



Studies in the News

California Research Bureau, California State Library

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CRIMINAL JUSTICE & LAW ENFORCEMENT

The 2016-17 Budget: Governor's Criminal Justice Proposals. Legislative Analyst's Office.
Feb. 2016. 56 p.

<http://lao.ca.gov/Publications/Detail/3359>

“The Governor’s budget proposes a total of \$15.6 billion from various fund sources for judicial and criminal justice programs in 2016-17. This is an increase of \$582 million, or 3.9%, above estimated expenditures for the current year. The budget includes General Fund support for judicial and criminal justice programs of \$12.6 billion in 2016-17, which is an increase of \$571 million, or 4.7%, over the current-year level. In this report, we assess many of the Governor’s budget proposals in the judicial and criminal justice area and recommend various changes.” The LAO’s major recommendations include criminal fine and fee revenue, plans for complying with court-ordered population cap, inmate rehabilitation proposals, trial court operations, and county jail grants for construction.

CULTURE & DEMOGRAPHY

Daylight Savings Time. By Beth Cook. Congressional Research Service. R44411. Mar. 9, 2016. 9 p.
<http://fas.org/sgp/crs/misc/R44411.pdf>

“Daylight Saving Time (DST) is a period of the year between spring and fall when clocks in the United States are set one hour ahead of standard time. DST is currently observed in the United States from 2:00 a.m. on the second Sunday in March until 2:00 a.m. on the first Sunday in November. The following states and territories do not observe DST: Arizona (except the Navajo Nation, which does observe DST), Hawaii, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands.” This report also answers questions regarding DST, including ways in which an area can move on or off DST through state legal action.

ECONOMY

Frugality is Hard to Afford. By Yesim Orhun, et al. Ross School of Business, Univ. of Michigan. Mar. 4, 2016. 50 p.
http://yesimorhun.com/wp-content/uploads/sites/18/2015/01/Orhun_Palazzolo.pdf

“It’s expensive to be poor. Or, to state the same from another angle: Having more money gives people the luxury of paying less for things.... Using panel data on more than 100,000 American households over seven years, they tracked purchases of toilet paper, which has the great benefit of being non-perishable and steadily consumed. ... Comparing households with similar consumption rates shopping at comparable stores ... they found that the poor were less likely than wealthier households to buy bigger packages, or to time their purchases to take advantage of sales. By failing to do so, they paid about 5.9% more per sheet of toilet paper.”

EDUCATION

Undermining Pell Volume III: The News Keeps Getting Worse for Low-Income Students. By Stephen Burd. New America Foundation. Mar. 2016. 40 p.
<https://static.newamerica.org/attachments/12813-undermining-pell-volume-iii/Undermining-Pell-III-3.15bba9018bb54ad48f850f6f3a62a9fc.pdf>

“This report examines U.S. Department of Education data showing the average net price for students from families making \$30,000 or less at more than 1,400 four-year colleges in the 2013-14 academic year. The analysis finds that hundreds of colleges expect the neediest to pay an amount that equals more than half of their families’ yearly earnings.” The author suggests that these colleges are engaging in “enrollment management” tactics that appear to be designed to allow colleges to “use their institutional aid strategically in the pursuit of high-achieving and affluent students.”

State of Our Schools: America’s K-12 Facilities. By Mary Filardo. 21st Century School Fund. Mar. 2016. 47 p.
<http://www.efc.gwu.edu/library/guides-and-manuals/state-of-our-schools-2016/>

This report compiles and analyzes into a national and state-level summary the “best available school district data” about U.S. K–12 public school facilities funding. The author looks at whether states and districts have “adequate operating funds for cleaning, maintenance and repairs,” and whether or not they are “investing the capital funds necessary to ensure that their public schools are educationally appropriate, energy efficient and environmentally responsible.” Also of importance is ensuring equity in education (i.e., that students have “access to healthy and safe school facilities that support learning”). California spends a little below the national average of \$1,028 per student on maintenance and

operations (\$909), but at just over \$17 billion, faces the highest estimates in costs for new school construction.

