

Appendix I

Needs Assessment

From: Putting the Pieces Together: A Report on the Jackson Square Initiative

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City of Boston
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“Voices from the Neighborhood” 2001 Community Assessment

The Jackson Coordinating Group (JCG) was formed to oversee the Jackson Square Planning Initiative. The Mayor’s office and the Boston Redevelopment Authority identified 30 organizations with interests in Jackson Square and asked each to appoint an official representative to the JCG.

The goal of the Jackson Square Planning Initiative was for the community to control what development occurs in Jackson Square and to build community and political consensus in order to insure that development in the planning process benefits the existing community. During the next year JCG members hosted over 800 residents including many youth from Roxbury and Jamaica Plain at more than 80 community meetings to discuss the future of Jackson Square. Members of the Jackson Coordinating Group (JCG) convened the meetings and focused the discussion on answering three major questions:

- *What do you think are the biggest issues in the neighborhood?*
- *What kinds of development or changes would you like to see in Jackson Square?*
- *What kind of development or changes would you not like to see in Jackson Square?*

Participants brainstormed on the issues and then held detailed discussions about what they would and would not like to see happen in Jackson Square. The JCG facilitators then compiled the responses and presented summaries of their meetings at a large community meeting. In general, participants in the community meetings reaffirmed the JCG’s overarching goals: that any development in Jackson Square should play a role in preserving the existing community and its resources. More specifically, a clear majority of participants expressed support for three major development priorities:

- *Youth and community educational, recreational and cultural facilities*
- *Affordable housing, both low and moderate income*
- *Small-scale, locally-owned retail businesses*

The following categories and subcategories of proposed uses were derived from neighborhood focus groups facilitated by JCG member groups.

1. Youth and Family Facilities

Community/Youth Center including recreational uses
Educational Facilities: vocational, job training, skill building
Infant & child daycare
Health centers and clinics
Recreational & Fitness Center: multi-generational
Outdoor sports facilities: baseball & soccer fields, basketball
Children’s playgrounds

2. Culture & Entertainment

Cultural Centers
Art Galleries
Auditorium/Performance Space
Studio Space
Museums
Entertainment Complex
Movie Theater
Arcades

3. Housing & Retail

Affordable: rental and homeowner occupied
Market Rate: rental and homeowner occupied
Alternative housing: shelters and special needs

4. Retail/Commercial

Large-scale commercial
Department Stores
Supermarkets
Mall
Small-scale local
Bookstores, dry cleaners, pharmacies, food stores
Restaurants, bakery, ice cream parlor, café
Office & service business
Insurance, travel agencies, banks, financial services,
Professional offices

5. Transportation & Access:

Roadways
Pedestrian sidewalks and bike trails
Parking
Train Stations: access, drop-off
Bus lines and stops

6. Physical Environment

Parks & Gardens
Infrastructure Construction

Development Priorities: Youth and Families, Affordable Housing,
Economic Development, Green/Open Space

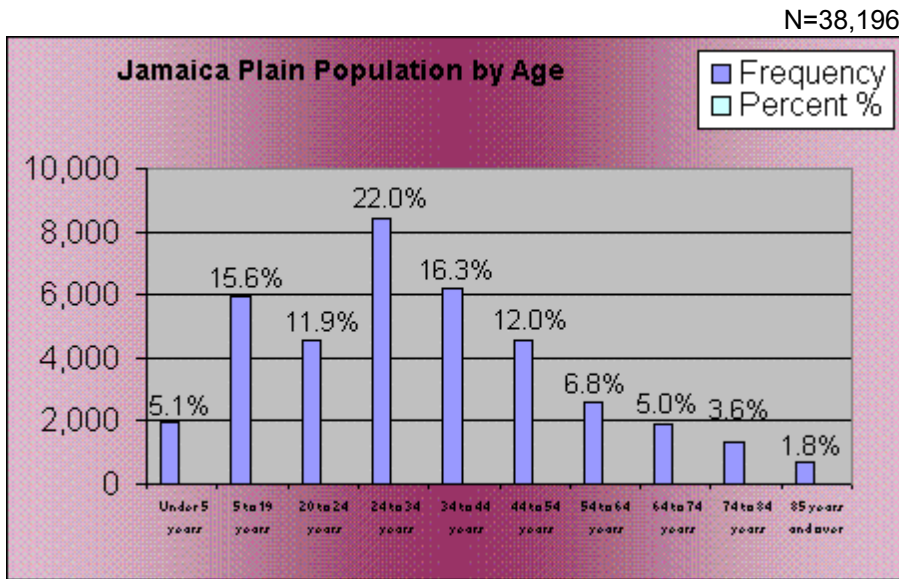
SUMMARY JAMAICA PLAIN NEIGHBORHOOD BOSTON COMMUNITY ASSESSMENT REPORTS

The data for this report is taken from the "Implications/Conclusions" section of the Boston Comprehensive Community Assessment Report of the neighborhood listed below. The section includes: summary of key findings; conclusion for one or more target group; gaps in existing services; barriers/challenges; and implications for service planning.

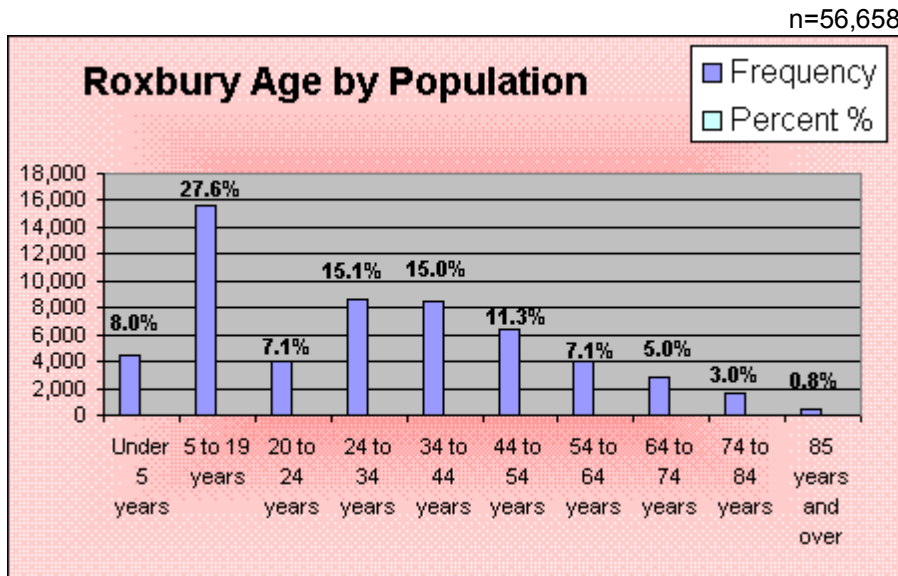
Jamaica Plain

- Increase opportunities for learners not interested in higher learning
- Study future economic indicators (city & state) to better advise students on the economic trends which influence the job market
- Greater planning efforts need to begin now to meet the future needs of young adults who leave high school without obtaining a diploma due to MCAS requirement.
- Continue assisting learners to overcome barriers which prevent them from meeting their goals
- Gaps in educational attainment, low school performance and increase in jobless rate point to a consistent and growing need for ABE/GED & Diploma classes
- Growing incomes discrepancy with increasing poverty levels
- Extremely high housing costs (affects the entire community)
- Barriers to enrollment and attendance are varied. Some will require greater resources and collaboration to ameliorate, while others may not be so readily solvable
- Learners in need of basic employment skills via collaborations
- Learners in need of technology education
- Need to work with employers to develop a list of required workplace competencies
- Flow of immigrants settling in Jamaica Plain remains consistent, indicating a strong & steady need for ESOL services
- High #s of Limited English Proficient parents of minority & bilingual pre-school and school-aged children point to educational hindrances for these youth without adult ESOL and related services available to prevent cycles of low literacy in families

APPENDIX II
Jamaica Plain/Roxbury Population by Age

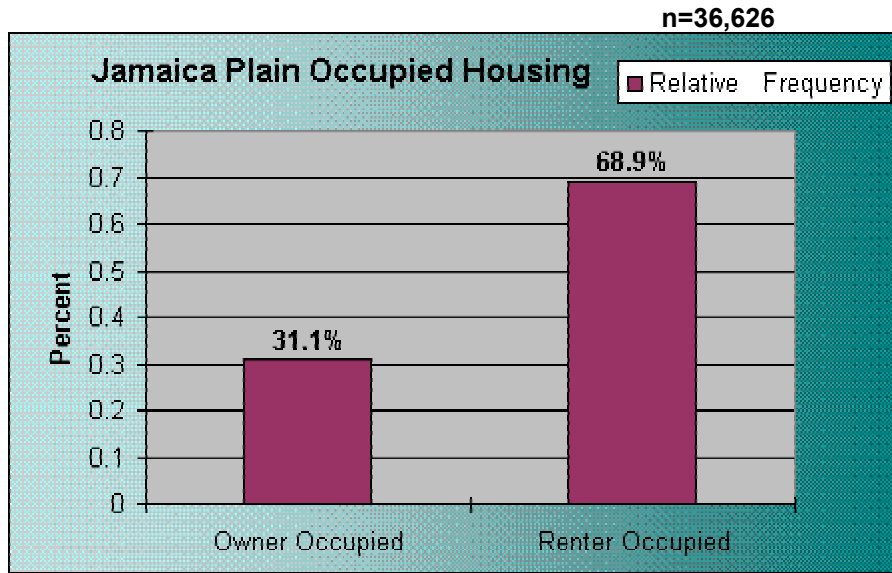


Source: Boston Redevelopment Authority, Report #561, "Boston in Context", US Census, 2000

