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**SCIENCES • ENGINEERING • MEDICINE**

**Ending Child Poverty: Examining Poverty Trends and Policy Implications**

**Presenter Biosketches**

**Greg Duncan** is a distinguished professor of education at the University of California, Irvine. Dr. Duncan spent the first 25 years of his career at the University of Michigan, working on and ultimately directing the Panel Study of Income Dynamics project. He held a faculty appointment at Northwestern University between 1995 and 2008. Dr. Duncan's recent work has focused on assessing the role of school-entry skills and behaviors on later school achievement and attainment and the effects of increasing income inequality on schools and children's life chances. Dr. Duncan was president of the Population Association of America in 2008 and the Society for Research in Child Development between 2009 and 2011. He was elected to the National Academy of Sciences in 2010. Dr. Duncan earned a B.A. in economics from Grinnell College and a Ph.D. in economics from the University of Michigan. He has an honorary doctorate from the University of Essex.

**Vonnie C. McLoyd** is the Ewart A. C. Thomas Collegiate Professor of Psychology in the College of Literature, Science, and the Arts, at the University of Michigan. She joined the University of Michigan faculty as an assistant professor in 1978 and was promoted to associate professor in 1984 and professor in 1988. She was also affiliated with the Center for Human Growth and Development as associate research scientist (1988-91), research scientist (1991-98), and senior research scientist (1998-2002). Dr. McLoyd's scholarship helped shape the field of developmental psychology as her interests evolved from traditional developmental psychology to a more expansive and creative view of the field. Focusing on how a child develops socially and how social interactions influence cognitive development, Dr. McLoyd came to recognize the ways in which the environment and social context, especially race, ethnicity, and poverty, influence development. Her work has helped change the perspective of the field and has led to a widespread recognition of how socio-environmental factors influence the health, wellbeing, and developmental experiences of children, adolescents, and their families. Most notable among the many honors Dr. McLoyd has received is a MacArthur Fellowship, which was awarded in 1996. She has also received the Reuben Hill Award from the National Council on Family Relations, a Faculty Scholar Award in Child Mental Health from the William T. Grant Foundation, and a minority-group scholar fellowship from the Rockefeller Foundation. Other scholarly activities include participation in the MacArthur Network on Transition to Adulthood, the Council of the Foundation of Child Development, and the Advisory Board of the National Center for Children in Poverty. She was a member of the Board on Children, Youth, and Families; the Chair of the Ford Foundation Diversity Fellowships Dissertation and Postdoctoral Review Panel on Psychology and a member of the Ford Foundation Diversity Fellowships Predoctoral Review Panel on Psychology. Dr. McLoyd received her Ph.D. in psychology from the University of Michigan.

**Mary Ellen O'Connell** is the executive director of the Division of Behavioral and Social Sciences and Education (DBASSE) at the National Academies. She previously served as DBASSE deputy executive director, with primary responsibility for internal management and operational oversight. O'Connell has also served as the acting director of the DBASSE Board on Environmental Change and Society, where she developed and oversaw projects on the social cost of carbon and characterizing risk in the context of climate change. As deputy director of the DBASSE Board on Behavioral, Cognitive, and Sensory Sciences and Board on Human-Systems Integration, she oversaw projects ranging from pilot fatigue to human factors in home health care to intelligence analysis. O'Connell began her tenure at the National Academies as a senior program officer primarily with the Board on Children, Youth, and Families, where

she led studies on topics such as prevention of mental, emotional, and behavioral disorders; ethical considerations for research; strategies for reducing underage drinking; measuring children's health; and international education programs. Before joining the Academies, O'Connell developed a variety of policy and program initiatives for the Office of the Assistant Secretary for Planning and Evaluation at the U.S. Department of Health and Human Services, focused primarily on the evaluation and coordination of homelessness programs, and developing state-level indicator systems. At the U.S. Department of Housing and Urban Development, she co-led an initiative to develop homeless management information systems and a national conference focused on research to practice. As the director of field services for the Massachusetts Department of Public Welfare, she managed statewide homeless services, including developing a program to provide substance abuse services for homeless women and their children. Early in her career, O'Connell was selected as an Atlantic Fellow in Public Policy, based at York University in the United Kingdom. She received a B.A. in psychology with distinction from Cornell University and a Master in the Management of Human Services from the Heller Graduate School for Social Policy and Management at Brandeis University.

