



**OREGON
STATE
TREASURY**

Agenda

Financial Empowerment Advisory Team

Date

April 2, 2024

Time

2:00 - 3:30 p.m.

Location

WebEx:

https://bit.ly/FEAT_April2024

Webinar Password: PpQWK5GUF77

1. Welcome and remarks

State Treasurer Tobias Read, chair

2. Financial Empowerment Awards presentation

Treasurer Read

3. America's Youth: Attorneys General Looking out for the Next Generation

Oregon Attorney General Ellen Rosenblum

4. Rulemaking and standards / Senate Bill 3 implementation

Alexa Pearson, Director, Standards and Instructional Support, Dept. of Education

Aujalee Moore, Standards Guidance Program Analyst, Dept. of Education

Beth Wigham, Implementation Manager, Dept. of Education

5. Roundtable discussion

Financial Empowerment Month

6. Spotlight: Financial security of people with disabilities

Angela Fontes, Vice President, Policy & Research, Financial Health Network

Andrew Warren, Senior Associate, Policy & Research, Financial Health Network

7. Raising visibility: Money JAR Podcast

Jerelyn Brimer, adult host, Junior Achievement of Oregon & SW Washington

Gianna Leider, youth host, Cleveland High School

8. Advisory team business and advance calendar

Treasurer Read

9. Public comment



**Financial Empowerment Advisory Team
Meeting Notes
February 6, 2024**

Team Members Present: State Treasurer Tobias Read, Chair
Julia Carlson, CEO, Financial Freedom Wealth Management Group
Margaret Doherty, Former Legislator and Educator
Prem Mathew, Associate Dean, Oregon State University
Bandana Shrestha, Executive Director, AARP Oregon
Pamela Ranslam, Nixyaawaii Community Financial Services

Technical Advisors- OR Agencies: Juan Baez-Arevalo, Higher Education Coordinating Commission
Amit Kobrowski, Oregon Department of Education
Joel Metlen, Department of Human Services
Codi Trudell, Department of Revenue
Lane Thompson, Department of Consumer and Business Services

Speakers: Megan Denison, Department of Revenue
Michelle Luedtke, Oregon Consumer Justice
Alexa Pearson, Department of Education
Beth Wigham – Department of Education
Amaury Vogel, Oregon Values and Belief Center

Treasury Staff: Ryan Mann, Executive Director of OTSN
Renzo Meza, Outreach Manager
James Sinks, Financial Education Program Manager, OTSN
Missy Simpson, Program Coordinator, OTSN
Jessica Howell, Legislative Director

Treasurer Read called the meeting to order at 2:08 p.m.

Agenda Item 1 – Welcome and Remarks

Treasurer Tobias Read welcomed the members of the Financial Empowerment Advisory Team and the public for the committee’s quarterly meeting of 2024.

Agenda Item 2 – Financial Wellness Scorecard and 2023 Oregon Personal Finance Survey

James Sinks, Amaury Vogel, and Prem Mathew gave an update on the Financial Wellness Scorecard, which was completed and released on Feb. 6. For the first time, the scorecard includes results of an Oregon representative survey that was administered by the Oregon Values and Beliefs Center, and it found that less than half of Oregon adults reported ever taking a financial education class. The scorecard data comes from an array of government and private sources including the U.S. Census, Equifax, and Federal Reserve, and shows that Oregonians are making more and saving more on the average -- but also have more debt, stress, and financial fragility. Based on conversations with the Team, one takeaway is to consider highlighting age-related financial situation and decision making in the next iteration of the survey, explore the needs of different age groups for financial empowerment and education, investigate the issue of

seniors being evicted and becoming houseless due to financial challenges, and consider adding a question about family caregiving for older adults. A copy of the PowerPoint presentation is part of the records for this meeting.

Agenda Item 3 – Personal Finance Education / Senate Bill 3 Implementation

Alexa Pearson, Amit Kobrowski and Beth Wigham from the Oregon Department of Education (ODE) offered an update on the implementation of Senate Bill 3 (2023), which requires instruction in financial literacy and life skills for Oregon high school students, starting with the class of 2027. The agency has convened panels to discuss the development of content standards and administrative rules, both of which will need to be ratified by the State Board of Education. Some themes that are emerging in those conversations include what should count for credit, who can teach the courses, and whether those standards can be integrated into other courses, versus standalone classes for each topic. The Department will look at examples from other states and develop guidelines to ensure flexibility for districts in implementing the course. There was a suggestion to have a built-in review process so that the subject standards are better able to keep pace with rapid changes in financial products. A copy of the presentation is part of the records for this meeting.

Agenda Item 4 – Roundtable discussion

Julia Carlson shared that she wrote a book about money, so there will be a big reveal coming next week. Julia will also be launching a podcast called Financially Free with Julia Carlson, that is about financial education. She plans on incorporating the scorecard and some of the episodes specifically in April for financial literacy month.

Representative Doherty praised all the parties working together toward implementing Senate Bill 3 and suggested incorporating the idea of continuing the financial literacy for adults.

Prem Matthew gave an update on a partnership with high schools to deliver a series of financial wellness sessions within their financial algebra class. Prem is also exploring whether this can be aligned with sessions offered to high school families.

Pamela Ransom started a financial education program for adults. In the process of hiring a contractor, received a \$3 million grant from the state of Oregon last year for development on the Umatilla Indian reservation. Proposals were received and will be reviewing them next week. This will be the first development that will be built for homeownership on the Umatilla Reservation in more than 20 years. Pamela is also teaching homeownership education.

Bandana Shreshtha shared the events that are coming up in April and June around fraud work and fighting frauds and scams, which includes equipping people with planning and protecting themselves from frauds and scams. They have hired a new staffer for financial education outreach.

Lane Thompson mentioned that Craig was unable to attend but wanted to share that Department of Consumer and Business Services has partnered with the Investor Protection Trust to publish new investment guides, which are available online. Regarding student loans, anyone who has a Family Federal Education Loan (FFEL) and wants to benefit from the one-time account adjustment needs to consolidate by April 30th.

Codi Trudell discussed the new structure they are working on with all kinds of touch points for customers within their agency and working with Department of Administrative Services, for a better customer experience.

Joel Metlen shared there is a focus on partnerships in connection with the governor's priority areas, including behavioral health and housing. DHS plays a support role to fill in the gaps for Oregonians social needs. DHS also owns some of the

technology that is behind the scenes of new programs like the Medicaid 11:15 Waiver, which will help provide additional support for people needing housing and food.

Juan Baez Arevalo mentioned that the Higher Education Coordinating Commission is looking forward to how their office can extend the message regarding the scorecard. They are working on the new FAFSA, and applications are behind right now, but hoping that mid-March they will be able to start processing financial awards to students.

