



SUMMER JOBS CONNECT

More Than A Job:

Lessons from the First Year
of Enhancing Municipal Summer
Youth Employment Programs
through Financial Empowerment



Cities for
**FINANCIAL
EMPOWERMENT**
Fund



SUMMER JOBS CONNECT

More Than A Job:

Lessons from the First Year of Enhancing
Municipal Summer Youth Employment
Programs through Financial Empowerment

The Cities for Financial Empowerment Fund
February 2015

The Cities for Financial Empowerment Fund

The Cities for Financial Empowerment Fund (CFE Fund) supports municipal efforts to improve the financial stability of households by leveraging opportunities unique to local government. By translating cutting edge experience with large scale programs, research, and policy in cities of all sizes, the CFE Fund assists mayors and other local leaders to identify, develop, fund, implement, and research pilots and programs that help families build assets and make the most of their financial resources. For more information, please visit www.cfefund.org.

The Citi Foundation

The Citi Foundation works to promote economic progress and improve the lives of people in low-income communities around the world. We invest in efforts that increase financial inclusion, catalyze job opportunities for youth, and reimagine approaches to building economically vibrant cities. The Citi Foundation's "More than Philanthropy" approach leverages the enormous expertise of Citi and its people to fulfill our mission and drive thought leadership and innovation. For more information, visit www.citifoundation.com.



Citi Foundation



CONTENTS

Executive Summary	5
Introduction	6
The Summer Jobs Connect Initiative	6
The Opportunity: Building Youth Financial Capability	6
The Opportunity: Leveraging Existing Municipal Capacity	7
The Summer Jobs Connect Program: Key Touchpoints for Effective Interventions	7
I. Lesson One: Partnerships make a Difference in Financial Empowerment Integration	10
II. Lesson Two: Multiple Touchpoints Offer Opportunities to Integrate Financial Empowerment	13
Application: an Opportunity to Collect Critical Data and Documents	13
Enrollment: Best Opportunity to Set up Accounts or Direct Deposit	13
Orientation: Last Chance for Direct Deposit	14
Orientation: Also an Opportunity to Introduce Financial Education and Administer Baseline Surveys	14
Payroll: Opportunities to Reinforce Financial Empowerment Lessons	15
Ongoing Training: an Opportunity for Continued Financial Education	16
III. Lesson Three: Youth Characteristics Should Inform Program Design	17
Factors that Shape Youths' Use of, and Belief in, Financial Institutions	18
Factors Affecting Use of Bank Accounts	18
Factors Affecting Beliefs about Banking	19
Factors that Affect Youths' Ability to Save	20
Explicit, Age-Appropriate Savings Strategies	20
Impact of Direct Deposit on Savings Behavior	20
Factors that Make Youth More Receptive to Information	21
Conclusion and Next Steps	23
Appendix	24
Sample Beginning of Summer Orientation Survey	24
Sample End of Summer Survey	25
Focus Groups	26
Demographics of Youth in Summer Jobs Connect-Funded Job Slots	26

EXECUTIVE SUMMARY

In 2014, with funding from the Citi Foundation, the CFE Fund launched Summer Jobs Connect (SJC) to directly fund 1,850 jobs for low- and moderate-income youth and help five cities integrate financial education and access to mainstream financial products into municipal Summer Youth Employment Programs (SYEPs). The SJC initiative builds off of each city's existing SYEP infrastructure, in which they were already providing workforce development opportunities—and steady paychecks—to youth. Recognizing that financial empowerment strategies offer youth a pathway to productive financial habits and longer-term stability, the CFE Fund and city partners learned a number of important lessons about leveraging the SYEP opportunity.

Lesson One: Developing a lasting financial empowerment infrastructure requires creating new partnerships and capacities and deepening existing ones.

While traditional SYEPs are led by the city's youth services or workforce office, Summer Jobs Connect cities used the program as a launching point to create new, lasting partnerships between the traditional SYEP staff and their Office of Financial Empowerment or similar municipal entity. Cities also leveraged the Summer Jobs Connect program to embark upon partnerships with local financial institutions, starting with negotiating safe and appropriate products for participants. Finally, the data collection and analysis that Summer Jobs Connect required led to partnerships between City agencies, job placement organizations, and financial institutions to collect and share data on youth program participation and accomplishments.

Lesson Two: Banking access and financial education can be integrated into traditional SYEP structures by focusing on key touchpoints when and where program partners interact with youth.

While municipal SYEPs vary greatly, they have similar programmatic timelines that offer opportunities to provide financial empowerment services through existing program infrastructure. Summer Jobs Connect cities found that these regular interactions between program staff and participants are critical moments to introduce appropriate financial products and facilitate direct deposit enrollment, provide financial education on setting savings goals and using accounts wisely, and impact youth knowledge, skills, and attitudes to enhance their lifelong financial capability.

Lesson Three: Youth capacities and knowledge are critical factors that affect a programs' likelihood of achieving financial empowerment outcomes, and are important considerations for program design.

Summer Jobs Connect partners highlighted the importance of designing programs that were informed by youth capacities and knowledge. CFE Fund surveys and focus groups in each of the five cities revealed that age, household banking status, and parental guidance all played important roles in shaping youths' beliefs about, and usage of, banking and savings behaviors. SYEPs should take these factors into account, designing programs that incorporate strategies for managing a bank account and building savings habits appropriate for participants' needs.

Through Summer Jobs Connect, the CFE Fund's municipal partners are building a case for a new way to deliver summer youth employment programs, connecting youth to mainstream financial products and services, and putting them on the path to long-term financial stability.

INTRODUCTION

Across the country, municipal Summer Youth Employment Programs (SYEPs) provide youth, often from low-income communities, with short-term work experience and a regular paycheck. In this existing, widespread infrastructure and connection to youth, the Cities for Financial Empowerment Fund (CFE Fund) and the Citi Foundation saw an opportunity to build off of the traditional SYEP model, integrating strategies to connect bank account access and targeted financial education to youth employment. Working with five municipal partners, we learned that although every city's SYEP is unique, there are some overarching lessons that can help map the route to using summer jobs to financially empower youth:

- developing a lasting financial empowerment infrastructure for SYEPs and beyond requires creating new partnerships and capacities and deepening existing ones;
- banking access and financial education can be integrated into traditional SYEP structures by focusing on key touchpoints, where program partners interact with youth; and
- youth capacities and knowledge are critical factors that affect a program's likelihood of achieving financial empowerment outcomes, and are important considerations for program design.

THE SUMMER JOBS CONNECT INITIATIVE

In 2014, with funding from the Citi Foundation, the CFE Fund launched Summer Jobs Connect (SJC) to directly fund 1,850 jobs for youth and help five cities integrate financial education and access to mainstream financial products and services into municipal SYEPs. This program aims to connect youth to safe and affordable financial services and change their financial behavior through targeted financial education. Summer Jobs Connect is part of the Citi Foundation's Pathways to Progress initiative, a three-year, \$50 million program that will give 100,000 low-income youth the opportunity to develop the workplace skills and leadership experience necessary to compete in a 21st century economy.

The Opportunity: Building Youth Financial Capability

Summer Jobs Connect leverages an important early moment in a participant's career trajectory as an opportunity to empower youth as they embark on a path to long-term financial stability. Summer employment programs are a powerful entry point to a career path: one evaluation found that 75% of the over 350,000 youth in a national, federally-funded SYEP experienced an increase in work readiness skills.¹ Other research has shown that early employment is associated with improved career and earnings outcomes later in life, highlighting that employment is a pathway that can begin, and be reinforced, with SYEPs. This is especially important for low-and moderate-income youth, whose employment rates are often lower than youth from higher-income households.²

The CFE Fund defines financial empowerment as encompassing:

- Professional financial counseling and education
- Access to safe and affordable mainstream banking products and services
- Short- and long-term asset building
- Consumer protection in the financial services marketplace

However, while traditional summer jobs give youth work experience and regular (if short-term) paychecks, research shows that many youth are ill-prepared to manage their new financial situations. For example, a 2008 national survey by the Jump\$tart Coalition found that the "financial literacy of high school students has fallen to its lowest level ever." Summer Jobs Connect's 2014 survey of youth in the five cities found that 51% did not have bank accounts before beginning their summer jobs, and 11% came from households in which no other member had an account.

