

Fall 2024

Early Childhood: Human Capital Development and Public Policy: PP 407

Monday/Wednesday 10:30-11:50 Keller 0010

Instructor: Professor Ariel Kalil (akalil@uchicago.edu), Harris School of Public Policy Studies

Professor Office Hours: Wednesdays 4:30-5:30 pm or by appointment (Office Hours are on Zoom – check Canvas for Zoom link)

TA: Noah Liu (noahliuhx@uchicago.edu)

TA Office Hours: XX - (Office Hours are on Zoom – check Canvas for Zoom link and use sign-up sheet to reserve a 15-minute slot)

This course is an introductory exploration of early childhood development and the policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances. The course will cover evidence from psychology, neuroscience, economics, sociology, and public policy as it bears on these questions. We will discuss how public policies can help lay a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will discuss the evidence on whether the contexts of children's development are amenable to public policy intervention and the costs and benefits of different policy approaches. Our substantive foci will be on early childhood poverty, the role of parenting and the home environment in shaping children's development, and the evidence base for educational interventions in early childhood for economically disadvantaged children.

Questions to Motivate your Thinking and Class Participation

- Theory: How should we think about the potential impact and efficiency of investments in children's home environment versus interventions in children's out-of-home settings? Should programs be targeted or universal?
- Research Design: What do we learn from an RCT? What other kinds of research designs can or should we bring to bear on this topic?
- Data: How can we best measure parenting, school environments, and children's skill development?
- Relevance: Are the estimates policy-relevant? Can we come up with actionable insights from the results? Are the programs easily scalable?

Course Format

Classes will be a mix of lecture and discussion focused on topics presented in the readings. You are highly encouraged to participate in class. You will get more out of the material the more you try to apply it to the topics of interest to you.

Course Materials

All course materials are available on Canvas. The “**Modules**” section of Canvas is a dynamic version of the syllabus. Modules provide direct links to the reading materials, PDF readings, and reading reflection assignments.

Course Policies

Attendance: Missing class is disadvantageous to your learning. Our class time together is your opportunity to ask questions and have them answered. And, ideas that we discuss and debate during these class meeting times will be reflected on the exams.

Attendance will be taken every day. If you must be absent, please provide a valid excuse and let our TA know – to the best of your ability – before class. You may miss one class for any reason without contacting our TA. Unexcused absences automatically lose one point from the 10 potential attendance/participation points. Six or more unexcused absences will result in a failing grade.

But -- please do not attend class if you are experiencing COVID symptoms! You will not be penalized so long as you let our TA know. If you are required to quarantine or are experiencing COVID-19 or other illness symptoms, please contact our TA directly about accommodations for not being able to attend class. A recording of the class lecture will be made available by request only for students who have an excused absence. University policy stipulates students cannot share class recordings outside of the classroom context.

If there are extenuating circumstances (e.g., death in the family, ongoing illness, etc.) that will cause you to miss class for an extended period, please contact our TA.

Turning in Assignments: All assignments will be graded anonymously. Please submit your writing assignments as Word documents (not PDF). When submitting Word docs to Canvas, please include only your Student ID number in the header of the document.

Deadlines are firm. Canvas has a time stamp. Canvas provides a time stamp for submissions and late papers will be docked 5 points for each hour late the paper is submitted (i.e., more than two hours late receives no credit for the assignment).

(Exception: Reading reflections are due by 7:00 pm the day before class).

Laptops, Tablets & Cell Phones

Please keep laptops and electronic devices silenced, put away, and out of sight. The research is clear: distractions and (attempted) multi-tasking can be detrimental to your ability to pay attention and retain information. Plan to take notes longhand on paper. Empirical research has also shown that laptop multitasking creates a distracting classroom environment for others.

- Gingerich, A.C., & Lineweaver, T.T. (2014). OMG! Texting in Class = U Fail ☹ Empirical evidence that text messaging during class disrupts comprehension. *Teaching of Psychology*, 41, 44-51.
- Mueller, P.A., & Oppenheimer, D.M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25, 1159-1168. See also: <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>
- Sana, F., Weston, T., & Cepeda, N.J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers and Education*, 62, 24-31.