Agenda Item 5 – Spotlight: Oregon Consumer Justice

Michelle Luedtke, Oregon Consumer Justice (OCJ) discussed the work of their organization and their efforts to expand and protect the rights of working consumers. OCJ defines consumer justice as the freedom for all to thrive and share in abundant resources, and they are committed to putting people first in their work. Michelle will send a copy of the Consumer Confidence Comics. A copy of the presentation is part of the records for this meeting.

Agenda Item 6 – Oregon refundable tax credits, 2023 tax year, and consumer education

Megan Denison, Oregon Department of Revenue, outlined several Oregon refundable tax credits including the Education Savings Credit and the federal Earned Income Tax Credit. IRS statistics show Oregon had the lowest redemption rate among all states in 2020. She said 2020 figures may be an anomaly due to low response rates and experimental methodologies, thanks to the pandemic. The new Oregon Kids credit is a refundable credit for taxpayers with children under the age of 6 with qualifying incomes. The new direct file option for filing taxes in Oregon has received positive feedback and 500 returns have been completed so far. She also discussed the record-breaking kicker tax refund for 2023. A copy of her presentation is part of the records for this meeting.

Agenda Item 7 –Advisory team business and advance calendar

There were reminders about upcoming meetings, the financial empowerment newsletter, and the deadline for financial empowerment award nominations.

Agenda Item 8 – PUBLIC COMMENT

No public comment.

April 2, 2024

Financial Empowerment Advisory Team

Oregon Financial Empowerment Awards - 2024

Recognizing standout educators and community champions



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Financial Empowerment Awards

Financial Educator of the Year

Lakeview, Albany, Grants Pass,
Portland, Creswell, Bend

Community Champion

Portland, NE Portland



In partnership
with the
Oregon College
Savings Plan



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Financial Educator

JOEY RUNNING, WEST ALBANY HIGH SCHOOL

“Joey has been a champion of teaching financial literacy for many years and has been looked to by her colleagues at the state and national level for her guidance and expertise. Joey is so very deserving of this amazing award.”

- *West Albany Principal
Rich Engel*

Financial Educator

JOEY RUNNING, WEST ALBANY HIGH SCHOOL



- *Business / Accounting/Finance Educator*
- *2024 National Business Educators Teacher of the Year*
- *2022 Western Business Educators Outstanding High School Business Educator*
- *2021 OCEE Teacher of the Year*
- *2019 OBEA Teacher of the Year*
- *College Now Liaison*
- *NextGen Personal Finance Fellow*
- *SF Fed Education Advisory Group Fellow*



Community Champion

OREGON BUSINESS ACADEMY, ANNE ADLER



“Anne leads the Oregon Business Academy in designing and delivering Business Education and Financial literacy to High School students throughout the State. More than 50% of students are diverse or underserved populations.”

*- Jeff Gaus
Board Member*



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Community Champion

OREGON BUSINESS ACADEMY, ANNE ADLER



To better prepare high school students for economic and life success, Oregon Business Academy offers a 7-day, residential summer camp to expose students to the dynamics of starting and running a business.

Of the 100 students in Business Week 2023:

- 45% qualified as low-income*
- A combined 54% identified as Latino (31%), Asian (15%), Black (6%),*
- 51% were Female, 47% Male, and 2% Non-Binary*



“Pay It Forward”

ADELANTE MUJERES

The Community Champion organization receives \$2,000, plus can “Pay It Forward” and select another financial empowerment-focused organization or effort to receive \$500.

Oregon Business Academy has selected Hillsboro-based Adelante Mujeres, which has partnered to send students to the business week camp.





OREGON STATE TREASURY

Tobias Read
Oregon State Treasurer

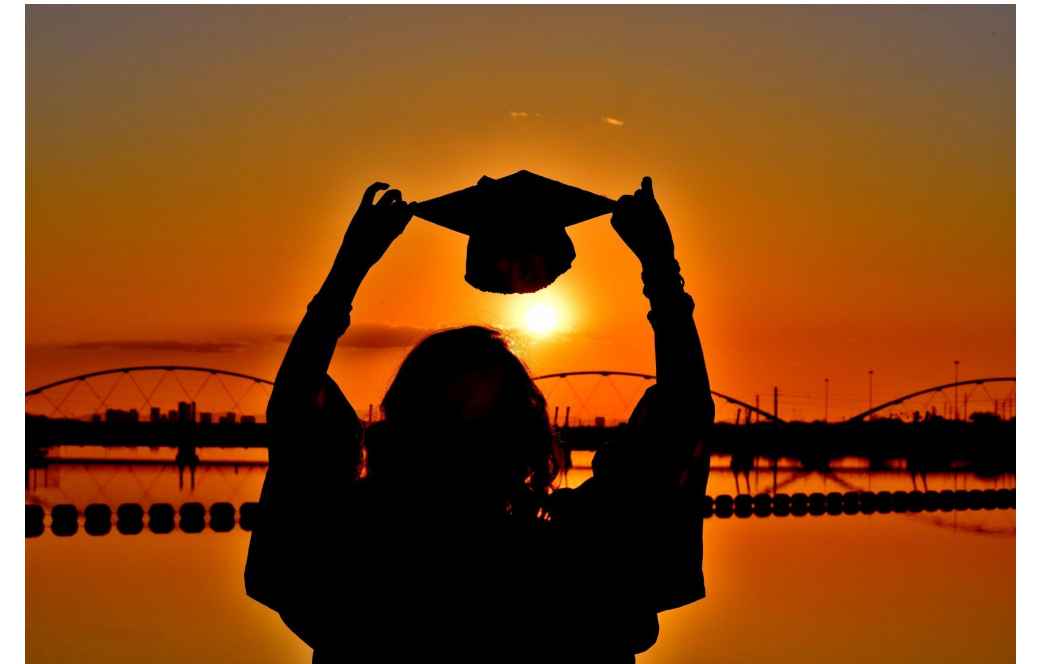
867 Hawthorne Ave SE
Salem, OR 97301

Oregon.gov/Treasury



SB 3 Updates

April 2, 2024



Overview



- Provide SB 3 updates
 - Rules
 - Standards
- Answer clarifying questions



Recap of Senate Bill 3

Senate Bill 3: Adopt Content Standards & Diploma Requirements



Oregon Department of Education

The bill directs the State Board of Education to **adopt content standards for:**

- **0.5 credits of higher education and career path skills, and**
- **0.5 credits of personal financial education**

as part of the 24 credit requirements for a high school diploma.

