

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

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<b>Course/Unique Number:</b> SW 323K / Unique# 61625	<b>Meeting Time:</b> M/W 9:30-11:00am
<b>Semester:</b> Fall 2011	<b>Meeting Place:</b> SSW 2.130
<b>Instructor:</b> Kelly S. Mikelson, PhD, MPP	<b>Email:</b> kmikelson@austin.utexas.edu
<b>Office Number:</b> SSW 3.130L	<b>Office Phone:</b> 471-9634 (email is faster)
<b>Office Hours:</b> Mondays 10:45-12:45pm & by appointment	
<b>Teaching Assistant:</b> Tee Tyler, trtyler@utexas.edu, Office Hours: Tuesdays 4:30-6:30pm, table by SSW 3.130L	

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**SOCIAL WELFARE PROGRAMS, POLICIES, AND ISSUES**

### **I. Standardized Course Description**

This course is the second course in the social policy curriculum area. Prerequisites include Government 310L and 312L (or their equivalents), an introductory economics course, and admission to the social work major. This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on the historical, political, economic, and other social conditions that influence policy development in the United States. Specific policy areas that are discussed are those in which social workers play major roles: income maintenance (with a focus on social insurance and public assistance), health, mental health, child welfare, and aging. Policy issues and programs are addressed as they affect majority groups as well as populations-at-risk (e.g., children, people of color, people with disabilities, women, GBLTs) with a particular emphasis on social and economic justice. Students learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

### **II. Standardized Course Objectives**

By the end of the course, the student will be able to:

1. Understand significant historical events and persons that influenced the field of social work and social welfare policy; **(PB 25)**
2. Analyze the connections between the history and contemporary structures of social policy; **(PB 25)**
3. Understand the impact of economics, politics, and social values on the identification of social problems and policy formation in the United States and the ways that issues of diversity (such as culture, class, gender, physical or mental ability, sexual orientation, and age) have been addressed; **(PB 25)**
4. Apply conceptual frameworks for analyzing the development of social welfare policy; **(PB 25)**
5. Define key concepts in social welfare policy (e.g. universal, residual, public assistance, social insurance, cash, in-kind); **(PB 25)**
6. Understand the major policies that form the foundation of social welfare policy in the U.S.; **(PB 25)**
7. Apply relevant research frameworks for evaluating the effects of social welfare policy on national, state, and local populations and economically vulnerable sub-groups; **(PB 25)**
8. Analyze the impact of social welfare policy in terms of social and economic justice and the promotion of social work values; **(PB 25)**
9. Discuss trends in comparative international social policy; **(PB 25)**
10. Understand roles social workers play in the formation of social policy and the effects of social policies on social work practice; **(PB 25 and PB 26)**
11. Exercise policy advocacy skills at the legislative and organizational levels. **(PB 26)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required

courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

**EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

**PB25** Analyze, formulate, and advocate for policies that advance social well-being

Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

Assignment: Response papers, class participation, 1-page Policy Analysis Paper Proposal, Draft and Final Policy Analysis Paper, In-Class Final Exam

**PB26** Collaborate with colleagues and clients for effective policy action

Objectives 10 and 11

Assignment: In-class presentation of proposal, 1-page Response to Another Student’s Draft Policy Analysis Paper, Policy Analysis Paper Presentation, class participation

**III. Required Readings**

**Textbook:** Blau, Joel. (2010). The Dynamics of Social Welfare Policy. New York: Oxford University Press, 3rd Edition.

**Additional Selected Readings:** All additional readings available on UT Blackboard or as handouts.

**IV. Course Requirements and Grading**

A. 3 Response Papers (4% each)	12 %
B. Class participation & attendance	10 %
C. 1-Page Policy Analysis Paper Proposal (due September 26) and 5-minute in-class presentation of proposal (on October 3 or 5)	5%
D. Draft Policy Analysis Paper (due October 26)	10 %
E. 1-Page Response to Another Student’s Draft Policy Analysis Paper (due Oct. 31)	3%
F. In-Class Final Exam, Open book (November 14)	25%
G. Policy Analysis Paper Presentations (in-class on Nov. 16, 21, 28, or 30)	15%
H. Final Policy Analysis Paper (due in-class on November 30)	20%
<b>TOTAL</b>	<b>100 %</b>

**ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED IN HARDCOPY TO THE PROFESSOR OR TA WITHIN 10 MINUTES OF THE BEGINNING OF CLASS.**

**ANY ASSIGNMENT NOT TURNED IN WILL RECEIVE A GRADE OF ZERO(0).**

**GRADES ON THE DRAFT ANALYSIS PAPER AND THE FINAL ANALYSIS PAPER WILL BE REDUCED BY 3 POINTS (1/3 OF A LETTER GRADE) FOR EACH DAY THEY ARE LATE.**

**A. Response Papers (to assess PB25):** Students will write three response papers throughout the semester. The response papers should demonstrate your understanding of the entire week’s assigned readings. The response paper will be graded based on:

- (1) How clearly and concisely you demonstrate your understanding of the readings,
- (2) Your ability to articulate the main points of the reading, and
- (3) 2-3 interesting points of discussion or questions that relate the reading to other readings and information in class or to current events.

These response papers should not be simply a summary of the readings but should push you to think about its implications. The response papers should each be 2 pages, 12 point font, double-spaced. Response papers will each be 4% of the final grade. Response papers are due within the first 10 minutes of Monday's class for the week in which they are assigned (the only exception to this is the first response paper which is due on Wednesday, August 31). **Response papers will not be accepted late.**

- B. Class Participation (to assess PB25 and PB26):** Students will be graded on the quality of their contribution to the collective learning pursuits of the class, including participating in class on days they are class facilitators and on days when they have not turned in a response paper. Since attendance is a key condition of participation, more than two absences will result in a reduction of one letter grade below an "A". Each subsequent absence will reduce the overall participation grade by one letter grade.
- C. 1-Page Policy Analysis Paper Proposal (due Sept. 26) & 5-minute in-class presentation of proposal (on October 3<sup>rd</sup> or 5<sup>th</sup>)(to assess PB25 and 26):** Students will write a 1-page, 12 point font, double-spaced proposal that outlines their plans for their policy analysis paper. These written proposals are due within the first 10 minutes of class on Monday, September 26. The following week (October 3<sup>rd</sup> or 5<sup>th</sup>), students will spend 2-3 minutes during class presenting their paper proposal to the class and will receive 2-3 minutes feedback from the class. The written proposal and presentation will be 5% of the final grade. **1-Page Policy Analysis Paper Proposals will not be accepted late.**
- D. Draft Policy Analysis Paper (due October 26) (to assess PB25):** Students will write an 8-page, 12 point font, double-spaced Draft Policy Analysis Paper. The Draft Policy Analysis Paper should be a complete draft of the final paper and will be 10% of the final grade. The paper should examine a US public policy program (e.g., Food Stamp program, Earned Income Tax Credit, Temporary Assistance for Needy Families, State Children's Health Insurance Program, Social Security). The draft and final paper based on the extent to which you are:
- Clear about the program that you have chosen;
  - Demonstrate knowledge of any relevant federal and/or state policies that impact the program;
  - Demonstrate knowledge of program history and rules of the program;
  - Provide information about what it takes to apply for and receive benefits from the program;
  - Demonstrate your knowledge of the programs strengths and weaknesses;
  - Present a balanced perspective of policy arguments concerning the program;
  - Present a significant level of research on the topic and use APA citations; and
  - Writing skill (including correct grammar and overall flow of argument).
- E. 1-Page Response to Another Student's Draft Policy Analysis Paper (due Oct. 31) (to assess PB26):** Students will write a 1-page, 12 point font, double-spaced response to another students draft policy analysis paper. The 1-page response will be 3% of the final grade. One copy of the response should be handed into the TA within the first 10 minutes of class on Oct. 31 and students should bring 1 copy to discuss on Nov. 2 and ultimately give it to their partner. Please keep all comments constructive and show respect for one another's work and opinions. **1-Page Response to Another Student's Draft papers will not be accepted late and class discussion of them is mandatory (your classmates are counting on you for feedback).**
- F. In-Class Final Exam, Open Book (to assess PB25):** Students will take a final exam during class on Monday, November 14. The final exam will consist of short answer and essay questions. The final exam will cover all the material in the semester. The Final Exam will be 25% of the final grade.
- G. Policy Analysis Paper Presentations (in-class on Nov. 16, 21, 28, and 30) (to assess PB26):** Students will spend 10 minutes during class presenting their Final Policy Analysis Paper. Students may elect to use a few PowerPoint slides to describe their papers or they may present from written notes. Using the outline of their

papers as a guide, students will be the “experts” on their topic. The presentation will be 15% of the final grade.

