Asset and Education Research Symposium
March 29–30, 2012
Lawrence, Kansas
March 29, 2012

Dear Colleagues:

Welcome to the Assets and Education Research Symposium. We are very pleased that you are here.

During the next two days, you will have an opportunity to listen to presentations by key researchers and participate in discussions on assets and education. Discussions at this symposium will critically assess current scholarship and chart future directions.

Over the long term, asset building for children and youth may be seen as the first phase of what President Obama has spoken of as a “save and invest” society. Savings for and by children may someday be complemented by lifelong saving and other asset-based policies designed for a range of economic development and social protection goals such as home ownership, capitalization of enterprises, and increased retirement security. This symposium highlights research on an important area within the assets field, the relationship between assets and children’s educational outcomes.

The Assets and Education Research Symposium builds on current momentum in research on assets and debt and student success. Co-organized by the School of Social Welfare at the University of Kansas and the Center for Social Development at Washington University in St. Louis, this symposium features sixteen papers, along with three keynotes on various aspects of assets and education research. Following the event, papers will be published in a special issue of Economics of Education Review. This will be the first time that assets and education research has been featured in an education journal. We will leverage momentum gained from the symposium and the special journal issue to inform research and policy discussions at both state and federal levels.

We look forward to your active participation in the discussions.

With warm regards,

William Elliott III
Assistant Professor, University of Kansas
Faculty Associate, Center for Social Development
Senior Fellow, New America Foundation

Michael Sherraden
Youngdahl Professor of Social Development
Director, Center for Social Development
Washington University in St. Louis
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<td>7:30 – 8:30 am</td>
<td>Registration and Breakfast – Alderson Auditorium, Kansas Union Level 4</td>
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<td>Welcoming Remarks – Dean Mary Ellen Kondrat, University of Kansas School of Social Welfare</td>
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<td>8:45 – 9:00 am</td>
<td>Welcoming Remarks – Chancellor Bernadette Gray-Little, University of Kansas</td>
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<td>9:00 – 9:15 am</td>
<td>Introduction of Keynote Speaker, Michael Sherraden – Benita Melton, Charles Stewart Mott Foundation</td>
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<td>9:15 – 10:00 am</td>
<td>Keynote Address – Michael Sherraden, Washington University, Center for Social Development</td>
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| 10:15 – 11:35 am | Panel: Children & Saving  
Discussant – Sandy Beverly, Washington University, Center for Social Development  
Economic Socialization, Saving and Assets in European Young Adults  
*Paul Webley and Ellen Nyhus*  
Contributions of Qualitative Research to Understanding Saving Theory for Children and Youth  
*Margaret Sherraden, Clark Peters, Kristen Wagner, and Baorong Guo*  
Saving in Childhood and Adolescence: Insights from Developmental Psychology  
*Annette Otto*  
Testing an Asset-building Approach for Young People: Early Access to Savings Predicts Later Savings  
*Terri Friedline, William Elliott, and Gina A. Chowa* |
| 11:35 – 12:20 pm | Questions & Answers |
| 12:20 – 1:20 pm | Lunch |
| 1:30 – 2:50 pm | Panel: Assets, Primary Education, & Secondary Education  
Discussant – Dalton Conley, New York University  
Savings Accounts for Young Children in Low-Income Households: Findings from Qualitative and Quantitative Research with Parents  
*Deborah Adams and Edward Scanlon*  
Parental Educational Expectations by Race and Hispanic Origin: Evidence from the SEED OK Experiment  
*Youngmi Kim, Michael Sherraden, and Margaret Clancy*  
Ten-year Impacts of Individual Development Accounts on Education: Evidence from a Randomized Experiment  
*Michal Grinstein-Weiss, William Gale, William M. Rohe, Mark Schreiner, and Clinton Key* |
The Impact of Household Possessions on Youth’s Academic Achievement in the Ghana YouthSave Experiment: A Propensity Score Analysis
Gina Chowa, Rainier Masa, Christopher Wretman, and David Ansong

2:50 – 3:35 pm Questions & Answers
3:35 – 3:40 pm Announcements & Wrap-up for Day 1 – Edward Scanlon, University of Kansas
3:40 – 4:00 pm Reception – Adams Alumni Center
4:00 – 4:10 pm Introduction of Speaker, Mark Rank – Kilolo Kijakazi, Ford Foundation
4:10 – 5:00 pm Speech – Mark Rank, Washington University
5:00 – 5:30 pm Networking Opportunity
6:30 – 8:00 pm Presenters’ Dinner – Oread Hotel Hancock Library

Friday, March 30, 2012

7:00 – 7:30 am Breakfast
7:30 – 7:35 am Day 2 Opening Comments – Deborah Adams, University of Kansas
7:35 – 7:45 am Introduction of Keynote Speaker, Michael Lomax – Andrea Levere, CFED
7:45 – 8:30 am Keynote Address – Michael Lomax, United Negro College Fund
8:30 – 8:45 am Break
8:45 – 10:05 am Panel: Theories of Asset Effects
Discussant – Michael Hock, University of Kansas, Center for Research on Learning
From Assets to School Outcomes: Implications of Identity Based Motivation
Daphna Oyserman
Integrating Resource-based and Person-based Approaches to Understanding Wealth Effects on School Achievement
Mesmin Destin
Trina Williams Shanks and Christine Robinson
The Impact of Youth Debt on College Graduation
Min Zhan
10:05 – 10:50 pm Questions & Answers
10:50 – 11:45 pm Lunch
11:45 – 1:05 pm Panel: Assets & Postsecondary Education
Discussant – Thomas Shapiro, Brandeis University
Intergenerational Transmission of Educational Attainment: The Role of Household Assets
Jin Huang
Asset Accumulation and College Outcomes
Vernon Loke
“You Pay Your Share, We’ll Pay Our Share”: The College Cost Burden and the Role of Race, Income, and College Assets
William Elliott and Terri Friedline

The Effects of College Savings on Postsecondary School Enrollment Rates of Students with Disabilities
Greg Cheatham and William Elliott

1:05 – 1:50 pm Questions & Answers

1:50 – 2:00 pm Break

2:00 – 3:30 pm Panel: Policy Implications & Next Steps
Moderator – Deborah Adams, University of Kansas
   Benita Melton, Charles Stewart Mott Foundation
   Kilolo Kijakazi, Ford Foundation
   Margaret Clancy, Washington University, Center for Social Development
   Michael Sherraden, Washington University, Center for Social Development
   Reid Cramer, New America Foundation
   Thomas Shapiro, Brandeis University

3:30 – 3:40 pm Symposium Wrap-up – William Elliott, University of Kansas
ABSTRACTS

Children & Savings

Economic Socialization, Saving and Assets in European Young Adults
Paul Webley and Ellen Nyhus

Two studies were carried out, using data on the assets, economic socialization and dispositions of European teenagers and young adults. The sample of young adults (18-32) was drawn from a panel survey of the Dutch population. The Dutch sample size was 392, a significant proportion (over 25%) of whom were still living in the parental home. The sample of teenagers (mean age 14.4 years) and their parents was drawn from a three-generation study of economic socialization in Norway. The Norwegian sample size was 548 adolescents, 256 mothers, and 227 fathers. The Dutch study identified four distinct strands of economic socialization: providing pocket money, doing jobs at home, doing work for others, parental encouragement and advice. The results showed that parental encouragement (being taught budgeting and encouraged to save) had an impact on the economic orientation of young adults; those who had encouragement were better able to control spending, had a preference to save over spending, had an orientation to the future, were more conscientious and saved more. Those children who worked as adolescents, however, were less likely to plan to save the following year and more likely to be in debt. The Norwegian study found evidence that suggests there is a difference, though not a substantial one, in the economic socialization experience of adolescents who come from poorer and less educated backgrounds: they were less likely to receive pocket money and have part-time work but were introduced to piggy banks and savings accounts at a younger age.

