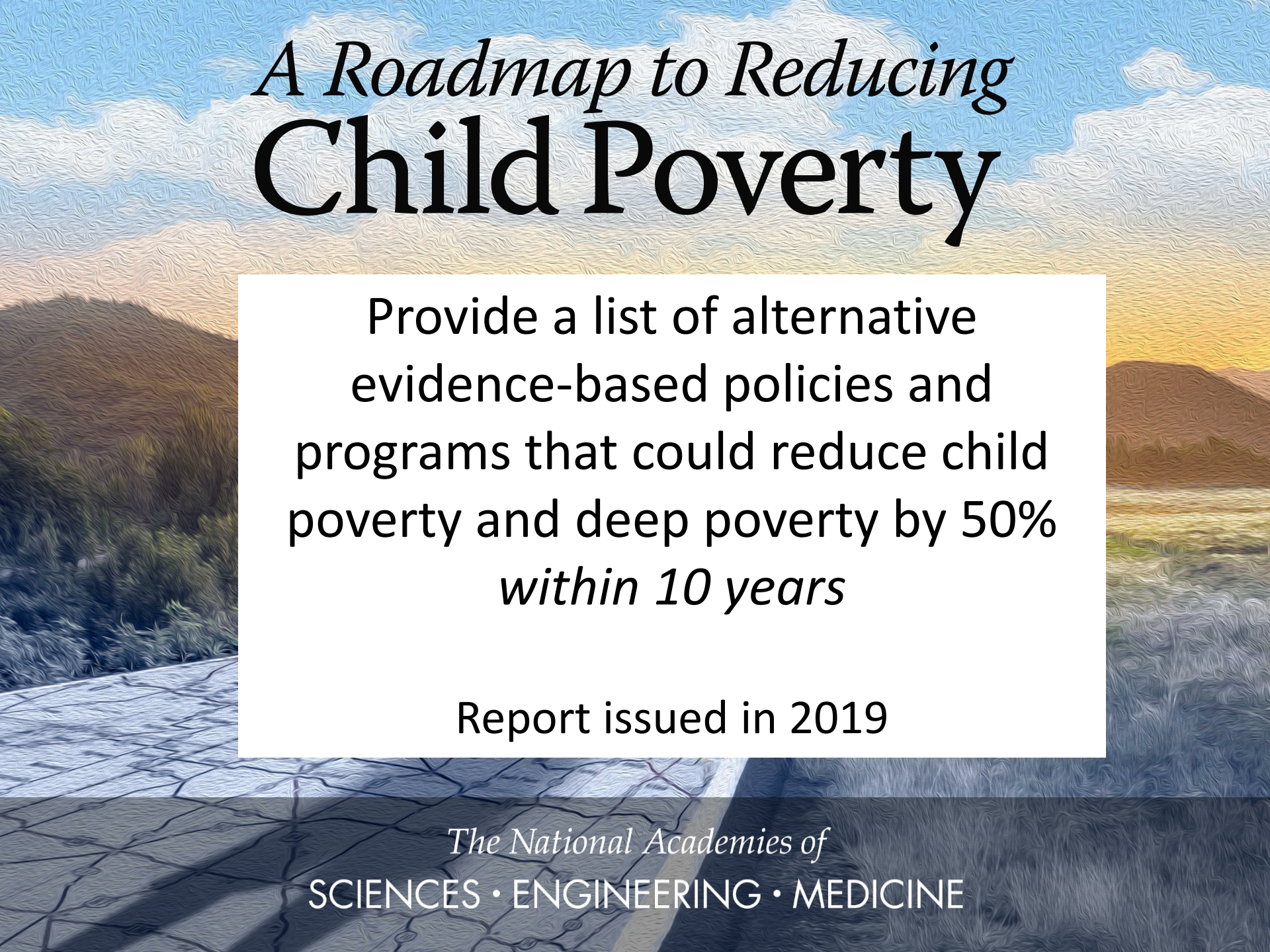


Interventions to increase mobility: conceptual issues

Greg J. Duncan
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A Roadmap to Reducing **Child Poverty**

Provide a list of alternative
evidence-based policies and
programs that could reduce child
poverty and deep poverty by 50%
within 10 years

Report issued in 2019

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

New Committee on:

Policies and Programs to Reduce Intergenerational Poverty

Identify policies and programs with the
potential to reduce long-term,
intergenerational poverty.

