

UNITED WAY BENEFITS HUB

Project Impact Evaluation



GETTING STARTED

Figuring out what question we want to answer

THE QUESTION

- How does meeting with Benefits Hub impact students?
 - What kind and quality of impact are we having on low-income students, students of color, and working parents?
 - What aspects of our program are causing this impact?
 - Establish Principles of Change

INDICATORS OF IMPACT

Impact #1: Students are Financially Capable.

What we mean: Low income students are empowered to self-identify solutions by having knowledge, agency, and access to tools to effectively manage complex financial situations, navigate finances, weather financial shocks, and thus stay in school.

Quantitative	Qualitative
<ul style="list-style-type: none"> - Awareness of available tools (know) - Comprehend how to use tools (know) - Use appropriate financial planning and asset building tools (do) - Increase in confidence managing personal finances (feel) - Decreased stress about scarcity of resources (feel) - Increased confidence in ability to persist in school (feel) - Actively making decisions informed by increased knowledge of financial systems (do) 	<ul style="list-style-type: none"> - Students believe in their own capability to handle a complex financial situation (believe) - Students are committed to their own financial sense of self (love) - Students have integrated the tools and knowledge they have access to in everyday life (become)

INDICATORS OF IMPACT

Impact #2: Students have increased financial confidence

What we mean: Students are accessing all of the benefits, credits, and supports that they are eligible for to maximize their financial resources and meet housing, food, and transportation needs so that they can focus on academics

Quantitative	Qualitative
<ul style="list-style-type: none"> - Awareness of benefits, credits, and income supports (know) - Know where to go to sign up for and access income supports (know) - Leveraging benefits, credits, income supports (do) - Decreased stress about making financial ends meet (feel) - Allocating resources depending on current stability needs (do) - Decrease utilization of emergency resources (do) - Increased engagement in academic programs (do) 	<ul style="list-style-type: none"> - Students are able to make decisions based on personal need rather than societal expectations (love) - Shift in orientation from survival to stability mindset (become) - On a day-to-day basis students believe that they have the ability to meet their basic needs (believe) - Students have more emotional capacity to focus on being a student other than basic needs (become)

INDICATORS OF IMPACT

Impact #3: Low-income students of color are able to reach their own educational and professional goals

What we mean: Low-income students of color are fully benefiting from programs, resulting in reduced or eliminated racial disparities in outcomes

Quantitative	Qualitative
<ul style="list-style-type: none"> - Awareness of educational & professional goals (know) - Students feel confident in navigating programs (feel) - Students feel confident setting and achieving educational & professional goals (feel) - Students build a plan to achieve these goals (do) - Students know where to go for support in building and achieving these goals (know) - Students feel comfortable seeking support in building and achieving these goals (feel) 	<ul style="list-style-type: none"> - Students embody their aspirations (become) - Students pursue a professional field of interest (become) - Students believe they will succeed in their professional field of interest (believe) - Students are passionate about their academic & professional trajectories (love)