Contributions of Qualitative Research to Understanding Saving Theory for Children and Youth
Margaret Sherraden, Clark Peters, Kristen Wagner, and Baorong Guo

This paper explores contributions of qualitative research to saving theory for children and parents in children's savings account (CSAs) programs. It brings together findings from three studies of CSAs, including: (1) parents of babies saving for college, (2) elementary school age children saving for college, and (3) youth transitioning from foster care saving for education and other purposes. Findings suggest that children, youth, and parents desire to save for the future, but face key obstacles including lack of knowledge and access to quality services. CSAs interact with developmental stages to motivate and facilitate saving. Accumulating savings has positive meaning for participants in CSAs for economic and psychological reasons. However, although CSAs overcome some saving obstacles, others remain, especially income flows, debt, and emergencies. The paper concludes with a discussion of theoretical and practical implications.

Saving in Childhood and Adolescence: Insights from Developmental Psychology
Annette Otto

This paper addresses variables related to child and adolescent saving and explains the development of skills and behaviors that facilitate saving from an economic socialization perspective. References are made to the differences between the economic world of children, adolescents and adults as well as to existing theories of saving. Children's and adolescents' ability and willingness to save are looked at, taking into account the social context of the family and general child and adolescent development.

Testing an Asset-building Approach for Young People: Early Access to Savings Predicts Later Savings
Terri Friedline, William Elliott, and Gina A. Chowa

A major hypothesis of asset building is that early access to savings accounts leads to continued and improved educational and economic outcomes over time. This study asks whether or not young adults (ages 18 to 22), particularly lower-income young adults, are significantly more likely to own savings accounts and to accumulate more savings when they have access to savings accounts at banking institutions as adolescents (ages 13 to 17). We investigate this question using longitudinal data (low-to-moderate income sample [LMI; N = 530]; low-income sample [LI; N = 354]) from the Panel Study of Income Dynamics and its supplements. Results from propensity score weighting and bivariate probit estimates support this hypothesis. Asset-building policies that extend early access to savings accounts may improve savings outcomes for young people from lower-income households.
Assets, Primary Education, & Secondary Education

Savings Accounts for Young Children in Low-Income Households: Findings from Qualitative and Quantitative Research with Parents
Deborah Adams and Edward Scanlon

There is evidence that children in low-income households have better educational outcomes when assets are present, and that assets work in part through parental educational expectations. One approach to reducing disparities in educational outcomes may be to support low-income parents and children in their efforts to build savings for college. Theoretical work on the role of institutions in saving suggest that we can help people build assets for the future by designing policies and programs that make “savings” happen without constant attention to one’s own “saving” behaviors. In this paper, we discuss findings on individual and institutional factors in building assets from a series of related studies on the Saving for Education, Entrepreneurship, and Downpayment (SEED) initiative that address parent experiences with saving for their pre-school and primary school age children. SEED is a national policy, practice, and research initiative designed to test the efficacy of progressively funded asset-building accounts for children and youth in the US. The studies covered in this paper were conducted in the first four years of the SEED initiative by a team of researchers from the University of Kansas, along with colleagues at other universities and institutes, at 12 community-based children's savings programs in the US and Puerto Rico. This is the first paper to our knowledge that discusses findings addressing individual and institutional factors in asset building from qualitative and quantitative studies of low-income parents whose young children have assets for the future in savings accounts.

Parental Educational Expectations by Race and Hispanic Origin: Evidence from the SEED OK Experiment
Youngmi Kim, Michael Sherraden, and Margaret Clancy

Research has linked parents' educational expectations to children's educational attainment, but findings regarding differences in educational expectations by race/ethnicity have been inconsistent. In addition, existing studies have focused on school-age children and their parents. In this study, we examine educational expectations of parents of infants using a state representative sample. A series of logistic regressions are conducted for the full sample (N=2,597) and for individual racial groups to investigate parental educational expectations by race and Hispanic origin. The study finds that non-Hispanic Whites and Asians hold higher educational expectations for their children compared to African Americans, American Indians, and Hispanics. However, these differences by race/ethnicity disappear when demographic and socioeconomic measures are controlled. Of economic measures, financial assets and health insurance coverage are significantly associated with parental educational expectations. Also, separate analyses by minority group status find different patterns of association between key determinants and educational expectations. Implications for research and policy are discussed.

Ten-year Impacts of Individual Development Accounts on Education: Evidence from a Randomized Experiment
Michal Grinstein-Weiss, William Gale, William M. Rohe, Mark Schreiner, and Clinton Key

This paper presents evidence from a randomized field experiment testing the impact of a short-term matched savings program on educational outcomes 10 years later. We examine the effect of an Individual Development Account (IDA) program on educational enrollment, degree completion, and increased education level. The IDA program, which ran from 1998 to 2003 in Tulsa, Oklahoma, provided low-income households with financial education and matching funds for qualified savings withdrawals, including a 1:1 match for educational uses. We find a significant impact on education enrollment and positive but non-significant impacts on degree completion and increase in level of education. We also examine the interaction between gender and treatment assignment and find that the IDA had a strong positive effect on increased educational attainment for males, but not for females.

The Impact of Household Possessions on Youth's Academic Achievement in the Ghana YouthSave Experiment: A Propensity Score Analysis
Gina Chowa, Rainier Masa, Christopher Wretman, and David Ansong

Families play an important role in children's academic achievement. Household assets as part of children's family background have been found to have a significant impact on children's academic achievement. In this study, the impact of household possessions on youth's academic achievement in the Ghana YouthSave experiment is investigated. Because household asset ownership is predicted by parental characteristics, we only included youth whose parents were interviewed.
at baseline. Thus, the study sample is 3,087 pairs of youth and their parents. The results show that youth from families that reported owning at least one of the five household items scored almost 3 units higher on Math and 3.50 units higher on English than their peers from families that did not own any of the five household possessions. Based on the regression of difference scores, youth from families with household possessions scored 3.17 units higher on Math and 3.66 units higher on English than youth from families without any household possessions. Using matching estimators, we found that youth from families with household possessions scored 3.66 units higher on Math and 4.37 units higher on English than their peers from families who reported not owning any of the five household possessions identified in our study. The consistent statistically significant findings across different tests used in this study suggest that the effect of household possessions on academic achievement is robust. Policy implications are discussed.

Theories of Asset Effects

From Assets to School Outcomes: Implications of Identity Based Motivation
Daphna Oyserman
American children almost universally aspire to college but often fall short. High school dropout is associated with macro-factors – social stratification and low socioeconomic position (low education, low income, membership in racial-ethnic minority groups). These macro-level factors (termed social determinants of academic disparities) differentially expose people to academic attainment undermining versus attainment-promoting contexts and to choice and control over their lives. These macro-level factors also subtly influence likelihood of college entry and completion. Identity-based motivation (IBM) theory (Oyserman, 2007, 2009a, 2009b) helps articulate how these social determinants matter at the micro-level. Social determinants influence whether or not a behavior or choice feels congruent with important identities. Identity-congruence influences whether strategies are chosen and difficulty is interpreted as meaning that effort is important and meaningful or pointless and “not for people like me.” In the same way, lack of choice and control undermine identity-based motivation making interpretation of difficulty as meaning impossibility more likely and reducing belief that one’s action and effort matter.