Academic Integrity: Cheating and plagiarism are serious forms of academic misconduct and will result in a failing grade. All written submissions must be your own original work. As described in the student handbook, “Proper acknowledgment of another's ideas, whether by direct quotation or paraphrase, is expected. In particular, if any written or electronic source is consulted and material is used from that source, directly or indirectly, the source should be identified by author, title, and page number, or by website and date accessed. Any doubts about what constitutes ‘use’ should be addressed to the instructor.” **Be aware, plagiarism goes beyond copying text word-for-word and can include poor paraphrasing.** See the examples here: <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>.

Communication: Announcements to the class will be sent via Canvas. If you have substantive questions that will require more than a few sentences in response, please talk to me or the TA after class, come to office hours, or make an appointment. If you need to e-mail me about other matters, please allow up to 24 hours for a response.

Accommodations for Disabilities

If you require any accommodations for this course, please bring a copy of your Accommodation Determination Letter (provided to you by the Student Disability Services office) to me as soon as possible so that we may discuss how your accommodations may be implemented. The University of Chicago is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the University's programs or services, you are encouraged to contact Student Disability Services as soon as possible. To receive reasonable accommodation, you must be appropriately registered with Student Disability Services. Please contact the office at 773-702-6000/TTY 773-795-1186 or disabilities@uchicago.edu, or visit the website at disabilities.uchicago.edu. Student Disability Services is located at 5501 S. Ellis Avenue.

Accommodations for Religious Observances

Students must inform me in writing of their need to observe a religious holiday reasonably well in advance of the absence, preferably at the beginning of the quarter. As with any absence, it is your responsibility to catch up on any material discussed and assignments given during the missed class period.

Overview of Course Assignments and Grading

Participation and Attendance (10 points total)

Responding to Discussion Questions on Canvas: Throughout the class, each student will post a brief (3-4 sentence) response to the question posed (on the syllabus) to be shared with your professor, TA, and classmates. The posting is due by **7:00 pm** the night before the class. Please keep to this deadline so your professor and classmates will have time to read and think about what you've written prior to class. Failure to make any postings on time will count against your final participation grade.

Students are expected to do all the required reading before class. Class time will be used to discuss and critique the assigned readings. Students are expected to understand the following: What is the theory being advanced? What are the substantive findings? How do they bear on public policy? The active participation of all members of the class is essential to the course's success. Therefore, it is important that you do all the assigned readings and come to class prepared to discuss and debate the issues raised in them. You are encouraged to participate in class by offering insights, asking questions, and sharing relevant examples from your own experiences.

In addition to these postings, and being prepared to discuss responses to the discussion question for each class, come prepared to respond to the following questions: 1) What surprised you most in the readings for today? 2) if you could ask an author one question, what would it be?

Your participation and class attendance, which includes completing the discussion post responses on time, will be graded on the following scale (9-10=excellent, 7-8=very good; 5-6=good; 3-4=fair; 1-2=poor).

Short Reaction Papers (5 X 10 points each = 50 points total)

Five times during the quarter students will be required to submit short responses (~ 3 double-spaced pages; approximately 750 words) to an Op-Ed drawn from the New York Times, Wall Street Journal, or similar source whose topic bears on a research topic relevant to the course. Your responses will draw on the class readings and lectures to answer the prompts for each assignment. These papers are to be uploaded to Canvas by **9:00 pm on the Sunday due dates**. Please use a standard 12-point font with 1-inch margins and make sure your documents are free of typos and grammatical errors. These assignments will be released on Monday in the week the assignment is due. These papers will each be graded on the following scale (9-10=excellent, 7-8=very good; 5-6=good; 3-4=fair; 1-2=poor).

Exams (2 X 20 points =40 points total)

There will be an in-class midterm on **Monday October 28** and in-class final on **Wednesday December 4**. Each of these exams must be completed on your laptop (and uploaded to Canvas at the end of the exam period). These will be a combination of short answer/definitions and essay questions. You are allowed to bring one piece of paper (8*11) "cheat sheet" to the exams but will not be allowed to consult any materials on your laptop or the internet. Student found violating this policy will receive a failing grade for the class.

Grading. The class must be taken for a letter grade. Students are **not** permitted to audit the class or take it pass/fail.

Grades will be awarded based on total points:

A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82
C+ 77-79; C 73-78; C- 70-72; F < 70

E-Book for Download (Free)

Tough, P. (2016). *Helping Children Succeed*. Download the PDF:

<http://www.paultough.com/helping/pdf/Helping-Children-Succeed-Paul-Tough.pdf?pdf=hcs-pdf-web>

We will be reading the online version that includes short videos and other supplemental resources with each chapter.