**Isabel V. Sawhill** is senior fellow in economic studies at the Brookings Institution. Prior to this, she served as vice president and director of the Economic Studies program. Dr. Sawhill has also been co-director (with Ron Haskins) of the Center on Children and Families. Prior to joining Brookings, she was senior fellow at The Urban Institute. She also served in the Clinton administration as associate director of OMB, where her responsibilities included managing all of the human resource programs of the federal government, accounting for one third of the federal budget. Her research has spanned a wide array of economic and social issues, including fiscal policy, economic growth, poverty, and inequality. Over the past decade, Dr. Sawhill's major focus has been on how to improve opportunities for disadvantaged children in the U.S. She has authored or edited numerous books and articles, including: *Generation Unbound: Drifting Into Sex and Parenthood Without Marriage*; *Creating an Opportunity Society*, with Ron Haskins; *Restoring Fiscal Sanity 2005: Meeting the Long-Run Challenge* and *Restoring Fiscal Sanity: How to Balance the Budget*, both with Alice Rivlin; and *One Percent for the Kids: New Policies, Brighter Futures for America's Children*. Dr. Sawhill has a Ph.D. from New York University.

**Eldar Shafir** is the Class of 1987 Professor of Behavioral Science and Public Policy, Professor of Psychology and Public Affairs, and the Inaugural Director of Princeton's Kahneman-Treisman Center for Behavioral Science and Public Policy. A Princeton faculty member since 1989, he studies decision-making, cognitive science, and behavioral economics. His recent research has focused on decision-making in contexts of poverty and on the application of behavioral research to policy. He is Past President of the Society for Judgment and Decision Making, and served as Vice-Chair of the World Economic Forum's Global Agenda Council on Behavior, and member of the Forum's Global Council on the Future of Behavioral Sciences. He is co-founder and scientific director at ideas42, a social science R&D lab. In 2012 President Barack Obama appointed him to the President's Advisory Council on Financial Capability. He has received several awards, including a Guggenheim Fellowship, and the William James Book Award. He was named one of Foreign Policy Magazine's 100 Leading Global Thinkers of 2013, and was elected fellow of the American Academy of Arts and Sciences. He is the editor of *The Behavioral Foundations of Public Policy* (2012) and co-author, with Sendhil Mullainathan, of *Scarcity: Why Having Too Little Means So Much* (2013). Shafir received his B.A. from Brown University and his Ph.D. from the Massachusetts Institute of Technology.

**Timothy M. (Tim) Smeeding** is the Lee Rainwater Distinguished Professor of Public Affairs and Economics. He was director of the Institute for Research on Poverty from 2008–2014. He was named the John Kenneth Galbraith Fellow, American Academy of Political and Social Science, in 2017, and was the

founding director of the Luxembourg Income Study from 1983-2006. Professor Smeeding's recent work has been on social and economic mobility across generations, inequality of income, consumption and wealth, and poverty in national and cross-national contexts. His books include: *SNAP Matters: How Food Stamps Affect Health and Well Being* (Stanford University Press, 2015); *Monitoring Social Mobility in the 21st Century* (Annals of the American Academy of Political and Social Science, 2015); *From Parents to Children: The Intergenerational Transmission of Advantage* (Russell Sage Foundation, 2012); *Persistence, Privilege and Parenting: The Comparative Study of Intergenerational Mobility* (Russell Sage Foundation, 2011); *The Handbook of Economic Inequality* (Oxford University Press, 2009); *Poor Kids in a Rich Country: America's Children in Comparative Perspective* (Russell Sage Foundation, 2003); and *The American Welfare State: Laggard or Leader?*, (Oxford University Press, 2010). Dr. Smeeding received his Ph.D. in Economics from the University of Wisconsin, Madison.

**Jane Waldfogel** is the Compton Foundation Centennial Professor for the Prevention of Children's and Youth Problems, co-director of the Columbia Population Research Center, and a visiting professor at the Centre for Analysis of Social Exclusion at the London School of Economics. She has written extensively on the impact public policies have on the well-being of children and families. Her most recent book, *Too Many Children Left Behind: The U.S. Achievement Gap in Comparative Perspective* (Russell Sage Foundation, 2015), assesses how social mobility varies in the United States compared with Australia, Canada, and the United Kingdom. She is the author of five other books, including most recently *Britain's War on Poverty* (Russell Sage Foundation, 2010), *Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap* (Russell Sage Foundation, 2008), and *What Children Need* (Harvard University Press, 2006). Waldfogel has served as president of the Association for Public Policy Analysis and Management and is a corresponding fellow of the British Academy and a fellow at the American Academy of Political and Social Science. Waldfogel holds a BA in Psychology and Social Relations from Radcliffe College, an MEd from the Harvard Graduate School of Education, and a PhD in Public Policy from the Kennedy School of Government at Harvard University.