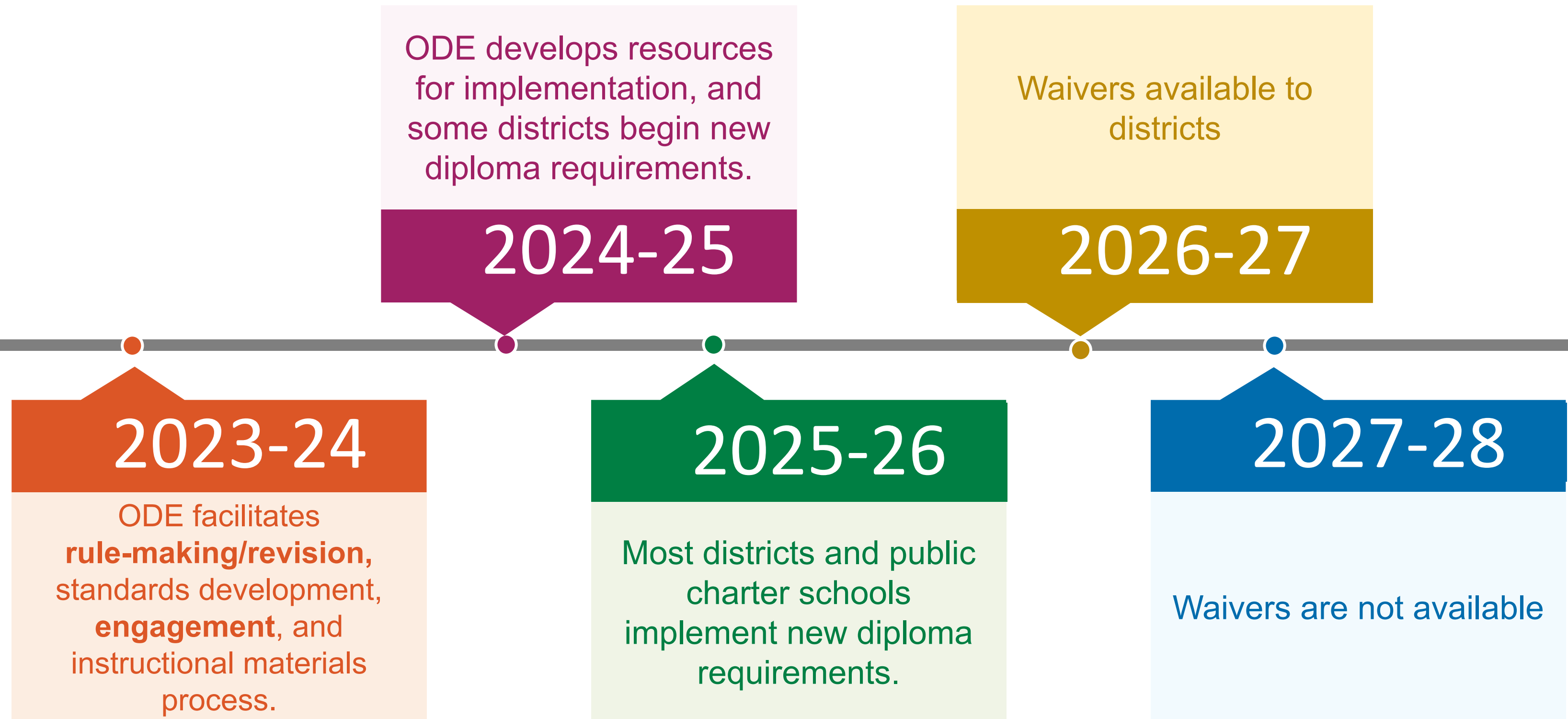
*Districts must ensure that students who will be awarded high school diplomas on or after January 1, 2027, are able to satisfy these credit requirements.

Senate Bill 3: Rules for Course Requirements & Teachers of Courses



The bill authorizes the State Board of Education to **adopt by rule requirements for courses, including teachers of courses, that allow the courses to satisfy multiple credit requirements** for a high school diploma, including mathematics.

Draft Timeline for Implementation





SB 3 Rule-making

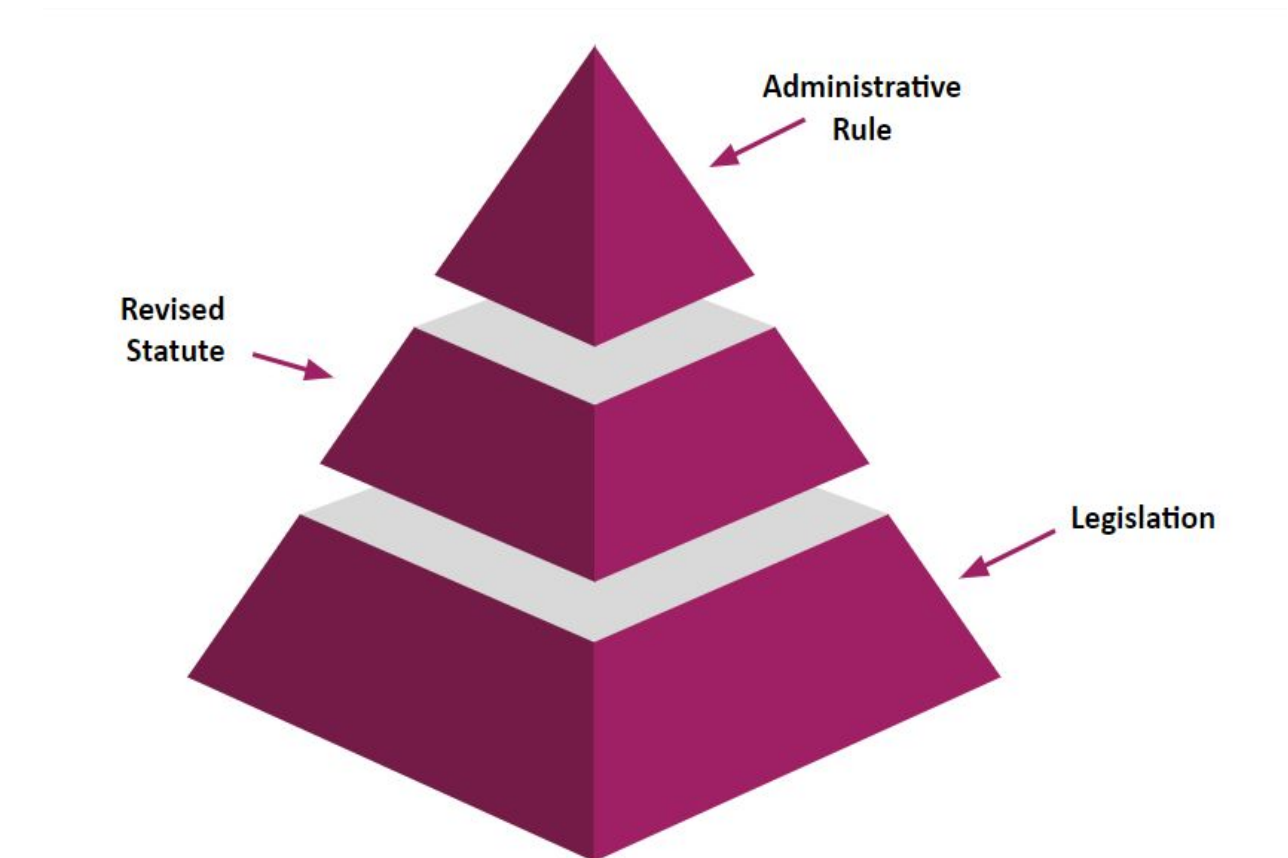
Administrative Rules (OARs): What, Why, and How