<http://www.paultough.com/helping/web/>

I. Introduction to the Course

M1 Sep 30 Orientation to the course, overview of key topics

Knudsen, E. I, Heckman, J. J., Cameron, J. L., & Shonkoff, J. P. (2006). Economic, neurobiological, and behavioral perspectives on building America's future workforce. *Proceedings of the National Academy of Sciences*, 103(27), 10155–10162.

All-class discussion: why taking this course, what hoping to learn, your relevant work, volunteer, or academic experience on this topic?

W1 Oct 2 Orientation and overview, continued

The Executive Office of the President (Council of Economic Advisors) (2016) *Economic Report of the President. Chapter 4 "Inequality in Early Childhood and Effective Policy Interventions."* (pp. 153-206).

Ceci, S. J., & Papierno, P. B. (2005). The rhetoric and reality of gap closing: When the "Have-Nots" gain but the "Haves" gain even more. *American Psychologist*, 60(2), 149–160.

Laura Tyson (2012, September 21). "Income inequality and educational opportunity." NY Times

<https://economix.blogs.nytimes.com/2012/09/21/income-inequality-and-educational-opportunity/>

Paul Tough *Helping Children Succeed* Chapters 1 and 3

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: What are your ideas – at the outset of this

course -- on how best to boost the human capital and wellbeing of economically-disadvantaged children? What evidence or experiences are your ideas based on?

II. Poverty and Child Development; Early Life Stress

M2 Oct 7 Poverty: Measurement and mechanisms

Peter Coy (September 11, 2023). "The Unfinished Pursuit of a Better Poverty Measure" New York Times.

INET Series on "The Economics of Childhood) with Professor Steven Durlauf (episodes 1-6). Watch all on YouTube:

https://www.youtube.com/playlist?list=PLmtuEaMvhDZYW_06YE8nKLN24O6BBIyft

Magnuson, K., Yoo, P., Duncan, G. Yoshikawa, H., Trang, K., Gennetian, L., Halpern-Meekin, S., Fox, N., & Noble, K. (2022). "Can a Poverty Reduction Intervention Reduce Family Stress Among Families with Infants? An Experimental Analysis." Available at <http://dx.doi.org/10.2139/ssrn.4188131>

Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). Poverty impedes cognitive function. *Science*, Vol. 341, pp. 976-979.

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: If you oversaw devising a measure of poverty, mobility, or economic hardship, what would it include?

W2 Oct 9 Alleviating poverty: Does changing income change child outcomes?

Writing Assignment 1 "Pennies from Heaven" The Economist, Published December 2013 Released: (Due Sunday October 13, 9:00 pm)

Mayer, Susan E. (2010, Winter). "Revisiting an old question: How much does parental income affect child outcomes?" Institute for Research on Poverty, UW Madison, *Focus* Vol. 27, No. 2.

Gennetian, L., Duncan, G., et al. (2024). Effects of a monthly unconditional cash transfer starting at birth on family investments among US families with low income. *Nature Human Behavior*.

Borra, C., Costa- Ramon, A., Gonzales, L., & Sevilla, A. (2024). "The Causal Effect of an Income Shock on Children's Human Capital" forthcoming, *Journal of Labor Economics*. (click hyperlink to download paper)

Peter S. Goodman. "Finland Has Second Thoughts About Giving Free Money to Jobless People" (2018, April 24). New York Times.

Elly Fishman (2023, September 26). "What \$500 Means to Zinida Moore." *Chicago Magazine*.

Kearney, M. & Mogstad, M. (2019, November 21). "Universal Basic Income (UBI) as a Policy Response to Current Challenges." The Aspen Institute Economic Strategy Group.

<https://www.economicstrategygroup.org/publication/universal-basic-income-ubi-as-a-policy-response-to-current-challenges/>

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: In your own words, describe the main finding of the articles on unconditional (i.e., no strings attached) cash assistance to the poor. Did anything surprise you about the research findings? Based on these findings, should the US adopt such a policy? Why or why not? Should it be universal (why or why not)?

M3 Oct 14 Early life stress; self-control and resilience

Thompson, R. (2014, Spring). Stress and child development. *The Future of Children Volume 24 (1)* pp. 41-59.

