FDIC News

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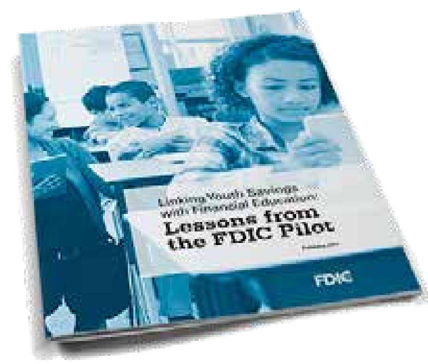
INSIDE

FDIC Reports Trove of Promising Findings From Youth Savings Pilot

Two-year study highlights innovative approaches to offering financial education to youth through access to savings accounts.

By Sally Kearney
Office of Communications



The FDIC shared the results of its Youth Savings Pilot at a March 28 meeting of the Advisory Committee on Community Banking (CBAC). There was a rich diversity of approaches, practices, and lessons from the banks participating in the pilot and their school and nonprofit partners. Entitled “Linking Youth Savings with Financial Education: Lessons from the FDIC Pilot,” the report presents its findings in an organized fashion, distilling the practices into straightforward and useful statements that are expanded on in detail. It also includes specific examples from participants that illustrate the key points.

On the release of the report, Chairman Gruenberg described how this type of financial education can have a major impact. “Offering financial education to school-age children opens the door to many opportunities and establishes the groundwork for a lifelong banking relationship,” he said. “Coupling that education with the opportunity to open a savings account allows students to put their knowledge to work immediately and makes education efforts considerably more effective. This is a long-term benefit for young people, their families, and financial institutions.”

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The report is divided into two parts: "Lessons from the Youth Savings Pilot," which includes lessons and illustrations from activities of the pilot participants; and "Creating Youth Savings Opportunities," featuring a five-phase action plan for developing and implementing a youth savings program.

A compilation of what banks and their partners are doing to enhance youth financial education, the report also provides a framework for financial institutions and school or nonprofit partners interested in starting or enhancing youth savings programs.

The FDIC's work in this area continues. Simultaneously with issuing the report, the FDIC launched a Youth Banking Network, a platform to support banks as they join with school and nonprofit partners to create and expand youth savings programs. The FDIC will host periodic conference calls with network members and provide resources on topics of interest. Educators and nonprofits may sign up to receive updates.

To learn more about the report and the Youth Banking Network, visit the Youth Banking Resource Center at www.fdic.gov/youthsavings

The Growing Importance of Youth Savings

Youth savings as an experiential learning tool has gained credence in the field of financial literacy. Encouraging young people to open a savings account and manage their own money has been shown as an effective way to reinforce financial concepts learned through traditional classroom instruction. And, this approach simply makes sense. By experiencing what is involved in opening an account and interacting with a financial institution during the process of owning the account, students put what they are learning in the classroom to practice. Hands-on experience also promotes developing positive financial habits and attitudes that can carry a young person into adulthood.

Banker talks about savings in a classroom.

Banking Day at an elementary school.

The FDIC has been involved in studying and promoting youth financial education, including youth savings, and the Youth Savings Pilot represents an effort to expand on the body of research and information about this aspect of financial education. Past meetings of the FDIC's Advisory Committee on Economic Inclusion (ComE-IN) have featured discussions about the promise of youth savings, including recent research in this area.

The two-year Youth Savings Pilot set out to identify and understand various approaches that 21 participating banks and their school and nonprofit partners are using to combine traditional classroom financial education with the opportunity to open a safe, low-cost savings account. What could the FDIC learn about these hybrid financial education-youth savings programs? What could the activities of the 21 banks teach other banks interested in starting or enhancing their financial education programs?

The first phase of the pilot, conducted during the 2014-15 and 2015-16 school years, included nine banks that were already working with schools or nonprofit organizations to help students open savings accounts in conjunction with their financial education programs. The second phase, conducted during the 2015-16 school year, included an additional 12 banks that were beginning or expanding youth savings programs.

Under the leadership of Janet Gordon and Luke Reynolds, Ron Jauregui, Tracie Morris, and Nicola Myers in the Division of Depositor and Consumer Protection (DCP) spent two years conducting interviews, group calls, and surveys to learn about the banks' programs and approaches. Staff also stayed in contact with participants throughout the pilot, answering questions, consulting with bankers who needed help thinking through a challenge, adding and updating information, sending newsletters, and compiling data.

The FDIC also hosted a symposium on youth savings on October 21, 2016, bringing together representatives from the pilot banks and many of their school and nonprofit partners. The symposium gave participants a chance to meet in person for the first time and share their success stories and approaches. Nicole Peters worked closely with the project team to plan and carry out the symposium, and staff in the DOA Special Services Unit also played a key role. *(For more information on the symposium, see "Symposium Shows Ways to Encourage Young People to Save" in the November 2016 issue of the FDIC News.)*

Student-staffed bank branch in operation.

After the pilot ended, the team began organizing the information and preparing the report. The team worked closely with Heather Woods in the DOA Graphic Design Unit to produce the report along with the companion roadmap.

"The Youth Savings Pilot has offered the FDIC a couple of pleasant surprises," said DCP Deputy Director Elizabeth Ortiz. "First, the two-year effort fostered a real 'community of practice' among the participants, and

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they wanted to come together in person to cement those relationships and continue to encourage each other's work. It turns out that inspiration and commitment were contagious. The opportunity for FDIC staff to collaborate across organizational and geographic boundaries was met with enthusiasm at every stage. I am delighted that we are going to continue supporting this effort in 2017 and beyond."

A Compendium of Valuable Lessons

The report is replete with lessons, findings, and observations from the experiences of the 21 banks and their partners. Three models are detailed as complements to financial education: (1) banks opening branches in schools; (2) banks setting up operations on designated banking days in school common areas such as cafeterias; and (3) programs that encourage students to open accounts at branches located near schools.

Along with an in-depth description of the three savings account models, the report also features a chart that shows the factors participants weighed in selecting a model (*see figure 1*). The report also relates the use of these models (*see figure 2*).

