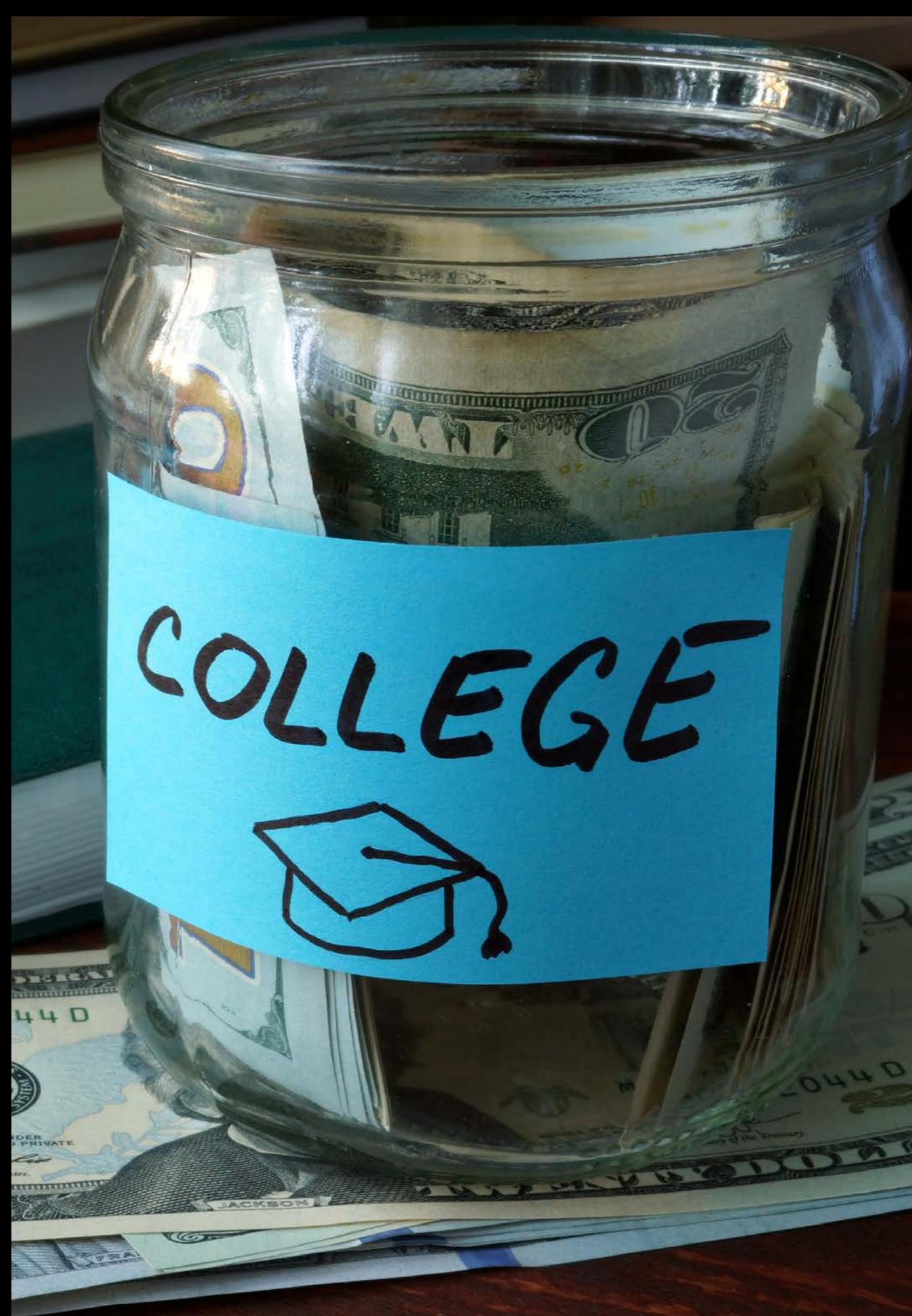


Kindergarten to College

Contribution Activity and Asset
Accumulation in a Universal Children's
Savings Account Program

Nicholas Sorensen, PhD

William Elliott III, PhD



The Study

- Exploratory study of the Kindergarten to College (K2C) CSA Program in partnership with San Francisco Unified School District (SFUSD)
- Funded by Ford and Kellogg Foundations
- AEDI team: William Elliott III, PhD (Principal Investigator), Megan O'Brien, PhD
- AIR team: Nicholas Sorensen, PhD, Leah Brown, Natalie Tucker-Bradway, Christina LiCalsi, PhD

Our Questions

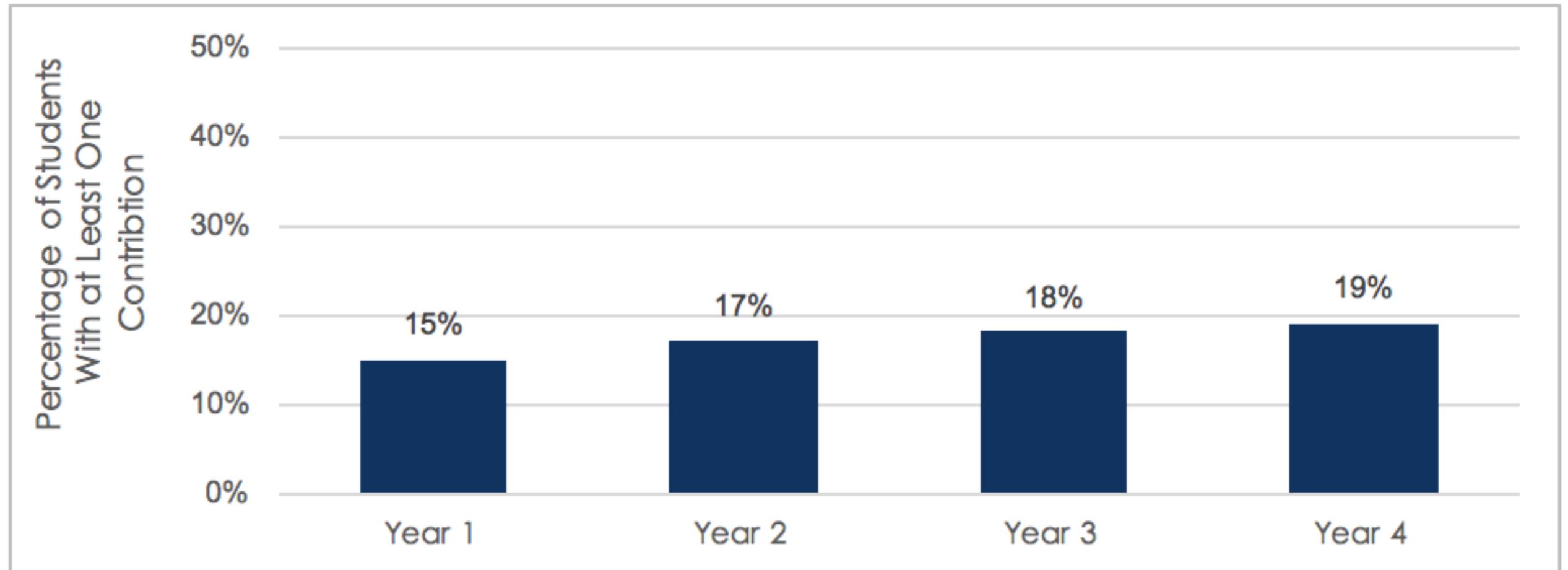
- To what extent do families contribute to their K2C CSAs and how do savings behaviors change over time?
- For students with at least one contribution into their CSAs, how do savings behaviors (total account value, total contribution value, number of contribution) differ among students from higher- and lower-poverty schools?
- What student- and school-level characteristics are associated with whether a student has at least one contribution to his or her CSA?

To what extent do families contribute to their K2C CSAs and how do savings behaviors change over time?