Watts, T., Duncan, G., & Quan, H. (2018). Revisiting the Marshmallow Test: A conceptual replication investigating links between early delay of gratification and later outcomes. *Psychological Science Vol. 29(7)* 1159–1177

Paul Tough *Helping Children Succeed* Chapters 4 and 6

New York Times (Andrea Elliott): December 2013: Invisible Child: Dasani's Homeless Life (parts 1-5). Available at: <http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=1>

New York Times (Andrea Elliott): October 2021: When Dasani Left Home. <https://www.nytimes.com/2021/09/28/magazine/dasani-invisible-child.html>

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: Discuss Dasani's exposure to stress and its apparent effects. Then, think about policy solutions to assist Dasani and other children like her: do you think any policy efforts should be devoted to boosting "resilience" in addition to addressing the structural features of her environment? Why or why not?

III: Parenting and the Home Environment

W3 Oct 16 Parental inputs

Writing Assignment 2 Released: Marshmallows and public policy. Respond to Brooks, New York Times (Due Sunday October 20, 9:00 pm)

Listen to the podcast “Parenting is the key to early development and social mobility” with James Heckman and Jorge Luis Garcia (56 minutes)
<https://www.buzzsprout.com/2148289/13389213>

Schaub, M. (2010). Parenting for cognitive development from 1950 to 2000: The institutionalization of mass education and the social construction of parenting in the United States. *Sociology of Education*, Vol. 83(1), p46-66

Guryan, J., Hurst, E., & Kearney, M. (2008). Parental education and parental time with children. *Journal of Economic Perspectives*, 22, 23-46.

Weaver IC, Cervoni N, Champagne FA, D'Alessio AC, Sharma S, Seckl JR, Dymov S, Szyf M, Meaney MJ (2004). Epigenetic programming by maternal behavior. *Nature Neuroscience*, 7 (8), 847–54.

Paul Tough *Helping Children Succeed* Chapter 5

The Economist (2020, October 3). “Working-class parents are becoming more like middle-class ones.”

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: Do you think that the historical changes in the role of the parent have been mostly positive or mostly negative for parents? For children?

M4 Oct 21 **Socioeconomic Status-based Gaps in Parenting**

Kalil, A. & S. Mayer, W. Delgado, L. Gennetian. (2023). Education gradients in parental time investments and subjective well-being. NBER Working Paper #31712. <http://doi.org/10.3386/w31712>

Kalil, A. & Ryan, R. (2020). Parenting practices and socioeconomic gaps in childhood outcomes *The Future of Children* 30 (1), 29-54.

Paul Tough *Helping Children Succeed* Chapter 8

The New Yorker (Margaret Talbot, January 12 2015). *The Talking Cure*.
<http://www.newyorker.com/magazine/2015/01/12/talking-cure>

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: In your own words, describe what today’s readings have to say about the factors that shape (or don’t shape, as the case may be) parenting behavior. Did anything surprise you about the research findings? What are some ways you think could close the SES gap in parental investments?

W4 Oct 23 **Policy Interventions: Nurse Home Visiting**

Araujo, M., Dormal, M. et al. (2021). Home visiting at scale and child development. *Journal of Public Economics Plus* 2, 10003

Kitzman H, Olds DL, Knudtson MD, et al. (2019) Prenatal and infancy Nurse Home Visiting and 18-Year outcomes of a randomized trial. *Pediatrics*. 144(6):e20183876

Michalopoulos, C., Faucetta, K., Hill, C., Portilla, X., Burrell, L., Lee, H., Duggan, A., & Knox, V. (2019). *Impacts on Family Outcomes of Evidence-Based Early Childhood Home Visiting: Results from the Mother and Infant Home Visiting Program Evaluation*. OPRE Report 2019-07. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Arnold Foundation (February 5, 2019). “Major federal randomized trial finds disappointing early effects of home visiting for low-income families—but obscures a potentially important silver lining.” *Straight Talk on Evidence*.

Paul Tough *Helping Children Succeed* Chapter 9 and 10

The New York Times (Sabrina Tavernise, March 8 2015). *Visiting Nurses, Helping Mothers at the Margins*.

<http://www.nytimes.com/2015/03/09/health/program-that-helps-new-mothers-learn-to-be-parents-faces-broader-test.html?smid=nytcore-iphone-share&smprod=nytcore-iphone&r=1>

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: Is it the government’s place to influence how parents interact with their children? Why or why not? Given the evidence we’ve read, how do you think society can best support parents to support their children’s development?