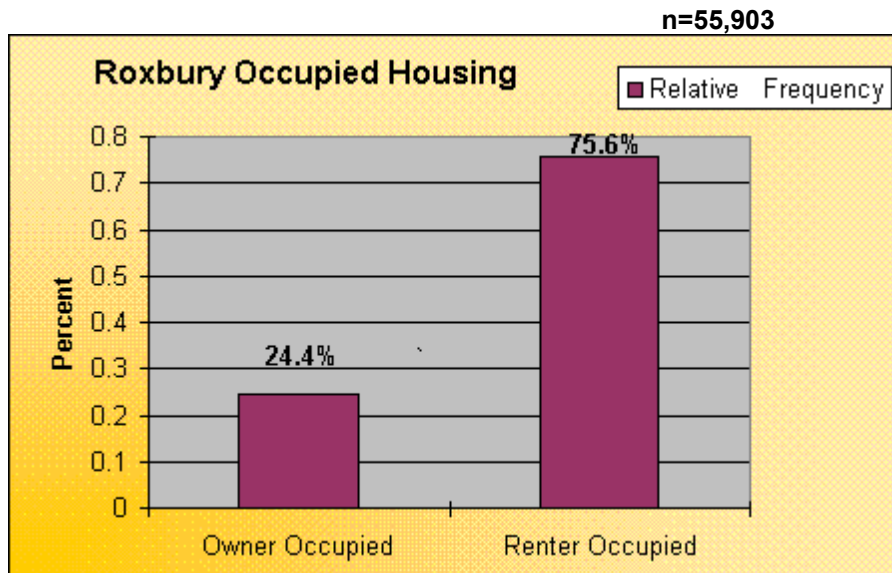


Source: Boston Redevelopment Authority, Report #561, "Boston in Context", US Census, 2000

APPENDIX III Jamaica Plain/Roxbury Housing by Population

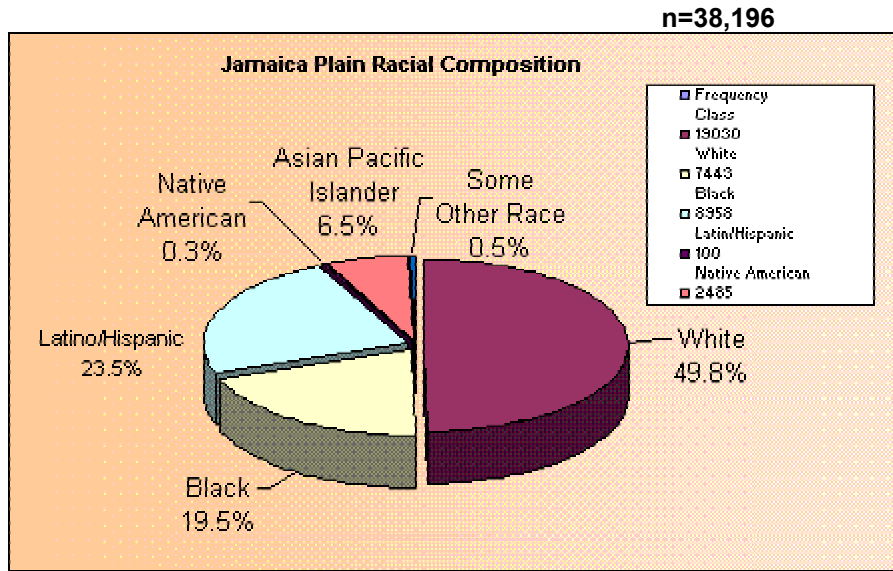


Sources: Boston Redevelopment Authority, "Insight report" vol.2, issue 1, May 2002, US Census

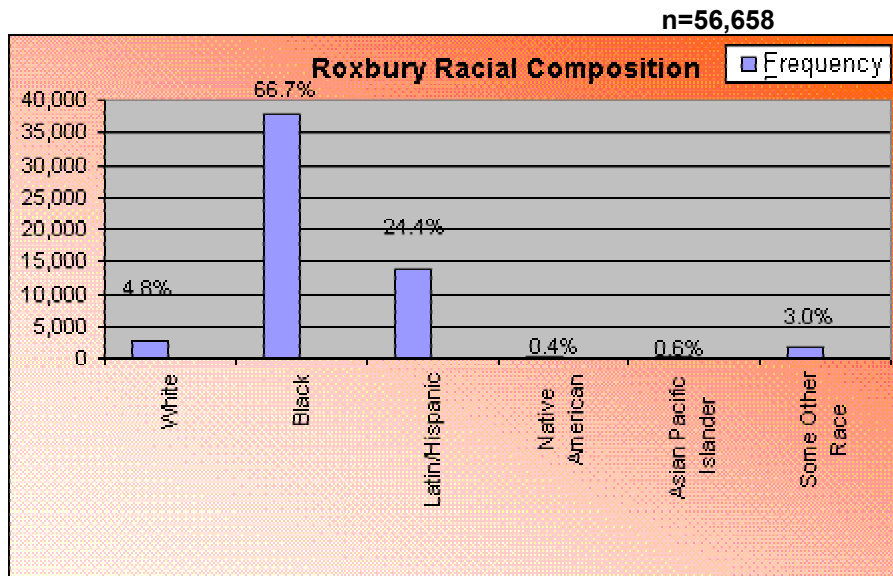


Sources: Boston Redevelopment Authority, "Insight report" vol.2, issue 1, May 2002, US Census

APPENDIX IV Jamaica Plain/Roxbury by Racial Composition



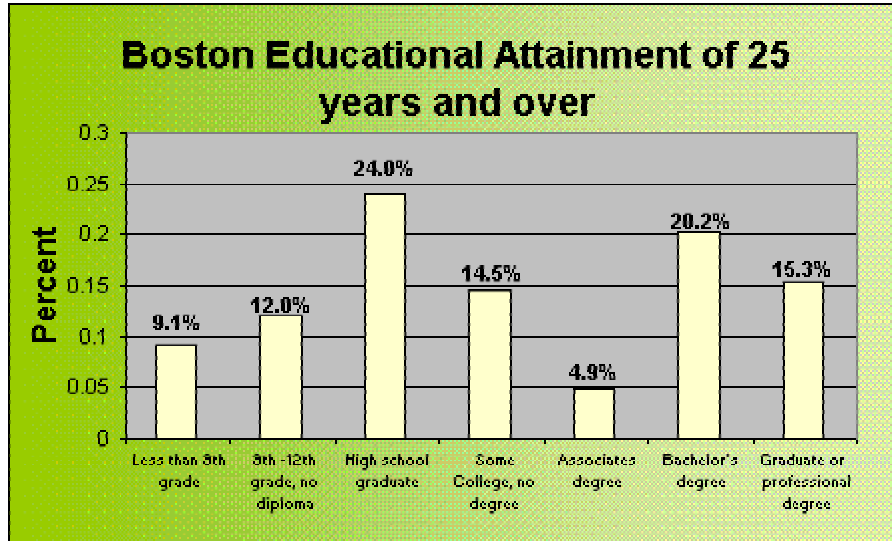
Sources: Boston Redevelopment Authority, "Insight report" vol.2, issue 1, May 2002, US Census



Sources: Boston Redevelopment Authority, "Insight report" vol.2, issue 1, May 2002, US Census

