Census Bureau Race and Ethnic Research Plans for the 2015 National Content Test

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Director, Race and Ethnic Research and Outreach

Briefing for Race, Ethnicity, and Poverty Summit
June 12, 2015 • Washington, DC
Race and Hispanic Origin Research

- Outreach and stakeholder engagement
- Mid-decade research and testing plans
- Timeline for making decisions
Engagement and Discussion With Stakeholders and Advisors

• Census Bureau National Advisory Committee

• OMB Federal Interagency Committee

• Myriad racial and ethnic communities, organizations, and leaders

• Academic scholars and expert researchers
Overview of the 2015 NCT

- Census Day of September 1, 2015
- Use a large nationally representative sample, including Puerto Rico
- Evaluate and compare different census content, including race and Hispanic origin, relationship, and within-household coverage
- Refine estimates of national self response and Internet response rates and continue testing different contact strategies for optimizing self response
- Conduct content reinterview that includes a subsample of respondents, to measure accuracy of race/origin and coverage
Goals for Mid-Decade Race and Hispanic Origin Research

Four Key Dimensions to Explore

- Separate questions vs. combined question
- “Middle Eastern or North African” (MENA) category
- Instruction wording and terminology
- Web-based designs to improve question understanding and optimize reporting of detailed racial and ethnic groups
### Dimension 1: Separate vs. Combined

**Note:** Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

**8. Is Person 1 of Hispanic, Latino, or Spanish origin?**
   - Yes, Mexican, Mexican Am., Chicano
   - Yes, Puerto Rican
   - Yes, Cuban
   - Yes, another Hispanic, Latino, or Spanish origin

**9. What is Person 1’s race?**
   - White
   - Black or African Am., African American
   - American Indian or Alaska Native
   - Some other race — Print race or origin

**8. What is Person 1’s race or origin?**
   - White
   - Hispanic, Latino, or Spanish origin
   - Black or African American
   - Asian
   - American Indian or Alaska Native
   - Native Hawaiian or Other Pacific Islander
   - Some other race or origin — Print race or origin
Dimension 2: “MENA” Category

8. Which categories describe Person 1? Mark all boxes that apply AND print details in the spaces below. Note, you may report more than one group.

- White — Print, for example, German, Irish, English, Italian, Polish, French, etc. 1

- Hispanic, Latino, or Spanish origin — Print, for example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc. 1

- Black or African Am. — Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. 2

- Asian — Print, for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. 1

- American Indian or Alaska Native — Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. 2

- Middle Eastern or North African — Print, for example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc. 2

- Native Hawaiian or Other Pacific Islander — Print, for example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc. 1

- Some other race, ethnicity, or origin — Print details 1
Dimension 2: “MENA” Category

☐ Middle Eastern or North African – Print, for example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.
Design Rationale for Detailed Groups

- Census Bureau collects and tabulates detailed, disaggregated data for many detailed groups.

- Analysis of decennial census and American Community Survey data shows that for most major U.S. Office of Management and Budget (OMB) categories, a handful of groups comprise vast majority of respective population.

- Include six examples to reflect diversity of category’s OMB definition.
Design Rationale for Detailed Groups

- About four of every five respondents would see themselves in examples or detailed checkboxes.

- The Census Bureau identified largest groups in the United States that represent the different geographic regions referenced in each of the OMB race and ethnic group definitions.

- Balance and equity -- present groups in population size order (largest to smallest).

- 2015 NCT research will determine which approach is best for collecting race and ethnic data.
Dimension 3: Instructions and Terms

Instruction Wording:

• *Mark [X] one or more boxes.*
• *Mark all boxes that apply…*

*Note, you may report more than one group.*

Alternatives for Terminology:

• “Race,” “Ethnicity,” “Origin”
• Which categories describe you?
Dimension 4: Web-Based Designs

Initial Screen for Race and Ethnicity

- White
  - For example, German, Irish, English, Italian, Polish, French, etc.
- Hispanic, Latino, or Spanish origin
  - For example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.
- Black or African Am.
  - For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
- Asian
  - For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.
- American Indian or Alaska Native
  - For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.
- Middle Eastern or North African
  - For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.
- Native Hawaiian or Other Pacific Islander
  - For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.
- Some other race, ethnicity, or origin
Dimension 4: Web-Based Designs

Subsequent Screens for Detailed Responses

Screen for Hispanic, Latino, or Spanish

Select all boxes that apply and/or enter details in the space below. Note, you may report more than one group.