Committee and staff

Greg J. Duncan, chair

Fenaba Addo

Anna Aizer

Margaret Burchinal

Raj Chetty

Stephanie Fryberg

Harry Holzer

Vonnie McLoyd

Kimberly Montez

Aisha Nyandoro

Mary Pattillo

Jesse Rothstein

Michael Strain

Stephen Trejo

Staff:

Emily Backes

Natacha Blain

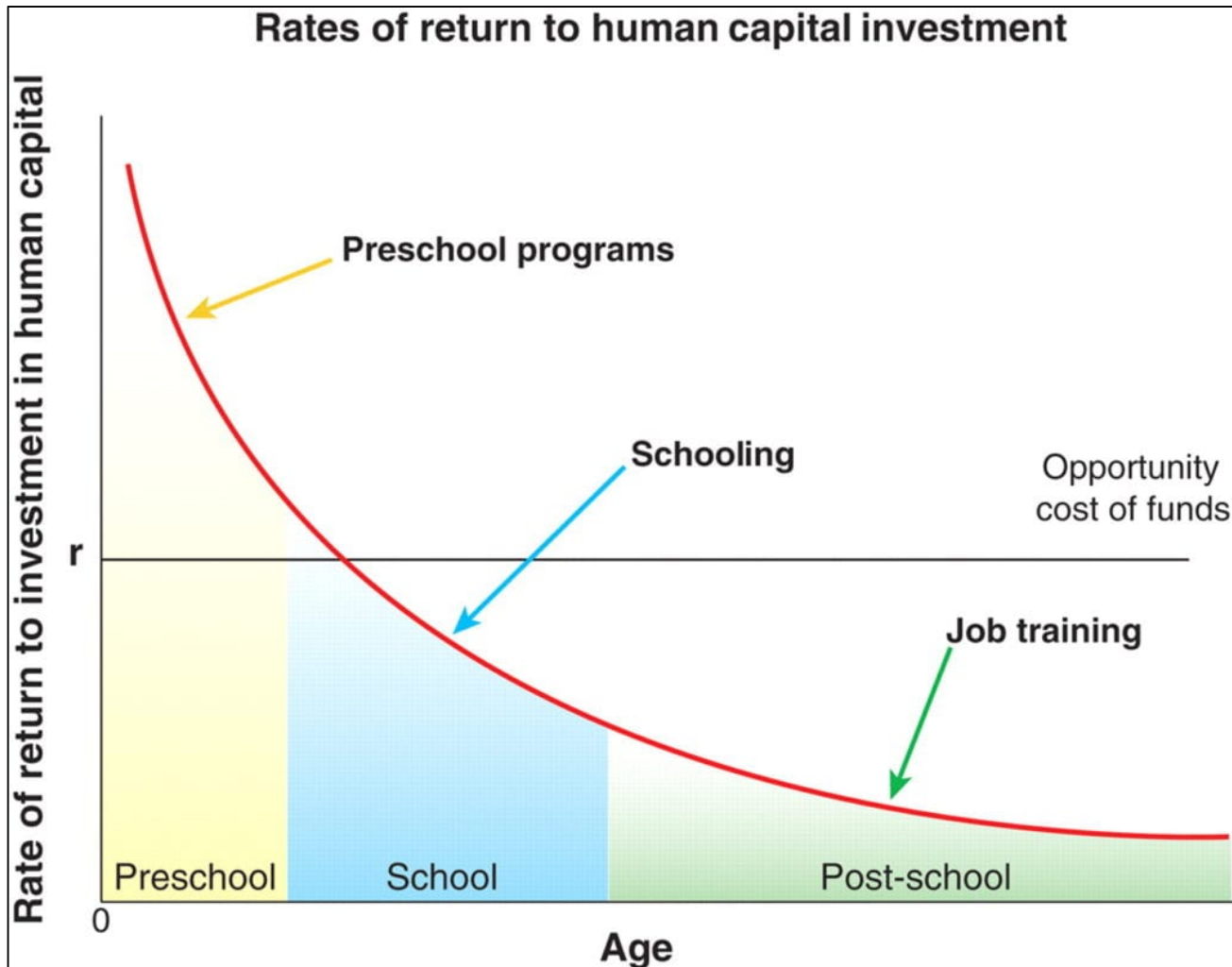
In my remarks today I am
speaking for myself and not
for the Committee or NAS

Crucial distinctions adapted from Rossi (1987)

- *Problem theory*: Understanding the social processes that give rise to the problem of intergenerational *immobility*
- *Program theory*: Understanding how to translate problem theory into specific programs and policies

