

The MIDAS Touch to Save a Dwindling Community:
Microenterprise Individual Development Account Services

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December 8, 2013

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Submitted in partial fulfillment of requirements for the M.S. in Community Economic
Development

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Abstract

MIDAS (Microenterprise Individual Development Account Services) is one Community Economic Development project in a comprehensive community plan to address employment, outmigration, and poverty in Warren County, Georgia. The population, especially ages 20 to 44 years old, has been on a steady decline, losing 12.52% of the population between 1970 and 2010 (U. S. Census Bureau, 2011), with a current population of 5,834. Young adults leave to obtain post-secondary education and employment, leaving behind an aging community and decreasing pool of educated potential workers that could attract businesses. This outmigration negatively impacts the economy of this community suffering 17% unemployment and over 27% poverty. CSRA Economic Opportunity Authority, Inc. and other partners have implemented MIDAS to provide Microenterprise and financial education, mentoring, and a \$2 to \$1 savings match for eight low-income high school students participating in the Young Entrepreneurs Academy at Warren County High School. Their savings and match will be used to launch or expand a business in Warren County, helping them remain a resident while earning an income and developing a career. MIDAS is one project in a comprehensive plan to support entrepreneurship, attract business and industry, and provide employment opportunities for community residents.

Key words: Asset Specific Training, Community Action, Community Economic Development, Financial Literacy, Individual Development Account, Microenterprise, Microenterprise Individual Development Account Services, MIDAS, Young Entrepreneurs Academy

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COMMUNITY CONTEXT

Community Profile

Warren County, Georgia is a rural community located in the Central Savannah River Area in east central Georgia just off of Interstate 20 between Augusta, less than 50 miles to the southeast of Warren County, and Atlanta, less than 90 miles to the northwest (Warren County Chamber of Commerce). Warrenton, the county seat, is on Highway U.S. 278, which was the main highway used between Augusta and Atlanta before I-20 was constructed and follows the “famous Upper Trading Path, an Indian Trail that led from Augusta to Indian settlements as far west as the Mississippi River” (State of Georgia).

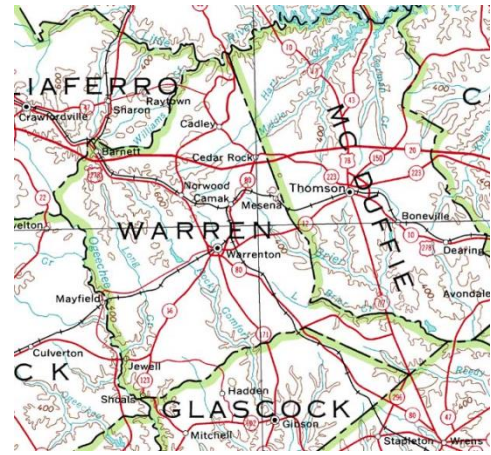


Figure 1: Map of Warren County

Abundant natural resources have been the source of livelihood for most residents since the county was incorporated in 1793. Farming, timber mills, kaolin mining, a wool mill, an iron foundry, the railroad, the Ogeechee Wildlife Management Area, and natural springs contributed to the development of Warren County’s rural cities of Warrenton, Camak and Norwood (Warren County Commissioners). With three sites listed on the National Register of Historic Place, (Cooksey, 2011), Warren County provides a long history, a picturesque landscape



Figure 2: Railroad in Camak (Storey)

of rolling hills, trees, farms and wildlife, and is spotted with small-town America communities. The lake, parks, railroad that goes through the heart of Camak, civic organizations, local weekly newspaper, and community activities are, in many ways, a reminder of days long past.

Though Warren County encompasses approximately 285 square miles of beautiful country, the 2010 Census lists the population at 5,834, with only 20 people per square mile, compared with the Georgia state average of 168 people per square mile (U. S. Census, 2011). Based on interviews with residents, most were born in Warren County and have always lived in or near their hometown; but recently too many young adults move and do not return. As demonstrated in Figure 3 below, Warren County residents in most age groups between birth and 44 years old are lower than the state percentages; whereas the percentage of those 45 and older in Warren County are higher, with a median age of 43.3, compared to Georgia’s median age of 35.

Warren County Population by Age			Percent of Population	
Age Group	Warren Co.	Georgia	Warren Co.	Georgia
Under 5 years	392	688,521	6.60%	7.27%
5 to 9 years	404	682,255	6.81%	7.21%
10 to 14 years	364	671,694	6.13%	7.09%
15 to 19 years	455	712,883	7.67%	7.53%
20 to 24 years	292	661,052	4.92%	6.98%
25 to 34 years	527	1,319,156	8.88%	13.93%
35 to 44 years	743	1,419,376	12.52%	14.99%
45 to 54 years	981	1,343,284	16.53%	14.19%
55 to 59 years	463	548,672	7.80%	5.79%
60 to 64 years	334	450,571	5.63%	4.76%
65 to 74 years	501	560,765	8.44%	5.92%
75 to 84 years	403	301,379	6.79%	3.18%
85 years and over	77	109,207	1.30%	1.15%
Median age (years)	43.3	35.0	100%	100%
U.S. Census, ACS Demographic and Housing Estimates; 2006-2010 American Community 5-Year Estimates. (U. S. Census)				

Figure 3: Demographics

With almost 62% of residents Black/African-American and almost 37% White/Caucasian (U. S. Census, 2011), Warren County is a predominately minority community. “A three-seat Commission governs Warren County,” and Warrenton, Camak and Norwood each are governed by a Mayor and a five member Council (Warren County Chamber of Commerce).

Warren County has 2,985 housing units, with 2.44 persons per household in 2005-2009 (U. S. Census Bureau, 2011), which is lower than the Georgia average of 2.7 persons per household. There have been no new homes built in the past 6 years, but about 70% of residents are homeowners (U. S. Census Bureau, 2011).

Warren County has one public middle and high school serving grades 6 through 12 and “Sandersville Regional Technical College offers Customer Service classes as part of the daily curriculum” at the high school and a “Service Learning class allows student to work in local businesses two days per week to apply academic learning to real world work experiences” (Warren County Chamber of Commerce). Warren County High School graduated 40 students in 2010 (Georgia Department of Labor, 2011) with a 73% graduation rate (Warren County Chamber of Commerce). Of the adult residents (ages 25+), fewer than 67% have a high school diploma or GED and less than 5% have a bachelor’s degree (U. S. Census, 2011). Post-secondary education is available within 35-60 miles of Warren County at Augusta Technical College, Sandersville Technical College, Georgia Military College, Augusta State University, Georgia College & State University, Paine College at Augusta, and Medical College of GA (Georgia Department of Economic Development).

The community enjoys a “small town feel”, but suffers with 27.4% of its residents and 39.4% of its children living at or below the poverty level (U. S. Census Bureau, 2011). Their per capita income of \$15,816 and median household income of \$30,056, both increased over the past decade, but there was a 53.7% decrease in private nonfarm employment from 2000-2009, as compared with the Georgia rate of -2.1% (U. S. Census Bureau, 2011). Unemployment, generally 7% to 10%, was 20% in 2010 and holding steady around 17% in the last quarter of 2011 (Workforce Statistics & Economic Research, 2011). In December 2011, Warren County

had 421 people unemployed in a 2,544 person labor force; (Bureau of Labor Statistics, 2012). Including Government, there are a total of 100 industries in the community, most of which are Service-Producing (Georgia Department of Labor, 2011). Top community industries include Labor & Manufacturing, Lumber & Wood Products, Textile Products, Stone, Clay & Glass Products, Transportation, and Medical & Health Care (Georgia Department of Labor, 2011). From 2001 to 2010, Warren County industries have reduced employment from 1,700 people to 1,068 (Bureau of Labor Statistics, 2012). Employment growth in the county declined by 2.1% in 2008, 2.9% in 2009, and 3.2% in 2010 (Federal Deposit Insurance Corporation, 2011). Of employed Warren County residents, only 991 (43% of the employed labor force) are employed in Warren County.

Warren County is designated “Entrepreneur Friendly” (Warren County Chamber of Commerce & Development Authority) and “Entrepreneurship is actively encouraged by the Chamber of Commerce, which provides training and support.” (Georgia Department of Community Affairs, 2005, p. 58). A guide has been developed and is available for entrepreneurs and small business owners to assist them in starting a business in Warren County (Warren County Chamber of Commerce & Development Authority) and a few new businesses (pizza restaurant and lawyer office have opened and the Chamber of Commerce, in coordination with Warren County High School, has implemented the Young Entrepreneurs Academy (YEA!), providing classes and mentoring for students to learn about business and how to create a own business (Warren County Chamber of Commerce, 2011). The *Joint Warren County Comprehensive Plan* update, used to guide community activities, included focusing resources on (1) support for entrepreneurs, (2) having available areas ready for development, and (3) the improvement of infrastructure to support business (CSRA Regional Development Center, 2009).

Over the past two years, the community has developed three sites to attract industries, specifically manufacturing, to the area as educators work to ensure students complete high school to create a viable workforce to attract industry. Two small businesses have opened thus far, but some industries have demonstrated an interest and the leadership is “courting” them.

Community Needs Assessment

Over the past five years, more jobs have been lost than gained in Warren County, no housing has been built, unemployment has soared, and the population has continued to dwindle from 11,463 in 1900, reduced to 5,834 (U. S. Census Bureau, 2011), while Georgia’s population continues to rise, increasing from 2,216,331 in 1900 to 9,687,653 in 2010. Based on the “Economic Vitality Index of 2004”, Warren County was one of only ten counties in Georgia with declining economic conditions (Georgia Rural Development Council, 2006). The aging population is crying out for the tide to turn so they do not continue losing their young to other communities, and local government, business, and community leaders have implemented plans to increase industry in the community. Warren County seeks to attract new businesses, expand current businesses, and have citizens become entrepreneurs and has worked to improve education, connect high school students with higher education and prepare graduating students interested in entrepreneurship with training and mentoring in that endeavor.

Target Community for the Project

Warren County High School YEA! students determine a potential business with the aide of local business leaders, develop a business plan, participate in training and mentoring, but generally do not have the funds to start a business. MIDAS will target the low-income (up to 200% poverty level) students and recent graduates, ages 16-23, to provide continued support and matched savings to be used to start businesses in Warren County.

PROBLEM ANALYSIS

The Problem

The population of Warren County, Georgia has been on a steady decline, losing 12.52% of its population between 1970 and 2010 (U. S. Census Bureau, 2011), as young people move away to obtain post-secondary education and access to living wage jobs and careers, leaving behind an aging community, decreasing pool of educated potential workers to attract businesses, and a dwindling customer and sales tax base. Though it is common for rural areas to have an outmigration of young people who leave to go to college, get their careers started, or explore opportunities available in larger communities, there is generally also an in-migration of young families who return home, in their later 20s and early 30s to settle down.

In Warren County, outmigration is not being offset by an in-migration; indeed the decrease in population is primarily among ages 5 through 45. A negative impact of this is that “Outmigration of youth and young adults contributes to decreasing work force population and negatively impacts the economic vitality of the area as measured in the Economic Vitality Index”, (Georgia Rural Development Council, 2006), decreasing its attractiveness for potential employers, creating a cycle of "brain drain" (Artz, G. 2003). Thus fewer industries and businesses open in the area, and without employers, people must travel further for employment and high school graduates leave, creating a cycle that spirals the population downward. This “tends to increase tax burdens, reduce property values, and reduce both the demand for and supply of local goods and services.” (McGranahan, 2010), which further weakens the community. Many remaining are high school drop outs—only 23% as likely to out-migrate as youth who went to college (Brooks, 2010), graduates who do not further their education, and senior citizens, creating a low-wealth community with depleting resources.

Warren County has focused on improving the education system and “results show that rural youth aspiring to professional and managerial occupations are more likely to be rural out-migrants at age 35 than are youth aspiring to blue collar occupations” (Brooks, 2010). Until there are “living wage”, professional, and managerial career opportunities, this outmigration is likely to continue (Brooks, 2010). Research suggests that creative entrepreneurship settings “reduce the likelihood that new businesses are simply replications of existing businesses, resulting in greater net gains in establishments” (McGranahan, 2010). If we educate young people without providing opportunities to utilize that education and earn a living wage, they leave and the community continues to decline. To revitalize the community and decrease the flight of young, educated residents, new industries such as advanced manufacturing, and business ventures must be encouraged and supported so citizens have the opportunity to remain in Warren County while earning a living. MIDAS will provide resources necessary to help create businesses in Warren County by matching participant savings and providing the opportunity to increase knowledge and skills needed to succeed in business endeavors.

The Project Stakeholders

To succeed, the MIDAS project must meet the expectations of its stakeholders, which includes a variety of people and organizations including:

- ▲ Warren County residents ages 16-23; specifically Young Entrepreneurs Academy participants seeking to open a microenterprise business in Warren County;
- ▲ Agencies directly involved in the partnership to provide the activities;
- ▲ Funders;
- ▲ The Warren County Chamber of Commerce and Board of Education;
- ▲ The Small Business Administration (SBA) and Senior Corp. of Retired Executives (SCORE);
- ▲ Warren County residents; and
- ▲ Local Businesses.

The complexity of a Microenterprise IDA project makes determining primary stakeholders and managing stakeholder expectations and communication essential for success. As a primary stakeholder, the target population will have both a high interest and high influence in the project. Working closely with YEA! participants to determine how the project, within the guidelines of funders, can best meet their needs will be an integral part of the project design. Project partners have a high interest and high influence in the project, as each brings vital components and resources to the table that will provide the best opportunity for project and participant success. YEA! as a partner, will bring already formed partnerships with the Chamber of Commerce, Board of Education, Technical Colleges, and several local businesses, which greatly improves the training available to participants. Without YEA!, it would be difficult to operate the project. Funding is essential, and multiple funding sources are being sought, including OCS AFI (Assets for Independence) funding and United Way.

To help solve the problem, MIDAS will utilize partner agency strengths to achieve a common vision and meet a need requested by community residents (See SWOT Analysis, Appendix A). CSRA EOA, Inc. has a strong community presence, positive reputation, trained staff, experience in coordinating projects, and demonstrated success in obtaining funds, managing partnerships, and operating an IDA project. Through partnerships with Communities in Schools/Family Connections (CIS/FC) and YEA!, a pool of potential participants with some training and an initial business plan are available. Partnerships with YEA!, and SCORE provide the entrepreneurial training components. The Chamber of Commerce will help more fully develop the connections with the local business/corporate community.

The MIDAS Project has community support and will take advantage of the current financial support of IDA projects by foundations. Warren County's "Entrepreneur Friendly"

community designation will be beneficial in obtaining project funding. The current economy may be a threat for new businesses, but it is improving and both the community assessment survey and turnout for a local trade show indicate Warren County residents will purchase locally. MIDAS will work closely with YEA! to ensure the class is successful and maintains its funding, and with SCORE as they mentor entrepreneurs to increase the success rate of new businesses.

The MIDAS Project and Community Economic Development

ACF defines Community Economic Development as, “A process by which a community uses resources to attract capital and increase physical, commercial, and business development and job opportunities for its residents” (Administration for Children & Families, 2011). The MIDAS Project will address an undesirable community condition of low-income, low-wealth young people having to leave the community to obtain employment by organizing the community through partnerships, attracting resources, and using these resources to provide participants access to IDA matched savings, free or low-cost training and mentoring, and paid on-the-job training/summer employment. The training and mentoring will help provide the knowledge (business plan, financial literacy, etc.) and access to resources (match funds, mentors) to help increase the likelihood of a successful business. The creation of new businesses will improve the community through providing jobs, access to goods and services, and sales tax dollars for the community. Organizing the community to support low-income YEA! participants as they strive to succeed in creating their own opportunities and careers in Warren County through Entrepreneurship training and Individual Development Accounts to start businesses will strengthen low-income, low-wealth families and provide a higher economic vitality community that attracts business and increases opportunities for its citizens, thus reducing the out-migration of talented, educated citizens.