(Help)

HISPANIC, LATINO, OR SPANISH

☐ Mexican or Mexican American
☐ Puerto Rican
☐ Cuban
☐ Salvadoran
☐ Dominican
☐ Colombian

Enter details below, for example, Guatemalan, Spaniard, Ecuadorian, etc.

Guatemalan, Peruvian

Back  Next

Screen for Black or African Am.

Select all boxes that apply and/or enter details in the space below. Note, you may report more than one group.

(Help)

BLACK OR AFRICAN AM.

☐ African American
☐ Jamaican
☐ Haitian
☐ Nigerian
☐ Ethiopian
☐ Somali

Enter details below, for example, Ghanaian, South African, Barbadian, etc.

Liberian, Barbadian

Back  Next

Screen for Asian

Select all boxes that apply and/or enter details in the space below. Note, you may report more than one group.

(Help)

ASIAN

☐ Chinese
☐ Filipino
☐ Asian Indian
☐ Vietnamese
☐ Korean
☐ Japanese

Enter details below, for example, Pakistani, Cambodian, Hmong, etc.

Bangladeshi, Hmong

Back  Next
Modified Designs for Paper

• Much more limited in paper-based designs

• Exception to paper design requirements for 2015 NCT enabled us to experiment with detailed checkbox designs

• Developed modification with multiple-detailed checkboxes for all groups
Modified Designs for Paper

B. Which categories describe Person 1? Mark all boxes that apply. AND print details in the spaces below. Note, you may repeat more than one group.

- WHITE – Provide details below:
  - German
  - Irish
  - English
  - Italian
  - Polish
  - French
  - Prefix, for example, Scottish, Norwegian, Dutch, etc.: 

- HISPANIC, LATINO, OR SPANISH ORIGIN – Provide details below:
  - Mexican or Mexican American
  - Puerto Rican
  - Cuban
  - Salvadoran
  - Dominican
  - Colombian
  - Prefix, for example, Guatemalan, Spaniard, Ecuadorian, etc.: 

- BLACK OR AFRICAN AM – Provide details below:
  - African American
  - Jamaican
  - Haitian
  - Nigerian
  - Ethiopian
  - Somali
  - Prefix, for example, Ghanaian, South African, Barbadian, etc.: 

- ASIAN – Provide details below:
  - Chinese
  - Filipino
  - Indian
  - Vietnamese
  - Korean
  - Japanese
  - Prefix, for example, Pakistani, Cambodian, Hmong, etc.: 

- AMERICAN INDIAN OR ALASKA NATIVE – Provide details below:
  - American Indian
  - Alaska Native
  - Central or South American Indian
  - Prefix, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Dorset Inupiat, Nome Eskimos Community, etc.: 

- MIDDLE EASTERN OR NORTH AFRICAN – Provide details below:
  - Lebanese
  - Iranian
  - Egyptian
  - Syrian
  - Moroccan
  - Algerian
  - Prefix, for example, Israeli, Iraqi, Tunisian, etc.: 

- NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
  - Provide details below:
  - Native Hawaiian
  - Samoan
  - Chamorro
  - Tongan
  - Fijian
  - Marshallese
  - Prefix, for example, Fijian, Tahitian, Chamorro, etc.: 

- SOME OTHER RACE, ETHNICITY, OR ORIGIN – Print below: 

8. Which categories describe Person 1? Mark all boxes that apply AND print details in the spaces below. Note, you may report more than one group.

