Community Development
INVESTMENT CENTER
Working Paper

FEDERAL RESERVE BANK OF SAN FRANCISCO

Boosting the Power of Youth Paychecks: Integrating Financial Capability into Youth Employment Programs

By

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April 2016
Working Paper 2016-03
http://www.frbsf.org/community-development

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Acknowledgements

The researchers and MyPath would like to thank all the partners who made the study possible. Our research advisory team, which included Michael Sherraden, Margaret Sherraden and Trina Shanks, provided key strategic guidance around the project. Our youth employment program partners devoted staff time to delivering MyPath Savings and ensuring the collection of evaluation data. Their leadership and early adoption of youth financial capability strategies are leading the way in the country. Special thanks to BAYCAT, Enterprise for High School Students, Golden Gate National Parks Conservancy Inspiring Young Emerging Leaders Program, Huckleberry Youth Programs, Japanese Community Youth Council's STEM program, Jewish Vocational Services, LYRIC Center for LGBT Youth, San Francisco Conservation Corps, and San Francisco International Airport Career Connect Program for running MyPath Savings program and/or comparison groups.

Special thanks to MyPath's financial institution partner, Self-Help Federal Credit Union, for their willingness to align their products with the MyPath Youth Banking Standards toward testing their effectiveness. And finally, MyPath is especially grateful to its funders, whose generosity made this work possible: San Francisco's Department of Children, Youth and their Families; the Center for Financial Services Innovation; Citi Foundation; JPMorgan Chase; Charles Schwab Bank; Walter & Elise Haas Fund; US Bank; and the Friedman Family Foundation. Additional MyPath staff and youth who supported this work include: Jessica Leal, Loraina Flores, Naomi Pettway, Stephanie Lopez, Vishnu Sridharan, and MyPath Innovators and Advocates.

MyPath is a national nonprofit focused on paving economic pathways for low-income youth. Our vision is for every working low-income young person to have the chance to transform their first paychecks into economic mobility pathways. To this end, we engineer effective models, share what works, and advance policy change. When we do this, we cultivate a stronger, more sustainable economy for generations to come.

Executive Summary

This paper summarizes the results of the first-ever quasi-experimental design study of a youth financial capability initiative seamlessly integrated into a youth workforce development program. MyPath Savings supports low-income working youth to bank, save, and build their financial confidence through a comprehensive model that includes financial education, goal-setting, and non-custodial accounts. MyPath provided technical assistance and training to prepare nonprofits to implement MyPath Savings, as well as to the financial institution partner, Self-Help Federal Credit Union, to ensure the accounts youth received were aligned with MyPath's Youth Banking Standards.

The study included 375 low-income young people ages 16-21 years old participating in youth workforce and employment programs operated by ten nonprofits in partnership with San Francisco's Department of Children, Youth and their Families. Participants were assigned to one of two treatment groups, or a comparison group, and received a range of interventions:

Comparison Group	***Standard MyPath***	***MyPath Plus Coaches***
• 1 hour workshop on fringe financial products	• 1 hour in-person workshop • Supported enrollment into two accounts • Direct deposit • Support setting a personal savings goal • Three online, interactive financial education modules	• 1 hour in-person workshop • Supported enrollment into two accounts • Direct deposit • Support setting a personal savings goal • Three online, interactive financial education modules • **2 hours of Peer-led Group Coaching**

The data analyzed and presented below were gathered through pre- and post-test surveys, transaction data from the financial institution partner, youth savings contracts, and online financial education platform usage data. The purpose of the study was to determine whether these two more scalable versions of MyPath Savings—leveraging technology and a Train-the-Trainer program—could achieve measurable youth financial capability outcomes, on par with the strong results of the more labor-intensive MyPath Savings pilot. We also sought to determine the impact of Peer-led Group Coaching sessions on youth financial capability outcomes.

Key Findings:

Both *Standard MyPath* and *MyPath Plus* participants experienced increases in youth banking and saving outcomes and significantly improved confidence in their ability to carry out basic financial tasks compared to the comparison group, with no statistically significant differences between the two treatment groups in those areas. Both models are equally effective in producing youth financial capability outcomes, including:

- 97 percent of youth participants enrolled into safe youth-friendly accounts;
- 100 percent set a personal savings goal, using a MyPath Savings contract;
- 96 percent met their savings goal;
- Youth in treatment groups were 3-5 times more likely than those in the comparison group to have increased confidence to carry out basic financial behaviors, including saving, budgeting and smart spending.
- Youth saved on average 34 percent of their income, for an average of $329 each, amounting to a total of $66,500 in savings across all participants.

The addition of Peer-led Group Coaching sessions led to the same outcomes as described above, with these additional youth financial capability outcomes:

- Youth were 9 times more likely than the comparison group to have increased financial knowledge*;*
- Youth were 11 times more likely than the comparison group to report increased usage of more complicated financial management behaviors such as comparison shopping before making a purchase.

Key Lessons:

1. **Both scalable models increase youth financial capability, including banking, saving, and money management outcomes.** Adding peer led group coaching workshops boosts financial knowledge gains, and is best suited for longer programs or those with more capacity to provide additional financial capability programming.
2. **Blending in-person and online education provides an effective mix of scalability and impact.** Technology can help scale programs, while the in-person activities cement learning and action.
3. **Young people bank and save when given the opportunity, but need youth friendly accounts in order to do so.** The high take-up and account enrollment rates reflect the strength of using the MyPath Youth Banking Standards with partner financial institutions to reduce youth barriers and maximize enrollment.
4. **Youth workforce staff and settings differ from classroom settings and require different curricula.** MyPath Savings' action-based curriculum is tailored for youth workforce and employment staff and settings: it is shorter and designed to give youth earning their first paychecks a positive experience banking and saving for the first time.

Next Steps:

1. Make financial capability integration more streamlined for nonprofits and municipal youth workforce systems
2. Make youth-friendly products more available across the country
3. Identify resources to support cities in incorporating effective practice
4. Engage key stakeholders to advance policies that will support scale

Introduction

Household financial stability remains a critical challenge in many low- and moderate-income (LMI) communities. LMI households face a number of interrelated challenges in achieving and sustaining financial stability, including limited employment opportunities and chronic underinvestment in critical neighborhood resources such as quality schools and affordable housing near transit. These challenges are exacerbated in underserved communities, where many households may be unbanked or underbanked and lack access to mainstream financial institutions (Burhouse et al. 2014), making it difficult for households to make the most of their income and keep what they earn. It is critical to acknowledge the broader context and underlying systems within which LMI households must make important financial decisions, recognizing that financial education is necessary but not sufficient for achieving financial well-being (Choi, et al. 2015).

The Importance of Financial Capability

The Consumer Financial Protection Bureau (CFPB) defines personal financial well-being through four elements: feeling in control over day-to-day and month-to-month finances; the capacity to absorb a financial shock; being on track to meet financial goals; and the financial flexibility to make choices (CFPB, 2015). Financial well-being is thus the ultimate goal and desired outgrowth of having high levels of financial knowledge and capability. Therefore, activities that develop financial capability, which includes both financial knowledge and access to financial services, at an early stage in life, may be an important intervention for promoting long-term financial well-being, particularly among underserved youth.