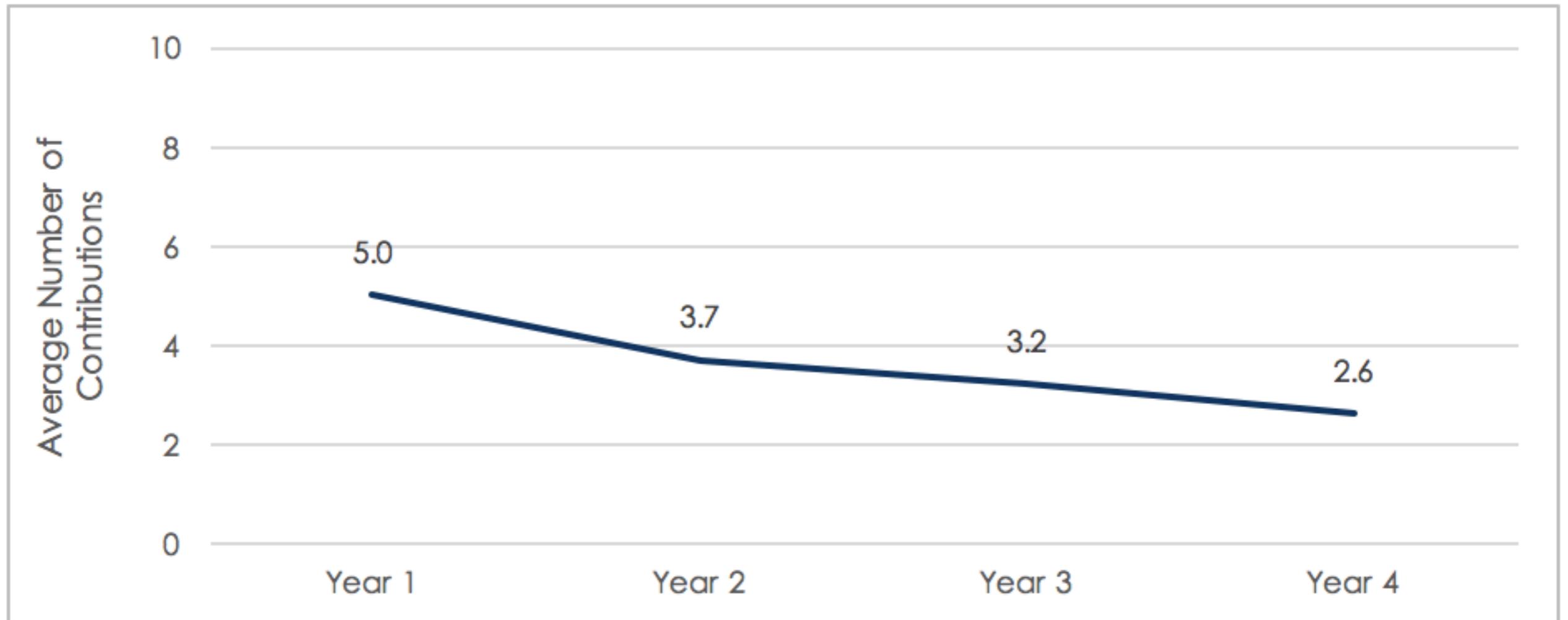
Percentage of families that
have ever made a
contribution:

18%

More Families Make at Least One Contribution Over Time



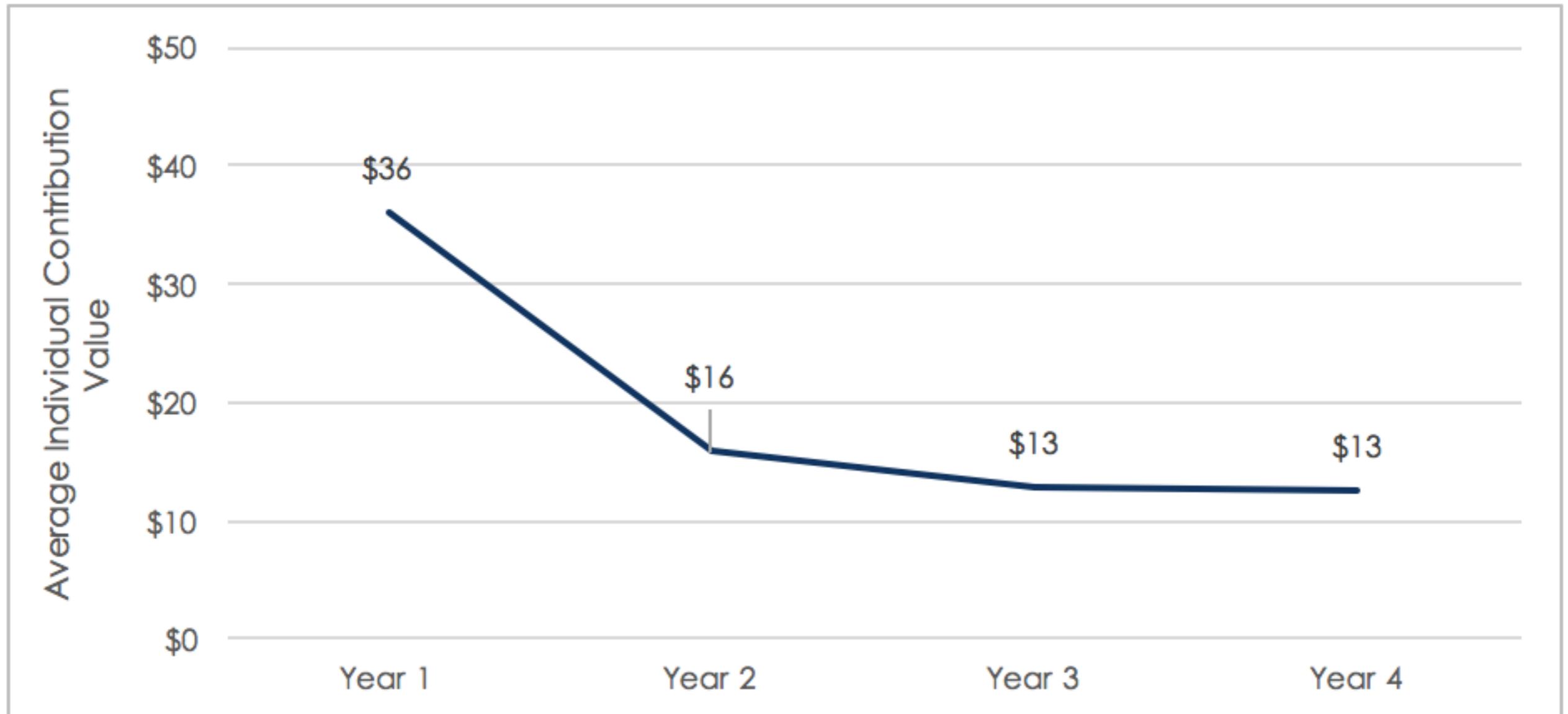
Average Number of Contributions Over Time



Some Families Stop Contributing

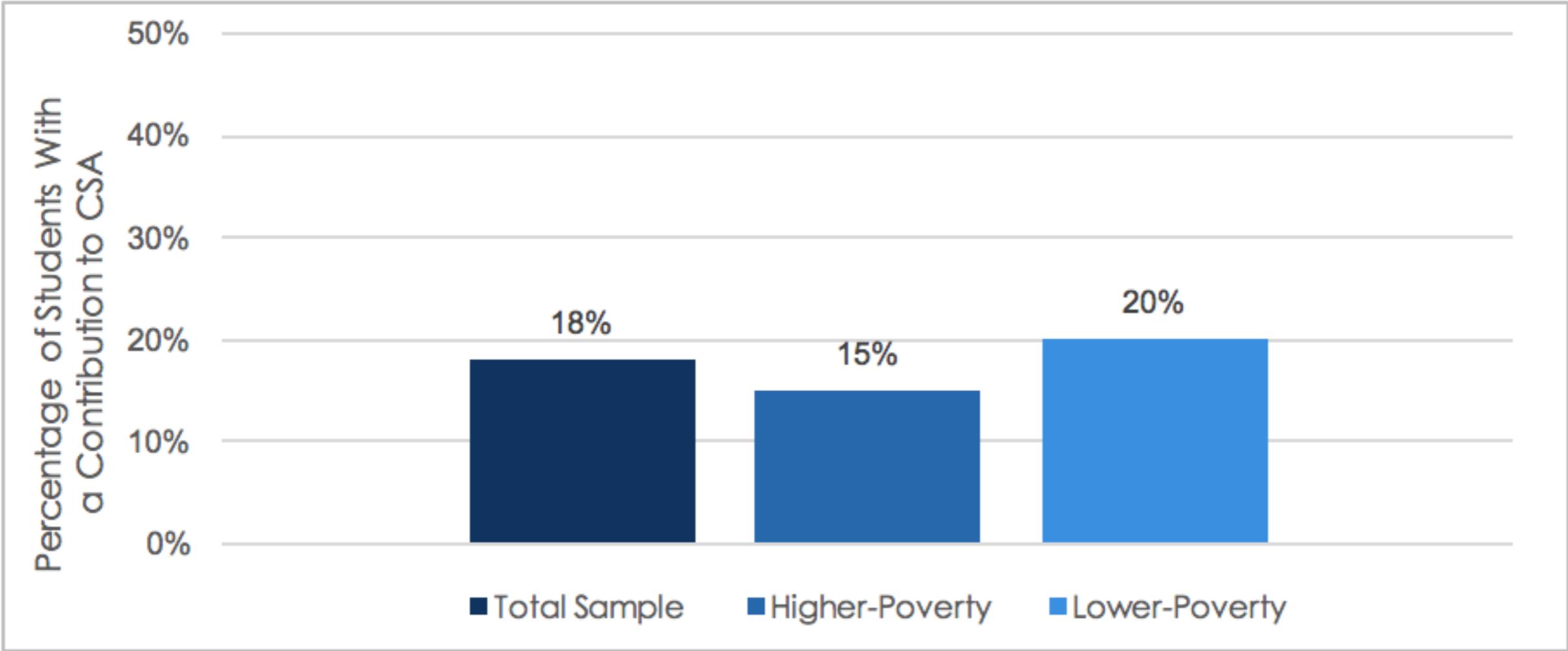
- 43 percent of families contributed in the first year, but not in subsequent years
- 14 percent of families contributed in the first and second years, but not in subsequent years
- 7 percent of families contributed in the first three years, but not in the fourth year