Figure 1. Comparison of Youth Saving Program Models

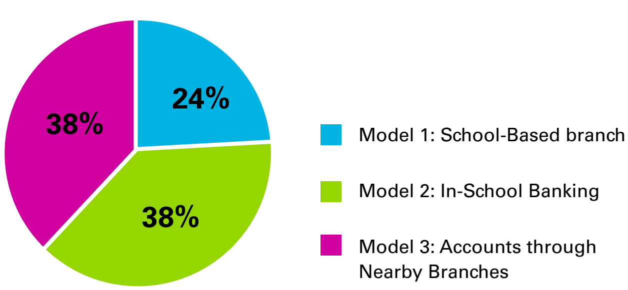
		Model 1: School-Based Branch	Model 2: In-School Banking	Model 3: Accounts Through Nearby Branches
ADVANTAGES:	Easy access for students to conduct banking	●	●	
	Strong visibility	●		
	Allows potential involvement of students as tellers or volunteers	●	●	
	Student tellers can provide peer-to-peer financial education	●	●	
	Account activities may also be offered to adults at the school	●		
	Student tellers can be recruited for post-graduation employment	●		
	May not require a branch application[10]	●	●	
	Process of collecting and tracking in-school deposits can be simplified		●	
	Provides an age-appropriate banking experience	●	●	
	Simplest model to implement since no in-school account program is developed			●
	Lowest burden on school or nonprofit partners in terms of program investment			●
	Parents or guardians are likely to be directly involved in student savings activities			●
	No transition of accounts necessary as students move between grades or school levels			●
	Flexibility to work through a nonprofit with an existing school relationship			●
DISADVANTAGES:	Need to integrate school branch with bank's IT systems	●		
	Staffing and maintenance of branch can be time-consuming for bank staff	●		
	Requires longer-term commitment	●		
	Requires that a school partner provide consistent space for banking activities		●	
	Account activities are likely limited to students at the school		●	
	Less convenient for students to open, make deposits, and maintain accounts			●
	Potentially less interaction between students and bank staff			●
	Less direct experiential component to financial education provided in schools			●
POTENTIAL CHALLENGES:	Developing and maintaining security at school location (e.g., have a safe on site)	●		
	Ensuring sustainability of accounts as students "graduate" from programs at school	●	●	
	Logistical challenge of transporting deposits between school and branch	●	●	
	Encouraging students to go to bank branches to open accounts outside of school hours			●

[10] See 12 CFR 202.46 and 73 FR 35337 (June 3, 2008) for more information about circumstances under which a branch application may not be required. Financial institutions may also find helpful a resource on state-specific laws and resources pertaining to youth banking from the Conference of State Bank Supervisors (facts.csbs.org).

Financial education is offered through teaching the Money Smart curriculum (or other materials), creating workshops for both students and their parents, and promoting peer-to-peer instruction. Schools become hubs of learning about how to save and understand the benefits of saving, and to see the difference this habit can make in a person's life and plans for the future.

One banker reported the growing confidence a student demonstrated as a result of serving as a student teller during the school year. Initially rather shy, the student became more outgoing and exhibited leadership skills as a result of interacting with other student tellers and fellow students. Another banker said that having a presence in the school once a week during lunchtime helped students learn savings habits. Students who used in-school banking also received prizes for their savings behavior and had a positive influence on their peers.

Figure 2. Models Employed by Youth Savings Pilot Programs



The report shows the ripple effects of integrating youth savings opportunities into a financial education curriculum. Not only students, but parents, too, often open their own accounts and enhance their financial capabilities. In fact, 16 of the pilot banks, or 76 percent of the total, said that their youth savings programs resulted in new relationships with account holders other than students, primarily parents (*see figure 3*). It would not be far-fetched to say that youth savings activities form the beginning of a savings and financial literacy culture that can be woven into the daily life of the school.

The report also describes the composition of student accounts, emphasizing their low cost. Incentives, both monetary and nonmonetary, encouraging students to open accounts are also described. One bank offered each child a $50 incentive to open an account with a $5 deposit and a $25 incen-

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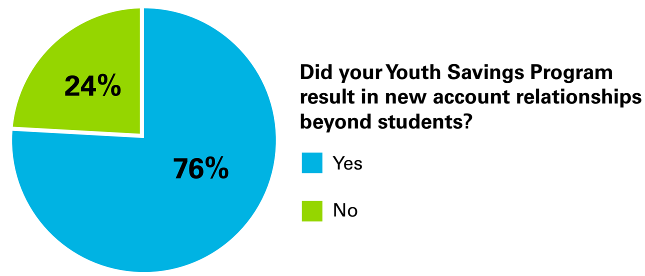
tive for keeping $50 or more in the account after six months.

Banks also reported that making lessons relevant to students' lives proved to be effective. For example, applying financial concepts to a typical student goal, such as saving for prom expenses or senior-year dues, made the process of setting and achieving goals more relatable.

Banks collaborated with teachers to make financial education interactive and fun. One banker reported emphasizing group discussion and problem-solving, as opposed to lecture-based instruction.

The report also found many benefits for banks that offer youth savings programs. Because banks are in a unique position to offer hands-on learning as well as financial education, they can help students open a savings account and manage their own money. Other benefits for banks include giving back to the local community, building goodwill, creating a pipeline of future customers, and earning Community Reinvestment Act (CRA) credit.

Figure 3. New Account Relationships Beyond Students



In addition, the pilot found that school and nonprofit partners benefit from participating in youth savings programs. Students gain knowledge that has practical value and reinforces the financial concepts taught in the school curriculum. Schools also have the opportunity to integrate financial education within the general curriculum. In most programs, students end the school year with an account that they can continue to use to reinforce the knowledge and skills they have acquired in the classroom.