A number of studies have attempted to evaluate the impact of financial education on a variety of outcomes, and while the general consensus is that financial education should have a positive effect, the findings across programs are mixed (Lyons et al. 2006). A meta-analysis by Fernandes, Lynch, and Netemeyer (2014) finds that financial education efforts studied to date have had little effect on financial behaviors and the authors envisage a reduced role for general financial education that is not acted upon relatively soon after. Consistent with these findings, there has been a growing emphasis on promoting financial capability among youth, as opposed to traditional financial literacy efforts. These programs offer financial education paired with a savings account in a mainstream financial institution so that participants can apply financial concepts and increase their familiarity with financial institutions.

The need for improved savings is significant. It is estimated that close to half of all Americans save 5 percent or less of their income, including 18 percent who are not saving at all (Kahn, 2015). Among those with incomes below $75,000 a year, close to half lack either savings, or a savings account (Ibid.). In addition, 26 percent of Americans do not have any emergency savings, while 24 percent have savings that are not sufficient to cover at least three months of expenses (Bankrate, 2014), and 62 percent have less than $1,000 in savings (Kirkham, 2015).

This paper builds on Margaret Sherraden's financial capability framework which suggests that financial capability is both individual and structural. At the individual level, people need financial knowledge in order to make sound financial decisions, but they must also have access to the broader systems that facilitate positive financial behaviors, including income-generating employment and access to beneficial financial products and services and asset-building mechanisms. It is only when financial literacy (the *ability* to act) and financial inclusion (the *opportunity* to act) are coupled together does one develop

financial capability, taking positive financial actions towards financial stability and well-being (Sherraden 2013). This approach underscores the importance of emphasizing financial capability as a developmental, rather than remedial, activity. As evidenced in other fields, such as health, investing in prevention is more efficient than treating negative outcomes. The approach should be similar when it comes to financial health. Providing young people with the knowledge, skills, and opportunity to establish healthy financial futures is far preferable to having to provide credit repair or debt management services later on in their lives.

The Opportunity: Leveraging Youth Workforce Programs to Build Financial Capability

There is an important opportunity to build financial capability among youth while taking advantage of the teachable moments that occur during the transition into early adulthood (National Endowment for Financial Education 2003). During this time, many youth make their first financial decisions, such as acquiring a credit card or preparing to pay for college. Recent concerns about student loan defaults and burdensome debt loads suggest that many young adults do not fully understand the nature of the financial decisions they are making with regards to paying for their education.

Additionally, a number of young people have their first experiences with employment and the process of managing their paychecks. According to the Bureau of Labor Statistics, an estimated 34 percent of youth ages 16-19, and approximately 55 percent of youth ages 16-24, were part of the labor force in early 2012 (Toossi 2013). Since a sizeable share of the youth and young adult population is working, this is an opportune time to engage with mainstream financial institutions and develop a habit of savings. Increased savings have been shown to improve an individual's opportunity for upward economic mobility and establishing positive savings behaviors early in life can thus be particularly advantageous for youth from lower-income households (Cramer et al. 2009). In 2015, the Department of Labor announced it would include a new financial literacy requirement in the reauthorization of its Workforce Opportunity and Investment Act, which funds most local youth workforce programs. This requirement will go into effect July 1, 2016, meaning local youth workforce programs around the country will be seeking financial capability strategies to incorporate into their program.

The integration of financial capability strategies into other social service settings is gaining traction, particularly as it takes advantage of teachable moments. For example, the Delaware Department of Health and Social Services integrates financial capability strategies into its "Stand By Me" initiative (Landgraf, 2015), and LISC's Financial Opportunity Centers integrate financial capability services and coaching into their workforce development efforts (Rubinger, 2015). Early evidence suggests that the integration of financial capability strategies into youth workforce development can have a positive impact on youth financial knowledge, self-efficacy, and the frequency with which positive financial behaviors are carried out (Loke, Choi, and Libby, 2015).

A final consideration in building financial capability is the challenging nature of behavior change. Despite having financial knowledge and access to financial products, many people still struggle to implement positive financial behaviors. The field of behavioral economics suggests that certain design principles, such as automatic enrollment and the establishment of defaults, can influence the adoption of desired behaviors (Thaler and Sunstein, 2009). Additionally, the relatively nascent field of financial coaching is showing promise as a strategy for influencing behavior change (Center for Financial Security, 2015). Financial coaching is based on the fundamental elements of future-orientation, collaboration, ongoing

practice of behaviors, and client-driven goal setting (Collins, Baker, and Gorey, 2007). While it holds promise for effecting lasting positive change, the very nature of financial coaching is labor-intensive and highly relationship-driven, making it a challenge to scale up. An open question then is how to balance the desire for scale, which is often addressed using technology, with the power of personal goal-setting and collaboration.

The Intervention: MyPath Savings

MyPath Savings is a comprehensive financial capability initiative that brings together city agencies, youth workforce administrators, youth employment programs and financial institutions to combine first paychecks with banking and saving. The initiative offers a strategic combination of youth-friendly banking tools and a blended model of innovative online and in-person financial education designed to be integrated into the youth employment experience. MyPath provides technical assistance and training to prepare cities and nonprofits to implement MyPath Savings, as well as to its financial institution partners, to ensure the accounts youth receive are aligned with MyPath's Youth Banking Standards. The goal of MyPath Savings is to support youth to build banking and saving habits and, ultimately, to turn their paychecks into a pathway for upward economic mobility. Over the past five years MyPath Savings has supported youth to save an average of 30 percent of their income, collectively saving over $1,000,000.

MyPath Savings was piloted in San Francisco in 2011-2012 and produced positive financial capability outcomes for youth (Loke, Choi, and Libby, 2015). A second more scalable version of MyPath Savings was conducted from 2013-2015, and utilized a quasi-experimental study design. More specifically, this study, which was funded by the Center for Financial Services Innovation (CFSI), was designed to answer the following research questions: (1) Can a more scalable version of MyPath Savings, using technology and a Train-the Trainer model, achieve measurable financial capability outcomes similar to the more resource-intensive pilot? (2) What is the impact of Peer-led Group Coaching sessions on financial capability outcomes?

Research Design and Methods

The evaluation team invited agencies providing municipally-funded youth employment programs to participate in the MyPath Savings study. These programs operated between June, 2013 and August, 2015. A total of 10 agencies from across the City of San Francisco, serving young people ages 14 to 24 years old, were selected for participation in this study. The selected youth employment programs had a duration of 12 to 30 weeks and all participants earned a stipend as part of the programs. Across the 10 agencies, there were 14 cohorts of young people that participated in the study.

MyPath Savings is fully integrated into the existing youth employment programs of these agencies; participation in MyPath Savings is contingent on, and concurrent with, participation in these youth employment programs. From the participants' perspective, they are enrolled in a youth employment program that happens to offer financial capability services.