**H. Final Policy Analysis Paper (due in-class on November 30) (to assess PB25):** Students will write an 8-page, 12 point font, double-spaced Final Policy Analysis Paper. The final paper should refine and improve upon the draft paper. Since both the draft and final papers are 8-pages, the final paper should seek to improve the weaknesses of the draft paper. This will vary from one student to the next but may include refining the ideas presented, including additional information about the public policy program while removing extraneous information, refining the policy arguments or rebalancing the perspective, or improving the overall quality of the writing and grammar. The Final Policy Analysis Paper will be 20% of the final grade.

## V. Class Policies

1. **Class Attendance, Assignment Due Dates, Grading.** Class attendance is required every class period for the entire class period. Class presentations can only be given on the allotted dates. UT does not allow Incompletes (grade of X) to provide additional time to complete assignment. Students will be informed of any changes in assignments, due dates, and other class content. Plus/minus grades may be assigned for the final grade.
2. **Use of Blackboard in Course.** This course uses Blackboard to distribute course materials, to communicate online, to post grades, to submit assignments, etc. You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 on weekdays for limited hours, so plan accordingly.
3. **Cell Phones and Computers.** Cell phones must be turned off and put away during class; computers may only be used for note-taking. Students who disrupt class by using cell phones or computers for non-class related activities may be marked absent and asked to leave for the remainder of that class.
4. **Course Evaluations.** During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor’s teaching strategies are helping or hindering student learning. It is very important for the professor to know the students’ reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.
5. **The University of Texas Honor Code.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
6. **Professional Conduct in Class.** The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

7. **Policy on Scholastic Dishonesty.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).
8. **Documented Disability Statement.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.
9. **Religious Holidays.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.
10. **Use of E-Mail for Official Correspondence to Students.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.
11. **Safety.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.
12. **Behavior Concerns Advice Line (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.
13. **Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
  - Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
  - If you require assistance to evacuate, inform the professor in writing during the first week of class.
  - In the event of an evacuation, follow the professor’s instructions.
  - Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**VI. Course Schedule**

<p><b>Week 1</b> Wed., Aug 24 &amp; Mon., Aug 29</p>	<p>Course overview <i>Introduction to the Place of Social Welfare Policy in Social Work Practice</i> Reading: Blau, Chapter 1: Introduction: Social Problems, Social Policy, Social Change Reading: The Associated Press. (January 5, 2010). Dallas prostitutes offered help, not jail: City takes a new approach to the world's oldest profession.</p>
<p><b>Week 2</b> Wed., Aug. 31 &amp; Wed., Sept 7</p>	<p><i>Social Problems and Social Welfare Policy Responses</i> Reading: Blau, Chapter 2: Definitions and Functions of Social Welfare Policy Reading: DeParle, J. (May 10, 2009). The Safety Net: For Victims of Recession, Patchwork State Aid. <i>The New York Times</i>. Reading: DeParle, J. (June 1, 2009). The Safety Net: Slumping Economy Test Aid System Tied to Jobs. <i>The New York Times</i>.</p>
<p><b>Week 3</b> Mon., Sept 12 &amp; Wed., Sept 14</p>	<p><i>History of Social Welfare Policy</i> Reading: Blau, Chapter 7: Social Welfare History in the United States  Finish discussing Blau, Chapter 7 &amp; Discuss: <i>What is a program and what is a policy?</i></p>
<p><b>Week 4</b> Mon., Sept 19 &amp; Wed., Sept 21</p>	<p><i>Income Support Programs</i> Reading: Blau, Chapter 8: Income Support: Programs and Policies Reading: "Welfare Reform: How Do We Measure Success?" by Daniel Lichter and Rukamalie Jayakody in <i>Annual Review of Sociology</i>, 2002, pp. 117-141. Reading: DeParle, J. (July 24, 2009). The Safety Net: Jobless Checks for Millions Delayed as States Struggle. <i>The New York Times</i>.</p>
<p><b>Week 5</b> Mon., Sept 26 &amp; Wed., Sept 28</p>	<p><i>Food and Hunger</i> Reading: Blau, Chapter 12: Food and Hunger: Programs and Policies Reading: DeParle, J. and Robert Gebeloff. (November 29, 2009). The Safety Net: Food Stamp Use Soars, and Stigma Fades. <i>The New York Times</i>. Reading: DeParle, J. and Robert Gebeloff. (January 4, 2010). The Safety Net: Living on Nothing But Food Stamps. <i>The New York Times</i>. <b>SEPTEMBER 26: 1-PAGE POLICY ANALYSIS PAPER PROPOSAL DUE</b></p>
<p><b>Week 6</b> Mon., Oct. 3 &amp; Wed., Oct. 5</p>	<p><b>OCTOBER 3 and 5: IN-CLASS STUDENT PRESENTATIONS OF PROPOSALS (2-3 minute presentation &amp; 2-3 minute class response)</b></p>
<p><b>Week 7</b> Mon., Oct. 10 &amp; Wed., Oct. 12</p>	<p><i>Jobs and Job Training</i> Reading: Blau, Chapter 9: Jobs and Job Training: Programs and Policies  <b>CASE #1 – In-Class Exercise – Wednesday, Oct. 12</b></p>