- **What/Why:**

- **Guidance** for the implementation or interpretation of law or policy
- **Describe the procedure** or practice requirements of the agency
- **Establish a process** to guide agency work
- **Interpret or apply terms** or requirements in a statute
- Provide more **clarity** for the public

- **How**

- Developed and **written by ODE staff in collaboration with community through engagement**
- Are formally **adopted by the State Board of Education**



What has changed?

RULE REVIEW FOR SENATE BILL 3



Oregon Department of Education

OAR 581-022-2000

DIPLOMA
REQUIREMENTS

OAR 581-022-2010

MODIFIED
DIPLOMA

OAR 581-022-2030

DISTRICT
CURRICULUM

OAR 584-210-0170

ATYPICAL
ASSIGNMENTS



Technical

NEW OAR

**COURSE
REQUIREMENTS
FOR PERSONAL
FINANCIAL
EDUCATION AND
HIGHER
EDUCATION AND
CAREER PATH
SKILLS**



Programmatic

OAR 581-022-0102

DEFINITIONS

OAR 581-022-2055

CAREER
EDUCATION



Clean-up

Rule-making for Senate Bill 3 (2023) Implementation

Public engagement sessions were held on February 21, 23, 26, and 27th.

- ODE facilitated breakout sessions with 163 individuals during the meetings.
- Participants included high school teachers, administrators, school counselors, content experts, ESD staff, higher education personnel, business and industry partners, and parents from across Oregon.

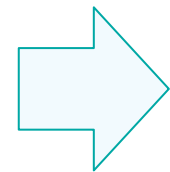
Analysis of feedback submitted during all sessions highlighted:

- Flexibility is needed to ease staffing challenges
- Educators in different content areas already have the experience and expertise to teach these courses
- Until there is further clarity on requirements and expectations around teaching the content, districts require flexibility to provide this instruction initially.
- Waiver language is reasonable.
- The course subject matter is critical and content fidelity may be lost if integrated into other subjects and not provided as a dedicated course.

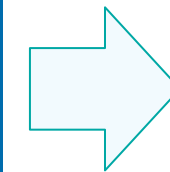
ODE has drafted proposed rule revisions and is working to incorporate feedback into draft language before presenting to **State Board of Education for a first-read on April 18th.**

Next Steps: Rule-making

ODE will continue to engage with community partners for feedback on SB 3 rules



ODE will use the input to help shape the rules



Rules Advisory Committee will review draft rules on April 4 prior to review by State Board on April 18th.



SB 3 Draft Standards

Personal Financial Education Draft Standards

DOMAIN A: Credit & Debt	DOMAIN B: Banking, Investing, Repayment & Saving	DOMAIN C: Budgeting, Spending & Money Management	DOMAIN D: Personal Income, Taxes & Services	DOMAIN E: Maintaining Financial Well-being
<p>Credit scores, including how to build credit, the costs and benefits of borrowing money on credit and the long-term impacts of high or low credit scores;</p>	<p>Investments, asset building and debt, including how to open a bank account, different types of bank accounts, compound interest, the total cost of loan repayment, comparing investment options and types of investments and understanding different types of retirement accounts;</p>	<p>Strategies for creating a budget, tracking and modifying spending patterns and understanding insurance products, including exploring common costs associated with rentals and home ownership;</p>	<p>Taxes, including accessing tax credits, understanding tax cycles, being familiar with state and federal tax forms and being familiar with federal, state, regional and local taxes;</p>	<p>Building financial well-being, including evaluating the impact of behavioral economics and the psychology of money, explaining trends in financial health and evaluating consumer skills, including fraud and identity theft prevention.</p>

- 5 Domains
- 16 Draft Standards

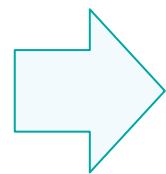
Higher Education & Career Path Skills Draft Standards

DOMAIN A: Seeking Assistance and Self-Advocacy	DOMAIN B: Career Exploration & Preparation	DOMAIN C: Post-Secondary Readiness	DOMAIN D: Workforce Readiness
Seeking assistance, including accessing community resources and acting as a self advocate for mental, physical and financial well-being	Developing career-related skills, including improving employability skills , taking advantage of community-based experiential learning and gaining knowledge of career opportunities ; Applying for apprenticeships and how to meet the prerequisites	Applying for post-secondary learning and job training opportunities and programs that do not require a four-year degree , including...how to meet the prerequisites for those opportunities and programs; Applying for admission to a post-secondary institution of education , including applying for financial aid and scholarships ;	Applying for jobs , including preparing a resume or filling out a job application and developing job interview skills ;

- 4 Domains
- 14 Draft Standards

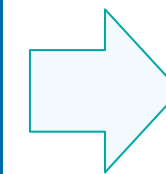
Next Steps: Draft Standards

ODE to refine draft standards developed by the panels through mid-April



ODE will provide public comment opportunities for feedback on the draft standards

ODE will use the input to help shape the final draft standards for both content areas



State Board will review the draft standards for the first time in May 2024

Feedback Opportunities



- Public comment opportunities for feedback on the standards will be shared via email and posted to the Senate Bill 3 webpage.
- Email ODE.StateGraduationRequirements@ode.oregon.gov to provide direct feedback.
- Public comment at State Board of Education meetings.

Clarifying Questions about Senate Bill 3?





