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Oregon's Individual Development Account Initiative

Building Financial Resilience Across Oregon
Evaluation Report



Portland State
UNIVERSITY

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I. Background

Building Financial Resilience Across Oregon

The Oregon Individual Development Account (IDA) Initiative was established in 1999, reflecting a widespread shift in public policy aimed at alleviating poverty. Advocates, providers, and policy makers increasingly recognized that financial resilience depends on the opportunity and capacity to acquire and maintain assets as well as access to adequate income.¹ Moreover, new research demonstrated that low-income individuals and families were as or more concerned about savings as their more affluent counterparts in the middle class.² Legislators in Oregon joined those in many other states in developing and authorizing IDAs, investing in Oregon households and communities by helping individuals with low incomes invest in themselves.

“... assets are a key to family and community development based on capacity rather than maintenance. Welfare policy for the poor has focused on income-for-consumption, which is essential but not enough. In order to develop capacity, families and communities must accumulate assets and invest for long-term goals. Public policy should focus on both income support and asset building.”³

The Oregon IDA Initiative has succeeded in helping individuals and families through periods of economic growth as well as during the nation’s worst economic crisis in many decades. With unemployment disproportionately affecting low-wage workers since 2008, IDA programs around the state have continued to attract new applicants and to maintain a consistent graduation rate.⁴

The Oregon IDA Initiative is one of the largest and most successful IDA enterprises in the nation, with exponential growth since the start-up in 1999. More than 5,000 accounts were

Oregon’s IDA Initiative Over Time

- **1999:** Oregon legislators passed House Bill 3600 to bring state agencies, non-profit and tribal partners, and private contributors together to create opportunity for low-income Oregon residents, offering a 25% tax credit to attract donors.
- **2001:** House Bill 3391 increased the IDA tax credit to 75% of contributions, stimulating growth in the program.
- **2001-2005:** Partners developed networks, operating procedures, and relationships to support expansion.
- **2007:** Through House Bill 2094, Oregon IDAs began serving youth 12 years or older and added new asset categories.
- **2008-present:** Rapid growth across the state, with IDAs now having served residents in 34 out of 36 counties. Evaluation results point to immediate and long-term benefits.
- **2010:** Increasing efforts across the Initiative to offer IDAs to diverse and underserved communities.

¹According to the 2012 Assets and Opportunity Scorecard, 27% of households in the US and 28% of households in Oregon are living in “asset poverty” (without sufficient net worth to subsist at the poverty level for three months in the absence of income). Moreover, 21% of Oregon households are living in extreme asset poverty meaning that they have zero or negative net worth. (<http://scorecard.assetsandopportunity.org/2012/state/or>)

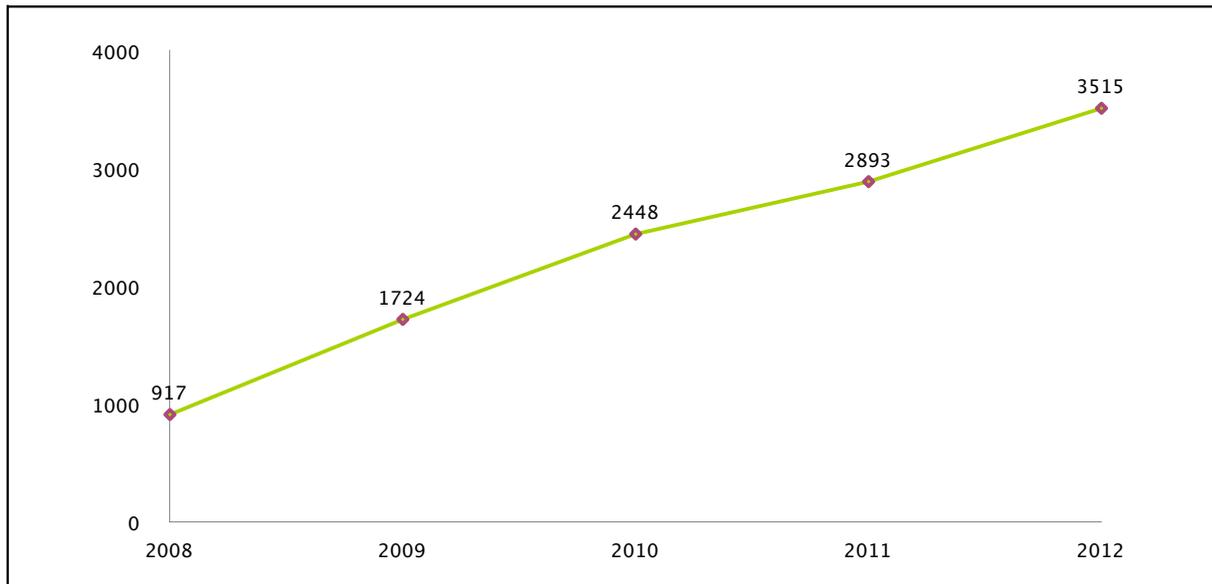
²Pew Research (2007) www.pewsocialtrends.org/01/24

³Sherraden, Michael (2000), Building assets to fight poverty. www.nhi.org/online/issues

⁴Approximately 66% of IDA participants have met their asset goals and received matching funds when they leave the program.

opened between January 2008 and the end of 2012,⁵ and the total number of active IDA participants has grown each year over the past five years (See Figure 1). Funded through contributions by individuals and businesses to the Oregon IDA 75% Tax Credit, the Oregon IDA Initiative has provided approximately \$8.8 million in matching funds since 2008 to 1,775 successful ‘graduates,’ who saved approximately \$3 million.

Figure 1. Number of Active IDA Participants by Year 2008-2012.



Neighborhood Partnerships (NP), a statewide charitable organization, has managed the day-to-day operations of the Initiative since 2003. Oregon Housing and Community Services⁶ provides leadership and oversight to the Oregon IDA Initiative, with support from the Oregon Department of Revenue. The Initiative also includes a host of private partners and contributors working together to help Oregonians achieve their dreams.

Neighborhood Partnerships has consistently encouraged creativity and innovation across the Initiative, especially in efforts to reach underserved populations and communities. To this end, nine supplemental awards made it possible for IDA partners to develop and test new outreach and retention strategies. These efforts have contributed to ongoing collaboration among all of the IDA partners to identify and disseminate best practices.

Among IDA participants who have exited the program overall, 66% have completed their savings and received matching funds. In the last two years, this ‘graduation rate’ has increased to 68%. This is the highest published graduation rate of an IDA effort nationally.

Since late in 2007, Portland State University (PSU) has worked closely with Neighborhood Partnerships to compile and report data on program performance and outcomes. This report includes cumulative results for IDA accounts opened between January 2008 and December 31, 2012, as well as trends in the data over the last two years and some of the lessons learned from the supplemental awards and related efforts across the Initiative. Evaluation methods are described in Appendix C.

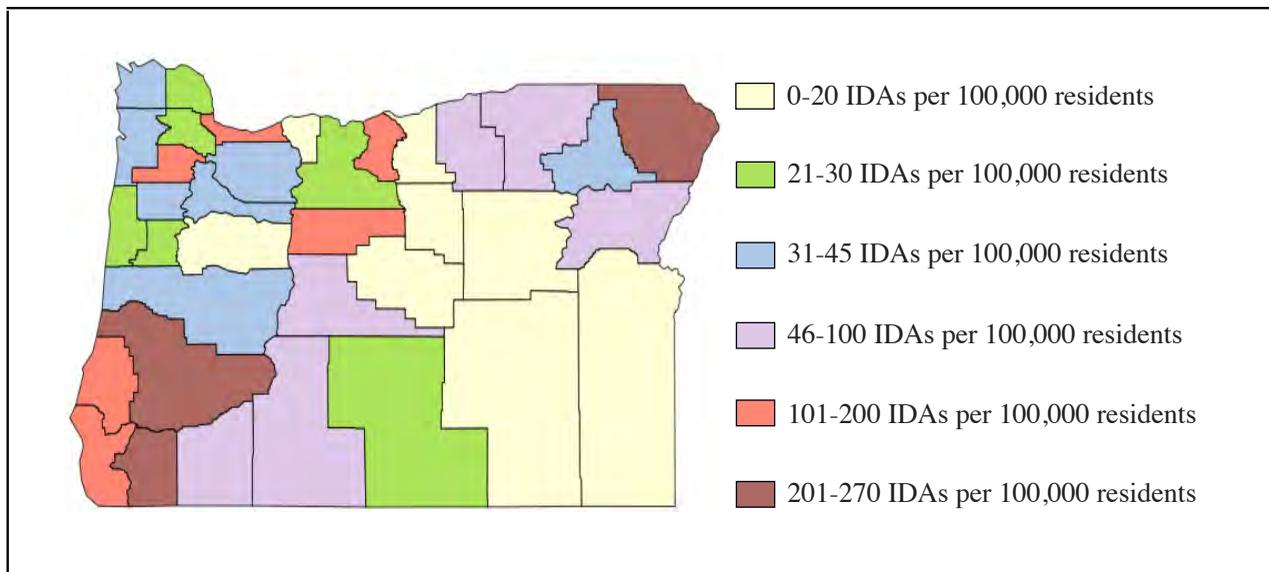
⁵ Data on the IDA Initiative have been tracked since 1999. However, early in 2008, statewide IDA data were consolidated in the current information system for greater accuracy and comprehensive tracking and reporting.

⁶ <http://www.oregon.gov/OHCS/>

Eligibility for an Oregon IDA is based on income and modest net worth at the time of enrollment. Other requirements are a willingness to save, a desire to invest in one of the approved asset categories, and a commitment to the educational components of the program. In addition, IDA account holders must be Oregon residents and at least 12 years of age.

IDA participants come from all over Oregon and represent the growing diversity of the state. Some counties, however, have larger concentrations of IDA participants (see Figure 2).

Figure 2. Concentration of Oregon IDA Participants by County.



Among participants enrolled between January 2008 and the end of 2012, 30% were people of color and 20% were Latino. Most were born in the United States (80%) but a significant number came originally from Mexico, Slavic countries, or any of 90 other countries around the world.

Participants ranged in age between 12 and 86 with the average age of 33 years. Youth under 18 were 13% of the total population. The majority of IDA account holders (67%) were women and 67% had attended at least some college. More than half (56%) were single, and nearly a quarter (23%) were single mothers. About 40% were in school, either full- or part-time, when they enrolled. Moreover, 39% were receiving income support through food stamps.

Serving rural and frontier communities as well as urban and mid-urban cities and towns has been an important aim of the Initiative (See Figure 2). The supplemental awards in 2011-13 have focused on reaching underserved communities including communities of color, individuals re-entering the community after incarceration, and families experiencing multiple barriers.

Through advocacy and public policy efforts in 2012-13, eligibility net worth for IDA participants now excludes \$60,000 in retirement assets. This allows older adults to open accounts for home renovation or other IDA asset categories and removes a disincentive to save for retirement.

IDA participants reflect the strengths and challenges of many Oregonians with low incomes. All IDA participants have income at the time of enrollment of no more than 80% of the median family income in their county of residence or 200% of the federal poverty level (whichever is higher). Fifty percent had less than \$9,000 in assets when they entered the program; 82% had a checking account, 63% had a savings account, 25% had investments of some kind, and 18% owned a home. Participants also had debt, most frequently credit card debt, student loans, auto loans and medical bills.

Additional demographic information can be found in Appendix D.

OREGON IDA INITIATIVE OVERVIEW

IDAs help individuals and families with low incomes and limited net worth acquire and retain assets through matched savings accounts combined with financial education and counseling. In Oregon, IDA participants save to purchase or renovate a home, further their education, start or expand a micro enterprise, or buy specialized equipment or technology in support of an employment goal. (Additional information about these asset categories can be found in the next section). Since 2007, IDAs for youth have also helped students succeed in school and save for college.

All donations are dedicated entirely to reaching the goals of the Oregon IDA Initiative. Initiative resources support modest administration and marketing expenses, and are competitively allocated to Initiative Partners (termed Fiduciary Organizations in statute) to support their program delivery and administration (typically 20% and 5% respectively of allocations) and matching payments for participants (75% of allocations).

Neighborhood Partnerships: <http://oregonidainitiative.org>

Oregon residents who meet eligibility requirements can enroll in the IDA Initiative through one of many providers located across the state. Participants work with their local provider to define their goal and begin saving. Once the participant's goal is reached and all benchmarks of the asset plan are met, every dollar saved by the participant is matched by the Initiative, typically three dollars for every one dollar saved. Participants who are not able to complete their asset plan may withdraw their own deposits but do not receive matching funds.

All IDA participants receive basic financial education, one-on-one financial counseling, training specific to their purchase goals, and personal support. Each Initiative Partner provides these services in a structure and format that best meets the needs of their community and constituents. Increasingly, providers are tailoring the education to the specific individuals involved in their programs.

Between 2008 and 2012, ten non-profit IDA Initiative Partners (or “Fiduciary Organizations”) served 34 out of 36 urban, rural and frontier counties in Oregon.⁷ Many Partners provided services directly to Oregon residents, some through local partners, and still others by a combination of both (see Appendix B for a complete list of Initiative and local partners). The largest have enrolled hundreds of participants annually; others enrolled much smaller numbers. In all cases, however, partners:

- Work with participants through the entire IDA process (e.g. recruitment; enrollment; financial training and counseling; asset-specific training; setting up and monitoring monthly deposits with partnering financial institutions; and documenting and processing payments).
- Create and maintain partnerships with financial institutions, referral organizations, and other agencies, institutions and professionals related to specific asset categories.
- Develop, refine and maintain systems for the matched asset process, including monthly reporting to participants about savings and match; and distribution of bank statements.
- Engage in ongoing program development and innovation (including outreach efforts to underserved individuals and communities), and ongoing evaluation of impact and outcomes.

“Initiative Partners bring programmatic and fiscal capacity as well as relationships deep in Oregon communities. They bring a wealth of experience to the Initiative, and represent diverse communities, approaches, and perspectives.”

Janet Byrd, Executive Director
Neighborhood Partnerships

In addition, Initiative Partners report participant, program and fiscal data back to the Oregon IDA Initiative, and are subject to regular program and fiscal reviews.



Erika Lincango, Sis Achik Jewelry Art Medicine

⁷ Two additional Initiative Partners were added in 2011, and one merged IDA operations into an existing partner.

II. IDA Asset Categories

The CFED Assets and Opportunity Scorecard⁸ assesses the financial security and economic opportunity of households across the United States. In 2012, Oregon received a B grade in the ‘financial assets and income’ performance area. This grade indicated that Oregon has important policies and practices in place and is doing relatively well in comparison to other states. For example, Oregon has created tax credits for working families, has strong state support for IDAs, has lifted asset limits in some public benefit programs, and has protections from predatory short-term loans. However, the income poverty rate in Oregon (14%) and the asset poverty rate (28%) are slightly higher than the national rate, and although the liquid asset poverty rate (38%) is slightly lower than the national rate, there is room for improvement.