- WHITE – Provide details below.
  - German
  - Irish
  - English
  - Italian
  - Polish
  - French
  
  Print, for example, Scottish, Norwegian, Dutch, etc. 1

- HISPANIC, LATINO, OR SPANISH ORIGIN – Provide details below.
  - Mexican or Mexican American
  - Puerto Rican
  - Cuban
  - Salvadoran
  - Dominican
  - Colombian
  
  Print, for example, Guatemalan, Spaniard, Ecuadorian, etc. 1

- BLACK OR AFRICAN AM. – Provide details below.
  - African American
  - Jamaican
  - Haitian
  - Nigerian
  - Ethiopian
  - Somali
  
  Print, for example, Ghanaian, South African, Barbadian, etc. 1

- ASIAN – Provide details below.
  - Chinese
  - Filipino
  - Asian Indian
  - Vietnamese
  - Korean
  - Japanese
  
  Print, for example, Pakistani, Cambodian, Hmong, etc. 1
Timeline for Making Decisions

- **2014**: Announce Plans for 2015 National Content Test (NCT)
- **2015**: Conduct 2015 NCT
- **2016**: Conduct 2016 ACS CT
- **2017**: Make Recommendations to OMB
- **2018**: Finalize Content for 2020 Census & 2019 ACS
- **2019**: Finalize End-to-End Systems Test for 2020 Census
- **2020**: Finalize Processing Plans for 2020 Census

Ongoing Outreach & Dialogue with Stakeholders, Communities, and OMB About Plans, Research, and Results
QUESTIONS?

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Spring 2015 National Advisory Committee Meeting materials
www.census.gov/about/cac/nac/meetings/2015-03-meeting.html

Other materials
www.census.gov/people/news/issues/vol3issue6.html#
www.census.gov/library/video/2015-nac.html
Momentum for Inclusive Cities:
The Boomer-Millennial Transition

Rolf Pendall / June 12, 2015 / REAP summit, Washington DC
Presentation outline

Two transitions: Baby Boomers and Millennials

Three challenges: Growth, aging, and diversity

Four opportunities: Momentum for inclusive cities

- Make old houses safe, efficient, and comfortable
- Mix tenure in established owner-occupied neighborhoods
- Assure access to homeownership for diverse young adults
- Build diversity into new neighborhoods
Two great transitions: Fuels for challenge and opportunity

Left: Moodboard 10040060 Senior Couple Surrounded by Flowers. Right: Moodboard 10080044 Young Couple. Both images Flickr CC BY 2.0.
Population, 2014-60: Despite 16 million fewer whites, all other groups fuel increase of 100 million

Source: U.S. Census 2014 National Population Projections
* Native Hawaiian or Pacific Islander
** American Indian or Alaska Native
New seniors nationally from 2015 to 2030 will equal today’s population of Texas

Source: U.S. Census 2014 National Population Projections
Annual births + migration growing from 5 to 6 million as deaths increase from 2.5 to 4.1 million

Source: U.S. Census 2014 National Population Projections
The demographic drivers of housing demand

Household formation
(analogous to births + migration in population)
- Begins in the late teens, picks up and peaks in 20s and early 30s
- Huge increases in renters when people are in their early-mid 20s
- Homeownership attainment accelerates in the late 20s and 30s

Household attrition
(analogous to deaths in population)
- Attrition exceeds formation starting in the early 50s
- Renter attrition usually exceeds formation in the early 30s
- Owner attrition usually exceeds formation in the early 60s
Homeowner growth will slow as attrition increases

Millennials will boost renter household formation

Mapping America’s Futures: Local demographics, housing markets, and fair housing

Projected population change, 2010-30
2030: Most senior householders will be white, but parity between Hispanics and whites under 65

Four opportunities for inclusive communities

Baby Boomer aging

1. Incentivize rehab & retrofit of single-family homes & neighborhoods for access, energy efficiency, safety, and health
Four opportunities for inclusive communities

Baby Boomer aging
1. Incentivize rehab & retrofit of single-family homes & neighborhoods for access, energy efficiency, safety, and health

The Boomer-Millennial Handoff
2. Encourage tenure mixing via acquisition and rental of single-family homes in high-opportunity neighborhoods
3. Increase access of qualified minority buyers to homeownership