The Financial Health of People With Disabilities

Key Obstacles and Opportunities

April 2, 2024



Authors



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Research



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Senior Director, Policy &
Research



Lisa Berdie

Manager, Policy &
Research



Objectives

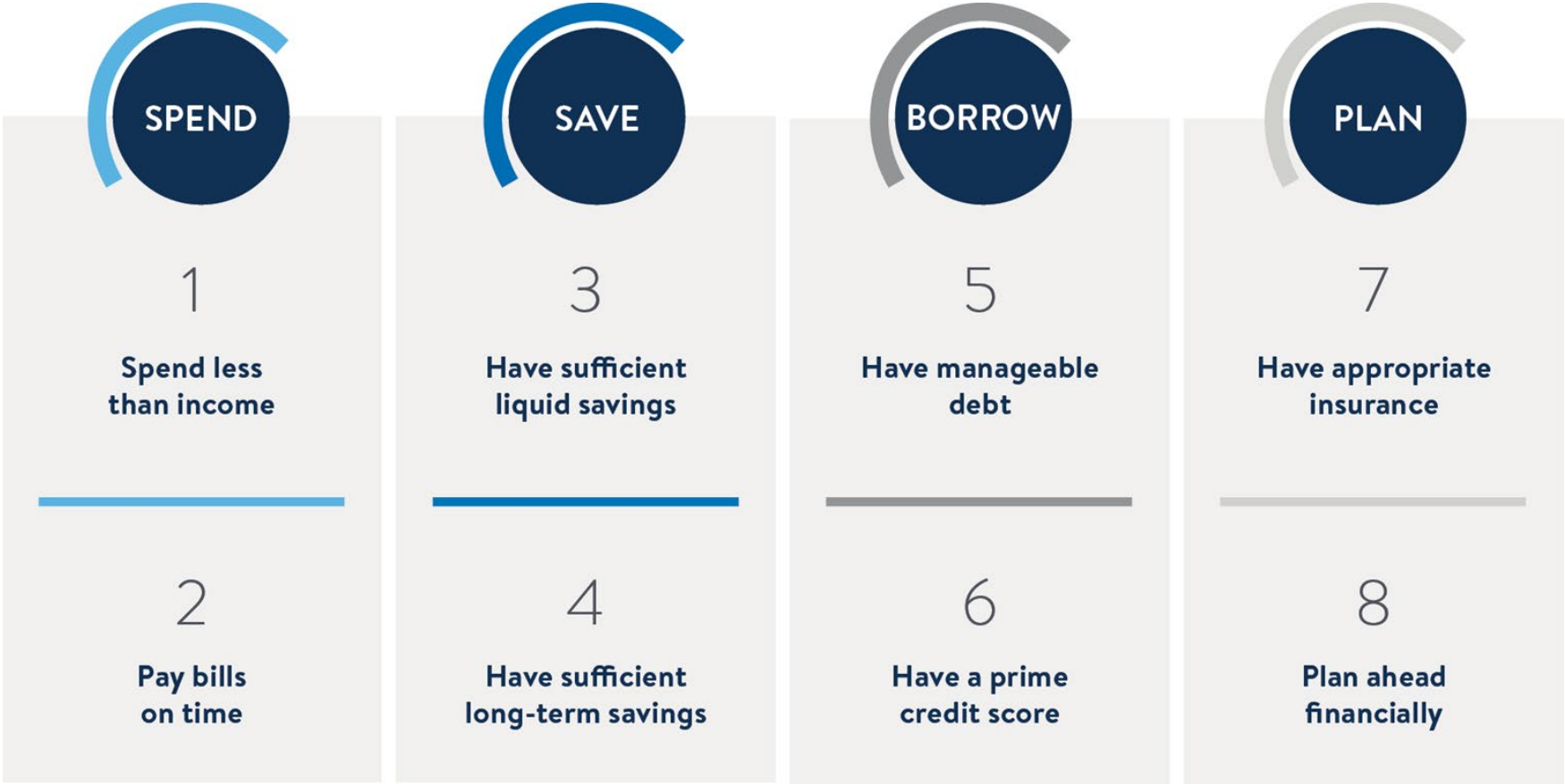
1. Measure **the gap in financial health** between people with and without disabilities.
2. Identify **public and private sector barriers** to financial health for people with disabilities.
3. Explore **gaps in financial inclusion**, including banked status, use of alternative financial services, and the inaccessibility of financial services.





Financial health
comes about when
your daily systems
help you build
resilience and pursue
opportunities.

Eight Indicators of Financial Health



Interpreting FinHealth Scores



Research Approach

2022 Financial Health Pulse Survey Data

- 25 min. survey covering broad financial health topics
- Deployed via USC's Understanding America Study, April - May 2022
- 6,595 respondents (MOE +/- 1.2%), including 1,665 disabled respondents (MOE +/- 2.4%)

New Survey Data (Respondents with Disabilities)

- 12 min. survey covering disability-specific topics
- Deployed via USC's Understanding America Study, March - April, 2023
- 1,663 disabled respondents (MOE +/- 2.4%)
- Incl. 1,457 disabled Panelists + 206 disabled household members (not UAS panelists)

Interviews

- Provide color to the quantitative findings; learn from the lived experiences of people with disabilities.
- 10 in-depth interviews
- Conducted April 2023



Key Findings

1. There are **vast Financial Health gaps** between people with disabilities and those without.
2. **People with disabilities cite a wide variety of barriers to employment** – initial findings point to lack of workplace accommodations as a common challenge.
3. **Public benefits aren't filling the gap** left by employment barriers.
4. There is a **near-total lack of understanding** of ABLE accounts among people with disabilities.
5. Credit access is uniquely challenging: people with disabilities **disproportionately use alternative financial services, even after accounting for income.**
6. While **few report dissatisfaction** with bank accommodations, room for improvement remains.