IDAs help to address these gaps by providing Oregon residents with low income an opportunity to save towards the purchase of a lifelong asset and to have their savings matched at a rate of three or even five-to-one. As noted earlier, Oregon IDAs may be used to save for a defined set of personal and/or family goals:

- Micro- enterprise
- Education
- Home ownership
- Employment- related equipment or assistive technology
- Home renovation

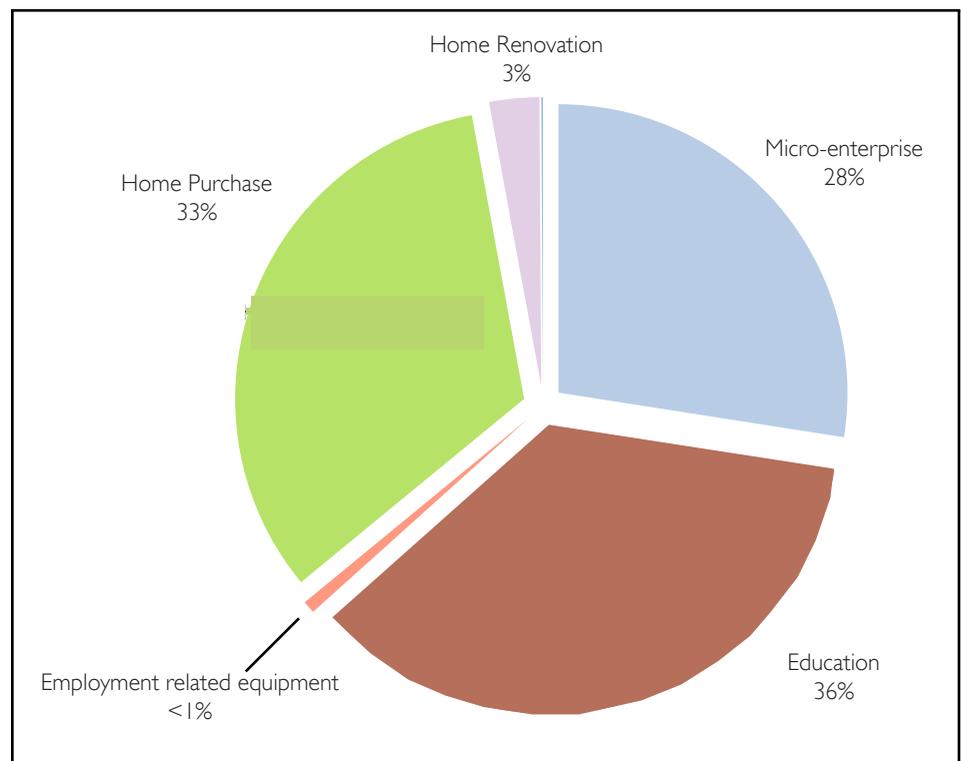
To date, the three largest asset categories in the IDA Initiative have been Education, Home Ownership, and Micro-Enterprise, comprising nearly 98% of all accounts opened through the end of 2012 (See Figure 3). Across all IDA asset categories, graduates have expressed excitement about their experiences in the program:

“This program is the reason I will soon be able to graduate from college.”

“I am very thankful for such a great opportunity. This is the first home I have ever purchased. Thank you, your program makes dreams come true.”

“The process was invaluable not only for providing capital but the knowledge to confidently pursue my business goals.”

Figure 3. Oregon IDA Initiative - Asset Categories 2008-2012.



⁸<http://scorecard.assetsandopportunity.org/2012/state/or>

Almost 30% of IDAs (1,429 accounts) that have opened since January 2008 were aimed at building up resources to start or expand a micro-enterprise. These micro-enterprise IDAs were available through six non-profit Initiative Partners and the non-profit local partners they work with around the state. Many aspiring micro-enterprise owners with IDA accounts live in rural or frontier communities where their personal successes can have an impact on the entire community. Others are part of a growing urban micro-enterprise community, which includes the thriving food cart industry in Multnomah County and surrounding areas. Other micro-enterprises are promoting their products or services online for the larger Oregon audience, but also so that they can sell their goods across the country.

Micro-enterprise IDAs have the highest graduation rate among all the asset categories. Seventy-nine percent of account holders have achieved their goal and received matching funds when they leave the program. Some of the strategies that IDA partners use to help micro-enterprise owners are described on page 7 and 8 of this report.

In addition to general financial education that is part of the program for everyone who opens an IDA, these participants attend classes for business owners, where they learn to:

- Determine the appropriate legal status for the business;
- Obtain the correct licenses and permits;
- Calculate start-up costs, unit of sale, profit margins, break-even point, and pricing window;
- Forecast a 12-month cash-flow projection;
- Analyze the competition;
- Identify target markets and create a marketing plan; and
- Identify funding sources and write a strong business plan.

Micro-enterprise participants have been enthusiastic about these foundational courses and often identified the ‘business plan’ as extraordinarily helpful. In addition, participants frequently noted specific skills or strategies that helped with their micro-enterprise. Many indicated that meeting people with similar interests and networking were other important parts of being involved in the classes.

“Having a resource for learning small business success techniques has been extremely helpful (for example writing a business plan, creating a budget, using social marketing and search engine optimization).”

“The business fundamentals class was wonderful. It really inspired me, and has made me seriously consider going to get a MBA.”

“The classes were great. They really opened my eyes about marketing, selling myself and setting goals.”

“Meeting other like-minded people trying to improve their personal as well as business lives [was one of the most helpful aspects of the program].”

With the highest graduation rates (79%) among the IDA asset categories, micro-enterprise investments have included various business assets. These include construction tools, a massage table, or jewelry-making equipment, as well as vehicles to transport supplies and equipment for a home cleaning business or to shuttle hotel/motel guests to and from the airport.

Typically, the total purchase price for the asset is covered entirely by the dollars saved combined with matching funds, making micro-enterprise IDAs relatively straightforward to complete. In addition, micro-enterprise owners often come to the program with considerable financial know-how, combined with diligence and entrepreneurial spirit. They need primarily to develop specific business skills and knowledge. This combination of factors contributes to the strong performance in this category, but the high graduation rates for micro-enterprise are also due to the exceptional efforts of many providers to support and encourage participants.

The following two pages contain brief introductions to two Oregon IDA participants who reached their goals in saving for their micro enterprises. Visit <http://oregonidainitiative.org/impact-policy/ida-stories/> to read more about how IDAs taught these participants financial skills that empowered them to be successful.



Musau Rosie Tujibikila, Hakuna Matata

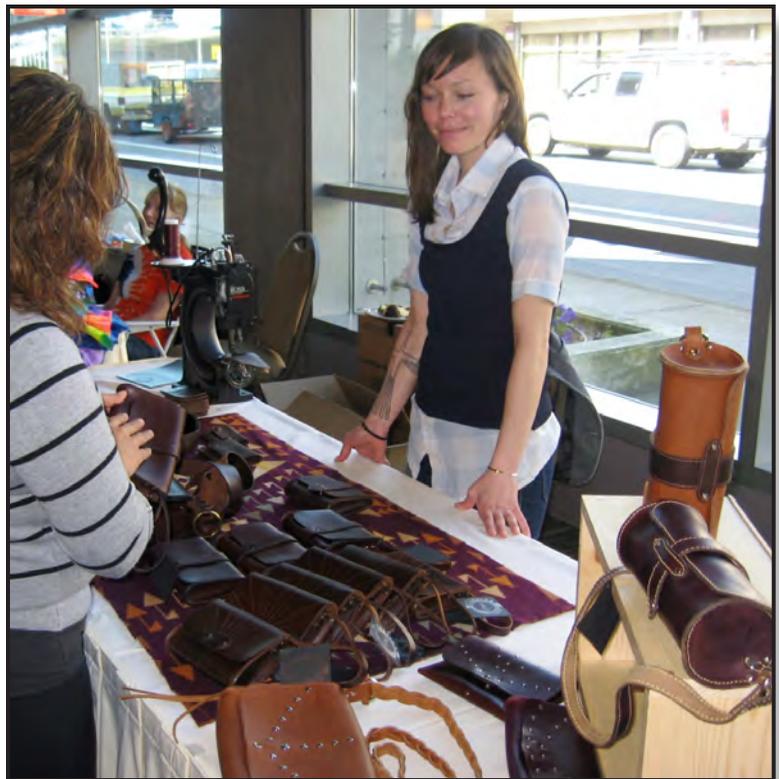
Thanks in part to the Oregon IDA Initiative, Sarah Atkins' leather accessory line has grown over the past four years from making accessories for herself and friends, to a nationally known name in the fashion world – Martine Satchels. Sarah has been a tailor and seamstress since she could hold a needle, and in 2010, she decided she wanted “a bag that you couldn't find anywhere.” She made one for herself, her friends saw it and also wanted one, and eventually the bag was noticed by a stranger in Trader Joes who insisted that Sarah make one for her as well.

Sarah kept up with demand as best she could, until a friend who had completed his own micro-enterprise IDA through MercyCorps NW (MCNW) suggested she take her side project to the next level and showed her information about the program. She couldn't believe what an opportunity this was for her business and jumped at the chance, saving \$1,000 over the course of a year and receiving \$3,000 in matching funds. She spent the total amount on a sewing machine, Martine's brander, another machine for slicking edges, a couple of minor tools, and a work bench – all things she is still using today. With those essentials, she was able to increase production while still hand-making every piece in small batches.

In addition to the helpful matching funds, Sarah can't say enough about the benefits of the business and financial education classes. Before participating in MCNW's IDA program, Sarah said she knew that she “wanted to be in business for myself, but had no idea how to do that. Going through the foundations class made it really step-by-step. We wrote our business plan and I was able to budget... it made it concise and clear that this was how it's going to work.”

Martine Satchels recently was able to switch from a consignment model to wholesale, and has already hired another employee with plans to expand further in the coming year. She tells as many people as possible about the program and how the Initiative has made it possible for Martine Satchels to be a business with a strong future ahead of it.

Read more of Sarah's story at <http://www.oregonidainitiative.org/sarah-atkins>



Sara Atkins, Martine Satchels

Shelly Campbell has spent the last 21 years raising her kids and building a strong home daycare business in her Salem community. She prides herself on the strong curriculum she's built over the years and the great indoor environment she has for the kids. However, her backyard was getting pretty rundown and she knew it was affecting her ability to find new, long term clients to sustain the business. She really wanted to get quality, safe, and durable playground equipment for her kids to be active on, but the price tag on a slide alone seemed to be an insurmountable barrier. Then she found the Oregon IDA Initiative, which provided the perfect opportunity for her to overcome that obstacle to saving, solidify her financial skills, and grow her business.

Over three years, Shelly saved \$3,000 and received \$9,000 in matching funds from Salem-Keizer CDC's IDA program through CASA of Oregon's VIDA Collaborative. With her IDA, Shelly was able to purchase a completely new playground that will "last forever and looks very professional." In addition to helping her with her financial skills, she says the best thing about her new asset is that it has empowered her to "follow through on my philosophy about physical activity. If I say that's important, than my program should reflect that it's important... and now it does."

The new backyard equipment has also allowed her to attract a more stable client base, which in turn helped Shelly pay better wages to her employees and retain better quality employees. And, the impact on her most important clients – the kids – has been unquestionably positive.

Read more of Shelly's story at <http://www.oregonidainitiative.org/shelly-campbell>



Shelly's Kids Preschool and Childcare

Almost 1,868 Oregon residents enrolled in an IDA program were saving for their education (about 36% of all accounts opened through the end of 2012 and nearly half of those currently open). Youth and adults can save for a variety of goals across the educational spectrum (e.g., obtaining a professional license, completing professional training or earning an Associate's, Bachelor's or graduate degree), which makes this asset category accessible to a wide variety of participants. In fact, this asset category has been the entry point for some IDA participants who have then gone on to start a business or purchase a home.

Nearly 55% of Education participants were pursuing a bachelor's degree. This reflects increasing involvement of youth in IDA asset programs. Youth programs are designed to teach adolescents (as young as 12 years of age) strong financial skills and planning for their future. Approximately 13% of IDA participants to date were under the age of 18 when they enrolled. Some are the first in their family to attend college; others are overcoming barriers of poverty and/or other life circumstances.

Education IDAs are frequently structured with enough flexibility that students can work and save money over the summer, withdraw their money and matching funds for tuition during the year, then repeat the same process the following year. In addition to paying for tuition, these funds are used for books, software, computers, laptops, printers and any gear necessary for the classes they attend. Graduates have appreciated the opportunities that Education IDAs have created and found the matching funds helped them reach their educational goals.

IDAs for education have increased in numbers in recent years, now accounting for 36% of the overall number and half of all currently open accounts.

"I was able to pay for beauty school and graduate with no school debt."

"It has relieved much of the stress I felt in being able to afford school."

"It helped me get a bachelor's degree."

"I was able to receive my Master's in Teaching and plan to become an elementary school teacher."

The following pages introduce two Education IDA recipients.

The oldest daughter in a family of six, Dairen Olvera's commitment to success is matched only by her tremendous energy. A recent graduate of Rogue Community College, she will soon enroll in a Business Administration bachelor's degree program at a state university.

The path has not always been smooth, however—she has had to work as many as three jobs while simultaneously attending classes. Though Dairen had always known she would go to college, she knew that it was something that her parents would not be able to afford. At age 16, she got her first job through the Grants Pass Job Council. Her job, at College Dreams, introduced her to Dream\$avers, the IDA program that College Dreams is a part of. With her parents' encouragement, she opened an account and immediately started saving. But Dairen's IDA story doesn't stop with her.



Dairen Olvera, Education College Graduate

Part of Dairen's job at College Dreams was to work with other young, motivated people saving for college. While her primary duty was to provide assistance in the office, she also found time to assist with community events that catered to first generation college students, low-income youth, and foster youth.

Dairen's efforts and success did of course not go unnoticed at home. Her parents are proud that she is not only the first in the family to graduate from high school, but also to have a college degree. She won't be the last – her younger siblings are motivated by her success and are following closely in her footsteps.

Read more of Dairen's story at <http://www.oregonidainitiative.org/dairen-olvera>

The youngest daughter of Mexican immigrants, Maria knew that she had to go to college to make the most of the many sacrifices her parents had made to ensure a more prosperous life for their family. College was not “Can you go?” it was, “You will be going.” After enrolling in the IDA program during her sophomore year of college, Maria was able to “save as she went” for her education. She was able to graduate from Linfield College with minimal debt and freedom to live out her passion—working with students to ensure they also have the opportunity to pursue higher education.

“[The Oregon IDA Initiative] has really helped not only me, but my family as well. And it has really helped now that I’m an adult being in the habit of saving money every month, and being on a budget and being able to save for something else. Now I’m married and would like to save money for a house so that’s what we do—we save money each month. And I do owe all of those things that I learned to the program.”

Maria is now a college and career facilitator at McMinnville High School, drawing on her personal experience to help ensure that her students are internalizing the message that they too can go to college and have a successful future. One tool she encourages her students to use is an IDA through the Oregon IDA Initiative.

Read more of Maria’s story at <http://www.oregonidainitiative.org/maria-sandoval>



Maria Sandoval, Education College Graduate

Purchasing a home has been the priority for 33% of all IDA enrollees, totaling 1,721 Oregon IDA account holders that have enrolled since January 2008. They opened IDA accounts through the Portland Housing Center, NeighborWorks Umpqua or local partners, NAYA, NEDCO, local partners of CASA, Warm Springs Community Action Team, or NeighborImpact.