DO

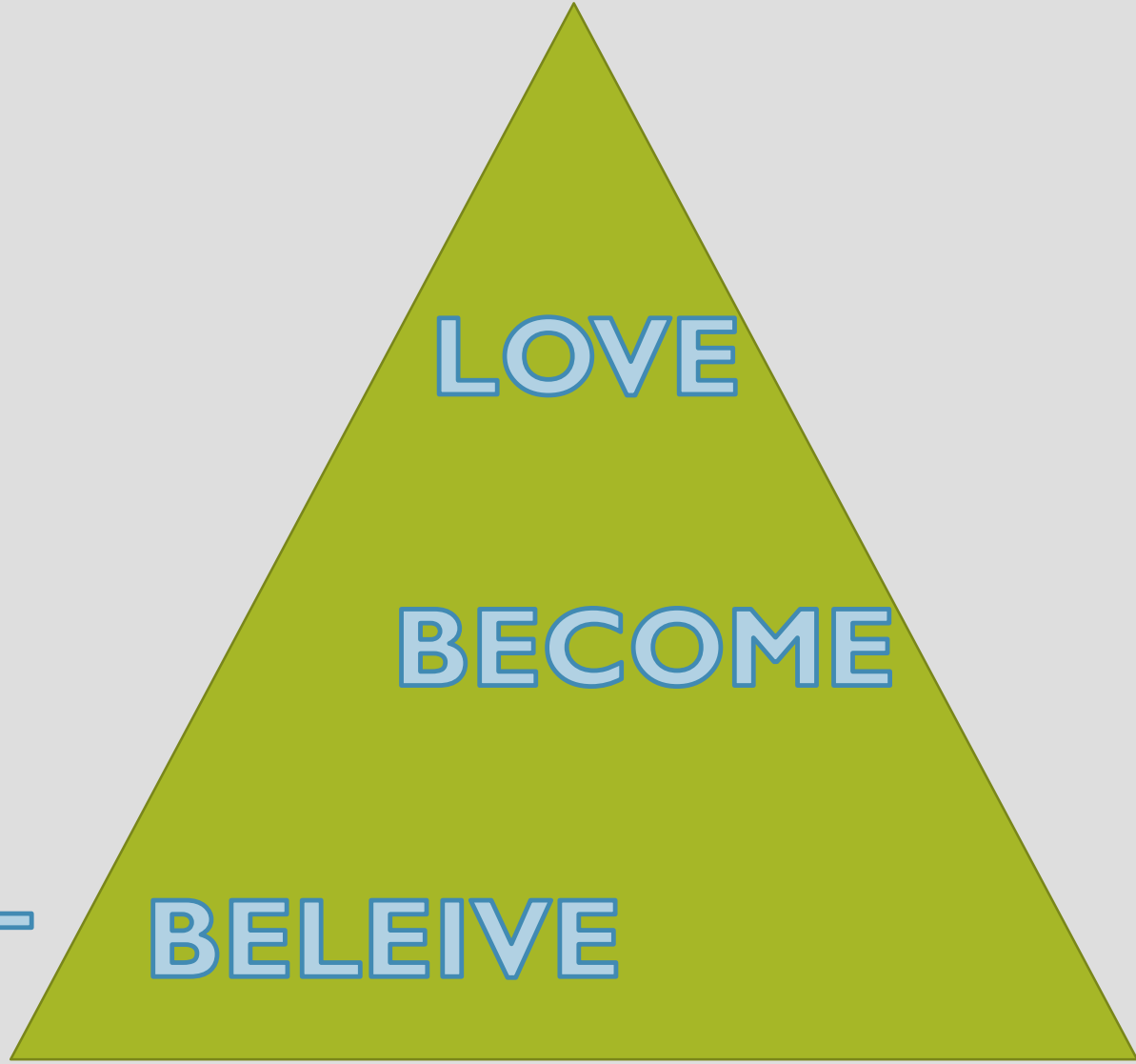
LOVE

BECOME

FEEL

BELEIVE

KNOW



DIVING IN

Finding our answers

ESTABLISHING OUR TEAM AND DEFINING SCOPE

- Determining how to find our answers
 - Who is on the team to conduct the impact evaluation?
 - How to we assess impact on a representative population?

QUANTITATIVE DATA

Online Survey

- 300 students surveyed
 - 71 responses (21% response rate)
- All from one college campus
- Wide variety of service access
- 12 questions on impact – combination of scales, short answers, and multiple choice
- Incentives for participation

QUALITATIVE DATA

Interviews

- 20 students interviewed
- All from one college campus
- Wide variety of service access
- 10 questions on impact, multi-part and open-ended
- Incentives for participation
- Additional survey to provide strata

UNDERSTANDING

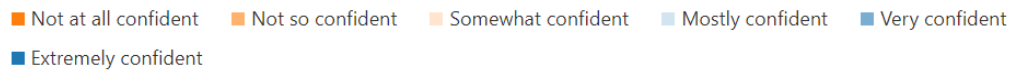
Making sense of all these data

ANALYSIS

- Pulling together qualitative and quantitative findings
- Visual mapping
- Visual data representation

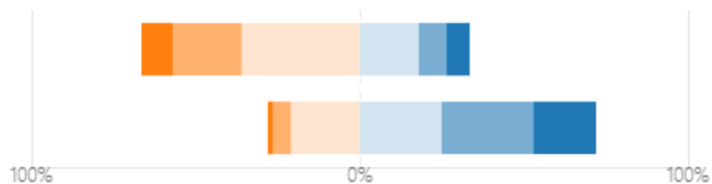
10. How confident were you in your ability to identify and navigate accessing college, community, and public resources:

[More Details](#)



Before working with Benefits Hub

After working with Benefits Hub



MOVING FORWARD

What do we do with all this information?

FINDINGS

- Who are we?
- The Top Two: Relationships and Resources
- Systems: Navigating or Disrupting?
- Shifting the Conversation: from Crisis Management to Preventative Access
- A Penny for Your Thoughts: Stress Management and Financial Planning
- Centering Race
- The Ripple Effect
- From Cautious to Confident
- Navigating the Resource Maze
- The Health/Wealth Connection
- Financial Freedom on a Budget

RECOMMENDATIONS

DO NOW - ADJUSTMENTS

- Better define Benefits Hub
- Continue to emphasize relationship building
- Public policy agenda
- Increase incentives for preventative services
- More culturally relevant tools
- Coaches who reflect the population they serve
- Further explore the connection between financial and mental health
- Put racial equity at the forefront of all decisions
- Consider the effect on families and how we are providing tools for generational transformation

BIG IDEAS - EXPERIMENTS

- Invest in AI to be a 24/7 virtual Benefits Hub coach
- Partner with health & wellness initiatives on campus
- Implement learning cohorts for students accessing the same resources
- Use a student ambassador model to increase awareness and participation
- Consider mental health services as an intervention
- Get a course-certification for Benefits Hub