

Income Strategy Map



Definitions:

Result-(or outcome or goal) is a population condition of well-being for children, adults, families and communities, stated in plain language

Indicator-(or benchmark) is a community measure that helps quantify the achievement of a result

Strategy-is a coherent collection of actions that has a reasonable chance of improving results

Program Performance Measure-is a universal measure of how well a program is working. The most important performance measures tell us whether program customers are better off. After each strategy are examples of performance measures used by United Way of Central Iowa. There are three types of performance measures:

1. Quadrant 1 (Q1) - performance measure that answers the question “How much did we do?”
2. Quadrant 2 (Q2) - performance measure that answers the question “How well did we do it?”
3. Quadrant 3 & 4 (Q3 & Q4) – performance measure that answers the question “Is anyone better off?”
To determine if clients are better off, programs measure changes in four categories: Skills/Knowledge, Attitude/Opinion, Behavior, and Circumstance.

INCOME

GOAL: ALL INDIVIDUALS AND FAMILIES ARE ECONOMICALLY SELF SUFFICIENT

Headline Indicator: Percent of Families in central Iowa who are at or above 250% of poverty

Result 1: Increase income through access to education and employment

Indicator 1: Percent of families in central Iowa at or above 250% of poverty

Indicator 2: Percent of population 25-64 years with less than a high school diploma or equivalent

Indicator 3: Unemployment rate

Indicator 4: Median household income

Indicator 5: Percent of population 25 and over with less than 1 year college to an Associate’s Degree

Strategy 1.1: Reengagement in Education (Adult Basic Education, back to high school or HISET attainment)¹

Program Performance Measures:

1. Number of individuals enrolled in reengagement activities (Q1)
2. Number/percent of high school diplomas earned (not on-time graduation) (Q3/Q4)
3. Number/percent of HISET certificates earned (Q3/Q4)

Strategy 1.2: Postsecondary education (apprenticeship, credential, certification, 2-year degree)

¹ HISET testing is considered an alternative to attaining a high school diploma and a reengagement strategy. (*Strategy for Improving Graduation Outcomes: Policy and Practice Considerations for Wisconsin 2009*)

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Program Performance Measures:

1. Number of young adults enrolled in post-secondary education. (Q1)
2. Percent of young adults enrolled in an accredited post-secondary education program (Q2)
3. Number/percent who have a plan for post-secondary education (Q3/Q4)
4. Number/percent of young adults who complete/earn post-secondary credential or degree (Q3/Q4)

Strategy 1.3: Strengthen skills for workforce preparation for individuals²

Program Performance Measures:

1. Number of clients in workforce preparation program (Q1)
2. Percent of staff who are certified as job developer (Q2)
3. Number/percent of clients ready for work (Q3/Q4)

Strategy 1.4: Increase income through job placement, retention and advancement³

Program Performance Measures:

1. Number of clients in workforce program (Q1)
2. Percent of staff who are certified as job developers. (Q2)
3. Number/percent of job placements (Q3/Q4)
4. Average hourly wage at placement (Q2)
5. Number/percent job retention at 6 months (Q3/Q4)
6. Number/percent with career advancement (increase wage, hours, or occupational advancement) at 6 months (Q3/Q4)

Result 2: Individuals/families build financial stability through financial inclusion, capability and asset development

Indicator 1: Percent of households who are unbanked

Indicator 2: Percent of households who are underbanked

Indicator 3: Data Development: Percent of eligible individuals who claim EITC

Strategy 2.1: Low-income individuals/families have access to mainstream financial products and services⁴

² Job training and readiness programs remain critical to advancing low-wage, low-skilled workers in to self-sustaining jobs (*UW Metrics report, p24*). One of the clearest paths to economic self-sufficiency is education and training. Wages are strongly linked to basic skill levels and educational credentials (*Poverty Despite Work in Minnesota-Minnesota Budget Project p5*)

³ Workforce development needs to be regional in order to best match workers (*Mind the Gap: Reducing Disparities to Improve Regional Competitiveness in the Twin Cities. Brookings Institute Metropolitan Policy Program, p36*). Sector-based approaches have been designed to target specific industries to improve opportunities for workers while working to build stronger regional economies. The field of sector-based Strategy has witnessed significant gains in uptake to develop opportunities for low-wage workers in local labor markets. Strategic investments in sector-based strategy have proven to be one of the more successful workforce development strategies. Practitioners work with specific industries and employers to develop appropriate training programs to build career pathways to help low-wage workers advance into better jobs. Aligning workforce development with the economic trends and needs of employers increases the likelihood of job placement, retention, and advancement. (*UW Metrics Report, p25*)