Integrating Resource-based and Person-based Approaches to Understanding Wealth Effects on School Achievement
Mesmin Destin
Wealth and assets have a reliable positive relationship with the achievement outcomes of students. Various approaches to understanding student achievement may inform the understanding of how wealth seems to influence children’s educational experiences. This paper describes several perspectives from the student achievement literature within the fields of economics and psychology that are categorized as either resource-based or person-based. Resource-based approaches prioritize the importance of investments that are made in youth to enrich contexts, expand opportunities, and improve outcomes. Person-based approaches, on the other hand, focus on how beliefs, values, and perceptions shape achievement. To better understand wealth effects, an integrative framework presents identity as a unifying construct that is contextually constructed through a combination of resource- and person-based influences to drive student motivation and achievement.

Trina Williams Shanks and Christine Robinson
A large body of evidence indicates that socioeconomic status (SES) is a strong predictor of school achievement, college graduation and child outcomes in general. Better developmental and health outcomes are strongly associated with family assets; families with greater wealth, more income, more years of education, steady professions, as well as living in neighborhoods rich with services and supportive networks. We introduce a model incorporating a range of theoretical and empirical literature about the relationships between a household’s socioeconomic situation, household interactions, and child educational outcomes. The intention is to illustrate how these frequently cited factors are exacerbated by and aligned with stress or difficult circumstances which cause long-term difficulties for children in high-risk circumstances. Finally, we modify the model to illustrate the dynamic nature of these relationships, highlighting how the developmental trajectory of a child who lives with toxic stress might differ from a comparable child with social supports in a situation of low or tolerable stress.
The Impact of Youth Debt on College Graduation

Min Zhan

This study examines the associations between educational loans and credit card debt with the possibility of college graduation among a group of youth who enrolled in college. It further investigates whether the associations differ by levels of parental assets. Results indicate that, after parental assets and other variables are considered, educational loans are positively related to college graduation; however, there is evidence that educational loans above $10,000 reduce the probability of college graduation. Parental assets are positively linked to youth's college graduation, and the relationship between educational loans and college graduation is stronger among youth whose families have lower levels of financial assets. Credit card debt is positively related to college graduation only among families with modest financial assets. Policy implications are discussed.

Assets and Postsecondary Education

Intergenerational Transmission of Educational Attainment: The Role of Household Assets

Jin Huang

Intergenerational transmission of education from parents to children has been investigated extensively, and the parent-child correlation of schooling is about .46 in the US. A high intergenerational persistence of educational attainment is not only an indicator of educational inequality but also a barrier to equal opportunities in the labor market and beyond. This study uses data from the Panel Study of Income Dynamics (PSID) to generate a sample of two cohorts of white children (’84 and ’94 cohorts), and examines whether intergenerational transmission of education varies by household economic resources, especially household assets. Results show that, in the ’94 cohort, financial assets increase the parent-child association of schooling for male children, but decrease the parent-child association for female children. In addition, financial assets and net worth have a negative interaction effect with parental education on female child’s educational attainment as measured by college completion. Research and policy implications of the findings are discussed.

Asset Accumulation and College Outcomes

Vernon Loke

The effects of assets may be understood in terms of its possession, accumulation, or spending. There is a growing body of research supporting the association between assets and better educational outcomes for children. Much of this work had focused on the effects of the presence of assets, or of the quantum of assets possessed. Little is known, however, about the effects of the process of asset accumulation. This paper extends the knowledge base on assets and its effects on educational outcomes. It examines the effects of membership in different asset accumulation trajectories on children’s college outcomes. The data suggest that children from households with low asset holdings which did not experience significant asset accumulation over time had poorer college outcomes. Factors moderating this relationship are explored, and the implications of the findings are discussed.

“You Pay Your Share, We'll Pay Our Share”: The College Cost Burden and the Role of Race, Income, and College Assets

William Elliott and Terri Friedline

Changes in financial aid policies may place too much of the burden of paying for college on students. In addition, incentives for accumulating college assets may exacerbate the college cost burden on minority and lower-income students. Our study investigated the impacts of these policy changes on college cost burden using trivariate probit analysis with predicted probabilities. We find that recent changes in the financial aid system place a higher responsibility on African American, Latino/Hispanic, and moderate-income students to pay for college themselves. An implication is that greater opportunities for more and higher dollar grants and scholarships at 4-year colleges are needed for African Americans. Further, there is a need to create more grants and scholarships that target Latino/Hispanic students as well as moderate-income students at both 2-year and 4-year colleges. We also find that students are less likely to pay for college with student contributions when parents open a savings account, start a state-sponsored savings plan, or open a college investment fund. However, nonminority and higher-income families are more likely to have college assets than their counterparts. Therefore, we suggest an additional strategy to reduce the college cost burden on students is to create policies that will encourage accumulation of college assets among minority and lower-income families.
The Effects of College Savings on Postsecondary School Enrollment Rates of Students with Disabilities

Greg Cheatham and William Elliott

This is the first study to examine whether parents’ college savings is positively associated with special education students’ enrollment in postsecondary school. In addition to examining postsecondary school enrollment among students with disabilities, we also examine whether students’ and parents’ college expectations act as a mediator between parents’ college savings and postsecondary school enrollment. We find that while not all types of college savings are associated with postsecondary enrollment, college bonds are a consistent and strong and statistically significant predictor of postsecondary enrollment for students with disabilities. Further, we find evidence that students’ and parents’ college expectations act as a partial mediator between college bonds and enrollment in postsecondary school. An implication of this study is that programs that encourage some types of asset accumulation are likely to improve postsecondary school attendance rates among students with disabilities by providing them with money to pay for college and by making postsecondary school appear within reach.
BIOGRAPHIES

Deborah Adams, University of Kansas
Deborah Adams is Associate Professor at the University of Kansas in the School of Social Welfare, and a Faculty Associate of Washington University's Center for Social Development. Her scholarly interests include asset building, with a particular focus on asset effects in the lives of women and children. From 2003 through 2007, she led a team of researchers from the University of Kansas and the University of Michigan in studies of the 12 community-based Children's Development Account programs in the national SEED initiative. Dr. Adams' most recent publications include articles with colleagues from the SEED research team on youth perceptions of the effects of asset building, and on parent perspectives on effective individual and institutional components of children's asset-building programs. She co-chaired the SEED Research Advisory Council with Michael Sherraden. Dr. Adams earned her PhD in social work from Washington University in St. Louis, where she was an Olin Fellow.

David Ansong, Washington University, Center for Social Development
David Ansong is a doctoral student at the George Warren Brown School of Social Work at Washington University in St. Louis and a Research Associate at the University's Center for Social Development. Mr. Ansong's research interests include asset building for children and youth in Sub-Saharan Africa, community development, program evaluation, and Geographic Information Systems (GIS). He has worked as a research assistant for the AssetsAfrica pilot project in Uganda and now the YouthSave project in Ghana. He obtained his MSW from Washington University and a BA in Social Work and Sociology from the University of Ghana.