Millennial household formation
4. Harness rental housing demand to create new mixed-tenure and -income neighborhoods in fast-growth regions
Expanding the Bench: Increasing Diversity in Research and Evaluation

Kantahyanee W. Murray, PhD
Research, Evaluation, and Learning (REAL)
Annie E. Casey Foundation
Objectives

• Explain why diversity matters in research and evaluation
• Describe the Expanding the Bench strategy
• Describe current Expanding the Bench activities
Changing Demographics: Racial and Ethnic Diversity in the U.S. The Future of Children of color
Minority births become majority

Source: U.S. Census Bureau
Why diversity matters in research & evaluation
AEA Membership by Race and Ethnicity, 2008

*Other category includes respondents who chose ‘other’ or chose not to respond.

**n=2,620; 159 respondents chose more than one response.
Why Diversity Matters

- Social Justice Imperative
Why Diversity Matters

• Excellence Imperative
  – Diverse teams are more creative, innovative and effective
  – Shared Lived Experience
Impacts of Diversity on Grantmaking

- Foundations with diverse boards are most likely to be diverse in their grantmaking
  - 47% of all grants to people of color-led organizations were made by the foundations with the top 10 most diverse boards
  - Compared to 31% of grantmaking dollars made to people of color-led organizations by foundations with no people of color on their boards

The Greenlining Institute, 2009
GRANT GAP
Scientists from racial minority groups are less likely than white applicants to receive research funding from the US National Institutes of Health.

- Black
- Asian
- Hispanic
- White
- Full sample*

*83,188 applications

Figure S3. Percentage of applications from US native and foreign-born investigators, by race/ethnicity. Numbers within the boxes are numbers of applications.
% foreign-born, 2010
(Source: Pew Hispanic Center)

Population by race/ethnicity and nativity

- Whites: 3.9% foreign-born
  - Native: 96.1%
  - Foreign-born: 3.9%

- Hispanics/Latinos: 37.1% foreign-born
  - Native: 62.9%
  - Foreign-born: 37.1%

- Blacks: 8% foreign-born
  - Native: 92%
  - Foreign-born: 8%

- Asians: 66.9% foreign-born
  - Native: 33.1%
  - Foreign-born: 66.9%
“…the greatest challenges of the United States could and should benefit from collaborative thinking and the collective experiences of those who are disproportionately impacted by them.” –*Philanthropy in a Changing Society*
Expanding the Bench
Expanding the Bench
Strengthening Ties
Expanding the Bench
Building Capacity
Expanding the Bench
Increasing Field Demand
Call for Qualifications of evaluators from historically underrepresented groups with evaluation expertise in AECF's priority program areas:

- Child Welfare
- Juvenile Justice
- Family Economic Opportunity
- Community Change
- Education
Results

• 116 independent Evaluators and Evaluation Firms responded
• 77 accepted to be included in the database
• All applicants will remain part of the ETB network

AECFExpandingTheBench.theresumator.com/apply
Expanding the Bench's training program consists of 3 essential components:

- **Phase 1** - online evaluation training curriculum
- **Phase 2** - proposal for an evaluation project
- **Phase 3** - practicum, a culminating evaluation project
- **All 3 phases** - coaching and mentoring
Phase I: Online Training Curriculum

- Strategic recruitment
- Practical training
- Equitable mission
- Competency focused
Supporting Networks

**LGBTQ Scholars of Color**

[Logos of various organizations related to supporting networks and diversity, including Career Pathways, American Evaluation Association, Latina Researchers, and New Connections.]
LGBTQ Scholars of Color Network
LGBTQ Scholars of Color Conference

John Jay College of Criminal Justice
City University of New York
New York, New York
April 8-10, 2015
#lgbtqsoc
Are we willing to accept the costs to society due to so many voices missing in R&E?
Conclusion

• Racial and ethnic diversity in the U.S. is growing
• Need more innovative solutions and interventions
• Emphasizing the importance of increasing diversity within evaluation will help improve social impacts
• Opportunities for increasing diversity in research and evaluation
Opportunities for Partnership