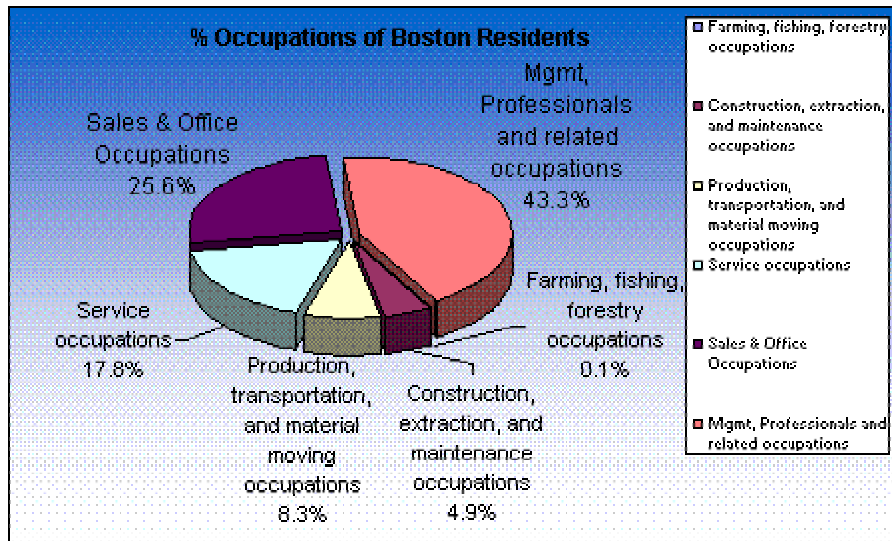
APPENDIX V

N=285,859



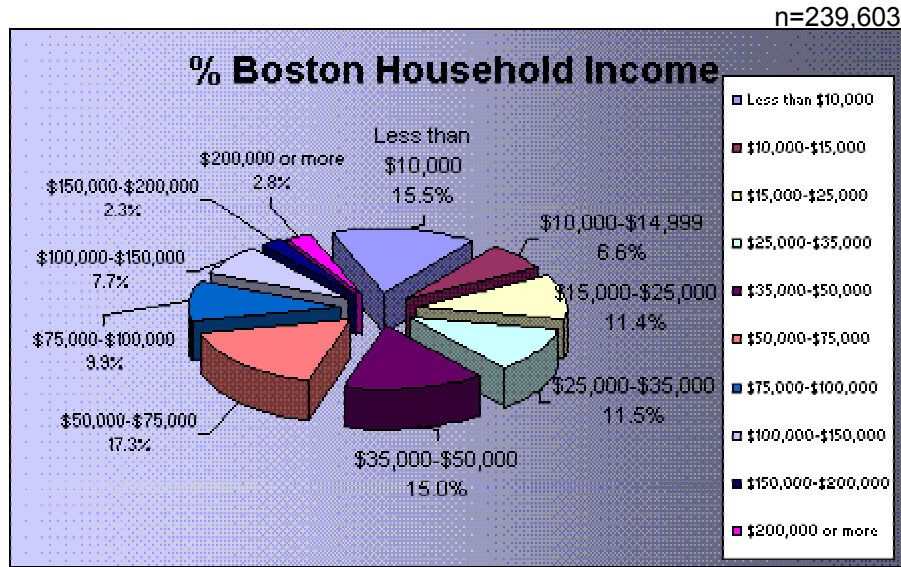
Source: Boston Redevelopment Authority, Report #561, "Boston in Context", US Census, 2000

N=285,859

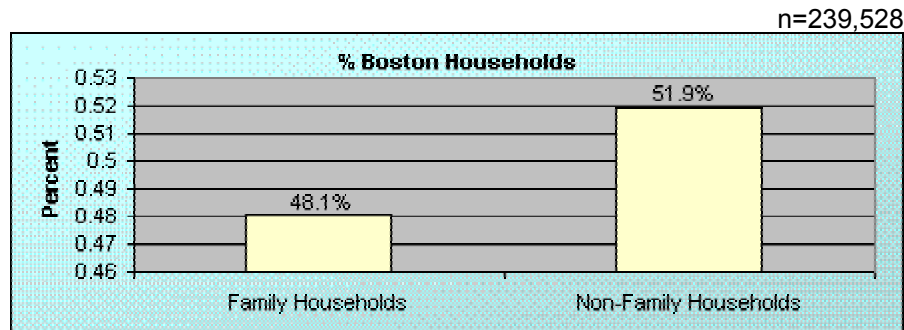


Source: Boston Redevelopment Authority, Report #561, "Boston in Context", US Census, 2000

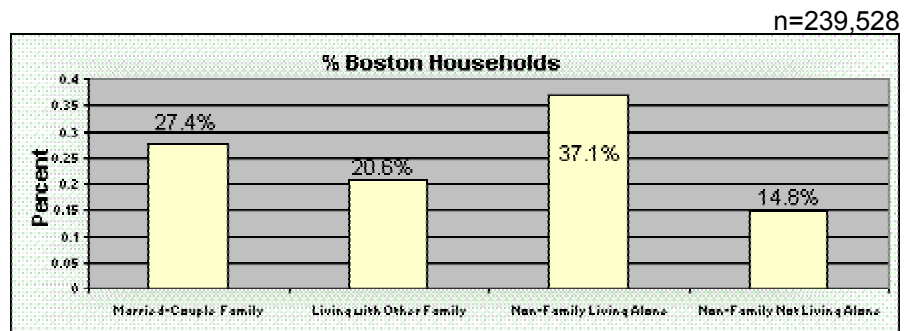
APPENDIX VI
Income/Households



Source: Boston Redevelopment Authority, Report #561, "Boston in Context", US Census, 2000



Sources: Boston Redevelopment Authority, "Insight report" vol.2, issue 1, May 2002, US Census



Sources: Boston Redevelopment Authority, "Insight report" vol.2, issue 1, May 2002, US Census

APPENDIX VII

Hyde /Jackson Square Youth IDA Program

Financial Literacy Training

Module 1: Careers

- Learning & Earning
- Starting Salaries
- Where Your Paycheck Goes

Module 2: Spending

- What's it worth?
- Buy it or Not?
- Smart Shopping
- Ways to Pay
- Writing a Check
- Now & Future
- Keeping a Money Diary
- The Save/Spend Plan
- What Kind of Spender Are You?
- Where Your Paycheck Goes
- Taxes & Social Security

Module 3: Saving

- Saving & Earning Interest
- How Banks Work
- Saving Tricks
- The Save/Spend Plan

Module 4: Tracking

- Keeping a Money Diary
- Using a Check Register
- Where Your Paycheck Goes
- Taxes & Social Security

Module 5: Investing

- Investing & Interest
- Savings Accounts
- Certificate of Deposit
- Bank Money Market Account
- U.S. Bonds

- Mutual Funds
- What is the stock market?
- Stocks
- Collectibles
- Risks & Rewards

Module 6: Owing

- Advantages of Credit Cards
- Disadvantages of Credit Cards
- Credit Card Ins & Outs
- I Paid How Much?
- What is Your Credit Card I.Q.?
- Try a Real-Life Decision
- Take the Spending Challenge
- Students & Credit

Module 7: Let's Try It!

- Keeping a Money Diary
- Learning and Earning
- Where Your Pay Check Goes
- Taxes & Social Security
- I Paid How Much?
- Writing a Check
- Take the Boss Challenge
- Spending Challenge
- Credit Card I.Q.
- What Kind of Spender Are You?
- When Will You Be a Millionaire?
- Debt Calculator
- Compounding Calculator
- The Power of 72

Module 8: Ideas & Tips

- The Four-bank System
- How Saving Works
- Be a Smart Spender
- Giving to Help Others
- How Investing is Different than Saving

Module 9: Ideas for You

- Lesson Plans Overview
- Budgeting Your Financial Resources
- Credit: Buy Now & Pay More Later
- Scarcity, Choice & Decisions

- The Stock Market: Risks & Rewards

Module 10: Be Your Own Boss

- Take the Boss Challenge
- Planning Your Business
- Money & Your Business
- The Law & Your Business

II. Educational Planning Workshops

- College Preparation Workshops
- Career planning/Trade School Workshops
- A host of guest speakers of all vocations, mentorship and field trips

III. There are two levels of Micro-enterprise training in the program offering.

Level one

Small Business Feasibility - Classes and a set of training courses that help individuals evaluate their business idea, draft or complete a feasibility plan and further assess their entrepreneurial skills.

Level two

Self-employment training is the Business Plan Boot-camp.

The Boot-camp meets twice a week for 8 weeks for students who truly want to build a business or improve the current business's operations. The goal is to write an actionable business plan.

Course offerings include Financial I, a basic introduction to financial literacy, Financial II to apply those concepts learned and complete cash flow planning, budgeting, project pricing, break even, balance sheets and income statements. They also take Marketing your business and Operations Planning.

Includes field trips to places of business, guest speakers and mentors.

APPENDIX VIII

Section I: Program Evaluation (Sample Questionnaire)

Please provide some information about yourself. (This is confidential information and for internal purposes only).

Please answer the following questions to help us improve our workshops. (Optional)

Name:

Address:

City, State, and Zip Code:

Phone or Cell Number:

Email:

1. How do you describe yourself? Please circle appropriate response. More than one response may apply:

- African-American/Black Caucasian/White Latino/Hispanic
Asian/Pacific Islander Native American/Alaskan Native Other

2. Are you: (circle one) Male? Female?

3. Name the country where you were born: _____

4. What is your age? (circle one) 15-16, 16-17, 17-18, 18-19, Over 19

5. What is your household income, from all sources (including public benefits, child support, etc.)?

- Under \$10,000/year \$10,000-24,999 \$25,000-\$39,999 Over \$40,000

6. Are you: (circle one) Married? Single? Divorced? Widowed?

7. Do you have children/dependents? (circle one) Yes No

8. Do you rent or own your home? _____

9. What is the highest level of education that you have received? (circle one)

- Some elementary school Completed elementary school Some High School
Completed high school Vocational/Trade School

10. Is English your first language? (circle one) Yes No

11. If you answered no to question 10, how would you rate your English language skills? (circle one)

- Excellent Good Average Below Average Poor

12. Overall, how useful did you find this workshop? (circle one)

- Very Useful Useful Somewhat Useful Not Very Useful Not at all Useful

- 13. What was the best part of the workshop for you?
- 14. Which part of the workshop would you say needs the most improvement?
- 15. Were we missing any topics that you would like to see covered?
- 16. Was this workshop at an appropriate level? (circle one)
Too easy Just right Too difficult

Section II: Program Evaluation

- 1. How did you find out about the workshop?
- 2. What made you decide to come to the workshop?
- 3. Would you be interested in attending additional workshops like this one? (circle one) Yes No
- 4. Please rate the instructor’s effectiveness for today’s workshop. (circle one)
Excellent Good Average Fair Poor
- 5. Was the atmosphere of the workshop comfortable for you? (circle one)
Yes No
- 6. How much of the workshop material did you understand? (circle one)
All Most Some A little None
- 7. Is it OK if we contact you to follow up on today’s workshop? (circle one)
Yes No
- 8. What, if anything, do you plan to do differently in handling your finances as a result of this workshop?

Section III: Rate Your Financial Behavior on a Scale of 1 to 5
1=Never 2=Rarely 3=Sometimes 4=Usually 5=Always

- 1. I keep track of my expenses on a regular basis.
1 2 3 4 5
- 2. I put money aside for future purchases or emergencies.
1 2 3 4 5
- 3. I prepare a budget every month.
1 2 3 4 5

4. I make goals about how to spend money and I discuss them with my family.

1 2 3 4 5

5. I comparison-shop or buy things on sale.

1 2 3 4 5

6. I earn more money than I spend (I am not in debt).

1 2 3 4 5

7. I feel secure in my current financial situation.

1 2 3 4 5

8. I feel confident about my financial future.

1 2 3 4 5

9. I currently have or own in my name: (circle all that apply)

Savings Account or Checking Account or Share Draft Account

Rate Your Financial Behavior on a Scale of 1 to 5

1=Never 2=Rarely 3=Sometimes 4=Usually 5=Always

1. I pay only the minimum amount due on my monthly bills.

1 2 3 4 5 or No monthly bills

2. I pay my bills late.

1 2 3 4 5 or No monthly bills

3. I receive past due notices or calls from collection agencies.

1 2 3 4 5 or No monthly bills

4. I charge basic expenses on my credit card or take out loans for them.

1 2 3 4 5 or No Charge Cards

5. I pay more than one third of my monthly income on debt, for example on credit card payments.

1 2 3 4 5 or No Credit Cards

6. I worry that I will be turned down for credit because of my credit history.

1 2 3 4 5 or No Credit History

7. If I owned my home, I worry that I might lose it because of high payments or expensive loan terms.

1 2 3 4 5

8. I decide not to pay off one bill in order to be able to pay another one.

1 2 3 4 5 or No monthly bills

9. I dip into my savings to pay off bills.

1 2 3 4 5 or No savings account

10. I check the full cost of items I buy and shop around for better price.

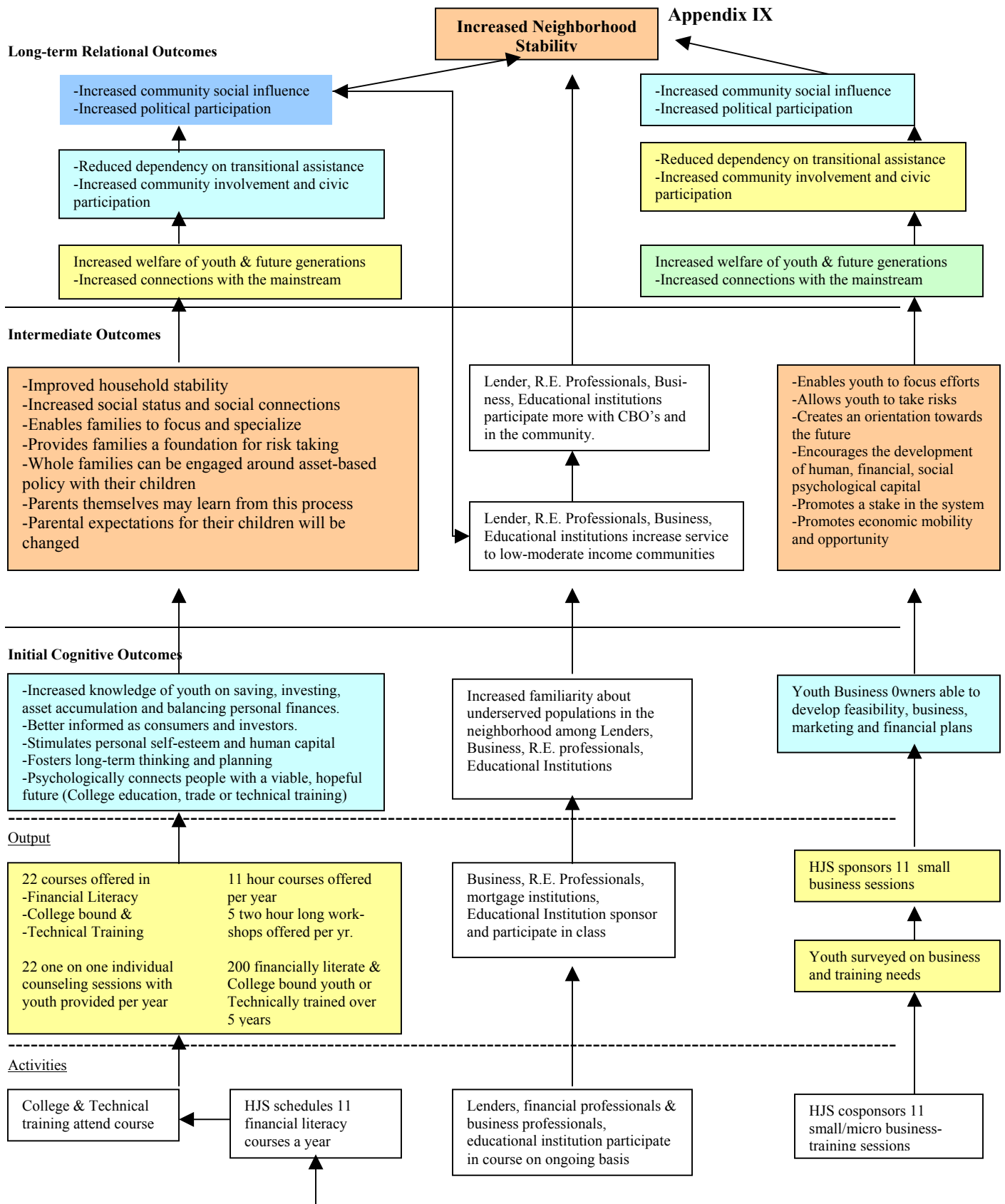
1 2 3 4 5

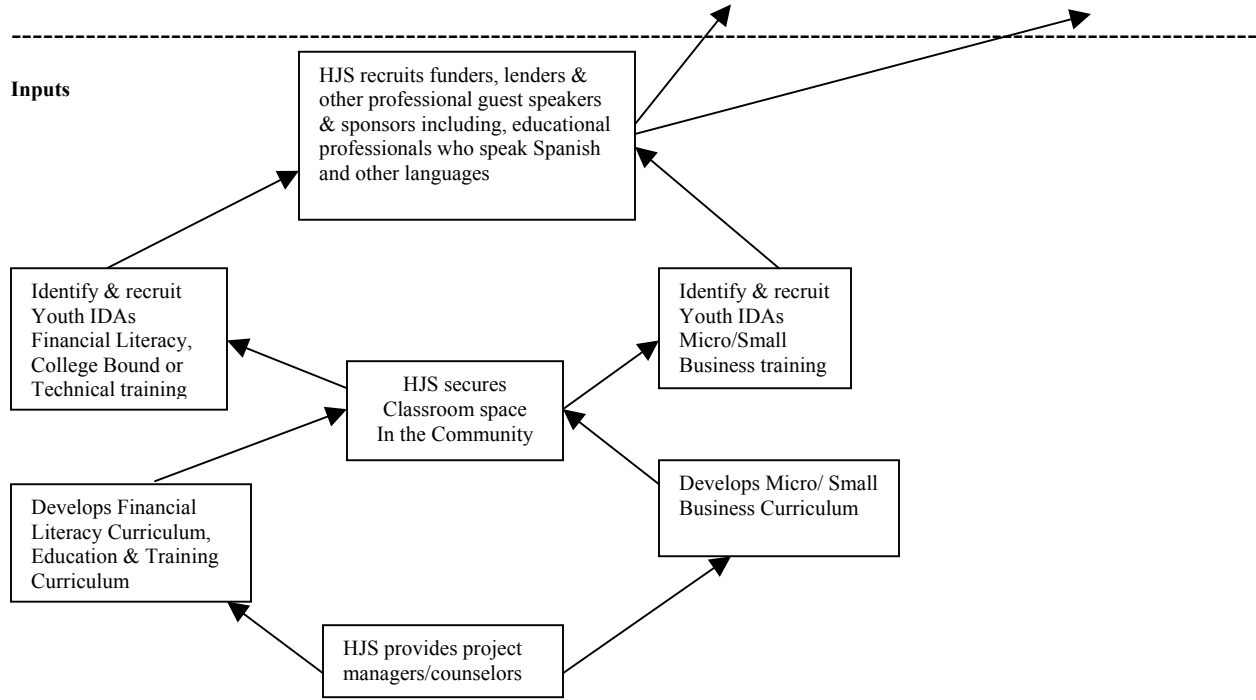
Section IV: 25 Questions that Relate to General Financial Knowledge