Size of Individual Contributions Over Time

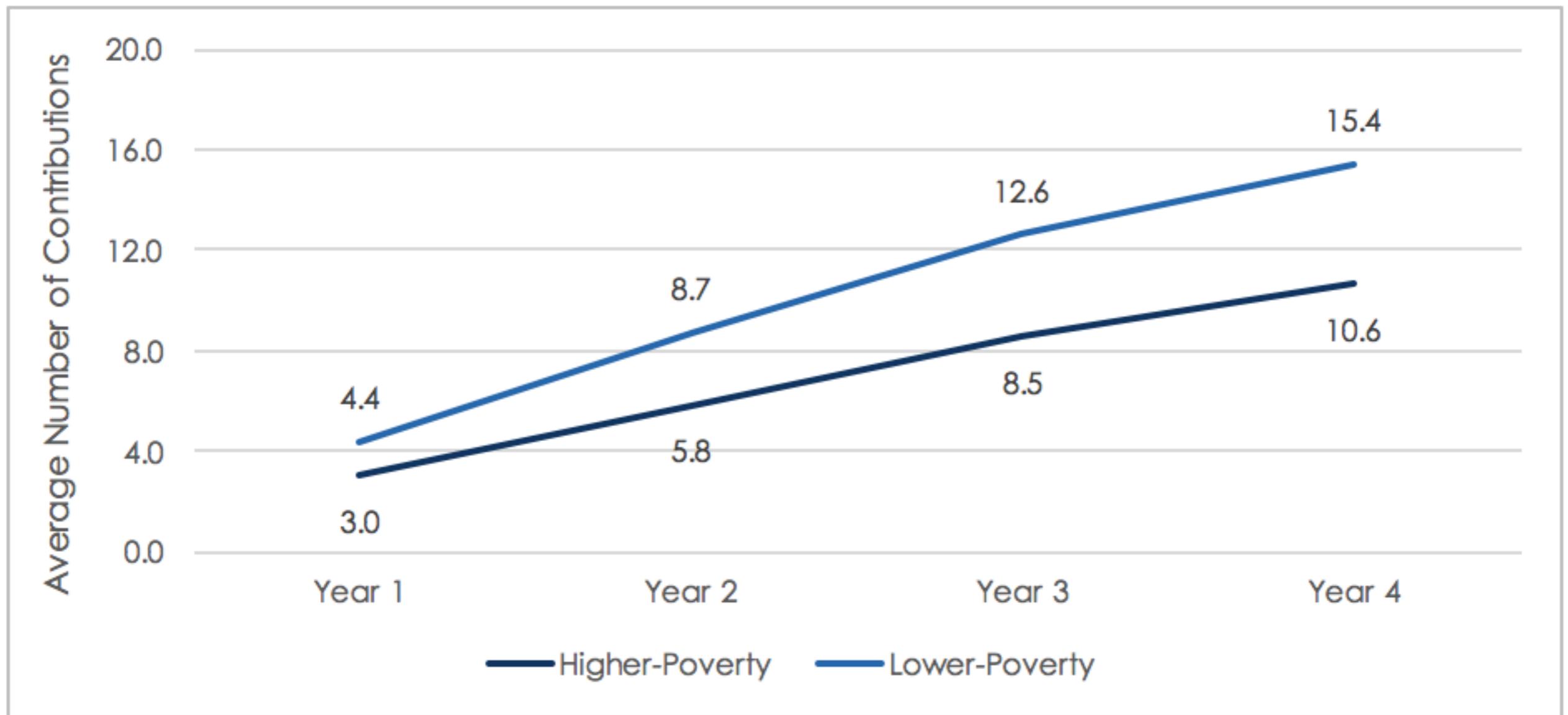


For students with at least one contribution into their CSAs, how do savings behaviors (total account value, total contribution