LITERATURE REVIEW

Could a Microenterprise Development Program (MDP) be a solution to the out-migration of young, educated, and poor Warren County residents? A Microenterprise is a very small or “micro” business, with up to five employees and is generally started and run by a person who is disadvantaged due to poverty, race or ethnicity minority status, or gender (Kokodoko, p. 2). MDPs have been utilized as an anti-poverty tool in the United States through Department of Human Services Demonstration Partnership Program projects since 1987 (BHM International, p. 42), with participants becoming “self-sufficient more rapidly and permanently” than other welfare programs and participants in MDPs “appear to have potentially broad and beneficial impacts on economic growth within their local community” (BHM International, p. 52). Microenterprises are also an option for people in communities where, due to downsizing, outsourcing or other reasons, living wage jobs aren’t available (Kokodoko, p. 3). There are fewer than 30 small businesses in Warren County, and an MDP could help address both the high poverty rate and the increased unemployment, while improving success in new Microenterprises.

Training and development provided by an MDP can be a beneficial tool for low-income people to use to achieve economic success. As a Community Economic Development activity operated through a Community Action Agency, MIDAS would serve as an anti-poverty strategy. Though Microenterprise programs are not for everyone, Schreiner and Woller (2003) determined that for some poor people, even with the complexity and risk of owning their own business, it is a good choice. Will low-income youth want to learn and develop the resources needed to create a Microenterprise? Over the past twenty-five years, poorer Americans have “participated in Microenterprise development, especially if they have owned a business, or own their own home, even though they may be income poor (Ssewamala, Lombe, & Curley, 2006, p. 125-126).

“Supporters of MDPs view these programs as a ‘beacon of hope’ aimed at reducing vulnerability while affording the poor a basis for self-empowerment, respect and social dignity,” and “could help break the vicious cycle of poverty” (Ssewamala, Lombe, & Curley, 2006, p. 120). MDPs can serve as an anti-poverty community economic develop tool to help low-income people who have the desire to own their own business achieve and maintain that goal.

Community Action Agencies (CAAs), like CSRA EOA, Inc., have implemented MDPs to address poverty, unemployment, and underemployment. CAAs in Vermont formed a consortium in partnership with Vermont Job Start, the State of Vermont’s Office of Economic Opportunity, DHHS, U. S. Small Business Administration, Department of Labor, Agriculture Rural Business Enterprise Grant program and other businesses to create a statewide Micro Business Development Program to address underemployment. In FY 2005, efforts resulted in 154 new businesses started, 45 businesses expanded, 132 full-time jobs created, 113 part-time jobs created, and 205 loans made, with an average loan size of \$9,144 (Leland, R. Editor, 2006, p. 29). Not only do Microenterprise Programs focus on individual achievement toward self-sufficiency, they serve to influence economic development in the community (BHM International, Inc. p. 53).

To achieve success, the MDP must be designed to provide the best opportunity for participants to be successful. The Vermont CAA consortium suggested that CAAs include “strong screening and assessment processes”, hire and train “staffers with both social work and self-employment experience”, and to partner to ensure “a broad pool of financing sources available” for participants (Leyland, p. 29). Wallace suggested that in targeting and screening for Microenterprise Programs in the rural United States, “programs need to identify those applicants with the aptitude to make us such a pool of uncaptialized labor” (Wallace, p. 41).

In designing an MDP, the DHHS Report on Demonstration Partnership Programs stated core issues to address include: “Lack of business skills and experience among low-income individuals; lack of start-up capital for micro-enterprises; legal barriers to capital accumulation by individuals who are receiving public assistance; and lack of trained and experience staff capable of starting and managing a micro-enterprise training program (BHM International Inc., pp. 41-42). It will be important to work closely with funders of the project to ensure open communication, the best possible design, and continued support for the program. MDP measurable outcomes include the impact on the individual and the creation of the business, the tax base enhancement, and growth of businesses creating new jobs. A concern addressed by Wallace (2000) is “program operating costs” for MDPs, with the suggestion that MDPs consider “fee-based systems” for training to reduce the cost (Wallace, 2000, p. 43). The CSRA EOA, Inc. MIDAS Project will have staff members that are experienced with performance standards, data collection, credit building and working with youth and will partner with a local project already assisting Warren County youth in preparing for entrepreneurship.

In Warren County, YEA! provides students with the opportunity to learn how to “start and run their own REAL businesses” and the national YEA! program has a proven track record, operating “over seven years and has demonstrated success with 585 students graduated from the program, 416 enterprises having been launched and 50% of YEA! students still operating their business more than a year after graduation” (Warren County Chamber of Commerce). The purpose of YEA! is to bring “educational and business communities together to foster the spirit of entrepreneurship and innovation among today’s youth” (The Young Entrepreneurs Academy, Inc.). YEA! will serve as the screening tool and method for targeting youth for MIDAS in Warren County, thus providing the initial training and business education, development of a

business plan, and support from the Chamber of Commerce as sponsors of YEA! The importance of youth entrepreneurship was addressed in *Entrepreneurship Development Systems in Rural America: Final Lessons* (W. K. Kellogg Foundation) and the importance of “creating entrepreneurial communities” and providing coaching, mentoring, and utilizing technology in training and service delivery to make rural entrepreneurship and Microenterprise development programs work.

Obtaining the financial resources to start a business can be extremely difficult for low-income people and almost impossible for teens and young adults. Wallace concluded that MDPs could be very beneficial if there is a link between the Microenterprise and asset accumulation through savings (Wallace, 2000, p. 43). “The dilemma is that most Microenterprises need savings more than loans” (Schreiner and Woller, 2003, p. 1674). An IDA program connected to an MDP will help those who are the poorest, by subsidizing those savings to be used to open their own business (Ssewamala, Lombe, & Curley, 2006, p. 128). As acknowledged in the Field Funder Guide, “Individual Development Accounts offer a savings-led strategy to generate capital for business investment” (2008).

IDA Programs across the United States vary greatly, as demonstrated in Emily Carpenter’s, *“Major Findings from IDA Research in the United States”* (Carpenter, 2008) and a Youth Microenterprise IDA Program will have issues that non-youth IDAs will not. In a study on Youth IDA’s conducted by the Corporation for Enterprise Development (Giuffrida), key findings included (1) goal-focused youth are most successful in IDA programs “because they see the IDA as a means to their ends”, (2) youth IDA staff need to have experience working with youth, and (3) a youth IDA program must be linked to another program that will keep their interest, such as entrepreneurship. In *“Linking Youth Savings and Entrepreneurship: A White*

Paper”, Pate reviews Youth Savings Programs and Youth Entrepreneurships and how integrating these programs could, where practical, increase the ability for youth to increase assets and get out of poverty and is proven to be a better incentive than either of the programs alone (Pate, p. 12). MIDAS is designed to address the findings from Giuffrida, and Pate. The importance of a “strong program leader with a background in money management or personal finance counseling and training as well as youth development” (Pate, p. 16) was stressed and the legal issues regarding the inability of youth under 18 to sign a contract, bank restrictions on types of accounts youth under 18 may open, and child labor laws must all be addressed (Pate, 16-17). By partnering with YEA! which includes the Chamber of Commerce, the Board of Education, and the local WIA organization, and with the Small Business Administration and local banks, we will be able to overcome obstacles for youth, as suggested by Pate, through the design and delivery of the program.

Enrolling Warren County YEA! participants into MIDAS and working with partners, providing training, and providing a matched savings and other support services can help Warren County slow out-migration. The W. K. Kellogg Entrepreneurship Development Systems in Rural America Project reported “Some collaboratives are challenging the cultural myth that young people don’t want to stay in rural communities by showing youths how to stay and build successful lives for themselves” (W. K. Kellogg Foundation, n.d). If provided the opportunity to develop knowledge and skills and access resources and ongoing support some youth will succeed in creating and operating their own business in their community. The MIDAS project, in coordination with YEA!, can provide this opportunity. Participants, with guidance from the Chamber of Commerce mentors, will create their own employment by creating a business that will meet a local and area needs, complementing the current local businesses.

PROJECT DESIGN

The Process of Creating Change

It was determined that a pilot MDP, “Microenterprise Individual Development Account Services” would be an excellent tool to both excite the community members and bring together partners and resources to address the needs of the community regarding employment and career opportunities for young adults. This project would address each of the six Community Action Goals (see Community Action ROMA Goals), and would allow CSRA EOA, Inc. to use a familiar tool, the IDA, to create a new solution, microenterprise, to a community need. To create a viable plan toward achieving the long-term goal of revitalizing Warren County we reviewed our mission, vision and

strategic plan, to insure compatibility; reviewed the Community Needs Assessment; conducted a SWOT analysis (Appendix A) and the information was reviewed and the process of designing the project ensued.

Project Summary

The proposed MIDAS Project will provide low-income (up to 200% of poverty) Youth Entrepreneur Academy participants, ages 16-23, the opportunity to participate in an IDA project that will provide additional business and financial education, continued mentoring, and match for earned savings to be used for asset development, specifically targeting Microenterprise or Small

Figure 4: Community Action Goals

Community Action ROMA Goals

Goal 1: *Low-income people become more self-sufficient.*

Goal 2: *The conditions in which low-income people live are improved.*

Goal 3: *Low-income people own a stake in their community.*

Goal 4: *Partnerships among supporters and providers of service to low-income people are achieved.*

Goal 5: *Agencies increase their capacity to achieve results.*

Goal 6: *Low-income people, especially vulnerable populations, achieve their potential by strengthening family and other supportive systems.*

(Richmond, 2007, p. 5)

Business development. YEA! participants will have worked with local business leaders, being mentored in business ideas for the area, and will be paired with SCORE for ongoing mentoring. For participants who, after training, opt out of small business development, their IDAs will be convertible to a Post- Secondary Education IDA. The MIDAS Project will be one project in an arsenal of programs being developed in Warren County to attract new businesses, expand current businesses, and have residents become entrepreneurs, in an attempt to keep the community alive. The long-term goal is to revitalize Warren County by decreasing the outmigration of talented, educated youth. Providing opportunities for careers by supporting young residents who have the desire and abilities to create their own employment will strengthen the community by keeping talent in the community, increasing business, and helping youth achieve their career goals.

Project funding comes from an OCS Assets for Independence 5-year grant, Community Services Block Grant (annually), local financial institutions, in-kind from Warren County High School, and grant applications are being submitted to ensure adequate funding for years 3-5.

The following logic model demonstrates the logical plan for the MIDAS pilot project, maintaining focus on the long-term outcome, and demonstrating how CSRA EOA, Inc. and partners will address the need by providing services that will result in the targeted outcomes. It also serves as a tool for monitoring and evaluation.

Figure 5: Project Logic Model

Effect	Potential “death” of community—continued outmigration until no longer sustainable.		
Problem Statement	The population of Warren County, Georgia has been on a steady decline, losing 12.52% of its population between 1970 and 2010 (U. S. Census Bureau, 2011), as young people move away to obtain post-secondary education and access to living wage jobs and careers.		
Causes	Lack of living wage employment opportunities	Lack of interesting or professional career fields for educated youth	Unable to afford cost of commuting due to low-income household

Long-term Outcome	Revitalize the community with community participation in decreasing the outmigration of talented, educated youth (local businesses, elected officials, chamber of commerce will be involved).		
Intermediate Outcomes	<ol style="list-style-type: none"> 1. Participants use savings and match to create or expand Microenterprise in Warren County. 2. Participants utilize increased knowledge in financial management, business, and asset specific topics to operate Microenterprise. 3. Microenterprises help participants remain in Warren County while obtaining post-secondary education. 		
Short-Term Outcomes	Indicators	Data Gathering Technique(s)	Data Source(s)
STO 1: Participants demonstrate: a) basic banking knowledge & skills, and b) budgeting knowledge and skill.	<ol style="list-style-type: none"> 1. Training records to demonstrate impact; # & % <ol style="list-style-type: none"> a. demonstrating increase in knowledge for each workshop b. who complete workshop series c. attending each workshop 2. Number & percent developing written financial goals with a written budget. 3. Number and percent maintaining budget for 90 days. 	<ol style="list-style-type: none"> 1. Administer Pre- and Post-test at workshops. 2. Sign-in for workshops. 3. Maintain copy of workshop agenda, curriculum/materials, and attendance. 4. Enter workshop participation—schedule and actual attendance in database to track overall attendance in workshop series. 5. Keep copy of budget created by participant in participant record. Review income & expenditures monthly. 	<ul style="list-style-type: none"> • Participant Pre-Post Tests • Workshop Binder with agendas, curriculum/materials and attendance list • Database with all participant attendance recorded • Excel Spreadsheet of workshop Pre- and Post-test scores. • Participant records with budget and spending for each month.
STO 2: Participants: a) open savings accounts, and b) contribute savings regularly	<ol style="list-style-type: none"> 1. # & % that open a savings account. 2. # & % that manage and maintain savings account. 3. # & % who contribute regularly to savings account (at least monthly) 	<ol style="list-style-type: none"> 1. Obtain copy of receipt from initial bank deposit. 2. Obtain information on account activity from monthly statement. 	<ul style="list-style-type: none"> • Bank receipt • Account statement

Short-Term Outcomes	Indicators	Data Gathering Technique(s)	Data Source(s)
STO 3: Participants demonstrate an understanding of credit reports, credit management and lending, and consumer finance topics.	<ol style="list-style-type: none"> Records from training to demonstrate impact # and %: <ol style="list-style-type: none"> demonstrating increase in knowledge for each workshop who complete workshop series at each workshop Number & percent of participants who obtain credit report. Number & percent who can read a credit report. Number & percent who can evaluate loan rates, terms, and fees. 	<ol style="list-style-type: none"> Administer Pre- and Post-test at workshops. Have participants sign-in for workshops. Maintain copy of each workshop agenda, curriculum/materials, and attendance. Enter workshop participation—schedule and actual attendance in database to track overall attendance in workshop series. 	<ul style="list-style-type: none"> Participant Pre-Post Tests Workshop Binder with agendas, curriculum/materials and attendance list Database with all participant attendance recorded Excel Spreadsheet of workshop Pre- and Post-test scores.
STO 4: Participants demonstrate: a) asset-specific knowledge of Microenterprise elements including a business plan, financial management & marketing.	<ol style="list-style-type: none"> Records from training to demonstrate impact # and %: <ol style="list-style-type: none"> demonstrating increase in knowledge for each workshop who complete workshop series at each workshop Participants matched with mentors. Surveys demonstrate positive mentor/mentee relationship. 	<ol style="list-style-type: none"> Administer Pre- and Post-test at workshops. Have participants sign-in for workshops. Maintain copy of workshop agenda, materials, and attendance. Enter training and mentoring session reports in database. 	<ul style="list-style-type: none"> Participant Pre-Post Tests Workshop Binder with agendas, curriculum/materials and attendance list Database with all participant attendance recorded Mentoring match form. Mentoring reports.

Additional Measures for Evaluating Project:

- \$ Participants obtain funding to start business.
- \$ Participants start Microenterprise business/self-employed in Warren County.
- \$ Participant increase earned income.
- \$ Participants maintain a good credit rating.

MIDAS will provide activities and services that will, in the short term, (1) increase the knowledge and skills of participants in financial literacy and budgeting, (2) help them develop the habit of saving, and (3) increase their knowledge of credit, lending, and consumer finance.