Interagency Conference Promotes Strategies for MDIs to Expand their Impact

By Sally Kearney
Office of Communications

The FDIC joined with the Federal Reserve Board and the Office of the Comptroller of the Currency (OCC) in sponsoring an interagency conference on Minority Depository Institutions (MDIs) April 5 and 6 in Los Angeles, California. Entitled "Expanding the Impact: Increasing Capacity and Influence," the conference, hosted by the Federal Reserve Bank of San Francisco, drew about 200 attendees, including 109 bankers.

Chairman Gruenberg joined former Comptroller of the Currency Thomas J. Curry and Federal Reserve Governor Jerome H. Powell for the opening session, a panel discussion moderated by Donna Gambrell, currently Director of Southern Bancorp, a Community Development Financial Institutions (CDFI) Fund institution—and formerly director of the Treasury Department's CDFI Fund and a deputy director at the FDIC. Chairman Gruenberg described steps the FDIC is taking to preserve and promote MDIs. He noted that the FDIC's MDI program is fully integrated into its supervision, consumer protection, and receivership divisions. "As part of this program, the FDIC keeps at the forefront our statutory goals to preserve the minority character in cases involving a merger or acquisition of an MDI, to help prevent insolvency of MDIs, and to encourage the creation of new MDIs," he said.

For example, Chairman Gruenberg said, in 2016 the FDIC offered technical assistance to three MDIs that were considering a joint bid on a failing institution. The FDIC shared experience with structured transactions for possible use with failed bank assets and provided guidance on the technical aspects of alliance bidding.

The FDIC continually seeks to develop initiatives to carry out its commitment to MDIs, Chairman Gruenberg said. Often these initiatives involve training, technical assistance, and educational programs. In 2016, the FDIC provided 135 technical assistance sessions to minority banks, covering 66 risk management and compliance topics. "Our regional offices also held outreach, training, and educational programs for MDIs through conference calls and regional banker roundtables," Chairman Gruenberg said. With the OCC and the Federal Reserve, the FDIC co-hosted a webinar on strategic planning attended by about 50 MDIs.

Chairman Gruenberg commented that the FDIC is looking closely at succession planning at MDIs and community banks. "It is essential that these institutions develop a pipeline of talented junior managers who will be able to step in when senior bank managers begin to retire," he said. "Without adequate succession planning, the viability of a bank could be at risk." He added that the FDIC welcomes ideas from MDI bankers on this issue.

Chairman Gruenberg joins fellow panelists during the conference's opening session, from left: Former Comptroller of the Currency Thomas J. Curry; Chairman Gruenberg; Federal Reserve Governor Jerome H. Powell, and moderator Donna Gambrell, currently Director of Southern Bancorp, a Community Development Financial Institutions (CDFI) Fund institution—and formerly director of the CDFI Fund and a deputy director at the FDIC.

Curry and Powell also outlined the work being done by their agencies. The panelists took questions from the audience.

The conference featured several panels and breakout sessions; topics included perspectives offered by MDI CEOs, issues and trends in supervision, collaborative strategies, and succession management, among others. The conference also offered ample opportunities for MDI bankers to network with their peers across the country.

The MDI conference is held every two years; the past two conferences were held in Washington, D.C. Los Angeles was selected as the location for the April conference because the city has the highest concentration of MDI banks in the country.

"The feedback has been very positive," said Serena Owens, Acting National Director, Minority and Community Development Banking, FDIC. "Some of the participants said it was the best MDI conference they had ever attended."

FDIC Regional Directors who attended the conference spoke of the importance of the program:

- "The event was well attended by MDIs and CDFIs from across the country, and the participants were engaged. Many ideas were shared that will have a positive impact on these financial institutions and the unique markets they serve." –Atlanta Regional Director Michael Dean
- "The MDI conference provided an excellent opportunity for bankers and regulators to discuss the challenges and opportunities unique to MDIs." –New York Regional Director John Vogel
- "I participated in planning the very first MDI Conference and have attended each since that time almost 20 years ago. They

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MDIs, *from page 5*

have all been value-added events, for bankers and regulators. But the event this year had some of the most dynamic and energetic speakers, as well as a fully engaged audience, of any event in recent memory. I have seen or talked with several MDI principals since the event, and they continue to sing the praises of the agenda, the speakers, and the utility of the various topics discussed." –Chicago Regional Director M. Anthony Lowe

- "The conference provided participants with a number of different opportunities to engage in interactive discussions. One of those opportunities was the breakfast with bankers and their regulators. The bankers I met during the breakfast were very complimentary of the opportunity to have a small group discussion about regional hot topics and to ask their regulator bank-specific questions." –Dallas Regional Director Kristie Elmquist

Trainees Gain Skills and Expand Perspectives During DIR Rotation

By Sally Kearney
Office of Communications

Note: This story is the second in a four-part series on the rotations that CEP participants undergo during their first year in the program. The first story, "Trainees Blossom During DRR-Dallas Rotations," appeared in the March 2016 FDIC News. *Each story focuses on a rotation in one of the four business lines: RMS, DCP, DRR, and DIR.*

Sizing up a financial institution's profile involves more than analyzing loan files and balance sheets. The economic conditions in which a bank operates, and the composition of the local financial services industry, are important factors to consider. Context is essential to an examiner's assessment, whether that assessment is for risk or for compliance.

During a one-week rotation in the Division of Insurance and Research (DIR) at headquarters, participants in the Corporate Employee Program (CEP) learn how to piece together the economic and industry picture for a financial institution. DIR analysts and economists introduce the examiner trainees to a variety of tools and resources to help with data-gathering and analysis before and during examinations. Instructors also explain how examiners can rely on DIR expertise for support during and after an examination.

Short in duration by comparison with the CEP rotations in RMS, DCP, and DRR, the week spent with DIR is filled with presentations, discussions, exercises, and a case study in which participants review the economic and industry conditions for institutions and present their findings to the class. Before the rotation, participants complete introductory web-based courses on the role of DIR and on bank data resources such as Bank Find, Institution Directory, Statistics on Depository Institutions, and Summary of Deposits.