1. What is a credit union? How is it different than a bank or check casher?
2. How do I open a bank or credit union account and what do I need to know about the costs of these accounts?
3. What is the difference between a checking account, a savings account, and a money market account?
4. How do I write a check and balance a checkbook?
5. What other services besides checking and savings accounts do banks offer?
6. How much of my income should I save and why?
7. Where can I find a good guide to help me make a monthly budget?
8. What is the cost of credit card debt?
9. What do I need to know about introductory rates, regular rates and annual fees that come with credit cards?
10. How do I establish or rebuild a credit history?
11. What are the pros and cons of using a credit card?
12. Should I pay more than the minimum payment on a credit card bill? Why?
13. Can I hurt my credit record with just one or two late payments?
14. How do I get a copy of my credit report?
15. How long does information stay on a credit report?

16. How does bankruptcy affect my credit record?
17. What types of insurance are there? What does insurance do for me?
18. What does APR stand for and what does it tell me about my overall payments?
19. Where can I get a consumer or personal loan and how much does it cost?
20. Should I contribute to an employer-provided retirement plan if I can? Why?
21. What types of mortgage loans are there? How are they different?
22. What are some of the major features of a predatory mortgage loan?
23. What is the Rule of 72?
24. What kinds of scams or fraud are there?
25. Who do I contact if I feel I have been the victim of consumer fraud?

LOGIC MODEL OF THE HYDE/JACKSON SQUARE YOUTH IDA





Monthly Activity – March 2003

Appendix X

(a) & (b) What have you done in the last two weeks?

1. Over the past two weeks I had the opportunity to attend my first MIDAS Collaborative meeting at the Federal Reserve. It was especially nice to see other classmates at this congregation. There was a fifteen-minute address on asset-based strategies via the use of Individual Development Accounts, an Introduction by all attendees and a Networking session afterwards. Margaret Miley of MIDAS explained the need for the organization, its' mission and current agenda. This meeting lent itself to meeting many of the administrators of the eleven IDA programs going on in Massachusetts as well as non-profits who are considering designing one for their communities.
2. Went over to UMASS/Boston campus and had two meetings. One with the individuals from the Trotter Institute and secondly the Mauricio Gaston Institute. My objective was to gather any demographic information on Jackson and Hyde Square, ethnic populations in Boston and the state. Both institute are a wealth of information but unfortunately I was looking for some detailed information that no one has thought of gathering. However, I did not walk out empty handed. I received demographics in education, housing, poverty, educational attainment, health, and MCAS, all which related to Black and Latino residents in the city of Boston. Good stuff.
3. Met with Rosa Talero, Julie Connelly and Shishona Barnes of Fleet, Citizens and Sovereign Banks respectively. All three banks do or would hold IDA accounts and offer assistance in the Financial Literacy training. None however, contribute dollars for funding the program. Fleet has given a grant of \$10,000 for administrative costs, but the others are more interested in CRA credit since they have to be in the community anyway. No determination as to which we will use to host the accounts.
4. Attended Union of Minority Neighborhoods meeting and others, wanting to network with people in community based organizations and community development for leads, resources and community psychology. This first one was a great reception with tons of food, wine and beer. There were some good discussions going on over development in Roxbury and issues that need to be raised. I made several new contacts.
5. Met with Audrey Morganstern of the Columbia Point Community Partnership IDA program. They offered insight as to how their program was set up and to some of the issues they had to correct to make it run more smoothly. Good meeting. Saw them at the MIDAS meeting.
6. Met with the Hyde Square Task Force and Claudio Martinez. It appears this is right down the alley of the Task Force and they are definitely interested in seeing this through. They have made a commitment of resources, staffing, meeting space and helping to secure dollars for the program. That went very well.
7. Continued the search for Youth Mentors by speaking with friends and acquaintances to make themselves available a couple hours per month to provide guidance and motivation. People are

sure busy these days and not willing to make an immediate commitment. I have four people who will seriously consider.

8. Continued to research IDA's, funding for programs, designing the project and Project Proposal.

9. Finishing Black Wealth/White Wealth by Oliver & Shapiro. For edification.

c) How have your results differed from your expectations?

In speaking with CPCP IDA, I suspect since UMASS/Boston who originated the program did not contribute to the funding of it – finding grants, sponsors, funders in this economy will be a little more difficult but not impossible. Currently without any state legislation sanctioning IDA's and the budget deficit of state, we will have to find alternate means to finding ways to get the dollars to populate the program for youth participation.

(d) How does this effect the changes in your strategy?

We will have to play on our strengths. I met Rich Giordano assistant of Maura Hennigan and he likes the idea of an IDA in Hyde/Jackson Square working with youth in Jamaica Plain and Roxbury. I will stay in close contact with him and Maura Hennigans' office. She has contributed \$1,000 to the cause as of this writing.

(e) How will your timeline and implementation plan change?

At this moment there is no cause for alarm and we are proceeding with the current timeline. If this presents a major problem in weeks to come – we will have no choice but push the timeline forward. Currently, no change.

(f) What activities will you undertake over the next two weeks?

- I will continue a literature review of IDA's
- Read Individual Development Accounts by Melissa L. Bradley, Melissa
- Look for funding as grants, both public and private
- Develop the IDA concept further for the Project Proposal
- Continue demographic research to tighten Needs Assessment statement by attending the Boston
- Foundations breakfast meeting for the new Boston Indicators report.
- Continue search for Volunteers and Mentors
- Follow up with Banking Institutions

(g) What results to you expect to obtain from those activities?

-I will continue a literature review of IDA's for best practices and new policy announcements and debates from the federal and state governments and Congress for Economic Development (CFED) publications

- Read “Individual Development Accounts” by Melissa L. Bradley to gain more insight to current thought on IDA programs
- Look for funding as grants, both public and private to potentially fund this project
- Develop the IDA concept further for the Project Proposal as required by course syllabus
- Continue demographic research to tighten Needs Assessment statement by attending the Boston Foundations breakfast meeting for the new Boston Indicators report.
- Continue search for Volunteers and Mentors to add a degree of belonging and a source of motivation to IDA participants
- Follow up with Banking Institutions to further outline their Financial Literacy Training modules

(h) How will you know that you have obtained those results when you undertake those activities?

I will know when the literature review is complete when there is no more new information to be offered.

I will have obtained the results of Black Wealth/White Wealth when I have finished reading the book.

I will obtain results from the Project Proposal when I receive feedback from Dr. Clamp.

I will have obtained results after attending the Boston Foundation meeting, receiving the publication and incorporating it into a Needs Assessment and when I receive feedback from Dr. Clamp.

I will have obtained results if I can add two more people to Mentor and provide motivation to Youth IDA participants.

I will have obtained results from Banking Institutions after reviewing their Financial Literacy Training Modules.

(i) How will those activities contribute to obtaining the results that you expect to achieve in April 2004?

-The contribution is through a complete understanding of Individual Development Accounts on both the Federal and State level. I will have also collected “Best Practices” information from tested IDA programs throughout the country. These things will help to develop a better understanding of the highs and lows of IDA programs and will hopefully make for a better running program by being prepared for the suspected as well as the unexpected.

-By reading Black Wealth/White Wealth I expect to double my efforts in delivering a Financial Literacy Training, Micro/Small Business Training and Educational Training that will truly make

this program an educational benefit for each and every student by incorporating facts and figures into some of the presentations.

-Developing the IDA concept and Project Proposal will help to raise funding as well as be an IDA model that can be used in any community wishing to do so. It will also serve as a map or a blueprint or guide as the program begins to take shape and continue.

-Attending the Boston Foundation meeting is a good way to keep abreast of current information regarding the project community. In the hopes that current information sheds new light on any situation-this is a great monitoring tool to assess whether social policy is having an affect on its intended audience. It also sheds light as to where there may still be problems. It also can tell if there has been no change from past to present in which you may want to try something different and start with a new Needs Assessment.