⁴ The report done for The Brookings Institution and Harvard University state that paycheck to paycheck living with no financial margin of safety increases the risk of missing scheduled payments such as credit cards, rent, etc. thus improving credit history and increasing debt burden. When these households need short-term loans for emergencies, they get roped into predatory lending practices (*Bringing Unbanked Households into the Banking System, p4*). Significantly higher proportions of Americans report "living paycheck to paycheck" (47%) 29 and record levels of household debt are contributing the mortgage foreclosure and credit crises that have decimated the financial industry and pushed the U.S. economy into a tailspin (*UW Metrics Report, p35; September 3, 2008, Sacramento Business Journal*). Therefore savings can be the bridge that helps individuals and families move from a short-term focus on paying bills and decreasing debt to a longer-term focus on financial

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Program Performance Measures:

1. Number of individuals/families who are participating in a financial literacy program (Q1)
2. Number/percent of individuals/families who open an account at a bank, credit union, or other mainstream financial institution (Q3/Q4)
3. Number/percent of clients who change on their attitude/behavior about financial literacy/skills (Q3/Q4)
4. Number/percent of individuals who improve 25% at the end of the financial literacy program from the pretest to posttest (Q3/Q4)

Strategy 2.2 Working, low-income individuals/families maximize use of tax credits.

Program Performance Measures:

1. Number of clients who file their income taxes through a Volunteer Income Tax Assistance (VITA) site (Q1)
2. Number who claim Earned Income Tax Credit (EITC) (Q1)
3. Total amount claimed for Earned Income Tax Credit (Q1)
4. Number who claim Child Tax Credit (CTC) (Q1)
5. Total amount claimed for Child Tax Credit (Q1)
6. Average refund per client (Q1)
7. Average household income of clients who file their taxes through VITA (Q1)
8. Percent of tax preparers who complete the IRS certified tax preparation program (Q2)
9. Total amount of federal refund (Q1)
10. Data Development: Number of households who claim the Iowa Rent Reimbursement Claim (Q1)

Strategy 2.3: Low-income individuals/families have access to, knowledge of, and use mainstream financial products and services.

Program Performance Measures:

Youth Access & Use

1. Percent of schools with banks/credit unions in school (Q2)
2. Number/percent of youth participating banks/credit unions in school (Q3/Q4)
3. Number/percent of schools offering Children Savings Accounts program (Q1/Q2)
4. Number/percent of youth with Children Savings Accounts (Q3/Q4)
5. Number/percent of youth with saving for post-secondary education (Q3/Q4)

Adult Knowledge

1. Number of individuals who are participating in a financial literacy or coaching program (Q1)
2. Percent of staff who have the credentials to teach financial literacy or provide financial coaching (Q2)
3. Percent of employers offering financial literacy or coaching as employee benefit (Q2)
4. Number/percent of families who maintain their budget as defined by paying all household/utility bills on time for three consecutive months (Q3/Q4)
5. Number of households using a Finance Literacy Consumer Toolkit (Q1)

well-being. Savings are especially critical for low- and moderate-income families who often have no assets or access to credit and thus have difficulty remaining financially stable during fluctuations in income such as those precipitated by illness, job loss, divorce or other events (*United Way Metrics report, p15*).

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6. *Number/percent of individuals/employees with improved financial literacy rating, measured through a changed-practice survey (Q3/Q4)*
7. *Number/percent of households who receive their credit report score and develop an improvement plan (Q3/Q4)*

Adult Access & Use

1. *Number of households who open an account at a bank, credit union, or other mainstream financial institution (Q1)*
2. *Number of households who have a Safe Accounts or other universal account (Q1)*
3. *Number of households who have an IDA account or other savings match program (Q1)*
4. *Number of households who obtain an asset (Q3/Q4)*
5. *Number /percent of households who obtain an asset using an IDA account or other savings match program (Q3/Q4)*
6. *Number /percent of households who improve their credit score, measured through a changed-practice survey (Q3/Q4)*

Strategy 2.4 SYSTEM CHANGE: Maximize knowledge within the financial services industry (banking institutions, credit unions, educators, non-profit professionals) of the financial services needs of low-to-moderate income families.

Program Performance Measures:

1. *Percent of financial service industry providers who receive a Financial Services Toolkit (Q1)*
 - a. *Identification regulations*
 - b. *Consumer access*
 - c. *Product, service and delivery channel best practices (for example: religious diversity, racial diversity, persons with disabilities, etc.)*
2. *Percent of financial service industry providers who adopt Financial Services Toolkit recommendations measured through a changed-practice survey (Q1/Q2)*
3. *Percent of financial services industry providers who provide Financial Services Staff Training Modules such as: (Q1/Q2)*
 - o *Poverty and Consumer Behavior*
 - o *Diversity and Inclusion*
 - o *Persons with Disabilities*
4. *Percent of financial services industry providers with improved organizational rating, measured through changed-practice survey (Q1)*
5. *Percent of banks, credit unions, or other mainstream financial institutions offering Safe Accounts (such as universal account) (Q1)*
6. *Percent of banks, credit unions, or other mainstream financial institutions offering affordable small dollar loan products (Q1)*