Core MyPath Components for Treatment Groups

This study adopted a quasi-experimental design with baseline and post-intervention data collection points. Using projected enrollment data, participants were assigned to one of three possible conditions, such that the groups were as demographically similar as possible.

Comparison: Participants received only an in-person workshop on alternative financial services, with no additional products or services.

Standard MyPath: Participants were able to engage in the following:

- Open an ATM-linked savings account to receive their pay via direct deposit, and a special time restricted savings account to set aside their savings goal as part of the enrollment process for the youth employment program;
- Participate in an in-person orientation at the beginning of their youth employment program, which was focused on helping them understand the savings account they were opening, as well as on setting their savings goals;
- Support enrolling in direct deposit with an "auto save" feature to split income into the two accounts based on the individual's personal goal;
- Access to "MyPath Online," an interactive financial education application ("app"); and
- Earn incentives upon both meeting their savings goal and completing sessions of the MyPath Online App.

MyPath Plus: Participants received:

- The full suite of Standard MyPath components described above;
- Plus in-person group coaching facilitated by a peer leader trained by MyPath. These sessions included activities and discussions designed to help participants process the content covered in MyPath Online.

MyPath Online was designed as a complement to the in-person MyPath Savings Orientation, where youth are introduced to the program, and supported to set a personal MyPath Savings goal and sign a MyPath Contract. MyPath Online introduces key financial behaviors (expense tracking, budgeting and saving) and engages youth using hands-on activities focusing on youth's own money and spending, as opposed to the virtual situations and avatars common to most other financial education tech platforms. The *Standard MyPath* group received an in-person orientation workshop and MyPath Online, with an average of two and a half hours of program time, and requiring up to four hours of training and technical assistance from MyPath. The *MyPath Plus* group received the in-person orientation workshop and MyPath Online, plus Peer Coaching sessions, with an average of four hours of program time, and requiring up to ten hours of training (4 hours for adult staff and 6 hours to prepare youth to be Peer Coaches).

Data Collection and Measures

This study utilizes the following measures:

Socio-economic and demographic	Race/ethnicity Household income Public benefits receipt Age
Use of fringe financial services	Check cashers Payday loans Pawnshops Cash advances from credit cards
Banking and saving	Account enrollment Savings behavior (actual)
Goal setting	Stated savings goal Percent achieving goal attained (actual)
Technology engagement	Completion of MyPath Online
Financial knowledge	Knowledge of core financial concepts tested through quiz
Confidence in Financial Tasks	Self-reports on confidence in completing financial tasks such as budgeting, spending, saving
Financial Self-Efficacy	Confidence in having adequate financial resources for the future and in making progress on financial goals
MyPath Savings Targeted Behaviors Scale	Measures core financial behaviors covered in MyPath Savings program including expense tracking, spending, budgeting, and assessing needs versus wants
Financial management behaviors scale (FMBS)	Measures wider range of additional financial behaviors not explicitly covered by the program, but are related such as comparison shopping, paying bills on time, or paying off credit card balances in full. (note: these reported behaviors are separate from actual savings and goal achievement behaviors, which are captured in the "Banking and saving" and "Goal setting" measures)

Data were collected from three sources: self-administered pre/post surveys; savings account data; and administrative data. An important contributor to the evaluation team's ability to track account data was the data sharing agreement with the partner financial institution. This allowed for the monitoring of account data, including account opening, closing, usage (including deposits and withdrawals), and balance data, providing important information based on observable actions rather than self-reports.

Finally, information about program enrollment, goal setting, and use of MyPath Online were collected through administrative data. As MyPath Savings was seamlessly integrated into the various youth employment programs, how and when the components of MyPath Savings were actually implemented differed from program to program.

Data Analysis Framework

The data analysis focused on two main issues. First, we evaluated whether there was a difference in the distributions of outcomes associated with the different treatment groups. This allows us to see how many participants benefit from the program. Second, we tested for significant changes in the means of the outcome measures, comparing baseline to post-intervention. This allows us to see the magnitude of the observed changes, and to compare across the different groups. In total, 218 participants completed the surveys at both the baseline and the post-intervention data collection points.

Participant Demographics

Among the 218 participants that were included in this study, 48 percent were female, 75 percent were younger than 18 years of age, and 31 percent were Asian/Pacific Islander, 27 percent were Hispanic and 17 percent were Black (see Table 1). Almost 55 percent of participants came from households that were receiving at least one form of public assistance, and over half were from households with annual incomes of less than $57,000. In terms of baseline characteristics, 75 percent have not used any fringe financial services or products before, 67 percent have not received any formal financial education previously, while 57 percent reported that they have had prior paid work experience. In addition, 11 percent of participants have previously participated in some activity organized by MyPath (or formerly Mission SF).

Participants were similar across the three experimental conditions with respect to gender, age, household income, prior receipt of financial education, previous paid work experience and use of fringe financial services and products. However, participants in the experimental conditions were significantly different with respect to race ($\chi^2(6) = 15.11$, $p = .019$), and household receipt of public benefits ($\chi^2(2) = 8.53$, $p = .014$).

Table 1. Participant Profile (N = 218)

	Overall (%)	Comparison (%)	*Standard MyPath* (%)	*MyPath Plus* (%)
Gender				
Male	44.5	31.5	47.7	49.5
Female	47.7	50	44.6	48.5
Other	0.9	0	1.5	1
Race / Ethnicity *				
White	4.1	7.4	0	5.1
African American	16.5	25.9	18.5	10.1
Hispanic	26.6	16.7	24.6	33.3
Native American	0.5	0	0	1
Asian / Pacific Islander	30.7	22.2	36.9	31.3
Multiracial	5	3.7	6.2	5.1
Others	3.7	1.9	0	7.1
Household Income				
< $34,200	38.1	37	33.8	41.4
$34,201 to $57,000	12.4	14.8	6.2	15.2
$57,001 to $91,200	7.3	5.6	6.2	9.1
$91,201 or greater	2.8	5.6	1.5	2
DK/Prefer not to answer	31.2	16.7	44.6	30.3
Prior Financial Education				
No	66.5	61.1	60	73.7
Yes	21.1	11.1	27.7	22.2
Mission SF / MyPath Alum #				
No	75.2	66.7	69.2	83.8
Yes	10.6	1.9	15.4	12.1
Worked for Pay Before				
No	30.3	29.6	27.7	32.3
Yes	56.9	42.6	60	62.6
Receiving Public Benefits *				
No	45.4	55.6	30.8	49.5
Yes	54.6	44.4	69.2	50.5
Younger than 18 years old				
No	24.8	25.9	18.5	28.3
Yes	75.2	74.1	81.5	71.7
Use of fringe financial services				
No	75.2	79.6	66.2	78.8
Yes	24.8	20.4	33.8	21.2

Note: Significant difference at * $p < .05$; # $p < .10$. Figures may not sum up to 100% due to missing data or rounding

Findings and Discussion

This section presents the three main findings on the effectiveness of the more scalable MyPath Savings Models. The discussion focuses on account opening and goal setting, actual savings outcomes, and changes in knowledge, confidence, and reported behaviors among youth participants. We compare outcomes across the treatment groups and with a comparison group. For more detail on the underlying analysis, please see the technical appendix.