These prospective home owners received assistance to determine an appropriate price range for their home, given their income and resources, and were trained in what to expect in the home-buying process. They acquired skills and information about how to take advantage of programs for first-time homebuyers, how to search for a house, details about the inspection process and insuring the home, and how to maintain and protect their investment.

Graduation rates for this asset category are somewhat lower than the other categories, however, because home purchases can be difficult, complex and expensive. Many factors as well as multiple sources of funding are often involved. In addition, in the current financial climate, home buyers may complete their asset plan but be unable to find a home approved by the lender for the amount they can afford. Among those who completed their investment, final sale prices ranged widely, reflecting regional differences across the state, with an average of \$162,357.

National studies have suggested that IDA participants who purchase homes typically obtain more preferable mortgage rates and are two to three times less likely to lose their homes to foreclosure.⁹ A follow-up survey of Oregon IDA graduates reinforces these findings, at least in the short term, with 97% of respondents indicating they still had their home twelve months later and 94% who said they were ‘always’ able to pay their mortgage. Graduates indicated that many aspects of the Home Buying IDAs were helpful, especially the asset-specific instruction.

Participants who purchased a home gained a valuable asset, but the impact of home ownership can be much broader and deeper, including increased confidence, pride, sense of accomplishment, responsibility and belonging in the community. Participants in this asset category said:

“Owning a home will help me not waste money on rent and moving expenses. I feel like I can finally get ahead financially.”

“I now own a home. I was able to do this as a single lady. I now know I can do anything I dream.”

“The stability of home ownership created a big sense of self-esteem in my community.”

The following introductions to recent Oregon IDA home buyers reflect participants’ achievements. Their complete stories can be found at <http://oregonidainitiative.org/impact-policy/ida-stories/>.

⁹http://cfed.org/assets/pdfs/ida_program_survey_homeown_foreclose.pdf

Chris never thought in a million years that she would own her own home. Chris had been saving and cleaning up her credit for over two years when she hit a barrier to homeownership that she hadn't expected. Because of her lower income, she couldn't afford to buy a new house that might come without any repair or maintenance problems, and she "didn't have any desire to buy issues."

Around that time, Rebekah Barger, then Director of the DreamSavers IDA program at NeighborWorks Umpqua in Roseburg, told Chris about a sweat equity program made possible through the federal Rural Development Department that, when paired with the Oregon IDA Initiative, would allow Chris to be able to afford a brand new home. Chris jumped at the chance and enrolled in the classes that helped solidify her already growing financial skills and taught her all about home ownership.

Together with her new neighbors, Chris built ten houses in nine months in their Sutherlin community from the foundation up – including the framing, siding, windows, doors, everything. Because Chris was the designated 'Primary Builder' for her house with no building partner, she needed to put in the full 30 hours a week on the project in addition to her regular 40 hours a week at her day job. Her soon-to-be neighbors rallied and a person from every other house worked extra hours to help Chris contribute the full 30 hours a week needed to finish the home.



Chris Docketador, Home Owner

Chris says that when she first got the keys to her house, it was a very overwhelming emotional experience – the stability, security, and safety that she and her daughter continue to feel is priceless. Her house is a source of pride she never thought she would have. Together with her new neighbors in Sutherlin, she has achieved her dream of owning her own home.

Read more of Chris' story at <http://www.oregonidainitiative.org/chris-dockstader>

Bob and Tammy have lived in Salem since 2006, when they moved from Texas for a job opportunity for Bob. They got connected to the Oregon IDA Initiative through the Salem Housing Authority, which managed the apartment they were living in. Originally Bob and Tammy intended to use the IDA to enable Bob to pursue additional education. However, their youngest son, Benjamin, has learning disabilities and Bob and Tammy realized that they needed to find a place to call their “forever home.” A forever home would help with the difficulties Benjamin has with transitions and new environments, and also be a place of their own to have as they grow older.

Tammy says that “Robert worked so hard every day. He would go to work every day, even when he wasn’t feeling well, so we could make that payment.” After saving for just over two years, Bob and Tammy saved enough that with their matching funds they could make a down payment on a home. With the help of the real estate agent who would not let them “settle for just anything” and the Oregon IDA Initiative, the Fishers finally found their forever home.

Tammy feels the biggest sense of pride when she thinks about the impact the house has had on her children and grandchildren. “They’re able to just go outside without having to worry about anything and just be kids and know that they’re safe. They can play outside all day long and not have to fear anything... Having a home for us offers not only our learning disabled adult son – but all the family – a sense of stability.”

Read more of Bob and Tammy’s story at <http://www.oregonidainitiative.org/bob-and-tammy-fisher>



Fisher Family, Homeowners

Table 1 below illustrates similarities and differences in results between 2008-2012 across the three largest asset categories and summarizes data for all IDAs.

Table 1. Outcomes by Asset Categories.

	Home Owner IDAs	Micro-Enterprise IDAs	Education IDAs	All IDAs
Percent who 'Graduated'	56%	79%	61%	66%
Average Duration for 'Graduates'	18 months (range 2-56 months)	18 months (range 1-51 months)	28 months (range 0-61 months)	21 months (range 0-63 months)
Average Savings for 'Graduates'	\$2,023 (range \$242-\$14,061)	\$1,515 (range \$100-\$6,147)	\$1,875 (range \$275-\$5,103)	\$1,779 (range \$100-\$14,061)
Average Match Amount	\$5,280 (range \$750-\$11,004)	\$4,271 (range \$301-\$11,000)	\$5,712 (range \$260-\$11,002)	\$4,979 (range \$260-\$11,004)
Average Duration for 'Non-Completers'	18 months (range 0-56 months)	13 months (range 0-52 months)	19 months (range 1-58 months)	17 months (range 0-59 months)
Average Savings for 'Non-Completers'	\$1,157 (range \$1-\$5,312)	\$744 (range 0-\$3,662)	\$644 (range \$1-\$3,932)	\$911 (range \$0-\$5,312)

Although Education, Micro-Enterprise and Home buying have been the three most common IDA asset categories, there is a growing interest in other asset categories to help assist lower-income individuals move towards financial resilience. Two additional asset categories that have been available since 2009 are Employment Related Equipment and Assistive Technology and Home Renovation. They are explained in more detail on the following page.

EMPLOYMENT RELATED EQUIPMENT & ASSISTIVE TECHNOLOGY IDAs

The Employment Related Equipment and Assistive Technology asset category allows participants to purchase tools, assistive technology, and/or equipment necessary to enable or improve access to employment. This has included motor-powered tools or vehicles that are used to create employment in some way. Assistive technology has helped participants with disabilities purchase equipment such as wheelchairs, but has also allowed participants to save for a car if they have a demonstrated need for a vehicle to get to their place of employment.

This asset category has shown to be particularly important in rural areas where public transportation is not often a feasible or efficient option, if it is even available, to get reliably to and from the workplace. In fact, providers have begun to identify ways to utilize this asset category more creatively. For example, there are efforts to see if bicycles and/or scooters could be used as other supports to get to work.

HOME RENOVATION IDAs

Some partners have developed home rehabilitation and repair programs to help existing homeowners with health and safety related repairs, allowing participants to make the necessary repairs and/or updates to restore their home to a habitable condition. This asset category has been the goal for approximately 3% of IDA account holders to date. Possible home repairs include: repair, replacement or upgrade of roof, plumbing, electrical, septic, well, heating, mold abatement and dry rot repair. Renovations to enable mobility and accessibility are also a priority. Other repairs and/or upgrades may be approved on a case by case basis.



Tools purchased by Sara Atkins of Martine Satchels

III. Impact of the Oregon IDA Initiative

The Oregon IDA Initiative is part of a global alliance to fight poverty through asset-building for low-income individuals and underserved communities. Evidence of success has resulted in the development of similar programs across the United States and in developing nations as well,¹⁰ addressing goals through financial education, support, coaching and guidance, combined with small amounts of funding as seed money and incentive.

Learning to manage personal finances effectively continues to be critical especially in an economic climate in which 8% of Oregonians are unemployed¹¹ and 28% are asset poor. Equally important is the confidence and sense of competence that IDA participants may acquire. Comments from participants highlight the impact the IDA Initiative had on their financial wellbeing.

“We think more about our spending habits and think about long term goals versus daily spending.”

“I have a much firmer belief that even though I am low-income, I am still capable of saving and meeting my personal goals financially.”

“I am better (a lot!) at living by a budget.”



Simple Pleasures Bike Components

Between January 2008 and December 2012, over 5,200 Oregon residents opened IDA accounts, setting aside savings of approximately \$7 million during that period. Participants maintained their IDA accounts for up to four years (and in some cases longer), and the Oregon IDA Initiative has provided almost \$8.8 million in matching funds.

More than 2,700 accounts were still open at the end of 2012, but among those that had closed, 66% of participants (1,775) ‘graduated’ – that is, they met their asset goal and received matching funds. On average, graduates were involved with the Initiative longer and saved more than those who left without receiving matching funds. Graduates saved an average of \$1,779 over a period of about 21 months, with an average match of \$4,979 (see Table 1, page 17 for details). Many IDA participants reported benefits from the program whether or not they received a match.

¹⁰See, for example, Ssewamala, Sperber, Zimmerman, & Karimili (2010)

¹¹<http://www.bls.gov/lau/> as of July 2013

As part of the evaluation of the Oregon IDA Initiative, participants are asked to share their experiences with the program through surveys administered at the time they exit and again twelve months later. Participants are asked about financial habits and behaviors as well as for their opinions and perceptions.

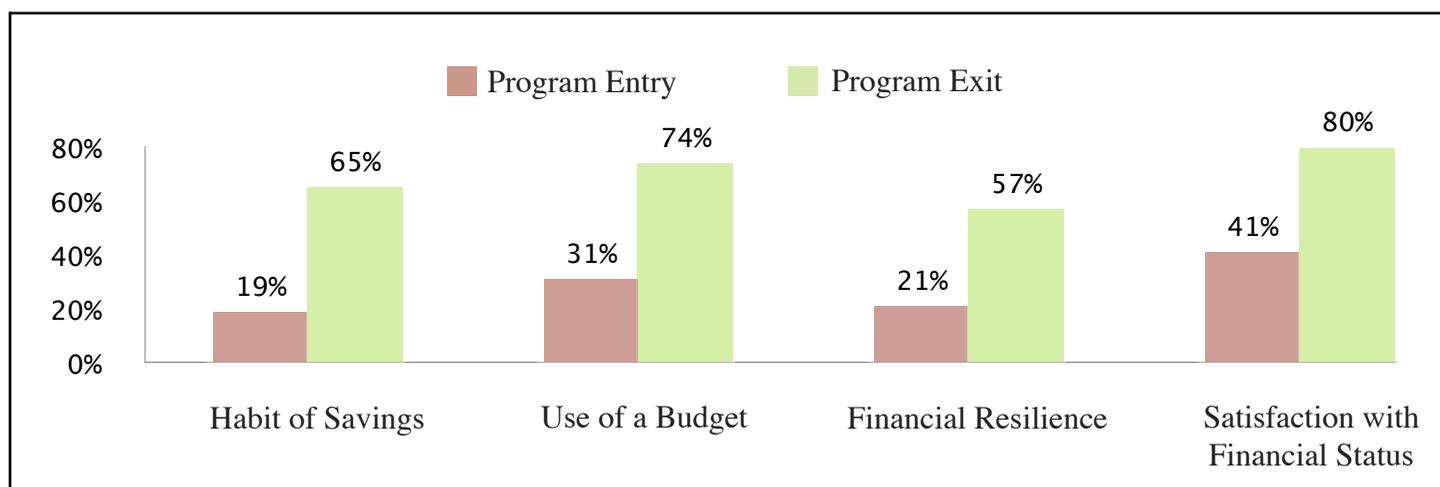
Response rates for Portland State University¹² exit surveys have been high (72% of program ‘graduates’ have returned their surveys as have 48% of those who left the program without receiving matching funds). Response rates for the twelve-month follow-up survey are also good (28%), with higher rates among home owners and micro-enterprise owners than students. Additional information about respondents and copies of the surveys can be found in Appendices E and F respectively.

Moreover, at two times this past year (fall of 2012 and summer of 2013) a subset of partners (those that received the supplemental awards) also shared their ideas and feedback with a PSU evaluator. These conversations were primarily focused on strategies they used to reach out to, recruit, and retain individuals from underserved communities, but many providers also shared information about IDAs and the Initiative more generally.

PARTICIPANTS REPORT IMMEDIATE CHANGES

Participants have reported dramatic changes in financial behaviors from the time they entered the program to the time they transitioned out. Changes in saving and budgeting habits were especially notable, and contributed to improved financial circumstances and sense of confidence. For example, 74% of participants were regularly using a budget to monitor spending by the time they left the program in contrast to only 31% when they entered, and 65% were making regular deposits to a savings account compared to 19% at the time they opened their IDA account. Nearly 60% had an emergency fund (a key component of financial resilience). Moreover, 80% of participants said they were satisfied with their financial status at program exit compared to only 41% at program entry (see Figure 4).

Figure 4. IDA Graduates Financial Wellbeing Over Time - Entry to Exit.



¹²The PSU exit surveys have been renamed. They are now called Participant Feedback Surveys.

In addition, at program exit, IDA account holders had set new savings goals. Beyond saving for an emergency fund:

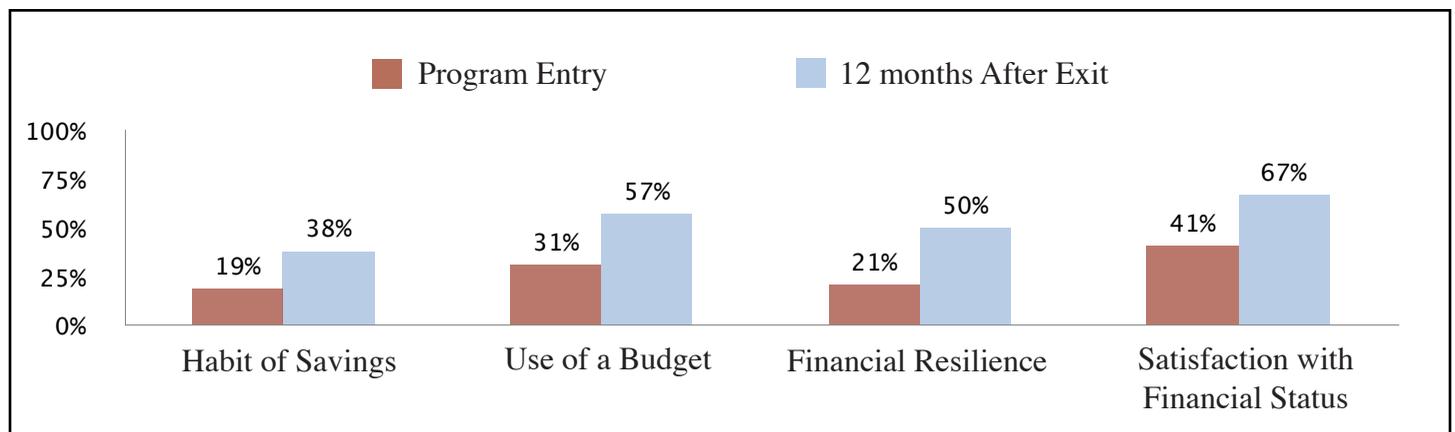
- 32% were saving to purchase or improve a home.
- 39% were saving for a trip.
- 19% had started an IRA or other long-term savings.
- 20% were saving for their education.

SUSTAINED CHANGES & LASTING IMPACT

Many of the changes reported at exit were sustained over time. Graduates were continuing to budget, save and monitor their spending, and they were continuing other important practices as well, even 12 months after they completed their IDA experience. Figure 5 below illustrates the percentage of families still utilizing critical skills a year after exit, for example:

- 57% were still using a budget in contrast to only 31% who said they used a budget prior to opening their IDA account.
- 50% still had an emergency fund to tide them over during difficult times.

**Figure 5. IDA Graduates Financial Wellbeing Over Time
Entry to 12 Months After Exit.**



Savings goals twelve months after exit included saving for a trip (40%), for other family needs or wants (32%), to purchase or improve a home (32%), to start or expand a micr-enterprise (23%), for an IRA or other long-term savings plan (21%), or for more formal education (17%).

In addition to promoting saving and other changes in financial behaviors, the larger goal of the Oregon IDA Initiative are to build financial resilience that impacts family and community over the long term. Many participants noted how their IDA experience has had ripple effects – benefiting their children, other family members, their friends, co-workers, and community. Some of the themes in participants’ reports are illustrated on the following pages.

Learning Skills and Strategies to Save...

"I have learned how to do without what I want today, in order to have what I need in the future."

"Helped build the 'savings muscle.'"

Increasing Confidence...

"I have increased confidence in being able to understand and shape my finances, which has reduced stress!"

"...the IDA allowed me to have more confidence in my situation. I see my priorities differently now."

Providing Hope...

"I have always put a high value on education and being a life-long learner, but the IDA Initiative has given me hope. I was on the verge of giving up and the savings plan helped me to stay committed."

"This program brings so much hope in such times of darkness."



Lidia Vasquez, Lidia's Chocolates

Developing a Household Culture of Saving focused on Future Goals...

"Improved income and life. Better goals for self and son."

"We use a budget that we ALL partake in."

"Now that we've seen the fruit of saving, we are excited to continue those healthy habits in our monthly budget as well as teach our children how to save and spend wisely. That's a huge gift to give them, one I never received."

"They did teach us how to manage our finances better. We think about our kids' future and savings."

Moving Towards Financial Resilience...

"[The IDA program] has given me a great lift and keeps me fueled inwardly to move toward my goal of financial self-sufficiency. I am trusting more that the help will be there if and when I need it."

"My financial situation has improved dramatically...I have learned how to better my finances and maintain a good credit score. I have learned a great deal about buying a home. My confidence, satisfaction in life, and ability to deal with difficult situations have all improved. I have gone from a fearful state to one of increasing hope."

Establishing Roots in their Community...

"I am now much more rooted in Portland."

"We feel a lot more connected to our neighborhood because we own [our home]."

"Commitment to our neighborhood and community."

"The stability of home ownership created a big sense of self-esteem and community."

Providing Real Possibilities and Opportunities for a Stable Future...

"I have learned that there are 'real' possibilities to improve your quality of life by making simple, sound financial decisions. Making a practical budget and sticking to it have increased my financial stability."

"We are a much more stable family unit that is more involved in the community since we have secured stable/permanent housing in a better neighborhood."

"Long term impacts of participating in the IDA program include a sense of pride and accomplishment as a new homeowner, monetary gain from savings, interest and equity earned from my new home purchase, and stability."

Changing Lives...

"This program is changing my life. It was the best thing for me at this period in my life."

"The IDA Initiative showed me that it is possible to deposit/save money on a monthly basis. My life has changed dramatically, and I am now living my dream."

What helped the most?

When asked what was 'most helpful' about their IDA experience, the preponderance of responses focused on learning to budget and save. In addition, the personal support provided through the IDA experience was greatly valued. Substantial numbers reported the motivation and encouragement they received from staff as one of the 'most helpful' aspects of the program:

"The program, with its requirements and assistance and personal mentors, was outstanding."

"Having a cheerleader to encourage me towards my saving and educational goals as well as job goals. Also, she helped me locate needed community resources."

"The financial planning and mentoring. Awesome staff."

Table 2. Savings for Participants (Graduates & Non-completers).

	Oregon IDA Initiative ‘Graduates’ Completed Savings and Received Match	Participants who Excited without Receiving Match	Total Oregon IDA Initiative Participants
Average Duration of Participation	21 months (range 0-63 months)	17 months (range 0-59 months)	20 months (range 0-63 months)
Average Savings	\$1,779 (range \$100-\$14,061)	\$911 (range \$0-\$5,312)	\$1,487 (range \$0-\$14,061)
Average Match Amount	\$4,979 (range \$260-\$11,002)	N/A	N/A
Total Exits	1,775 participants (66%)	918 participants (34%)	2,693 participants (100%)

FINANCIAL WELLBEING OF NON-COMPLETERS

IDA participants who were not able to complete the program cited various reasons. Most often, personal circumstances changed through loss of job or unexpected expenses that made it impossible to maintain the asset program. But even this group of ‘non-completers’ often noted aspects of the program they found helpful. Fifty-six percent of respondents said that “learning to use a budget” was very helpful. Others said “The whole program was very helpful” or that “The program is a great asset.” Still others pointed to the classes they attended, the skills they learned, and the support they received from program staff. Even though they were unable to complete the program, many indicated that they hoped others would benefit from this great program. Moreover, 89% said that they would recommend the IDA program to a friend, and some vowed to try again in the future.

IV. Broadening & Deepening the Impact of the IDA Initiative

Neighborhood Partnerships has a strong commitment to making the benefits of the IDA program available to diverse and underserved communities. In order to help accomplish this goal, NP posted a special supplemental Request for Proposals (RFP) in June, 2011. In addition to encouraging proposals focused on reaching underserved communities, the RFP also prioritized innovative proposals that advanced the asset-building field, collaborative proposals, proposals that demonstrated capacity of partners, client-centered proposals and proposals that maximized the use of funds. By September 1, 2011, proposals had been submitted requesting more than \$3.36 million for the approximately \$1 million set aside for the Supplemental RFP. Final funding decisions were made jointly by Oregon Housing and Community Services and Neighborhood Partnerships.

At the end of October, nine partners received awards ranging from \$100,000 to \$250,000 (see Table 3 below for a list of partners and funded projects).

Table 3. Funded Agencies and Proposed Plans.

Agency (FO)	Asset Type(s)	Community	Purpose/Innovation
Bienstar (CASA)	Education	Washington County; Urban and Suburban	Provide education IDA specific training and case management for participants saving for postsecondary education.
Hacienda (CASA)	Micro-Enterprise	Multnomah County; Urban	Allow microentrepreneurs to “buy” an ownership share in the Mercado co-op (Latino Mercado).
Innovative Change\$ (CASA)	Education	Multnomah County; Urban	Offer small dollar loans and other financial products; Culturally specific financial education for African Americans.
IRCO	Homeownership Education	14 Oregon Counties	Implement culturally specific and linguistically sensitive financial literacy training for immigrants and refugees.
MCNW and Innovative Change\$	Education	Multnomah County; Urban	Assist Formerly Incarcerated Individuals to obtain an associate’s or bachelor’s degree and/or professional licenses.
NAYA	Home Repair	Multnomah, Washington & Clackamas Counties; Urban & Suburban	Support housing stability for elders to increase homeowner retention, reduce foreclosures, allow elders to age in place and offer stability for families they support.

Agency (FO)	Asset Type(s)	Community	Purpose/Innovation
NEDCO	Homeownership, Education, Micro-Enterprise	Lane, Marion & Clackamas Counties; Urban and Suburban	Create assets for very low income individuals facing multiple barriers (foster youth, domestic violence survivors, and re-entry).
MESO	Micro-Enterprise, Education	Multnomah, Clackamas, Washington and Columbia Counties; Urban and Rural	Reach Oregonians with limited English proficiency, immigrants, refugees and people of color who have difficulty accessing resources due to barriers related to poverty, education, and cultural norms.
Prosperity Center (NWU)	Assistive Technology, Education	Douglas, Coos, Linn and Lane Counties; Rural	Increase financial self-sufficiency among rural, low income individuals through access to education and reliable transportation to jobs.

To learn more about these projects, a PSU evaluator met with supplemental awardees in the fall of 2012 and again in the summer of 2013. Partners discussed the specific communities they were targeting and the approaches and strategies that they were utilizing. In addition, partners were asked to indicate what was working well and what was not working as well as they had hoped and the lessons they learned throughout the process. Some responses were agency-specific, but a number of themes emerged that appeared pertinent to the overall Initiative. These are summarized below.

PARTNER PERSPECTIVE: OVERALL THEMES

Relationship building with community partners and individuals is key.

Building relationships and connections is integral to reaching underserved populations, and partners spoke about the importance of their reputation and involvement in their communities. Many have multiple partnerships with government, private, and non-profit agencies, plus they actively build relationships with other agencies, organizations and leaders within specific cultural and community groups. Partners also talked about building relationships with individual participants, noting that the work can be time consuming and challenging, especially in an economic climate in which they may be understaffed for the effort needed.

Trust is an essential ingredient.

In the relationship-building process, partners spoke about the importance of trust within the community as well as trust with individual participants. Partners described how getting buy-in from communities and individuals can be challenging and how a fearful mindset is common in many communities. Moreover, partners working with some communities such as immigrant families noted that participants may come to the agency “un-banked” partly because they have a mistrust of banks in general.¹³ These barriers can be time-consuming to overcome.

¹³CFED Assets and Opportunity Scorecard indicates that 5.7% of Oregon households are unbanked and 14.8% are underbanked.

Cultural factors are important to consider.

Partners spoke about the importance of having staff that ‘know’ the community...including the culture, the customs, the values and language of a given community’s members. Outreach, recruitment and ongoing support for participants may also include communicating and gaining buy-in from parents (e.g., Bienestar talked about the importance of doing home visits with parents to get young people enrolled in the youth program) or understanding from other family members and/or close friends (e.g., IRCO discussed how additional communication with a relative or close friend was helpful in situations where the participant was still working on their English and/or understanding of the US system; Hacienda CDC described how adult children often hear about their program and make contact first and then encourage their parents to get involved).

The work often involves one-on-one attention and on-going communication.

Individualized attention can be critical to success. Intensive one-on-one work can be needed at the application phase, gathering the required documents, but support and attention are often necessary throughout the participant’s time in the program. While partners said that this work is time-intensive, they also noted that a close relationship with participants ensures that they hear about challenges early so that they can help ‘trouble shoot’ before problems become insurmountable.

Authentic, invested staff members matter.

Partners spoke of their own investment in the lives of the participants and the larger community, describing their role in listening to participants’ hopes and desires and helping find solutions to personal difficulties (e.g., NAYA staff spent lots of time visiting and listening to the needs and concerns of the elders in their community). This aspect of the work was noted by participants as well, who talked about the dedication of the program staff.

A combination of internal and external factors make the difference in participants’ success.

Some partners described particular characteristics or qualities that were important to participant success in the IDA program: motivation, drive, energy, willingness to work hard, etc. Partners described how the most ‘engaged’ participants really saw this program as an opportunity and worked hard to take full advantage of this chance to move closer towards their goals. However, partners also noted that individual characteristics were not the only thing that mattered. Often individual characteristics were paired with other contextual factors such as a healthy support system, a stable partner and/or other conditions that made their participation in the IDA program a possibility.

From a Participant’s Perspective:

Priti Parekh moved to the United States from India eight years ago. She now lives in Washington County and runs a motel. She first heard about the IDA program from a friend at her temple thanks to the extensive outreach efforts MESO did in that community. Her friend told Priti about the program and got Priti in touch with Nita Shah, the Executive Director at MESO (one of the supplemental awardees). Priti started a Micro-Enterprise IDA and has been saving to get a vehicle to help her transport people to/from the airport. Priti said that Nita picked her up for the classes because she didn’t have a car and even helped her learn to drive. She also said, “*The rules and regulations in America...I don’t know anything about. The IDA program helped me with that...It helped me [save] my money, to learn driving, to buy a car and now they are helping me open an EDF [energy] account.*” Priti detailed many ways in which Nita and others at MESO helped her professionally and personally. She said, “*I’m really impressed.*”

Adaptation and tailoring of information is often necessary.

Working with underserved communities requires flexibility and creativity. Partners described strategies such as door-to-door recruitment to introduce themselves and their programs to community members. In addition, many talked about the importance of adapting their financial literacy trainings (e.g., turning PowerPoint presentations into flipcharts and other hands-on educational tools to be more accessible to the groups they serve; increasing the size of their budgeting tools, so the IDA specialist could easily walk participants through each step) and making sure participants felt comfortable creating budgets for the things that mattered to them without judgment from IDA staff (e.g., to send money to relatives, for church tithing, etc). Partners also tailored classes to meet the specific needs of the individuals involved in the classes (e.g., youth programs invited college students with similar interests to talk to students; micro-enterprise programs asked particular business owners to come speak in their classes). Translating materials was another important way to tailor information to participants' needs.

In some communities, the concept of a matched savings account sounds 'too good to be true'. Providers note that – especially in culturally specific or rural communities, there is a strong sense that 'if it sounds too good to be true, it's not true.' This can take time to counteract.

An 'education-first' model and/or rigorous screening are becoming common practice among some partners.

Enrollment practices among IDA programs with supplemental awards appear to be evolving to increase the likelihood of success. Partners talked about their earlier practices of enrolling IDA applicants and opening accounts immediately, which in some cases encouraged participants to enroll before they were ready, making it a struggle later on. In a more sequenced process, some agencies now ask participants to complete financial literacy training before they enroll in the IDA program. In other cases, the screening process is becoming more rigorous, e.g., reviewing bank statements over multiple months before accepting an application. These changes are seen as 'starting where clients are' in the path towards financial wellbeing. Ideally, this means that once a participant has enrolled, the likelihood of success is very high (operating as one partner said "more like a cylinder than a funnel").

Successful candidates are often important resources in the recruitment process.

Graduates of the IDA program who tell their family members and friends about their experiences often get other individuals involved in the IDA program. Success stories of graduates and other word-of-mouth approaches have been used as a way to get new individuals from particular communities involved in the Initiative. Moreover, those graduates who are willing to be spokespeople at the partner agency are often highly effective in recruiting new participants as well (e.g., an IDA graduate at NAYA is now working at the agency).

Barriers can be challenging to overcome.

In addition to strategies that are working well for outreach, recruitment and retention, partners also talked about the challenges they and their participants sometimes encounter. Barriers in the enrollment process (e.g., a participant doesn't have the specified financial paperwork because of their individual circumstance) and hassles or delays (e.g., communication lag or breakdown) with participants, and increase frustration.

Overall, however, the IDA approach is seen as a “game changer” and a “key to social change,” with partners describing how they have witnessed individuals and families move from poverty to financial resilience through the IDA experience. Selected highlights and successes of the supplemental awardees can be found in Appendix G.