To achieve the short term objectives and outcomes, the following activities will occur:

- Students will participate in workshops that include, “Getting Started” – Tracking, managing and protecting your money; “Earning \$”; “Spending Smart” – Creating a spending plan; “Save, Invest, Build”; “All About Credit” – Building credit, credit reporting and scoring, avoiding debt; and “School & \$” – Financing secondary education.
- Students will develop a savings plan and budget and work individually with their case manager/mentor to open a savings account and follow their savings plan and budget.
- Students will participate in Entrepreneurship workshops including: “Starting a Business” – Maximizing chances for success and minimizing financial risk, creating a business plan, “Managing a Business” – Making the most of time, money, and resources (i.e. Small Business Association), “Growing a Business” – Maximizing cash flow, increasing sales, positioning for retirement and will participate in Asset-specific training through SCORE (Senior Corps of Retired Executives) mentors and the YEA!.

Participants will accumulate savings and will, within two to four years, utilize their IDA to start or expand their Microenterprise in Warren County. These new businesses may employ other residents and provide services or goods for the community, and will provide financial resources for the participant. Success in the short-term outcomes, the increased knowledge in banking, financial and credit management, business planning and management, and marketing, and the increase in resources through IDA savings and match money, will lead to success in the intermediate goals. Participants will utilize resources to create or expand microenterprises and will remain in Warren County, while being successful in a career. Reduction in outmigration, increase in business and the stabilization of the community may aid in attracting business and industry to locate in the area, which would further revitalize Warren County.

METHODOLOGY AND IMPLEMENTATION

Project Participants

There will be eight MIDAS (*Microenterprise Individual Development Account Services*) participants and they will be high school students and recent graduates, ages 16-23, who completed Warren County's YEA! program. Warren County High School is approximately 94% Black/African American, so it is estimated that 87% of MIDAS participants will be Black/African American, and the gender mix will be 50-60% male and 40-50% female. Participants earn income for savings and come from households at or below 200% poverty.

Community Role/Stakeholders

Project Stakeholders include participants, the YEA! instructor, Warren County High School, CSRA EOA, Inc., Communities in Schools/Family Connections, Warren County Chamber of Commerce, First Citizens Bank, East Central Georgia Consortium, Young Entrepreneurs Academy (YEA!), residents of Warren County, businesses in Warren County, the IDA Advisory Committee, and Office of Community Services/Assets For Independence as a primary funder of the IDA match money. Appendix B provides a list of partner stakeholders, their expected level of participation.

Host Organization

CSRA Economic Opportunity Authority, Inc. (CSRA EOA), a private nonprofit Community Action Agency will serve as host organization. The mission of CSRA EOA is to promote self-sufficiency of low-income people through identifying resources, promoting self-help, providing education, raising awareness, and "working with the community rather than for the community to promote self-sufficiency and leadership".

CSRA EOA operates a variety of programs that provide vital support for economically disadvantaged citizens, based on needs assessments, strategic planning, and ability to secure funding and leverage community resources. Programs include: Head Start, Weatherization, Low Income Home Energy Assistance Program, Home Ownership Planning and Education, Individual Development Account Project for Homeownership, Supportive Services for Veteran Families, Homeless Prevention Rapid Re-Housing, Prescription Assistance, Senior Nutrition and Wellness, Youth Programs, Career Development, and Transitional and Permanent Supportive Housing. CSRA EOA, Inc. utilizes local, State and Federal grants to serve low income residents and has a reputation as an organization that provides exceptional service.

The Project Manager will work with CSRA EOA and will be responsible for the overall coordination of the IDA activities and keeping the project within scope, within budget and on within schedule for all required elements. In Warren County, MIDAS will be spearheaded by CIS/FC staff, who are residents of Warren County and have worked with youth in the county for more than 20 years. Stationed in the high school, they provide a variety of services for students and their families, including tutoring, job readiness training, financial literacy, and summer employment.

Project Roles and Staffing

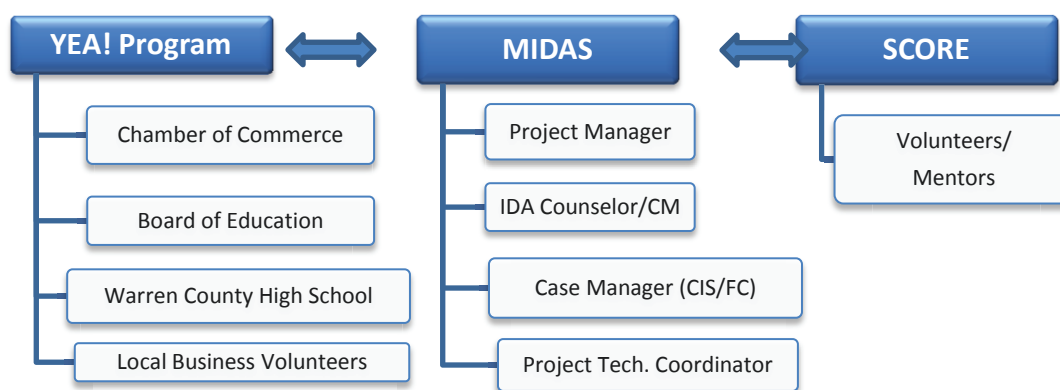
The four MIDAS Project staff members, all assigned part time to the project, include the Project Manager, Project Technical Coordinator, IDA Counselor, and a Case Manager. Because participants are initially and co-enrolled in the YEA! project, there are additional paid staff working with participants, including a teacher, mentors, and a member of the Chamber of Commerce. The Project Manager will conduct general program oversight, supervision, reporting and facilitate the Advisory Council. The Project Technical Coordinator will coordinate activities

with staff, volunteers, partners and participants; and assist in program reporting and evaluation. The IDA Counselor will enroll participants and conduct day-to-day operations such as account management, planning of financial and asset education, assistance through the asset purchase process, post-purchase follow-up and support, IDA reporting and evaluation. The CIS/FC case manager will provide any family emergency services, community referrals and ongoing support to encourage participant retention and success. Selections of qualified, experienced staff for the project have already been made. Staff members have 10-30 years of experience with the asset-specific training in which they will be involved and first-hand knowledge of IDAs; they have direct experience working with the community; and they also have a long history with CSRA EOA, Inc.

Maintaining an up-to-date skill set for our staff is an agency priority. As such, staff will participate in quarterly in-house training, as well as state and nationally recognized training in their specific fields of expertise. The IDA Counselor, in particular, is required to participate in financial literacy training to retain her certifications with the Georgia Department of Community Affairs and the Department of Housing and Urban Development.

Through partnerships with YEA! and the Senior Corps of Retired Executives (SCORE), the entrepreneurial and microenterprise training components will be provided by expert staff and volunteers who will serve as mentors. A Warren County High School Teacher provides a semester specifically dedicated to entrepreneurship. Throughout the class, a variety of asset specific skills training is provided, as demonstrated in the curriculum schedule in Appendix C. Business mentors, graphic designers and local entrepreneurs support the students throughout the program. The Chamber of Commerce will serve as the liaison with the local business/corporate community. Nationally SCORE has mentored more than 9 million entrepreneurs and small

businesses since 1964. SCORE's experienced business mentors provide general business advice on every aspect of business planning, start-up, management and growth. SCORE provides both in-person and online mentoring to entrepreneurs just getting started or in need of a seasoned pro as a sounding board for their existing businesses. Volunteers assist entrepreneurs, providing support tools, templates, information on accessing funds, and advice. SCORE has also developed materials geared toward youth starting businesses. MIDAS will operate as a project in partnership with other projects, and thus the structure for the project is as follows:



↔ Denotes coordination and communication via written Memorandum of Understanding.

The MIDAS Project Manager is supervised by the Community Services Director. The Case Manager works for CIS/FC and the duties and reimbursement of pay and other costs associated to the project are delineated in a Memorandum of Understanding.

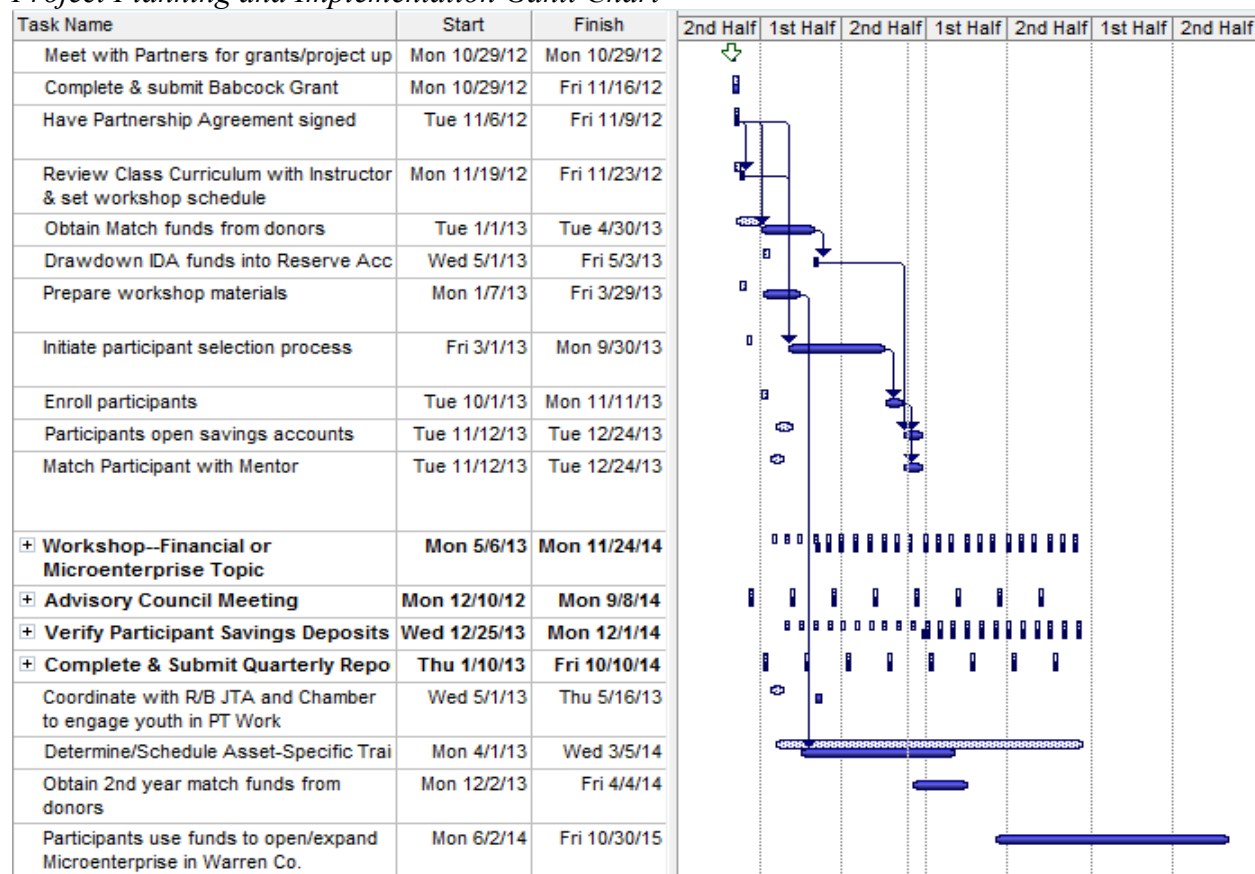
Project Implementation

The implementation schedule, as demonstrated in the Gantt chart, demonstrates how the major phases of work, defined in the logic model, will be carried out during the life cycle of this project. The Gantt chart is a visual reminder of the schedule (when) and resources allocated (who), for the major activities (what) that must be completed, demonstrating the logical sequence (how) of activities and services to be followed to achieve the project outcomes (why). MIDAS

completed the planning phases, including developing MOU's, developing forms, coordinating the process for intake and enrollment, applying for grants and seeking match funds from financial institutions, business partners and other community members and organizations. The implementation of activities and services for participants will begin in May 2013.

Key milestones will include (1) obtaining match funds and grant funds to operate the project, (2) creating and maintaining the Advisory Council, (3) selecting and enrolling participants, (4) the opening of participant savings accounts, (5) matching participants with mentors, (6) providing workshops and training sessions for financial management and asset specific training, (7) coordinating activities with WIA and employers to engage youth in work to obtain earned income for saving, (8) verify savings, and (9) assisting students in using savings and match to open or expand a microenterprise in Warren County.

Project Planning and Implementation Gantt Chart



Proposed Budget and Budget Narrative

The MIDAS Budget is \$75,944.95, for year 1, as demonstrated in the Budget (Appendix D), with forty-two percent of the funds (\$32,000) used for participant earned income savings match (\$2:\$1 match). Forty-four percent of the funds, \$33,834.50 will cover staff, materials, and travel costs. After year 1, approximately \$38,000 per year is needed to sustain MIDAS. CSBG funds are committed for the five-year period contingent on allocations annually. Current funding will sustain the project through December 2014 and additional funding is being sought, with grant applications submitted each year.

The MIDAS Program Manager has six years of experience with OCS/AFI IDA funds, and over ten years of experience with CSBG funds, and with grant writing. The IDA Counselor has over eight years of experience providing financial literacy and credit counseling. The Case Manager has provided training, currently works with youth through the school system and is involved in YEA! Salary, fringe benefits and indirect costs have been allocated based on the projected hours dedicated to the project and Indirect Costs, are allocated based on salaries. All other positions are in-kind or volunteers, including the YEA! Activities Coordinator (a local business owner), Project Technical Manager, Chamber of Commerce members, and SCORE.

Savings Match funds must cover the \$2:\$1 match for participant savings up to the \$4,000 maximum per participant, which is \$32,000 total. These funds, from OCS/AFI, local financial institutions, and philanthropic grant sources, are now in the reserve account.

MIDAS is a new project within an already existing program. Space and equipment are provided in-kind. The Case Manager is housed in the High School at no cost. Supplies, the Management Information System, Internet, telephone and travel costs are included in the budget, but supplies are also donated by financial institutions.

PROJECT MONITORING

The tracking of activities, services, schedules, budgets, resources, outputs, and outcomes are an integral part of the project plan, as demonstrated in Figure 6, and will be reported on monthly. Monitoring is an on-going process to ensure we are staying within the scope and following the plan for the project. Reports will be completed throughout the project and will include data and an analysis to determine project status, issues or risks that need to be addressed, and timeliness in achieving our project goals.

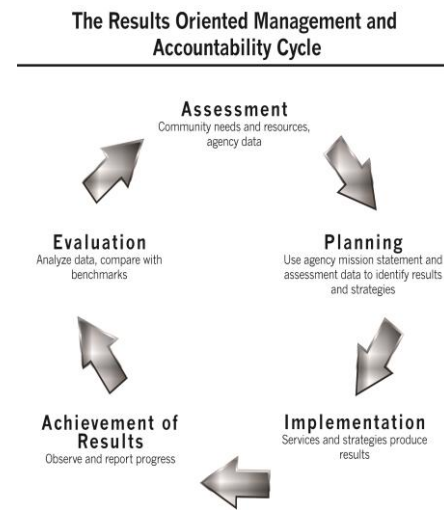


Figure 6 ROMA Cycle (Richmond, 2007)

Monitoring Indicators

Utilizing the Project Monitoring Guide Matrix (pp. 32-33), data will be gathered on key indicators including: partnerships developed, grants requested and funding received, enrollment, development of a savings plan, budget, and business plan; workshops provided and the participation workshops, opening of IDA accounts, savings, mentoring activities, business plan development, microenterprises opened and expanded, and the IDA funds utilized for the new microenterprises. Any variances in schedules, inputs, outputs, and resources will be analyzed to determine the need for any potential change in the project activities or processes to ensure we meet our goals and our participants achieve the outcomes.