value, number of contribution) differ among students from higher- and lower-poverty schools?

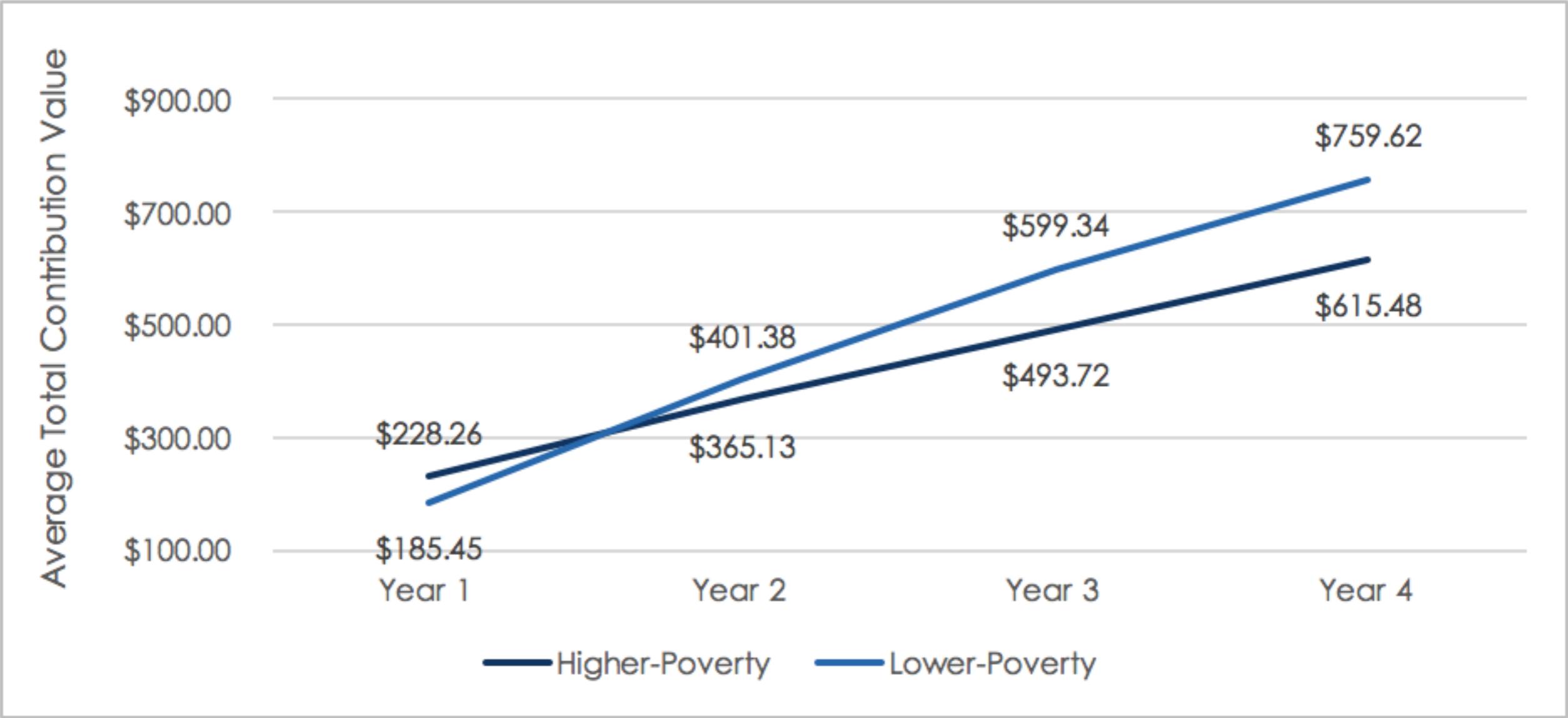
Families from Lower Poverty Schools are More Likely to Contribute