From a Participant's Perspective:

Michael Henderson heard about the IDA program from a business workshop that MESO (one of the supplemental awardees) facilitated at the Beaverton library. He was a one-man business before he started his micro-enterprise IDA. Michael said, *“I had been doing everything from the conception to the patenting myself. I needed help and [the IDA program] sounded like a great idea...and it was local.”* Michael described the ways in which MESO staff helped him develop both his business and his online presence (e.g. website and facebook). MESO staff also helped him find a strong graphic designer for his product. Now he is selling to sports bars, stadiums and individuals across the country. Michael said, *“the IDA program has helped me a lot...it is the only help I had.”* He said, *“if you are willing to work hard and believe in what you are doing, there are no drawbacks...it is a big support...it actually works!”*



Participants at the 2013 Oregon Asset Builders Conference

V. Feedback for Program Improvement

The Oregon IDA Initiative, its partners around the state who provide IDAs, and Neighborhood Partnerships, which manages the Initiative, share a strong commitment to ongoing program improvement. An important aspect of the exit and follow up surveys administered by PSU as part of the Oregon IDA evaluation is the opportunity for participants to share their experiences with the IDA Initiative. This allows participants to share components that were most important to them, and describe how the Initiative could be improved to be as helpful as possible. Samples of much of this feedback have already been included as quotes in the preceding sections. Below are some ideas participants and partners suggested as improvements.

FROM PARTICIPANTS

When participants were asked to provide feedback about ways to improve their experience with the Initiative, many said things like “nothing” and “there is always more to learn, I learned quite a bit and I am not at all disappointed”. Others said “we wished we knew about the program earlier” and some responded saying things like “it was a very comprehensive program,” “I think the program is perfect the way it is,” and “You did a great job, now it is up to me”.

Few respondents had critical feedback for the Initiative, but suggestions often included ensuring flexibility in how participants complete the financial education pieces (e.g., online classes or flexible schedules) and making sure that guidelines and policies are very clear. Some participants indicated specific things that they would have liked to see covered (e.g., taxes, more networking, website development, debt consolidation, etc.) or indicated that more administrative help may have made the process go more smoothly (e.g., “needs more admin support”; “they could have done a better job at screening applicants”).

Many suggestions highlight how IDA participants are looking towards their financial futures as well as the future of the young people they know:

“More long-term financial options and account information.”

“Offer financial fitness class targeted towards teens and pre-teens.”

“I would have liked more networking opportunities or help meeting experienced entrepreneurs.”

“How to prepare for taxes---or how to do the small business tax stuff on my own.”

“How to build a website.”

“More situation specific consultation.”

“I want to learn more about investment options.”

Many IDA participants noted how this program was a great opportunity. Participants often reported that they really liked the program and its mentors, and told their friends and family members about the program.

As noted in the previous section, FOs and local partners also talked about the many benefits of the IDA program, but had suggestions as well. In particular, they asked for additional help in two areas:

- **Marketing the IDA program.** Since the IDA program is not necessarily widely known, local partners would appreciate help in getting the word out about the IDA Initiative. Developing a common language to promote IDAs was also mentioned by some partners.
- **Technical Assistance.** Local partners would also appreciate technical assistance with software and streamlining in an effort to improve efficiency. Partners mentioned that toolkits and the ability to share information and resources would be helpful.

Moreover, partners expressed interest in creating mechanisms (listservs, website warehouse) to share information, tools, resources, etc. across the Initiative (especially protocols and procedures that were developed for a unique purpose or specific asset category). Partners noted their willingness to share information, but uncertainty about how to do so.

VI. Conclusion

Findings from the evaluation highlight several strengths of the Oregon IDA Initiative. Many participants reported positive outcomes for themselves, their families and their communities that they could not have envisioned on their own. The majority held onto the asset they acquired through their IDA and were excited about their continued ability to plan for the future, use a budget, and set aside savings to meet new goals and safeguard their future financial wellbeing. These findings suggest that IDAs can play an important role in building assets and increasing financial resilience. The ‘ripple effects’ we found – including broader and more far-reaching results for individuals, families, and communities – speak to the importance of Oregon’s continued investment and the potential for the IDA Initiative to substantially affect the health of Oregon’s economy.

Partners also detailed the importance of IDA programs for the members of their communities. Some referred to IDAs as “an awesome tool,” “a key to social change,” and a “game changer.” They described how IDAs fit within a continuum of services they offer to assist people on their path to financial resilience, noting that financial literacy and discipline are important in addition to personal saving and asset accumulation. Many organizations that are dedicated to promoting pathways to prosperity offer IDAs in addition to other financial education services.

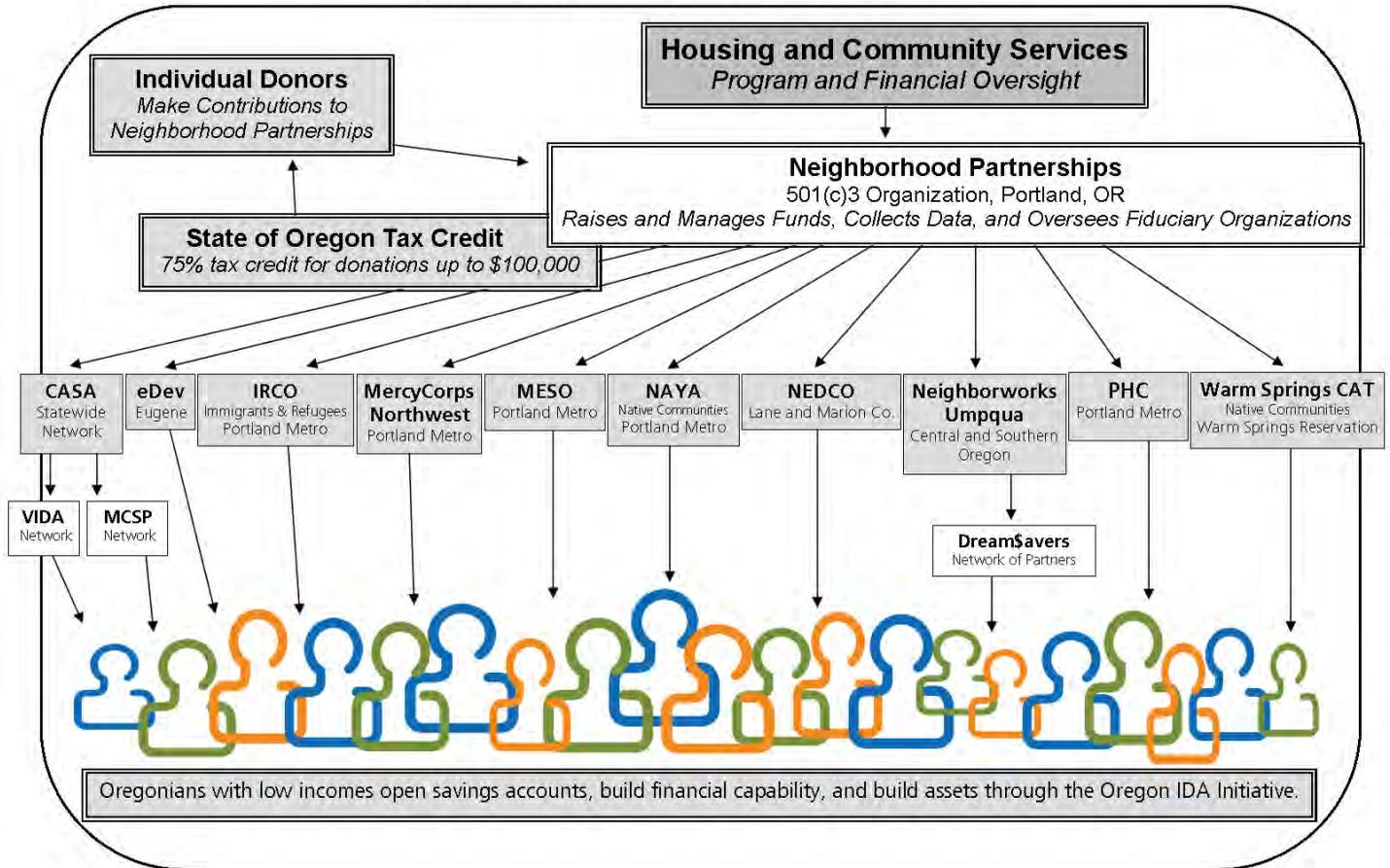
There is also ongoing discussion of strategies to create the greatest likelihood of success for individuals. Partners talked about the ways in which they assessed whether participants were ‘ready’ for an IDA or the strategies they had in place to ensure readiness (e.g., pre-screening, extensive applications and/or training-first protocols). In some agencies participants are invited to open an IDA after they have completed other financial literacy training.

Partners who were interviewed discussed numerous ways in which they are reaching out to diverse and underserved individuals and communities to broaden the impact of the Initiative. The themes generated from these conversations may be helpful to other agencies looking for strategies to recruit and retain diverse individuals and communities.

In summary, Oregon’s IDA Initiative is recognized as one of the strongest in the nation, reflecting the state’s commitment to increasing financial resilience among residents with low-incomes. With this foundation, Oregon is continuing to expand the IDA Initiative and to develop and test new strategies that will increase participation and success across the diverse population of individuals and families living in poverty, helping to increase their financial resilience and well-being.

Oregon Individual Development Account (IDA) Initiative

Initiative-wide Organizational Flowchart



APPENDIX B: COMPLETE LIST OF 2008-2012 OREGON IDA INITIATIVE PARTNERS AND LOCAL PARTNERS ¹⁴



CASA of Oregon currently provides IDAs exclusively through two provider networks in 29 counties across Oregon. They provide support and expertise to their networks, and oversee the administration of the program for their subcontractors. One of their provider networks, the Valley Individual Development Account (VIDA) is comprised of 40 non-profit, tribal and housing authority local partners across the state. Some VIDA local partners offer the full range of IDAs; some specialize in one category such as homeownership or micro-enterprise development. CASA's other provider network, the Matched College Savings Program (MCSP) is made up of 33 partner schools - high schools, private colleges and a community college.



Entrepreneurial Development Services (eDev), formerly Lane MicroBusiness, provides micro business IDAs in Lane County and surrounding areas.



The Immigrant and Refugee Community Organization (IRCO) provides IDAs primarily in Multnomah County. They work closely with immigrants from Asia, Africa and the former Soviet Union and currently focus on education and training IDAs.



MercyCorp Northwest provides micro-enterprise IDAs primarily in Multnomah County, but also in surrounding areas.

¹⁴ For most up-to-date list, please visit the Oregon IDA Initiative website: www.oregonidainitiative.org.



MESO

NEW: Micro-Enterprise Services of Oregon (MESO) provides micro-enterprise IDAs in Multnomah and Washington Counties.



Native American Youth and Family Center (NAYA), provides IDAs for all categories for Native American and other underserved populations of youth, individuals and families primarily in Multnomah County, but also in surrounding areas.



NeighborImpact

NeighborImpact, although no longer acting as a Fiduciary Organization as of May 2012, provided all categories of IDAs directly to residents of Deschutes and Crook Counties, and continues to provide IDAs through NWU.



NeighborWorks Umpqua (NWU) provides IDAs directly to participants and also manages a network of 16 local partners, including community action agencies, educational institutions, and non-profits. Together they serve 23 counties in central and southern Oregon and offer the full range of IDAs.



Neighborhood Economic Development Corporation (NEDCO) provides homeownership, education and may expand to provide micro-enterprise IDAs in Lane and Marion Counties.



PORTLAND HOUSING CENTER

Portland Housing Center provides IDAs for first-time home buyers, primarily in Multnomah and Washington County, but also in surrounding areas.



WARM
SPRINGS

COMMUNITY ACTION TEAM

Warm Springs Community Action Team provides IDAs for all categories for residents of Warm Springs and the surrounding community.

COMPLETE LIST OF 2008-2012 OREGON IDA INITIATIVE LOCAL PARTNERS

Access, *Partner of NeighborWorks Umpqua*
Adelante Mujeres, *Partner of CASA*
African American Alliance for Homeownership, *Partner of CASA*
Bienestar, *Partner of CASA*
Bradley Angle House, *Partner of CASA*
Central High School, *Partner of CASA*
Chiloquin High School, *Partner of CASA*
Clackamas Community Land Trust, *Partner of CASA*
Clackamas County Social Services, *Partner of CASA*
College Dreams, *Partner of NeighborWorks Umpqua*
Community Action, *Partner of CASA*
Community Home Builders, *Partner of CASA*
Community Housing Services, *Partner of CASA*
Community Vision, *Partner of CASA*
Concordia University, *Partner of CASA*
Confederated Tribes of Siletz Indians, *Partner of CASA*
Consumer Credit Counseling, *Partner of NeighborWorks Umpqua*
Cottage Grove High School, *Partner of CASA*
East County One Stop, Inc., *Partner of CASA*
Family Resource Center, *Partner of NeighborWorks Umpqua*
Farmworker Housing Development Corporation, *Partner of CASA*
Food Roots, *Partner of CASA*
George Fox University, *Partner of CASA*
Goodwill Industries of Lane and South Coast Counties, *Partner of NeighborWorks Umpqua*
Goodwill Industries of Southern Oregon, *Partner of NeighborWorks Umpqua*
Groundworks CDC, *Partner of NeighborWorks Umpqua*
Hacienda CDC, *Partner of CASA*
Harney County Economic Development, *Partner of NeighborWorks Umpqua*
Hermiston High School, *Partner of CASA*
Home Forward (formerly Housing Authority of Portland), *Partner of CASA*
Housing and Community Services Agency of Lane County, *Partner of CASA*
Housing Authority of Clackamas County, *Partner of CASA*
Housing Authority of Douglas County, *Partner of NeighborWorks Umpqua*
Housing Authority of Jackson County, *Partner of CASA*
Housing Authority of Malheur County, *Partner of CASA*
Housing Authority of the City of Salem, *Partner of CASA*
Housing Authority of Yamhill County, *Partner of CASA*
Housing Works/Families Forward, *Partner of CASA*
Human Solutions, *Partner of CASA*
Illinois Valley Business Entrepreneurial Center, *Partner of CASA*
Illinois Valley Community Development Corporation, *Partner of CASA*
Illinois Valley High School, *Partner of CASA*
Innovative Changes, *Partner of CASA*
Irrigon High School, *Partner of CASA*
Juntos Podemos Centro Para Familias, *Partner of CASA*
Klamath Lake Community Action Services, *Partner of NeighborWorks Umpqua*
Klamath Lake Regional Housing Center, *Partner of NeighborWorks Umpqua*