Methods, Tools, Forms and Team Tasks

Methods of monitoring include utilizing the project monitoring guide matrix, accessing data entered into the project database that will include: (1) participant demographic data, progress of participants toward goals (budget, savings plan, business plan, asset training),

Project Monitoring Guide Matrix

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Develop Contracts/MOU's between partners	Start: 10/2012 End: 1/2013	In process & on target	On time	N/A	N/A	Target: 4 To date: 4
Submit grant requests to fund salaries, supplies, match for savings (CSBG annually).	Start: 5/2012 End: 3/2016	3 funded; 1 in process	3 on-time, 1 submission in later round	Other higher priority grant took precedence.	None needed. On target.	Target: 4-5 grants To date: 3 grants
Contact financial institutions and obtain match for savings	Start: 10/2012 End: 9/2014	100% funded.	On time	N/A	N/A	Target: \$16,000 To date: \$16,000
Create project flyer for outreach.	Start: 11/2012 End: 1/2013	Completed	On time	N/A	N/A	Target: 1 To date: 1
Develop all forms for project record-keeping.	Start: 12/2012 End: 2/15/2013	Completed	N/A	N/A	N/A	Completed
Conduct outreach and enroll participants.	Start: 6/1/13 End: 12/31/13	7 of 8	On time	Rescheduled no earned income.	N/A	Target: 8 To date: 7
Provide MIDAS Orientation for Participants & Parents/ Guardians	Summer 2013	May & July 2013	On time	Rescheduled from Feb. to May/July	N/A	Target: 2 To date: 0
Provide monthly Money Management workshops.	Monthly 8/13-12/14	In Progress	On time	N/A	N/A	Target: 19 To date: 2
Provide monthly information sessions on Entrepreneurship.	Monthly 7/13-12/14	In Progress	On time	N/A	N/A	Target: 19 To date: 4

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Develop individual budget and savings agreement with each participant.	Start: 10/13 End: 12/13	In Progress	In danger of running late	Late enrollment; one slot open.	Still seeking one more participant	Target: 8 To date: 6
Work with participants to assist them with opening their IDA Account.	Start: 11/13 End: 12/13	In Progress	On time for 6 of 8.	One slot open; one participant no earned income.	N/A	Target: 8 To date: 0
Review deposits monthly to determine student success in meeting goal.	Start: 11/13 End: 12/15	In Progress	On time	N/A	N/A	Target: 8/mo. To date: 0
1:1 contact participant/ IDA coord. monthly.	Start: 9/2013 End: 12/2015	In Progress	N/A	N/A	N/A	Target 8/mo. To date: 0
1:1 mentor/participant contact at least monthly.	Start: 11/2013 End: 12/2015	In Progress	N/A	N/A	N/A	Target 8/mo. To date: 0
Develop Business Plan	Start: 9/2013 End: 5/2014	In Progress	N/A	N/A	N/A	Target 8 To date: 0
Utilize IDA funds for business	Start: 6/2014 End: 12/2015	N/A	N/A	N/A	N/A	Target 8 To date: 0
Open business	Start: 6/2014 End: 12/2015	N/A	N/A	N/A	N/A	Target 8 To date: 0

participant savings, and workshop participation, and referrals and other services; (2) the schedule of workshops, (3) volunteer hours donated to the project, (4) money allocated to the participant for match in the reserve account, (5) project income from grants and donations, (6) mentor activities, (7) direct staff time provided services to or advocating on behalf of participants, and (8) participant businesses opened, supported, or expanded through the use of participant IDA savings and match funds.

Tools for capturing data include intake forms that collect demographic data; individual savings plans, budgets and business plans (with targeted outcomes/goals); sign in sheets, pre- and post-tests, activity notes, and surveys from workshops; savings account statements; project participation satisfaction surveys; time sheets; business plans; exit interviews and follow-up surveys (quantitative and open ended questions) at 90, 180 and 365 days after completion of project participation. All data will be entered into a database by the IDA Counselor, Project Manager, and Case Manager and the Case Manager maintains a hard copy record. The Fiscal Officer completes financial reports. All reports are reviewed by the Project Manager for accuracy and comparison to the project plan.

Advisory Council and partner meetings will occur quarterly to discuss project status, and review reports. Written minutes from the meetings will be maintained and used in monitoring and evaluation of the project. It will be the responsibility of the Project Manager to monitor progress and submit reports with analysis to appropriate stakeholders and funders.

Monitoring Schedule

Desk monitoring activities will occur monthly, including data review, analysis, and completion of reports. Twice per year monitoring of activities, participant records, and training records will occur to ensure accurate data collection.

PROJECT EVALUATION

Evaluation

The MIDAS Project logic model provides targeted participants, services, activities and outcomes, and methods for measuring and reporting progress toward achieving the goals, outcomes, and mission of the project. Annual participatory evaluations will be conducted in coordination with the Advisory Council. Participants in the evaluation will include a staff member from each of the major partners in the project, including CIS/FC, Warren County Board of Education, Warren County Chamber of Commerce, project participants, parents/guardians of participants, mentors, and other key stakeholders, with surveys developed by the team. Service activity, demographics, and outcomes reports generated throughout project will be utilized, along with participant, partner, mentor, and parent/guardian surveys. Based on evaluation planning with the Advisory Council, partners, and community planning participants (teens and adults), the purposes of the evaluation include: (1) determine whether the MIDAS project is conducting the activities as scheduled in the project plan; (2) measure progress toward the outcomes targeted in the project plan and logic model; (3) determine the value of training provided, access to resources, and support services for the participants on the ability of participants to save money and plan, open, and operate a business; and (4) evaluate the effectiveness of the project in achieving its short-term (acquiring knowledge, skills, and resources) and intermediate outcomes (opening and operating microenterprises). Evaluation results will be used to improve the project to increase the likelihood of success.

Evaluation Variables and Indicators

The evaluation will review qualitative and quantitative measures of success outlined in the MIDAS project plan. Service activity, demographics, and outcomes reports generated

throughout project will be utilized, along with surveys of participants, partner organizations, mentors, and participant parents or guardians. The ROMA Evaluation Matrix (Appendix F) will serve as the evaluation plan and includes the outcomes, indicators, and variables, including data gathering methods, sources of data, and frequency of data collection and evaluation. Key milestones include (1) obtaining grant funds to operate the project, (2) creating/maintaining the Advisory Council, (3) recruiting/enrolling participants, (4) opening of participant savings accounts, (5) matching participants with mentors, (6) providing workshops for financial management and asset specific training, (7) verifying savings, and (8) assisting participants in using savings and match to open or expand a microenterprise in Warren County.

Data Gathering Methods, Tools, Forms

The database will provide quantitative data and surveys and interviews will provide qualitative data. Data will be obtained monthly, quarterly, and annually to analyze achievement toward targeted outcomes. A spreadsheet of pre-and post-test scores will be used to demonstrate an increase in knowledge on savings, budgeting, and microenterprise development from workshops. Pre- and Post-tests will be compared to the objectives for the training prior to training to ensure they measure the learning points. Participant records will be reviewed, including the participant budget, bank statements, and business plan progress. Workshop documents (agenda, objectives, materials, tests, attendance, and quarterly workshop surveys) will be reviewed. Participant satisfaction surveys will be conducted at least twice yearly and parent surveys annually.

Data Analysis

The agency will determine the impact of planned activities to achieve targeted outcomes and provides the opportunity to measure the outcome, analyze the data and draw conclusions that

will aid in evaluating the impact of the project on the underlying community need. Evaluation of the impact of training, access to resources, and support services provided for the participants on the ability of participants to save money and plan, open, and operate a business will occur. If the project is successful in achieving its short-term (acquiring knowledge, skills and resources) and intermediate outcomes (opening and operating microenterprises), the next step will be determining whether these have an impact that decreases the outmigration of talented, educated youth in Warren County, while also attracting businesses providing more opportunity and resources for the area. This reduction in outmigration, the increase in business and the stabilization of the community may aid in attracting business and industry to locate in the area, to further revitalize Warren County. Specific data gathering methods and tools are included in the ROMA Evaluation Matrix (Appendix F).

Evaluation Team Tasks

The MIDAS project will undergo quarterly outcome measures review and annual participatory evaluations with the MIDAS Advisory Council, throughout its five-year project life cycle. The evaluations will include a staff member from each of the major partners in the project, including the CSRA EOA, Inc., Communities in Schools/Family Connections, Warren County Board of Education, the Warren County Chamber of Commerce, and First Citizens Bank. Input will be obtained from project participants, parents/guardians of participants, mentors, and other key stakeholders.

The MIDAS Project Manager is responsible for implementing the evaluation plan, coordinating evaluation activities and communicating the results of evaluations, including the final evaluation at the end of the five-year project, to key stakeholders. The Project Manager will track the ongoing progress toward achieving the goals of the project, with project team

members entering data on attendance, savings, and activities in the database, and scores for pre- and post-tests in the spreadsheet as they occur. The Project Technical Coordinator will assist the Project Manager by performing document reviews utilizing project monthly, quarterly and annual reports, participant and partner surveys, database queries and reports, and interviews and providing that information to the Project Manager for review and discussion with the Project Team at monthly team meetings. The Project Manager will present information from evaluation processes to the CSRA EOA, Inc. Community Services Department Director and to the agency Executive Director. The Project Manager will also coordinate the quarterly evaluations with the Advisory Council.

Evaluation Schedule

The project was implemented in February 2013, with enrollment of participants beginning in July 2013. Monitoring activities and evaluating short-term results occurs monthly internally as part of the reporting and team meetings and will be shared with the lead agency Department Director and Executive Director. Participatory evaluations of short-term outputs and outcomes will occur quarterly with our Advisory Council. Outcomes reports are provided to the CSRA EOA, Inc. Board of Directors quarterly and the project will be reported on to the Board of Directors annually. Intermediate term outcomes will be reviewed and progress evaluated on at least annually. Long-term results are expected to take 4-5 years with the longest-term goal, revitalizing the community with community participation in decreasing the outmigration of talented, educated youth” will take approximately 15 to 20 years to achieve in coordination with other projects in the communities comprehensive plan.

MIDAS PROJECT SUSTAINABILITY

MIDAS is a five-year pilot project providing savings match, education, mentoring and support for teenagers and young adults as they work toward starting or expanding a microenterprise. The project must maintain support for the entire time period to allow participants the opportunity to achieve their savings, educational and business goals and succeed in creating or expanding microenterprises. To be sustainable, MIDAS is reliant upon financial, political, and social support from the community and the federal government. Loss of support in any of these areas could decrease success or cause project termination. If the project demonstrates major positive change for the participants and community, it will increase the sustainability for another cycle.

Financial Sustainability

MIDAS has received a five-year grant from the Office of Community Services Assets for Independence; has a commitment for annual Community Services Block Grant funds; was awarded a two-year grant through a small philanthropic group; receives annual funds for five years from the United Way; has received funds necessary for savings match for the five-year period from local financial institutions (banks and credit unions); and has in-kind commitments covering the pilot period. Financial circumstances that affect the MIDAS project and Warren County include potential funding cuts for Community Services Block Grant and no commitment from the philanthropic organization past the two-year commitment, which would decrease the ability of the agency to fully staff the project. The community would be unable to provide replacement funding, due to high unemployment, high poverty rate, and the small population and number of businesses in the community. If the project proves successful in supporting young adults in securing a more self-sufficient future by developing assets they can build upon, the

project should remain viable. CSRA EOA, Inc. has the capacity to obtain continued financial support through federal grants, foundations, and financial institutions if project targets are met. The five-year project cost is \$235,000 with over half of the funds from federal grants. To ensure the sustainability of the project, additional funding streams are being sought, and relationships maintained and developed to continue in-kind project support.

Political Sustainability

Politically, Individual Development Accounts are viewed as a positive tool by the local government and continue to be supported and funded by the federal government. Warren County elected officials are in support of the project and of IDA programs in general. Considered “hand-ups” or “investments” rather than “hand-outs” or “welfare”, the business community, local high school, and community at large support the project. The political leadership of the county and region recognize the need for the project and support the project. Georgia does not fund IDA programs, nor does it have policies to support IDA programs (Corporation for Enterprise Development, 2012), but there are successful IDA projects in Georgia, including CSRA EOA, Inc.’s Homeownership IDA program. Community Services Block Grant funds have been reduced due to sequestration and the political positioning and debates have left the United States with a uncertainty about the future of grants, including Community Services Block Grant.

Social Elements of Sustainability

Warren County, as a whole, has demonstrated tremendous support for the MIDAS project. A project that helps young people in the community hope again, dream again, and work toward achieving those dreams while having access to resources that can help them come true, garners community support. In this project, the participants have a great deal of choice, set their

own goals, and have their own plans, which allows for diversity and cultural differences. Continued access to the in-kind donations of training space, office space, free mentoring, and volunteers to provide training, are critical to the short- and long-term sustainability of the project. Support from the business community, which is providing some funds and mentors for participants, will need to be maintained through regular contact with project team, participation on the advisory council, and close working relationships with the participants.

It will also be vital that potential participants see the benefits of MIDAS and seek to enroll, set and work toward goals, and participate in training to increase knowledge and skills. Participant commitment is essential for project sustainability.

Sustainability Plan

Utilizing monitoring and evaluation, and especially feedback from participants and partners the MIDAS project will work to produce results, i.e. businesses opened, taxes paid, jobs created and value created. CSRA EOA, Inc. will maintain communication with the community and stakeholders, sharing results, outcomes reports, and milestones quarterly to sustain the financial, political and social support within the community, the region and at the state and federal levels. CSRA EOA, Inc. continues to seek additional funding streams, with two grant applications being prepared for submission in early 2014. CSRA EOA, Inc. will continue to work to ensure the community and funders see the project as an investment with significant social and financial returns. To continue MIDAS after the five-year period would require additional grant funds and match for savings from local financial institutions. To enhance sustainability, MIDAS could charge a fee for workshops and could utilize more volunteers, but would need enough funding for a paid position to coordinate the project long-term and to be responsible for funding, reports, and maintaining documentation needed.

PROJECT RESULTS

MIDAS was implemented in October 2012, after months of planning, partnership development, and presenting to organizational leadership and Boards of Directors. As reported in the monitoring reports (Appendix E), grant requests were submitted for operational and savings match fund and partnerships were formalized with key partners. One partnership agreement was not implemented because the organization experienced funding cuts, reducing the number of summer youth workers the program could support.

The YEA! project at Warren County High School provided initial training for nine students (potential MIDAS participants); MIDAS flyers were developed and provided to YEA! students and their parents/guardians; project forms were developed; MIDAS staff met with YEA! students for initial one-on-one outreach in March, after the OCS/AFI grant contract was received; CSBG had already been approved, though funding was less than requested from both. Match funds for the grant were obtained from local financial institutions.

As originally planned, YEA! students would be co-enrolled in MIDAS, but due to the lack of earned income required for participation in an IDA project funded by OCS/AFI, a project change request was initiated and approved to enroll students in the summer once they were earning money. In May 2013, YEA! students and their parents/guardians participated in an information session on MIDAS and applications were distributed. During follow-up contact in June, most of YEA! students were out of town for the summer delaying enrollment. Late in July, an Enrollment/Participant Orientation was held and students began the enrollment process. The initial workshop on Microenterprise Development immediately followed the Orientation and participants were able to select the training they wanted for the initial three months to get their Microenterprises earning income. August through November, participants have attended

workshops on Microenterprise Development, Business Management, and Financial/Money Management. Significant barriers have delayed the achievement of short-term outcomes and outputs, including a key staff member taking a different job; multiple health problems of the staff member in the position; funding cuts that reduced travel to the county for the Project Technical Manager; potential participants out of town all summer; and lack of enough eligible participants.

Short-term Outcome 1

Participants demonstrate: a) basic banking knowledge & skills, and b) budgeting knowledge and skill.