Generalities, Specifics, and Tools

Standing ready to provide that economic and industry perspective is an expert DIR team. The economists, analysts, and others who give the CEP participants their introduction to DIR are a dedicated group, prepared to present an overview of their division's varied responsibilities and to drill down into a single area of interest.

FDIC Chief Economist Rich Brown kicks off the week's curriculum with a condensed tour of DIR. "The CEP participants may not be as familiar with DIR as they are with the other business lines when they arrive, so I highlight our diverse activities," he said.

Brown explains that DIR is truly multifaceted, responsible for everything from data collection to statistical analysis to policy research to publishing articles and research papers to managing the insurance fund. He also emphasizes that DIR supports many different parts of the FDIC, from examiners to lawyers to the FDIC's leadership. "For example, we provide economic analysis to support rulemaking," Brown said. "Increasingly, Congress calls for agencies to provide

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CEP Class 55 gathers at Virginia Square during DIR rotation in September 2016.

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an economic analysis that shows the wisdom of pursuing a rule."

Reflecting the diversity Brown describes, the week's agenda features presentations on such topics as economic and banking conditions and financial institution data collection. The tutorials are designed to familiarize students with a particular area and to provide tools and resources they can use upon returning to their examination work. Ed Christovich, Chief of DIR's Data Collection and Analysis Section, is mindful of this dual purpose when he teaches a segment on financial institution data collection.

"The week offers an opportunity to share with the CEP participants the activities of our division and the support we provide to examiners in the field," Christovich said. "I explain how financial institution data are collected, and how examiners might facilitate that process while in a bank. Equally important, when they return to the field, they know the right person to call to resolve a complex regulatory reporting question. Sometimes it just helps to have a name."

Senior Economist Joe Colantuoni's presentation on pricing and fund management has been a staple of the DIR rotation for years. "I have a lot of fun doing it," Colantuoni said. "Examiners do not get formal training on pricing, so that gives me the opportunity to discuss this new activity with them. I explain the details of pricing models and how we manage the insurance fund."

Economic Analyst Angela Woodhead instructs the students in the use of Moody's Regional Workstation. Available at the FDIC since 2015, the Workstation enables users to view a summary of the economic conditions in any state or metro area in the country. "You can search for a state or metropolitan statistical area [MSA], and the Workstation will pull up a report featuring analysis done by economists," Woodhead said. "The text will describe current economic conditions in the area, such as unemployment, income, and labor force participation rates. It provides every economic variable you could ask for supported by charts and tables."

Woodhead shows the students another resource that she and Economic Analyst Derek Thieme created featuring charts and tables for every county in the nation as well as every metro area and state. "For banks in rural areas, the county-level dashboard is very useful," she said.

Both tools aid examiners on the job, Woodhead said. "Before they go to a bank, examiners can look at the economic environment in which the bank is operating. An examiner meeting with a bank's board should know about the economic environment beforehand because economic factors directly impact a bank's balance sheet."

Senior Financial Economist Vivian Hwa presents a segment on offsite economic and bank analysis. "I explain the role of economists in DIR and specifically the role of the Center for Financial Research," Hwa said. "I also cover the forecasting models produced by DIR and used by examiners during offsite review."

Hwa added: "It is important to familiarize the participants with the basics of the forecasting models that they will undoubtedly run into during the course of their careers. While we give a lot of detailed information to them during the week, it is also good for them to get a feel for what DIR provides to the FDIC and how we fit in as a resource for examiners."

Senior Financial Economist Kathleen McDill recently made her first presentation on forecasting models. She described the SCOR model that uses Call Report data to produce a CAMEL-like rating. "This model identifies banks that are likely to face downgrades," she said.

The Growth Monitoring System, or GMS, evaluates growth in the industry and has a medium-term horizon of two to four years. "GMS highlights banks that are growing really rapidly in higher risk areas of the balance sheet," McDill said.

The third model is the Real Estate Stress Test, or REST. "This model examines how much of a bank's balance sheet is dependent on commercial real estate or construction and development," she said.

Students are often surprised to learn that DIR also manages many facets of the FDIC's international programs. Senior staff representing the International Affairs Branch familiarize students with the FDIC's important and growing international activities. Senior Policy Analyst Shilpa Shah provides students with an overview of the ways the FDIC helps shape global bank regulatory policy and provides technical and training assistance that promotes the adoption of best bank supervision, deposit insurance, and resolution frameworks around the world. Senior International Advisor Galo Cevallos explains to students that "as the FDIC's central point of contact for international matters, the International Affairs Branch manages and coordinates many of these global policy and outreach efforts while also providing subject matter expertise to FDIC's bank examiners."

Hands-on Learning With a Case Study

At the center of the DIR rotation is the case study. A visiting class is organized into teams, and each team focuses on gathering data for a specific financial institution. At week's end, the teams present their analyses to the class.

Case studies have long been integral to the DIR curriculum. As Gary Beasley, formerly the DIR Regional Manager for the Memphis Area and now a retiree, explained, in years past the DIR rotation lasted for two weeks, with one week in a regional office and one at headquarters. The week in the regions focused primarily on the case study of a financial institution. As a practical measure, the two weeks were later folded into a single week at headquarters, but the case study remained as part of the curriculum.

Beasley conceived and developed the case study component. "I worked with [DIR Financial Analyst] Kitty Chaney and others, and we used operating financial institutions so that our CEP students could use all available tools in real time to analyze the bank's economy," he said.

Focusing on an operating institution enables the students to ask relevant questions. "They might ask if there have been *de novos* in the market and how competitive the market appears to be," Beasley said. "They might look for concentrations in the economy."

After devoting about 12 hours during the week to their case studies, the teams present their research on Friday. Beasley said that he and his colleagues originally designed the component so that "none of the banks replicate each other." Any given class might be exposed to newer banks and those that are well established, or to banks with different lines of business. "During the presentations, they will hear about a lot of things—agriculture lending, energy, commercial real estate, merged institutions," Beasley said. "Espe-

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cially in a time when you have rolling recessions as we did in the late 1980s, examiners are often sent far from home and may not know anything about the economy in which a bank is operating. The case study shows them how they can use tools to get a sense of the bank's context."