<p><b>Week 8</b> Mon., Oct. 17 &amp; Wed., Oct. 19</p>	<p><i>Health Care Programs and Policies</i> Reading: Blau, Chapter 11: Health Care: Programs and Policies Reading: Health Policy Brief, “Extra Federal Medicaid Support Ends,” in <i>Health Affairs</i> (2011), pp. 1-3. Reading: “Inequities In Health Care: A Five-Country Survey,” by Robert J. Blendon, et al. in <i>Health Affairs</i> (2002), pp. 182-191.</p>
<p><b>Week 9</b> Mon., Oct. 24 &amp; Wed., Oct. 26</p>	<p><i>Disability Programs and Policies</i> Reading: DiNitto, Chapter 6, “Disability Policy: From Public Assistance to Civil Rights” in <u>Social Welfare: Politics and Public Policy</u>, 7<sup>th</sup> Edition. <b>Oct 26: DRAFT POLICY ANALYSIS PAPERS DUE</b> <b>CASE #2 – In-Class Exercise – Wednesday, Oct. 26</b></p>
<p><b>Week 10</b> Mon., Oct. 31 &amp; Wed., Nov. 2</p>	<p><i>Social Services</i> Reading: DiNitto, Chapter 10, “Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders” in <u>Social Welfare: Politics and Public Policy</u>, 7<sup>th</sup> Edition. <b>Oct. 31: 1-PAGE FEEDBACK ON DRAFT POLICY ANALYSIS PAPERS DUE</b> <b>Nov. 2: IN-CLASS DISCUSSION OF 1-PAGE FEEDBACK</b></p>
<p><b>Week 11</b> Mon., Nov. 7 &amp; Wed., Nov. 9</p>	<p><i>Housing and Homelessness</i> Reading: Blau, Chapter 10: Housing: Programs and Policies Reading: National Alliance to End Homelessness, “2011 Policy Guide.” <b>CASE #3 – In-Class Exercise – Wednesday, Nov. 9</b> <b>Nov. 9: Review for Final Exam</b></p>
<p><b>Week 12</b> Mon., Nov. 14 &amp; Wed., Nov. 16</p>	<p><b>Nov 14: IN-CLASS FINAL EXAM (Open book)</b> <b>Nov 16: STUDENT PRESENTATIONS OF POLICY ANALYSIS PAPERS</b></p>
<p><b>Week 13</b> Mon., Nov. 21 &amp; Wed., Nov. 23</p>	<p><b>Nov 21: STUDENT PRESENTATIONS OF POLICY ANALYSIS PAPERS</b> <b>Nov 23: NO CLASS—HAPPY THANKSGIVING!!</b></p>
<p><b>Week 14</b> Mon., Nov. 28 &amp; Wed., Nov. 30</p>	<p><b>Nov 28 &amp; 30: STUDENT PRESENTATIONS OF POLICY ANALYSIS PAPERS</b> <b>Nov 30: FINAL POLICY ANALYSIS PAPERS DUE</b></p>