=> understanding the problem tells you little about effective solutions

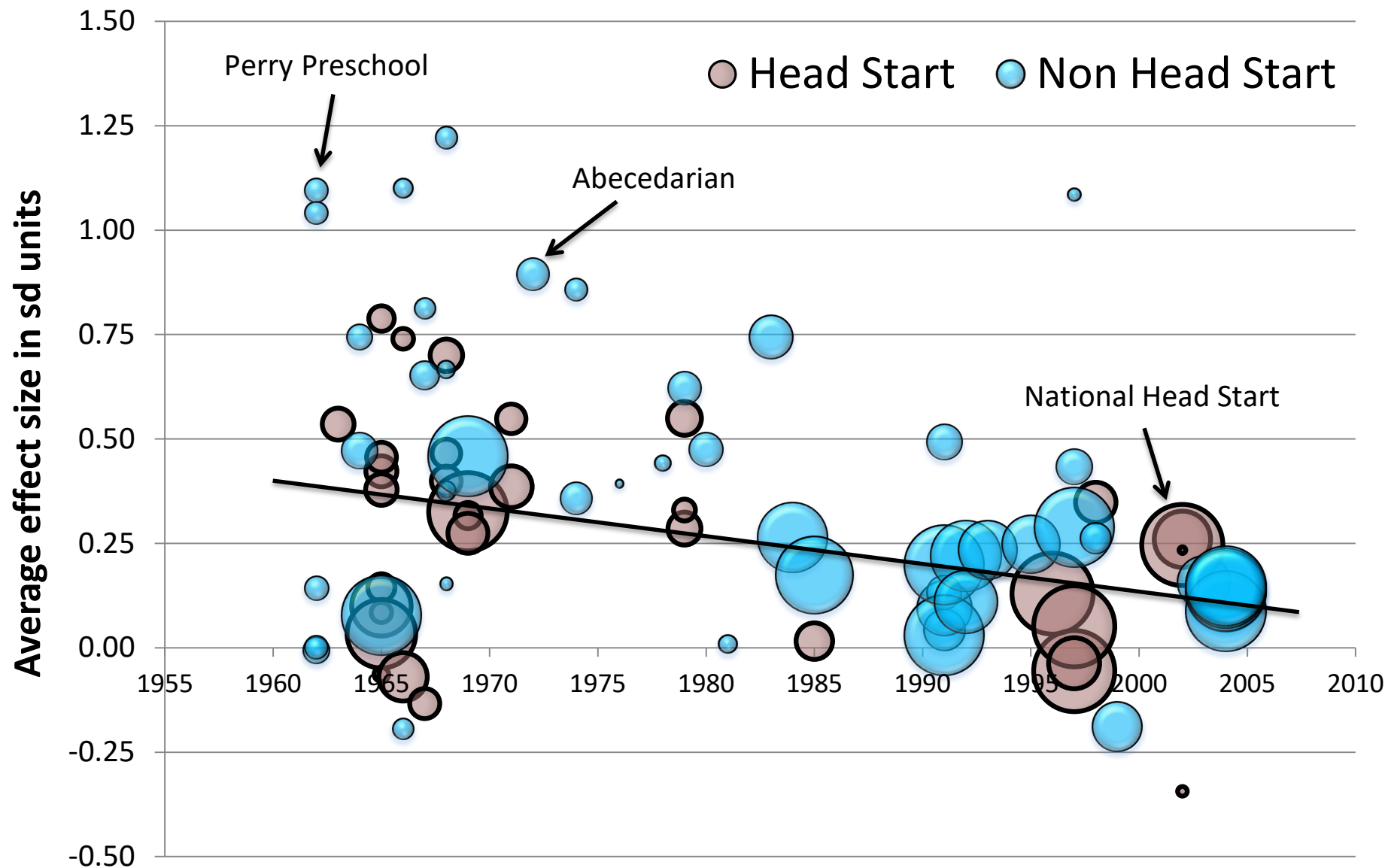
The Heckman Curve for *additional investments*



But:

- *Plenty of examples of successful schooling and job-skills interventions*
- *Plenty of examples of unsuccessful early childhood education interventions*

Declining average impacts at end of treatment



Can we learn anything from Perry and Abecedarian?

	Perry	Abecedarian
Cost per pupil (in 2021 \$)	\$23,800	\$105,000

Can we learn anything from Perry and Abecedarian?

	Perry	Abecedarian
Cost per pupil (in 2021 \$)	\$23,800	\$105,000
Counterfactual conditions:		
Maternal schooling	21% with HS degrees	10.2 yrs
Maternal IQ		85.5
Maternal age at enrollment		19.9 yrs
Family size	6.7	

Can we learn anything from interventions from the 1960s and 1970s

Counterfactual conditions:

	Then	Now
% of low-income 3-4 year olds in center care	18%	58%
“Child enrichment expenditures” by low-income families (in 2014\$)	\$883	\$1,391

1998-2010 falling high-to-low income gaps in: computer use, learning activities in the home, out of home activities

=> Much higher threshold now for programs to establish effectiveness

Recent mid- to longer-run ECE RCT evidence

Head Start Impact study (early 2000s):

- Positive end-of-treatment impacts on literacy but *no consistent impacts* on achievement or behavior in 1st to 3rd grade (Puma et al.)

Tennessee Voluntary Pre-K program (~2010)

- Positive end-of-treatment impacts on achievement and behavior but *strong negative impacts* on achievement and behavior by 6th grade (Durkin et al.)

Boston Pre-K program (~2000)

- No academic impacts in elementary and middle school but *emerging impacts* in high school and beyond (Gray-Lobe et al.)

New Committee on:

**Policies and Programs to Reduce
Intergenerational Poverty**

Plenty to sort out!

Greg J. Duncan

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