In addition to developing the case study module, Beasley also served as a case study instructor for nearly 40 CEP classes. "I really enjoyed it," he said. "The CEP students have a variety of backgrounds. Some are right out of college and others have worked in banks for a while. This diversity made for really interesting discussions. Serving on the DIR rotation was one of my favorite activities—and if DIR ever needs to have someone come back and fill in, I will be there!"

For the past seven years, Senior Financial Analyst Brian Webb of the Kansas City Regional Office has researched and selected many of the case study institutions. "Until he retired, Gary was my supervisor," Webb said. "The institutions are selected based on certain criteria. We don't share the ratings with the students. They do their own independent evaluations based on the available tools."

A Key Player

Much of the success of the CEP rotation in DIR depends on Kitty Chaney. A key player since 2009, Chaney has been instrumental in shaping the curriculum, making sure content is relevant and timely, and running the program during the rotation. Serving as Course Administrator, Chaney coordinates with the presenters to update the presentations and solicits feedback from the CEP students to ensure that the presentations are effective. Chaney holds an undergraduate degree in education and thrives on developing a curriculum that gives the students plenty of takeaways. "I love delivering this educational program," she said. "It is very rewarding to provide them with an engaging and meaningful learning experience."

During the rotation week, Chaney is indispensable. She manages all the logistics and is also the person who interacts with the students before, during, and after the rotation, answering questions, helping with any problems that arise, and shepherding the students through the week.

In one of her more prominent roles, Chaney introduces each presenter throughout the week. She also begins each day with a short interactive session with the students. "I use my Toastmasters experience to engage them in impromptu speaking on any subject," she said. "This is an icebreaker that is a practice session preparing them for their Friday morning presentation."

"Kitty does a great job of administering the rotation, and we had a wonderful partnership for many years," Beasley said. "She conveys a positive, professional attitude, and her enthusiasm is contagious."

Opportunities on the Horizon

DIR staff are also intent on giving the students a sense of what it is like to work in their division. Shayna Olesiuk, a DIR Associate Director who recently served as a lead instructor, informs students that DIR is a viable career path for examiners. "I like to give an inside look into careers in DIR," she said. "I remind participants that a person does not need to be a Ph.D. economist to work here. It is true that we hire economists, but there are also many analyst positions for which a solid understanding of the Call Report and examination process is an appropriate background."

CEP participants may become intrigued by the idea of working in DIR at some point in their careers. "Many have told me that they have always looked to DIR as part of their long-range career plan," Olesiuk said. "The week offers a taste of the type of work we do, and this experience can support an individual's decision to look more closely at DIR for career or detail opportunities."

Rich Brown builds this theme into his kick-off presentation. "Some examiners may be interested in research and analysis, and many have an educational background in this direction," he said. "They may want to apply for a detail or position as an analyst in the regional offices or at headquarters."

Participants Respond

CEP participants commented on what they learned from the rotation. "It gave me an understanding of the working parts of the FDIC, which helped me understand the FDIC's overall mission," said RMS Financial Institution Specialist Madeline Scherer of the New York Field Office. "It also opened me up to a whole range of resources."

DCP Financial Institution Specialist Regan Casey, also of the New York Field Office, said that she gained familiarity with a number of tools. "I now use the Moody's Regional Workstation quite frequently," she said.

DCP Financial Institution Specialist Ronesha Clark of the Columbus, Ohio, Field Office came away with an appreciation of DIR's contributions. "I learned what DIR does for the other divisions and how they all work together for the insurance fund," Clark said. "It was also good to learn about DIR resources. Whether you are in RMS or DCP, the Moody's Regional Workstation gives you an overview of what is going on in a state or metro area. From a risk standpoint, you might notice that single-family housing will be booming in the next few years because the area is bringing in new jobs. From a compliance standpoint, you might see that unemployment is a problem in an area and consider how a bank can help its community to meet its Community Reinvestment Act requirement."

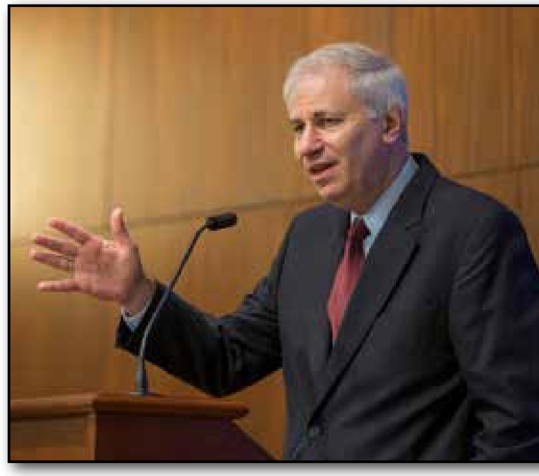
For Michael Molnar, an RMS Financial Institution Specialist in the New York Field Office, getting a handle on a bank's local economy is now part of his job. "I am using these tools all the time now," he said. Molnar is enjoying research and may consider DIR in the future.

Benjamin Doehr, RMS Financial Institution Specialist with the Seattle, Washington, Field Office, also finds this work to his liking. "I really enjoyed the week with DIR," he said. Doehr has a background in macroeconomics, so policy research and trend analysis are in his bailiwick. "We learned how macroeconomic trends can affect our institutions and became familiar with the tools that DIR has developed to help field examiners incorporate that knowledge into our examinations," he said. 🏛

Step Out Of the Box and Be a 'Superstar'

There is nothing like a dream to create the future.

By Connie Evans
Legal Division



Chairman Martin Gruenberg praises the contributions of FDIC administrative professionals.

The FDIC celebrated the 19th Annual Administrative Professionals Day on April 25, at the Sheila C. Bair Auditorium. DOA Director Arleas Upton Kea kicked off the event by welcoming the attendees and noting that their contributions are critical to the mission of the FDIC.

Chairman Martin Gruenberg also expressed his support and appreciation for FDIC administrative professionals. "I look forward to this event every year," he said. "The outstanding work you do is essential to carrying out the mission of the FDIC."