In-class midterm Monday W5 October 28

IV: The Role of Family Structure

W5 Oct 30 Changing demographics of family structure; associations with child development

Jencks, C., and McLanahan, S. (2015) Was Moynihan right? What happens to children of unmarried mothers. *EdNext*, 15(2).

Bertrand, Marianne, and Jessica Pan (2013). The trouble with boys: Social influences and the gender gap in disruptive behavior. *American Economic Journal: Applied Economics*, 5(1), pp. 32-64.

New York Times (Jason deParle, July 14, 2012). “Two classes, divided by ‘I do.’” <http://www.nytimes.com/2012/07/15/us/two-classes-in-america-divided-by-i-do.html?ref=us>

Watch: David Brooks, “How the Nuclear Family Broke Down” from the Atlantic Magazine (5 minutes).

<https://www.youtube.com/watch?v=sd9d5z7idyQ>

Watch: Conversation with Melissa Kearney on “The Importance of the Two-Parent Home.”: <https://www.aei.org/events/the-two-parent-privilege-a-book-event-with-melissa-kearney>

Discussion question: post response on Canvas by 7:00 night before class: One of the most challenging questions in research on family structure and child well-being is determining causality. Discuss some threats to causality in this area. Examples could include reverse causality (i.e., the child characteristic affects the family structure) and selection effects, or the “omitted variable” problem (i.e., the relationship between family structure and child outcomes is spurious and arises from the effects of a third variable that affects both family structure and child outcomes). Identify as many of these threats as you can as suggested by the readings.

M6 Nov 4 Policy interventions: Family Structure

Edin, K. and Kefalas, M. (2005). Unmarried with children. *Contexts* 4(2), 16-22.

Schneider, D. (2015). Lessons learned from non-marriage experiments. *Future of Children*, 25 (2), pp 155-178.

Haskins, R. (2014, Spring). Marriage, parenthood, and public policy. *National Affairs*, 55-72.

Kalil, A. (2024, April 25). “Multigenerational households are key to better support for children of single mothers.” *Chicago Tribune Op-Ed*.

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: Some scholars have suggested that rather than trying to promote marriage, per se, it would be more effective to try to change social norms about different caregivers’ roles in families. Do you agree? If so, what would this approach look like?

V. Early Childhood Care and Intervention

Writing Assignment 3 Released: “The One Privilege Liberals Ignore.” Respond to Kristof, NY Times (Due Sunday Nov 10, 9:00 pm)

W6 Nov 6 Early childhood care: History and measurement

Wrigley, J. (1989). Different care for different kids: Social class and child care policy. *Education Policy* 3 (4), 421-439.

Araujo, M. Dormal, M., & Schady, N. (2019). Childcare quality and child development. *Journal of Human Resources*, 54 (3), 656-682.

Gormley, W. (2007). Early childhood care and education: Lessons and puzzles. *Journal of Policy Analysis and Management*, 26 (3), 633-671. (read pp 633-638; 654-657 for today)

Sojourner, A. (2024, April 29). A promise not kept: Early childhood education and development. *Milken Institute Review*. Available at: <https://www.milkenreview.org/articles/a-promise-not-kept?IssueID=53>

Paul Tough *Helping Children Succeed* Chapter 11 and 12

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: Compare, contrast, and critique the historical stated motivations for child care and/or Head Start (per Wrigley) to the arguments that are made in contemporary policy discussions (per Gormley). How much have the policy arguments changed? Do any similarities remain? Do you think the policy argument needs further updating or refining? If so, in what ways?

M7 Nov 11 Child care: Inputs and fadeout

Gormley, W. (2007). Early childhood care and education: Lessons and puzzles. *Journal of Policy Analysis and Management*, 26 (3), 633-671. (read pp 638-643 for today)

Bailey, D., Duncan, G. J., Odgers, C. L., & Yu, W. (2017). Persistence and fadeout in the impacts of child and adolescent interventions. *Journal of research on educational effectiveness*, 10(1), 7-39.

Haskins, R. & Brooks-Gunn, J. (2016, Fall). Trouble in the land of early childhood education? *The Future of Children, Policy Brief*, pp.1-8.

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: The effects of many programs seem to “fade” over time or even have unintended effects. Why is this so? What should we do about it? What does it take to call a program a “success?”