Sandy Beverly, Washington University, Center for Social Development
Sandy Beverly is Senior Scholar at the Center for Social Development at Washington University’s Brown School and has over 12 years of experience researching asset building in low-income families. She has helped design and implement a large quasi-experimental study of children's savings accounts as well as smaller multi-method studies of programs that offer low-cost savings accounts and refund splitting during tax season. Current research projects involve SEED for Oklahoma Kids, an experimental study of universal, progressive Child Development Accounts.

Beverly received her MSW and PhD from the Brown School of Social Work at Washington University and an MA in economics from the University of Missouri - St. Louis. She was an assistant and associate professor in the School of Social Welfare at the University of Kansas from 2000 to 2007. In 2003, Beverly received the Outstanding Research Award from the Society for Social Work and Research for research on material hardship.

Gregory Cheatham, University of Kansas
Greg Cheatham is an Assistant Professor in Special Education at the University of Kansas. He earned an MSW and a doctorate in special education at the University of Illinois at Urbana-Champaign. His research and scholarship focus on diversity issues within special education and early childhood. He is particularly interested in the interplay of culture, language, and the provision of effective educational services for young children and families. Professor Cheatham was an associate editor for the journal Young Exceptional Children, which is published by the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC). He also serves as an editorial board member for research journals within the field of early childhood special education.

Gina Chowa, University of North Carolina
Gina Chowa is an assistant professor at the University of North Carolina, Chapel Hill and a Faculty Associate at Center for Social Development at Washington University's Brown School. Chowa's research interests are in international social development, particularly in asset building, HIV/AIDS, social protection, and financial capability. Her work has included investigating the impacts of asset interventions on financial capability and household economic and social well-being. Currently, she is leading a study in Zambia investigating the impacts of asset ownership on adherence to drug regimens and maintaining a future orientation for people living with HIV/AIDS. In Kibera, Kenya and South Africa, she is leading a study on impacts of savings for low-income youth's transition to higher education and permanent employment. Chowa is also Co-Principal investigator on the experiment in the YouthSave Project investigating impacts of youth savings on youth developmental outcomes in four countries; Ghana, Kenya, Columbia and Nepal. She has also worked in Uganda investigating the impacts of microenterprise on wealth and psycho-social outcomes.
Margaret M. Clancy, Washington University, Center for Social Development
Margaret M. Clancy is the Policy Director and College Savings Initiative Director at the Center for Social Development at Washington University's Brown School. At CSD, Margaret is responsible for design and leadership of large-scale policy demonstrations, including SEED for Oklahoma Kids, an experimental study of universal, progressive Child Development Accounts. Since 2001, she has been researching features of 529 college savings plans as a model for inclusive asset-based policy, and is an expert on progressive 529 policies in the states. She led the Account Monitoring Research project in SEED, a multi-year, national children and youth savings policy and research initiative, and in the American Dream Demonstration, the first national study of IDAs. Prior to joining CSD, Margaret administered corporate 401(k) and defined benefit pension plans for over 10 years, working as a Vice President of a large trust company. She received her Bachelor of Science degree in Business Administration from Southern Illinois University at Edwardsville and a Master of Social Work degree from Washington University in St. Louis. She is also a Certified Employee Benefits Specialist.

Dalton Conley, New York University
Dalton Conley is currently Dean for the Social Sciences, as well as University Professor at New York University. He holds faculty appointments in NYU’s Sociology Department, School of Medicine, and the Wagner School of Public Service. He also serves as an Adjunct Professor of Community Medicine at Mount Sinai School of Medicine and as a Research Associate at the National Bureau of Economic Research (NBER).

Conley’s research focuses on the determinants of economic opportunity within and across generations. In this vein, he studies sibling differences in socioeconomic success; racial inequalities; the measurement of class; and how health and biology affect (and are affected by) social position. In 2005, he became the first sociologist to win the National Science Foundation’s Alan T. Waterman Award, given annually to one young researcher in any field of science, mathematics or engineering. Conley holds a BA from the University of California-Berkeley, an MPA and PhD in Sociology from Columbia University, and an MS and MPhil in Biology from NYU. He is currently pursuing a PhD in Biology at the Center for Genomics and Systems Biology at NYU, studying phenotypic capacitance and socially regulated genes.

Reid Cramer, New America Foundation
Reid Cramer is Director of the Asset Building Program at the New America Foundation, which aims to promote policies and ideas that significantly broaden access to economic resources through increased savings and asset ownership, especially among lower-income families. The Program has championed innovative public policies designed to enable families in the US and around the world to accumulate savings, access wealth-building financial services, develop financial capability, and build and protect productive assets across the life course. Previously, he served as the program’s Research Director and as a Co-Director of the New America Foundation’s Next Social Contract Initiative, an effort to examine the delivery of social policy for the 21st century. His work has provided analytical support for the development of a range of policy proposals, including the ASPIRE Act, a bipartisan proposal to create a savings account for every newborn child in America, AutoSave, a unique model that automatically diverts payroll into flexible savings accounts, and The Saver’s Bonus, which provides a targeted incentive to contributed to savings products at tax time. He is an author of the Assets Agenda and the Assets Report 2010, which respectively highlight innovative policy proposals and federal policy initiatives related to asset-building opportunities. Prior to joining New America, Dr. Cramer served as a policy and budget analyst at the Office of Management and Budget, where he helped coordinate policies on housing, savings, economic development, and program performance evaluation. He has worked for a range of nonprofit housing and community development organizations, the National Research Council, and the Urban Institute. He has a doctorate in public policy from the LBJ School of Public Affairs at the University of Texas at Austin, as well as a master’s degree in city and regional planning from the Pratt Institute and a bachelor of arts degree from Wesleyan University.

Mesmin Destin, Northwestern University
Mesmin Destin earned his PhD in social psychology from the University of Michigan, in Ann Arbor, Michigan. He is currently an Assistant Professor at Northwestern University in the Department of Psychology and the School of Education and Social Policy. Destin's research centers primarily on understanding broad societal issues and trends, such as socioeconomic disparities in educational attainment, from a psychological perspective. His work employs laboratory and field experimental methods, in addition to national data analysis.

Destin has developed and tested social psychological interventions, like distributing college financial aid information and drawing attention to the financial rewards of college, which significantly improved immediate academic motivation for low-income youth during early adolescence. His work with national data, including the Panel Study of Income Dynamics,
Michal Grinstein-Weiss, University of North Carolina
Michal Grinstein-Weiss is an Associate Professor at The University of North Carolina at Chapel Hill School of Social Work and the Founding Director of the Assets-Building Research Group. She is a leading researcher in the field of children's savings and college matriculation and success. He has written extensively on the relationship between assets and children's educational outcomes. His work has been featured by The Washington Post, CBS's MoneyWatch.com, San Francisco Chronicle, and Metro Newspapers. Moreover, in a recent announcement for GEAR UP funding, the U.S. Department of Education cited his research as part of their rationale to develop financial access and college savings accounts as part of GEAR UP. Dr. Elliott was also a member of the evaluation team for the I Can Save project where he designed interview instruments, interviewed students, collected data, conducted quantitative and qualitative analyses, and wrote and published several scholarly papers. I Can Save is one of twelve sites of the “Saving for Education, Entrepreneurship, and Downpayment” (SEED) national demonstration of CDAs. Additionally, Dr. Elliott has conducted research on The Pittsburgh Promise, a scholarship program for Pittsburgh Public School students. Combined, his work on these projects provides him with a wide variety of knowledge about CDAs, scholarship programs, and college success.

William G. Gale, Brookings Institution
William Gale is the Arjay and Frances Miller Chair in Federal Economic Policy in the Economic Studies Program at the Brookings Institution. His research focuses on tax policy, fiscal policy, pensions, and saving behavior. He is co-director of the Tax Policy Center, a joint venture of the Brookings Institution and the Urban Institute. He is also director of the Retirement Security Project. From 2006 to 2009, he served as vice president of Brookings and director of the Economic Studies Program. Gale is co-editor of the Economist’s Voice, a Berkeley Economics Press publication. He serves on the editorial board of several academic journals, and has served on advisory boards for the Government Accountability Office, the Internal Revenue Service, and the Joint Committee on Taxation, and on the Board of the Center on Federal Financial Institutions. Gale attended Duke University and the London School of Economics and received his PhD from Stanford University in 1987.

Terri Friedline, University of Pittsburgh
Terri Friedline is a PhD Candidate at the University of Pittsburgh's School of Social Work and a Research Fellow at the New American Foundation in Washington, DC. She also holds an MSW from the University of Pittsburgh and a BSW from Messiah College. Ms. Friedline’s research focuses on interventions and related theories for improving children's life outcomes, particularly for children from disadvantaged backgrounds. Along these lines, Ms. Friedline's work explores how children come to have savings accounts and whether their continued savings leads to improved long-term financial and educational outcomes. Her current research examines these relationships by employing advanced quantitative methods with longitudinal, secondary data. Ms. Friedline also collaborates with the U.S. Department of Education on its national GEAR UP initiative that aims to improve college attendance and graduation rates for children from disadvantaged backgrounds. As part of this collaboration, she is working to analyze data from GEAR UP initiatives nationwide and to consult on how future GEAR UP initiatives might incorporate children's savings interventions.

William Elliott, University of Kansas
Dr. William Elliott is an assistant professor in the School of Social Welfare at the University of Kansas. He currently serves as a faculty associate for the Center for Social Development at Washington University’s Brown School and the Center for Race and Social Problems at the University of Pittsburgh, and he is a Senior Research Fellow for New America Foundation's Asset Building Program. He is a member of the Editorial Board for the Journal of Children and Poverty. Dr. Elliott is a leading researcher in the field of children's savings and college matriculation and success. He has written extensively on the connection of resources, including assets, to motivation and outcomes for youth.

Michal Grinstein-Weiss was selected as the winner of the 2011 Society for Social Work and Research Deborah K. Padgett Early Career Achievement Award.
Award. Grinstein-Weiss received a PhD in Social Work from George Warren Brown School of Social Work at Washington University in St. Louis and a master's degree in economics from the University of Missouri, St. Louis.

**Baorong Guo, University of Missouri in St. Louis**

Baorong Guo, PhD, is an associate professor at the University of Missouri - St. Louis School of Social Work. She is also a faculty associate at Washington University Center for Social Development. Dr. Guo received her PhD in social work from Washington University in 2005 and her MA in sociology from Peking University in 2000. Dr. Guo’s current research focuses on human service nonprofits and inclusion of the poor in asset-building. Her recent research projects include the effects of household assets on material hardship, funding streams for human service nonprofits, and evaluation research on asset-based policies in the United States and China. She has published in *Nonprofit and Voluntary Sector Quarterly, Social Work Research, Journal of Social Policy, Children & Youth Services Review*, and *Social Science Research*. A media report of her research on the marketization of human service nonprofits can be found in *Stanford Social Innovation Review*.

**Michael Hock, University of Kansas Center for Research on Learning**

Michael Hock, PhD is Associate Research Scientist at the University of Kansas and Associate Director of the Center for Research on Learning (KU-CRL). He is also director of the KU-CRL Institute for Research on Adolescent Literacy. He has experience in the design and validation of instructional strategies and practices for improving student outcomes for adolescents who struggle with learning. As a scholar and developer, Michael has directed research and development efforts with adolescents and adults in literacy-based programs. He has been instrumental in the development of reading interventions for an NICHD-funded adult literacy project that focuses on fundamentals of reading, decoding, vocabulary, word identification, and fluency. Currently, he is Co-Principal Investigator on an Institute for Education Science Teacher Quality grant designed to improve the instructional effectiveness of middle school science teachers and the reading and science outcomes of their students. He is also Principal Investigator on a D.O.E.-funded Striving Readers grant involving middle and high school struggling readers in the state of Michigan. He was the Principal Investigator on an Institute for Education Science-funded adolescent reading project in which he and his colleagues developed and validated an adolescent reading program called Fusion Reading. On another Department of Education grant, he is helping to develop mobile technology to support student practice of literacy skills. Michael is experienced in the use of video technology in assessment and validation of interventions. He was funded by the Wal-Mart Foundation to establish Strategic Tutoring support programs in Boys and Girls Clubs of America after school programs. These after school programs also helped nurture student motivation and goal setting through Possible Selves, a program Michael designed to nurture motivation and goal setting. Most recently, he was funded by the Institute for Education Science for a project to develop and test a measure of motivation for reading. Finally, he currently serves on two national advisory committees that focus on effective instruction for adolescents and adults who struggle with learning.

**Jin Huang, St. Louis University**

Jin Huang is an Assistant Professor at Saint Louis University School of Social Work and a faculty associate at the Center for Social Development at Washington University's Brown School. He is interested in social policy that supports family and child well-being, with a particular focus on asset-based policy for disadvantaged children and children with disabilities. Using large longitudinal survey data from the Panel Study of Income Dynamics, his dissertation examines how family assets may contribute to educational and health outcomes for children with disabilities. Dr. Huang has published articles in peer-reviewed social work journals, such as *Social Service Review, Social Work Research, Social Science Research*, and *Children and Youth Services Review*. He received his PhD in social work from the George Warren Brown School of Social Work at Washington University in St. Louis in 2011. In summer 2010, he conducted a research internship on measuring non-cash benefits and material hardship at the Social Security Administration in Washington, DC.

**Clinton Key, Asset-Building Research Group**

Clinton Key is a Research Associate for the Asset-Building Research Group. He has been with this group since 2009. He was named an Emerging Scholar at the 2011 Welfare Research and Evaluation Conference. His work with the group focuses on the long-term impacts of assets and the short-term efficacy of savings interventions. His training is in sociology where his research focused on stability and instability in labor force relationships and the consequence of instability for workers, careers, and communities. He did his undergraduate work at the University of Chicago and is originally from Great Falls, MT.
Kilolo Kijakazi, Ford Foundation

Kilolo Kijakazi’s work focuses on building economic security for working families. Her grant making promotes public support for the creation of universal, progressive savings accounts from birth through retirement, and Social Security reform that improves benefits for low-wage workers. This approach incorporates the expertise of people of color into all aspects of the work, including research, policy and practice. Before joining the Ford Foundation in 2003, Kilolo was a senior policy analyst for the Center on Budget and Policy Priorities, where she specialized in Social Security. She wrote and presented research and policy papers, testified before Congress, and served as a panelist at the White House Conference on Social Security during the Clinton administration. Some of her papers were published by the National Academy of Social Insurance and the Gerontological Society.

She previously worked as a program analyst for the U.S. Department of Agriculture’s Food and Nutrition Service, where she designed and monitored evaluations of the Food Stamp Program and demonstrations of noncustodial parent programs. She also worked at the National Urban League’s Washington operations office as a policy analyst and addressed issues such as welfare reform, employment and education.