Participants were introduced to basic banking in the YEA! program and went on a bank tour in May. MIDAS workshops began in July, with an Introduction to Business Accounting as the initial “financial management” training as requested by participants so they could learn how to appropriately document income from their business to file taxes and prove income for IDA deposits. Participants have developed initial financial goals and will develop a written budget in December, which will be reviewed monthly throughout the Money Management training series. The series of financial workshops, including basic banking knowledge & skills and budgeting knowledge & skills, begins with a pretest and “homework assignment” on November 19, 2013 followed by a workshop on December 17, then a series of online lessons through April, and a final workshop and post-test in late April 2014. As demonstrated by the increased knowledge from the Basic Financial Management workshop, the planned activities will achieve the planned results in increased knowledge of banking and budgeting.

Though workshops were scheduled immediately after school at the request of participants and their parents to avoid transportation issues and keep weekends free to for participants to work and have earned income, some participants have had difficulty attending workshops due to

other commitments (i.e. football practice). In response, packets are provided for participants to complete as “make up” sessions for missed workshops.

Short-term Outcome 2

Participants: a) open savings accounts, and b) contribute savings regularly.

Participants have had a one-on-one session and a group session on developing a personal savings plan to prepare for opening their savings accounts and making contributions. On November 19, 2013, the IDAs were opened on in a group “field trip” to First Citizens Bank for six of seven participants. All but one participant has earned enough money in October and November to be able to open their accounts, and First Citizens Bank assisted them in opening the accounts and provided training on savings accounts and working with the bank. This outcome was delayed longer than expected in the initial project change request because most participants did not have earned income July through September; IDAs required earned income to be deposited.

Originally, participants would have been working in the summer youth program through the WIA provider in the county, but due to funding cuts, this was not possible and many went to visit family members out of town for most of the summer. The opening of savings accounts will be achieved in November 2013, and the regular contributions should occur monthly thereafter. Something that had not been accounted for in the planning of this project was the potential for participants to be out of town literally all summer long. This possibility had never been brought up in the planning phase. The lack of funds to provide summer jobs created a scenario we had not considered, which led to postponing several activities. A lesson learned is to make sure, when considering scenarios, to “play it out” with someone from the community to determine

“what would happen if”. Also, the initial delay in enrollment led to a delay in formal savings plans and financial management plans.

Short-term Outcome 3

Participants demonstrate an understanding of credit reports, credit management and lending, and consumer finance topics.

Activities that lead to this outcome will follow the basic banking and budgeting knowledge and skills development and will begin in May 2014. It is expected that these activities and this outcome will occur on schedule because study materials will be distributed in early April and the workshop will occur in early May, with follow-up one-on-one meetings with mentors later in May, but before scheduled exams. Additional Consumer Finance Topics will be provided in newsletters and in monthly workshops over the following months.

Short-term Outcome 4

Participants demonstrate: a) asset-specific knowledge of Microenterprise elements including a business plan, financial management, marketing, etc.

Topics covered thus far, based on the specific requests of the participants, include Time and Conflict Management and Computer Hardware and Software for Use in Microenterprises. In each of the workshops, the pre-/post-test has demonstrated both that there was a need for the workshop, as evidenced by the low pre-test scores, and that each workshop has demonstrated a significant increase in knowledge of the participants. Attendance at training has ranged from 50% to 88% of participants attending.

Mentors will provide a one-on-one reinforcement and individualization of workshop objectives and materials to help participants put what they’ve learned into action in their businesses and this is expected to be highly successful when it begins. Mentors will begin

working with participants in January, which was delayed for several reasons including: (1) participants out of town for the summer, (2) participants not working on their Microenterprise/business plan, and (3) most participants were not enrolled in MIDAS until late September due to missing paperwork, proof of household income, etc. required by the grant source.

A key learning point from this has been that we should have followed the original plan and enrolled participants in MIDAS when they first enroll in YEA! even though they could not open an IDA without earned income. Also, having other options for summer employment or either online workshops over the summer would have kept the project on schedule.

CONCLUSIONS AND RECOMMENDATIONS

The successes achieved thus far in the short-term outcomes for MIDAS and the continued success expected are designed to lead to the achievement of intermediate and long-term outcomes. Additional short term outcomes include the successful completion of Microenterprise/business training and education, finalizing business plans, creation of jobs in Warren County through self-employment leading to increased earned income, participants maintaining a good credit rating (such that they could qualify for a small business loan), and enrolling in post-secondary education and attending college while maintaining residence in Warren County. Though there have been some delays, funding cuts due to sequestration, and staffing issues due to reallocated resources and illnesses, the project remains on target to achieve the scheduled intermediate outcomes over the next three to five years.

Prospects of Attaining Intermediate and Long-Term Outcomes

As part of the MIDAS Project, participants will opened their IDA accounts last week using income they have earned over the past month. They have developed savings plans and will save money monthly over the next two to four years. Upon achieving the targeted savings amount, each will then use their savings and the savings match to achieve intermediate outcomes including creating or expanding their Microenterprise in Warren County and/or enrolling in post-secondary education while maintaining residence in Warren County. The current participant business plans include (1) a weekend and special event babysitting service; (2) a welder who makes decorative items; (3) a clothing embellisher; and (4) a group that makes t-shirts, creating their own designs and making them to order for family reunions, churches, etc. as well.

To be successful in business, participants will need to achieve the intermediate outcome of utilizing increased knowledge in financial management, business, and asset specific topics.

Participants are engaged in workshops and will be paired with mentors in November, to help them one-on-one with Microenterprise and specific business issues, to insure the increased knowledge needed. The Microenterprises will help participants remain in Warren County while either working to create living wage positions through their Microenterprises or obtaining post-secondary education. These intermediate outcomes are achievable as planned and are supported by the participants, their parents/guardians, the Advisory Council, local government, and local businesses. This, in coordination with other projects in the county to attract businesses being spearheaded by the Chamber of Commerce and Development Authority, will help achieve the long-term outcome of the project, with is to initiate a turn of the tide of outmigration, thus helping stabilize the community. Reducing the outmigration of educated, talented, entrepreneurial young adults will help improve the ability of the county to attract potential businesses and industries to locate in the area. MIDAS, as a lone project, cannot turn the tide, but as one project in a larger program designed to attract industries and businesses and to decrease outmigration, it will be a beneficial tool helping revitalize the community by decreasing the outmigration of talented, educated youth and increasing small businesses in the community.

Personal Thoughts

MIDAS has been a successful project thus far, though there have been many challenges. The planning of the project flowed smoothly, but implementation was more difficult due to sequestration decreasing several funding streams and the overall budget impacting staffing (decreasing time allocated by staff to the project) and travel; a reassignment of the local employee that had been included in the plan to work with the youth directly and medical problems of the employee assigned to the position; funding cuts to a partner agency so the youth didn't have summer jobs and so many left town for the summer; and a realization that the

concept of a project plan varied among the partnership. These changes have impacted the project timeline, but have not derailed the project or decreased the likelihood of success.

Participants, their families, project partner organizations, and the community continue to support the project and are pleased with progress thus far. To sustain the project, it will be important to continue regular communication with stakeholders, letting them know of activities and successes.

Though time dedicated to the project by staff was reduced due to funding cuts, the staff members are all committed professionals who are supportive of the project and its targeted outcomes and are working diligently to provide the services and activities necessary for participants to achieve the outcomes. The teens are actively participating in the workshops, are excited that they are being paired with mentors this month, look forward to opening their IDA accounts next week, are proud of the fact they have their Microenterprises up and running at least at a very small scale, and have earned money to put in their IDAs.

The barriers have been overcome due to the talent, skill, and teamwork ability of the project team and partners. Each barrier has been addressed, risks are being managed, we utilize our plan, reviewing it monthly as a staff and every two months with the Advisory Council, we adjust as we need to while maintaining the scope, staying within budget, and keeping as close to the timeline as possible. We are continuously improving the project as we move along, with feedback from the participants, the Advisory Council, and the staff (paid and unpaid). If there were three things (other than the barriers listed above) I would like to change about the project, they would be: (1) to actually be in the county every week, touching base with the participants, with the local businesses, and working more directly in the project, but the resources are not available for that, so the youth get all the workshops, one-on-one, mentoring, and assistance that

was planned for, but no more than that; (2) to have the originally planned staff member in Warren County reassigned back to the project; and (3) to have gone ahead and followed the original plan enrolling participants in the project in February, even though they did not have earned income, and targeted a date for beginning the IDA savings for later in the summer. We will continue seeking additional funds that will make the first two possible and will further enhance services for the participants and their families and ensure the success of the project, the participants, and improvements in the community. If we secure funds for a second cycle for the project, we will return to the original design and enroll participants in February.

The success of the MIDAS will depend on the logic of the project design, as developed and implemented throughout this Community Economic Development Master's Degree program of study, professional and team-oriented staff involved in the project, enrolling appropriate participants, maintaining positive relationships and communication with partner organizations, continuous monitoring and evaluation of the project, utilizing resources available, and continued funding and support from the community. Significant progress has been made in garnering support, obtaining resources, enrolling participants, and providing training and activities and current barriers are being addressed. Continuing this project for the entire five year project period is strongly recommended.

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APPENDICES

Appendix A: SWOT Analysis

<u>STRENGTHS</u>	<u>WEAKNESSES</u>
<ul style="list-style-type: none"> • Microenterprise IDA project is within our mission, vision and is part of our new five year plan for the agency. • Have successfully operated an IDA program (for Home Ownership) and understand the OCS/AFI grant. Have developed relationships with financial institutions. • EOA is a stable organization with stable partnerships developed with several key players for the project. • Have experienced case managers and project coordinators in-house and through partnership with QUOLA in the community. • Have other programs and services that will support participants in the program if family crisis should occur. • Through partnerships with CIS/FC and YEA!, recruitment will not be a challenge—there are already a pool of potential applicants who have a working relationship with the project partners who would qualify and have demonstrated an interest. • EOA receives CSBG funds that can be used as match for operations. • EOA has trained, certified staff to provide financial literacy and credit building training and counseling. • EOA has a positive reputation in the Warren County, GA community overall. • Strong planning, resource coordination, and grant writing teams to design the project and obtain the funds to operate the project already in place. • Full support of the Board of Directors. 	<ul style="list-style-type: none"> • Inability to work with youth in families over 125% of poverty unless we obtain additional funding for case management and services for the 126-200% or at least 126-150% poverty populations. • EOA does not have the expertise in microenterprise development and will have to rely on partners – Young Entrepreneurs Academy (YEA), Senior Corp of Retired Executives (SCORE), Small Business Administration (SBA), the two Technical Colleges, the Warren County Chamber of Commerce, and the Georgia Department of Community Affairs Economic Development Department to train and assist participants in creating their own business. • Staff spread too thin—we are trying to accomplish so many things (continuing many previous services/projects and adding new) with reduced resources. • Have not worked to fully develop relationships and connections with the business community/corporate America. • Our Fiscal Officer just retired and the new one has not yet been hired which means our Fiscal Office is short-staffed currently and will have a new leader soon who will need time to acclimate to the agency, policies and procedures, and financial requirements of our programs. • Haven't developed fully developed relationships with SBA yet.

<u>OPPORTUNITIES</u>	<u>THREATS</u>
<ul style="list-style-type: none"> • Due to a current positive relationship with a major IDA funder (OCS/AFI) we may be able to more readily obtain funding. • Warren County, Georgia is listed as an “Entrepreneur Friendly” community, has developed a business development guide, and the Chamber of Commerce members are interested in attracting/ developing new businesses in the community. • Warren County Georgia has already created a partnership and started a Young Entrepreneurs Academy and welcomes partnering with our agency for a Microenterprise IDA Services Project to coordinate with the YEA project. • Utilize CSBG funds to provide services/ operations match for a decidedly self-sufficiency and community building project, which may allow for additional CSBG funds to be obtained through special grants. • Warren County community residents are supportive of the project and have stated they will be supportive (patrons) of businesses created in the community, which improves the ability of success. • There are no other organizations trying to provide this type of service in the area so we will be able to garner all the support with no competition for local funds. • Potential MIDAS participants already engaged in training and ready to participate. 	<ul style="list-style-type: none"> • Potential CSBG funding cuts that may reduce the amount of match CSBG can provide to the project. • Potential funding cuts at the federal level for OCS AFI IDA grants that may decrease the amount of funds we can obtain for the project. • Due to the current economic conditions, it has been more difficult over the past three years to obtain actual IDA savings match money from financial institution partners. • As a major partner, if YEA fails or losses funding, it will significantly impact our project and our ability to succeed as quickly, efficiently and cost effectively as planned. • The economy may contribute to businesses not succeeding in a rural community (Warren County Georgia). • Small businesses/microenterprises often have a significant number of failures, which may keep potential donors from investing in the project. • If participants try to open businesses that compete with current businesses rather than complement current businesses there could be some fallout. • If a large business or two relocate to Warren County, the support and interest in MIDAS may decrease as young adults are able to obtain employment.

Appendix B: Partners

Collaborative Role	Key Responsibilities/Role	Capacity
CSRA EOA Collaborative Administrator	<ul style="list-style-type: none"> • Fundraising • Data management (CMS) • Program standards • Monitoring & Evaluation • Account management • Overall coordination of structure • Case management • Recruitment, enrollment and account opening • Financial and asset-specific training • Other support services 	<p>Centralized Account and Data Management</p> <p>EOA has over 45 years' experience administering large federally funded programs, to include "The Way Home" IDA Program.</p> <p>Ability to deliver services in a coordinated manner.</p>
First Bank Financial Institution	<ul style="list-style-type: none"> • Provide Accounts • Collects Account data • Provide 1:1 match funding • Provide Financial Training for participants 	Financial Literacy training with our agency.
Warren County Chamber of Commerce	<ul style="list-style-type: none"> • Provides funds for YEA! Program at High School 	
Communities in Schools/Family Connections	<ul style="list-style-type: none"> • Will provide case management services and coordinate activities with YEA! for MIDAS participants co-enrollment. 	EOA partner for over 20 years; staff have worked with youth employment programs, job readiness training, case management services.
East Central Georgia Consortium	<ul style="list-style-type: none"> • Enroll youth in OJT, Technical College or other skills training as needed to achieve career goals. 	Workforce Investment Act services provider with Youth Council
Warren County High School or Board of Ed.	<ul style="list-style-type: none"> • Provides classroom training for Young Entrepreneurs Academy 	
SCORE (Senior Corps of Retired Executives)	<ul style="list-style-type: none"> • Mentoring for entrepreneurs 	Volunteers average about 40 years of experience each in business. Provide 1:1 mentoring.
IDA Program Advisory Council	<ul style="list-style-type: none"> • Provide Guidance and support to overall functioning of IDA Program. • Assist with fund raising and marketing. • Serve as review committee. 	Will be a knowledgeable and committed group of people.

Appendix C: YEA! Curriculum

Lessons:

1. Orientation, Kick off, YEA! Survey
2. Entrepreneurship & Social Entrepreneurship, Business Ideas vs. Business Opportunities
3. “Cool” Business
4. Business Opportunity Evaluation, Business Ideas/Group Formations
5. Idea Generation
6. Business Plan; Basics; Plan Template—Executive Summary, Company Summary, Product/Service Description
7. Vetting the Ideas; Power Rounds
8. Business Plan Basics—Market Research, SWOT
9. Business Name; Business Research
10. Business Plan Basics: Strategy and Implementation—product, price, place, promotion
11. Business Research
12. Business Plan Basics: Management Summary; Present Group Name
13. Business Ideas/Business Research
14. Business Plan Basics: Financials—Economics of One Unit, Monthly Sales, Projection, Cost of Supplies
15. Business Research
16. Business Plan Continuation: Financials—Operating Costs, Income Statements, Start Up Investment Financing Strategy; Marketing
17. Insurance and Risk Management
18. Finalize Business Name; Market Research; Intro to Investor Panel
19. Legal Structures; Partnership Agreements
20. Draft of entire plan
21. Mentor Visit #1
22. Accounting Principles; Partnership Agreements Due; Designer & Brochure Template Worksheets
23. Mentor Visit #2
24. Legal Services for Small Businesses
25. Niche Marketing
26. Mentor Visit #3
27. Marketing; Internal Organizational Structure; Speech Cards
28. E-Commerce
29. PowerPoint Development; Mentor Visit #4
30. Designer Meeting; Mentor E-mails
31. Short Term Operating Plans
32. Speech Cards; Mentor Visit #5
33. Personal Selling & Negotiation
34. Mentor Visit # 6; Web Developer Meeting; Plans to Reviewers
35. Printing; Manufacturing and Digital Prototyping; Preliminary Design Work Review; Mentor E-mails
36. Mentor Visit #7
37. Complete Investor Panel Pieces

38. Develop Marketing Materials; Elevator Pitches; Preliminary Web Review; Mentor Survey
39. Mock” Investor Panel
40. Personal Style & Presentation Training – Extreme Makeover Field Trip
41. Presentation Skills/Tips; Students Web Edits Due; Mentor E-mails
42. Marketing Materials; Banking; Student Design Edits Due
43. Individual Presentation Practices; Mentor E-mails
44. Final Design Pieces Due
45. Student Intros; Meet & Greet Practice; Websites “Go Live”
46. Investor Panel Presentation Practice
47. Investor Panel Presentation Practice with Questions
48. Final Pieces Due to YEA!
49. Identify Initial Resources & Contacts; Establishing Vendor & Customer Relationships; Obtaining Quotes; Obtaining Interest
50. Investor Panel Recap; Record Keeping/Sales Tax; Introduction to Trade Show
51. Trade Show Booth Planning and timelines
52. Networking; Building Rapport; Establishing Relationships
53. Advertising Campaigns and Publicity Plans
54. Government Resources
55. Designations, Awards, and Special Services; Operating Plans
56. Running the Business; EIN Numbers
57. Social Entrepreneurship
58. Franchising; Press Release work
59. Networking
60. Selling
61. Shareholder Reporting
62. Finalize Trade Show Materials & Press Releases
63. Build Trade Show Invitation List; Send out Press Releases
64. Taxes
65. Media Meet and Greet
66. Build Your Customer Base Materials
67. Sales
68. Build on Your Network
69. Customer Satisfaction; Product/Service Guarantee; Customer Relationship Management; Customer Loyalty & Long-term Success
70. Investor Report
71. Trade Show Preparation; Trade Show Event; Trade Show Recap.
72. Graduation

Appendix D: Budget

[illegible]

<i>Rent (Project Mgr. Office Rent; PC & workshop in-kind)</i>	\$3,000.00	\$ -	\$ -	\$ -	\$ 2,000.00	\$1,000.00	\$ -	\$ -	\$ 3,000.00
<i>Insurance (PM Office)</i>	200.00	-	-	-	200.00	-	-	-	200.00
<i>Electricity (In Rent)</i>	-	-	-	-	-	-	-	-	-
<i>Heat (In Rent)</i>	-	-	-	-	-	-	-	-	-
Systems									
<i>Computer Hardware</i>	1,250.00	-	-	-	1,250.00	-	-	-	1,250.00
<i>Computer Software</i>	450.00	450.00	-	-	-	-	-	-	450.00
<i>Mgmt. Info. Sys. (MIS)</i>	400.00	-	-	-	400.00	-	-	-	400.00
<i>Internet Service</i>	240.00	120.00	-	-	-	120.00	-	-	240.00
Supplies & Materials									
<i>Participant Workbooks</i>	450.00	-	-	-	225.00	225.00	-	-	450.00
<i>Office Supplies</i>	400.00	-	-	-	200.00	200.00	-	-	400.00
<i>Other: Financial Literacy Training Materials</i>	In-Kind	-	-	-	-	-	-	-	In-Kind
Services									-
<i>Postage</i>	400.00	-	-	-	400.00	-	-	-	400.00
<i>Photocopying</i>	300.00	-	-	-	300.00	-	-	-	300.00
<i>Telephone</i>	420.00	-	-	-	420.00	-	-	-	420.00
Travel									-
<i>Employee Mileage</i>	750.00	750.00	-	-	-	-	-	-	750.00
<i>Conference Airfare</i>	600.00	600.00	-	-	-	-	-	-	600.00
<i>Conference Lodging</i>	400.00	400.00	-	-	-	-	-	-	400.00
Other									
<i>Conference Registrations</i>	250.00	250.00	-	-	-	-	-	-	250.00
<i>Workshop Refreshments</i>	600.00		-	-	300.00	300.00	-	-	600.00
<i>YEA! (\$13,000 value)</i>	In-Kind	-	-	In-Kind	-	-	-	-	In-Kind
Totals	\$75,944.95	\$14,338.75	\$16,000.00	\$ -	\$21,963.93	\$7,729.01	\$ -	\$15,913.25	\$ 75,944.95

Appendix E: Monitoring Reports

Project Monitoring Guide Matrix: MIDAS Project July 2013

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Develop Contracts/MOU's between partners	Start: 10/2012 End: 6/2013	Partnership not yet signed will be signed when a specific grant is received.	Behind	One partnership based on future grant funds due to funding cuts at local level and are awaiting grant submission and decision; three partnerships in place (Chamber of Commerce, Family Connections/ Communities in Schools, SCORE). Working on one more and then must await the final for when grant is received.	Seeking additional funding opportunities.	Target: 4 To date: 3
Submit grant requests to fund salaries, supplies, match for savings	Start: 5/2012 End: 3/2016	OCS/IDA complete & funded; CSBG allocated; 1 in process; 1 host agency chose not to submit.	2 on-time, 1 submission in later round than originally planned; 1 late/at risk.	Other higher priority grant applications took precedence; had to wait for next round of submissions (7/2013) to submit.	Find additional funding source for partner.	Target: 4-5 grants To date: 2 grants
Contact financial institutions and obtain match for savings	Start: 10/2012 End: 9/2015	Currently 84% funded; meetings scheduled.	On time	N/A	N/A	Target: \$16,000 To date: \$13,500

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Create project brochure/flyer for outreach to students and parents/guardians.	Start: 11/2012 End: 1/2013	Brochures/Flyers complete	On Time	N/A	N/A	Target: 1 brochure, 1 flyer To date: 1 brochure, 1 flyer
Develop all forms for project record-keeping. (Create additional reports as needed based on grant requirements.)	Start: 12/2012 End: 1/15/2013	Complete	Late: Completed February 2013	Funding cuts caused reallocation of resources (staff) during December and January.	None—still completed two months before needed	Target: Application, Report forms To date: Application, Report forms
Conduct outreach and enroll YEA! participants in MIDAS Project.	Start: 11/26/12 End: 1/31/13	Dates were changed after October meeting to Start May 2013 and end July 2013	Due to Project Change Submitted and Approved, Project is On Time	Project Change requested and approved due to the need for earned income – students would not be earning until late May. Planned event for 7/30 to finalize applications, determine eligibility and enroll remaining participants.	N/A	Target: 8 participants To date: 5 1 more in process
Provide MIDAS Orientation for Participants & Parents/Guardians	February 2013	Rescheduled to May	On Time, Due to Project Change Submitted and Approved	Project Change requested and approved due to the need for earned income – students would not be earning until late May. Second orientation scheduled for March 2014 (final recruits for project).	N/A	Target: 2 To date: 1

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Coordinate workshop schedule of topics with High School YEA! project.	Monthly Feb 2013- May 2013	Rescheduled to May – July 2013	On Time due to Project Change Submitted & Approved	Project Change requested and approved to continue in-line with later enrollment.	Currently have July workshop scheduled. August – December is in planning stage.	Target: 3 To date: 1
Provide bi-monthly workshops on Financial Fitness/Money Management.	Monthly June 2013- December 2014	Rescheduled to August 2013– June 2014.	N/A	Project Change requested and approved to continue in-line with later enrollment.	Materials are prepared.	Target: 19 To date: 0
Provide bi-monthly information sessions on Entrepreneurship and Post-Secondary Education.	Monthly June 2013- December 2014	Rescheduled to September 2013– July 2014.	N/A	Project Change requested and approved to continue in-line with later enrollment.	Videos are prepared; need add'l materials and working on scheduling presenters.	Target: 19 To date: 0
Develop individual budgets and a savings agreement with each participant for them to follow while in program.	Start: 1/15/13 End: 3/15/13	Rescheduled to Start: 7/8/13 End: 8/30/13	Appears to be on target for 5.	Project Change requested and approved to continue in-line with later enrollment.	Working to get additional 2 participants.	Target: 8 To date: 0
Follow up quarterly on budget and savings plan.	Start: 4/10/13 End: 7/10/17	Rescheduled to Start: 10/10/13 End: 8/30/13	N/A	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 8 To date: 0

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Introduce participants to banking options in the area through meeting with local bankers.	Start: 1/15/13 End: 5/31/13	Achieved with partners while students where in YEA! program.	On Time	N/A	N/A	Target: 8 To date: All YEA! students (11)
Work with participants to assist them with opening their IDA Account.	Start: 1/15/13 End: 4/12/13	Rescheduled to Start: 7/8/13 End: 8/30/13	N/A	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 8 To date: 0
Review deposits monthly to determine student success in meeting goal.	Start: 3/8/13 End: 1/31/15	Rescheduled to Start: 8/15/13 End: 6/30/17	N/A	Project Change requested and approved to continue with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 8/mo. To date: 0
Allocate funds monthly to match participant savings.	Start: 2/2013 End: 12/2014	Rescheduled to Start: 8/15/13 End: 6/30/17	On Time due to Project Change Submitted & Approved	Project Change requested and approved to continue with later enrollment. Project change included allowing 4 years participation.	N/A	Target: TBD To date: 0
One-on-one contact (digital/phone/in-person) between mentor and participant at least monthly.	Start: 3/2013 End: 12/2014	Rescheduled to Start: 7/15/13 End: 6/30/17	On Time due to Project Change Submitted & Approved	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	Initial meeting scheduled for 7/30/13.	Target: 8/mo. To date: 0

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
One-on-one contact (digital/phone/in-person) between participant and project coordinator monthly.	Start: 1/2013 End: 12/2014	Rescheduled to Start: 7/15/13 End: 6/30/17	On Time due to Project Change Submitted & Approved	Project Change approval to continue in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 8/mo. To date: 0
Develop Business Plan	Start: 2/2013 End: 5/2013	Completed with partners for all YEA! students	N/A	N/A	N/A	Target: 8 To date: 8
Open business	Start: 6/2013 End 10/2017	Rescheduled to Start: 1/2014 End 7/2017	N/A	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 5 To date: 0
Utilize IDA funds for business	Start: 7/2013 End: 10/2017	Rescheduled to Start: 1/2014 End 7/2017	N/A	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 5 To date: 0
Utilize IDA funds for Post-Secondary Education	Start: 7/2013 End: 10/2017	Rescheduled to Start: 1/2014 End 7/2017	N/A	Project Change requested and approved due to feedback from Advisory Committee and YEA! participants.	N/A	Target: 3 To date: 0

MIDAS Project Status Report

Project Name: MIDAS (Microenterprise IDA Services)
Prepared By: Sharon DuBose, Technical Lead
Month/Year Covered: July 2013
Date Submitted: July 28, 2013

Project Status Report Details

Needed staff members are in place; most of the savings match funding has been received and we have enough funds, in-kind, and volunteers for the case management services to be provided. The required policies and procedures have been adopted and the Advisory Council is in place and is meeting every other month. A Google group was established in July to share information for the writing of grants and completing of reports for all partners. We are behind on getting students enrolled; some issues have been such that it has been difficult determining eligibility due to living arrangements for households and determining family/household relations, income, and getting the necessary documentation. IDA grants require a great deal of information on income for the household, and we've had students living with grandparents during the school week, a parent on the weekends, and a different parent claiming them on the taxes. The case manager contacted participants/applicants to remind them of the training session on Thursday, July 30, and provided them with a list of any needed materials or eligibility determination items to complete their records. The training session will be preceded by completion of final application and eligibility determination. This will be followed by a discussion on savings and next steps toward opening the IDA Account, a review of the business plan and the next steps, an introduction to SCORE, a training assessment and survey for planning. Appointments will be scheduled to work with the CM to develop the Individual Savings Plan. Materials have been finalized for training session.

Risks Identified, Modifications to Plan

1. Enrollment Date Projection: Had to submit project change request, which was approved, to delay enrolment because students were not starting their businesses or having earned income until late May or June, but earned income by student is required for IDA Project.
2. Number of Participants Enrolled: Fewer people are eligible than had been expected. The class had fewer students this year and more were over the IDA income eligibility guidelines than the pilot YEA! Program last year. The project is a 5-year project that will serve a total of 8 participants, but the plan had been to try to get all eight participants in the first year to allow for 4 full years to save and a year to utilize the savings to gain the asset (open/expand Microenterprise or use for post-secondary education).
3. Grant Funds for Salaries: There has been a delay in submitting grants for the program in addition to initial grants that were submitted and awarded. This was due to the need to submit for other grants to cover other budgets that were being cut. We are utilizing staff efficiently and utilizing volunteers, but need additional funds for next year and must submit grants over the next 3 months to get funding by January 2014 or the project is in danger of not being adequately staffed.
4. Partners: One partnership has not been able to work due to funding cuts at the partner organization where they were unable to provide summer jobs for the youth this first summer.

Next Steps:

- Post notes from most recent Advisory Council meeting to our Google Groups.
- Meet with SCORE.
- Get final partnership agreements signed.
- Work with team on writing and submitting grant.
- Seek additional grant funding sources.