Key Findings

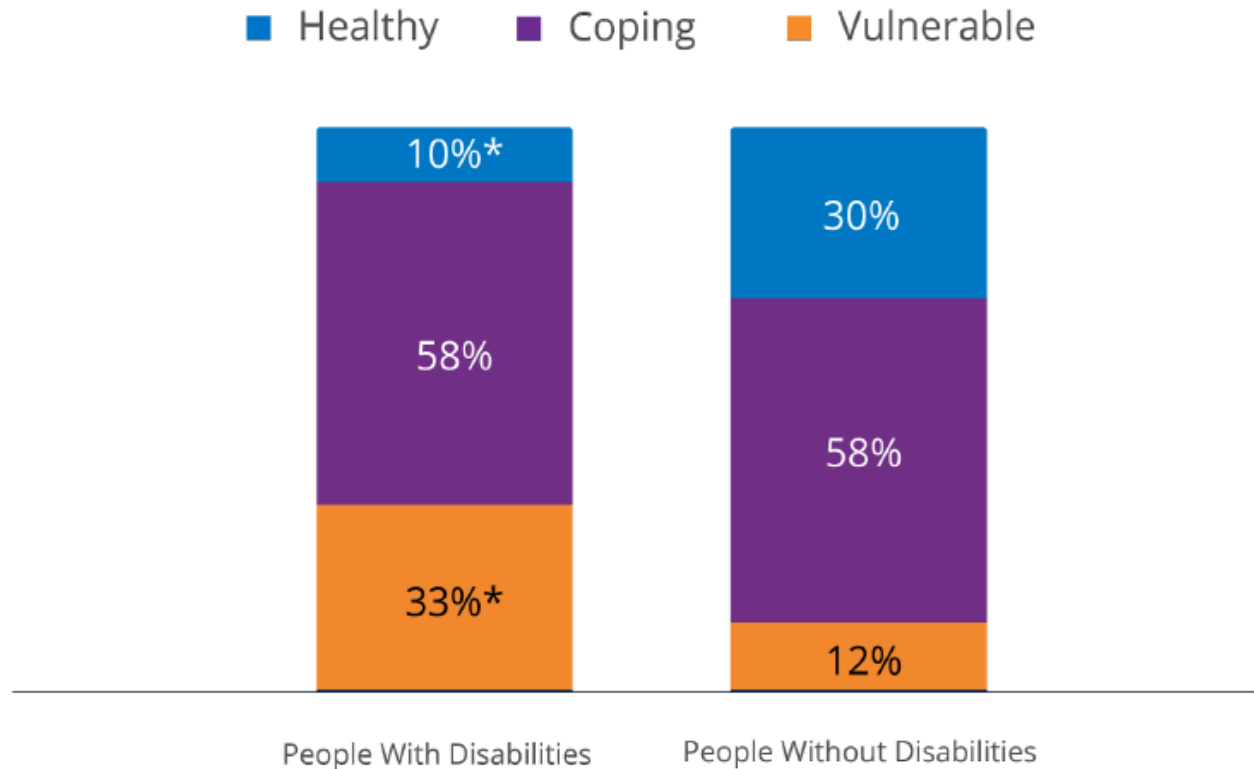
1. There are **vast Financial Health gaps** between people with disabilities and those without.
2. People with disabilities cite a wide variety of barriers to employment – initial findings point to lack of workplace accommodations as a common challenge.
3. Public benefits aren't filling the gap left by employment barriers.
4. There is a **near-total lack of understanding** of ABLE accounts among people with disabilities.
5. Credit access is uniquely challenging: people with disabilities **disproportionately use alternative financial services, even after accounting for income.**
6. While **few report dissatisfaction** with bank accommodations, room for improvement remains.



Financial Health Disparities

People with disabilities report far lower levels of financial health than those without

One in three working age people with disabilities are Financially Vulnerable



* Statistically significant vs. people without disabilities ($p < 0.05$). Data source: 2022 Pulse survey, ages 18-64.
N = 1,047 disabled respondents, 3,604 non-disabled.



People with disabilities report significantly lower scores across all 8 indicators

Only half of working-age people with disabilities can pay all their bills on time

	People w/ Disabilities	People w/o Disabilities	Ppt. Difference
Spending less than or equal to income	69%	82%	-13%*
Pay all bills on time	51%	71%	-20%*
Have at least 3 months short-term savings	39%	57%	-18%*
Confidently on track to meet long term financial goals	22%	41%	-19%*
Have a manageable amount of debt or no debt	54%	74%	-20%*
Have at least a "good" credit score	48%	73%	-25%*
Confident in insurance	42%	57%	-15%*
Planning ahead financially	43%	64%	-21%*

* Percentage point difference is statistically significant at $p < 0.05$. Data source: 2022 Pulse survey, ages 18-64.

N = 1,047 disabled respondents, 3,604 non-disabled.



Financial Services Barriers

People with disabilities face unique credit access challenges

- After accounting for income differences, unbanked rates between people w/ and w/o disabilities are nearly identical.
- However, differences in use of alternative financial services (% underbanked) do not disappear after accounting for income. **Disabled people with incomes under \$60,000 are more likely to be underbanked** than non-disabled people at the same income level.
- **55%** of alternative credit users say that their credit score is too low to get a loan from a bank.

% Underbanked, by household income

	Not Disabled	Disabled
<\$30k	19%	27%*
\$30k-\$59k	16%	21%*
\$60k-\$99k	11%	13%
\$100k+	9%	5%

* Statistically significant compared non-PwD, $p < 0.05$, Pulse 2022 survey data, all ages
Note: In Pulse, unbanked/underbanked status is measured at household level



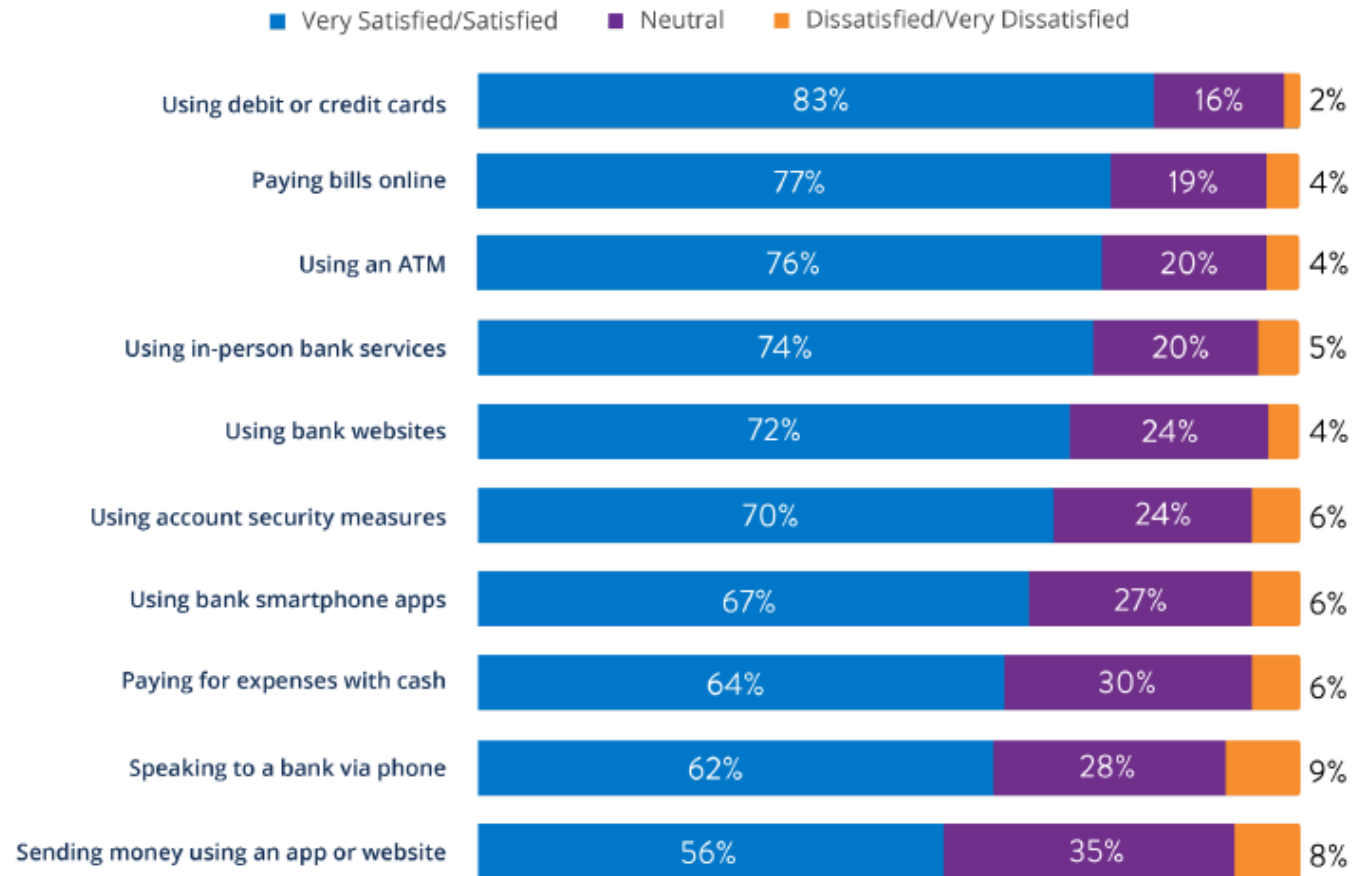
Dissatisfaction with treatment at banks is uncommon