Lake County Development Corporation, *Partner of CASA*
 LaPine High School, *Partner of CASA*
 Lewis & Clark University, *Partner of CASA*
 Linfield College, *Partner of CASA*
 Linn, Benton, Lincoln Regional Housing Center, *Partner of CASA*
 Linn-Benton Housing Authority, *Partner of CASA*
 Lutheran Community Services Northwest, *Partner of CASA*
 Madison High School, *Partner of CASA*
 Malheur Council on Aging & Community Services, *Partner of NeighborWorks Umpqua*
 Marshall High School, *Partner of CASA*
 Marylhurst University, *Partner of CASA*
 McMinnville High School, *Partner of CASA*
 Micro-Enterprise Inventor Program of Oregon (MIPO), *Partner of CASA*
 Mid-Columbia Housing Authority, *Partner of CASA*
 Mt. Hood Community College, *Partner of CASA*
 New Avenues for Youth, *Partner of CASA*
 North Salem High School, *Partner of CASA*
 North Santiam Canyon Economic Development Corporation, *Partner of CASA*
 Northeast Oregon Economic Development District, *Partner of CASA*
 Northwest Oregon Housing Authority, *Partner of CASA*
 Oakridge High School, *Partner of CASA*
 Open Door Counseling Center, *Partner of CASA*
 Oregon Coast Community College, *Partner of CASA*
 Oregon Human Development Corporation, *Partner of CASA*
 Oregon Microenterprise Network, *Partner of CASA*
 Pacific University, *Partner of CASA*
 Partnership to End Poverty, *Partner of CASA*
 Polk Community Development Corporation, *Partner of CASA*
 Portland Community Reinvestment Initiative Inc. (PCRI), *Partner of CASA*
 REACH CDC, *Partner of CASA*
 Reed College, *Partner of CASA*
 Rogue Valley CDC, *Partner of NeighborWorks Umpqua*
 Salem Housing Authority, *Partner of CASA*
 Salem-Keizer CDC, *Partner of CASA*
 South Central Oregon Economic Development District, *Partner of NeighborWorks Umpqua*
 South Oregon Regional Brokerage, *Partner of NeighborWorks Umpqua*
 Springfield High School, *Partner of CASA*
 St. Vincent De Paul of Lane County, *Partner of CASA*
 Stanfield High School, *Partner of CASA*
 Sweet Home High School, *Partner of CASA*
 Taft High School, *Partner of CASA*
 Treasure Valley Community College, *Partner of CASA*
 Umatilla Morrow Head Start, *Partner of CASA*
 Umpqua Coastal Housing Center, *Partner of NeighborWorks Umpqua*
 Umpqua Valley Disabilities Network, *Partner of NeighborWorks Umpqua*
 United Community Action Network, (UCAN) *Partner of NeighborWorks Umpqua*
 University of Portland, *Partner of CASA*
 Upward Bound, *Partner of NeighborWorks Umpqua*
 Warner Pacific College, *Partner of CASA*

Washington County Department of Housing Services, *Partner of CASA*
Washington County Housing Authority, *Partner of CASA*
West Valley Housing Authority, *Partner of CASA*
Willamette Neighborhood Housing Services, *Partner of CASA*
Willamette University, *Partner of CASA*
Yamhill Community Development Corporation, *Partner of CASA*
Yamhill Regional Housing Resource Center, *Partner of CASA*

APPENDIX C: METHODOLOGY

This report was based on an evaluation of Oregon's IDA Initiative conducted by the Regional Research Institute at Portland State University. The evaluation was designed to assess overall program performance as well as the shorter- and longer-term impact of IDA programs on the lives of participants.

Data on program performance were drawn from Outcome Tracker, a web-based management information system to which Oregon IDA Initiative Partners submit information on all account holders, transactions, and payments. Outcome Tracker data allowed the evaluation to examine statewide results, including the distribution of IDA participants across the state and among residents from different ethnic and racial groups, and the characteristics of participants with respect to age, income, education, employment, marital status, and membership in sub-groups such as Veterans or Farm Workers.

Outcome Tracker also allows compilation and analysis of data on graduation rates, savings accrued, matching funds utilized, change in net worth, and predictors of success in the population served. Findings regarding the impact of IDA programs on participants' financial behaviors and financial wellbeing were largely taken from surveys that were initially administered by the IDA Initiative Partners and their local partner organizations and later administered electronically (or mailed if the participant didn't have an email address) by PSU. Program graduates are asked to complete an exit survey at the time they leave the program. By December 2012, 1,455 of these exit surveys were submitted to PSU (a 72% response rate) from participants who left the program after May 1, 2008 when the surveys were initiated. It should be noted that the PSU exit surveys have been re-named and are now called Participant Feedback Surveys. Many partners collect their own data from participants (which they refer to as exit surveys).

Beginning in January 2009, similar surveys were also sent to participants who had exited the program without receiving matching funds (i.e., non-completer surveys). Participants were offered a \$15 gift card or money order as an incentive to complete and return their surveys. As of December 2012, 465 of these surveys had been returned (48% response rate).

Finally, also starting in January 2009, twelve-month follow-up surveys went out each month to participants who had exited the program one year prior (i.e., follow-up surveys). As of December 2012, 674 surveys had been returned (a 28% response rate)

Quotes in this report were obtained from responses to open-ended questions on the surveys. Stories in the report came from interviews with participants and program staff conducted by Neighborhood Partnerships (NP).

This report also contains information gathered from supplemental awardees. A PSU evaluator arranged conversations with these organizations (often at their place of work) in the fall of 2012 and the summer of 2013. These conversations were semi-structured in nature and aimed at gathering the information from agencies about the strategies they were using to recruit and retain underserved individuals and communities. Multiple staff members from each agency often participated in these conversations. In addition, the PSU evaluator also spoke to a couple of IDA participants from MESO to better understand the experience from the participant perspective.

APPENDIX D: IDA PARTICIPANT CHARACTERISTICS

Eligibility:

- 100% of IDA participants are Oregon residents with low income and limited net worth.
 - ◊ All IDA participants have income at the time of enrollment of no more than 80% of the median family income in their county of residence or 200% of the federal poverty level (whichever is higher). For example, in Douglas County, a single adult would need to earn less than \$34,000 to be eligible, and a family of three would need to have income of less than \$43,700 annually.
 - ◊ Eligibility requirements also stipulate that IDA participants have limited assets, with no more than \$20,000 in net worth at the time of enrollment (excluding one home and one vehicle).

Characteristics:

- Participants came from across the state: 34 of the 36 counties in Oregon were represented (counties not represented were Gilliam and Wheeler).
- Participants reflected the diversity of Oregon's low income population.
 - ◊ 70% were White
 - ◊ 6% were African American
 - ◊ 15% were Multiple Race or 'Other'
 - ◊ 5% were Native American/Alaskan Native
 - ◊ 3% were Asian, Native Hawaiian/Pacific Islander
 - ◊ 20% were Latino
- Participants ranged in age between 12 and 86 with the average age of 33 years.
- The majority had been to college:
 - ◊ 16% had not graduated from high school (this includes youth currently in high school)
 - ◊ 17% had a high school diploma or GED
 - ◊ 30% had some college
 - ◊ 8% had a two-year degree
 - ◊ 19% had a four-year degree
 - ◊ 9% had graduate education
- 67% were women.
- 56% were single.
- Nearly 60% had children.
 - ◊ 23% were single mothers.
- Most adult participants (83%) did not own their home.
- 63% relied on one or more of these Supportive Services at the point of enrollment:
 - ◊ 39% Food Stamps
 - ◊ 31% Oregon Health Plan
 - ◊ 13% Federal Housing Assistance
 - ◊ 10% Low Income Energy Assistance
 - ◊ 8% Emergency Food Assistance
 - ◊ 2% Vocational Rehabilitation Benefits
- Participants with children were benefiting from services and supports:
 - ◊ 50% Free or Reduced Price School Lunches
 - ◊ 17% Working Family Child Care Tax Credit
 - ◊ 20% WIC
 - ◊ 5% Employment Related Day Care
 - ◊ 8% Head Start
 - ◊ 5% TANF

APPENDIX E: SURVEY RESPONDENTS AND RESULTS FOR IDA PARTICIPANTS

IDA participants who completed surveys for the evaluation are subsets of the total population.

Exit survey sample (program graduates):

- 1,455 surveys submitted to PSU
- 30 counties were represented
- 67% of respondents were women
- 82% identified as ‘white’
- 13% were Latino
- Intended use for IDA asset:
 - ◊ 39% were saving for a micro-enterprise
 - ◊ 36% were saving to purchase a home
 - ◊ 20% were saving for more education

Early exit survey sample (participants who left without receiving matching funds):

- 465 surveys submitted to PSU
- 25 counties represented
- 68% were women
- 74% identified as ‘white’
- 17% were Latino
- Intended use for IDA asset:
 - ◊ 56% were saving for a home
 - ◊ 17% were saving for a micro-enterprise
 - ◊ 23% were saving for more education

Follow-up Survey (twelve months after exit):

- 674 surveys submitted to PSU
- 25 counties were represented
- 73% were women
- 80% identified as ‘white’
- 10% were Latino
- Intended use for IDA asset:
 - ◊ 48% were saving for a home
 - ◊ 33% were saving for a business
 - ◊ 13% were saving for education
- 83% had met asset goal by the time they exited
- 78% received matching funds.

SURVEY RESULTS - GRADUATES (72% RETURNED EXIT SURVEYS AND 28% RETURNED 12-MONTH FOLLOW-UP SURVEYS)

How often did/do you... How often did/do you feel...	12 Months Prior to IDA Initiative	Exit	12 Months Post Exit
...make deposits into a savings account?	19% Often	65% Often	38% Often
...use a budget to monitor your spending?	31% Often	74% Often	57% Often
...keep an emergency fund?	21% Often	57% Often	50% Often
...satisfied with financial status?	7% Very Satisfied 34% Somewhat Satisfied	28% Very Satisfied 52% Somewhat Satisfied	16% Very Satisfied 51% Somewhat Satisfied
...pay your bills on time?	37% Always 32% Usually	74% Always 22% Usually	70% Always 24% Usually
...pay for medical and health care needs?	37% Always 26% Usually	51% Always 25% Usually	46% Always 24% Usually
...reduce your overall household debt?	16% Always 21% Usually	36% Always 35% Usually	22% Always 30% Usually
...know your credit score?	26% Often	67% Often	49% Often
...pay your rent or mortgage?	81% Always 16% Usually	89% Always 9% Usually	89% Always 7% Usually
...buy food?	69% Always 25% Usually	81% Always 16% Usually	79% Always 15% Usually
...pay for transportation (bus tickets, gas)?	63% Always 27% Usually	76% Always 20% Usually	76% Always 19% Usually
...make deposits into a college savings account for your child?	3% Often	10% Often	7% Often
...make deposits into a college savings account for yourself?	3% Often	16% Often	3% Often
...make deposits into an Individual Retirement Account (IRA) or Tax Sheltered Annuity?	9% Often	20% Often	18% Often

Are you currently saving to...	12 Months Prior to IDA Initiative	Exit	12 Months Post Exit
...create an emergency fund for your family?		66%	61%
...purchase something you or your family needs or wants?		33%	32%
...be ready to purchase holiday gifts this year?		24%	23%
...take a trip?		39%	40%
...pursue a vocational, sports, or recreational experience?		10%	9%
...open an IRA or other long-term savings account?		19%	21%
...purchase or improve a home?		32%	32%
...start or expand a business?		26%	23%
...get more formal education?		20%	17%
...other?		10%	13%

Total Number of Savings Goals	12 Months Prior to IDA Initiative	Exit	12 Months Post Exit
0		8%	11%
1		19%	19%
2		23%	22%
3		20%	18%
4		14%	14%
5		8%	8%
6 or more		9%	9%

**SURVEY RESULTS - NON-COMPLETERS
(48% RETURNED SHORT VERSION)**

How helpful have you found the following parts of the IDA program?	Non-Completers at Exit
Creating a personal development plan:	62% Very 34% Somewhat
The financial management classes:	64% Very 31% Somewhat
Learning to use a budget:	58% Very 35% Somewhat
Being required to make regular savings deposits:	69% Very 25% Somewhat
Classes about my asset goal (e.g. home buying/repair, education, small business):	65% Very 31% Somewhat

Has the IDA program changed your financial situation or the way you handle money?	40% A big change 42% A small change
In general, how is your financial situation now compared to how it was when you started the program?	44% Better
To what extent do you attribute any positive changes in your financial situation to the IDA program?	20% Mostly 21% A Lot
Are you likely to enroll in an IDA program again in the future?	62% Yes
Would you recommend your IDA program to a friend?	89% Yes

Since participating in the IDA program...	12 Month Post Exit
...I am managing money better.	42% Very Much 48% Somewhat
...my spending habits have improved.	38% Very Much 50% Somewhat
...my saving habits have improved.	33% Very Much 47% Somewhat
... my confidence in managing finances and my ability to plan for my financial future has improved.	48% Very Much 39% Somewhat

Since participating in the IDA program...	12 Month Post Exit
... I know more about budgeting and financial planning.	33% Somewhat 58% Very Much
...I have a better understanding of how credit and credit cards work.	32% Somewhat 56% Very Much
...I have a better understanding of my ability to save on a limited income.	41% Somewhat 47% Very Much
...I feel more confident interacting with financial services and organizations.	38% Somewhat 49% Very Much
...my family is more involved with my community.	51% Somewhat 19% Very Much
...my social networks include more people with similar financial goals.	52% Somewhat 19% Very Much
...the relationships within my family are stronger.	45% Somewhat 31% Very Much
...my family has paid off a debt.	53%
...someone in my family started volunteering.	37%
...I have joined an association, group or committee. (This could be a neighborhood watch group, political group, church group, neighborhood association, school committee, etc.)	47%
...I have helped organize a community event.	40%

APPENDIX F: COPIES OF SURVEYS

PSU Office Use only: ID#: _____ Date received: _____ Date entered: _____ Entered by: _____

Exit Survey of Oregon IDA Initiative Participants

What is this survey? The Oregon Individual Development Account (IDA) Initiative is funded by the Oregon State Legislature through a state tax credit and managed by Neighborhood Partnerships (NP). NP and the state legislature are interested in how programs like this one can benefit people and communities. They are also interested in your satisfaction with the program and any suggestions you might have. Portland State University (PSU) is conducting this evaluation for NP. We are asking you to complete this survey when you leave the program and will send you another one about 12 months from now.

Who will see my answers? The survey is confidential. Only the researchers at PSU will see your individual answers. A report of combined survey results will be provided to IDA Initiative program staff to assist in program planning.

What will happen to the completed survey? When you are done with the survey, put it in the envelope provided and seal the envelope. IDA Initiative staff will send the sealed envelopes to our research office at Portland State University. You may also mail the survey to the Sara Jade Webb, PSU/RRR, P.O. Box 751, Portland, OR 97207.

If you have any questions about this survey, please contact: Sara Jade Webb, Portland State University, (503) 725-9610, sjwebb@pdx.edu.

If you have questions about your rights as a research participant or experience problems as a result of your participation in this study, please contact: Human Subjects Research Review Committee, Research & Sponsored Projects, 111 Cramer Hall, Portland State University, (503) 725-4288 or 1-877-480-4400 (toll free).

A. BACKGROUND

1. What IDA Initiative program(s) did you participate in?

- Portland Housing Center1, Umpqua CDC Dream\$avers2, VIDA (Valley Individual Development Accounts), CASA3, Mercy Corps Northwest4, EDev/Lane MicroBusiness5, NAYA Family Centers6, NeighborImpact7, Warm Springs CAT8, MESA (Matched Education Savings Accounts)9, Other10: _____10DESC, NEDCO11, IRCO12

2. Was this the first time you enrolled in the IDA Initiative? Yes1 No0

3. What was your asset goal when you enrolled in the IDA Initiative?

- I wanted to buy a home1, I wanted to get more education2 (Check one goal: Voc/Tech Certificatev, College Courses (No degree)c, Associate's Degreea, Bachelor's Degreeb, Otheroth: _____oth-desc.), I wanted to start or expand a small business3, I wanted adaptive technology/equipment to allow me to work4, I wanted to rehab/repair my homes5, Other6: _____6DESC

4. What was the amount of your savings goal? \$_____ (personal goal) + \$_____ (match) = \$_____ Total

5. When did you leave the IDA Initiative? _____ Month / Year

6. How long were you in the program?

- Less than 3 months1, 3 - 6 months2, 7 months - 1 year3, One-three years4, More than three years5

7. Did you receive matching funds when you left the program Yes1 No0

7a. If no, why not?

- Voluntarily withdrew1, Moved out of state/area2, Unable to make deposits3, Family crisis or other emergency4 (Describe: _____)4DESC, Could not meet other program requirements5, Other6: _____6DESC

7b. Comments: _____

8. How much were you able to deposit to your IDA while you were in the program?

\$ _____ (average monthly amount) \$ _____ (total amount)

9. When you left the program, had you met the asset goal you set for yourself? Yes₁ No₀

B. CHANGES IN YOUR FINANCES SINCE ENROLLING IN THE IDA INITIATIVE.

1. Since enrolling in the IDA Initiative, have your debts... (excluding your IDA asset)? *Circle one:*

Increased a lots₅ Increased a little₄ Stayed about the same₃ Decreased a little₂ Decreased a lot₁

a. If your debts have increased, why?

- Loans related to IDA goal₁
- Other expenses related to IDA goal₂ (Describe: _____)_{2DESC}
- Others₃: (Describe: _____)_{3DESC}

2. Since enrolling in the IDA Initiative, what has happened to your household income? *Circle one:*

Increased a lots₅ Increased a little₄ Stayed about the same₃ Decreased a little₂ Decreased a lot₁

3. How did/do you feel about your financial situation....

a. In the 12 months before starting the IDA Initiative?:

b. At the present time?:

Very Dissatisfied₁ Somewhat Dissatisfied₂ Somewhat Satisfied₃ Very Satisfied₄ Very Dissatisfied₁ Somewhat Dissatisfied₂ Somewhat Satisfied₃ Very Satisfied₄

4a. In the 12 months before starting the IDA Initiative,

4b. At the present time,

I was able to...:

I am able to...:

Never	Some-times	Usually	Always		Never	Some-times	Usually	Always
1	2	3	4	a. Pay my bills on time	1	2	3	4
1	2	3	4	b. Pay my rent or mortgage	1	2	3	4
1	2	3	4	c. Buy food	1	2	3	4
1	2	3	4	d. Pay for transportation (bus tickets, gas)	1	2	3	4
1	2	3	4	e. Pay for medicine and health care needs	1	2	3	4
1	2	3	4	f. Make regular deposits into a savings account	1	2	3	4
1	2	3	4	g. Reduce my overall household debt	1	2	3	4

5a. In the 12 months before starting the IDA Initiative, how often did you...?:

5b. At the present time, how often do you...?:

Never ₀	Rarely ₁	Often ₂		Never ₀	Rarely ₁	Often ₂
			a. Keep an emergency fund?			
			b. Know your credit score?			
			c. Make deposits into a College savings account for your child			
			d. Make deposits into a College savings account for yourself?			
			e. Make deposits into a savings account?			
			f. Make deposits into an Individual Retirement Account (IRA) or Tax Sheltered Annuity?			
			g. Take out Pay Day/Title Loans?			
			h. Use a budget to monitor your spending?			
			i. Use a Pawn Broker?			

6a. In the 12 months before starting the IDA Initiative, did you...?:

6b. At the present time, do you plan to...?:

No ₀	Yes ₁		No ₀	Yes ₁
		a. Claim the Earned Income Tax Credit?		
		b. Use a Rapid Tax refund/Tax Refund Anticipation Loan?		

C. NEW FINANCIAL GOALS

We'd like to know about any new personal savings goals you've set for yourself that require saving outside of your IDA. Are you currently saving to...:

Savings Goal [Check all that apply]	Total Goal Amount
<input type="checkbox"/> 1. Create an emergency fund for your family	\$ _____
<input type="checkbox"/> 2. Purchase something you or your family needs or wants	\$ _____
<input type="checkbox"/> 3. Be ready to purchase holiday gifts this year	\$ _____
<input type="checkbox"/> 4. Take a trip	\$ _____
<input type="checkbox"/> 5. Pursue a vocational, sports, or recreational experience	\$ _____
<input type="checkbox"/> 6. Open an IRA or other long-term savings account	\$ _____
<input type="checkbox"/> 7. Purchase or improve a home	\$ _____
<input type="checkbox"/> 8. Start or expand a business	\$ _____
<input type="checkbox"/> 9. Get more formal education	\$ _____
<input type="checkbox"/> 10. Other _____	\$ _____

10DESC

D. YOUR FEEDBACK ON THE IDA INITIATIVE

1. Other than the dollar savings match amount, what was most helpful to you about the IDA Initiative?

2. How has participating in the IDA Initiative changed the way you and/or other family members handle your money?

3. Knowing what you know now, what would you have liked to learn in the program, but didn't?

4. What else would you like us to know about the IDA Initiative, your current financial situation or yourself?

E. DEMOGRAPHICS

To help us understand more about how the program serves all communities, we'd like to know a little about you. However, you can skip any questions that you prefer not to answer.

1. Gender

- Male₁ Female₂ Other₃ (specify) ______{3-DESC}

2. What is the primary language spoken in your home?

- English₁ Vietnamese₄
- Spanish₂ Koreans₅
- Russian₃ Other₀(specify) ______{0-DESC}

3. Are you Hispanic or Latino?

- Yes₁ No₀ Don't Know₈

4. Are you Slavic (Russian, Ukrainian, Bosnian,...)?

- Yes₁ No₀ Don't Know₈

5. What is your race? [Check all that apply]

- Black or African American₁ Alaska Native₅
- Asian₂ White₆
- Native American₃ Other₀(specify) ______{0-DESC}
- Native Hawaiian or other Pacific Islander₄ Don't Know₈

6. How many years of education have you completed? _____

Examples: 12 = 12th grade or high school, 14 = 2 years college or AA degree, 16 = 4 years college or BA degree

7. What is your current employment status? (including self-employed)

- Employed more than full time (41+ hours/week)₁ Unemployed, disabled₅
- Employed full time (35-40 hours/week)₂ Unemployed, volunteer work₆
- Employed part time₃ Unemployed, retired₇
- Unemployed, looking for work₄ Unemployed, not looking for work₈

8. Are you currently attending school?

- Not enrolled₁ Enrolled, full time₂ Enrolled, part time₃

9. How many adults (age 18+) live in your household (including you)? _____

10. How many children (age 0-17) live in your household? _____

11. Which Oregon county do you live in? _____

F. YOUR SPECIAL CODE

We will use the last three questions to link your responses now to your responses in one additional survey in about one year. We will not be able to identify you by this information.

1. What day and year were you born? Day (1-31): _____ Year: _____

2. What city were you born in? _____

3. What is your birth order? _____ (Example: Your mother had 4 children and you were born 3rd.)

Thank you for completing our survey! Please return your completed survey to your IDA Initiative Staff ~or~ Sara Jade Webb, PSU Regional Research Institute, PO Box 751, Portland, OR 97207.

Exit Survey of Oregon IDA Initiative Participants – Short Version

PLEASE TAKE A MOMENT TO GIVE US YOUR FEEDBACK ... AND RECEIVE \$15

Portland State University (PSU) is conducting an evaluation of Oregon's Individual Development Account program on behalf of Neighborhood Partnerships, which administers the program. As part of the evaluation, PSU is asking individuals who have closed IDA accounts without receiving matching funds to share their experiences with us.

The survey is voluntary and confidential. Only the researchers from PSU will see your answers. If you complete the survey, your responses will be combined with those of other IDA participants to provide information that will help improve the IDA program. Please place your completed survey in the postage paid envelope and mail it to: **Sara Jade Webb, PSU/RII, P.O. Box 751, Portland, OR 97207**. If you have questions about this survey, please contact: *Sara Jade Webb, Portland State University, (503) 725-9610, sjwebb@pdx.edu*. If you have questions about your rights as a research participant or experience problems as a result of your participation in this study, please contact the *PSU Human Subjects Research Review Committee, Research & Sponsored Projects, 600 Unitus Bldg, 2121 SW 4th, (503) 725-4288 or 1-877-480-4400 (toll free)*.

FIRST, A LITTLE BIT ABOUT YOU:

1. What is your age? _____
2. What is your gender? _____
3. Which Oregon county do you live in? _____
4. Are you Hispanic or Latino? Yes₁ No₀ Don't Know₈
5. Are you Slavic (Russian, Ukrainian, Bosnian,...)? Yes₁ No₀ Don't Know₈
6. What is your race? [Check all that apply]

<input type="checkbox"/> Black or African American ₁	<input type="checkbox"/> Native Hawaiian or other Pacific Islander ₄	<input type="checkbox"/> White ₆
<input type="checkbox"/> Asian ₂	<input type="checkbox"/> Alaska Native ₅	<input type="checkbox"/> Other ₀ (specify) _____ _{0-DESC}
<input type="checkbox"/> Native American ₃		<input type="checkbox"/> Don't Know ₈
7. How many adults (age 18+) live in your household (including you)? _____
8. How many children (age 0-17) live in your household? _____
9. What is your current employment status? (including self-employed)

<input type="checkbox"/> Employed more than full time (41+ hours/week) ₁	<input type="checkbox"/> Unemployed, disabled ₅
<input type="checkbox"/> Employed full time (35-40 hours/week) ₂	<input type="checkbox"/> Unemployed, volunteer work ₆
<input type="checkbox"/> Employed part time ₃	<input type="checkbox"/> Unemployed, retired ₇
<input type="checkbox"/> Unemployed, looking for work ₄	<input type="checkbox"/> Unemployed, not looking for work ₈
10. Are you currently attending school?

<input type="checkbox"/> Not enrolled ₁	<input type="checkbox"/> Enrolled, full time ₂	<input type="checkbox"/> Enrolled, part time ₃
--	---	---

TELL US ABOUT YOUR IDA GOALS AND YOUR EXPERIENCE IN THE PROGRAM:

1. What IDA Initiative program(s) did you participate in?

<input type="checkbox"/> Portland Housing Center ₁	<input type="checkbox"/> NAYA Family Center ₆
<input type="checkbox"/> Umpqua CDC DreamSavers ₂	<input type="checkbox"/> NeighborImpact ₇
<input type="checkbox"/> VIDA (Valley Individual Development Accounts), CASA ₃	<input type="checkbox"/> Warm Springs CAT ₈
<input type="checkbox"/> Mercy Corps Northwest ₄	<input type="checkbox"/> MESA (Matched Education Savings Accounts) ₉
<input type="checkbox"/> EDev/Lane MicroBusiness ₅	<input type="checkbox"/> Other ₁₀ : _____ _{10DESC}
2. How long were you in the program?

<input type="checkbox"/> Less than 1 month ₁	<input type="checkbox"/> 6 - 11 months ₄
<input type="checkbox"/> 1 - 2 months ₂	<input type="checkbox"/> One year or more ₅
<input type="checkbox"/> 3 - 5 months ₃	
3. When did you leave the program? _____ Month _____ Year

4. Why did you leave the program? What were the barriers to your completion of the program?

5. What was your asset goal when you enrolled in the IDA Initiative?

- I wanted to buy a home₁
- I wanted to get more education₂ (Goal: Voc/Tech Certificate_v College Courses (No degree)_c Associate's Degree_a
Bachelor's Degree_b Other_{oth}: ______{oth-desc.})
- I wanted to start/expand a small business₃
- I wanted equipment to allow me to work (adaptive technology)₄
- I wanted to rehab/change my home₅
- Others: ______{6DESC}

6. What was the amount of your savings goal? \$ _____ (personal goal) + \$ _____ (match) = \$ _____ Total

7. How much did you save in your IDA while in the program? Average monthly amount: \$ _____ Total: \$ _____

8. If you reached your savings goal, but were not able to purchase your asset goal, please explain why:

9. As part of the IDA program, you were asked to complete the following activities. How helpful have you found the following parts of the IDA program?

- | | | | | |
|--|--|--|--|---|
| a. Creating a personal development plan: | <input type="checkbox"/> Very ₁ | <input type="checkbox"/> Somewhat ₂ | <input type="checkbox"/> Not at all ₃ | <input type="checkbox"/> Did not participate ₉ |
| b. The financial management classes: | <input type="checkbox"/> Very ₁ | <input type="checkbox"/> Somewhat ₂ | <input type="checkbox"/> Not at all ₃ | <input type="checkbox"/> Did not participate ₉ |
| c. Learning to use a budget: | <input type="checkbox"/> Very ₁ | <input type="checkbox"/> Somewhat ₂ | <input type="checkbox"/> Not at all ₃ | <input type="checkbox"/> Did not participate ₉ |
| d. Being required to make regular savings deposits: | <input type="checkbox"/> Very ₁ | <input type="checkbox"/> Somewhat ₂ | <input type="checkbox"/> Not at all ₃ | <input type="checkbox"/> Did not participate ₉ |
| e. Classes about my asset goal (e.g. home buying/repair, education, small business): | <input type="checkbox"/> Very ₁ | <input type="checkbox"/> Somewhat ₂ | <input type="checkbox"/> Not at all ₃ | <input type="checkbox"/> Did not participate ₉ |

10. What helped you the most during the program?

11. Is there any way the program could have been more helpful to you?

12. Has the IDA program – even if you didn't reach your savings/asset goal – changed your financial situation or the way you handle money?

- A big change₂ A small change₁ No change₀

a. Please explain: _____

13. In general, how is your financial situation now compared to how it was when you started the program?

- Better₂ About the same₁ Worse₀

14. To what extent do you attribute any positive changes in your financial situation to the IDA program?

- Not at all₁ Only a little₂ Somewhat₃ Mostly₄ A lot₅ No positive changes₉

15. Are you likely to enroll in an IDA program again in the future? Yes₂ Maybe₁ No₀

16. Would you recommend your IDA program to a friend? Yes₂ Maybe₁ No₀

17. Is there anything else you would like to tell us that might help to improve the IDA program for others?

☞ Thanks for completing our survey! ☞

❧\$15 Thank You ❧

Return this page with your completed survey to receive \$15

Thank you for completing our survey. Please provide the following information so we can send you a \$15 check or money order.

In order to keep your survey responses confidential, this sheet will be removed from your completed survey as we receive it.

Please mail or fax your completed survey to:

Sara Jade Webb
PSU Regional Research Institute
PO Box 751
Portland, OR 97207
Fax: 503-725-4180

Today's Date: _____

Where would you like us to mail your payment?

Name: _____

Street/PO Box _____

City _____ State _____ Zip _____

What type of \$15 payment would you like? (Mark one)

Check

Money Order

PSU Office Use only:

Signature _____ Date: _____

Signature _____ Date: _____

1-Year Follow up Survey of Oregon IDA Initiative Participants

Return your completed survey, get \$15!

