Center for Social Development

GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK

Washington University in St.Louis

Achieving Inclusivity in CDA Policies and Programs

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Inclusivity Defined

- A policy concept, a framework for examining goals and outcomes
- Inclusive initiatives provide benefits to everyone; no one is excluded, even inadvertently
- Inclusive CDAs can increase financial inclusion by providing accounts, assets, experiences, and connections to all



- Truly universal
- Fully automatic

Sherraden, 2014; Beverly et al., *Children and Youth Services Review*, 2015; Clancy et al., *Social Service Review*, 2016



Achieving Inclusivity: Universal Coverage

Who will or may receive the CDA?

- narrow
 - Boys of color, grades 3 5, in San Francisco
- truly universal
 - All infants born in Maine, Oklahoma, the UK, or Israel
- somewhere in between
 - Public school kindergartners in Nevada or San Francisco

Achieving Inclusivity: Automatic Enrollment

How are children enrolled?

- opt-in
 - CHET Baby Scholars (CT)
 - Promise Indiana
- fully automatic
 - SEED OK
 - Alfond College Challenge, 2014 and beyond (ME)
- somewhere in between

- CollegeBoundbaby (RI) streamlined enrollment

Achieving Inclusivity: Evidence

- Universal but not automatic
 - Alfond College Challenge, 2008 2013 (opt-in) Clancy & Sherraden, 2014; Huang et al., *Journal of Policy Practice*, 2013
- Automatic but not universal
 - Nevada College Kick Start
 - San Francisco Kindergarten to College
- Universal and automatic
 - SEED OK

Nam et al., *Journal of Policy Analysis and Management*, 2013; Beverly et al., *CYSR*, 2015; Sherraden et al., *Journal of the Society for Social Work and Research*, 2015

- Alfond College Challenge, 2014 and beyond (opt-out) Clancy & Sherraden, 2014



Achieving Inclusivity: Automatic Deposits

- Automatic deposits are essential for inclusive asset accumulation
- Without automatic deposits, disadvantaged children will be left out
- With automatic deposits, we can eliminate virtually all variation by SES in ownership of college savings and quite a bit of variation in the value of college savings

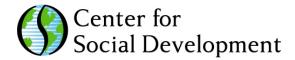
Beverly et al., Children and Youth Services Review, 2015

Inclusivity: Final Thoughts

- Full inclusivity requires universal coverage, automatic enrollment, and automatic deposits
- Without these, disadvantaged children will be left out
- Universal coverage and automatic features have greater impacts on disadvantaged children
- Thank you to the trail blazers who are putting CDAs on the radar, showing us what works, and making a difference



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