## VII. Bibliography: Background Literature on United States Social Welfare Policy

- Axinn, June, & Levin, Herman. (1992). *Social Welfare: A History of the American Response to Need*. White Plains, NY: Longman.
- Bane, Mary Jo, & Elwood, David T. (1994). *Welfare Realities: From Rhetoric to Reform*. Cambridge, MA: Harvard University Press.
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- Chambers, Clarke, A. (1992). Uphill All the Way': Reflections on the Course and Study of Welfare History. *Social Service Review*, 66(4), 493-504.
- Cohen, Miriam & Hanagan, Michael. (1991). The Politics of Gender and the Making of the Welfare State, 1900-1940. *Journal of Social History*, 24(3), 469-484.
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- Ewalt, Patricia et al. (1997). *Social Policy: Reform, Research, and Practice*. Washington, DC: NASW Press.
- Figueira-McDonough, Josefina. (1993). Policy Practice: The Neglected Side of Social Work Intervention. *Social Work*, (38)2,179-188.
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- Harrington, Michael. (1963). *The Other America: Poverty in the United States*. Baltimore: Penguin Books.
- Larner, Mary B., Terman, Donna L., & Behrman, Richard E. (1997). Welfare to Work: Analysis and Recommendations, *The Future of Children*, 7(1), 4-19.
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- Mink, Gwendolyn. (1994). Welfare Reform in Historical Perspective. *Social Justice*, 21(1), 114-131.
- Olasky, Marvin N. (1996). *Renewing American Compassion*. New York: Free Press.
- Parsons, Wayne. (1995). *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*. NH: Edward Elgar Publishing.
- Patton, Carl, & Sawicki, David (1993). *Basic Methods of Policy Analysis and Planning*. Englewood Cliffs, NJ: Prentice Hall.
- Rein, Martin. (1983). *Social Policy: Issues of Choice and Change*. New York: M.E. Sharpe. Reisch, Michael. (1997). *Social Work in the 21st Century*. Thousand Oaks, CA: Pine Forge Press.
- Skocpol, Theda. (1995). *Social Policy in the United States: Future Possibilities in Historical Perspective*. Princeton, NJ: Princeton University Press.
- Wilson, William Julius. (1987). *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. IL: University of Chicago.



### **VIII. Selected Web Sites on Poverty, Antipoverty Policy, and Welfare Reform**

- Institute for Research on Poverty ([www.irp.wisc.edu](http://www.irp.wisc.edu))
  - See their own publications as well as their links to other poverty-related sources.
  - The IRP also publishes FOCUS, an excellent welfare and policy related journal.
- Joint Center for Poverty Research ([www.jcpr.org](http://www.jcpr.org))
- The Urban Institute ([www.urbaninstitute.org](http://www.urbaninstitute.org))
- Center for Research on Child Well-being ([crcw.princeton.edu](http://crcw.princeton.edu))
- Manpower Demonstration Research Corporation ([www.mdrc.org](http://www.mdrc.org))
- The Brookings Institution ([www.brookings.edu](http://www.brookings.edu))
- National Center for Children in Poverty ([cpmcnet.columbia.edu/dept/nccp](http://cpmcnet.columbia.edu/dept/nccp))
- Mathematica Policy Research ([www.mathematica-mpr.com](http://www.mathematica-mpr.com))

*The following is a list of advocacy research organizations that provide useful information:*

- Center on Budget and Policy Priorities ([www.cbpp.org](http://www.cbpp.org))
- Center for Law and Social Policy ([www.clasp.org](http://www.clasp.org))
- The Cato Institute ([www.cato.org](http://www.cato.org))
- Children's Defense Fund ([www.childrensdefense.org](http://www.childrensdefense.org))
- Center for Public Policy Priorities ([www.cppp.org](http://www.cppp.org))

*Government sites of interest:*

- U.S. Census Bureau ([www.census.gov](http://www.census.gov))
- Congressional Budget Office ([www.cbo.gov](http://www.cbo.gov))
- Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov))