Child Poverty and Public Policy

**Poverty 101**

Institute for Research on Poverty

**June 6, 2013**

Shauna Carlisle, PhD
University of Washington Bothell

Tara Watson, PhD
Williams College, Massachusetts

Renée Wilson-Simmons, DrPH
Columbia University, New York
Survey Course Purpose

- Introduce students to the range of complex issues surrounding child poverty and to public policy as an intervention with the potential of preventing/reducing it.

- Utilize an interdisciplinary approach, drawing on data from a broad range of fields as well as popular media.
Course Organization

From Conception to Conception:

- Prenatal
- Birth - 5 years
- 6-12 years
- 13 – Adulthood
Course Objectives

1. Understand the major issues related to child poverty from a life cycle approach.
2. Understand and describe the two-generation approach to child poverty reduction.
3. Possess the ability to use, construct, critique, and apply relevant models/frameworks of social and public policy analysis.
4. Become an effective and persuasive speaker, writer, and presenter.
5. Develop effective public policy solutions to child poverty, thinking critically about competing values and interests.
## Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of assignments</th>
<th>Points per assignment</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Participation</td>
<td>6</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Policy Analysis Memo</td>
<td>1</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Week 1

Introduction to Course

- Definitions
- Outline of Course
- Poverty Simulation Exercise
Week 2 & 3

- Who are the Poor/Demographic Trends
- Intro to Child Development
- Policy Frameworks
- Analysis Tools & Measurement
- Two Generation Approach to Poverty Reduction
- Intro to Child Policy
The GI Bill: A Story of Embedded Racial Inequity
Philip’s Story

Child Born Right After WWII

Father’s Status

GI Bill: FHA & VA loans

Consequences for Child’s Education

Consequences for Child’s Well-being in Adulthood

Low-income, White

White veteran, high school diploma, from Philadelphia

Able to use low-interest mortgage provisions to move family from public housing to segregated suburban home ownership

Family borrowed from home equity to support child’s college education (first in family to go to college)

Philip gets professional job, buys own house, inherits appreciated house when father dies
# Thomas’s Story

<table>
<thead>
<tr>
<th>Child Born Right After WWII</th>
<th>Father’s Status</th>
<th>GI Bill: FHA &amp; VA loans</th>
<th>Consequences for Child’s Education</th>
<th>Consequences for Child’s Well-being in Adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-income, Black</td>
<td>Black veteran, high school diploma, from Philadelphia</td>
<td>Could not access home loan b/c of racially-restrictive underwriting criteria; family remained in rental housing in the city</td>
<td>Family could not afford to send child to college; high school diploma is from under-resourced segregated school</td>
<td>Thomas works in minimum wage jobs, continues to live in family home, considers joining the Army, has to borrow $ when father dies to give him decent funeral</td>
</tr>
</tbody>
</table>

- Thomas works in minimum wage jobs, continues to live in family home, considers joining the Army, has to borrow $ when father dies to give him decent funeral.
## Juan’s Story

<table>
<thead>
<tr>
<th>Child Born Right After WWII</th>
<th>Father’s Status</th>
<th>GI Bill: FHA &amp; VA loans</th>
<th>Consequences for Child’s Education</th>
<th>Consequences for Child’s Well-being in Adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-income, Latino</td>
<td>Latino veteran, high school diploma, from Texas</td>
<td>Could not access home loan b/c of racially-restrictive underwriting criteria; family remained in rural rental housing</td>
<td>Family could not afford to send child to college; high school diploma is from under-resourced language segregated and racially segregated school</td>
<td>Juan works in minimum wage jobs, continues to live in family home, marries newcomer Latina, sends part of family’s limited income to her extended family in Mexico</td>
</tr>
</tbody>
</table>
Fast Forward to Today . . .

Philip’s Children:  
Philip gives children his father’s appreciated house  
They live in thriving communities  
Their college education’s paid by home equity  
Philip establishes trust fund for grandchildren

Thomas’ and Juan’s Children:  
They have no houses to inherit  
They live in disinvested communities  
At work, they complete college on work study and student loans, with subsequent starting debts to pay back  
Thomas and Juan have few personal assets to leave grandchildren
Week 4 & 5

Prenatal Environment

- Infant Gradient Continued
- Maternal Stress
- Poverty & Biology
- Infant Gradient
- WIC & Medicaid
Week 7, 8, & 9

Birth – 5

- Childhood Development and Gradient
- Childhood Development and Policy
- Socioeconomic Status and Brain Development
- Early Childhood Education
Week 10 & 11

Elementary Age

- Parental Education and Home Environment
- School Nutrition Programs
- School Interventions and Educational Achievement
- Behavioral Management
- Childhood Stress and Health
Week 12 & 13

Adolescent & Transition to Adulthood

- Transition to Adulthood
- Pregnancy and Economic Well-being
- Aging Out of Foster Care
- Neighborhood Policy
- Dating Violence