DOA Assistant Director Dan Bendler reviewed highlights of the FDIC's 2017 Performance Goals, emphasizing that the goals are instrumental to the FDIC's mission and are therefore important to every employee.

Shanna Moore-Best, Human Resources Specialist, Career Management Program, DOA, got everyone moving with an exercise that combined musical chairs and pass the baton. Participants holding the baton were quizzed on FDIC current and historical events.

Ron Bell, Deputy Director, Corporate Services Branch (CSB), DOA, introduced Ariana DiMeo, Insider Threat Program Manager, CSB. DiMeo stressed the importance of detecting insider threats and protecting FDIC information and data. Administrative professionals are gatekeepers of sensitive information and must guard it carefully, she noted.

Dr. Alphronzo Moseley, Corporate University Associate Professor, gave a presentation entitled "Take Charge of Your Career." Knowing yourself, exploring your options, making decisions, and moving on are key to a successful career, he said, adding that it is up to each person to create a career path. Networking and keeping an updated resume and biography are also important. Moseley encouraged attendees to embrace change and new opportunities.

Capping the event was a speed-mentoring exercise introduced by Shanna Moore-Best. Rotating among several executives and other staff, participants had the chance to ask questions and receive advice and ideas. Mentors included Sylvia Plunkett, Senior Deputy Director, DCP; Teresa Belew, Administrative Officer, DOA; Nigel Franklin, Internal Ombudsman Specialist and Program Specialist for WorkLife, EO; Bobette Brown, WorkLife Program Specialist, DOA; Dawn McGuire, Administrative Specialist, DOA; and Towanna Chapman, Administrative Officer, OLA.

Participants shared their thoughts on the day's event. "I enjoyed this year's program. Each speaker and his or her topics related to current events," said Eyvonne Bryant, Secretary with the Legal Division.

DCP Secretary Danette Gross said, "I was inspired by the motto of 'not changing the direction of the wind, but I can adjust my sail to determine my destination.'"

Connie Evans is a contributor to the FDIC News and a member of the FDIC News Editorial Board.

FDIC 'Likes' and 'Follows' Lisa Kahn

Meet the First Web & Social Media Information Specialist.

By LaJuan Williams-Young
Office of Communications

Social media has become an important tool that government agencies use for citizen engagement. Creating "swanky posts" (as Lisa sometimes refers to them) designed to drive traffic to webpages requires a thorough understanding of your organization and the ability to advocate for the stakeholders. Well, the FDIC is fortunate to have the right person for the job. And, fortunately, I am not limited to 140 characters to describe the individual who uses social media to showcase the programs, publications and events created by FDIC's talented workforce.

Meet **Lisa Kahn**, the FDIC's first Web and Social Media Information Specialist. She is responsible for overseeing the FDIC's accounts on Twitter, Facebook, LinkedIn and YouTube.

"Lisa is not afraid to learn new things and apply them so she can make the FDIC better," said Senior Web Specialist Ed Warrick. "It's no surprise to me that she's embraced this new form of communication and technology. She understands the balance required to stay up to speed with social media, and also understands that messaging via a tweet is just as important as traditional forms of communication. Her work ethic, dedication, embrace of technology, advocacy for stakeholders, and her thorough understanding of the organizational culture make her a good choice as the Web and Social Media Information Specialist."

Lisa's professional career began as an elementary school teacher. As school teachers have a reputation of doing so much with so little, so is the case with a web and social media information specialist, whose job it is to deliver a message with limited characters. Lisa summarizes FDIC publications and events in 140 characters or less in a way that appeals to broad audiences.

Throughout Lisa's career, it seems her aspirations aligned with corresponding opportunities. After researching this article, it seems to me that she unknowingly spent about 24 years of her career at RTC and FDIC training for her current job. Once Lisa decided she no longer would be a teacher, she began her federal career with the Office of the Ombudsman (OO) at the Resolution Trust Corporation in the nineties. In that job, she became very familiar with the functions of every division within the RTC and FDIC. It was during her time in OO that she became involved with the internet. She enjoyed the work and pursued training opportunities in the information technology field. She worked with some talented information technology specialists who taught her how to navigate the internet and build webpages. In 2005, a full-time internet coordinator position became available in RMS (formerly DSC), and Lisa was a perfect fit. Lisa anticipated the internet becoming an essential business tool, and she was ready for the opportunity.

Many colleagues helped her develop her IT skills, but she credits Ed Warrick with teaching her how to build her first webpage. "Lisa is not afraid to learn new things and apply them so she can make the FDIC better," said Senior Web Specialist Ed Warrick. "It's no surprise to me that she's embraced this new form of communication and technology. She understands the balance required to stay up to speed with social media, and also understands that messaging via a tweet is just as important as traditional forms of communication. Her work ethic, dedication, embrace of technology, advocacy for stakeholders, and her thorough understanding of the organizational culture make her a good choice as the Web and Social Media Information Specialist."

Opportunity knocked at Lisa's door again by way of a 120-day detail in the Office of Communications (OCOM). In that role, she explored the potential uses and benefits of social media to promote the FDIC.

"Social media is a great opportunity for the FDIC to communicate directly with the public," Deputy to the Chairman for Communications Barbara Hagenbaugh said. "We have been working to sharpen our focus on social media and to integrate planning for it in all of our communications efforts. We encourage people from throughout the agency to 'think social' and share their ideas."

"When I do anything on social media, I always ask myself first, 'Who's your audience?' Before drafting a post or building a website, particularly for the subject matter outside my area of expertise, I put myself in the users' place."

Again, Lisa's technical experience and knowledge of the FDIC intersected with an opportunity for a full-time position in OCOM.

In her first year on the job, Lisa drafted the Standard Operating Procedures for Social Media at FDIC. "Lisa did a great job of working with managers and staff to define the policy and procedures," said Chief Web Officer Alan Levy, also of OCOM. "She also reached out to various program areas to inform them of their communication strategy and delivery options."

The program areas and their internet coordinators can depend on Lisa to work with them to draft a social media post, which could include a graphic image, and obtain the required management approval. "Once the program areas complete their work on the policy side, Lisa helps them think about

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their communications strategy beyond the subscription email service and the website. She's done a great job assisting the division managers with identifying the appropriate social media platform that best suits their needs." Further, Levy added, "Lisa stays current on governmental 'best practices' by networking with her counterparts at the other regulatory agencies."

Lisa's work, however, begins long before she actually tweets, posts, and updates social media applications. To effectively engage stakeholders and citizens, social media posts must be drafted from the perspective of the audience. Lisa said: "When I do anything on social media, I always ask myself first, 'Who's your audience?' Before drafting a post or building a website, particularly for the subject matter outside my area of expertise, I put myself in the users' place. I use what is referred to as a 'call to action.'"

In other words as Lisa explains, it's important to design a product based on the client's needs, which involves researching their products, visiting their webpage, and familiarizing yourself with the relevant terminology. "My job is to deliver a post that will draw the most attention to the client's product or event," Lisa said.

Lisa has approached the job with a strong desire to showcase FDIC work products, publications, and events created by a talented workforce. "There are so many wonderful products created by the FDIC, and one that gets quite a bit of attention is the FDIC *Consumer News*," Lisa said. "I can tweet or post on social media a story that corresponds to a 'National Awareness Month.'" For example, for Financial Education Awareness month, Lisa tweeted related stories from the FDIC *Consumer News* throughout that month.

Condensing an entire article to a little more than 100 characters is challenging. The message conveyed in a tweet is as important as the full product, as it must convey the essence of the product and must draw readers to the post.

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Jay Rosenstein, editor of *Consumer News*, is impressed that Lisa identifies, for example, an "awareness month or day" such as financial education awareness month, and whether it's from FDIC *Consumer News* or one of our other products, finds a way to craft a tweet that benefits the FDIC.

"Thanks in large part to working with Lisa, I've learned more about social media and how we can bring in new readers for FDIC *Consumer News* and remind existing readers and subscribers about the tips and information on our website," said Rosenstein. "We want more consumers to know that the FDIC is a great source of information on topics like avoiding financial fraud and shopping for a bank account or a mortgage, not just what they need to know about deposit insurance. And, I think our employees can take pride in knowing that the FDIC is proactive in promoting financial education through social media."

Use Social Media for Your Division's Event or Publication

Do you want OCOM to post an event or tweet about an article authored by your division or office? Lisa will consult with you, and potentially partner with your division or office to get your work product posted on the FDIC's social media platforms. She works with the internet coordinators to identify potential social media opportunities and handles the entire process, drafting the social media posts with her clients' needs in mind. Keep in mind, though, not all things necessarily equate to FDIC's social media practices.

If you have any questions about social media at FDIC, contact Lisa, lkahn@fdic.gov.

"Like" us on Twitter http://twitter.com/FDICgov and "Follow" us on Facebook http://www.facebook.com/FDICgov. You can also visit us on Youtube at http://www.youtube.com/user/FDICchannel and LinkedIn at https://www.linkedin.com/company/6974/. 🏛

From the Field

Celebrating the Contributions of Administrative Assistant Janice Pickard.

By Eric Wiechert
DCP Compliance Examiner
Eau Claire, Wisconsin, Territory

On May 1, when our Eau Claire, Wisconsin, Field Office had more of a quorum than usual, we seized the opportunity and took our Administrative Assistant, Janice M. Pickard, out for lunch. The outing, arranged by DCP Field Office Supervisor Scott Alexander, was intended to express our appreciation for all the help that Jan provides to us and employees throughout Wisconsin. Jan is responsible for DCP-related duties in all of the Wisconsin Field Offices (Eau Claire, Appleton, Madison, and Milwaukee). She is also responsible for RMS-related duties for the Eau Claire and Appleton Field Offices.

Our group included the guest of honor, Jan M. Pickard, Kathy M. Bailey, Keith Burnside, Bruce J. Coequyt, Andrew R. Lau, Justin Loeffler, Amanda Feils, Jeremy L. Nimz, Andrew S. Robertson, Colleen M. Walton, Scott M. Alexander, and me.

Among the many administrative duties Jan performs, she is always helpful with diversity events and FDIC-sponsored programs like Feds Feeds Families. And she is part of the glue that makes our office a great place to work. Last year, with Jan's help, the Eau Claire and Appleton Field Offices collected 89 percent of the Chicago Region's weight during the Feds Feeds Families campaign. Of 1,300 pounds donated throughout the Chicago Region under the program, 1,165 pounds came from our two field offices. Jan creatively encouraged competition between the offices with witty emails and posters, and both offices really worked together for a good cause.

The lunch was wonderful. We all had a good chuckle at the weather, too. Only in Northern Wisconsin would you have snow on the first day in May.

Eric Wiechert is a member of the FDIC News Contributors' Network, an informal group of employees across the country who help ensure coverage of the field, regions, and headquarters by providing story ideas, photos, and articles.

Rhonda Crenshaw

Rhonda Crenshaw joined the FDIC in January as Associate Professor with Corporate University's School of Leadership Development. Crenshaw is the lead faculty member for the FDIC's 101 course on leadership and electives on emotional intelligence. She also supports Leadership 201, Essentials of Team Leadership.

With 20 years of experience in learning and performance spanning K-12, higher education, and workplace learning, Crenshaw has served in both the public and private sectors. Most recently, she was Training Manager for the U.S. Coast Guard, and previously she served in the Training Department for the U.S. Postal Service. For most of her career, Crenshaw was a consultant for the federal government. In this role, she led or supported a wide range of projects related to education research, evaluation, training, and technical assistance. When carrying out training projects, she conducted analysis, created designs for learning/performance, developed appropriate solutions, delivered training in person and online, and conducted evaluations.

As Education Program Manager for the American Society for Training and Development (ATD), she oversaw the design/development, delivery, and assessment of professional development workshops (public and customized onsite offerings) for individuals in the workplace learning and performance profession.

