



Center for Social Development

GEORGE WARREN BROWN
SCHOOL OF SOCIAL WORK

 Washington University in St. Louis

Achieving Inclusivity in CDA Policies and Programs

Sondra Beverly

CSA Symposium:

The Role of Children's Savings Accounts
in the Education, Economic, Social, and Political Contexts

Lawrence, Kansas

November 9-10, 2016



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



Achieving Inclusivity

- 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
 - Alford College Challenge, 2014 and beyond (ME)
- somewhere in between
 - CollegeBound*baby* (RI) streamlined enrollment



Achieving Inclusivity: Evidence

- Universal but not automatic
 - Alford 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
 - Alford 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



Resources and Additional Information

<http://csd.wustl.edu/>



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