates national programs on personal finance for the American public including Youth, College (in over 1,000 colleges), Low Income, Community, and Retirement as well as over 100 partnerships with groups like Sesame Workshop, Habitat for Humanity, Red Cross, American Indian College Fund and National Military Family Association.

Brent leads Strategic Intelligence and does public policy and innovation work for NEFE including working with executive agencies and testifying before Congress. He was appointed to the Consumer Financial Protection Bureau's (CFPB) Consumer Advisory Board through 2020.

Neiser served as executive director of the Institute of Certified Financial Planners (now Financial Planning Association), a national professional association. Brent won the Financial Planning Association's Heart of Financial Planning Award in 2010. Next Avenue named him as a Top 50 Influencer in Aging for 2017.

Brent holds masters' degrees in Business, Global Studies (Public Diplomacy), Urban Studies and was a National CORO Foundation Public Affairs Fellow including work with Walt Disney Imagineering.

Brent has appeared on NBC's "Today" and PBS's "NewsHour" and in the Wall Street Journal. He has spoken at OECD conferences in Rio de Janeiro and Washington, and financial literacy summits in Seoul and Beijing.

---



**MARGARET SHERRADEN**

Margaret Sherraden, PhD, is research professor at Washington University in St. Louis, and professor emeritus at the University of Missouri-St. Louis. She is author of six books on financial empowerment and well-being in low-income households and communities, including most recently a text on Financial Capability and Asset Building in Vulnerable Households (forthcoming, Oxford University Press, with Julie Birkenmaier and J. Michael Collins), Financial Capability and Asset Holding in Later Life: A Life Course Perspective (2015, Oxford University Press, edited with Nancy Morrow-Howell), and Striving to Save: Creating Policies for Financial Security of Low-Income Families (2010, University of Michigan Press, with Amanda M. McBride). Dr. Sherraden is a co-leader of Financial Capability and Asset Building for All, one of social work's 12 Grand Challenges, and currently sits on the Community Development Advisory Council of the Federal Reserve Bank of St. Louis.

---



**MICHAEL THOMAS**

Michael G. Thomas Jr. is an Accredited Financial Counselor® (AFC®) and 4th-year PhD Financial Planning Candidate at the University of Georgia. He has co-created and facilitated financial literacy programs for kids and adults as well as given a TED talk on the importance of financial empathy. Michael co-hosts an NPR affiliated radio show, Nothing Funny About Money, and provides financial counseling services to underserved populations. His research focuses on understanding what factors influence financial well-being in low to moderate-income populations.

MARRIOTT  
NORFOLK WATERSIDE



# Exhibitors

## **AccessLex Institute**

100 North High Street Suite 400  
West Chester, PA 19380

**Dr. Theresa Braun**

[tpoppbraun@accesslex.org](mailto:tpoppbraun@accesslex.org)

## **AFSC / Magellan Federal**

2800 S Shirlington Road Ste 350  
Arlington, VA 22206

**Stephen Page**

## **AFCPE®**

79 S. State Street, Suite D3  
Weserville, OH 43081

**Michelle Starkey**

[mstarkey@afcpe.org](mailto:mstarkey@afcpe.org)

## **brightpeak**

901 N 3rd St. Ste 195  
Minneapolis, MN 55401

**Danella Rymsza**

[danella.rymsza@brightpeakfinancial.com](mailto:danella.rymsza@brightpeakfinancial.com)

## **Consumer Federation of America - America Saves**

1620 Eye Street, NW Suite 200  
Washington, DC 20006

**Lindsay Ferguson**

[lferguson@consumerfed.org](mailto:lferguson@consumerfed.org)

## **Credit Builders Alliance**

1701 K Street NW Suite 1000  
Colorado Springs, CO 80907

**Carmina Lass**

[carmina@creditbuildersalliance.org](mailto:carmina@creditbuildersalliance.org)

**Morgan Spears**

[morgan@creditbuildersalliance.org](mailto:morgan@creditbuildersalliance.org)

## **DataPoints**

4880 Lower Roswell Road, Ste. 165 #134  
Marietta, GA 30068

**Dr. Sarah Fallaw**

[sarah.fallaw@datapoints.com](mailto:sarah.fallaw@datapoints.com)

## **Federal Deposit Insurance Corporation**

550 17th St., NW Room F-6035  
Washington, DC 20429

**Brittany Burroughs**

[bandrews@fdic.gov](mailto:bandrews@fdic.gov)

## **FINRA Investor Education Foundation**

1735 K Street NW  
Washington, DC 20006

**Shay Cook**

[shay.cook@finra.org](mailto:shay.cook@finra.org)

## **Kansas State University Global Campus**

1615 Anderson Ave  
Manhattan, KS 66502

**Tierra Dimond**

[tierra2@ksu.edu](mailto:tierra2@ksu.edu)