Thus, financial empowerment is especially important for youth from low- to moderate-income (LMI) households, the target population for municipal summer employment programs. The lack of an account can cost a consumer \$40,000³ over a lifetime, diverting funds that could be used to cover basic costs of living, weather emergencies or build assets. Even for those who have bank accounts, uncertainty about how to best use the account, manage money, and deal with unexpected financial crises can lead to missed opportunities for financial advancement. Research has shown that youth with fundamental financial literacy skills are more likely to make financially healthy decisions and critically evaluate financial products and services—but youth from LMI households are less likely to have developed these skills.⁴ The Summer Jobs Connect initiative connects LMI youth to bank accounts, and teaches them skills to manage the accounts over time, as an important foundation for financial stability.

The Opportunity: Leveraging Existing Municipal Capacity

The CFE Fund saw summer youth employment programs as especially opportune for financial empowerment integrations because of the scale and existing programmatic and funding infrastructure they offer. Dozens of municipalities across the country already have SYEPs, providing seasonal employment and regular paychecks for tens of thousands of youth each summer. In addition to their connection to youth, existing municipal SYEPs already have a staffing and programmatic infrastructure—so Summer Jobs Connect cities did not have to fund-raise for new personnel positions or create new programs, but could build off a foundation that was already in place. This meant making stronger connections between their youth services or workforce office with their Office of Financial Empowerment or similar entity, which often led to increased collaboration in the longer-term. Many SYEPs also already include education modules that can be enhanced with financial education components, and some of the dedicated funding streams that SYEPs rely on, like those from the federal Workforce Innovation and Opportunity Act (WIOA), include funding that can be used for financial education. While these programs traditionally have not included opportunities to connect participants to banking and targeted financial education, Summer Jobs Connect cities found many opportunities throughout their existing programs to do so.

“Summer Jobs Connect was the first time that the Department of Children, Youth and Their Families (DCYF) worked with the Office of Financial Empowerment in such an engaged way. It has been very exciting to see how financial empowerment programming can influence our youth. Recognizing that there are a dozen other City departments that also run initiatives for 14-24 year olds, we look forward to influencing them to integrate financial empowerment programming.”

– Glenn Eagleson, Senior Planner and Policy Analyst, San Francisco DCYF

The Summer Jobs Connect Program: Key Touchpoints for Effective Interventions

Realizing the importance of financial empowerment for LMI youth and the opportunity presented by municipal SYEPs, the CFE Fund worked with five cities to pilot financial empowerment strategies within their SYEPs and identify the most feasible and effective touchpoints: moments of interaction between a program partner and an individual youth, which present tangible opportunities to help the youth access mainstream financial institutions, use their accounts wisely, and gain knowledge, skills and attitudes that will enhance their lifelong financial capability. The goal of the pilots was to build programmatic evidence for a new national model of SYEPs that leverages these summer employment touchpoints to on-ramp youth into long-term money management habits, sustained bank account access, and the financial mainstream.

The 2014 Summer Jobs Connect partner cities were Chicago, Los Angeles, Miami, New York City and San Francisco. With the exception of Miami, each had an existing SYEP which Summer Jobs Connect enhanced by adding job slots in 2014; Miami's program was created in 2014 and was funded entirely through this initiative. The programs varied greatly in size and design, providing a number of lessons on how local context affects best practices for inserting financial education and banking access into youth workforce development programs; the table below describes each of the programs in more detail.

TABLE 1: SUMMARY OF SUMMER JOBS CONNECT CITY PROGRAMS

City Name	City Agency Partner	Description of Overall SYEP
Chicago	Chicago Department of Family and Support Services; City of Chicago Office of the City Treasurer, Office of Financial Inclusion	The Chicago SYEP runs a number of programs serving different populations and fostering different skill sets. The SJC funds supported Greencorps, a SYEP that focuses on preparing youth for “green” jobs through skills training and community greening projects.
Los Angeles	Economic and Workforce Development Department; City of Los Angeles Financial Empowerment Initiative	The Los Angeles SYEP encompasses multiple programs; SJC funds supported the Los Angeles Trade Technical College’s (LATTC) Bridges to Success/Workforce and Economic Development SYEP. The program serves economically disadvantaged youth ages 17 and 18 with barriers to employment, and consists of job-skills trainings at LATTC.
Miami	Miami Office of Grants Administration - Economic Initiatives	The Miami SYEP program was entirely funded through SJC. The program served LMI youth recruited from four local high schools. Youth were employed by city agencies and departments, and the program was administered through a temporary staffing agency.
San Francisco	San Francisco Department of Children, Youth and Their Families; San Francisco Office of Financial Empowerment	The San Francisco SYEP supports a number of programs run by community-based organizations. SJC funds were used in the Mayor’s Youth and Employment and Education Program (MYEEP). MYEEP links low-income high school students to public and nonprofit sector employment, and provides career and leadership training to participants. CBOs design their individual MYEEPs.
New York City Younger Youth	NYC Department of Youth and Community Development; NYC Office of Financial Empowerment	The NYC Younger Youth SYEP supports youth ages 14-15 as they begin their first jobs. Youth are employed by nonprofits and community-based organizations. Additionally, youth participate in weekly workshops covering a variety of work-related and age-specific topics, including financial education. The program is facilitated by community-based organizations, but designed by DYCD. SJC funds were used to expand the program.
New York City Older Youth	NYC Department of Youth and Community Development; NYC Office of Financial Empowerment	The NYC Older Youth program is very similar to the Younger Youth program, but without the weekly education component—older youth attend orientation and mid-summer workshops. Older youth are employed in the public and private sectors and work more hours per week than younger SYEP participants. The program is facilitated by community-based organizations, but designed by DYCD.
New York City Ladders for Leaders	NYC Department of Youth and Community Development; NYC Office of Financial Empowerment	NYC Ladders to Leaders is a competitive professional development program for youth with a history of academic achievement. Participants complete an extensive, competitive application that includes essay writing and interviews, as opposed to the lottery-based selection for the larger NYC SYEP. Participants are often employed in the private sector. SJC funds were used to expand the program.

Type of Financial Education	Total Number of City Job Slots/ Total Number of SJC Job Slots	Program Length (weeks)	Payroll Method
EverFi was the main financial literacy curriculum. Other tools included Plan2Achieve, Junior Achievement, MoneyThink, CFPB's Summer Youth Financial Capability Tool, and Operation Hope's "Banking On Our Future"	22,500 total SYEP slots/597 SJC slots	6 weeks	Paycheck issued by placement agency
FDIC Money Smart Curriculum	11,000 total SYEP slots /159 SJC slots	5 weeks	Paycheck issued by city
Financial Empowerment Center counselors provided individual counseling; also used Young America Saves curriculum.	114 total SYEP slots /114 SJC slots	9 weeks	Paycheck issued by temp agency
Placement agencies were required to design and offer financial education workshops throughout the summer.	6,885 total SYEP slots /181 SJC slots	6 weeks	Paycheck issued by placement agencies
NYC DYCD developed financial education curriculum that is integrated into existing education.	47,126 total SYEP slots /799 SJC slots across all three NYC programs	6 weeks	Paycard issued by city
NYC DYCD developed financial education curriculum; youth attended workshop on payday.	47,126 total SYEP slots /799 SJC slots across all three NYC programs	6 weeks	Paycard issued by city
Ladders to Leaders participants completed 30 hours of pre-employment training designed by DYCD.	47,126 total SYEP slots /799 SJC slots across all three NYC programs	6 weeks	Paycard issued by city



The CFE Fund's learning approach adapted methods from the needs assessment field, looking at the needs and capacities of youth as well as city programs themselves, and from the formative evaluation field, looking at how SYEPs currently integrated financial empowerment into their existing programs and how these efforts might be improved. Sources of information included: youth surveys (designed by the CFE Fund and distributed by each city to a city-selected sample of youth) at the beginning and end of the summer; focus groups conducted by each city; site visits by the CFE Fund staff; reports written by the cities; reports written by industry experts including the Consumer Federation of America (CFA) and the Consumer Financial Protection Bureau (CFPB); and a learn-

ing community, led by the CFE Fund, of program managers in which city representatives and other stakeholders discussed their experiences in regular phone calls and a day-long convening.

This paper details the initial lessons learned from integrating financial empowerment strategies into summer youth employment programs. Through developing and building new partnerships, taking advantage of important touchpoints throughout the program, and setting goals informed by youth capacities, these five cities are beginning to build a blueprint for a new national Summer Youth Employment Program model.

I. LESSON ONE: PARTNERSHIPS MAKE A DIFFERENCE IN FINANCIAL EMPOWERMENT INTEGRATION

The Summer Jobs Connect program built upon the traditional SYEP model, but it also required each of the city partners to develop relationships with new key stakeholders: Offices of Financial Empowerment or similar municipal entities, financial institutions, and partners who held program data.

Traditional SYEP programs are usually led by a city's youth services or workforce office or staff. To integrate the financial empowerment components, cities identified and worked closely with a financial empowerment staff member who helped select appropriate integration points and manage relationships with financial institutions. In San Francisco, the Department of Children, Youth and Their Families (DCYF) partnered with their Office of Financial Empowerment to design the city's Summer Jobs Connect Program. The program served as a starting point for collaboration, and DCYF is looking for ways to work with other parts of City government to integrate similar strategies for youth.

The Miami financial empowerment program staff member pitched the city's new SYEP to school principals as a "different type of summer youth employment program; hiring kids with a purpose," and ensured that everyone involved, from students and administrators to worksite supervisors, understood that banking access and financial education would be a key component of the program.

Summer Jobs Connect provided opportunities for municipal governments to work with financial institutions to negotiate safe and appropriate products for youth. With the help of their financial empowerment staff, and as a core part of their programs, cities identified a variety of banking access needs and opportunities: they explored

ways to streamline the account opening process through remote application or on-site participation of financial institution representatives; they sought accounts with low fees, no overdraft, and ChexSystems and ID flexibility; and they sought technology-based connections between their enrollment and payroll systems and the financial institutions.

Cities considered a variety of financial products, looking for some or all of the following features to meet youth needs:

- do not require co-signer for minor
- accept alternative forms of identification
- do not use consumer reporting agency (CRAs), such as Chexsystems, account screening reports
- do not permit overdraft or charge fees for insufficient funds
- allow online bill pay
- have extensive ATM networks
- have potential remote account opening options

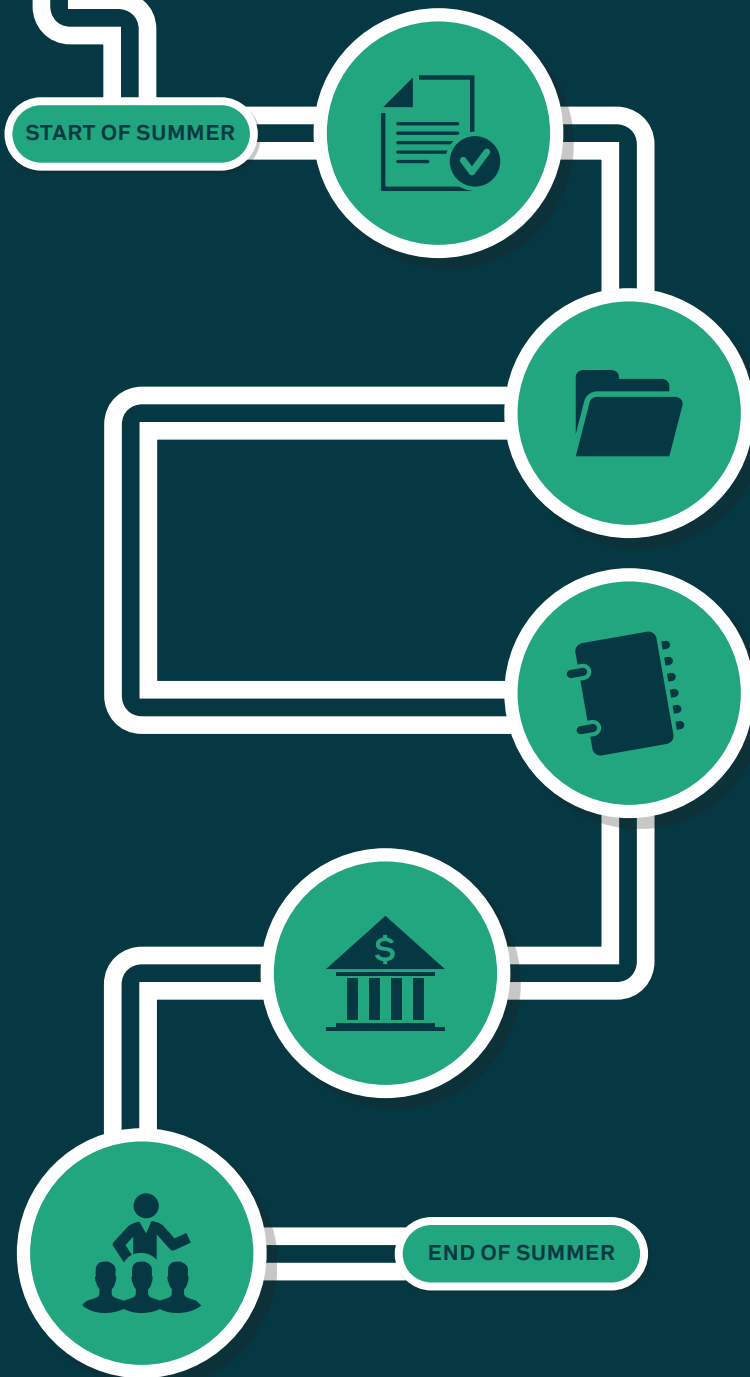
For example, the Los Angeles program staff convened a roundtable discussion with Bank On Los Angeles members to explore the possibility of connecting youth to banking opportunities over the summer of 2014. Through this process, they identified an appropriate account at a local bank for youth ages 18-24 to enroll in direct deposit.

Finally, to understand the impact of their programs, the cities needed to work closely with their partners—other City agencies, job placement organizations, and financial institutions—to collect and share data on SYEP youth participation. Cities identified existing data sources, worked to establish common goals, and determined how data would be shared. This included fielding surveys, holding focus groups, and establishing database systems. Data helped cities understand youth participation in Summer Jobs Connect, and it will also help make the case in the long term for ongoing integration of financial empowerment into SYEPs.

Of the 42 accounts at 35 financial institutions that cities identified as being able to provide appropriate access for youth in SYEPs, only 11 could be opened by minors without adult co-signers.



THE FIVE KEY FINANCIAL EMPOWERMENT TOUCHPOINTS FOR THE SUMMER YOUTH EMPLOYMENT PROGRAM INTEGRATION



APPLICATION

Summer Youth Employment Program (SYEP) applications can collect banking status and eligibility information. Applications can also survey youth's knowledge of financial topics and encourage youth to start thinking about summer savings and banking goals.



ENROLLMENT

Program staff can facilitate account opening and direct deposit and address any barriers to ensure that the first paycheck can be easily deposited. For youth with barriers like identity theft or account history problems, programs can help find accounts with flexible screening or make plans for appropriate alternatives.



ORIENTATION

Financial education can start at orientation. Orientation can also include account opening, either remotely or with bank representatives in attendance to open accounts onsite.



PAYROLL

Direct deposit, including into multiple accounts for automated savings, at pay periods is a primary banking access goal. Payroll is also a critical point to begin providing education on smart banking and financial management strategies.



ONGOING TRAINING

Connecting direct deposit banking to SYEP financial education is an experience-based way to enhance educational objectives. Lessons include how to use a payroll card without incurring fees, managing debit card spending, or solving problems with financial institutions.

II. LESSON TWO: MULTIPLE TOUCHPOINTS OFFER OPPORTUNITIES TO INTEGRATE FINANCIAL EMPOWERMENT

Municipal SYEPs vary greatly, and integrating financial empowerment into these programs involves many processes and partners, which each of the Summer Jobs Connect cities approached differently. Nonetheless, all five programs, and in fact all SYEPs, have similar programmatic timelines with typical touchpoints that offer opportunities to provide financial empowerment services.

These touchpoints are moments of interaction between a program partner and an individual youth, which present tangible opportunities to collect vital program data, help the youth open safe and affordable financial products and enroll in direct deposit, receive financial education on setting goals and using accounts wisely, and gain knowledge, skills and attitudes that will enhance their lifelong financial capability. Each of the cities leveraged a different combination of these touchpoints.

This section (and accompanying graphic) explains how each touchpoint can be leveraged for financial empowerment, highlighting examples from each city. It is important to note that achieving scale – delivering financial empowerment services to a large number and proportion of municipal program participants – will depend in large part on the degree to which the city controls critical touchpoints.

While Miami's Office of Grants Administration - Economic Initiatives completely controlled its small, start-up program, the four larger Summer Jobs Connect cities (Chicago, Los Angeles, New York City and San Francisco) evolved with different levels and methods of decentralization.

Application: an Opportunity to Collect Critical Data and Documents

The application touchpoint, when youth apply for a job in the SYEP, offers an opportunity for data collection and can lay the groundwork for ongoing outreach and account opening. Application forms can facilitate collecting information about banking status, determine account eligibility, and call for essential documentation needed to open an account. Cities can use applications to start nudging youth towards opening bank accounts, or setting savings goals. Applications can also serve as a survey tool to establish knowledge of financial topics, and can encourage youth to start thinking about or commit to summer savings goals. For example, New York City's application includes a "Required Document Checklist" outlining documentation (such as proof of ID and address) that youth will need to submit for employment. The checklist is again provided to youth when they are notified of their lottery selection in SYEP. For youth over 18, New York City plans to add questions about opening bank accounts to the checklist. New York City also plans to include information about banking options on the SYEP participant website which is already set up to provide youth information about their application, worksite, provider and payroll status.

All partner cities but Miami used an online application, with New York City and Chicago requiring all youth to apply online. In San Francisco, approximately a third of all youth who applied for jobs as part of the city's overall 2014 SYEP used the online application; the other two-thirds of participants applied through paper applications that were collected by the community-based organizations who run the job placement component of the SYEP programs. SYEPs found that centralizing and automating the application process can affect the speed of data collection, data quality, capacity for data analysis, and effectiveness of ongoing outreach.

Enrollment: Best Opportunity to Set up Accounts or Direct Deposit

A central goal of Summer Jobs Connect was to assist youth to enroll in safe and affordable financial services by directly depositing their paycheck into accounts at financial institutions. This was a two-step process: youth first needed to have an account or apply to open one if they were unbanked, and then needed to supply this valid, active account information to set up direct deposit.

During program enrollment, which often happens individually or in small groups, case managers can collect account information, help youth apply for accounts, or address any barriers so that either the first paycheck can be seamlessly deposited or the youth can prepare safe and affordable non-bank options to receive their pay.

During the enrollment process, most youth meet with caseworkers independently, but some, especially the youngest, are likely to be accompanied by a parent or guardian. For unbanked youth under age 18, this makes enrollment a critical opportunity to obtain the adult co-signer required by most mainstream financial institutions when opening an account for a minor. The necessity of an adult co-signer will remain a challenge for many SYEP participants under 18, who do not have adults who are appropriate, available or willing to co-sign. For example, some youth are estranged from their parents; some of their parents are barred from opening accounts due to account history screening; some are from immigrant communities that do not have experience interacting with mainstream financial institutions; and some simply do not want the adults in their lives to have access to their earnings.

Orientation: Last Chance for Direct Deposit

The typical time lag required to process an authorization for direct deposit is up to two weeks, making orientation the last touchpoint at which this vital financial empowerment step can occur. As most SYEPs are 6-8 weeks long, later processing may cause the first paycheck (of three to four total wage payments) to be issued on paper, diluting the safety and money management advantages that being banked can offer.

Orientation can also serve as an opportunity to discover barriers to account access. In 2014, several cities and their community-based partners invited bank representatives to attend orientation to open youth accounts onsite. A surprising number of youth were found to have negative reports from bank account screening consumer reporting agencies such as ChexSystems. This especially, but not only, affected participants over age 18. Some had an account that was closed due to overdrafts committed by themselves or their co-signers; others' identities were used to open and close accounts without their knowledge. In Los Angeles, 40 of 180 youth in Summer Jobs Connect-funded slots who tried to open accounts were barred by negative reports. Although Los Angeles was able to work with Union Bank on more flexible screening criteria, the fact that the barriers were not identified before orientation resulted in payroll obstacles for some youth. By identifying such barriers early, programs can help youth find accounts with flexible screening criteria or make plans for safe and affordable non-bank options to receive their pay.

Orientation: Also an Opportunity to Introduce Financial Education and Administer Baseline Surveys

Orientation was an opportunity for an introduction of financial education topics and baseline surveys of youth knowledge and use of financial products. In all five cities, financial education was first introduced at orientation. Miami's daylong orientation was intensely focused on financial education; it included a video produced by the Consumer Federation of America (CFA) encouraging youth to set savings goals, and it promised to remind youth about their goals via text message and email throughout the summer. Sessions covered bank accounts and direct deposit, withholdings from paychecks, credit, money management and budgeting, as well as presentations

from financial institutions. At the end of the day each participant received a workbook reinforcing the topics that were discussed as well as a homework project to create a spending plan.

Focus groups in Miami and Chicago revealed that youth who received more in-depth, personalized information in a smaller setting retained a great deal and were more likely to achieve their savings goals than youth who attended very large orientation sessions that covered general financial information.

In the other cities, orientation was conducted by the city-contracted SYEP partner job placement agencies with varying degrees of standardization. In New York, Los Angeles and Chicago, the city provided some standard guidelines and materials but allowed placement agencies to create their own workshops. New York and Los Angeles required youth to work on specific finance-related materials provided by the city. In Chicago's general SYEP, the orientation curriculum varied by placement agency, with all

providing an overview of responsible banking and saving practices and some incorporating CFA's savings video. Financial orientation was more intense in the GreenCorps Chicago Youth Program where the Summer Jobs Connect-funded job slots were placed; it included how to complete tax forms, banking practices, check cashing, budgeting for summer expenses and saving practices. San Francisco was the least centralized, allowing placement agencies to develop orientations based on the needs and expectations of their own programs; some but not all agencies incorporated financial education into orientation.

In addition to providing introductory financial education, the orientation touchpoint can also be a good opportunity to do pre-tests or baseline surveys of youth financial knowledge and attitudes about banking. Surveying should ideally be done before delivering any financial education, so as not to bias results with anything learned during the orientation session.

Payroll: Opportunities to Reinforce Financial Empowerment Lessons

The payroll touchpoint critically affects whether youth pay fees to cash paper checks or use direct deposit to encourage savings behaviors. However, the ability to use SYEP payroll to support direct deposit depends largely on whether the program structure is centralized or decentralized. Miami, with the most centralized SYEP structure, contracted a staffing agency to process payments to youth and 95% used direct deposit; the city's Program Manager picked up and distributed checks to the remaining 5%. In New York City, the central payroll office distributed payroll cards (paycards) and direct deposited funds either to the cards or to youths' accounts.

In contrast, payroll in Chicago and San Francisco was completely decentralized: job sites and placement agencies were in charge of payroll for youth, which meant that cities had less ability to direct whether youth had a bank account and direct deposit option or were given paycards.

Although the long-term programmatic goal was to move youth into bank accounts, cities found some short-term advantages in using paycards instead of paper paychecks. For youth, paycards help avoid check cashing fees, and may offer less temptation to spend than cash; it may be possible to attach a savings account option to a city's paycard contract, to allow youth to split their deposits and facilitate savings. For cities, paycards may be a more efficient process to integrate into SYEP processes. New York City saved extraordinary amounts of time and labor when it converted from distributing paper checks to electronically loaded paycards. Since paycards are typically drawn on an employer account with sub-accounts for each employee, there may be lower thresholds for customer identification, therefore making it easier for cities to enroll large groups of people.

Using payroll to support financial empowerment goals (such as opening a bank account, enrolling in direct deposit, and saving earnings) in a decentralized setting requires building new consensus and commitment among a wide range of partners, which may be a long-term goal for some SYEP programs. Decentralized cities can also



experiment with mandating access to bank accounts and direct deposit through procurement channels. As cities control the funding streams and partnership opportunities, they can include a contractual requirement for partners to pay youth through bank accounts, not paper checks or paycards.

Distribution of the final payroll is an ideal time to do post-tests and follow-up surveys. Some placement agencies in San Francisco require youth to return to their placement agencies and complete exit interviews or surveys to receive their final pay.

Ongoing Training: an Opportunity for Continued Financial Education

SYEPs traditionally include mandatory classroom education, often content-specific job skills or soft skills training, throughout the program. Summer Jobs Connect took advantage of this ongoing training to layer in and reinforce key financial empowerment themes. Each city approached financial education differently, based on their participants' needs (see Table 1 for more information on each city's approach). In Miami, youth met individually with counselors from the city's Financial Empowerment Center. In the other cities, placement agencies were required to provide workshops on a variety of topics, including financial education. In New York, all youth attended financial literacy workshop on their first payday; the curriculum was developed by the NYC Department of Youth and Community Development and presented by placement agency staff. In Chicago and Los Angeles, youth worked through financial education curricula throughout the summer. Chicago primarily used the EverFi online curriculum; Los Angeles primarily used the FDIC Money Smart curriculum. San Francisco allowed placement agencies to design their own financial education workshops, and to offer a number of different workshops during the summer, a strategy which allowed agencies to address the unique needs of their youth cohorts.

Cities also created new educational touchpoints using technology. Miami sent text messages with financial education themes; New York City reinforced financial empowerment messages on its application and payroll website. Chicago and LA both offered youth the opportunity to earn a digital financial literacy badge, based on completing EverFi and FDIC Money Smart, respectively.



III. LESSON THREE: YOUTH CHARACTERISTICS SHOULD INFORM PROGRAM DESIGN

As stated above, Summer Jobs Connect aims to connect youth to safe and affordable financial services and change their financial behavior through targeted financial education. Of course, meaningful and measurable outcomes can only be achieved if financial empowerment programs are informed by, and designed to work with, the knowledge and capacities of the youth involved.

When it comes to financial empowerment, youth entering Summer Jobs Connect were not blank slates or empty vessels. Although they overwhelmingly came from low-income households, youth survey results indicate that 49% of Summer Jobs Connect youth were already banked at the beginning of the summer, and most of their families were banked as well. They had beliefs – positive and negative – about banking; they were familiar with cultural norms like the importance of saving; and they had preferences about how they learn about financial issues. These beliefs often differed by cohort age (some programs served youth under 18, while some served youth over 18) and by the cohort's academic achievement level (some programs were targeted to a more general population, while some were focused on higher-achieving youth). Below are some key lessons about what youth know about banking, what they want to learn about savings strategies, and how they learn about finances, based on Summer Jobs Connect surveys and focus groups.

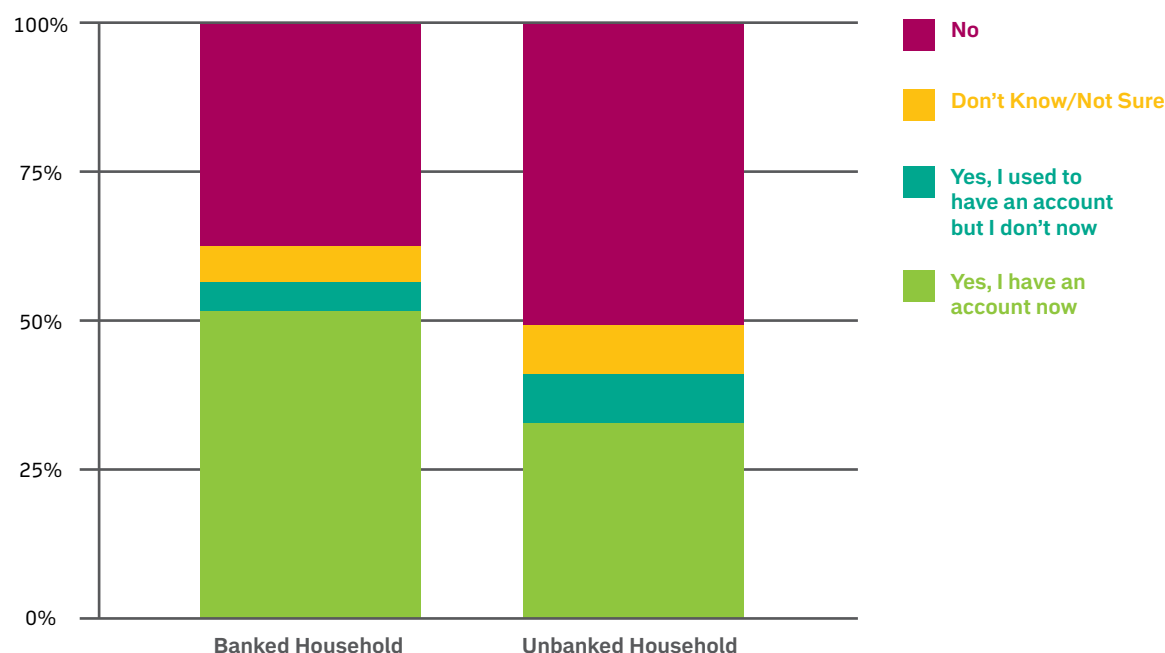
How we learned from youth:

The CFE Fund created two short surveys including several pre/post style questions. Each city distributed them to a sample of youth (New York City selected three samples, reflecting its complex program design; therefore, survey results are discussed for “seven programs” as opposed to five). Cities felt the samples were representative of their overall SYEP populations.

Each city conducted and reported on focus groups made up of youth from their overall SYEP populations. Questions were based on themes recommended from the CFE Fund.

Consultants from Consumer Federation of America conducted and reported on focus groups with Miami participants. Questions were based on themes recommended from the CFE Fund.

BEFORE SYEP, DID YOU HAVE AN ACCOUNT?



SOURCE: BEGINNING OF SUMMER SURVEY

Factors that Shape Youths' Use of, and Belief in, Financial Institutions

Factors Affecting Use of Bank Accounts

Increasing use of accounts at financial institutions was a core component of Summer Jobs Connect: 51% of youth surveyed reported being unbanked at the beginning of the summer, and over the course of the summer, 20% of youth had opened accounts. The factors influencing youth banking status that emerged from the surveys and focus groups included household banking status, age, and parental guidance.

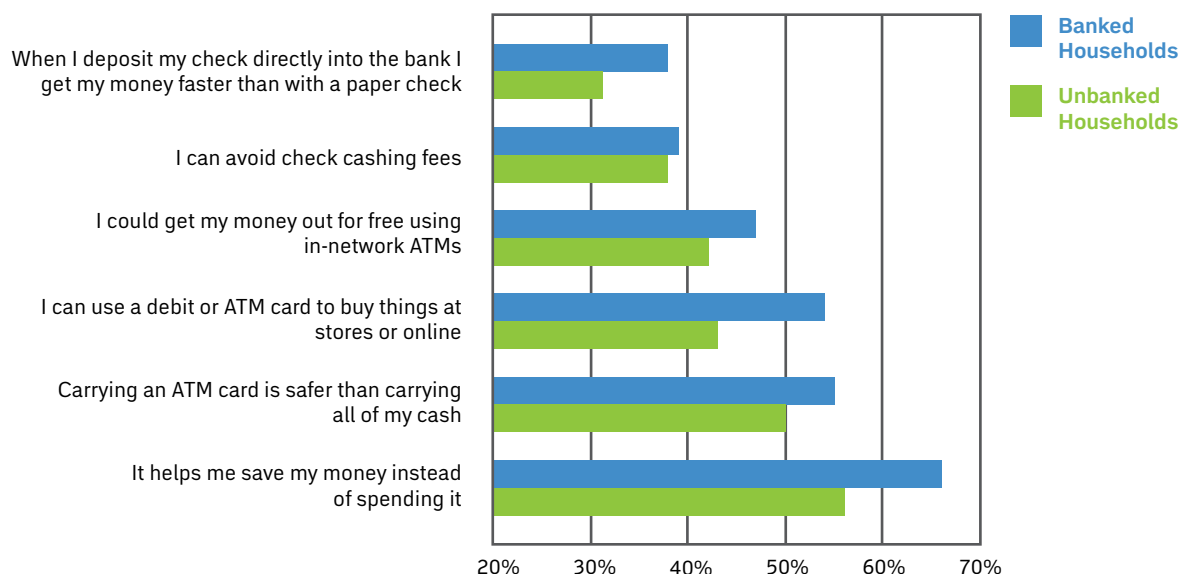
As shown in the chart below, one third of youth from unbanked households had bank accounts, while over half of youth from banked households were banked themselves before the summer started. Overall, most youth reported that they lived in banked households. At the beginning of summer, in six of the seven programs (which includes New York's three programs—refer to Table 1 for more detail on each city's programs), more than 80% of respondents said someone else in their household had a savings or checking account at a bank or credit union; the figure was 68% in Los Angeles.

Age also affected whether youth had accounts: only 41% of all youth under 18 reported being banked at program start, whereas 65% of youth over 18 were banked. The difference between those under 18 and those over 18 was even greater in certain programs, such as NYC Ladders for Leaders (a competitive program aimed at higher-achieving youth), where 56% of youth under 18 were unbanked compared to 93% of over 18 youth who had accounts.

In addition to being less likely to have accounts, youth under 18 were more likely to express disinterest in accounts: 39% of youth without accounts who were under 18 (compared to 29% of those over 18) said in surveys “I don't need a bank account.” Of course, this is not unique to Summer Jobs Connect participants: youth often do not express a self-directed need for a bank account. A meta-analysis of financial inclusion programs for young people found that most youth with savings accounts do not open them on their own, but only with encouragement from parents and financial inclusion programs.⁵ Summer Jobs Connect aimed to provide this encouragement around account opening.

The focus groups and surveys highlighted the role of parents in determining whether youth have bank accounts. In San Francisco, it was evident that parents played a key role in opening accounts and setting saving behavior: youth who had opened accounts did so with their parents, and in many cases the parent set rules for

I FEEL THE BENEFITS OF A BANK ACCOUNT INCLUDE...



SOURCE: BEGINNING OF SUMMER SURVEY

One participant in a San Francisco focus group said “I’m trying to save for school clothes, but it is gone, I’m always spending on something. I do have a bank account, but I still spend it.”

“my parents don’t think it’s the appropriate time yet” to “I use my parents’ account”). All of these respondents were under 18.

Factors Affecting Beliefs about Banking

Banking exposure, age and academic orientation play important roles in shaping youths’ beliefs about banking.

On both beginning and end of summer surveys, youth were provided with a list of six commonly cited benefits of banking and were prompted to select all that they agreed were a benefit. These included *it helps me save money instead of spending it, when I deposit my check directly into the bank I get my money faster than with a paper check, and carrying an ATM card is safer than carrying all of my cash.*

As shown in the chart below, a higher percentage of youth from banked households than unbanked households cited these various benefits of bank accounts. Being banked themselves also relates to youths’ beliefs about bank accounts. Across all programs and ages, banked youth cited more benefits of banking than unbanked youth. In fact, younger youth with accounts were more likely than older youth without accounts to agree with each of the statements about banking benefits except *I can avoid check cashing fees*: perhaps younger youth with accounts had never needed to learn about check cashers.

New York City focus groups confirmed a connection between beliefs and bank account exposure, whether personal or household: fewer participants were banked and more voiced misperceptions about banking fee structures, leading to negative characterizations of banking overall. Chicago focus groups suggested that beliefs about banking may determine whether youth are banked, rather than vice versa: participants who held a negative perception of the financial industry generally opted for a check or cash as the preferred method of payment.

Survey respondents under 18 in programs geared towards younger youth and those enrolled in programs serving youth with academic or employment barriers agreed with fewer of the survey’s six positive statements about banking. Youth in programs geared towards academically engaged and college-bound youth expressed agreement with more of the positive beliefs about banking. In fact, unbanked youth in programs geared towards high-achieving youth held more mainstream beliefs about the benefits of banking than unbanked youth in other programs.

Based on these findings, SYEP financial empowerment programs should take into account the influence of household banking status, age and parents on youths’ banking status and beliefs about banking. Potential program responses include:

- sharing financial empowerment information with parents and guardians and engaging them as champions of core financial empowerment messages
- emphasizing different messages in educational sessions with younger and older youth (for example, messages about the importance and benefits of financial institutions may be appropriate for younger youth, while older youth may be more responsive to messages about how, not why, to open and maintain accounts)
- asking youth who enter SYEPs with accounts to serve as peer educators to unbanked youth, especially those from unbanked households.

Factors that Affect Youths' Ability to Save

Explicit, Age-Appropriate Savings Strategies

At the beginning of the program, most youth surveyed said they wanted to save their summer pay: 77% of youth in all programs planned to save some (40%-59%) or most (60%-99%) of it. However, there was variation in intent to save. A San Francisco focus group found that savings was an important priority for youth, as they all wanted help in putting aside part of their earnings. They knew it was what they “should” be doing, but they were less clear on how to make it actually happen. The New York City focus groups found savings to be a much lower priority; although most participants believed that saving money was important, they also believed that they were too young to be overly concerned with the issue.

Across cities, focus groups suggested that older youth were more interested in saving, and were saving for longer-term goals than younger youth. For example, younger focus group participants in Chicago said their savings were generally for short-term goals (e.g. shoes, music instrument, video games, clothes), whereas older participants in focus groups in Miami and Chicago were much more likely to save portions of their paycheck for college-related expenses and less likely to spend on consumer goods. Focus group participants in NYC Ladders for Leaders also focused their savings on college-related expenses. However, older youth also had a hard time saving in practice, even though they set higher goals for themselves. While 49% of older youth indicated they wanted to save most of their earnings, the end of summer survey reveal that only 29% of youth over 18 were able to successfully save most of their earnings.

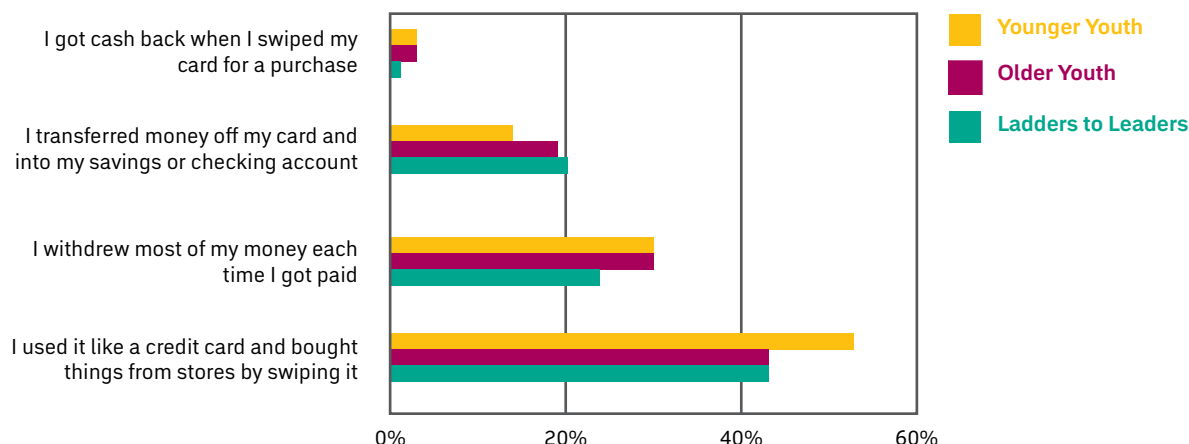
Across all cities and age groups, youth intentions to save exceeded their actual savings behavior. Survey results reveal that there was no program where the proportion of youth who actually saved matched the proportion who had planned to save: overall, while 77% of youth planned to save some or most of their pay at the beginning of the summer, only 62% reported actually doing so. The Miami focus group provides an illustrative example: when participants were asked to rate their savings success, slightly more than half rated themselves poorly. In focus groups, youth indicated an interest in learning strategies for self-control in managing their money and saving.

Based on our findings, SYEP financial empowerment programs should provide youth with clear and feasible tactics for saving, putting a deeper emphasis on the importance of savings where local data suggests that youth may not fully believe in this priority.

Impact of Direct Deposit on Savings Behavior

Some focus group participants clearly felt that their ability to resist the temptation to spend was supported by directly depositing their earnings and then using a debit card for spending.

HOW NYC YOUTH USED PAYCARDS



SOURCE: END OF SUMMER SURVEY

However, as the chart on paycard usage in New York City suggests, paycards did not support saving for most recipients. Across the three New York City programs, youth reported they were most likely to use the paycard like a credit card to buy items (between 40-50%), or to immediately withdraw most of their earnings after getting paid (between 25-30%). Only 15-20% of youth reported transferring money from their paycard into a checking or savings account (youth who were already banked at the beginning of the summer were able to enroll in direct deposit). Many New York City focus group participants, particularly younger youth, noted that they were more likely to overspend because they could readily access and use money, making it more challenging for them to save. Participants explained that simply swiping a card, rather than seeing the physical bill notes when paying with cash, allowed them to be less conscious of how much money they were spending.

Focus group data reveals that youth used direct deposit to separate earnings between checking and savings accounts to encourage saving and responsible spending. However, while direct deposit was seen as a tool to help control temptation, many youth felt that accounts alone weren't enough to help them save when confronting the realities of money management. In every program, the percentage of youth who felt that *a bank account helps me save money instead of spend it* decreased from beginning to end of summer. In three of the programs, all serving older youth, the percentage of youth who felt a bank account helped them save decreased by more than 10% over the summer. Youth experienced that saving was difficult, despite good intentions, and that more direct interventions were needed to help them save beyond solely enrolling them in an account.

Clearly, direct deposit alone is insufficient - youth also need targeted education on how to use a bank account to actually save. Focus groups revealed that youth did not know how to split their direct deposit pay into saving and checking accounts, nor how to set up savings accounts that were linked to their checking accounts.

SYEP financial empowerment programs should help youth achieve their savings goals by teaching them how to do so, helping them set goals that are appropriate for their age, and facilitating savings habits through split deposits.

Factors that Make Youth More Receptive to Information

People that youth have trusted relationships with – particularly parents – are their most important sources of financial information. On the beginning of summer survey, in every program except Los Angeles, at least 40% of youth said they would MOST like to learn more about money and accounts from my family or community; in three of the seven programs, more youth selected this option than any other.

Focus groups underscored the importance of parents in how youth learn about finances. Most participants in the Chicago focus groups, for example, learned about financial concepts, saving practices, and banking services from their family members, especially their parents. Many participants relied on their parents for advice about banking services, perceiving them as the most trusted source of information about financial decisions. First or second generation immigrants seem to have especially positive relationships with their parents about money. In the New York City focus groups, Ladders for Leaders participants seemed to have better relationships with parents regarding financial issues, and tended to place more value in information shared by their parents. However, not all youth appreciate their parents' influence. The New York City focus groups revealed that youth vary in the extent to which they trust family members for financial advice, as many youth seemed to disregard parental advice about how to manage their money, even feeling their parents knew less about finances than they did.

A recent report by the Consumer Financial Protection Bureau corroborates these findings, noting that “relationships matter” and that “families play a key role in how youth hear, perceive, and act on financial education messages. Taking this influence into account, youth employment programs may want to explore how financial capability activities and conversations can involve family members and friends.

The Miami focus groups expanded on the range of trusted relationships for financial information: while the large majority of participants cited family members - typically parents or guardians (e.g., grandmother) - as their

primary source of savings-related information and advice, other sources of money management advice included: teachers, employers, and financial institution (e.g., bank or credit union) employees.

Overall, 83% of youth said yes to the end of summer survey question *Did you learn anything about money and accounts this summer?* Those who said yes were then asked *What was your best source to learn about money or accounts this summer?*

The number of youth who selected “from my family or community” remained high: 36% to 46% in five of the seven programs.

In Miami, NYC Ladders for Leaders and NYC Older Youth, “from my family or community” was the most frequently selected option. However, youth who attended a number of financial education workshops as part of their SYEP, specifically younger youth in New York City and youth in the Los Angeles and Chicago programs, indicated that their best source for learning about money and accounts was found in a classroom or group, indicating that the financial education provided through SYEP was considered valuable and useful.

Increasingly, technology is being used as an educational tool, especially for youth: it offers an opportunity to interact with youth in a way they are comfortable with, and has enormous potential for scale and consistent delivery. Several Summer Jobs Connect cities are experimenting with using technology to deliver or support financial education. However, despite the near-ubiquity of mobile access (in all cities at least 70% of youth had smartphones), youth did not view technology as the most important medium to learn about money, especially if they hadn’t already been exposed to learning about finances through technology. When asked in the beginning of summer survey how they would MOST like to learn about money and accounts, youth in all programs except Miami were half as likely to select from an app or over text messaging than from my family or community or in a group or class. In Miami and in one of New York’s programs, youth were more interested in technology-based tools. (In Miami, prior to taking the survey youth were informed that they would be receiving text messages to support their savings pledges.) In addition, older, higher-achieving youth in New York said they would like to learn from websites. However, while the New York City focus groups found that participants liked the idea of using a web-based game to test their financial knowledge, they felt that this would be most appropriate for use during a class or workshop, and that they would not use this on their own time. These survey and focus group results point to the importance of testing and tailoring technology-based tools to ensure that they are relevant and interesting for youth; in future program years, cities may continue to tweak their delivery of technology-based lessons, beyond static web-based learning tools to more interactive technology blended with personal educational support.

SYEP financial empowerment programs should take parental influence into account where possible, recognizing that financial education provided by program staff may not be trusted more than that coming from family members. As mentioned above, providers should think about how parents and other trusted people in youths’ lives can be involved in helping to reinforce key financial empowerment messages outside of the program. This is especially important given that youth may come from unbanked households, where parents and other family members may initially have negative perceptions of banking; programs may need to proactively engage family members as champions of financial empowerment messages. When setting outcome targets, SYEP financial empowerment programs should not overestimate the potential impact of technology-based educational methods. While technology offers the potential to bring financial education messages to scale (reaching a large number of youth at a relatively low cost), technology tools should be thoroughly tested and smartly deployed so that they capture youths’ attention and their messages are retained.



CONCLUSION AND NEXT STEPS

The experiences of Summer Jobs Connect partners provide initial lessons on integrating financial empowerment strategies into summer youth employment programs. City partners had to be thoughtful in planning their financial empowerment integrations: they had to create new partnerships between city partners, financial institutions and nonprofits to design the program, negotiate safe, appropriate financial products, and ensure that they could access the data needed to understand youth participation in the program. They had to carefully think through existing programmatic touchpoints, taking advantage of impactful moments like enrollment and payroll during a busy summer schedule to integrate financial empowerment. And, they had to carefully consider how participants' age, household banking status, and parental guidance shaped their beliefs about, and usage of, banking and savings behaviors. Through developing new partnerships, identifying and leveraging important programmatic touchpoints, and setting goals informed by youth capacities, the CFE Fund's municipal partners are beginning to build a case for a new way to deliver summer youth employment programs. Building off of the foundation of early career experience that summer youth employment programs offer, Summer Jobs Connect demonstrates the important opportunity for inserting financial empowerment strategies into SYEPs.

The CFE Fund will support our municipal partners as they build and strengthen the banking access and financial education components of their summer youth employment programs. In the second program year, with funding from the Citi Foundation, Summer Jobs Connect partners will focus on innovative new ways to deepen financial empowerment strategies in their programs. As they and other municipal leaders draw upon the lessons learned in this first program year, we look forward to seeing new iterations of this work that continues to leverage the connections to youth and paystreams that SYEPs represent. Summer Jobs Connect is a powerful new opportunity to weave financial empowerment strategies into the existing infrastructure of summer youth employment, connecting youth in a lasting way to mainstream financial products and services and putting them on a path to long-term financial stability.

ENDNOTES

¹Belotti, Jeanne, Linda Rosenberg, Samina Sattar, Andrea Mraz Esposito, and Jessica Ziegler. "Reinvesting in America's Youth: Lessons from the 2009 Recovery Act Summer Youth Employment Initiative," Mathematica Policy Research, Inc., 2010, <http://files.eric.ed.gov/fulltext/ED510398.pdf>

²Sum, Andrew, Ishwar Khatiwada, Mykhaylo Trubskyy, and Martha Ross with Walter McHugh and Sheila Palma, "The Plummeting Labor Market Fortunes of Teens and Young Adults," The Brookings Institution, 2014, http://www.brookings.edu/~media/Research/Files/Reports/2014/03/14%20youth%20workforce/Youth_Workforce_Report_FINAL.pdf

³Fellowes, Matt, and Mia Mabanta, "Banking on Wealth: America's New Retail Banking Infrastructure and Its Wealth-Building Potential", Brookings, January 2008
<http://www.brookings.edu/research/reports/2008/01/banking-fellowes>.

⁴Lusardi, Annamaria, Olivia Mitchell and Visla Curto, Financial Literacy Among the Young: Evidence and Implications for Consumer Policy, Insurance and Risk Management of the Wharton School of the University of Pennsylvania, 2009, file://server/Folder%20Redirection/scollyer/Downloads/WP2009-13-Mitchell.pdf

⁵Freidline, Terri and Mary Rauktis, Young People Are the Front Lines of Financial Inclusion: A Review of 45 Years of Research, The Journal of Consumer Affairs, Fall 2014,
<http://onlinelibrary.wiley.com.ezproxy.cul.columbia.edu/doi/10.1111/joca.12050/pdf>

APPENDIX

Appendix A: Sample Beginning of Summer Orientation Survey

1. What are you MOST LIKELY to do with your pay-check this summer?*

- ☐ Deposit it into a bank or credit union account
- ☐ Cash it at a check cashing store
- ☐ Cash it at a bank or credit union
- ☐ Give it to someone else to deposit
- ☐ Don't Know/Not Sure

2. How much of your summer pay do you plan to save for the future and emergencies?*

- ☐ All of it (100%)
- ☐ Most of it (60% - 99%)
- ☐ Some of it (40% - 59%)
- ☐ A little of it (1% -39%)
- ☐ None (0%)

3. Before starting this summer's youth employment program, did you ever had a bank or credit union account?*

- ☐ Yes, I have an account now
- ☐ Yes, I used to have an account but I don't now
- ☐ No
- ☐ Don't Know/Not Sure

4. How often do you deposit money into that account?*

- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

5. Which of the following reason(s) are why you do not have a bank or credit union account? (check all that apply)*

- ☐ I don't need a bank account
- ☐ I don't have access to a bank or credit union where I can open an account
- ☐ I don't trust banks or credit unions
- ☐ I don't have documents required to open an account
- ☐ I don't want to pay the fees for an account
- ☐ I can't meet the minimum balance required for an account
- ☐ My request for an account was rejected by a bank or credit union
- ☐ Some other reason: _____*

6. Does anyone else in your household have a savings or checking account at a bank or credit union?*

- ☐ Yes
- ☐ No

7. I feel the benefits of a bank account include: (check all that apply)*

- ☐ I could get my money out for free using in-network ATMs
- ☐ I can avoid check cashing fees
- ☐ When I deposit my check directly into the bank I get my money faster than with a paper check
- ☐ Carrying an ATM card is safer than carrying all my cash
- ☐ It helps me save my money instead of spending it
- ☐ I can use a debit or ATM card to buy things at stores or online

8. How old are you now?*

- ☐ 14 ☐ 17 ☐ 20 ☐ 23
- ☐ 15 ☐ 18 ☐ 21 ☐ 24
- ☐ 16 ☐ 19 ☐ 22 ☐ 25

9. What is your gender?*

- ☐ Male
- ☐ Female
- ☐ Transgender

10. Do you consider yourself to be Hispanic, Latino or Latina?*

- ☐ Yes, Hispanic/Latino/Latina
- ☐ No, non Hispanic/Latino/Latina

11. What is your race?*

- ☐ Black/African American
- ☐ Caucasian/White
- ☐ American Indian/Aleut/Eskimo/Alaska Native
- ☐ Asian
- ☐ Native Hawaiian/Pacific Islander
- ☐ Mixed Race

12. What is your zip code?*

13. Do you own a cell phone?*

- ☐ Yes, a smart phone where I can text AND install apps (iPhone, Galaxy, etc)
- ☐ Yes, a standard cell phone with texting
- ☐ No

14. How would you MOST like to learn more about money and accounts? (check all that apply)*

- ☐ From my family or community
- ☐ In a class or group
- ☐ From an app
- ☐ Through a website
- ☐ Over text messaging

Thank You!

Appendix B: Sample End of Summer Survey

1) What did you do MOST OFTEN with your paycheck this summer?*

- ☐ Deposit it into a bank or credit union account
- ☐ Cash it at a check cashing store
- ☐ Cash it at a bank or credit union
- ☐ Give it to someone else to deposit
- ☐ I don't remember

2) How much of your summer pay did you save for the future and emergencies?*

- ☐ All of it (100%)
- ☐ Most of it (60% - 99%)
- ☐ Some of it (40% - 59%)
- ☐ A little of it (1% -39%)
- ☐ None (0%)

3) Did you TRY to open a new bank or credit union account this summer?*

- ☐ Yes, and I successfully opened an account
- ☐ Yes, but I decided not to finish the application
- ☐ Yes, but the bank or credit union rejected my application
- ☐ No
- ☐ Don't Know/Not Sure

4) How often do you deposit money into that account?*

- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

5) Which of the following reason(s) are why you didn't try to open a bank or credit union account? (check all that apply)*

- ☐ I don't need a bank account
- ☐ I don't have access to a bank or credit union where I can open an account
- ☐ I don't trust banks or credit unions
- ☐ I don't have documents required to open an account
- ☐ I don't want to pay the fees for an account
- ☐ I can't meet the minimum balance required for an account
- ☐ I tried opening an account before and was rejected
- ☐ Some other reason: _____*

6) Did anyone else in your household open a new savings or checking account at a bank or credit union this summer?*

- ☐ Yes
- ☐ No

7) I feel the benefits of a bank account include: (check all that apply)*

- ☐ I could get my money out for free using in-network ATMs
- ☐ I can avoid check cashing fees
- ☐ When I deposit my check directly into the bank I get my money faster than with a paper check
- ☐ Carrying an ATM card is safer than carrying all my cash
- ☐ It helps me save my money instead of spending it
- ☐ I can use a debit or ATM card to buy things at stores or online

8. How old are you now?*

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ 14 | ☐ 17 | ☐ 20 | ☐ 23 |
| ☐ 15 | ☐ 18 | ☐ 21 | ☐ 24 |
| ☐ 16 | ☐ 19 | ☐ 22 | ☐ 25 |

9. What is your gender?*

- ☐ Male
- ☐ Female
- ☐ Transgender

10. Do you consider yourself to be Hispanic, Latino or Latina?*

- ☐ Yes, Hispanic/Latino/Latina
- ☐ No, non Hispanic/Latino/Latina

11. What is your race?*

- ☐ Black/African American
- ☐ Caucasion/White
- ☐ American Indian/Aleut/Eskimo/Alaska Native
- ☐ Asian
- ☐ Native Hawaiian/Pacific Islander
- ☐ Mixed Race

12. What is your zip code?*

13) Did you learn anything about about money and accounts this summer?*

- ☐ Yes
- ☐ No

14) What was your best source to learn about money or accounts this summer?

- ☐ From an app
- ☐ Over text messaging
- ☐ Through a website
- ☐ In a class or group
- ☐ From my family or community
- ☐ Other _____

Thank You!

Appendix C: Focus Groups

Focus groups were conducted by Alan Newman Research on behalf of the Consumer Federation of America (Miami youth); Mission SF Community Financial Center for CHALK/ Bay Area Community Resources (San Francisco youth); Chapin Hall (Chicago youth); and Rescue SCG (New York City youth). In Los Angeles, program staff led the focus groups.

Appendix D: Demographics of Youth in Summer Jobs Connect-funded Job Slots

		Chicago	Los Angeles	Miami	New York	San Francisco
Age	14–18	92%	31%	97%	80%	100%
	19–21	8%	40%	3%	20%	0%
	22–24	0%	29%	0%	1%	0%
Sex	Male	43%	37%	41%	43%	43%
	Female	57%	63%	59%	57%	57%
Race	American Indian/ Alaskan Native	1%	0%	0%	1%	0%
	Asian	0%	0%	0%	10%	56%
	Black or African American	89%	44%	65%	44%	32%
	Native Hawaiian or Pacific Islander	0%	0%	0%	0%	3%
	White	1%	0%	33%	12%	1%
	Multiracial	10%	56%*	2%	5%	9%
Ethnicity	Latino	7%	56%	33%	28%	15%
	Non-Latino	93%	44%	67%	72%	85%

*LA did not assign race to Latinos