- Elevate and promote this work
- Participate in a focus group
- Serve as a host site for the pipeline program practicum component
REAL’s Expanding the Bench Work Group

- Ilana Yamin, National Urban Fellow
- Ji Won Shon, Intern
- Jennifer Charleston, Intern
- Aasha Abdil, Consultant
- Kantahyanee W. Murray, Senior Research Associate
- Debra Joy Perez, Senior Vice President
Developing solutions to build a brighter future for children, families and communities

www.aecf.org
FUND FOR SOCIAL POLICY
EDUCATION AND PRACTICE

REAP 2015 Summit
Washington DC
June 2015

Supported by the
Lois and Samuel Silberman Grant Fund
of The New York Community Trust
Conversation Goals

- To introduce REAP Summit participants to the Fund for Social Policy Education and Practice’s (FSPEP) mission, vision and emerging priorities

- To hear from participants about whether and how FSPEP’s work relates to current priorities and interests of REAP centers

- To hear ideas about how best to make mutually beneficial connections between schools of social work and policy organizations

- To hear ideas about how best to strengthen the ability of social work researchers to more effectively inform and influence policy and in turn, more effectively redress systemic and structural contributors to poverty and inequality
Conversation Agenda

- The Current Context for This Work
- Overview of the Fund for Social Policy Education and Practice
- Discussion and Q&A
The Current Context for This Work
Observations Shared With Us...

- There has been a steady erosion of societal and governmental commitment to a safety net over the past several decades.
  - Social policy is formulated and human services planned by legislators and administrators who appear to lack significant insight or first-hand experience about how programs and policies impact the real world experiences of individuals, families and communities.
  - There is growing awareness and discussion in the public domain about the misalignment between what happens in the actual lives of people and what happens in policy.
Observations Shared With Us…

- Increasing conversations and debate about the causes of disparity and inequity and solutions for their redress are happening in the airways, social media and on the streets.
  - Citizen-led demonstrations for economic and social justice have unfolded across the country and are becoming increasingly commonplace.
  - Some of the drives are loosely-formed and others are tightly coordinated – among them, the Occupy Wall Street, the Fight for $15, the Dreamers and the Black Lives Matter campaigns.
  - While there are promising signs of shifting perspectives and new insights, there is little evidence yet of responsive policy-making.
Observations Shared With Us…

- **There is concern in the profession itself that social work practitioners today are not often enough,**
  - Making the connections between the issues faced by their clients, the clients’ communities of residence, and social policy.
  - Contributing their talents to inform social policy analysis, research or development.
  - Being tapped by progressive coalitions by advocates and policymakers to bring about reform.
  - Found at the forefront of reform efforts and proactive efforts to address root causes of societal problems.
  - Seeking work with, or being employed by, government or other organizations with the responsibility for planning human services.
  - Working directly with elected officials or themselves seeking elected office.
Observations Shared With Us…

- The 2013 Statistics on Social Work Education compiled by CSWE show that course offerings and enrollment in direct practice/clinical practice outpaced all other areas (including program evaluation and social policy)
  - Fewer than 12 percent of program offerings by schools of social work at the master’s level were in the area of social policy and just 8% of master’s levels students were enrolled in such programs. Fewer than 1% of all students were reported to have ‘policy’ placements.
  - Nearly 14 percent of the baccalaureate programs offered formal certificate programs; no certificate programs were offered in social policy. In field education, just .8% of all baccalaureate students had ‘policy’ placements.
  - About 1/3rd of the 350+ individuals awarded doctoral degrees in social work in 2013 entered academia and 7.4% took academic research positions. No info is available about dissertation topics.
  - About 2/3rds of baccalaureate programs and half of master’s programs reported no inter-professional educational offerings.
Observations Shared With Us…

- Social work students preparing for careers in policy are not uniformly graduating with the skills and knowledge that make them compelling candidates for positions in policy organizations.

