Greater Asset Effects for Disadvantaged Children:

Evidence from SEED for Oklahoma Kids

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

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• Impacts on non-financial outcomes: Asset effects

• Greater impacts on disadvantaged children
CDA Effects in Early Childhood

- Promoting saving and asset accumulation

- Maintaining high educational expectation
  (Kim et al., 2015, *Social Service Review*)

- Reducing punitive parenting
  (Nam et al., 2016, *Research on Social Work Practice*; Huang et al., under review)

- Reducing mothers’ depressive symptoms
  (Huang et al., 2014, *Social Science and Medicine*)

- Improving children’s social-emotional development among disadvantaged populations
Greater Effects for Disadvantaged Children

- Greater impacts on parenting for low-income or low-education parents (Huang et al., under review)

- Stronger effects on mental health for low-income or low-education mothers (Huang et al., 2014, *Social Science and Medicine*)

- Improving children’s social-emotional development, particularly for those living in single-parent families, or those experiencing material hardship (Huang et al., 2014, *JAMA Pediatrics*; Huang et al., 2016, *Child: Care, Health, and Development*; Huang et al., 2016, *Journal of Child and Family Studies*)

- Promoting account holding for those experiencing material hardship (Wikoff et al., 2015, *Social Science Research*; Huang, et al., 2016, *Journal of Policy Practice*)
How CDAs Affect Children and Parents

One hypothetical model

SEED OK CDAs → Saving Behaviors → Expectation → Parenting → Mental Health → Child Behavior
How CDAs Affect Children and Parents

The hypothetical model is not supported
Asset Effects in Early Childhood

Supported model:

- Asset effects but not saving effects
- Saving may display impacts in the future as one source of asset accumulation
Editorial

March 2014

It’s the Thought That Counts

Frederick J. Zimmerman, PhD

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Staying on Course: The Effects of Savings and Assets on the College Progress of Young Adults

William Elliott and Sondra Beverly

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Asset effects combined with universal enrollment in CDAs can reduce educational and economic inequality in early childhood.
What would be the **efficient** policy design to generate **long-term, continuous, and strong** stimulation to support “thought changes”?
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