W7 Nov 13* Head Start

*This class will occur asynchronously

Weekly Writing Assignment 4 Released: “Beyond Education Wars” Respond to Kristof , New York Times (Due Sunday Nov 17 9:00 pm)

Gormley, W. (2007). Early childhood care and education: Lessons and puzzles. *Journal of Policy Analysis and Management*, 26 (3), 633-671. (read pp 644-649 for today)

U.S. Department of Health and Human Services. (2010, January). *Head Start Impact Study: Final report. Read Executive Summary Only*. Washington, DC: Author.

Gelber, A. & Isen, A. (2013). Children's schooling and parents' behavior: Evidence from the Head Start Impact Study. *Journal of Public Economics*, 101, 25-38.

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: The effects from the historical, long-run studies of Head Start differ from the effects obtained in the more contemporary randomized control trial. Discuss reasons why this might be so.

M8 Nov 18 Universal Pre-K

Gormley, W. (2007). Early childhood care and education: Lessons and puzzles. *Journal of Policy Analysis and Management*, 26 (3), 633-671. (read pp 650-653; 657-664 only for today)

Burchinal, M., Whittaker, A, et al. (2024, May). Unsettled science on longer-run effects of early education. *Science*, 384, 6695, 506-508.

Gray-Lobe, G., Pathak, P. & Walters, C. (2023). The long-term effects of universal pre-K in Boston. *Quarterly Journal of Economics*. 363-411.

Erika Christakis. "The New Preschool Is Crushing Kids." *The Atlantic*, January/February 2016, <http://www.theatlantic.com/magazine/archive/2016/01/the-new-preschool-is-crushing-kids/419139>.

How Universal pre-K drives up families' infant care costs (CityLab, December 2019). <https://www.citylab.com/life/2019/12/daycare-cost-toddler-prek-school-infant-affordable-childcare/603601/>

David Kirp (May 10, 2014). "The benefits of mixing rich and poor." *NY Times* <https://opinionator.blogs.nytimes.com/2014/05/10/the-benefits-of-mixing-rich-and-poor/>

Paul Tough *Helping Children Succeed* Chapters 2 and 23

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: Think about what makes a demonstration program special and discuss some of the challenges with "scaling up" a demonstration program (such as Perry Preschool or Abecedarian). Does this shape your views about Universal Pre-K? If so, why?

VI. Perspectives from Behavioral Science and Interventions for Adolescents

W8 Nov 20 Light-touch approaches: experimental evidence

Weekly Writing Assignment 5 Released: "Nudges aren't enough for problems like retirement savings." Respond to Porter, New York Times (Due Sunday Nov 24 9:00 pm)

Mayer, S., Kalil, A., Oreopoulos, P. & Gallegos, S. (2019). Using behavioral insights to increase parental engagement. The Parents and Children Together (PACT) intervention. *Journal of Human Resources*, 54:900-925.

Kalil, A., Mayer, S., & Gallegos, S. (2019). Using behavioral insights to increase attendance at subsidized preschool programs: The Show Up to Grow Up Intervention. *Organizational Behavior and Human Decision Processes*.

Tina Rosenberg (February 4, 2019). “When it’s hard to make ends meet, can Smart Apps help?” New York Times.

Discussion question: post response on Canvas by 7:00 night before class and be prepared to discuss in class meeting: Some scholars argue that “behavioral” interventions put too much focus on individual solutions to what are instead larger-scale structural problems. What do you think about this argument? Is there a role for low-cost light touch behavioral interventions? What are the merits and drawbacks of these approaches?

Thanksgiving Break November 25 and 27

M9 December 2 Interventions for Adolescents

Resnjanskij, S., Ruhose, J., Wiederhold, S., & Woessmann, L. (2023). Can mentoring alleviate family disadvantage in adolescence? A field experiment to improve labor-market prospects. *Journal of Political Economy*.

Kraft, M. Bolves, A, & Hurd, N. (2023). How informal mentoring by teachers, counselors, and coaches supports students; long-run academic success. *Economics of Education Review*, 95.

Herrera, C., DuBois, D., Heubach, J., & Grossman, J. (2023). Effects of the Big Brothers Big Sisters of America Community-Based Mentoring Program on social-emotional, behavioral, and academic outcomes of participating youth: A randomized controlled trial. *Children and Youth Services Review*, Volume 144.

*There is no reading reflection due tonight

W9 Dec 4– In-class Final Exam