Project Monitoring Guide Matrix: MIDAS Project August 2013

ACTIVITIES	DATES	STATUS	TIMELI- NESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Develop Contracts/MOU's between partners	Start: 10/2012 End: 6/2013	Partnership not yet signed will be signed when a specific grant is received. Estimated date December 2013.	Behind	One partnership based on future grant funds due to funding cuts at local level and are awaiting grant submission; three partnerships in place (Chamber of Commerce, Family Connections/ Communities in Schools, SCORE).	Seeking additional funding opportunities. Have located another grant source; doesn't fund until end of Dec.	Target: 4 To date: 3
Submit grant requests to fund salaries, supplies, match for savings	Start: 5/2012 End: 3/2016	OCS/IDA complete & funded; CSBG allocated; 1 in process; 1 host agency chose not to submit.	2 on-time, 1 submission in later round than originally planned; 1 late. New 1 targeted.	Other higher priority grants took precedence; submit in next round of submissions. Will be submitted end of December in time for due date in January and funding will occur in spring.	Found a potential fund stream to access—grants due in early part of next year and would keep the project going two additional years if funded .	Target: 4-5 grants To date: 3 grants
Contact financial institutions and obtain match for savings	Start: 10/2012 End: 9/2015	Currently 85% funded; meetings scheduled.	On time	N/A—Two more partners—one financial institution, one local funding source, scheduled to provide funds at end of year.	N/A	Target: \$16,000 To date: \$13,700
Create brochure/flyer for outreach to students and parents/guardians.	Start: 11/2012 End: 1/2013	Brochures/Flyers Complete	On Time	N/A	N/A	Target: 1 brochure, 1 flyer To date: 1 brochure, 1 flyer

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Develop all forms for project record-keeping. (Create additional reports as needed based on grant requirements.)	Start: 12/2012 End: 1/15/2013	Complete	Late: Completed February 2013	Funding cuts caused reallocation of resources (staff) during December and January.	None—still completed two months before needed	Target: Application, Report forms To date: Application, Report forms
Conduct outreach and enroll YEA! participants in MIDAS Project.	Start: 11/26/12 End: 1/31/13	Dates were changed after October meeting to Start May 2013 and end July 2013	Due to Project Change Submitted and Approved, Project is On Time	Project Change requested and approved due to the need for earned income – students would not be earning until late May. Planned event for 7/30 to finalize applications, determine eligibility and enroll remaining participants. One other person targeted for project received scholarship to college away.	N/A	Target: 8 participants To date: 6 1 more in process; 1 vacant/unapplied for as of yet.
Provide MIDAS Orientation for Participants & Parents/ Guardians	February 2013	Rescheduled to May. Complete.	On Time, Due to Project Change Submitted and Approved	Project Change requested and approved due to the need for earned income – students would not be earning until late May. Second orientation scheduled for March 2014 (final recruits for project).	N/A	Target: 2 To date: 2

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Coordinate workshop schedule of topics with High School YEA! project.	Monthly Feb 2013- May 2013	Rescheduled to May – July 2013 Complete.	On Time	Project Change requested and approved to continue in-line with later enrollment.	July workshop held; August – May 2014 are planned; working on June – Aug 2014.	Target: 3 To date: 1
Provide bi-monthly workshops on Financial Fitness/Money Management.	Monthly June 2013- December 2014	Rescheduled to August 2013– June 2014.	On Time (First to be held August 27)	Project Change requested and approved to continue in-line with later enrollment.	Materials are prepared for workshops through March 2014.	Target: 19 To date: 0
Provide bi-monthly information sessions on Entrepreneurship and Post-Secondary Education.	Monthly June 2013- December 2014	Rescheduled to September 2013– July 2014.	Schedule set to be on time.	Project Change requested and approved to continue in-line with later enrollment.	Videos and materials are prepared for workshops through March 2014; currently scheduling presenters.	Target: 19 To date: 1 (6 participants attended; four parents/guardians attended, one older sibling attended.)
Develop individual budgets & savings agreement with each participant for them to follow while in program.	Start: 1/15/13 End: 3/15/13	Rescheduled to Start: 7/8/13 End: 8/30/13	Appears to be on target for 7.	Project Change requested and approved to continue in-line with later enrollment.	Need 1 more participant. One targeted but has not completed the application process.	Target: 8 To date: 3

ACTIVITIES	DATES	STATUS	TIMELIN ESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Follow up quarterly on budget and savings plan.	Start: 4/10/13 End: 7/10/17	Rescheduled to Start: 10/10/13 End: 8/30/13	N/A	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 8 To date: 0
Introduce participants to area banking options through meeting with local bankers.	Start: 1/15/13 End: 5/31/13	Achieved with partners while students where in YEA! program.	On Time	N/A	N/A	Target: 8 To date: All YEA! students (11)
Work with participants to assist them with opening their IDA Account.	Start: 1/15/13 End: 4/12/13	Rescheduled to Start: 7/8/13 End: 8/30/13	N/A	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 8 To date: 0
Review deposits monthly to determine student success in meeting goal.	Start: 3/8/13 End: 1/31/15	Rescheduled to Start: 8/15/13 End: 6/30/17	N/A	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 8/mo. To date: 0
Allocate funds monthly to match participant savings.	Start: 2/2013 End: 12/2014	Rescheduled to Start: 8/15/13 End: 6/30/17	On Time	Project Change requested & approved in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: TBD To date: 0

ACTIVITIES	DATES	STATUS	TIMELIN ESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
One-on-one contact (digital/phone/in-person) between mentor and participant at least monthly.	Start: 3/2013 End: 12/2014	Rescheduled to Start: 9/24/13 End: 6/30/17	On Time due to Project Change Submitted & Approved	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	Initial meeting scheduled for 9/24/13.	Target: 8/mo. To date: 0
One-on-one contact (digital/phone/in-person) between participant and project coordinator monthly.	Start: 1/2013 End: 12/2014	Rescheduled to Start: 7/15/13 End: 6/30/17 Started	On Time due to Project Change Submitted & Approved	Project Change approval to continue in-line with later enrollment. Project change included allowing 4 years participation. Only have 6 enrolled.	Work to get enrollment up to 8.	Target: 8/mo. To date: 7
Develop Business Plan	Start: 2/2013 End: 5/2013	Completed with partners for all YEA! students	N/A	N/A	N/A	Target: 8 To date: 8
Revise Business Plan	Start: 12/13 End: 5/14	TBD	N/A	N/A	N/A	Target: 8 To date: 0
Develop Post-Secondary Education Plan	Start: 12/13 End: 5/15	TBD	N/A	N/A	N/A	Target: 6 To date: 0

ACTIVITIES	DATES	STATUS	TIMELIN ESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Open/expand business	Start: 6/2013 End 10/2017	Rescheduled to Start: 1/2014 End 7/2017	N/A	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 6 To date: 0
Utilize IDA funds for business	Start: 7/2013 End: 10/2017	Rescheduled to Start: 1/2014 End 7/2017	N/A	Project Change requested and approved to continue in-line with later enrollment. Project change included allowing 4 years participation.	N/A	Target: 5 To date: 0
Utilize IDA funds for Post- Secondary Education	Start: 7/2013 End: 10/2017	Rescheduled to Start: 1/2014 End 7/2017	N/A	Project Change requested and approved due to feedback from Advisory Committee and YEA! participants.	N/A	Target: 3 To date: 0

MIDAS Project Status Report

Project Name: MIDAS (Microenterprise IDA Services)

Focus Area: IDA

Prepared By: Sharon DuBose, Technical Lead

Month/Year Covered: August 2013

Date Submitted: August 31, 2013

Project Status Report Details

- Status of Project

Training session/workshop held on Tuesday, August 27 at Warren County High School immediately after school. Topics covered included:

1. Time Management;
2. Conflict Management Styles and Conflict Resolution; and
3. An introduction with homework to developing a personal savings plan and budget.

There was a brief pre- and post-test on time and conflict resolution (5 questions time management; 7 questions conflict resolution).

Homework assignment is to read a packet on “Business Plan for a Startup”, complete assignment and submit at next training.

- Risks Identified, Modifications to Plan

1. Number of Participants Enrolled: The project is a 5-year project that will serve a total of 8 participants, but the plan had been to try to get all eight participants in the first year to allow for 4 full years to save and a year to utilize the savings to gain the asset (open/expand Microenterprise or use for post-secondary education). We have been able to recruit seven participants thus far, and have one more option for the eighth.
2. Grant Funds for Salaries: Finalize a grant and submit it to cover staff costs, training costs, and to help obtain funds for YEA! Begin second grant specifically for YEA! and work experience for youth.
3. Partners: We may lose the YEA! Course for upcoming year if we do not find alternative funding sources. Though this program is not necessary for the MIDAS Project if we are able to get all eight (8) participants this year, the organizations, school, and community would like the project to continue, so we are working together to seek funding.

- Next Steps:

- Continue work lining up speakers for January 2014 through March 2014.
- Finalize September training materials/speaker.
- Schedule September Advisory Council meeting—update on project, grants, progress (rescheduled from August).
- Work with team on writing and submitting grant.
- Work on fall newsletter going out to participants and their parents.

Project Monitoring Guide Matrix: MIDAS Project September 2013

ACTIVITIES	DATES	STATUS	TIMELI- NESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Develop Contracts/MOU's between partners	Start: 10/12 End: 6/13	Completed August 2013.	Complete			Target: 4 To date: 4
Submit grant requests to fund salaries, supplies, match for savings	Start: 5/2012 End: 3/2016	OCS/IDA funded; CSBG allocated; 1 in process; 1 host agency chose not to submit.	2 on-time, 1 later round; New 1 targeted.	Other higher priority grants took precedence; submit in next round.	Found a potential grant due early next year; would keep the project going 2 more years if funded.	Target: 4-5 grants To date: 4 grants
Contact financial institutions and obtain match for savings	Start: 10/2012 End: 9/2015	Complete	On time	N/A—Two more scheduled to provide funds at end of year.	N/A	Target: \$16,000 To date: \$13,700
Create brochure/flyer for outreach.	Start: 11/12 End: 1/13	Complete	On Time	N/A	N/A	Target: 1 brochure, 1 flyer
Develop project forms for record-keeping.	Start: 12/12 End: 1/13	Complete	Late: Completed Feb. 2013	Funding cuts caused reallocation of resources for Dec. and Jan.	None—completed two months before needed	Application, Report forms
Conduct outreach and enroll YEA! participants in MIDAS Project.	Start: 11/26/12 End: 1/31/13	Dates changed to Start 5/13 and end 3/14	Project is On Time	Project Change approved due to the need for earned income.	N/A	Target: 8 To date: 7 1 vacant

ACTIVITIES	DATES	STATUS	TIMELIN ESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Provide MIDAS Orientation for Participants & Parents	February 2013	Rescheduled to May. Complete.	On Time		N/A	Target: 2 To date: 2
Coordinate workshop schedule of topics with High School YEA! project.	Monthly Feb 2013-May 2013	Rescheduled to May – July 2013 Complete.	On Time	Project Change requested and approved to continue in-line with later enrollment.	July workshop held; August – May 2014 are planned.	Target: 3 To date: 1
Provide workshops on Fin.Fitness/ Money Mgmt.	Monthly June 2013-December 2014	Rescheduled to August 2013– June 2014.	On Time (First to be held August 27)	Project Change requested and approved to continue in-line with later enrollment.	Materials prepared through March 2014.	Target: 19 To date: 3
Provide info. sessions on Entrep. & Post-Secondary Educ.	Monthly 6/13-12/14	Rescheduled to September 2013– July 2014.	Schedule set to be on time.	Project Change requested and approved to continue in-line with later enrollment.		Target: 19 To date: 4
Develop participant budgets & savings agreement.	Start: 1/15/13 End: 3/15/13	Rescheduled to Start: 7/8/13 End: 3/2014	Appears to be on target for 7.	Project Change requested and approved to continue in-line with later enrollment.	Need 1 more participant.	Target: 8 To date: 7
Follow up quarterly on budget and savings plan.	Start: 4/10/13 End: 7/10/17	Rescheduled to Start: 10/10/13 End: 7/10/17	N/A	Project Change requested and approved to continue in-line with later enrollment. Allows 4 years participation.	N/A	Target: 8 To date: 0

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Introduce participants to area banking options through meeting with local bankers.	Start: 1/15/13 End: 5/31/13	Achieved with partners while students were in YEA! program.	On Time	N/A	N/A	Target: 8 To date: All YEA! students (11)
Work with participants to assist them with opening their IDA Account.	Start: 1/15/13 End: 4/12/13	Rescheduled to Start: 7/8/13 End: 3/31/14	N/A	Project Change requested and approved to continue in-line with later enrollment. (4 yrs. Participation)	N/A	Target: 8 To date: 0
Review deposits monthly to determine student success.	Start: 3/8/13 End: 1/31/15	Rescheduled to Start: 8/15/13 End: 6/30/17	N/A	Project Change requested and approved to continue in-line with later enrollment.	N/A	Target: 8/mo. To date: 0
Allocate monthly match.	Start: 2/13 End: 12/14	Rescheduled to Start: 8/15/13 End: 6/30/17	On Time	Project Change requested & approved in-line with later enrollment.	N/A	Target: TBD To date: 0
Monthly 1:1 contact between mentor and participant.	Start: 3/13 End: 12/14	Rescheduled to Start: 9/24/13 End: 6/30/17	On Time	Project Change approved to continue in-line with later enrollment. (4 yrs. Participation)	Initial meeting scheduled for 9/24/13.	Target: 8/mo. To date: 0
Monthly 1:1 contact between participant and staff.	Start: 1/2013 End: 12/2014	Rescheduled to Start: 7/15/13 End: 6/30/17 Started	On Time	Project Change approval to continue in-line with later enrollment. (4 yrs. Participation)	Work to get enrollment up to 8.	Target: 8/mo. To date: 7

ACTIVITIES	DATES	STATUS	TIMELIN ESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Develop Business Plan	Start: 2/2013 End: 5/2013	Completed with partners for all YEA! students	N/A	N/A	N/A	Target: 8 To date: 7
Revise Business Plan	Start: 12/13 End: 5/14	TBD	N/A	N/A	N/A	Target: 8 To date: 0
Develop Post-Secondary Education Plan	Start: 12/13 End: 5/15	TBD	N/A	N/A	N/A	Target: 6 To date: 0
Open/expand business	Start: 6/2013 End 10/2017	Rescheduled to Start: 1/2014 End 7/2017	N/A	Project Change requested and approved to continue in-line with later enrollment. (4 years participation.)	N/A	Target: 6 To date: 0
Utilize IDA funds for business	Start: 7/2013 End: 10/2017	Rescheduled to Start: 1/2014 End 7/2017	N/A	Project Change requested and approved to continue in-line with later enrollment. (4 yrs. Participation)	N/A	Target: 5 To date: 0
Utilize IDA funds for Post-Secondary Education	Start: 7/2013 End: 10/2017	Rescheduled to Start: 1/2014 End 7/2017	N/A	Project Change requested and approved due to feedback from Advisory Committee and YEA! participants.	N/A	Target: 3 To date: 0

MIDAS Project Status Report

Project Name: MIDAS (Microenterprise IDA Services)

Prepared By: Sharon DuBose, Technical Lead

Month/Year Covered: September 2013

Date Submitted: September 30, 2013

Project Status Report Details

Status of Project

Training provided included Business Accounting, and a reading assignment to read “Writing Your Business Plan, Module 1” and complete the class assignment and submit at the next training. Homework from the previous training was reviewed and pre- and post-tests completed on workshop session.

Six of seven participants have a plan for earned income, utilizing their Microenterprise plan and one student has obtained part time work.

Risks Identified, Modifications to Plan

- Number of Participants Enrolled: We have still been unable to fill the final slot. Options are to enroll a person who is interested, but away at college and would have to do all work online, or to enroll a participant from the upcoming YEA! class that runs January 2014 through May 2014. Options are going to be reviewed in the November Advisory Council meeting.
- YEA! will have funding for January 2014-May 2014. We will still need to help work on funding for future years if we plan to continue and expand the MIDAS project.
- CSBG funds are still uncertain, due to sequestration and possible other cuts. Additional fund sources are being sought.

Next Steps:

- Continue work lining up speakers for January 2014 through March 2014.
- Finalize October training materials/speaker.
- Schedule November Advisory Council meeting—update on project, grants, progress.
- Work with team on writing and submitting grant.
- Work on fall newsletter going out to participants and their parents.