Families from Lower Poverty Schools Make More Contributions

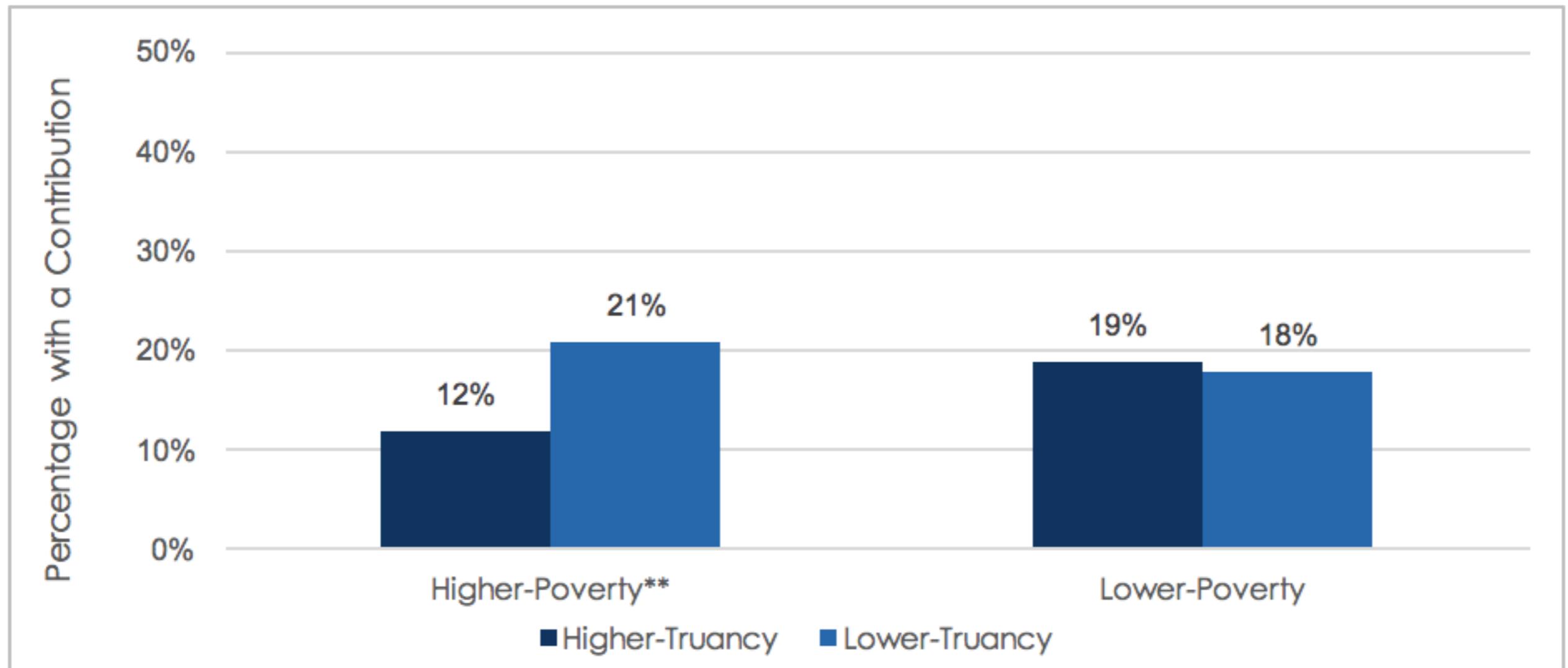


Families from Lower Poverty Schools Make Larger Contributions (\$)