Kilolo received a PhD in public policy from George Washington University, and her dissertation was published as the book African-American Economic Development and Small Business Ownership (Garland, 1997). She also holds an MSW with a specialty in community development from Howard University, and a BA from Binghamton University.

Youngmi Kim, Virginia Commonwealth University

Youngmi Kim is an Assistant Professor at the Virginia Commonwealth University School of Social Work. Her research interests include poverty dynamics and impacts of parents’ resources on child outcomes. She is particularly involved in research on distinctive roles of assets and material hardship. In related research, she has worked on asset-building social policies and programs at both national and international levels. She is working on research for SEED for Oklahoma Kids (SEED OK), a large-scale social experiment testing universal Child Development Accounts. She is also a Principal-Investigator in the study of the Hope Plus Savings Accounts program, an Individual Development Accounts demonstration project for working poor families in Korea.

Kim completed her MSW and PhD at the Brown School of Social Work at Washington University in St. Louis. Prior to joining VCU, she was a Post-Doctoral research fellow at the Center for Social Development at Washington University’s Brown School.

Andrea Levere, Corporation for Enterprise Development

Andrea Levere has led the Corporation for Enterprise Development (CFED) as its president since 2004. Through Ms. Levere’s vision and leadership, CFED designs and operates major national initiatives that aim to expand matched savings for children and adults, bring self-employed entrepreneurs into the financial mainstream and turn manufactured housing into an appreciating asset. CFED operates a comprehensive public policy program to build and protect assets at the local, state and federal levels, and produces the nationally recognized Assets & Opportunity Scorecard.

Under Ms. Levere’s guidance, CFED launched two new efforts this year to close the college completion gap by addressing key financial barriers low-income individuals face. The 1:1 Fund is an online marketplace that matches donor dollars to those of students saving for college in a matched savings account. The Partnership for College Completion is an innovative initiative by CFED, UNCF and KIPP that combines incentivized savings accounts, financial and college-readiness education, and scholarship assistance to prepare KIPP students for college success.

Prior to joining CFED in 1992, Ms. Levere was a director with the National Development Council. At NDC, she was a lead trainer for the Economic Development Finance Certification Program and designed and conducted “Taking Care of Business,” a financial management program for entrepreneurs while also working with cities and states to structure financing for small businesses, affordable housing and urban development projects.

Ms. Levere served as chair of the board of the Ms. Foundation for Women from 2002 to 2005, after being on its board since 1998. Currently, she serves as the Chair of ROC USA (Resident Owned Communities USA), a national social venture that converts manufactured home parks into resident owned cooperatives. In 2009, she was appointed to the Bank of America’s National Consumer Advisory Council. Ms. Levere also serves as a founding member of the Morgan Stanley community Development Advisory Committee.

She holds a bachelor’s degree from Brown University and an MBA from Yale University. In 2001, she received the Alumni
Recognition Award from the Yale School of Management and in 2008 was named to the inaugural class of its Donaldson Fellows Program, which recognizes alumni who help educate business and society leaders.

**Vernon Loke, Eastern Washington University**

Vernon Loke is an Assistant Professor of Social Work at Eastern Washington University and a faculty associate at the Center for Social Development. His recent research focus includes increasing the financial capabilities of social service practitioners with regard to the economic empowerment of lower income clients; examining the effects of financial coaching on asset building; and exploring the effects of asset accumulation. Vernon is currently consulting on and evaluating the MYPath program, an innovative asset building program serving 300 low-income minority youths in San Francisco who have accumulated over $80,000 in savings in just the first few months of the program. Vernon obtained his PhD at the Brown School of Social Work of Washington University in St. Louis.

**Michael Lomax, United Negro College Fund**

Since 2004, Dr. Michael Lomax has been president and chief executive officer of the United Negro College Fund (UNCF), the nation’s largest private provider of scholarships and other educational support to minority and low-income students. Before coming to UNCF, Lomax was president of UNCF-member institution Dillard University in New Orleans and a literature professor at UNCF member institutions Morehouse and Spelman Colleges. He also served as chairman of the Fulton County Commission in Atlanta, the first African American elected to that post. Throughout his career, Lomax has worked to provide educational opportunities for underrepresented Americans. As president and CEO of UNCF, he oversees UNCF’s 400 scholarship programs, including the UNCF Gates Millennium Scholars Program, a 20-year, $1.6 billion program whose 14,000 low-income minority recipients have a 90 percent college graduation rate. He also launched the UNCF Institute for Capacity Building, which helps UNCF’s 39 member historically black colleges and universities (HBCUs) become stronger, more effective, and more self-sustaining in such critical areas as fund-raising and building strong academic programs that prepare their students for careers in the global economy.

A leading advocate for the importance of cradle-through-college education for all Americans, Lomax is co-chair of the Education Equality Project, a member of the Aspen Institute’s Commission on No Child Left Behind, and a member of the governing boards of Teach For America, the KIPP Foundation, and the National Alliance of Public Charter Schools. He is also a frequent contributor to the National Journal’s Education Experts blog and author of the “MorehouseMan” blog at Essence.com. Lomax also serves on the boards of the Smithsonian Institution’s Museum of African American History and Culture and the Studio Museum of Harlem. He founded the National Black Arts Festival.

**Rainier Masa, University of North Carolina**

Rainier Masa is a doctoral student at UNC-Chapel Hill School of Social Work. Rain’s research interests are in international social development, particularly assets and livelihood, social protection, migration, and their implications for social, health, and economic development. He works with Dr. Gina Chowa on program development and research on asset building, livelihood, and social protection for low-income populations in Sub-Saharan Africa. He received his MSW from Brown School of Social Work at Washington University in St. Louis.

**Benita Melton, Charles Stewart Mott Foundation**

Benita Melton is a program officer with the Charles Stewart Mott Foundation. She joined the Foundation in 1995 and currently manages the Income Security grantmaking portfolio, which includes federal and state fiscal policy and asset development for the poor. Within the broader philanthropic community, Ms. Melton co-chairs the Grantmakers Income Security Taskforce and is an active member in the Asset Funders Network and the Council of Michigan Foundations. Prior to joining the Mott Foundation, she worked for The Pistons-Palace Foundation, the philanthropic arm of the Detroit Pistons basketball franchise. A native of Detroit, Ms. Melton graduated from Michigan State University and is pursuing a PhD in Public Policy at Wayne State University.

**Ellen Nyhus, University of Agder in Norway**

Dr. Ellen Nyhus is an Associate Professor in the Faculty for Economics and Social Sciences at the University of Agder in Norway. She did her PhD thesis on the psychological determinants of saving and has published research in saving, inter-temporal choice, household decision-making, the effects of personality on earnings and the gender-earning gap. She was until recently a member of the Board (the governing body) of the University of Agder, and is a member of the Board of the Norwegian National Institute for Consumer Research.
Annette Otto, Johannes Gutenberg University

Annette Otto is a research assistant and lecturer in the Educational Psychology Department in the Institute of Psychology at the Johannes Gutenberg University Mainz (Mainz, Germany). She also is an Honorary University Fellow in the College of Life and Environmental Sciences at the University of Exeter (UK). Her initial experimental work on children's saving has been published in the Journal of Economic Psychology. For her thesis she investigated the economic psychology of adolescent saving.

Otto then gained a research position at the University in Mainz, which allowed her to continue her research on young people's saving in Germany. She is a member of the International Association of Economic Psychology and the Academic Research Expert Group of Child and Youth Finance International.