Project Monitoring Guide Matrix: MIDAS Project October 2013

ACTIVITIES	DATES	STATUS	TIMELI- NESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Develop Contracts/MOU's between partners	Start:10/12 End: 6/13	Completed August 2013.	Complete			Target: 4 To date: 4
Submit grant requests to fund salaries, supplies, match for savings	Start: 5/2012 End: 3/2016	Funded through 12/14.	On Time		Continue seeking additional grants as precaution.	Target: 4-5 grants To date: 4 grants
Obtain match for savings	Start: 10/12 End: 9/15	Complete	On time		N/A	Target: \$16,000 To date: \$16,000
Create brochure/flyer for outreach.	St: 11/12 End: 1/13	Complete	On Time	N/A	N/A	1 brochure, 1 flyer
Develop project forms for record-keeping.	Start: 12/12 End: 1/13	Complete	Completed February 2013	Funding cuts caused reallocation of resources December and January.		Application, Report forms
Conduct outreach and enroll YEA! participants in MIDAS Project.	Start: 11/12 End: 1/13	Dates changed to Start May 2013 and end March 2014	Project is On Time	Project Change approved due to need for earned income	N/A	Target: 8 participants To date: 7
Provide MIDAS Orientation	February 2013	Rescheduled to May. Complete.	On Time	Project Change approved. Second orientation scheduled for 3/14.	N/A	Target: 2 To date: 2
Coordinate work-shop schedule of topics with High School YEA!	Monthly Feb 2013-May 2013	Rescheduled to May – July 2013 Complete.	On Time	Project Change approved to continue in-line with later enrollment.		Target: 3 To date: 1

ACTIVITIES	DATES	STATUS	TIMELIN ESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Provide workshops on Fin. Fitness/Money Management.	Monthly June 2013- December 2014	Rescheduled to August 2013– June 2014.	On Time		Materials prepared through March 2014.	Target: 19 To date: 3
Provide info. sessions on Entrep. & Post-Sec. Education.	Monthly June 2013- Dec. 2014	Rescheduled to September 2013– July 2014.	On Time.		Videos and materials prepared through May 2014.	Target: 19 To date: 5
Develop individual budgets & savings agreement with participants.	Start: 1/15/13 End: 3/15/13	Rescheduled to Start: 7/8/13 End: 3/2014	Appears to be on target for 7.		Need 1 more participant.	Target: 8 To date: 7
Follow up qtrly on budget and savings plan.	Start: 4/13 End: 7/17	Rescheduled to Start: 10/13 End: 7/10/17	N/A		N/A	Target: 8 To date: 0
Introduce participants to area banking options.	Start: 1/13 End: 5/13	Achieved.	On Time	N/A	N/A	Target: 8 To date: All
Work with participants to assist them with opening IDA.	Start: 1/15/13 End: 4/12/13	Rescheduled to Start: 7/8/13 End: 3/31/14	N/A	Project Change approved to continue in-line with later enrollment. (4 yrs. Participation)	N/A	Target: 8 To date: 0
Rev. deposits monthly.	Start: 3/13 End: 1/15	Rescheduled to Start: 8/13 End: 6/17	N/A		N/A	Target: 8/mo. To date: 0

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Allocate monthly match.	Start: 2/13 End: 12/14	Rescheduled to Start: 8/13 End: 6/17	On Time		N/A	Target: TBD To date: 0
Monthly 1:1 contact w/ mentor and participant.	Start: 3/13 End: 12/14	Rescheduled to Start: 9/13 End: 6/17	On Time	Project Change approved to continue in-line with later enrollment.	Initial meeting scheduled for 9/24/13.	Target: 8/mo. To date: 0
Monthly 1:1 contact w/ staff and participant	Start: 1/13 End: 12/14	Rescheduled to Start: 7/13 End: 6/17	On Time	Project Change approval to continue in-line with later enrollment.	Work to get enrollment up to 8.	Target: 8/mo. To date: 7
Develop Business Plan	Start: 2/13 End: 5/13	Completed with partners	N/A	N/A	N/A	Target: 8 To date: 7
Revise Business Plan	Start: 12/13 End: 5/14	TBD	On Time	In Progress	N/A	Target: 8 To date: 0
Dev. Post-Sec. Education Plan	Start: 12/13 End: 5/15	TBD	N/A	N/A	N/A	Target: 6 To date: 0
Open/expand business	Start: 6/13 End 10/17	Rescheduled to Start: 1/14 End 7/17	N/A		N/A	Target: 6 To date: 0
Utilize IDA funds for business	Start: 7/13 End: 10/17	Rescheduled to Start: 1/14 End 7/17	N/A	Project Change approved to continue in-line with later enrollment.	N/A	Target: 5 To date: 0
Utilize IDA funds for Post-Secondary Educ.	Start: 7/13 End: 10/17	Rescheduled to Start: 1/14 End 7/17	N/A		N/A	Target: 3 To date: 0

MIDAS Project Status Report

Project Name: MIDAS (Microenterprise IDA Services)

Department: Community Services HOPE Program

Focus Area: IDA

Prepared By: Sharon DuBose, Technical Lead

Month/Year Covered: October 2013

Date Submitted: October 31, 2013

Project Status Report Details

Status of Project

November Advisory Council Session has been scheduled and the agenda distributed. October Training covered Computer Hardware and Software, and a review of the homework on "Writing Your Business Plan" Module 1, and the next assignment, "Writing Your Business Plan" Module 2. A guest speaker from the IT field provided training. He is both an IT worker at a company and a microenterprise owner (web site development and database maintenance) in another county.

The draft newsletter was completed and submitted for review. Articles in the newsletter include Managing Inventory, Developing a Personnel Plan, Career Exploration online, Public Speaking, and Locating and Applying for College Scholarships.

Speaker was obtained for January training; a lawyer from the community.

Risks Identified, Modifications to Plan

- CIS/FC partner staff member assigned to the project has had a death in the family and has now been diagnosed with cancer. It is uncertain how we will deal with staffing in the county. This will be addressed at the November Advisory Council Meeting.
- Number of Participants Enrolled: We have still been unable to fill the final slot. Options are to enroll a person who is interested, but away at college and would have to do all work online, or to enroll a participant from the upcoming YEA! class that runs January 2014 through May 2014. Options are going to be reviewed in the November Advisory Council meeting.
- YEA! will have funding for January 2014-May 2014. We will still need to help work on funding for future years if we plan to continue and expand the MIDAS project.
- CSBG funds are still uncertain, due to sequestration and possible other cuts. Additional fund sources are being sought.

Next Steps:

- Continue work lining up speakers for February 2014 through May 2014.
- Finalize November training materials/speaker.
- Facilitate November Advisory Council meeting.
- Work with team on writing and submitting grant.
- Finalize fall newsletter and distribute to participants, their parents, and partners.

Project Monitoring Guide Matrix: MIDAS Project November 2013

ACTIVITIES	DATES	STATUS	TIMELI- NESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Submit grant requests.	Start: 5/12 End: 3/16	Funded	On Time		Continue seeking additional grants as precaution.	Target: 4-5 grants To date: 4 grants
Conduct outreach enroll participants in MIDAS.	Start: 11/12 End: 1/13	Dates changed to Start 5/13 and end 3/14	Project is On Time		N/A	Target: 8 participants To date: 7
Provide work-shops on Fin. Fitness/\$ Mgmt.	Monthly 6/13-12/14	Rescheduled to August 2013– June 2014.	On Time			Target: 19 To date: 3
Workshops on Entrep. & Post-Secondary Educ.	Monthly 6/13-12/14	Rescheduled 9/13 – 7/14.	On Time.			Target: 19 To date: 5
Dev. participant budgets & saving agreements.	Start:1/13 End: 3/13	Rescheduled to Start: 7/8/13 End: 3/2014	Appears to be on target for 7.		Need 1 more participant.	Target: 8 To date: 7
Follow up qtrly on budget & savings plan.	Start:4/13 End:7/17	Rescheduled to Start: 10/10/13 End: 7/10/17	N/A	N/A	N/A	Target: 8 To date: 0
Work with participants to open IDA.	Start: /13 End:4/13	Rescheduled to Start: 7/8/13 End: 3/31/14	N/A		N/A	Target: 8 To date: 6
Allocate match funds monthly.	Start: 2/13 End: 12/14	Rescheduled to Start: 8/15/13 End: 6/30/17	On Time		N/A	Target: TBD To date: 0

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Review deposits monthly to determine success in meeting goal.	Start: 3/8/13 End: 1/31/15	Rescheduled to Start: 8/15/13 End: 6/30/17	N/A		N/A	Target: 8/mo. To date: 0
Monthly 1:1 contact between mentor and participant.	Start: 3/13 End: 12/14	Rescheduled to Start: 9/24/13 End: 6/30/17	On Time		Initial meeting scheduled for 9/24/13.	Target: 8/mo. To date: 0
Monthly 1:1 contact between participant & staff.	Start: 1/2013 End: 12/2014	Rescheduled to Start: 7/15/13 End: 6/30/17 Started	On Time		Work to get enrollment up to 8.	Target: 8/mo. To date: 7
Revise Business Plan	Start: 12/13 End: 5/14	TBD	On Time	In Progress	N/A	Target: 8 To date: 0
Dev. Post-Sec. Education Plan	Start: 12/13 End: 5/15	TBD	N/A	N/A	N/A	Target: 6 To date: 0
Open/expand business	Start: 6/13 End 10/17	Rescheduled to Start: 1/2014 End 7/2017	N/A	.	N/A	Target: 6 To date: 0
Utilize IDA funds for business	Start: 7/13 End: 10/17	Rescheduled to Start: 1/2014 End 7/2017	N/A		N/A	Target: 5 To date: 0
Utilize IDA funds for Post-Secondary Educ.	Start: 7/13 End: 10/17	Rescheduled to Start: 1/2014 End 7/2017	N/A		N/A	Target: 3 To date: 0

MIDAS Project Status Report

Project Name: MIDAS (Microenterprise IDA Services)

Prepared By: Sharon DuBose, Technical Lead

Month/Year Covered: November 2013

Date Submitted: November 30, 2013

Status of Project

- November Advisory Council Session was held as scheduled. Project updates were provided including information on enrollment status, trainings held and upcoming training schedule, next steps for participants including opening IDA, project reporting, and review of monitoring reports and outcomes thus far. The staffing issue at CIS/FC was discussed. Also, March 1, 2014 a community fair will occur and we will be able to have the youth participate, having a booth to sell/advertise their goods and services. The next meeting was scheduled for 1/14/14.
- November Training covered Business Growth Strategies, and a review of the homework on “Writing Your Business Plan” Module 2, and the next assignment, “Writing Your Business Plan” Module 3.
- Participants were taken as a group to the bank to open their IDA accounts and receive training on maintaining their accounts.
- The newsletter was finalized and distributed.

Risks Identified, Modifications to Plan

- CIS/FC partner staff member assigned to the project has had a death in the family and has now been diagnosed with cancer. It is uncertain how we will deal with staffing in the county.
- Still unable to fill the final slot. Options are to enroll a person who is interested, but away at college and would have to do all work online, or to enroll a participant from the upcoming YEA! class that begins 1/14.
- YEA! will have funding for January 2014-May 2014. We will still need to help work on funding for future years if we plan to continue and expand the MIDAS project.
- CSBG funds are still uncertain, due to sequestration and possible other cuts. Additional fund sources are being sought.

Next Steps:

- Continue work lining up speakers for February 2014 through May 2014.
- Finalize November training materials/speaker.
- Work with team on writing and submitting grant.

Completed Activities:

- Developed Contracts/MOU's between partners
- Obtained savings match from financial institutions
- Created brochure/ flyer for outreach.
- Developed project forms for record-keeping.
- Provided MIDAS Orientation for Participants & Parents/Guardians
- Coordinated workshop schedule of topics with High School YEA! project.
- Introduce participants to area banking options through meeting with local bankers.
- Developed draft Business Plans

Appendix F: MIDAS ROMA Evaluation Matrix**Results Oriented Management and Accountability**

Service or Activity Identify the timeframe. Identify the # of people served or the # of units offered.	Outcome General statement of results expected	Indicator Projected # people expected to achieve each outcome divided by # served; percent expected to achieve	Actual Results <u>Actual</u> # who <u>achieve</u> each outcome divided by the number served; % who achieved the outcome	Measurement Tool Evidence to collect to prove outcomes were achieved.	Data Source, Data Gathering Technique, Personnel Responsible	Data Collection & Reporting Frequency
<i>Intervention</i>	<i>Benefit/Result of intervention</i>	<i>Impact</i>	<i>Impact</i>	<i>Accountability</i>	<i>Accountability</i>	<i>Accountability</i>
Enroll 8 participants. Teach financial literacy/ fitness, money mgmt skills in monthly workshops. Administer Pre- and Post-Tests for each workshop with participants. Participants sign-in for workshops. (Compare attendance to ensure all tests accounted for.)	Short Term Participants demonstrate: a) basic banking knowledge & skills, and b) budgeting knowledge and skills.	Short Term 7 of 8 (88%) increase banking skills & knowledge. 7 of 8 increase budgeting skills & knowledge	Short Term __ of __ (__%) increase banking skills & knowledge. __ of __ (__%) increase budgeting skills & knowledge	Participant Pre-Post Tests Database to enter data for each participant and calculate success by topic and overall.	PM enter participant data into database PM maintain Binder with materials. Spreadsheet of workshop Pre- and Post-test scores for all participants.	Report monthly, quarterly & annually on increased knowledge. Follow-up data collected quarterly.
Introduce participants to banking options; meetings with local bankers. Assist participants with opening their IDA.	Participants open savings accounts	8 of 8 (100%) open an IDA savings account.	__ of __ (__%) open an IDA savings account.	Obtain copy of receipt from initial bank deposit.	PM obtain and file copy of: Bank receipt Account statement	Collect data in first quarter of participation.

THE MIDAS TOUCH MICROENTERPRISE IDA

Service or Activity	Outcome	Indicator	Actual Results	Measurement Tool	Data Source Gathering Technique, Personnel Responsible	Data Collection & Reporting Frequency
Develop individual budgets and savings agreements with each of 8 participants. Follow up on plans. Review deposits to determine student is meeting/ exceeding goal. Address issues regarding savings. Allocate IDA match funds as the client saves.	Participants contribute regularly to IDA savings account; Participants accumulate savings;	7 of 8 (88%) participants develop written financial goals & written budget. 6 of 8 (75%) contribute regularly to savings account (at least monthly) 5 of 8 (63%) maintain budget for at least 90 days.	__ of __ (__)% develop written financial goals & written budget. __ of __ (__)% contribute regularly to savings account __ of __ (__)% maintain budget for at least 90 days.	Keep copy of budget created by participant in participant record. Review income & expenditures monthly.	Participant records with budget and spending for each month. PM obtain and file copy of: Account statements	Obtain information on account activity from monthly statement. Review budget monthly first 3 months; quarterly thereafter.
Conduct pre- and post-tests for workshops; survey students about understanding and comfort level with credit and finance. Provide 1-on-1 review of participant credit report.	Participants demonstrate an understanding of credit reports, credit management, and consumer finance topics.	7 of 8 demonstrate increased understanding of credit.	__ of __ (__)% demonstrate increased understanding of credit.	Participant Pre-Post Tests	PM enter individual participant data into database (i.e. scores) Credit Report	As workshops/ one-on-one sessions occur and report monthly, quarterly, & annually
8 participants deposit money into an IDA savings account on a regular basis. Deposits are matched in reserve account.	Intermediate Term Demonstrates ability to save money for at least 6 months.	Intermediate Term 6 of 8 (75 %) of participants will make deposits into a savings account over a 6-month period.	Intermediate __ of __ (__)% Participants deposited \$ into a savings account over a 6- month period.	Participant records Bank statement Match spreadsheet	PM reviews bank statements monthly	Data collected monthly, database. Reports monthly, quarterly, annually.

THE MIDAS TOUCH MICROENTERPRISE IDA

Service or Activity	Outcome	Indicator	Actual Results	Measurement Tool	Data Source Gathering Technique, Personnel Responsible	Data Collection & Reporting Frequency
Participants make purchases from their IDA savings account to start, support or expand microenterprise. Participants develop business plan and receive ongoing mentoring, assistance from staff as they utilize business plan to create their business.	<p>Long Term</p> <p>Participants use savings and match to create or expand microenterprise in Warren County.</p> <p>Participants utilize increased knowledge in financial management, business, and asset specific topics to start microenterprise.</p>	<p>Long Term</p> <p>4 of 8 (50 %) of participants utilize IDA funds to start, support, or expand microenterprise.</p>	<p>Long Term</p> <p>__ of __ (__ %) of participants utilize IDA funds to start, support, or expand microenterprise.</p>	<p>Bank statement</p> <p>Business Plan</p> <p>Business License</p> <p>Client case records.</p>	<p>PM review bank statements, business plan, communication with Mentor, Obtain copy of Business License. Enter data into database</p> <p>Review agency records quarterly.</p> <p>Sources: banks, businesses.</p>	<p>Monthly, quarterly & annual reports.</p> <p>Follow-up data collected quarterly.</p>

Long-Term Outcome: Revitalize the community with community participation in decreasing the outmigration of talented, educated youth (local businesses, elected officials, chamber of commerce will be involved).