- When asked about a variety of negative/discriminatory experiences (offensive remarks, condescension, being ignored at banks, etc.) **94% told us they experienced “none of the above.”**
- Only 3% say they are dissatisfied or very dissatisfied with the accommodations made by their bank.



People with disabilities find using debit/credit cards accessible at highest rates; dissatisfaction uncommon

Cash, phone, and using apps to send money rank lowest



Data source: 2023 Survey of People with Disabilities, limited to those who reported using these services. N = 1,191-1,583, depending on service asked about.



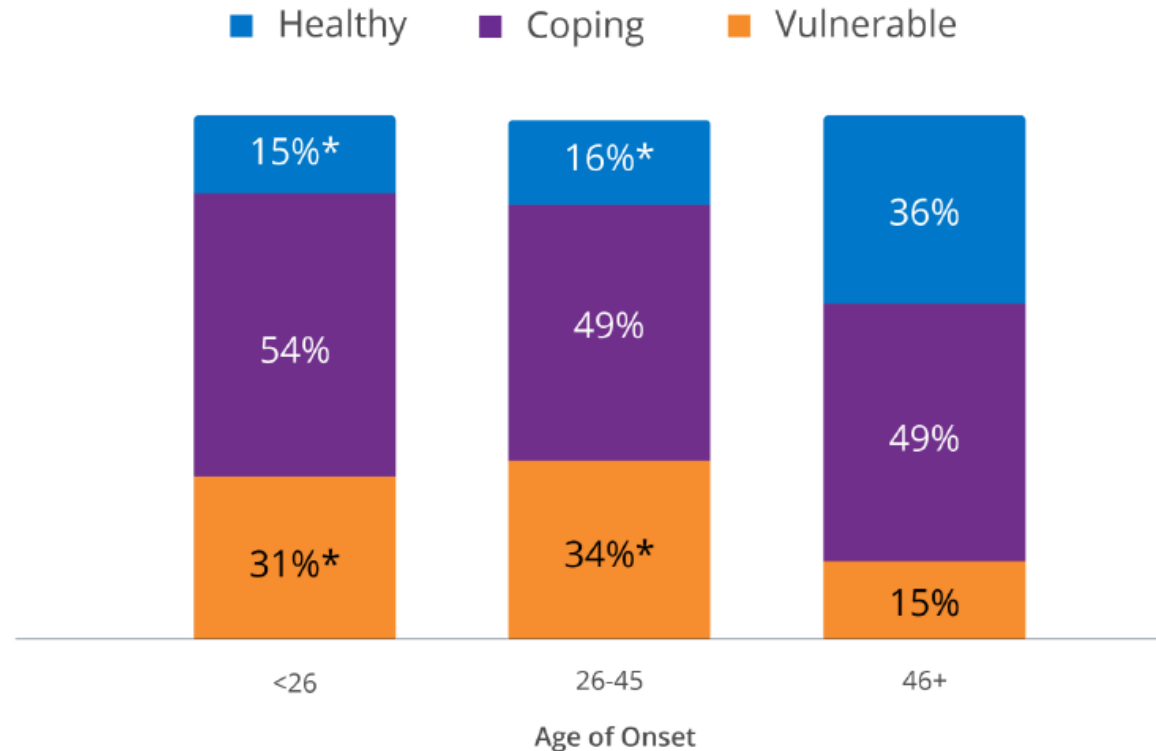
ABLE accounts are rarely used and poorly understood

- **Only 8 survey respondents (~0.4%) with a disability had an ABLE account.**
 - All 8 people had less than \$10,000 in their account.
- **93% said they were unfamiliar with ABLE accounts.**
- We asked the 124 respondents claiming some familiarity to answer four True/False questions about ABLE account eligibility. **Only two got all four correct.**



The change in age of onset ceiling from 26 to 46 is well-targeted

Percentage in each financial health tier, by age of onset range



* Statistically significant vs. 46+ ($p < 0.05$). Data source: 2023 Survey of People with Disabilities, all ages.

N = 427 with onset <26, 290 with onset 26-45, 701 with onset 46+.

For survey respondents with multiple disabilities, we define age of onset as their earliest age of onset.



Conclusion

Areas of focus to close the disability financial health gap

1. Increased **employment options** and accommodations
2. Improved **public benefit design** and reduced burdens to access
3. Improved access to **affordable credit**
4. **Accessibility improvements** in financial customer service and electronic payments
5. Unlocking the potential of **ABLE Accounts**
 1. Enhanced awareness (SSA, Financial Institutions, Direct Service Providers)
 2. Seeded accounts/matched contributions



Other ongoing research on ABLE uptake

*Not FHN-affiliated

- Partnership between Illinois State Treasurer's Office and Ascensus Community Services
- Three-Phased Experiment on ABLE Uptake:
 - Group 1: Control group
 - Group 2: Enhanced information about ABLE accounts
 - Group 3: \$250 signup incentive
 - Group 4: 1:1 match up to \$500 on contributions
- Going into the field this fall
- Can read more about it here:

<https://www.ssa.gov/disabilityresearch/icap/2023projects.html>



Thank You

awarren@finhealthnetwork.org

Appendix - Supplemental Materials

Disabled people disproportionately live on low incomes, and many feel unable to participate in the workforce as much as they like

- **Nearly half (45%) of disabled people 18-64 have household incomes under \$30,000** (including benefits), compared to 21% of non-disabled people.
- Only 40% of disabled people 18-64 are employed. But many who are not working would like to be.
 - Of those not working, **40% say they would like to be working for pay.**
 - Of those who are working, **23% say they would like to be working more.**



Public benefits aren't filling the gap left by employment barriers

- Even among working-age people with disabilities with household incomes under \$30,000 annually, **only 52% are receiving SSI or SSDI.**



"For about three years, I was denied (SSDI). It was terrible. Eventually, I got a lawyer to help me, and I got it immediately. Having a lawyer was a really really critical piece in accessing the benefits."