- The vast majority of students of social work choose work in careers in direct practice – these students are graduating from their baccalaureate and master’s programs with limited understanding of the policy context of their work, few or no skills in the fundamentals of policy analysis or advocacy, and little or no exposure to policy in action.
Observations Shared With Us…

- There are not a lot of connections between schools of social work and independent policy organizations. Schools of social work are more likely to establish their own centers for applied research and policy.

- Only a small number of social work faculty researchers engage in policy advocacy (beyond publishing research findings in journal articles), or work actively to communicate and translate their research findings to the public, to ensure that their research informs current policy and bill making. This is a challenge that many public policy researchers share.
Observations Shared With Us…

- Social work researchers may lack the know-how and the opportunities to engage with policy makers. It is not currently the culture for social work researchers to be policy advocates, or to translate their research for use by others.

- Incentive structure at schools doesn’t reward efforts by faculty outside of publishing research findings in journal articles and this may not the best way to influence policy. Preparing policy briefs and engaging with public policy makers does not ‘count’ toward tenure.
Observations Shared With Us…

- Students and faculty at many universities lack real-time examples of where and when social work research has effectively informed social policy. This may be an even more significant issue for BSW students.

- Other disciplines are cited as doing a better job of preparing students for work with policy organizations (schools of public policy & public administration). But these disciplines lack the social work advantage of on-the-ground understanding of how individuals, families and communities actually live, and how policies affect them in real-time.
Opportunities for policy centers to share information and engage in collaborative research (particularly around race-related studies) are limited. A focus on race/disparities is critical to changing the dialogue about the development and impact of social policy.
Our Belief

- We believe that the social work profession could greatly improve the effectiveness of policy and service efforts designed to ameliorate persistent poverty and growing inequality, if all social workers were better prepared to understand and act on the policy implications of their work.
Fund for Social Policy
Education and Practice
Overview
Population of Concern

- All social work students
- Social work students pursuing policy careers
- People already working in the field
TOC – Short-Term to the Long-Term

- Schools of Social Work better prepare students across the social work curriculum to contribute to improved policy. Continuing education programs in policy analysis and advocacy are more often delivered to practicing social workers.

- Social workers more fully understand and are more able to act on the policy implications of their work regardless of their method of practice, specialization or organizational setting.

- Social workers provide input to policy, at all levels, on an ongoing basis. They are more engaged in critical policy analysis and in informing policy development across organizational settings including nonprofit, for-profit, and public agencies where they are employed or volunteer.

- The human services sector is more engaged in policy analysis and advocacy which results in greater public awareness, attention, and action about, poverty and inequality. The human services sector more often serves as a source of viable policy solutions & options for action.

- Policymakers and the public are better informed about the need for policy change and options for action. They become more effective champions for needed reforms including those that address structural and systemic obstacles to the positive advancement of vulnerable individuals and communities.

- Social policy and service efforts are more often designed to address the structural barriers that cause persistent poverty and growing inequality.

- There is less poverty and more justice for the vulnerable individuals and communities with which social workers are engaged.
FSPEP’s Purpose and Approach

- Work in partnership with key social work and allied organizations to assess and act on opportunities for changes in undergraduate and graduate curriculum, field practice, research and career path development, so that social work students and practitioners become more cognizant of, and responsive to, the policy context and climate of their work.
FSPEP Activities

- Identify and make grants to support the planning and implementation of strategic social work education project that will,
  - stimulate field-wide interest in the expansion of opportunities for social workers to engage in policy development, advocacy and human service planning that improve conditions and opportunities for individuals, groups and communities.
  - strengthen the manner in which social workers (all methods) are prepared to more effectively raise, analyze and address issues of poverty and inequality.

- Attract the necessary resources to institutionalize promising projects.

- Engage in thought leadership – speak and write about the issue and represent the Initiative at meetings of relevant organizations and venues.