Crenshaw earned a master's degree and completed all doctoral coursework in educational psychology from Howard University in Washington, D.C. She also holds ATD's Certified Professional in Learning and Performance credential. This prestigious professional designation is held by fewer than 2,500 professionals around the globe.

Non-traditional learners have been a focus of Crenshaw's research, including women re-entering college and first-generation college students. "I hope to bring to the faculty an interest in non-traditional learners, including women who started college but had to stop and decided to return mid-career," she said. "These women are juggling work, family, and other commitments as they are striving to obtain their degrees. I am interested in other non-traditional learners as well, and some of what I have discovered through my research may inform our coursework in the School for Leadership Development."

The Division of Administration's Human Resources Branch (HRB) has undergone changes during the past several months. Following are some of the members who have joined the branch.

Yvette Evans

Yvette Evans joined the FDIC in July 2016 as Associate Director of the HRB. In this position, Evans is responsible for managing the branch's day-to-day operations.

Evans's main goal is to draw on her experience to benefit HRB and the FDIC as a whole. "I'd really like to take HRB to the next level in its HR services," she said.

Evans's federal career spans numerous agencies, including the Internal Revenue Service, the Department of the Interior's Office of Surface Mining, the Department of Commerce's Office of Inspector General, and most recently, the Bureau of Engraving and Printing (BEP). As the Human Resources Officer with BEP, Evans oversaw a staff of 40 and four division managers. She described her time with the Bureau as truly memorable. "I had the opportunity to see bills being produced, which is fun and exciting," she said. "A highlight was the announcement that Harriet Tubman would make history as the first female and African American to appear on the new $20 bill to be unveiled in 2020."

Valerie Waller

Valerie Waller joined the FDIC in September 2016 as Assistant Director for the Benefits Center.

Waller began her career in 1986 as a bank examiner for the Federal Home Loan Bank of Chicago. After two-and-a-half years as an examiner, she moved into the human resources area. In 1989, she joined the Office of Thrift Supervision (OTS), which had just been established.

Advancing through the ranks in the HR field, Waller became a manager in the late 1990s. When the OTS closed in 2011, Waller joined the Office of the Comptroller of the Currency (OCC). She served as the OCC Benefits Manager until joining the FDIC.

Waller was born in a town north of Paris, France, and has dual citizenship. She speaks fluent French.

In her first months with the FDIC, Waller is focusing on reviewing Benefits Center services at headquarters and the regions.

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One of her priorities is to strengthen the customer outreach efforts of the Benefits Center.

"To have a good team, you must demonstrate trust and loyalty and show respect and fairness," Waller said. "I strive to meet these attributes every day."

Joe Masisak

Joe Masisak joined the FDIC in January as Assistant Director for Labor and Employee Relations.

An Army veteran whose 10 years of service included combat deployment to Mogadishu, Somalia, Masisak holds a master's degree in business management with a concentration in human resources management and has served in numerous managerial capacities with the federal government.

Masisak's diverse civilian career includes having been a police officer for the City of Phoenix, Arizona. After the September 11, 2001, terrorist attacks, Masisak became a federal air marshal with the newly formed Department of Homeland Security (DHS), serving at the Detroit Field Office and the Transportation Security Operations Center in Herndon, Virginia. While at DHS, he was also an intelligence officer and an operations officer. "They were looking for prior military and law enforcement folks," Masisak said. He fit the profile perfectly.

Seven years later, Masisak joined the Transportation Security Administration as Chief Administrative Officer responsible for HR, facilities, logistics, and finance in the Phoenix area. He later became Assistant HR Director for the Veterans Administration, and most recently was Director of Employee and Labor Relations in Portland, Oregon, for Bonneville Power Administration, a nonprofit federal power marketing administration based in the Pacific Northwest and part of the U.S. Department of Energy.

"Although I have had the pleasure to work at many federal agencies, I am particularly excited about this opportunity with FDIC," Masisak said. "My team and all the individuals I have met so far have been fantastic."

Cathy Grossman

Cathy Grossman joined the FDIC in October 2016 as the Assistant Director for the Human Resources Services Center. She is responsible for leading classification and staffing operations for the Washington D.C., area; classification and staffing policy for the FDIC; corporate recruitment for the FDIC; and nationwide recruitment for entry-level examiner positions through the Corporate Employee Program.

Grossman's human resources background includes 25 years of experience in staffing, classification, and employee relations. Before joining the FDIC, she served as HR Director for the Federal Aviation Administration Aeronautical Center in Oklahoma City. She has also held numerous HR leadership positions with the U.S. Forest Service and the U.S. Air Force.

Grossman credits the training she received as an Air Force intern at the start of her career with giving her a solid foundation in the various areas of human resources. "Interns were groomed to be generalists and during the first three years of our careers, we rotated through all areas of HR so we could be placed in any HR section in the field upon our graduation from the intern program," she said.

The Air Force also provided training and career-broadening experiences. "As an intern, it was expected that you would be mobile and relocate to different Air Force bases so you would have diverse career experiences and training opportunities to increase your readiness for greater responsibility during your career," Grossman said. "I have been extremely fortunate in my career to live and work in 11 different locations, including assignments in my home state of Oklahoma as well as Alaska, Mississippi, New Mexico, Texas, Germany, Japan, and Turkey. I've had the opportunity to work for individuals who have been and are great leaders and mentors. One of the greatest lessons they've taught me is that there's always more than one way to solve a customer's problem. I credit them as well as the wonderful teams I've had the opportunity to work with and lead for my career success."

Grossman possesses an MBA from Webster University in St. Louis, Missouri, and has attended the Air Force's Air Command and Staff College, the Department of Defense's Executive Leadership Development Program, and the Federal Executive Institute.

When asked for one of her favorite quotes, Grossman quoted Margaret Mead, an anthropologist and speaker in the mass media in the 1960s and 1970s who said the following: "Never doubt that a small group of thoughtful committed people can change the world; indeed, it's the only thing that ever has."