



MSW & MSSP PROGRAMS

FAMILY ECONOMIC MOBILITY: PROBLEMS & POLICIES

SWRK 796-001

MSSP 796-401

Fall 2020

Instructor: Roberta Rehner Iversen, PhD, MSS
Office Phone: 215.898.5529 (links with my computer)
E-Mail: riversen@upenn.edu
Office Hours: By Appointment (e-mail me any time to chat by phone, Zoom, or e-mail)

TA/Course Ass't Alex Bervik (adbervik@gmail.com)

Class Time/Place: Wednesdays, 12-2:30

Student Zoom login link: <https://sp2upenn.zoom.us/j/96034779124>

Iversen's Personal Zoom login link:

<https://sp2upenn.Zoom.US/j/2263842374>

(Note: there is NO period between sp2 and upenn for the Zoom address)

Course Description

The experiences and voices of mothers, fathers, children, employers, children's teachers, human service workers, job training providers, policymakers and others in cities across America graphically show us the "real life" challenges to economic mobility that today's families and organizations experience. These voices particularly illustrate how economic, social, racial, and ethnocultural policies, practices, and beliefs intersect to perpetuate economic inequality for most low-income and many middle-income working families alike. The labor market, welfare and workforce programs, public schools and government are some of the institutions implicated in this intersection and the challenges are multiplied currently by the coronavirus pandemic, widespread recognition of racial inequities and inequalities and police practices, and the ongoing economic downturn and job losses. In the course we deconstruct concepts such as the "work ethic," "family-friendly workplace," and "good jobs" in terms of economic, racial and cultural inequalities and, more broadly, in terms of their meaning, aims and rhetoric. At base, this course examines economic mobility in America within the broad framework of capitalism, democracy, race, ethnicity and gender. Students from other Penn Schools often join SP2 students to read and critique

classic and contemporary literature from varied disciplines and explore generative directions for “meso-oriented” social change.

Educational Objectives

By the end of this course students should be able to demonstrate:

1. The ability to critically assess claims about family poverty, welfare, work, and economic mobility from multiple empirical, philosophical, and policy perspectives.
2. Knowledge about the varied policies for measuring and assessing “poverty” in the U.S. and globally, including the policies’ underlying assumptions about human nature, and in particular, their adequacy and equity for families of diverse racial and ethnic backgrounds in the U.S.
3. Understanding and knowledge about how the history of poverty, welfare and workforce legislation resulted in PRWORA and WIOA. Similarly, knowledge about the effectiveness of education and training (workforce development), work, and tax policies for families who are poor or low-earning.
4. Evaluative knowledge about what roles social work, social policy, organization, education, urban studies, and other professionals can play in anti-poverty and economic mobility efforts.

Course Requirements and Expectations

1. Class Participation: Students are expected to demonstrate that they understand the readings and are thinking analytically, critically and theoretically. Accordingly, students are to do assigned readings prior to class and actively participate in class discussion with informed contributions, questions, and critique. Class discussions should reflect critical thinking about the purpose and value of course materials and their applicability to the student’s program of study as well as to the social, economic, and policy world more broadly.
2. Students are expected to meet their class responsibilities as scholars and professionals. This includes coming to Zoom class on time, providing advance notice of expected or unexpected absence when possible, or communicating about non-attendance soon afterwards. Attendance will be considered in the determination of the final course grade. If you are not feeling well, please let Alex or me know before class if possible. Rest, recuperate, and protect yourself and others. Iversen’s class notes, with links to all recorded material (including videos) will be posted within a day on the course Canvas site in the week they were presented.
3. Satisfactory completion of and performance on all expectations and

assignments. All assignments are due on the specified date. Assignments will be graded on analytical rigor, thoughtful reflection about the content and purpose of the assignment, following assignment details, and timely submission.