**Maleah Lundeen**

[global@ksu.edu](mailto:global@ksu.edu)

## **Lifewise Strategies / Money Habitudes**

1180A Pine Street,  
Hamilton, MT 28409

**Syble Solomon**

[syble@lifewise.us](mailto:syble@lifewise.us)

## **National Credit Union Administration**

1775 Duke Street  
Alexandria, VA 22314

**Kenneth Worthey**

[kworthey@ncua.gov](mailto:kworthey@ncua.gov)

## **National Endowment for Financial Education**

1331 17th Street #1200  
Denver, CO 80202

**Rebecca Bird**

[rbird@nefe.org](mailto:rbird@nefe.org)

**Chelsea Norton**

[cnorton@nefe.org](mailto:cnorton@nefe.org)

## **U.S. Securities and Exchange Commission**

100 F Street, NE  
Washington, DC 20549

**Alan Sorcher**

[sorchera@sec.gov](mailto:sorchera@sec.gov)

## **University of Florida - Military Family Learning Network - Personal Finance**

3025A McCarty D.  
PO Box 110310  
Gainesville, FL 32611

**Dr. Martie Gillen**

[mgillen@ufl.edu](mailto:mgillen@ufl.edu)

## Exhibitors

### **The USAA Education Foundation**

700 N St Marys St  
San Antonio, TX 78205

**Dan Cable**

*dan.cable@usaa.com*

### **Wells Fargo**

4340 Innslake Drive Floor 1  
Glen Allen, VA 23060

**Dr. Mia Russell**

*mia.b.russell@wellsfargo.com*

### **XY Planning Network**

135 E Main St.  
Bozeman, MT 59715

**Lindsey Harrington**

*lindsey@xyplanningnetwork.com*

### **Zeiders Enterprises, Inc**

2401 Kumbaya Ct.  
Virginia Beach, VA 23456

**Andi Wrenn**

*andi.m.wrenn@gmail.com*

### **Virtual Exhibitor:**

#### **The University of Alabama**

Box 870388  
Tuscaloosa, AL 35487

**J. Frank Farrer**

*jffarrar@ccs.ua.edu*

## Podcasters

### **Nothing Funny About Money**

2027 South Milledge Ave.  
Athens, GA 30605

**Dr. Matt Goren**

*mjgoren@gmail.com*

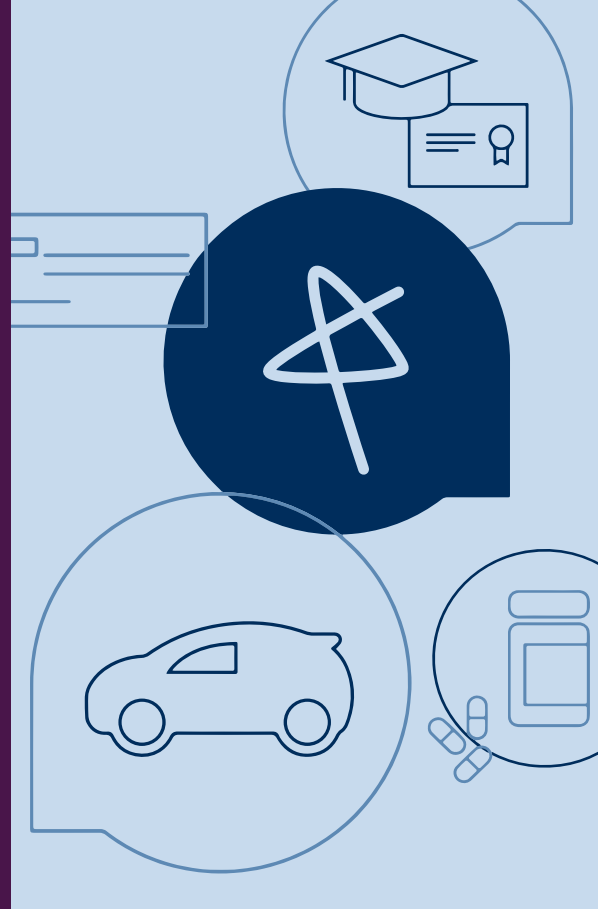
### **The Military Money Movement Podcast**

**Lacey Langford**

*lacey@laceylangford.com*

PORTLAND, OREGON  
TUES, NOV 19 - THURS, NOV 21

# You're Invited



## 2019 AFCPE® ANNUAL RESEARCH AND TRAINING SYMPOSIUM

### Portland Marriott Downtown Waterfront

1401 SW Naito Parkway  
Portland, Oregon 97201

### Group rate of \$179+ taxes

Invitation to present opens early 2019.  
Registration will open Summer 2019.



*Association for Financial Counseling  
& Planning Education*



Download the Symposium App on your smartphone. Find ERMobility in the Play Store or App Store, or visit the Symposium registration desk to learn how to download on your PC.