- Document and make visible the Initiative’s activities and outcomes.
FSPEP Structure

- Time Frame is 2 years: 1.5.15 – 12.31.16
- Advisory Committee comprised of leaders of national organizations and other experts and practitioners
- Lightly Staffed
- Housed at the Silberman School of Social Work, Hunter College, CUNY in NYC
- Initial Grantmaking Investment of $730K
- Partnership with Other Funders
- Transition of strategic projects to institutional partners
FSPEP Advisory Committee

- **Dr. Katharine V. Byers**, Associate Professor Emerita and Chair, Influencing State Policy, Indiana University School of Social Work
- **Dr. Darla Spence Coffey**, President and Chief Executive Officer, Council on Social Work Education (CSWE)
- **Dr. Larry E. Davis**, Dean & Donald M. Henderson Professor, Director, Center on Race and Social Problems, School of Social Work, University of Pittsburgh
- **Dr. Nancy A. Humphreys**, Professor of Policy Practice Emerita and Founder, Nancy A. Humphreys Institute for Political Social Work, University of Connecticut School of Social Work
- **Dr. Kilolo Kijakazi**, Institute Fellow, Urban Institute
- **Dr. Angelo McClain**, Chief Executive Officer, National Association of Social Workers (NASW)
- **Dr. Jacqueline B. Mondros**, Dean and Professor, Silberman School of Social Work, Hunter College of CUNY & Chair, National Association of Deans and Directors
- **Lorie A. Slutsky**, President, The New York Community Trust
- **Mildred Thompson**, Senior Director, PolicyLink, Director, PolicyLink Center for Health Equity and Place
- **Dr. Edwina Uehara**, Professor and Ballmer Endowed Dean in Social Work, University of Washington School of Social Work
Fund for Social Policy
Education and Practice
Emerging Program Opportunities
First Phase Projects...

- **Institution-building of an Umbrella Organization and Other Advocacy Efforts** to catalyze and support the social work sector’s efforts to better prepare social work students and professionals to make connections to policy.

- **Expansion of Models of Innovative Field Practice** that improve student knowledge and application of policy-related skills.
Other Significant Projects...

- **Initiation of Policy Organization-School of Social Work Collaborations** to enhance faculty and student development, expand field practice, or create other opportunities for students to engage directly in policy analysis, development or advocacy.

- **Expansion of Faculty Development Programming** to strengthen the practice and ability of all social work faculty to include and teach policy, including a National Fellows Program for policy faculty.

- **Expansion of Student Development Opportunities in Policy**, particularly for students in the clinical tracks at schools of social work.

- **Strengthening the Capacity of Social Work Researchers at Centers for Race and Poverty to Influence Current Policy**, via new partnerships, skills development, etc.

- **Development of AWARDS Programs and Competitions** that recognize, incentivize and celebrate student, faculty and school engagement in influencing policy.
Other Significant Projects...

- Development of White Paper(s) and sponsorship of Critical Conversation(s) about Policy Practice in Social Work Education which seek to clarify language, establish sector-wide goals, and stimulate discussions among leaders of social work education.

- Aligning Educational Standards, Definitions and Terminology used in the Field with current licensing requirements and occupational titles related to policy work.

- Development and Promotion of Continuing Education Courses in Policy Analysis and Advocacy for ‘Clinicians as Advocates’.

- Documentation and Benchmarking of Key Indicators relevant to the Initiative.
Discussion
Questions

- Does what has been shared resonate with you? Does FSPEP’s work relate to your priorities and interests? How so?

- What are your ideas about how best to make mutually beneficial connections between schools of social work and policy centers or organizations to improve classroom or field experiences of social work students, or of faculty development? Are you aware of where such partnerships now exist? What are they accomplishing together?

- Do you agree with the observations shared about the challenge that researchers have in translating and communicating their work to policy makers? How could we strengthen the ability of social work researchers to make more effective connections to policy makers? Where is this happening well already?