4. Detailed information about the content and format for Assignments is at the end of this syllabus.

Assignment	Due Date	Percentage Value
Class participation		15%
Assignment #1	Sunday, September 13	20%
Assignment #2	Monday, October 19	30%
Assignment #3	Sunday, December 6	35%

SP2 Grading Rubric:

A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D - E	60-69
F	Below 60
I = Incomplete	

Academic Integrity

Students are expected to adhere to the University's Code of Academic Integrity, available at <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>. Care should be taken to avoid academic integrity violations, including plagiarism, fabrication of information, and multiple submissions (see descriptions below).** Students who engage in any of these actions will be referred to the Office of Student Conduct, which investigates and decides on sanctions in cases of academic dishonesty.

1. Plagiarism: using the ideas, data, or language of another person or source without specific or proper acknowledgment. Example: copying, in part or in its entirety, another person's paper, article, or web-based material and submitting it for an assignment; using someone else's ideas without attribution; not using quotation marks where appropriate; etc.

2. Fabrication: submitting contrived or altered information in any academic exercise. Example: making up data or statistics, citing nonexistent articles, contriving sources, etc.

3. Multiple submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement.

**It is students' responsibility to consult the instructor if they are unsure about whether something constitutes a violation of the Code of Academic Integrity.

Required Readings

All course material is on-line through the course Canvas site. In order to use Canvas you will need your *PennKey* and password. Required readings and related materials will be available through clicking on the **MODULES** part of our course's Canvas Menu, organized by week. Other resources, documents, or messages may occasionally be added to Canvas as the semester progresses.

*****HAVE THE WEEK'S READINGS AVAILABLE TO REFER TO IN
Zoom CLASS EACH WEEK*****

*****Read all readings
in the order they are listed on the syllabus*****

COURSE SCHEDULE

Weeks 1-2: Introduction and Policy Contexts

1. September 2: Introduction to Course

Overview of Syllabus and Course

Why is the content of this course important for practitioners, policymakers, educators, organizations, urban planners, and researchers?

Class format

WATCH IN FULL BEFORE FIRST CLASS: "Waging a Living"-Award-winning Roger Weisberg documentary (1 hour/25 minutes): on <https://www.youtube.com/watch?v=VIXFyLXSBuo&t=225s>

*****REMINDER: Have the week's readings accessible in class each week*****

2. September 9: Constructions and Values

Small group discussion of Gans's 6 values
Rhetoric, myths, and realities

Gans, H.J. (1999). *Making sense of America*. Lanham, MD: Rowman & Littlefield. (Chapter 3, Values in the news, pp. 43-65).

Lee, M. (2013, May 23). What conservatives are for. Lecture. Washington, DC: Heritage Foundation.

Badger, E. (2018, Aug. 6). The outside hold of the word 'welfare' on the public imagination. *The New York Times*.

Kolbert, E. (2017). Why facts don't change our minds. *The New Yorker*, Feb. 27.

Levin, J. (2019, May 19). How the "Welfare Queen" myth was born. *The New York Times*, p. SR-3

OPTIONAL

Hofstadter, R. (1963). *The paranoid style in politics*. Oxford, UK: Oxford University, Herbert Spencer Lecture.

****** ASSIGNMENT #1 DUE SUNDAY SEPT. 13 ******

Weeks 3-5: Family Poverty: What Is It?

3. September 16: Poverty Measurement: U.S. and Global

Federal poverty thresholds and guidelines
Supplemental Poverty Measure
Self-Sufficiency Standard
Basic Family Budgets
Wealth—the Flip Side of Poverty

Deaton, A. (2018, Jan. 24). The U.S. can no longer hide from its deep poverty problem. *New York Times* online

Reeves, R. 2017. *Dream hoarders*, Chapter 1: Hoarding the dream, pp. 1-15. Washington, DC: Brookings Institution Press.

*****[[READINGS BELOW ARE OPTIONAL IF STUDENTS VIEW MY POVERTY LECTURE (which will be posted either in the Week 3 Module or in the Class Recordings Module); OTHERWISE – READINGS BELOW ARE REQUIRED]]*****

U.S. Census Bureau (2019, Aug. 27): *How the Census Bureau Measures Poverty*. Washington, DC: Author.

U.S. Census Bureau. (2019, May 22). *Potential improvements to the Census Bureau’s Supplemental Poverty Measure for 2021*. Washington, DC: Author.