Daphna Oyserman, University of Michigan

Daphna Oyserman is a social scientist at the University of Michigan, where she holds appointments as Professor of Psychology, Edwin J. Thomas Collegiate Professor of Social Work, and Research Professor in the Institute for Social Research. She was recently a fellow at the Center for Advanced Studies in the Behavioral Sciences (2009–2010); other honors include a W.T. Grant Faculty Scholar Award, the Humboldt Scientific Contribution Prize of the German Alexander von Humboldt Foundation, two “Best Research Paper” awards from the Society for Social Work Research, and Fellow status in the American Psychological Association, Association for Psychological Science, and Society for Experimental Social Psychology. Following her 1987 PhD at the University of Michigan, she held faculty appointments at a number of universities before returning to the University of Michigan. Oyserman's theory of identity based motivation (IBM, Oyserman, 2007, 2009a, 2009b) conceptualizes the underlying processes and guides the development of interventions that have been tested in experiments as well as randomized trials in public schools in Detroit and its environs as well as Chicago, with some studies also conducted in other sites in the US as well as Israel and France. The IBM model assumes that identity is multifaceted and dynamically constructed in context. People interpret situations in ways that are congruent with their currently active identity and prefer identity congruent actions over identity incongruent ones. Future self goals such as school may or may not be salient in the moment: when cued to see the future self as congruent with the current self, students are more likely to take action to attain their goals. Felt congruence also influences the interpretation of any difficulties students encounter: when the behavior is identity congruent, experienced difficulty highlights that it is important and meaningful; when the behavior is identity incongruent, the same difficulty suggests that it is pointless and "not for people like me." These perceptions have important downstream effects on important behaviors including in class disruptions vs. engagement, time spent on homework, standardized test scores, and grades in school.

Clark Peters, University of Missouri

Clark Peters, PhD, MSW, JD, is an assistant professor at the University of Missouri School of Social Work and Truman School of Public Affairs, focusing his work primarily on child welfare, adolescents in state care, and juvenile justice. He is also is a Policy Fellow at the Institute of Public Policy and holds a courtesy appointment at the University of Missouri School of Law. Before arriving in Missouri in 2009, he spent 14 years as a researcher at Chapin Hall, a children's policy research center at the University of Chicago. Dr. Peters received his undergraduate degree from The University of Chicago and law degree from Cornell Law School, where he was articles editor of the Cornell Journal of Law and Public Policy. As a Skadden Fellow at the Youth Law Center in San Francisco, he represented youth in the child welfare and juvenile justice systems in civil rights actions. He received his master's and doctoral degrees in social policy from the School of Social Service Administration at the University of Chicago. He has presented, taught, and written widely on issues of juvenile justice, foster care, and child welfare. Dr. Peters currently serves on several state boards and committees, including the Child and Family Services Review Advisory Committee and the Youth Independence Interagency Initiative. He is vice president of the Missouri Court Appointed Special Advocates Association. His current research work focuses on youths in foster care, asset building and predictors of juvenile detention, and appears in Social Work, Nova Law Review, and Children and Youth Services Review.

Mark Rank, Washington University

Mark R. Rank is widely recognized as one of the foremost experts and speakers in the country on issues of poverty, inequality, and social justice. Dr. Rank's areas of research and teaching have focused on poverty, social welfare, economic inequality, and social policy. His first book, "Living on the Edge: The Realities of Welfare in America," explored the conditions of surviving on public assistance, and achieved widespread critical acclaim. Professor Rank's most recent book, One Nation, Underprivileged: Why American Poverty Affects Us All, provides a new understanding of poverty in America. His life-course research has demonstrated for the first time that a majority of Americans will experience poverty and will
use a social safety net program at some point during their lives. He is currently working on a book with his long-time collaborator, Thomas Hirschl of Cornell University, that explores various aspects of economic risk and turmoil across the adulthood years. Their research is designed to shed empirical light on the tenuous nature of the American Dream in today’s society, and how to restore its relevance and vitality.

In addition to writing books, Dr. Rank has published articles in numerous academic journals across a wide variety of fields. Professor Rank is the recipient of many awards including the Founders Day Distinguished Faculty Award from the Washington University Alumni Board of Governors, the Faculty Award to Improve Learning from the William T. Kemper Foundation, the Outstanding Research Award from the Society for Social Work and Research, the Feldman Award from the Groves Conference on Marriage and the Family, and the Outstanding Faculty Award from the Brown School’s Alumni Association.


Christine Robinson, Stillwaters Consultation

Robinson brings more than 18 years of experience in the assets field and work with philanthropy. As one of the first funders of IDA programs in the country (through the Moriah Fund), Robinson has been providing support IDA programs and asset strategies since 1993. She was an initial collaborator on the American Dream Demonstration ADD (1995 – 2000), the national ADD evaluation (1995–1998), founder of the Washington, DC-based Capital Area Assets Building Corporation, the nation’s first IDA collaborative (1995), and initiator of and collaborator of the SEED national demonstration project on Children’s Savings Accounts (2002–present). She has facilitated and participated in numerous national dialogues on attitudes, behaviors, and beliefs among diverse cultural constituents and has been actively engaged in the development of asset strategy and policy nationally. Robinson has served as a consultant on various aspects of the social determinants of health and wealth for numerous foundations including the Ford Foundation, the Robert Wood Johnson Foundation, the Hyams Foundation, and the Arthur M. Blank Family Foundation. Since 1994 she has convened and led meetings on asset strategies for National Granntmakers for Children Youth and Families, the Ford Foundation, the Federal Reserve Bank, Grantmakers Income Security Task Force, the Center for Social Development of Washington University in St. Louis, and the INSIGHT Center. Robinson served as a member of the IDA certification task force, the Research Advisory Council to a national Children’s Savings Account demonstration (SEED), and as a member of the Advisory Council to the national American Dream Demonstration. She served as an active participant of the Corporation for Enterprise Development’s and the Center for Social Development’s Growing Wealth Working Group, the policy development “brain trust” for large-scale asset building policies for Demonstration. She served as an active participant of the Corporation for Enterprise Development’s and the Center for Social Development’s Growing Wealth Working Group, the policy development “brain trust” for large-scale asset building policies for low-income Americans (2000–2002). She also served on the Steering Committee of the Youth Financial Literacy Task Force of the U.S. Department of Treasury (2000–2003). Robinson worked with the Ford Foundation and the INSIGHT Center on the development of the Closing the Racial Wealth Gap initiative from January 2004 through 2010. Robinson was also asked to conduct an evaluation of the Ford Foundation’s Asset Portfolio for the Vice President in 2008–2009. Robinson is vice chair of the board of the Woodstock Institute.

William M. Rohe, University of North Carolina

Dr. William M. Rohe is the Cary C. Boshamer Distinguished Professor of City and Regional Planning and the Director of the Center for Urban and Regional Studies at The University of North Carolina at Chapel Hill. He received his PhD and MRP from Penn State University. Rohe is the author or co-author of several books including Planning with Neighborhoods (University of North Carolina Press), Sustainable Nonprofit Housing Developments (Fannie Mae Foundation), Chasing the American Dream: New Perspectives on Affordable Homeownership (Cornell University Press) and The Research Triangle: From Tobacco Road to Global Prominence (University of Pennsylvania Press). He has also authored or coauthored over 60 journal articles on the topics of housing and community development policy and practice, including several that have won best paper awards from the American Planning Association and the Association of Collegiate Schools of Planning. Rohe teaches graduate level courses on neighborhood planning and central city revitalization, and he has conducted numerous sponsored research projects on affordable housing and neighborhood revitalization issues for a variety of government...
agencies and foundations including the U.S. Department of Housing and Urban Development, the Ford Foundation, and the MacArthur Foundation.

