

# Child Poverty and Public Policy

*POVERTY 101*

*INSTITUTE FOR RESEARCH ON POVERTY*

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# 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

Assignment	Number of assignments	Points per assignment	Total points
Case Study Participation	6	5	30
Midterm Exam	1	15	15
Final Exam	1	25	25
Policy Analysis Memo	1	35	30
<b>TOTAL</b>			<b>100</b>

# 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



**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,  
Black**

**Black  
veteran, high  
school  
diploma, from  
Philadelphia**

**Could not access  
home loan b/c of  
racially-restrictive  
underwriting  
criteria; family  
remained in rental  
housing in the city**

**Family could not  
afford to send  
child to college;  
high school  
diploma is from  
under-resourced  
segregated school**

**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



**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,  
Latino**

**Latino  
veteran, high  
school  
diploma, from  
Texas**

**Could not access  
home loan b/c of  
racially-restrictive  
underwriting  
criteria; family  
remained in rural  
rental housing**

**Family could not  
afford to send  
child to college;  
high school  
diploma is from  
under-resourced  
language  
segregated and  
racially  
segregated  
school**

**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**

# 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