-I believe it is imperative for Youth to have role models who can make a difference in their life. It can be a conversation or gesture of friendliness that can make a difference whether they will grab onto an idea and make it their own. Many of the youth in low-income communities are raised in single parent households, have few mentors outside of relatives and know very few people who live in their neighborhood who are Doctors, Lawyers, High-Tech gurus, etc... It will be the exposure to upwardly mobile people who can make a difference in cheering for them to complete the program.

-I will be comparing the several banking institutions programs and would like to combine theirs with the one we are developing. Also to work with an institution that will walk the walk and wants to work with us.

(j) How will you know that you have achieved the results that you expect to achieve in April 2004?

When I have a thorough Project Proposal consisting of a completed;

(1) Community Needs Assessment, Problem Statement, problem identification and project planning.

(2) Goals and Objectives that guide the process.

(3) A complete Project Implementation Plan for project development, organization, and monitoring.

(4) Job Descriptions, Staffing Patterns and Training Plan.

(5) Monitoring and evaluation plan

(6) Designed systems for Record keeping and Reporting.

(7) Budget for estimating costs and use monitoring tool.

(8) Start up activities, Undertake Activities, Monitor and Evaluate Program.

- i. Proposal**
- ii. Identified and recruited IDA program participants**
- iii. Financial Literacy Module complete**
- iv. Micro/Small Business module complete**
- v. Educational module**
- vi. Matching Funds**
- vii. Open Savings Accounts**
- viii. Mentors, Module Trainers, Advisors in place**

ix. Have Fun!

I. Monthly Activity – March 2003

(a) & (b) What have you done in the last two weeks?

- Continue demographic research to tighten Needs Assessment statement by attending the Boston Foundations breakfast meeting for the New Boston Indicators report.
- Spoke with Rich Giordano of Maura Hennigans office on several occasions
- Met with Hyde Square Task Force
- Reviewed 6 potential applicants for IDA participation
- Continued search for Volunteers and Mentors
- Followed up with Fleet and Citizens Bank
- Missed MIDAS meeting in Lawrence
- Did not get to draft of Marketing materials
- Did not complete budget
- Continued a literature review of IDA's
- Read Individual Development Accounts by Melissa L. Bradley, Melissa
- Look for funding as grants, both public and private
- Developed the IDA concept further for the Project Proposal

(b) What were the inputs and results?

- **Input** was attending the Boston Foundation breakfast meeting. The place was packed. A sold out – standing room only crowd was in attendance. There were several speakers each representing a discipline – health, education, welfare, etc...

The **result** was I received the Boston Indicators publication with updated statistics of the neighborhoods of Boston and a free meal. Trying to find a way to incorporate some of the new information into the needs assessment and problem statement.

- **Input** speaking with Rich Giordano about funding opportunities and project proposal.

The **result** was a logic chart was created to give him an idea of the timeline and resources needed to get this program up and running. It was a great exercise for me as well because it helped me define the inputs, activities, and outputs, and outcomes.

- **Input** met with Hyde Square Task Force's office mgr and Claudio Martinez.

The **result** to reaffirm commitment to staffing, meeting place, record keeping and other resources.

- **Input** reviewed 6 potential applicants for IDA participation at Hyde Square Task Force

The **result** is I'm excited. But it is not enough information to see if they would qualify and be eligible for the program.

- **Input** continued search for Volunteers and Mentors

The **result** is like pulling teeth. It is much harder to find men who would be willing to take on the challenge than women. I am trying to balance it out between men and women. If we cannot get some more men then it'll be women mentors. Not a problem.

- **Input** Followed up with Fleet and Citizens Bank
The **result** is their programs are very decent, but I had to remind them they would need to tailor the homebuyer-heavy part of it because we are dealing with young adults.
- **Input** Missed MIDAS meeting in Lawrence
The **result**, not much. Blew the engine going to N.H. the prior school weekend.
- **Input** Did not get to draft of Marketing materials
No **results**
- **Input** Did not complete Budget
The **result** there are still a number of variables still unaccounted for. Needs more attention.
- **Input** Continued a literature review of IDA's
The **result** additional funding opportunities, publications and IDA resources
- **Input** Read Individual Development Accounts by Melissa L. Bradley
The **result** no new information
- **Input** Look for funding as grants, both public and private
The **result** found that many sources have seasonal deadlines for proposals
- **Input** Developed the IDA concept further for the Project Proposal
The **result** more thorough output and outcomes

c) How have your results differed from your expectations?

I have come to realize there is still much to do. Developing the strategy is one thing but getting all the information takes time and patience. I find we will be looking for alternate sources of funders. One thought is self-funding through local businesses and private donors by reaching out to the community. Interesting idea. Needs more thought and work.

(d) How does this effect the changes in your strategy?

The strategy is the same. No changes in the overall time line would be affected at this moment. The major issue is funding the project where we will have to be creative.

(e) How will your timeline and implementation plan change?

No overall changes need to be made. There a several items which need to be pushed forward but does not affect the implementation immediately.

(f) What activities will you undertake over the next two weeks?

- Attend upcoming MIDAS meeting

- Keep contact with Rich Giordano
- Meet with Hyde Square Task Force
- Design Budget
- Work on Project Proposal
- Begin drafts on Marketing and Press materials
- Release Official Youth survey/hold information session
- Contact Guidance Counselors at Schools

(g) What results to you expect to obtain from those activities?

- Attend Midas meeting to keep in the loop with legislation, funders, and networking
- Seeking alternate resources Rich Giordano or the Councilor may know of
- Meet with Claudio at the Task Force trying to tie his Project on a Youth Center into my IDA and Micro/Small business enterprise training.
- Start Budgeting to come up with a cost for the programming
- Continue synthesizing information for Project Proposal
- Begin draft on Marketing materials for publicity in local newspapers
- Release Youth survey to garner excitement, interest and curiosity. To have an information session
- Contact Guidance counselors and discuss what role they could take in the IDA. A good source for publicity amongst students. They will also be able to direct the more serious students in our direction.

(h) How will you know that you have obtained those results when you undertake those activities?

No change.

(i) How will those activities contribute to obtaining the results that you expect to achieve in April 2004?

- Most of the above activities will all contribute to the Implementation Plan.

(j) How will you know that you have achieved the results that you expect to achieve in April 2004?

When I have a thorough Project Proposal consisting of a completed;

(1) Community Needs Assessment, Problem Statement, problem identification and project planning.

(2) Goals and Objectives that guide the process.

- (3) A complete Project Implementation Plan for project development, organization, and monitoring.
- (4) Job Descriptions, Staffing Patterns and Training Plan.
- (5) Monitoring and evaluation plan
- (6) Designed systems for Record keeping and Reporting.
- (7) Budget for estimating costs and use monitoring tool.
- (8) Start up activities, Undertake Activities, Monitor and Evaluate Program.
 - x. **Proposal**
 - xi. **Identified and recruited IDA program participants**
 - xii. **Financial Literacy Module complete**
 - xiii. **Micro/Small Business module complete**
 - xiv. **Educational module**
 - xv. **Matching Funds**
 - xvi. **Open Savings Accounts**
 - xvii. **Mentors, Module Trainers, Advisors in place**
 - xviii. **Have Fun!**

II. Monthly Activity – April 2003

Met with Jamaica Plain Business and Professional Association – seeking assistance
 Met with Jamaica Plain Gazette – press coverage

-Read *Economic Apartheid in America* by Chuck Collins and Felice Yeskel to understand economic inequality, insecurity and isolation in low-income communities

- 1) Continued search for funding
- 2) Select meeting space
- 3) Write up rules, regulations and policies of program
- 4) Complete marketing design
- 5) Attend MIDAS Meeting
- 6) Work on Financial Literacy Modules
- 7) Follow up with potential funding sources
- 8) Follow up with School Guidance Counselors
- 9) Follow up with Banks
- 10) Complete Budget

Progress Report - 2003

- Since last May I have come up with mix and match of results. On the bright side; I have attended MIDAS Collaborative meetings that were useful to network with program coordinators who are currently operating IDA's, Micro-enterprise training, homeownership training and financial literacy training. I have found a good resource in learning about local programs in the Boston area.
- The Hyde Square Task Force is on-board and is looking forward to getting this program of the ground. Many of the neighborhood youth we spoke with several months ago are making inquiries as to when the program will begin.

- I have started to put together an administrative package consisting of application forms, permission forms, IDA policies and procedures, rules and regulations, marketing materials, press releases, withdrawal policies, workshop evaluation forms, training modules and miscellaneous program forms.
- I have also opened discussions with several non-profit groups who liked the idea and wanted to offer the same to adults of their membership. I am looking for partners who would be supportive of our group and in some way may be able to create synergies between the two organizations.
- Opened discussions with Roxbury Community College as noted earlier to hold training sessions and offer other courses sponsored by RCC to our program to encourage youth to matriculate at RCC. This may be an interesting idea to create a “psychological lift” to IDA accountholders to envision themselves as already part of the College Community. This could have possible wide impact throughout the Jamaica Plain/Roxbury area for youth that felt they would not be able to be accepted or afford college.
- More work needs to be put into the training modules. The ones I have seen need to have a fresh approach when dealing with youth. This needs work.
- Finally, funding sources are hard to come by. Since our economy is at a standstill and hundreds of other programs are all vying for the same dollars to support theirs, we have found it more difficult to find the dollars we need to fund the event. A creative approach needs to be addressed. This will affect the viability and sustainability of the five-year cycle for the project.