- Melanie, wheelchair user



Survey questions on disability

Six-item "Census" definition of disability

Any one or more of the following:

- **Hearing difficulty** deaf or having serious difficulty hearing (DEAR).
- **Vision difficulty** blind or having serious difficulty seeing, even when wearing glasses (DEYE).
- **Cognitive difficulty** Because of a physical, mental, or emotional problem, having difficulty remembering, concentrating, or making decisions (DREM).
- **Ambulatory difficulty** Having serious difficulty walking or climbing stairs (DPHY).
- **Self-care difficulty** Having difficulty bathing or dressing (DDRS).
- **Independent living difficulty** Because of a physical, mental, or emotional problem, having difficulty doing errands alone such as visiting a doctor's office or shopping (DOUT).



Benefit receipt

Overall rates of benefit receipt among working-age people with disabilities	
SSI	15%
SSDI	25%
Veteran's Benefits	3%
SNAP, TANF, and/or WIC	30%
Rental Housing Assistance	8%



People with disabilities report worse credit health at all income levels

% with “Good”, “Very Good”, or “Excellent” self-reported credit scores, by household income

	non-PwD	PwD
<\$30k	51%	39%*
\$30k-\$59k	68%	62%*
\$60k-\$99k	83%	73%*
\$100k+	93%	88%*

* Statistically significant compared to non-PwD, $p < 0.05$, Pulse 2022 survey data, all ages.



Credit health was the top cited reason for using alternative credit services

Accessibility not a widespread concern

You said you got a loan from a place that was not a bank. Why did you not take a loan from a bank?	
I don't have a bank that offers this loan	8%
My credit score was too low to get a loan at a bank	55%
Banks are not located nearby	2%
Bank locations are physically inaccessible	0%
Banks are not open at convenient times	6%
Banks are too slow	1%
A loan from a bank would have been too expensive	14%
I have always done it this way	20%

PwD survey data, all ages; N = 95 respondents who used alternative forms of credit





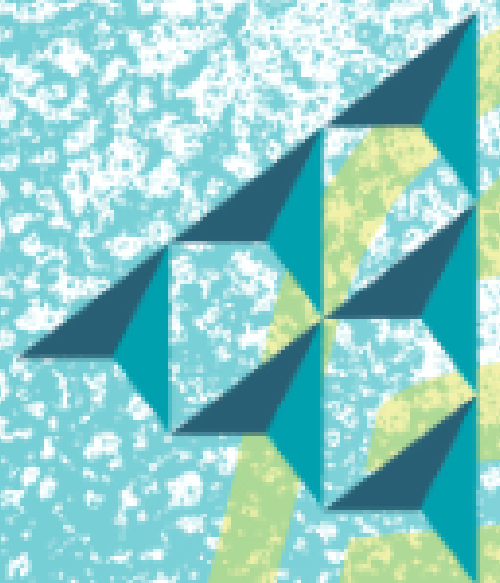
Junior AchievementTM

of Oregon & SW Washington

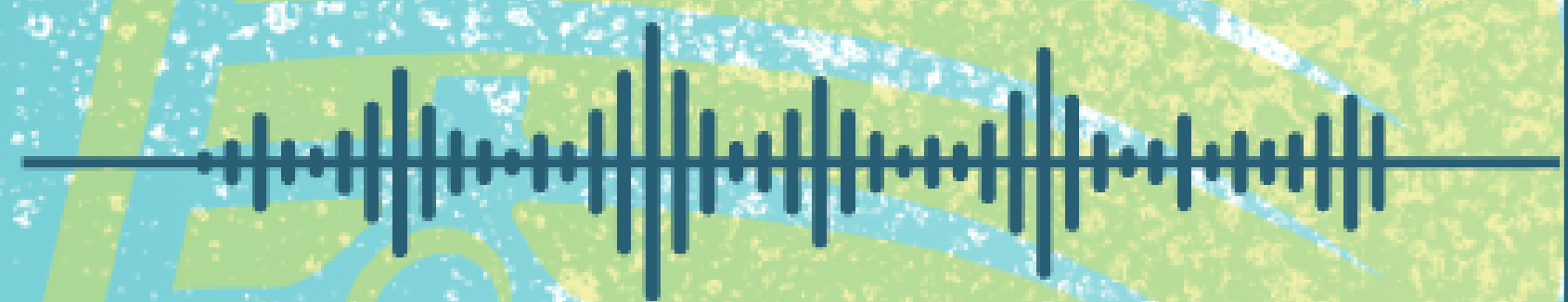
Junior Achievement of Oregon & SW Washington

Junior Achievement engages students in experiential learning to develop healthy personal finance habits, empower them to explore the potential of becoming an entrepreneur, and provide them with the skills and knowledge to succeed in their future careers. In partnership with K-12 schools and community volunteers, JA is focused on reaching underserved youth.

Operating globally since 1919, Junior Achievement is a non-profit organization that partners with schools and businesses to provide economics, business, and life-skills programming for young minds.



**Junior
Achievement**TM
of Oregon & SW Washington





Hosted by Jerelyn Brimer and Gianna Leider, with the voice talents of John Duffy, The Money JAR is a production of Junior Achievement of Oregon & SW Washington. Topics will center around financial literacy, careers, entrepreneurship, and common challenges that young people face when they enter the economics of life. It will be 25-35 minutes and consist of informative and essay style segments interspersed with talk/interview style segments with episodes distributed bi-weekly. The Money JAR was originally created in 2012 and reached a milestone 100 episodes in 2017.



In the first episode, we offer insights about investing, discuss what young adults need to know about getting an auto loan, and interview popular Portland DJ, Gregory Caruci.



Jerelyn Brimer is the Operations Manager at Junior Achievement of Oregon & SW Washington. In addition to hosting, she is the writer and producer of The Money JAR. She is also the co/creator, writer and host of The Sports Raver podcast. She lives in Portland with her husband, daughter, dog, and two cats. She can be reached at: jbrimer@ja-pdx.org.



Gianna Leider is a senior in Portland, Oregon where she is the President of the Business Club and the Mental Health Advocacy Club at her high school. She will be attending college in the fall, majoring in marketing with a minor in psychology. She plans to pursue a career in consumer behavior. In her free time, she loves spending time with friends and going hiking.



The Money JAR podcast will be available on iHeart Media, iTunes, Spotify, and wherever you get your podcasts.