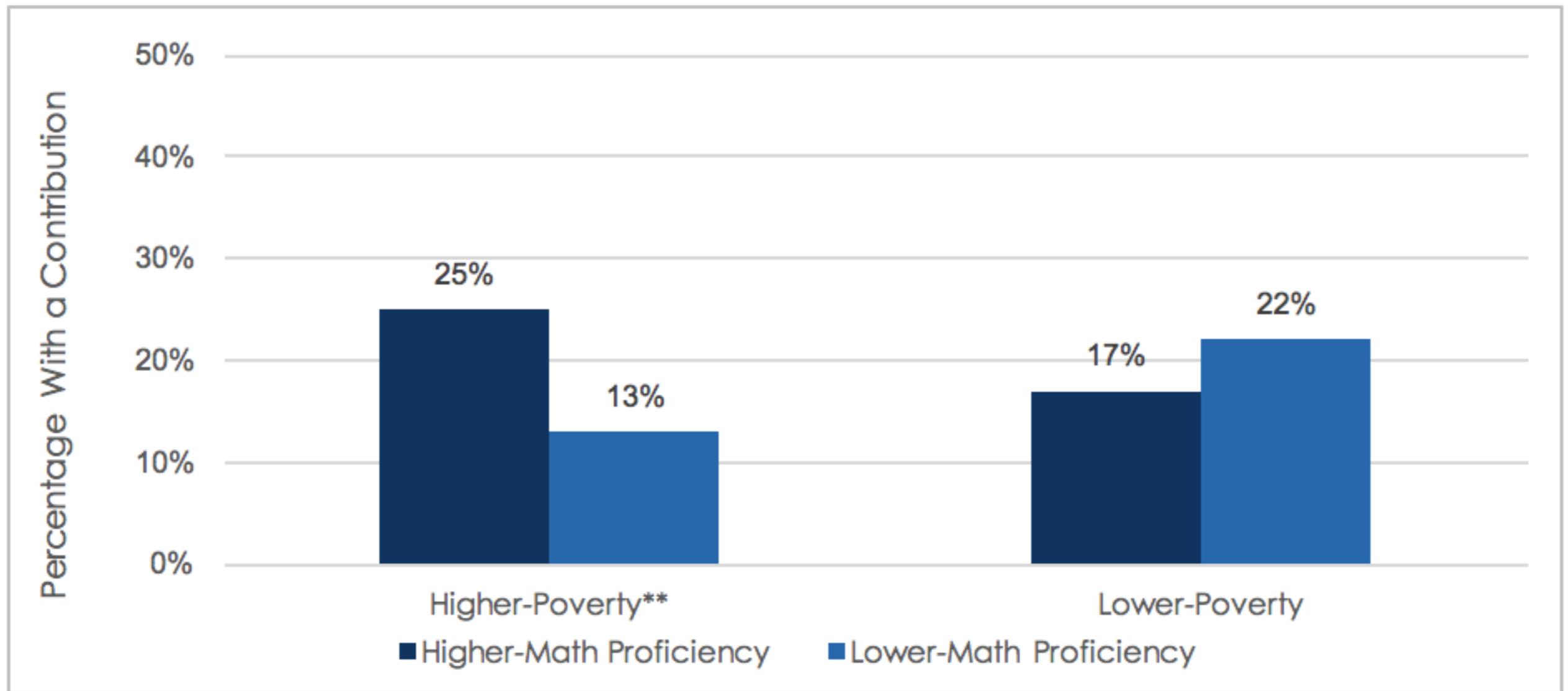
What student- and school-level characteristics are associated with whether a student has at least one contribution to his or her CSA?

Lower Truancy Rates Buffer Higher Poverty Schools from Decreased Contribution Activity



** $p < .01$.

Higher Math Proficiency Buffers Higher Poverty Schools from Decreased Contribution Activity



** $p < .01$.

Take Home

- Approximately 1 in 5 families contribute, though contributions wane over time
- Families in high poverty schools are contributing, though contributions are smaller and less frequent
- Lower school truancy rates and higher math proficiency may buffer higher poverty schools from decreased contributions

Stay Tuned, Next Steps

- Exploratory study of early student academic outcomes in San Francisco Unified
 - Attendance, Grade 3 Achievement
 - Quasi-experimental analyses
- A first step, but more research is needed

Thank You!



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For questions following this presentation, please email:

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Dr. William Elliott (welliott@ku.edu)