Finding 1: Almost all youth opened accounts and set personal savings goals

As seen below in Table 2, almost all youth opened accounts and set personal savings goals. A small number of youth chose to opt out, did not complete account enrollment paperwork, or were unable to pass background screenings for account eligibility. In addition, all participants in the treatment conditions set their own savings goal.

Table 2. Account opening, goal setting, and program engagement

	Overall (%)	***Standard MyPath* (%)**	***MyPath Plus* (%)**
Savings account established	97	94	98
Savings goal set	100	100	100
Completed at least 1 module of MyPath Online	72	69	75
Completed all 3 modules of MyPath Online	64	62	66

The results indicate that youth participants had high levels of engagement across both versions of MyPath Savings being tested in this study. For example, 72 percent of young people in the treatment conditions completed at least one out of the three modules of MyPath Online, with 64 percent completing all three modules of the app. Engagement with the app was statistically similar across the two treatment conditions, with 62 percent of *Standard MyPath* participants completing all three modules, compared to 66 percent of *MyPath Plus* participants ($\chi^2(1)=.289$, $p = .591$).

Finding 2: MyPath Savings Can Positively Impact Savings Outcomes

The data suggest that MyPath Savings can positively impact savings outcomes. Almost all of the young people in the treatment conditions also managed to accumulate some savings over the course of the youth employment programs. Participants saved an average of $18 per week (median = $11), and by the end of the program had an average of $329 saved in their account. Collectively, participants saved over $66,380. Savings outcomes were consistent across *Standard MyPath* and *MyPath Plus*, demonstrating that both models helped support almost all youth to save.

Table 3. Savings Performance

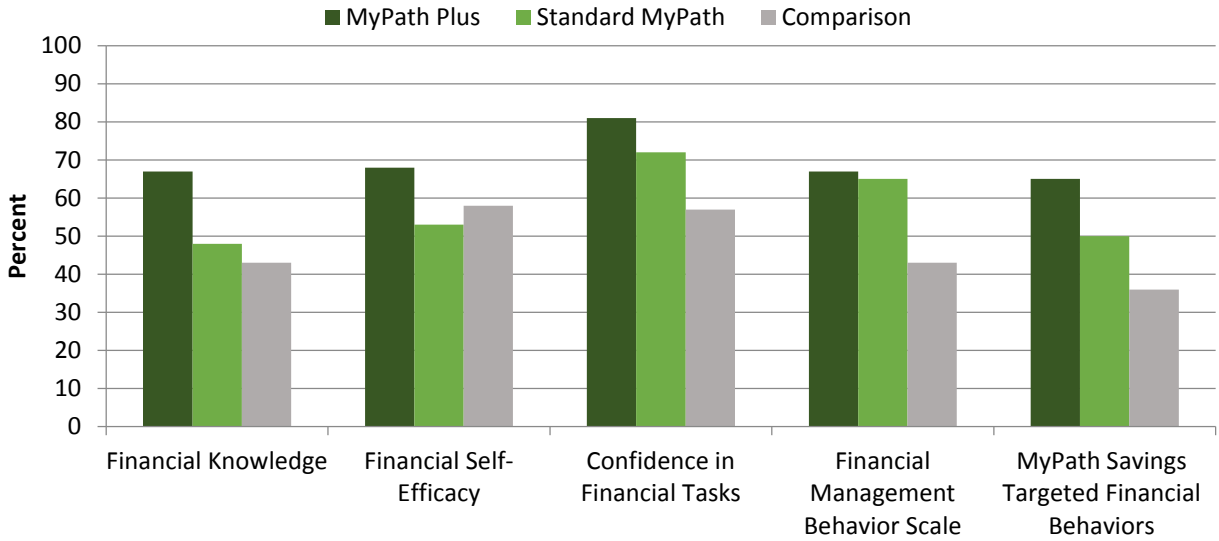
	Overall	*Standard MyPath*	*MyPath Plus*
Average Percent of income as savings goal	34%	22%	40%
Savings goal met	96%	95%	96%
Some portion of income saved	100%	99%	100%
Average Net savings per week	$18	$11	$22
Average accumulation in savings account	$329	$293	$350

With the exception of one participant who exited the program without any savings, all other participants completed the program with savings ranging from $9 to $2,268. On average, participants set a goal to save 34 percent of their income each pay period. By the end of the program, 96 percent of participants fully met their savings goal.

Finding 3: MyPath Savings is associated with statistically significant improvements in measures of knowledge, confidence, and financial practices and behaviors.

In addition to the savings improvements described above, the results also indicate that MyPath Savings is associated with increases across a range of financial capability measures. There are variations in the effectiveness of the two treatments. As seen in Figure 1, more participants in *MyPath Plus* experienced improvements on each of the outcomes of interest, compared to *Standard MyPath* and the Comparison groups. In addition, on all outcome measures, at least 65 percent of participants in *MyPath Plus* experienced an increase in the respective measures. A greater proportion of participants in *both groups* experienced improvements in the various outcomes relative to the comparison group, with the exception of the financial self-efficacy measure.

Figure 1. Proportion of Participants Experiencing Improvement



The largest proportion of participants in *Standard MyPath* (72 percent) experienced improvements in confidence in their ability to carry out financial tasks in the future such as spending, budgeting and saving. At least half of all participants in *Standard MyPath* experienced an improvement in self-efficacy, financial management, and behaviors targeted by MyPath Savings, while just under half (48 percent) experienced an improvement in financial knowledge.

In contrast, participants in the comparison group appear to have the lowest outcomes on most measures. The only exception was the financial self-efficacy measure, where more participants in the comparison group (58 percent) experienced an improvement compared to participants in *Standard MyPath* (53 percent). One possible explanation for this finding may be that the higher confidence among the comparison group is related to a lack of knowledge, consistent with the adage "you don't know what you don't know." It is possible that *Standard MyPath* provided enough information to make people realize they needed to learn more, and the addition of in-person Peer Coaching sessions supported participants to build and internalize knowledge, thus developing self-efficacy. It is also possible that the measure, which was designed for adults, may not be as reliable with youth; more research is needed to understand the development of financial self-efficacy among low-income youth.

Another way of analyzing the data is to examine the "odds ratio," which represents the odds that an outcome will occur given a particular condition, compared to the odds that such an outcome would occur without that condition. For example, as shown below in Table 4, relative to the comparison group, a participant in *MyPath Plus* has significantly higher odds of experiencing an improvement in financial knowledge (9 times higher odds) after controlling for baseline, demographic and programmatic factors. *MyPath Plus* participants also experienced statistically higher odds of outperforming the comparison on all outcomes of interest, with the exception of financial self-efficacy. When comparing between the two treatment groups, participants in *MyPath Plus* had significantly higher odds of experiencing improved financial knowledge (4 times) and improved MyPath Savings Targeted Behaviors (5 times), relative to participants in *Standard MyPath*. There was a statistical difference in the odds ratio between participants of *Standard MyPath* and the comparison group for confidence in financial tasks (3 times higher odds).