Monthly activity: October 2003

- The funding source issue has had an effect on the project timeline. In rethinking the alternatives, there may be a possibility of recruiting youth for a financial literacy training and savings account without the immediate matching funds. In this alternate strategy we would recruit 15 youth between the ages of 15 –19 years old and proceed with the eleven hours of financial literacy training in which we would extend our funding period out sixty to ninety days looking for funding sources. We would also proceed with the educational and college preparation training as planned. In the interim, I have met with Claudio Martinez in a strategy session while the meeting with Maura Hennigan and Rich Giordano has been moved to the first week in December.
- I have acquired several leads for training modules through members of the MIDAS Collaborative and am following-up.

Monthly activity: November 2003

I have spent most of the month building a paper trail of needed forms and program operational materials. The time could have been better spent on more outreach in fundraising activities. I

researched and developed a list of 40 possible funding sources that I am in the process of contacting for applications and guidelines. Here is a partial listing of forms that are currently being worked or completed:

- Developed Policies
 - Developed Procedures
 - Developed Misc. Forms
 - Rules and Regulations
 - Press Releases
 - Marketing materials
 - Applications
 - Miscellaneous internal records
- a) I had a meeting with Rich Giordano of Councilor-at-Large Maura Hennigans office. Ms. Hennigan was unable to attend this meeting but is very interested in our program for the Hyde/Jackson square are. We will reschedule with her after the holidays. Rich is a wealth of information and has given his support and is trying to help us identify other funding sources. At our next meeting I will ask them if they can ask the Boston city council if there would be any funds to support a program as this or even suggest speaking with the Mayor. Maybe they will be able to identify some funding sources within their circle.
- b) Met with Bruce Cole (CFO) of John Hancock Insurance and discussed whether there may be pockets of money in J. Hancock to invest in a community project. The meeting went fairly well and a slight interest in the program was communicated but no funds were available or identified.
- c) Met with Claudio Martinez of the host organization, the Hyde Square Task Force to strategize an alternate solution. We discussed the possibility of finding enough dollars to present and develop training for community youth without the matching IDA funds. Teaching financial literacy will still have a positive effect even without the dollars.
- d) Followed up with Leighton Richardson of the Financial Group on the financial literacy program and their commitment to do a portion of the trainings. Added minor changes to the final project.

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Press Release

FOR IMMEDIATE RELEASE

For more information contact:

Harold Austin
Hyde Square Task Force
Centre St.
Jamaica Plain, MA. 02130
617 522-1654

11/15/03

The Hyde Square Task Force Announces New IDA Hyde/Jackson Square Youth Individual Development Account “IDA” Program

The Hyde Square Task Force announced Monday that it has launched a new matched savings program, The Hyde Jackson Square Youth *Individual Development Account (IDA)*, for low and moderate-income residents of *Jamaica Plain*. The Hyde Jackson Square Youth *Individual Development Account* will allow residents of *Jamaica Plain* to deposit \$25-\$50 a month into a special savings account, an Individual Development Account or IDA, in order to work toward the purchase of a productive asset-- a home, a small business or post-secondary education. Program participants' savings deposits will be matched 2:1 in order to make purchasing one of these assets a realistic goal for low and moderate-income families who are willing to save regularly for 2 to 4 years.

The Hyde Jackson Square Youth *Individual Development Account* is part of a new and innovative approach to combating poverty that focuses not just on meeting the most immediate needs of low income families, but also on the long-term benefits of helping working poor families acquire a modest but decisive stake in their communities. The Hyde Jackson Square Youth *Individual Development Account* is supported by *Funder Name* and *Funder Name* and has developed strong partnerships with *Program Partner*, *Program Partner* and *Citizens Bank*. *Citizens Bank* will also be the depository for each participant's IDA savings account.

In order to qualify, prospective The Hyde Jackson Square Youth *Individual Development Account* participants must meet income guidelines (annual income of less than \$20,520 for a family of three), must have some regular source of earned income and must be residents of the *Hyde or Jackson Square neighborhood of Jamaica Plain or Roxbury*. In addition, all program participants take part in a twelve part personal finance and money management workshop series designed to help IDA find the money for regular savings deposits and prepare for asset ownership. This personal finance workshop series is presented with assistance from *Economic Literacy Partner*.

Information about *IDA Program Name*, including detailed eligibility information, is available from ***The Hyde Square Task Force*** at 617/522-1654.

- END -

Hyde/Jackson Square Youth IDA Program

Outreach Program Overview Memo

To: All Students

From: Hyde Square Task Force

Re: Hyde/Jackson Square Youth IDA Program

Date: 01/05/04

Program Description

The Hyde/Jackson Square Youth IDA Program is a new matched savings program designed to help low-income families save for and acquire a productive asset -- a home, a small business or post-secondary education. Participants make regular contributions to a special savings account, an "Individual Development Account" or IDA, held jointly by the participant and Hyde Square Task Force at a partner financial institution. Participant contributions are matched \$4 *match rate* to one, up to \$600 *match ceiling* per year, and are generally not available for withdrawal. Match funds are disbursed when a participant reaches his or her savings goal and are issued directly to a vendor that provides the participant's chosen asset goal.

Participant Eligibility

Prospective Hyde/Jackson Square Youth IDA Program participants must meet four criteria:

- 1) Total annual household income within the eligibility range of the Federal Earned Income Tax Credit program (\$xx,xxx / family of one, \$xx,xxx / family of three)
- 2) Total household net worth of less than \$xx,xxx / family of one, \$xx,xxx / family of three
- 3) Annual *earned* income of at least the amount to be saved each year (minimum of \$xxx)
- 4) Residence in Hyde Square Task Force Service area

Other Requirements:

Participants must also:

- Save at least \$25-\$50 a month while participating in the program
- Attend a series of personal finance and money management workshops
- Commit to remain in the program for at least one year
- Be willing to participate in on-going peer support groups
- Appreciate that savings and match money may only be used toward one of the program's approved asset uses

How You Can Help

The Hyde/Jackson Square Youth IDA Program is looking for motivated participants who meet the program's eligibility requirements, or expect they will in the near future. Your help in publicizing the program and referring interested persons would be greatly appreciated (a supply of brochures is attached). The Hyde/Jackson Square Youth IDA Program will be recruiting participants throughout *January, 2004* until March 1st, 2004. During that time The Hyde/Jackson Square Youth IDA Program staff will offer regular informational orientation sessions for prospective participants.

Next Steps

In order to get started, interested individuals should call *Harold Austin* at Hyde Square Task Force (617/522-1654) to sign up for an upcoming orientation session. *That's all there is to it!*

Hyde/Jackson Square Youth IDA Program

Public Service Announcements

- 15 seconds -

Would you like up to **\$6,000** to help you buy a home, start a business or go back to school?

Hyde Square Task Force is offering a new program called **The Hyde/Jackson Square Youth IDA Program** that will match every dollar you save for these goals with \$4 additional dollars!

Call **Hyde Square Task Force** at 617 522-1654 to find out more. Again call **617 522-1654!**

- 30 seconds -

Have you ever dreamed of owning your own home, starting a business or going back to school?

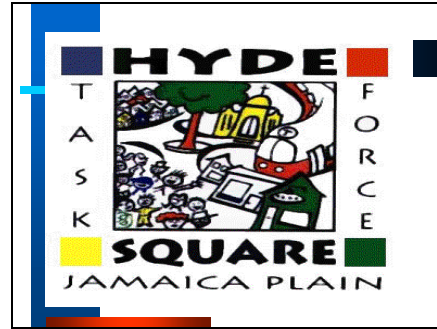
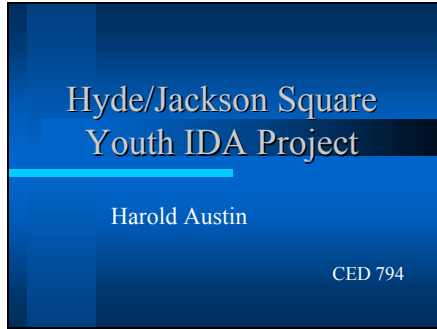
You may qualify for up to **\$6,000** to help you achieve your dream.

Hyde Square Task Force in *Jamaica Plain* is offering a new program called **The Hyde/Jackson Square Youth IDA Program** that will match every dollar you save with \$4 additional dollars!

If you live in *Jamaica Plain* and earn at least **\$50** a week, call Harold Austin at **Hyde Square Task Force** at 617 522-1654 to find out more.

Again, the number is **617 522-1654**.

With **The Hyde/Jackson Square Youth IDA Program** you could realize your dreams sooner than you think!



What is a Individual Development Account (IDA)?