Edward Scanlon, University of Kansas
Edward Scanlon is an Associate Professor and MSW Program Director at the University of Kansas School of Social Welfare. From 2007 to 2011, he served as Principal Investigator for the University of Kansas and led components of the SEED study. Additionally, Dr. Scanlon was the lead investigator for two qualitative studies which explored participants’ experiences in the SEED demonstration. His most recent research is a qualitative case study of an innovative anti-hunger program which connects farmers with volunteer gleaners and then donates fresh fruit and vegetables to Kansas City area food banks and pantries. Dr. Scanlon holds an MSW from the University of Kansas and a PhD in Social Work from Washington University in St. Louis.

Mark Schreiner, Washington University, Center for Social Development
Mark Schreiner is a Senior Scholar with the Center for Social Development at Washington University’s Brown School. With Michael Sherraden, he is the author of *Can the Poor Save?* He is also Director of Microfinance Risk Management, LLC. He pioneered the use of credit scoring in microfinance, and he has developed poverty scorecards for more than 40 countries.

Trina Williams Shanks, University of Michigan
Trina Shanks is an associate professor of social work at the University of Michigan. She completed her PhD and Masters in Social Work from Washington University in St. Louis and is also a faculty associate with its Center for Social Development. In 1994, she was awarded the Rhodes scholarship to study at the University of Oxford, where she earned a Masters in Comparative Social Research. In addition to her graduate schooling, Dr. Shanks served as a Peace Corps volunteer in Ecuador working in micro-enterprise development and served as executive director of Christian Community Services, a church-affiliated not-for-profit agency she was invited to help form in Nashville, Tennessee. Shanks initiated its family mentoring program and introduced Individual Development Accounts to its work with public housing residents. In her current research, funded by the Ford Foundation, she is co-investigator for the SEED Impact Assessment study, which set up a quasi-experimental research design in Pontiac, Michigan, to test the impact of offering Head Start families 529 college education plans for their children. Other areas of research/scholarly interest include: the relationship between assets, poverty and children’s well-being; public policy for families; and social and economic development, particularly in urban communities.

Thomas Shapiro, Brandeis University
Professor Thomas Shapiro directs the Institute on Assets and Social Policy (IASP) and is the Pokross Professor of Law and Social Policy at The Heller School for Social Policy and Management, Brandeis University. Professor Shapiro's primary interest is in racial inequality and public policy, for which IASP released a brief in May 2010 (“The Racial Wealth Gap Increases Fourfold”). He is a leader in the asset development field with a particular focus on closing the racial wealth gap. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*, published by Oxford University Press, 2004 was widely reviewed. The book was named one of the Notable Books of 2004 by *The St. Louis Post-Dispatch*. With Dr. Melvin Oliver, he wrote the award-winning *Black Wealth/ White Wealth*, which received the 1997 Distinguished Scholarly Publication Award from the American Sociological Association and the 1995 C. Wright Mills Award from the Society for the Study of Social Problems. A Tenth Anniversary Edition of *Black Wealth/White Wealth*, with two new chapters, was published in 2006.


Margaret Sherraden, University of Missouri - St. Louis
of New York Press, 2004, with CK Sanders & M Sherraden); and Community Economic Development and Social Work (Haworth Press, 1998, edited with W Ninacs). Sherraden earned a PhD in sociology from Washington University, an MA in social work from the University of Chicago, and a BA in sociology and Spanish from Beloit College.

Michael Sherraden, Washington University, Center for Social Development

Michael Sherraden, a graduate of Harvard (AB) and the University of Michigan (MSW, PhD), is Benjamin E. Youngdahl Professor of Social Development at Washington University’s Brown School and founding director of the Brown School’s Center for Social Development (CSD). CSD tests policy innovations that have the potential to improve social and economic outcomes. Sherraden is the author of Assets and the Poor (1991), which proposes Individual Development Accounts (IDAs), matched savings to enable low-income families to save and accumulate assets. Additional research on asset building appears in Inclusion in the American Dream (2005) and Can the Poor Save? (2007). IDAs have been adopted in federal legislation, in more than 40 states, and in many other countries. An IDA program in Seoul—known as “Hope Development Accounts”—won a United Nations Public Service Award in 2010. Currently, CSD is undertaking an experimental test of Child Development Accounts (universal accounts at birth) in the State of Oklahoma, and research on youth savings is underway in Colombia, Ghana, Kenya, and Nepal. In another area of work, Sherraden’s early research on civic service—National Service (1982) and The Moral Equivalent of War? (1990)—contributed to the creation of AmeriCorps in 1993, and CSD is today a leading center of research on civic service, especially international service. Also, CSD has large initiatives to study Productive Aging in both the United States and China. In 2010, Sherraden was named by TIME magazine as one of its 100 most influential people in the world. He is married to Margaret Sherrard Sherraden, PhD, who is also a research colleague at CSD.

Kristen Wagner, University of Missouri - St. Louis

Dr. Kristen Wagner is Assistant Professor of Social Work at the University of Missouri – St. Louis. She holds a PhD from Washington University in St. Louis (2011), an MSW from Washington University in St. Louis (2005) and a BA in Psychology from the University of North Dakota (1997). Her research, publishing, and teaching interests center on social inclusion and poverty alleviation with a particular focus on the role of asset building in social and economic development. Her research takes a multi-faceted approach to studying program and policy interventions in both domestic and international contexts around three key areas: asset development interventions, culturally relevant community development strategies, and community-based participatory research methods.

Paul Webley, University of London

Professor Paul Webley has been Professor of Economic Psychology and Director of the School of Oriental and African Studies, London, since August 2006 and is currently also Deputy Vice-Chancellor of the University of London. He is Chair of UKCISA (the UK Council for International Student Affairs), and a member of the Boards of the Universities and Colleges Employers Association and London Higher (the regional University Association for London). Professor Webley was elected an Academician of the Academy of Social Sciences in 2010. Professor Webley’s general academic aim has been to explore the contribution that psychology can make to our understanding of problems that have traditionally been seen as the concern solely of economics. He has written a number of books (notably Tax Evasion: An Experimental Approach and Children’s Saving, and most recently The Economic Psychology of Everyday Life which has been translated into Italian and Korean). His current research focuses on children’s economic behavior and tax compliance.

Christopher Wretman, University of North Carolina

Christopher Wretman is a second year MSW student at the University of North Carolina at Chapel Hill. Beginning in the fall of 2012 he will start his doctoral work, also at the University of North Carolina at Chapel Hill. His areas of research interest include school-based interventions, sports, and healthy lifestyle behaviors for adolescents.

Min Zhan, University of Illinois

Min Zhan is an Associate Professor with the School of Social Work, University of Illinois at Urbana-Champaign. Dr. Zhan is also a faculty associate of the Center for Social Development at Washington University’s Brown School. As a social policy researcher, Zhan has studied various topics related to poverty, social welfare policies, and socioeconomic inequality. Her research centers on examining the impact of postsecondary education, financial asset development, and financial management training on the economic well-being of low-income families. Her research has been published in more than 30 journal articles, and in book chapters and reports. She received her PhD in social work from Washington University in St. Louis.
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