Table 4. Odds Ratios for Experiencing Improvements vs. No Improvement

	MyPath Plus vs. Comparison	*Standard MyPath* vs. Comparison	*MyPath Plus* vs. *Standard MyPath*
Financial Knowledge	9***	2	4*
Financial Self-Efficacy	2	1	2
Confidence in Financial Tasks	5**	3*	2
Financial Management Behavior Scale	4*	3	1
MyPath Savings Targeted Behaviors Scale	11**	2	5*

Note: Significant difference at * p< .05; ** p < .01; *** p < .001

In addition to looking at the odds of improvements, we also compared the mean levels on the various outcome measures at the end of the program across treatments, controlling for baseline, demographic, and programmatic factors. Participants in *MyPath Plus* had significantly higher scores, ranging from 7 percent (financial self-efficacy and confidence in financial tasks) to 16 percent (Financial Behaviors Measure), on all outcome measures, relative to the comparison group (see Table 5). Participants in *MyPath Plus* also had higher scores than participants in *Standard MyPath* on the Financial Knowledge, Financial Self-Efficacy and MyPath Savings Targeted Behaviors Scales. Participants in *Standard MyPath* had higher scores than participants in the comparison group only on the MyPath Savings Targeted Behaviors Scale (7 percent higher).

Table 5. Percentage Difference on the Outcome Measures

	MyPath Plus vs. Comparison	*Standard MyPath* vs. Comparison	*MyPath Plus* vs. *Standard MyPath*
Financial Knowledge	13***	4	8*
Financial Self-Efficacy	7**	2	5†
Confidence in Financial Tasks	7*	3	5
Financial Management Behavior Scale	9*	5	3
MyPath Savings Targeted Behaviors Scale	16***	7†	9*

Note: Significant difference at * p< .05; ** p < .01; *** p < .001; † p < .10

Overall, the results suggest that participants in *MyPath Plus* had not only the greatest likelihood of improvement across measures, but also the greatest magnitude of improvement. In addition, the results suggest that participants in *Standard MyPath* have better outcomes than the comparison group, albeit at statistically non-significant levels. Demographic factors such as age, gender, race, and household welfare receipt were not significantly associated with the odds of experiencing an improvement in the various outcome measures, suggesting that MyPath Savings may be an effective intervention for a diverse range of participants.

The absence of statistically significant differences between the means of MyPath Savings ("MyPath Savings") and the Comparison condition could be due to insufficient power of the tests arising from small sample sizes in the analyses, rather than a real absence of effect. More research with larger sample sizes is therefore needed.

Lessons for Practice

Lesson 1: A more scalable model using peer coaches can improve financial capability

The new adapted MyPath Savings model sought to retain the power of peers that was so influential in the program pilot, while balancing the desire for scale. In the original model from 2011-2012, "peer trainers" delivered all financial education content in person over the course of 4.5 hours of workshops, and after receiving many hours of training. In the current model, some of the more technical financial information content was delivered through MyPath Online, which was designed with youth. In addition, the "peer trainers" were replaced by "peer coaches," who were trained to facilitate discussions and activities designed to reinforce the app content and motivate participants to realize their goals. Guided by their Peer Coaches, youth shared tips, reflections on how they were using what they learned online in their day-to-day lives, new strategies, and "fails." The existing trust and relationships among youth produced a comfortable environment that enabled coach-led conversations in which participants felt supported, engaged, and held accountable. This peer-facilitated session can be thought of as "group coaching," and is a more cost-effective and efficient approach that retains the power of peers.
These results demonstrate that in just 2-3 hours of program dedicated to financial capability interventions, the MyPath Savings model produces robust financial capability outcomes. As described earlier, nearly all participants bank, save, and have high levels of engagement with program elements. In addition, participants in the *MyPath Standard* condition have statistically significantly higher odds of increasing confidence on financial tasks and improving MyPath Savings Targeted behaviors. With an additional 2 hours of program time for incorporating peer coaching, we observe statistically significantly higher odds of improving on financial knowledge and self-efficacy measures as well. This indicates that the less resource-intensive mode of delivering financial education is associated with positive financial capability outcomes. Further, as participants in the comparison condition experienced decreases in many scores this indicates that youth participating in workforce development programs without MyPath Savings interventions are worse off on many financial capability indicators, highlighting the need for these programs.

Lesson 2: Strategies must blend in-person and online approaches

Growing interest in the use of technology has led to the development of a number of apps, games, and websites that deliver financial education content. While there is some data on engagement and financial knowledge outcomes, there is scant evidence that these technology-based solutions improve behavioral outcomes. MyPath Online was designed as a complement to the in-person orientation, where youth are introduced to the program, and supported to set a personal savings goal and sign a MyPath Contract. The key distinguishing factor of MyPath Online, compared to other virtual financial education platforms, is that youth engage in hands-on activities focused on their own money and spending, rather than in the abstract. Participants completed the three MyPath Online modules at rates higher than anticipated, with 72 percent of participants enrolling and 64 percent completing all three modules. Youth spent an average of 45 minutes using MyPath Online. Some youth reported sharing MyPath Online with friends and parents, in particular the Expense Tracker, which produced "aha" moments about how they were using their money and what they could save by reducing some regular expenses. Blending online activities with in-person peer coach-led modules appeared to bolster outcomes, suggesting the peer-to-peer sessions offer an opportunity to reflect upon and reinforce what was learned online. We find that

participants' financial capability is built through smart use of blended technology approaches, and further strengthened when they receive support and feedback from in-person discussions about their progress in applying what they have learned.

Lesson 3: Support and well-designed products are needed to help low-income young people bank and save

This research demonstrates that low-income young people bank and save when provided the right supports. Participants in the study came from low-income households living in one of the most expensive cities in the country. They also came from families that had limited or negative experience with the banking system. The MyPath Savings Orientation session addresses these barriers and the entirety of the program was designed to meet these youth "where they are," resulting in take-up rates of nearly 100 percent. The results show that young people from extremely low-income families, or those living on their own, can and do save when presented with the opportunity. They may be saving a small amount, even just the amount they would have paid in fees to a check casher, but establishing that habit leads to powerful development outcomes, builds assets over time, and connects them to a mainstream financial institution. We attribute this strong outcome to the program's intentional design and high level of youth engagement. For example, after working with youth to set a realistic savings goal for themselves, MyPath Savings encourages them to use direct deposit and to auto-split each paycheck into their two accounts (the basic savings account and the time-restricted savings account). This "set it and forget it" approach means the deposit to the restricted savings account comes out automatically; youth are not deciding each paycheck whether to save or not.