- Knowing our interests, what else do you want to bring to our attention?
Contact Information

Patricia White, Executive Director
**Fund for Social Policy Education and Practice**
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Why hasn’t wealth inequality improved over the past 50 years?
1. Wealth inequality is growing

Percentiles of Family Wealth, 1963–2013

1963

10th: $-18
50th: $39,741
90th: $231,367

99th percentile: $1,411,488

1983

10th: $702
50th: $80,150
90th: $503,816

99th percentile: $3,218,818

2013

10th: $-2,050
50th: $81,400
90th: $942,200

99th percentile: $7,880,400

95th: $1,871,600

90th: $942,200


Note: 2013 dollars.
3. Racial and ethnic wealth disparities are also growing

Average Family Wealth by Race/Ethnicity, 1963–2013


Notes: 2013 dollars. No comparable data are available between 1963 and 1983. African American/Hispanic distinction within nonwhite population available only in 1983 and later.
4. The racial wealth gap grows sharply with age

Average Family Wealth for Those Born 1943–51

Notes: 2013 dollars. Hispanic sample size too small to show. Age is defined as the age of the household head. In 2013, these people were age 62–70. In 1983, ages 32–40.
6. African Americans and Hispanics lag behind on major wealth-building measures, like homeownership.
7. African American and Hispanic families have less in liquid retirement savings

Average Family Liquid Retirement Savings, 1989–2013


Notes: 2013 dollars. Liquid retirement savings include dollars in accounts such as 401(k), 403(b), and IRAs. Median liquid retirement savings for African American and Hispanic families were zero from 1989 to 2013. Median liquid retirement savings for whites were zero through the mid-1990s, about $1,500 in 1998, and $5,000 in 2013.
8. African American families carry more student loan debt than white families


Note: 2013 dollars. Age is defined as the age of the household head.
8. African American families carry more student loan debt than white families


Note: Age is defined as the age of the household head.
Federal policies fail to promote asset building by lower-income families

Size and Distribution of Select Asset-Building Tax Subsidies, 2013

**HOMEOWNERSHIP**
- Mortgage interest deduction
- State and local property tax deduction

**RETIREMENT SAVINGS**
- Employer-sponsored retirement plans
- Individual retirement accounts
- Saver’s credit

Source: Steuerle et al. (2014).
Note: “Income” refers to the Tax Policy Center’s “expanded cash income” measure, which is described in Rosenberg (2013).
Six Policy Recommendations

1. Limit the mortgage interest tax deduction

2. Establish automatic savings in retirement plans

3. Offer matched savings such as universal children's savings accounts

4. Reform safety net program asset tests

5. Promote emergency savings with incentives linked to savings at tax time.

6. Reduce reliance on student loans while supporting success in postsecondary education
Nine Charts about Wealth Inequality in America

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9 Charts on Wealth Inequality: http://urbn.is/wealthcharts
Changing Wealth of Americans: http://www.urban.org/features/changing-wealth-americans
Glass Half Full: 84% of Americans Have Higher Family Incomes Than Their Parents

- All Adult Children: 84%
- Raised in Top Quintile: 70%
- Raised in Middle Quintile: 88%
- Raised in Bottom Quintile: 93%
Glass Half Empty: Americans Raised at the Top and Bottom are Likely to Stay There as Adults

- Top quintile: 4%
- 4th quintile: 9%
- Middle quintile: 17%
- 2nd quintile: 27%
- Bottom quintile: 43%

70% Remain below the middle

Source: Pew Charitable Trusts
Blacks are more likely to be stuck in the bottom

- Black Adult: 53%
- White Adult: 33%

Blacks are more likely to fall from the middle

- Black Adult: 56%
- White Adult: 32%
Key Mobility Drivers

- Financial Capital
- Human Capital
- Social Capital
Where you live matters
Economic Segregation is on the Rise

- Neighborhood Sorting Index

Year:
- 1970
- 1980
- 1990
- 2000

Lines:
- Small MSAs
- All MSAs
- Large MSAs
How much mobility is lost in a low-mobility area?

Family 1

Family 2
Neighborhood Poverty Also Matters

Average Neighborhood Poverty During Childhood
The Good News:Cities are Taking Notice

- Significant increase in awareness of economic mobility at the local level
  - Charlotte, NC
  - Cincinnati, OH

- Promise Neighborhoods

- Choice Neighborhoods
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