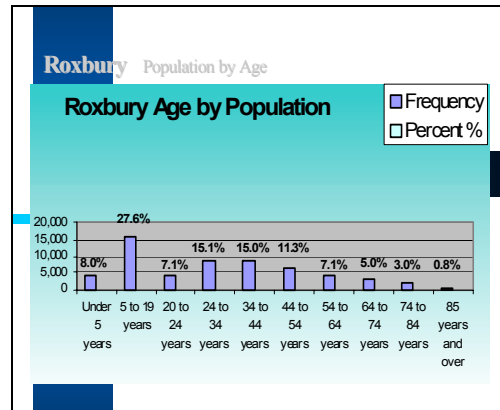
- A vehicle for asset accumulation
- A matched savings account with
- Appropriate incentives
- Accounts are held by a local Bank
- Training in financial literacy, education/career training, homeownership or micro-enterprise development

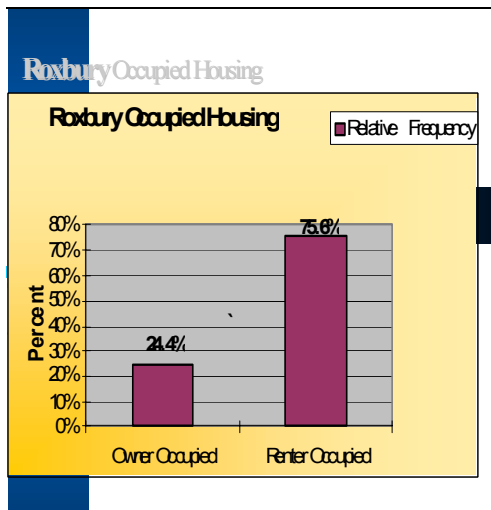
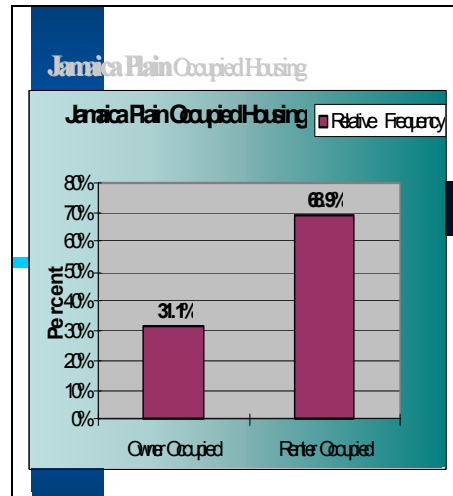
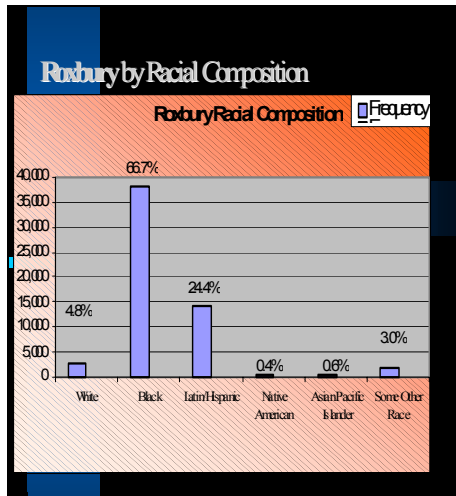
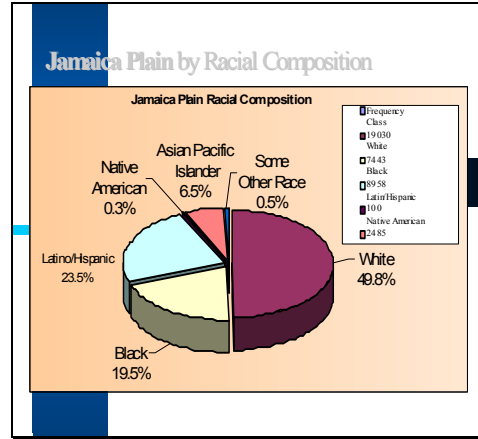
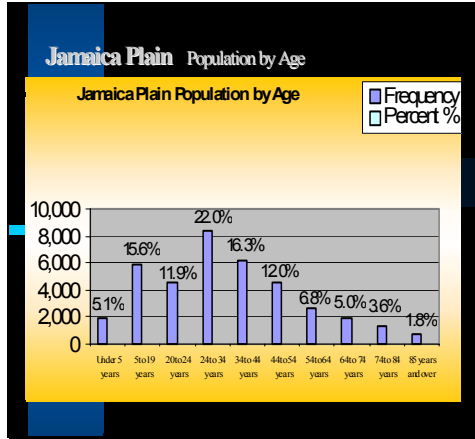
Community Needs Assessment
Jackson Coordinating Group
Boston Community Assessment Report

- Lack of Community Facilities (shortage of activities)
- Jobs for youth (shortage of employment opportunities)
- Troubled Schools (shortage of skills)
- Crime, drugs, gangs
- Low homeownership rate

Problem Statement

- Lack of Education
- Skill development
- Employment Opportunities
- Improper saving behavior
- Low (family) homeownership





Mission Statement

To inspire IDA accountholders to invest in themselves through education, training, personal investment, financial investments, homeownership and or business investment

Target Market

The target for my project is 15 low-income youth between the ages of 15-19 years old in the Jamaica Plain/Roxbury neighborhood of Boston to enroll in a Financial Literacy and asset-specific development training and participate in a 24-month Individual Development Account (IDA) savings program.

Host Organization

Hyde Square Task Force

- Youth Education Programs
- Teen Leadership Program
- Parent & Adult Programs

Mission: to create a safe, clean and friendly neighborhood in Hyde/Jackson Square

Project Goals

- Improve life-long savings behavior of **accountholders** by increasing financial capacity through a matched savings account and education on consumption and consumerism VS Saving and Investing.
- Improve financial skills and economic self-sufficiency.
- Assist in creating an asset-based wealth-building vehicle for youth.
- Channels assets into a sustainable secondary asset vehicle. (post-secondary education/career training or micro-enterprise development)

Project Objectives

- Enroll 15 youth for Financial Literacy Training.
- Open 15 savings accounts within the next 12 months. Provide opportunities for youth to save a minimum of \$50 per month in their IDA's during the next 2 years and increase participants Financial Literacy skills through education and training.
- Increase financial capacity of youth through a matched IDA savings program of 4 to 1 over a twenty-four month period.
- Assist 15 youth accountholders in college preparation training, micro-enterprise/small business development and startup and complete 24 month training.
- Have each accountholder who saves the full amount in his/her IDA realize their asset goal within 2 years of reaching his/her savings goal and rolled into their asset of choice.

Products and Outputs

- 11 - 2 hour courses in Financial Literacy and skill building training over 24 months
- 5 - 2 hour Educational Training through College Bound Workshops
- 5 - 2 hour Technical and Career Training Workshops
- 11 hours of Business Development training for Micro-enterprise development
- Mentorship and guidance through a network of minority professionals
- 22 - One on One Individual Case Management Counseling Sessions over two years
- Peer group meetings

Outcomes

- Self-Sufficiency – Fosters long-term thinking and planning
 - Asset Development – Increased knowledge on saving, investing
 - Behavior Change – Stimulates personal self-esteem and human capital and being a smart consumer
 - Knowledge and Skill Development – Better informed as consumers and investors
 - Attitude Change – Psychologically connects people with a viable, hopeful future
- (College education, trade, career training or small business)

Objective 1: *Achieved*

- Enrolled 15 youth in Financial Literacy Training
- Financial Literacy Training

Objective 2: *Delayed Temporarily*

- Until June 3rd - Open Accounts
- Delay of Funding Source
- Alternate sources, Parents, Relatives, Businesses, fundraising activities
- Actively soliciting funding sources

Objective 3: *Future Achievement*

- College bound Prep/Career Training
- Micro-enterprise/ Small Biz Training

Objective 4: *Future Achievement*

- Full Savings Amount Confirmed
- Goal Realized
- Account holder Receives Match
- Monies rolled into Asset

Challenges

- Fundraising / Fiscal Concerns
- Detailing Program Designs
- Recruiting Volunteers
- Staffing / Managing Work Load
- Managing Organizational Relationships
- One-on-One Work with Program Participants
- Overcoming Barriers to Change at Institutional, Community, and Policy Levels
- Enhancing Economic Literacy Component through matching dollars

Recommendations

- Develop strong roots to local community groups, networks, and stakeholders
- Involve Host Organization for Strong organizational capacity
- Join statewide collaborative
 - Makes it easier to offer IDA's to stakeholders
 - Rely on a common infrastructure & Funding Source
 - Widens your learning experience
 - Scale up quickly to serve more account holders
 - Complements your organization's core competencies

Recommendations

- Have policies, rules and regulations in place
- Make sure everyone understands them
- Look for Funding Immediately
- Have an alternate plan
- Get to know people - business owners, local reps, Community based leaders
- Be creative

The Hyde/Jackson Square

Youth IDA

Thanks you for your interest.