EMPLOYMENT

The Effects of a \$15 Minimum Wage in New York State. By Michael Reich, et al. Center on Wage and Employment Dynamics, et al. Mar. 2016. 51 p.
<http://irle.berkeley.edu/cwed/briefs/2016-01.pdf>

“Our results indicate that a \$15 statewide minimum wage would generate a 23.4% average wage increase for 3.16 million workers in the state. This improvement in living standards would greatly outweigh the small effect on employment.... How can such a major improvement in living standards occur without adverse employment effects? While a higher minimum wage induces some automation, as well as increased worker productivity and higher prices, it simultaneously increases worker purchasing power. In the end, the costs of the minimum wage will be borne by turnover reductions, productivity increases and modest price increases.”

ENERGY & ENVIRONMENT

California Energy Demand 2016-2026, Revised Electricity Forecast. Vol. 1. By Chris Kavalec, et al. California Energy Commission. Jan. 2016. 136 p.
http://docketpublic.energy.ca.gov/PublicDocuments/15-IEPR-03/TN207439_20160115T152221_California_Energy_Demand_20162026_Revised_Electricity_Forecast.pdf

This report “describes the California Energy Commission’s revised 10-year forecasts for electricity consumption, retail sales, and peak demand for each of five major electricity planning areas and for the state. This forecast supports the analysis and recommendations of the *2014 Integrated Energy Policy Report Update*. The forecast includes three demand cases: a high energy demand case, a low energy demand case, and a mid-energy demand case.”

Safeguarding California: Implementation Action Plan. By Nancy Vogel, et al. California Natural Resources Agency. Mar. 2016. 279 p.
<http://resources.ca.gov/docs/climate/safeguarding/Safeguarding%20California-Implementation%20Action%20Plans.pdf>

“This document details how California will build the resilience of our residents, communities, and ecosystems to the emerging impacts of climate change. The ten implementation plans presented here represent a master blueprint for executing actions recommended in the 2014 report *Safeguarding California: Reducing Climate Risk*, as called for in Governor Brown’s April 2015 Executive Order (B-30-15).... [This publication] gave guidance, high-level recommendations, and a statewide vision for decision makers dealing with ongoing and inevitable climate impacts in 2014.”

HEALTH

Emerging Infectious Diseases: Preliminary Observations on the Zika Virus Outbreak. Government Accountability Office. GAO-16-470T. Mar. 2, 2016. 30 p.
<http://gao.gov/assets/680/675541.pdf>

This report is derived from testimony by Timothy Persons, chief scientist of the Government Accountability Office. “While several countries have reported outbreaks of Zika virus disease—which appear to be primarily transmitted to humans by mosquitoes—unanswered questions remain regarding the

epidemiology and transmission of the disease.... A lack of validated diagnostic tests, consistent international case definitions, and trend information may also contribute to difficulty in estimating the prevalence of the virus.” The GAO offers no policy recommendations at this time, and reports that the Centers for Disease Control and Prevention has identified high priority areas of research.

HUMAN SERVICES

***Basic Facts About Low-Income Children: Children Under 18 Years, 2014.* By Yang Jiang, et al. National Center for Children in Poverty. Feb. 2016. 8 p.**
http://nccp.org/publications/pdf/text_1145.pdf

“Children under 18 years represent 23% of the population, but they comprise 32% of all people in poverty. Many more children live in families with incomes just above the poverty threshold. Among all children, 44% live in low-income families and approximately one in every five (21%) live in poor families.... Parental education and employment, race/ethnicity, and other factors are associated with children’s experience of economic insecurity. This fact sheet describes the demographic, socio-economic, and geographic characteristics of children and their parents. It highlights the important factors that appear to distinguish low-income and poor children from their less disadvantaged counterparts.”

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