Lesson 4: Financial Products and Program Enrollment Must be Fully Integrated into Workforce Programs

Nearly 100 percent of participants enrolled in accounts through MyPath Savings, including a restricted MyPath savings account and a transactional or "spending" account. This high take-up rate was achieved through the intentional design of the enrollment process and financial product offering that eliminates barriers typically encountered by youth, in particular the requirements for a minimum balance and ID and address verification. While there has been interest in the field in account features, it isn't enough to modify products to make them safe and affordable for youth; the enrollment requirements need to be adjusted for youth to make the products accessible. For example, MyPath used its Youth Banking Standards with its financial institution partner Self-Help Federal Credit Union to adjust the design of their products; the minimum balance to open the account was set at $5 and the credit union accepted School IDs as an acceptable alternative to a government-issued ID.

Equally important is facilitated access, or integrating the account-opening into the workforce program enrollment, in order to ensure strong take-up rates. Nonprofit partners integrated account application paperwork into their program enrollment and orientation process to make account-opening feel like part of the program itself. The facilitated account-opening makes banking, direct deposit and saving part of the employment experience for young people participating in workforce programs.

Lesson 5: Workforce Systems Are Strategic Delivery Channels and Require Different Financial Curricula than Those Designed for Classrooms

Much of the existing financial education curricula have been developed for teachers to deliver in classroom settings. They are lengthy and often include several modules and hours of content. While school-based programs reach most young people and are efficient delivery channels, there is limited evidence of their effectiveness. In contrast, workforce systems may have less reach than classrooms, but have the advantage of engaging youth with financial curricula that is particularly timely and relevant, and more likely to "stick." However, given the ways most youth workforce programs operate, there is little time available to devote to financial curricula. MyPath Savings adapted the content to the needs of the workforce setting, designing a shorter, targeted financial curriculum around specific decision points to influence financial behaviors.

MyPath developed a train-the-trainer program to prepare youth workforce program staff, who are often not comfortable or confident in their ability to deliver financial content. The training sought to prepare workforce program staff to deliver the MyPath Savings Orientation session, thus making the model more scalable. The Orientation includes a financial behavior self-assessment activity, introduction to financial products and personal savings goal-setting. The fidelity of implementation in both treatment groups was strong and produced powerful outcomes, suggesting the train-the-trainer was effective for the workforce staff audience and that the targeted curriculum effectively produced the desired outcomes.

Lesson 6: Transforming Income into Savings Changes Youths Mindset

The study reveals some powerful shifts in young people's mindset at the end of the program, once they have set and met a personal savings goal. Savings goals ranged in purpose from short- and mid-term goals like laptops, smartphones, and travel to long term goals such as cars and college. Many of the youth saving for a particular item decided to forgo the purchase and keep their savings, or used only a portion of their savings in order to keep some money in their account. They reported that having savings makes them feel powerful and they often became evangelists for saving among their friends and families. Participants also reported significant improvements in self-confidence, self-efficacy and in their future outlook at the close of the program. Taking control over their finances offers youth a sense of control over their lives, their ability to set and meet goals, making their future outlook more positive. This first savings accomplishment is critical; it shows youth, many of them first-time savers, that they can do it. This powerful mindset shift can be achieved at scale with broader integration of proven financial capability models into youth employment programs.

Next Steps: Moving to Scale

The study also reveals a number of opportunities for integrating financial capability into youth workforce systems at scale. This is especially timely as nonprofits and youth workforce systems begin to implement the Department of Labor's new WIOA financial literacy requirement.[1]

[1]For more information on the WIOA provision, see https://www.doleta.gov/wioa/Docs/WIOA_YouthProgram_FactSheet.pdf

Share Effective Models and Technical Assistance Approaches with Nonprofits and Municipal Youth Workforce Systems

As cities take on the integration of financial capability strategies into their municipally-funded youth workforce programs, they will need concrete tools and existing effective models to support their nonprofit partners with planning and implementation. Workforce providers need support shifting from a financial literacy approach to one that integrates financial capability strategies. In order to do this, leadership at multiple levels within a city needs support in program design, policy changes to support banking and saving, and effective training for line staff. Two things can support this. The first is to use tested and fully developed models and frameworks, such as MyPath Savings, rather than "re-creating the wheel." Second, technology can be used to make this approach more cost effective. Just as this research demonstrates that a blended approach of training for youth can be effective, we believe a blended approach of training and technical assistance for workforce staff has the potential to scale efforts. This step will make the integration of financial capability strategies both more efficient and more cost-effective for nonprofits and municipalities.

Make Youth-Friendly Products More Available Across the Country

MyPath's Youth Banking Standards were used to design the products and enrollment processes that effectively reduced barriers and resulted in high take-up rates for participants. The Standards can help advance the field's understanding about both the product features and the enrollment processes that work for youth and for financial institutions alike. The Standards can provide additional guidance around both savings and transactional accounts, increasing the availability of non-custodial accounts to minors. For example, MyPath worked with its financial institution partner to allow school IDs as an acceptable substitute for youth that did not have a government-issued ID.

Identify Resources to Support Cities in Incorporating Effective Practice

While there is interest and motivation, there are not yet resources available from the Department of Labor, nor in local city and county budgets, to support the integration of financial capability strategies into youth employment programs. Currently, it is largely philanthropic investments and the YES initiative through the CFPB to work with 24 cities on integrating youth financial capability efforts into youth workforce programs that are supporting existing efforts. Work must be done to identify public dollars to help cities boost the power of their youth employment systems by integrating financial capability.

Engage Key Stakeholders to Advance Policies that Will Support Scale

This paper offers concrete evidence about the design elements, practices and policies that work to produce banking, saving and financial capability outcomes among low-income working youth. Our nation's workforce system can be transformed into a platform for financial inclusion and upward mobility when the integration of such evidenced-based models is promoted and supported. It is important for key policymakers, philanthropists, local governments, Offices of Financial Empowerment, Centers for Financial Empowerment, financial institutions and regulators to become familiar with and align their resources to support the incorporation of effective practices.

Conclusion

The second iteration of MyPath Savings (from 2013-2015) was designed to explore whether a more scalable program design, with features such as online content delivery and an in-person peer "group coaching" session, could produce robust financial capability outcomes. This quasi-experimental study reveals that with thoughtful product and enrollment design, a lower-resource and less time-intensive version of MyPath Savings can effectively promote account opening, goal-setting, and regular saving. Almost all youth participants in MyPath Savings opened accounts in their own name and 100% of those with accounts saved some portion of their income, on average saving $329 by the end of the program. In addition, the scalable design was associated with improvements across a range of financial capability outcomes, including financial knowledge, self-confidence in conducting financial tasks such as budgeting and spending, and financial behaviors such as considering needs vs. wants.

The study also points to a number of important lessons for the field as it considers the expansion of integrated financial capability services into youth workforce development settings. These include the effectiveness of peer "group coaching," the importance of blending online and in-person delivery, and the value of youth-centered supports and financial product and program enrollment design. In addition, the research supports the notion that financial capability efforts should not be one-size-fits-all; MyPath Savings focuses on youth workers and its program and product offerings are intentionally different from traditional school-based efforts. The new WIOA provision requiring the inclusion of financial education into youth workforce programs presents an important opportunity for leveraging the lessons learned from MyPath Savings to increase financial capability and put more youth, particularly those from low-income families, on the path to financial well-being.

More work needs to be done to further test financial capability interventions such as MyPath Savings, including expansion into multiple geographies and program settings. In addition, further exploration of regulatory, policy, and practice implementation is required to address existing barriers and truly achieve scale in the delivery of integrated financial capability and workforce development services.

Technical Appendix

This technical appendix provides more detail on the study design, methods and results presented in this paper. For discussion of findings, including a description of the model and lessons please see the main text.

Research Questions and study design

A quasi-experimental design with baseline and post-intervention data collection points was adopted for this study, with young people from different youth employment programs assigned to the Comparison condition, the Standard MyPath condition, or the MyPath Plus condition. The table below briefly describes the three conditions, for more detail see the main text.

Comparison Group	***Standard MyPath***	***MyPath Plus Coaches***
• 1 hour workshop on fringe financial products	• 1 hour in-person workshop • Supported enrollment into two accounts • Direct deposit • Support setting a personal savings goal • Three online, interactive financial education modules	• 1 hour in-person workshop • Supported enrollment into two accounts • Direct deposit • Support setting a personal savings goal • Three online, interactive financial education modules • **2 hours of Peer-led Group Coaching**

The effects of the two variants of the MyPath Savings Model are examined with the following research questions:

1. Are the odds of experiencing an improvement on the various outcomes associated with membership in the different experimental conditions? and
2. Do the post-program status on the various outcomes differ significantly, based on membership in the different experimental conditions?

Program and Participant Selection

Agencies providing city-funded youth employment programs in the city of San Francisco between the summers of 2013 and 2015 were invited to submit an application stating their interest in participating in the MyPath Savings study. In the applications, basic information about the programs was provided, as well as a description of how the programs would align with, and benefit from, MyPath Savings. The applications were then evaluated for their fit with the purposes of this study, including meeting the criteria of providing at least 3 payments to youth, being willing to adopt direct deposit, and being willing to integrate the MyPath Savings program model into their workforce program design with fidelity to treatment protocols.

A total of 10 agencies were eventually selected for participation in this study. These agencies all served young people ages 14 to 25 years old. Selected youth employment programs varied in length from 12 and 30 weeks. Of the 10 participating agencies, one had three cohorts of young people participating in the study, while two others each had two cohorts participating in the study. In other words, across the ten agencies, 14 cohorts of young people engaging in youth employment programs participated in this study. Cohorts were assigned to a treatment group by using projected enrollment data to match demographics and limit cross treatment contamination by sequencing from comparison group, to Standard MyPath, to MyPath Plus.

Data Collection Protocol

Data were collected from three sources: pre/post surveys; actual savings account deposit, withdrawal, and balance data; and administrative data. Survey data were collected via self-administered surveys that were completed by participants at the beginning of the youth employment programs, and again near the end of the programs. Savings data was collected through a data sharing agreement with the partner financial institution. This data allowed us to see information about actual account opening and balance data. This served as important overview of financial product adoption and use and is based on observable actions rather than self-reports. Finally, information about program enrollment, goal setting, and use of MyPath Online were collected through administrative data.

Data were collected from 375 participants over the course of this study. Savings, banking, and goal setting data was collected from 202 participants. In addition, 218 participants completed the surveys at both the baseline and the post-intervention data collection points ("included cases") (see Table 1 in the main text). Baseline survey data was missing for 21 participants, and post-intervention survey data was missing for an additional 136 participants. These participants with missing data ("excluded cases") were excluded from the final analyses.

Across the experimental conditions, between 36 percent and 46 of participants had missing data at one of the two survey data collection points. No significant difference was observed across the experimental conditions ($\chi^2(2) = 2.09$, $p = .352$). However, significant associations between whether or not a participant was included in the study and a number of indicators were observed. A significantly higher proportion of excluded cases (83 percent) were from households with incomes less than $34,200 compared to the included cases (63 percent; ($\chi^2(3) = 13.133$, $p = .004$). The excluded cases (55 percent) were also more likely to be 18 years of age or older, compared to the included cases (25 percent; ($\chi^2(1) = 35.125$, $p = .000$). Finally, there were more participants who self-identified as Black (38 percent vs 19 percent) and fewer who self-identified as Asian/Pacific Islander (12 percent vs 35 percent) among the excluded cases, compared to the included cases ($\chi^2(3) = 25.68$, $p = .000$). No significant associations were observed on the other demographic and baseline participant characteristics.

Measures

Socio-economic and Demographic Indicators

Race and Ethnicity. Participants self-identified as being White, African-American, Hispanic, Native-American, Asian / Pacific Islander, multiracial, or others. As only 13 percent of participants self-identified as white, Native-American, multiracial or others, they were re-categorized as "others" for the purposes of analysis.

Household income. Participant household income was measured as an ordinal variable, with "less than $34,200" as the lowest response category, and "$91,201 or greater" as the highest response category. As between 32 and 52 percent of participants in the experimental conditions did not have valid data on this measure, the household income measure was not used in the analysis.

Public Benefits Receipt. Participants indicated whether their households were receiving any government assistance such as the Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP or Food Stamps), Supplemental Security Income (SSI), General Assistance, MediCal or Public Housing. A dichotomous variable reflecting the participant's public benefits receipt was then created, with "1" indicating the household receiving one or more forms of public benefits.

Age. Based on the age requirements for participation in the various youth employment programs, a dichotomous age variable was created, with "1" indicating that the participant was younger than 18 years of age.

Use of Fringe Financial Services. Participants indicated if they had ever used alternative (or fringe) financial services, such as check cashers, payday loans, pawnshops or taken cash advances from their credit cards. A dichotomous variable was created for this indicator, with "1" indicating the participant had use one or more fringe financial products or services previously.

Banking

A dichotomous variable was created to indicate whether or not the participant opened two savings accounts at the partner Financial Institution through MyPath Savings.

Saving

Savings information was collected from administrative data provided by Self-Help Credit Union, the partner financial institution where the savings accounts are held. The savings measure is calculated based on the participant's closing balances in the restricted savings accounts at the conclusion of the youth employment programs.

Goal Setting

Participants in the Mypath Savings treatment conditions are encouraged to set for themselves a savings goal during the orientation session through entering into a "savings contract" where they commit to saving a portion of their income. A dichotomous variable was created to indicate if the participant created a savings contract. A second variable was also created to reflect the percent of income that the participant has set aside to be direct deposited into their savings account at each pay period.

Technology Engagement

Participant's level of engagement with MyPath Online is measured by the number of sessions that had been completed. A dichotomous variable was then created to reflect whether or not participants had completed at least one session, and a second dichotomous variable indicated whether or not they had completed all three sessions of MyPath Online respectively. Completion of the program means that a youth has adopted three money management behaviors and has: tracked their expenses, created a budget, and revised their budget to support saving.

Financial Knowledge

The financial knowledge of participants was assessed with a 12-item multiple choice quiz on core financial concepts that was created for this study. The quiz covered topics that were directly covered in the in-person orientation session, in MyPath Online, or peer reflection sessions.

Confidence in Financial Tasks

To assess confidence in completing financial tasks, participants were asked, on a 5-point Likert scale, how confident are they about their ability to do each of the following well in the future: i) spend their money; ii) budget their money; and iii) save their money. The options are "1. Not sure at all" to "5-Very sure". These items were adapted from the 2010 Junior Achievement / Allstate Foundation "Teens and Personal Finance" survey (Junior Achievement, 2010). A composite measure comprising these three indicators was created and used in the analyses.

Financial Self Efficacy

Participant's overall financial self-efficacy was measured using the 6-item Financial Self-Efficacy Scale (Lown, 2011) in which participants rated on a 4-point Likert scale the extent to which they agree with statements such as "It is challenging to make progress toward my financial goals." This scale has an alpha reliability of .76, and has demonstrated criterion-related and construct validity. To increase the applicability and relevance of the scale to youth, the item "I worry about running out of money in retirement" in the original scale was modified to "I worry about having enough money for my future."

MyPath Savings Targeted Behaviors Scale

In addition to the FMBS, this scale measures core financial behaviors covered in the MyPath Savings Program. Participants were asked to rate the frequency, on the same 4-point Likert scale, to which they carried out the following: "Tracked how you spend your money"; "Used a person budget to plan how you spend money" and "Asked yourself if it is a need or a want before making a purchase". These are three financial management behaviors that MyPath Online addresses, and are combined into a single MyPath Financial Behaviors Measure. These are the behaviors youth are actually adopting through the MyPath Savings program and best describe behaviors supported through this program. These self-reports are in addition to actual savings, banking, and goal achievement behaviors, as described above.

Financial Management Behaviors Scale (FMBS)

The frequency with which participants carry out healthy financial behaviors is assessed using the Financial Management Behavior Scale (FMBS) on a 4-point Likert scale, from "1. Never" to "4 – Always". This 11-item FMBS has high reliability, with a Cronbach's Alpha of .89, and demonstrated criterion validity (Dew & Xiao, 2011). Examples of financial behaviors in the scale are "Comparison shopped when purchasing a product or service" and "Began or maintained an emergency savings fund." This scale measures a wider range of additional financial behaviors not explicitly covered by the program, but are related.

Data Analysis Framework and Overall Results

We examined the financial capability effects of MyPath Savings from a number of perspectives. First, we compared saving, banking, goal setting and engagement data across the two MyPath Savings groups (see tables 2 and 3 in the main text). Then, we compared the effects of MyPath Savings on knowledge, attitudes and behaviors by evaluating whether the proportions of participants experiencing an improvement, a decline, or no change for each survey measure were different across the different experimental conditions (see Figure 1 in main text).

In addition, we performed logistic regressions to examine if membership in the different experimental conditions is associated with different odds of experiencing an improvement in the various outcome measures, while controlling for demographic, program, and baseline characteristics. This allows us to see whether the observed outcomes were likely to have been from the intervention or other characteristics of the individuals in the study (see table 4 in main text). The full models and results of the regression analyses are presented in Table A1.

Table A1. Summary of Logistic Regression Results by Outcome Measures

	Financial Knowledge	Financial Self-Efficacy	Confidence in Financial Tasks	Financial Management Behavior	MyPath Targeted Behaviors
Model Chi-Square	66.79***	44.1***	27.95*	83.59***	100.54***
Nagelkerke R Square	0.425	0.303	0.215	0.523	0.593
	Exp(B)	*Exp(B)*	*Exp(B)*	*Exp(B)*	*Exp(B)*
Younger than 18 ys old	1.16	0.52	0.90	0.46	1.90
Household receiving public benefits	1.14	0.90	0.59	0.53	0.21**
Female v Male	0.99	0.74	0.89	1.79	0.73
Black v Asian/Pacific Islander (AAPI)	0.62	0.38#	0.64	0.47	0.70
Latino v AAPI	0.69	0.71	1.08	0.32	1.01
Others v AAPI	0.86	0.68	1.25	0.77	0.54
Length of program	0.99	0.99	1.02	0.98	0.99
No prior fringe service use	3.5**	2.02	1.49	0.53	0.82
Received financial education	0.43	0.60	0.96	1.13	0.33*
Mission SF alumnus	4.85*	1.63	1.71	3.18	1.00
Worked for pay in the past	0.72	1.40	0.61	0.87	2.46#
Baseline Score	0.00	0.13	2.02**	0.09	0.08
MyPath Std v Comparison	2.30	0.89	2.97*	2.68	2.25
MyPath Plus v Comparison	9.0***	2.12	4.98**	3.85*	11.80**
MyPath Plus v MyPath Std	3.9*	2.38	1.68	1.44	5.26*

Note: Significant at # $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$

Finally, using a series of stepwise linear regressions, we regressed the post-intervention outcomes of interest on experimental condition, controlling for demographic, program, and baseline conditions. This allows us to explore how the outcomes of interest changed over the course of the program, and test the effects of the different treatments (see table 5 in the main text). By including only experimental condition in the last step of the of the stepwise regression model, the effect sizes of treatment for each outcome are also estimated. As can be seen from the Table A2, MyPath Savings accounts for between 2% to 8% of the variation we see in the outcome measures. This suggests that MyPath Savings has small to medium effect sizes on the outcomes of interest in this study. The summary of the results is presented in Table A2.

Table A2. Results of Stepwise Linear Regressions by Outcome Measure

	Financial Knowledge	Financial Self-Efficacy	Confidence in Financial Tasks	Financial Management Behavior	MyPath Targeted Behaviors
Model F	10.01***	6.2***	3.04***	3.34***	4.062***
Model R2	0.45	0.34	0.201	0.219	0.255
R2 change with addition of treatment	0.042**	.03*	.025#	.03*	.081***
	b	*b*	*b*	*b*	*b*
(Constant)	0.227	1.609	2.566	1.761	1.993
Younger than 18 ys old	0.012	0.177#	0.129	0.126	0.155
Household receiving public benefits	-0.016	-0.077	-0.021	-0.005	0.069
Female v Male	-0.005	-0.039	-0.003	-0.065	0.027
Black v Asian/Pacific Islander (AAPI)	-0.019	0.026	-0.03	-0.096	0.023
Latino v AAPI	0.007	0.023	0.072	-0.05	0.043
Others v AAPI	-0.006	-0.176	-0.24	-0.387*	-0.255
Length of program	0	-0.002	-0.011	-0.003	-0.009
Prior fringe service use	-0.078**	-0.039	-0.301*	0.17	0.011
Received financial education	-0.01	0.17#	0.155	-0.069	0.197
Mission SF alumnus	-0.056	-0.179	-0.266	0.116	-0.369*
Worked for pay in the past	0.044	-0.194*	0.267*	0.024	-0.058
Baseline Score	0.543***	0.418***	0.254**	0.29	0.209**
MyPath Std v Comparison	0.044	0.093	0.134	0.206	0.278#
MyPath Plus v Comparison	0.127***	0.279**	0.369*	0.36*	0.634***
MyPath Plus v MyPath Std	.082*	.186#	0.235	0.154	.355*

Note: Significant at # $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$

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