Fox, L. (2019, Oct.). *The Supplemental Poverty Measure: 2018*.

Trisi, D. (2019, Aug. 14). *Government supports are responsible for poverty reduction*. Washington, DC: Center on Budget and Policy Priorities.

Economic Policy Institute (EPI). (2018, March). *Family budget in the Philadelphia/Camden/ Wilmington metro area*. Washington, DC: Author.

United Way of Pennsylvania. (2019). *ALICE in Pennsylvania: A financial hardship study*, pp. 1-7. Philadelphia: Author.

4. September 23: Historic Views on Family Poverty & Mobility

Daniel Patrick Moynihan – the legacy and the reality
 Historic background of the association between family structure and welfare
 Poverty as constructed through politics, racial/ethnic myths, and justice

Harrington, M. (1997/1962). *The other America: Poverty in the United States*. New York: Touchstone. (pp. 1-38).

Mead, L.M. (1992). *The new politics of poverty: The nonworking poor in America*, Introduction + Chapter 1, pp. 1-24. New York: Basic Books.

Moynihan, D.P. (1967). *The Negro family: The case for national action*, pp. 1-35, U.S. Department of Labor, History eSources **[Moynihan 1965 – 1&2]**;

AND

Remarks of the President at Howard University, June 4, 1965. In Rainwater, L. & Yancy, W.L., *The Moynihan Report and the politics of*

controversy. Cambridge, MA: MIT Press (pp. 125-132).**[Moynihan 1965-4, Remarks of President]**

Coates, Ta-Nehisi. (2015). The black family in the Age of Mass Incarceration. *The Atlantic*, October, pp. 1-19.

5. September 30: Views on “Culture of Poverty” and “Underclass”

Lewis, O. (1966). *La vida: A Puerto Rican family in the culture of poverty—San Juan and New York*. New York: Vintage. (“Introduction,” pp. xi – iv; and “Fernanda,” pp. 3-42). **[[in 2 documents]]**

Gorski, P. (2008). The myth of the culture of poverty. *Poverty and Learning*, 65(7), 32-36.

Ehrenreich, B. (2012, March 15). How we cured ‘the culture of poverty,’ not poverty itself. *Huff Post Politics*. (2 pages)

Auletta, K. (1999/1982). *The underclass*, Updated & revised edition. New York: Overlook Press. **(In 3 documents: Read Introduction; Skim Chapter 1; Read Chapter 2)**

Weeks 6-7: Family Economic Mobility via Safety Net Programs, Rights and Activism

6. Oct. 7: Income & Safety Net Programs & Policy Solutions

Income Policies/Programs: TANF; Universal Basic Income; General Assistance in PA. [Minimum wage in Week 10].

PRWORA & TANF: Complete copy of the original legislation in 1996 (H.R. 3734, 104th Congress). **READ PAGE H.R. 3734-9 for Sec.401.Purpose.**

Congressional Research Service. (2020, July 16). The Temporary Assistance for Needy Families (TANF) Block Grant: Responses to Frequently Asked Questions. Washington, DC: Author.

CBPP. (2020, Apr. 14). Policy Basics: Introduction to Medicaid. Washington, DC: Author. (6 pp)

CBPP. (2017, Nov. 15). Policy Basics: Public housing. Washington, DC: Author. (3 pp)

CBPP. (2019, June 25). Policy Basics: The Supplemental Nutrition Assistance

Program (SNAP). Washington, DC: Author. (13 pp).

CBPP. (2017, Aug. 3). Policy Basics: The Housing Choice Voucher Program (Section 8). Washington, DC: Author. (3 pp).

CBPP. (2019, Feb. 15). Housing Mobility Demonstration will improve families' access to high-opportunity areas. Washington, DC: Author. (2 pp)

CBPP. (2020, June 25). Policy Basics: Unemployment Insurance. Washington, DC: Author. (3 pp).

OPTIONAL

(As background – some interesting chart details)

Floyd, I., Schott, L., & Pavetti, L. (2018, April 2). Under President's budget, TANF would likely provide fewer families with cash assistance and work opportunities, new details show. Washington, DC: CBPP.

Schram, S.F. & Silverman, B. (2012). The end of social work: Neoliberalizing social policy implementation. *Critical Policy Studies*, 6(2), 128-145.

7. October 14: Anti-Poverty & Mobility through Rights and Activism

History of welfare rights movement
Saul Alinsky activism philosophy
Kensington Welfare Rights organization
Criminalization of poorness

Iversen will email your Family Story from *Jobs Aren't Enough* for weeks **8, 9 & 10**
(HAVE YOUR STORY AVAILABLE EACH WEEK in Zoom CLASS)

Abramovitz, M. (2000). *Under attack, fighting back: Women and welfare in the United States*, pp. 131-152. NY: Monthly Review Press.

Sifry, M.L. (2019, Jan. 15). Resistance training: What makes a protest powerful? *The New Republic*, <https://newrepublic.com>, accessed 7-28-19.

Edelman, P. (2017). *Not a crime to be poor: The criminalization of poverty in America*. NY: New Press. Chapter 1, pp. 2-19.

******* ASSIGNMENT #2, DUE Monday October 19*******

Weeks 8-9: Family Mobility through Education & Work Policies

8. October 21: Does More Education Really Mean More Mobility?

Education and family economic mobility: children *and* adults
Immigrants; undiagnosed learning disabilities
Unequal school funding (e.g. PA)
Cultural capital (e.g. Lubrano-Guevara)
Jobs Aren't Enough Stories: Parents, children, and education

Washington, B.T. (1895). The Atlanta Compromise Speech.

DuBois, W.E.B. (2019/1903). *The Souls of Black Folk*. New York: Simon & Schuster, pp. 5-12.

Newton, D. (2018, Apr. 2). In most cases, education credentials are not viable alternatives to college. *Forbes* online. (4 pp)

Marcus, J. (2017, Oct. 24). A college certificate may not be a clear pathway to a job. *NBC News* online. (5 pp)

Canon, M. & Marifian, E. (2013, January). Job polarization leaves middle-skilled workers out in the cold. *The Regional Economist*, pp. 9-11.

Holzer, H.J. (2018). A “Race to the Top’ in public higher education to improve education and employment among the poor. *The Russell Sage Foundation Journal of the Social Sciences*, 4(3), 84-99

OPTIONAL

Autor, D.H. (2010). U.S. labor market challenges over the longer term. Cambridge, MA: MIT Department of Economics; Washington, DC: NBER. Read pp. 1-17; skim charts.

9. October 28: Do Workforce Development and Job Training Forward Mobility?

Job training and workforce development: Then and now
Federal job training programs: Successes or failures?
Workforce Innovation and Opportunity Act of 2014: WIOA
Jobs Aren't Enough Stories: Families and job training/workforce development

Iversen, R.R. & Armstrong, A.L. (2006). *Jobs aren't enough: Toward a new economic mobility for low-income families*. Philadelphia: Temple University Press. (Chapter 5--“Workforce development: Systems and networks”)

U.S. Department of Labor. (2018, Dec. 20). WIOA Overview.

U.S. Department of Labor. (2019, May 29). Workforce Innovation and Opportunity Act **[WIOA] 2019**; Lower Living Standard Income Level. *Federal Register*, 82(98), 23595-23601.

White House. (2018, July 19). Executive Order establishing the President's National Council for the American Worker. Washington, DC: The White House (plus 2-paragraph critique from Spotlight on Poverty and Opportunity, 7-25-18)

10. November 4: Do Employment and Wage Policies Forward Mobility?

Definition of labor force, employment, unemployment
 Meaning of work/ work ethic / Myths about work
 The job availability debate/ Role of automation and robots
 Wage structure in firms
 “Family-friendly” organization of production
 Minimum wage legislation; Living wage movement
Jobs Aren't Enough Stories: Families, jobs and wages

Ross, M. & Bateman, N. (2019, Nov.) *Meet the low-wage workforce*. Washington, DC: Brookings, Metropolitan Policy Program.

Dahlin, E. (2019). Are robots stealing our jobs? *Socius*, 5, 1-14.

Van Dam, A. (2018, Feb. 22). Millions of jobs are still missing. Don't blame immigrants or food stamps. *Washington Post* online, Opinion.

MIT Living Wage Calendar: <https://livingwage.mit.edu>

Trilling, D. (2018, Jan. 18). How minimum-wage increases squeeze the poor. (1p)

da Costa, P. (2019, June 18). A dozen years and counting: Minimum wage increase by Congress is way past due. Washington, DC: Economic Policy Institute.

Zipperer, B. (2018, June 13). The erosion of the federal minimum wage has

increased poverty, especially for black and Hispanic families. Washington, DC: Economic Policy Institute.

OPTIONAL

McNicholas, C., Poydock, M., & Rhinehart, L. (2019, Oct. 16). Unprecedented: The Trump NLRB's attack on workers' rights. Washington, DC: Economic Policy Institute.

11. November 11): Do Tax and Work Support Policies Forward Mobility?

Earned Income Tax Credit (EITC): origins, as a “movement,” and its future
Child Tax Credit (CTC)
Work Opportunity Tax Credit - Employers

Center on Budget and Policy Priorities (CBPP). 2020, April 2). Introduction to the federal budget process. Washington, DC: Author.

Center on Budget and Policy Priorities (CBPP). (2019, Jan. 29). Where do our federal tax dollars go? Washington, DC: Author.

Center on Budget and Policy Priorities (CBPP). (2019, Dec. 10). Policy basics: The Earned Income Tax Credit. Washington, DC: Author.

Center on Budget and Policy Priorities (CBPP). (2019, Dec. 10). Policy basics: The Child Tax Credit. Washington, DC: Author.

Marr, C., Hingtgen, K.C., Sherman, A., & Windham, K. (2020, Aug. 6). Expanding Child Tax Credit and Earned Income Tax Credit would benefit more than 10 million rural residents and strongly help rural areas. Washington, DC: CBPP.

Work Opportunity Tax Credit (WOTC). (2020, Feb. 20). Washington, DC: Internal Revenue Service.

Welton, C. R. (2017). Important role of tax policy in promoting economic mobility. Washington, DC: CLASP, pp. 1-2.

Week 12-14: U.S. and Global Policies & Programs for Family Economic Mobility

12. November 18: U.S.-based Family Mobility Policy, Programs, & Research

Role of communities and corporations
 Conditional Cash Transfer program
 Affordable Care Act
 Housing Voucher program
 Universal Basic Income

Putnam, R.D. (2016). Closing the opportunity gap. Cambridge, MA: Harvard Kennedy School and the Saguaro Seminar. (pp. 1-13).

Saguaro Seminar 150 Things

Miller, C. et al. (2016, Sept.). *Effects of a modified Conditional Tax Transfer program in two American cities*. NY: MDRC. **READ:** Preface (xi-xii) and Executive Summary (ES-1 through ES 12).

CBPP. (2019, Mar. 19). Chart book: Accomplishments of Affordable Care Act. Washington, DC: Author.

Schubel, J. (2020, Apr. 30). States can quickly expand Medicaid to provide coverage and financial security for millions. Washington, DC: CBPP.

Verna, N., Freedman, S., Tessler, B.L., Nuñez, S., & Fink, B. (2019). Promoting work and self-sufficiency for Housing Voucher recipients: Early findings from the Family Self-Sufficiency Program Evaluation. NY: MDRC.

Hamilton, L. & Martin-West, S. (2019). Universal Basic Income, poverty, and social justice: A moral and economic imperative for social workers. *Social Work*, 64(4), 321-328.

*****NOVEMBER BREAK: No 796 class on Nov. 25*****

13. December 2: U.S.-based & Global Family Mobility Policy, Programs, & Research

Youth education policies and programs (e.g. YouthBuild and Year-Up)
 Ron Finley - Guerilla Gardener
 Mental health in US and Europe

Edelman, P. (2012). *So rich, so poor*. New York: The New Press. (Chapter 7, "Young people improving the odds.")

Miller, C. et al. (2018, May). *Laying a foundation: Four-year results from the National YouthBuild Evaluation*. Washington, DC: MDRC.

Year-Up Greater Philadelphia. (2020). New program launch. **READ the main YearUp webpage about 2021:** <https://www.yearup.org/locations/philadelphia>

Burnley, M. (2018, Dec. 28). Connecticut's CHILD FIRST program sends therapists into homes to help families address crippling mental health needs. Could it help the poorest Philadelphians get ahead?
<https://brokeinphilly-org/2018/12>

PROSPECT (nd), European Association of Families with Mental Illness

Mathematica-MPR. (2019, March 7). Study offers insight into the potential of jail-based American Job Centers. NY: Author.

Shoag, D. & Veuger, S. (2019). 'Ban the Box' measures help high crime neighborhoods. AEI working paper 2016-08 (updated March 2019). Washington, DC: American Enterprise Institute.

*****ASSIGNMENT #3, DUE Sunday December 6*****

14. December 9: Bold Policy, Program, & Research Ideas for Economic Mobility: Global and U.S.

Social business
Redistributive tax idea in Germany
Food solution ideas—e.g. Greyston Bakery & Phila. Food Trust
Borgen Project
Expanding what "work" means
"Small wins" approach

BBC News. (2009, Oct. 23). Rich Germans demand higher taxes. Retrieved October 23, 2009, from <http://newsvote.Cc.co.uk>

Iversen, R.R. (2017). What do you do? Ideas about transforming "work" in the United States. In John J. Jackson, Jr. (Ed.), *Social policy and social justice*, pp. 87-96. Philadelphia: University of Pennsylvania Press. (May be replaced with a more recent book chapter)

Correll, S.J. (2017). Reducing gender biases in modern workplaces: A small wins approach to organizational change. *Gender & Society*, 31(6), 725-750.

ASSIGNMENTS: Very important information for ALL assignments

1. SUBMIT ALL PAPERS ELECTRONICALLY IN WORD FORMAT TO MY EMAIL: riversen@upenn.edu

DO NOT submit in pdf or googledoc or on Canvas

I will comment on, grade, and return your papers by email.

2. Put your name, assignment #, date and automatic page number in the header or footer!!!! This is ESSENTIAL.

3. Use 12' type/ Double space (unless directed differently)

4. Assignments are due by 11:59pm on the specified day and date.

5. Use APA format for references and citations (or use style generally used in your field). See APA Style Guide: <https://guides.library.upenn.edu/apasp2>

Assignment	Due Date	Percentage Value
Class participation		15%
Assignment #1	SUNDAY, September 13	20%
Assignment #2	MONDAY, October 19	30%
Assignment #3	SUNDAY, December 6	35%

Assignment #1. Analysis of Poverty Statements

--Due SUNDAY, September 13 - Length 4-5 pages (20%)

A. Written Paper. Begin your paper with 6 statements (direct quotes) about poverty located from current and historical scholarly material (books, research reports, articles) and the popular press (e.g. newspapers, web, blogs). The statements should come from 6 different sources and at least 4 different types of sources. Single space and number the statements and provide full references for each under the statement.

In the remainder of the paper (double-spaced), analyze and discuss which demographic aspects are and are not discussed in your selections overall: for example, age; gender; marital/family status; race; ethnicity; employment; sexual orientation; education; geographic location, etc. Consider the source of the selection when you analyze and discuss which demographic aspects the selections do and do not address. Conclude the paper with a short discussion of:

- 1) Which statement(s) seems most appealing to you at this point in the semester, and why; and
- 2) Which statement(s) seems most relevant/informative at this point for your future professional work, and why.

B. In Class: Be prepared to discuss your responses to #1 and #2 above in class on Wed. September 16 in small groups. Please have your 6 statements available for reference.

Assignment #2 **Analysis of Welfare Policy "On the Ground"**

– Due MONDAY October 19 – Length 6-8 pages (30%)

First, fill out the entire Pennsylvania Application for Benefits form (just for yourself; do not hand in the form when you submit your analysis). The form is in the **Assignments Module** of our Canvas site.

Then, analyze and discuss the following:

- How you felt filling out the application and how you think you would have or have felt if you filled it out in a County Assistance Office (welfare office)—and why?
- How long did it take you to fill out the entire application?
- Purpose of the application questions based on their wording (provide examples from the application for your assertions);
- Construction of the questions in terms of discrimination and marginalization.

Then -- In relation to the readings so far in the course, what questions and/or areas of inquiry in the application did not seem necessary to you. Why do you think they were included? Are there questions or areas of inquiry for the application that you would recommend instead? Finally, discuss how the application was or was not supported by any of the ideas about poverty and mobility you have encountered in the class so far (provide examples from course material).

Feel free to add any other impressions not directly asked for – but this is not essential.

Assignment #3:
A Deeper Look at Family Economic Mobility via a Social Program, Social Policy, or Research Project

– Due SUNDAY DECEMBER 6 – Length 10-12 pages (35%)

Choose a social program, policy, or research project that is relevant to an aspect of family economic mobility that (a) was not covered in the course, or (b) was one we addressed that you want to pursue further. For example, this could be a federal, state, or nonprofit program/policy/project/evaluation in a worksite, occupation, industry, health facility, or any other site or set of sites that is relevant to family economic mobility.

Then, use course material (limited outside literature is optional), to critically analyze the following: declared purpose of the program/policy/project/evaluation; its outcome goals; whether the goals were or were not reached; and how specific the initiative's plans were about measurement (even if you don't fully understand the measurement techniques).

Conclude by discussing your views on the likely success (or failure) of the program/policy/project/evaluation, the reasons for your conclusion, and what you think could make it more successful, drawing primarily from course material.

Poverty & Economic Information Websites (2020)

American Enterprise Institute	www.aei.org
Brookings	www.brookings.edu
Cato Institute	www.cato.org
Center for American Progress	www.americanprogress.org
Center on Budget & Policy Priorities (CBPP)	www.cbpp.org
Center for Law & Social Policy (CLASP)	www.clasp.org
Congressional Budget Office	www.cbo.gov
Congressional Record	https://www.congress.gov/congressional-record
CQ Politics (Congressional Quarterly)	www.cqpolitics.com
Economic Policy Institute	www.epi.org
Fact Check (Annenberg)	www.factcheck.org
Finance Project	www.financeproject.org
Government Accountability Office	www.gao.gov
Heritage Foundation	www.heritage.org
Influencing State Policy	www.statepolicy.org

Institute for Research on Poverty (IRP) – Univ. of Wisconsin – Madison	www.irp.wisc.edu
Mathematica Policy Research	www.mathematica-mpr.com
MDRC (Manpower Demonstration Research Corporation)	www.mdrc.org
National Poverty Center	www.npc.umich.edu
N.C. Poverty Research Fund	www.law.unc.edu/centers/poverty/
New York Times online	www.nytimes.com
Philadelphia Inquirer & Philadelphia Daily News online	www.philly.com
Policy Magic	http://www.policymagic.org/resources.htm
PolitiFact	www.politifact.com
Policy Network (International)	https://policynetwork.org
Republicans in Congress	www.gop.gov
State Policy Network	www.spn.org
Statistics, Politics, & Policy (online journal)	www.degruyter.com/view/j/spp
Urban Institute	www.urban.org
U.S. House of Representatives	www.house.gov
U.S. Senate	www.senate.gov
Washington Post online	www.washingtonpost.com
Workforce ATM (State workforce agencies)	www.naswa.org
Working Poor Families Project	www.workingpoorfamilies.org
Young Politicians of America (service- learning movement)	www.ypa.org/home.php

For MSW Program only:
The Council on Social Work Education 2015 EPAS Competencies

The School of Social Policy & Practice's MSW program is accredited by the Council on Social Work Education (CSWE). The curriculum therefore implements the nine required social work competencies in the 2015 Educational Policy and Accreditation Standards (EPAS)

(<https://cswe.org/Accreditation/Standards-and-Policies/2015-EPAS> pages 7-9).

This course prepares students for developing the following competencies:

Social Work Competencies

2015 Educational Policy and Accreditation Standards

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.