Why did you receive this survey? Approximately 12 months ago, you ended your participation in an IDA program in Oregon. The Oregon Individual Development Account (IDA) Initiative is funded by the Oregon State Legislature through a state tax credit and managed by Neighborhood Partnerships (NP). NP and the state legislature are interested in how IDA participants may have benefited from the education and training they received during their participation in the program. Portland State University is conducting this evaluation for NP. This survey is a one-year follow-up to the survey we asked participants to complete when they left the program.

Who will see my answers? The survey is confidential. Only the researchers at PSU will see your individual answers. A report of the combined survey results will be provided to IDA Initiative staff to assist them in program planning.

What will happen to the completed survey? When you are done with the survey, please use the enclosed postage paid envelope to return the survey to: **Sara Jade Webb, PSU/RRI, P.O. Box 751, Portland OR 97207.**

If you have any questions about this survey, please contact: Sara Jade Webb, Portland State University, (503) 725-9610, sjwebb@psu.edu.

If you have questions about your rights as a research participant or experience problems as a result of your participation in this study, please contact: Human Subjects Research Review Committee, Research & Sponsored Projects, Market Center Building, 1600 SW Fourth Ave, Portland State University, (503) 725-4288 or 1-877-480-4400 (toll free).

A. BACKGROUND

2. What was your asset goal when you enrolled in the IDA Initiative?

- I wanted to buy a home₁
- I wanted to get more education₂
- I wanted to start/expand a small business₃
- I wanted equipment to allow me to work (adaptive technology)₄
- I wanted to rehab/change my home₅
- Other₆: ______{6DESC}

2a. Did your asset goal change while you were in the program? Yes₁ No₀

2b. If yes, Please describe the change_{2a}: _____

3. Did you receive matching funds when you left the program? Yes₁ No₀

4. When you left the program, had you met the savings goal you set for yourself? Yes₁ (Skip to 4b) No₀

4a. If no, have you met your savings goal since leaving the program? Yes₁ No₀ (Skip to next section)

Comments_{4ac}: _____

4b. If you met your savings goal, but had to forfeit your match, why? _____

B. CHANGES IN YOUR FINANCES SINCE PARTICIPATING IN THE IDA INITIATIVE.

1. Since leaving the IDA Initiative, have your debts...? Circle one:

- Increased a lot₅
- Increased a little₄
- Stayed about the same₃
- Decreased a little₂
- Decreased a lot₁

1a. If your debts have increased, why?

- Loans related to IDA goal
- Other expenses related to IDA goal (Describe: _____)_{2DESC}
- Other: (Describe: _____)_{3DESC}

2. Since leaving the IDA Initiative, what has happened to your household income? *Circle one:*

Increased a lot₅ Increased a little₄ Stayed about the same₃ Decreased a little₂ Decreased a lot₁

2a. Comments: _____

3. How do you feel about your financial situation at the present time?

Very Dissatisfied₁ Somewhat Dissatisfied₂ Somewhat Satisfied₃ Very Satisfied₄

4. At the present time, I am able to...:

	Never	Sometimes	Usually	Always
a. Pay my bills on time	1	2	3	4
b. Pay my rent or mortgage	1	2	3	4
c. Buy food	1	2	3	4
d. Pay for transportation (bus tickets, gas)	1	2	3	4
e. Pay for medicine and health care needs	1	2	3	4
f. Make regular deposits into a savings account	1	2	3	4
g. Reduce my overall household debt	1	2	3	4

5. At the present time, how often do you...:

	Never ₀	Rarely ₁	Often ₂
j. Keep an emergency fund?			
k. Know your credit score?			
l. Make deposits into a College savings account for your child			
m. Make deposits into a College savings account for yourself?			
n. Make deposits into a savings account?			
o. Make deposits into an Individual Retirement Account (IRA) or Tax Sheltered Annuity?			
p. Take out Pay Day/Title Loans?			
q. Use a budget to monitor your spending?			
r. Use a Pawn Broker?			

6. At the present time, do you plan to...:

	No ₀	Yes ₁
c. Claim the Earned Income Tax Credit?		
d. Use a Rapid Tax refund/Tax Refund Anticipation Loan?		

7. Are you currently using any of the following resources? (Check all that apply.)

- None₁
- TANF₂
- Federal Housing Assistance (Section 8)₃
- Oregon Health Plan₄
- Employment Related Daycare₅
- Free or Reduced Price School Lunches₆
- WIC₇
- Low Income Energy Assistance Program (LIEAP)₈
- Federal and State Earned Income Tax Credit₉
- State Working Family Child Care Tax Credit₁₀
- Emergency Food Assistance₁₁
- Head Start₁₂
- Other₁₃ _____

C. CURRENT FINANCIAL GOALS

We'd like to know about any personal goals you currently have for yourself that require saving. Are

you currently saving to....:

Savings Goal [Check all that apply]

- 1. Create or maintain an emergency fund for your family
- 2. Purchase something you or your family needs or wants
- 3. Be ready to purchase holiday gifts this year
- 4. Take a trip
- 5. Pursue a vocational, sports, or recreational experience
- 6. Open an IRA or other long-term savings account
- 7. Purchase or improve a home
- 8. Start or expand a business
- 9. Get more formal education
- 10. Other ______{10DESC}

11. Since participating in the IDA program which of the following apply;

	Very Much	Some what	Not at all
a. I am managing money better.	1	2	3
b. My spending habits have improved.	1	2	3
c. My saving habits have improved.	1	2	3
d. My confidence in managing finances and my ability to plan for my financial future has improved.	1	2	3
e. I know more about budgeting and financial planning.	1	2	3
f. I have a better understanding of how credit and credit cards work.	1	2	3
g. I have a better understanding of my ability to save on a limited income.	1	2	3
h. I feel more confident interacting with financial services and organizations.	1	2	3
i. My family is more involved with my community.	1	2	3
j. My social networks include more people with similar financial goals.	1	2	3
k. The relationships within my family are stronger.	1	2	3

12. Since participating in the IDA program which of the following apply;

a. My family has paid off a debt.	No ₀	Yes ₁
b. Someone in my family started volunteering.	No ₀	Yes ₁
c. I have joined an association, group or committee. (This could be a neighborhood watch group, political group, church group, neighborhood association, school committee, etc.)	No ₀	Yes ₁
d. I have helped organize a community event.	No ₀	Yes ₁

D. YOUR FEEDBACK ON THE IDA INITIATIVE

1. Looking back on your participation in the IDA program, what would you say the longer-term impact has been on you and/or your family?

2. What more could the IDA Program have done to prepare you for any new financial situations you have encountered in the past year?

E. ADDITIONAL QUESTIONS FOR BUSINESS IDAS

1. What type of small business did your IDA assist you with?

Food Service₁ Childcare₂ Health Care (Eastern or Western)₃ Arts and/or Craft related₄ Other _____₅

2. Do you still have the business your IDA assisted you with? Yes₁ No₀

3. What is/are the total number of person(s) your business employees now, including you?

_____ + _____ = _____
full time part time total
(35+ hours/week)

4. How many employees have you added to your business in the last year due to new job creation?

(Do not include person(s) hired to replace departing employee(s)) _____ + _____ = _____

full time part time total

5. In the last fiscal year did your business produce a profit? Yes₁ No₀

6. In the last fiscal year did your business revenue... ? *Circle one:*

Increase a lots₅ Increase a little₄ Stay about the same₃ Decrease a little₂ Decrease a lot₁

7. Since your participation in the IDA initiate how has your linkage with other business professionals, networking contacts, membership in business organizations, etc. changed?

E. ADDITIONAL QUESTIONS FOR EDUCATION IDAS

8. What was your education goal?

Certificate Program _____₁ College Courses (No degree)₂ Associate's Degree ₃
 Bachelor's Degree₄ Master's Degree₅ Other _____₆

8a. What school received your IDA funds? _____

9. Did you complete your degree/course of study? Yes₁ Still in Progress₂ Not pursuing this goal at the current time₃

9a. Comments: _____

10. Are you currently employed in a job related to this degree/course of study? Yes₁ No₀

10a. Comments: _____

E. ADDITIONAL QUESTIONS FOR HOME IDAS

11. If purchased a home, do you still own this home? Yes₁ No₀ N/A₈

11a. Comments_{4cc}: _____

12. Have you missed a monthly payment on your home? Yes₁ No₀

F. DEMOGRAPHICS

To help us understand more about how the program serves all communities, we'd like to know a little about you. However, you can skip any question that you prefer not to answer.

1. Gender Male₁ Female₂ Other₃ (specify) ______{3-DESC}

2. What is your age? Years _____

3. Marital Status: Single₁ Domestic Partnership₂ Married₃ Divorced₄ Separated₅

4. Which Oregon county do you live in? _____

5. What country were you born in? _____

6. What is the primary language spoken in your home?

English₁

Vietnamese₄

Spanish₂

Korean₅

Russian₃

Other₀(specify) _____ O-DESC

7. Are you Hispanic or Latino?

Yes₁

No₀

Don't Know₈

8. Are you Slavic (Russian, Ukrainian, Bosnian,...)?

Yes₁

No₀

Don't Know₈

9. What is your race? [Check all that apply]

Black or African American₁

Alaska Native₅

Asian₂

White₆

Native American₃

Other₀(specify) _____ O-DESC

Native Hawaiian or other

Don't Know₈

Pacific Islander₄

10. How many years of education have you completed? _____

Examples: 12 = 12th grade/ high school, 14 = 2 years college/ AA degree, 16 = 4 years college/ BA degree

What is your current employment status? (including self-employed)?

Employed more than full time (41+ hours/week)₁

Unemployed, disabled₅

Employed full time (35-40 hours/week)₂

Unemployed, volunteer work₆

Employed part time₃

Unemployed, retired₇

Unemployed, looking for work₄

Unemployed, not looking for work₈

12. Are you currently attending school?

Not enrolled₁

Enrolled, full time₂

Enrolled, part time₃

13. How many adults (age 18+) live in your household (including you)? _____

14. How many children (age 0-17) live in your household? _____

15. Housing status: Do you currently:

Own₁

Rent₂

Other₃(specify) _____ O-DESC

16. What is your family annual gross household income?

under 10,000₁ 10,000-19,999₂ 20,000-29,999₃ 30,000-39,999₄ 40,000-49,999₅ above 50,000₆

G. YOUR SPECIAL CODE

We will use the last three questions to link your responses now to a survey you may have completed when you left the program. We will not be able to identify you by this information.

1. What day and year were you born? Day (1-31): _____ Year: _____

2. What city were you born in? _____

3. What is your birth order? _____ (Example: Your mother had 4 children and you were born 3rd.)

Thank you for completing our survey! Please return your completed survey to your IDA Initiative Staff ~or~
Sara Jade Webb, PSU Regional Research Institute, PO Box 751, Portland, OR 97207.

APPENDIX G: HIGHLIGHTS AND SUCCESSES OF SUPPLEMENTAL AWARDEES

Bienestar (<http://www.bienestar-or.org/>)

Building Housing, Hope and Futures. Bienestar has an integrated services model for their residents which incorporates youth asset building. Bienestar customized their Educational Navigation IDA program for teenagers (between the ages of 14 and 20) to best fit the needs of the young people in their community. They offered food, transportation and gauged the interests and knowledge of youth involved and customized the program accordingly. Bienestar has also developed connections with colleges such as PCC and PSU. Many youth have graduated from the program and some have received scholarships, including some full scholarships with expenses.

Goodwill's Prosperity Center (<http://www.goodwill-oregon.org/ProsperityCenter/>)

The goal of the Prosperity Center is to empower individuals to get where they want to be. They focused their efforts on finding ways to get vehicles to low income individuals who needed reliable transportation to get to and from their place of employment. Many participants at the Prosperity Center live in rural areas where public transportation is not an option. The Prosperity Center worked with car dealerships to teach participants about the car-buying experience and also get them good deals. The Prosperity Center believes that the planning and education that is done upfront is key to participants' success. Moreover, they focus on teaching skills that participants can use when they are no longer in the program.

Hacienda CDC (<http://www.haciendacdc.org/>)

Hacienda CDC aims to empower Latino immigrants and their families through growth in assets. They offer a culturally-specific micro-enterprise IDA and set standards and expectations early. Participants complete training, prepare a business plan and present their ideas to a panel of outsiders (similar to the reality show Chopped). The panel consists of consultants, restaurant owners and other community members. After their presentation, each member is given valuable feedback to improve upon their business plan.

Innovative Changes (<http://www.innovativechanges.org/>)

Innovative Changes offers orientations where people can come to hear about the IDA program. They also implement screening upfront to make sure that participants are ready to participate. Once enrolled, Innovative Changes works with participants individually so that they understand the cost of their schooling and the income potential. Innovative Changes is currently working with a number of IDA participants originally from other countries and many heads of households savings for their education. Ongoing communication and relationships with community partners have helped keep these individuals involved with the Initiative.

IRCO (<http://www.irco.org/>)

Empowering Citizens of Tomorrow – Today. IRCO has an ethnically diverse group involved in IDAs with 11 different ethnic groups currently enrolled. The IDA staff person might not speak the participant's language, but she works closely with the participant's case manager. Sometimes case managers even show up for classes. IRCO IDA staff also work with family members or close friends of the participant. Their reputation in the community and ongoing participation with participants and others involved in their lives, has contributed to their success.

MCNW (<http://www.mercycorpsnw.org/>)

Seeding Change in Small Business and Communities. MCNW has largely focused on micro-enterprise IDAs, but this pilot project allowed them to get previously incarcerated individuals access to Education IDAs. They work closely with staff at Reentry Transition Center (RTC) to identify and recruit individuals who have previously been incarcerated, but are stable and ready to save for particular education goals. Then, MCNW sends these individuals to Innovative Changes to complete their training. Many formerly incarcerated individuals are now in the process of completing the schooling they need to land a stable job.

MESO (<http://mesopdx.org/>)

MESO's mission is focused on broadening opportunities for underserved entrepreneurs. They spent time and extra effort reaching out to new and underserved communities (e.g., Hindu temples). MESO communicated the message of IDAs to both leaders and members in those communities. MESO believes a committed person from that community is key to getting buy-in from other community members. MESO said that the supplemental awards brought them back to their mission.

NAYA (<http://www.nayapdx.org/>)

The goal at NAYA is to enhance the diverse strength of youth and families in partnership with the community through cultural identity and education. NAYA planned to use the supplemental funds for home repair for elders in the community and did a lot of careful planning with elders in the community. However, they ran into an unexpected barrier...many elders were ineligible for the IDA program due to modest retirement savings. Since home repair for elders is a need in their community, NAYA worked with other Initiative partners to change the asset limit via House Bill 2316, which passed and was signed by Governor Kitzhaber. As of January 1, 2014 up to \$60,000 of retirement savings will be excluded from calculation of net assets.

NEDCO (<http://www.nedcocdc.org/>)

NEDCO aims to build assets through home ownership, neighborhood revitalization and business development. They find that this kind of work is possible with an extensive network of community partners. NEDCO has developed multiple partnerships with government, private and non-profit agencies. They implemented outreach classes and tailored their curriculum to better fit the needs of the community (e.g, moving away from PowerPoint presentations and translating the curriculum into Spanish). NEDCO believes that their flexibility and attention to participant feedback have been helpful throughout the process. In addition, their graduation rates have improved using the education upfront model.