

## **Single-Family Rentals as a Pathway for Access to High-Performing Public Schools**

Presenter: Kelly Vosters (UNC Charlotte)

Co-Author: Tom Mayock (Virginia Tech)

**Abstract:** The stock of single-family rental (SFR) units zoned for high-performing public schools surged following the Great Recession. Using a unique dataset of linked student-housing-unit records from North Carolina and a fixed effects research design, we show that increasing the supply of SFRs zoned for high-performing public schools provides a pathway for economically disadvantaged children to attend such schools. Exploiting the exogenous variation in the allocation of SFRs across neighborhoods, we find that children in renter households realized improvements in school quality when relocating to areas with an ample supply of SFRs zoned for high-performing schools. Using school-level housing stock and performance data in conjunction with a shift-share identification strategy, we find that growth in the SFR stock in several markets throughout the U.S. increased the share of economically disadvantaged children attending top-performing schools.

## **Narrow Paths Out of Poverty and Educational Demand: Evidence from Dominican Baseball**

Presenter: Brian Marein (Wake Forest University)

Co-Author: Craig Palsson (Utah State University)

Do narrow, or improbable, paths out of poverty, such as those in sports and entertainment, reduce the demand for schooling? We study the effect of professional baseball on educational attainment in the Dominican Republic, where all Major League Baseball (MLB) teams recruit teenage boys. We exploit plausibly exogenous variation in exposure to MLB's sudden entry into the Dominican Republic based on preexisting local baseball cultures and leverage the fact that girls are not recruited for baseball. Using difference-in-differences and triple-differences designs, we find that baseball has no measurable effect on school attendance, in contrast to highly publicized accounts.

## **Demand-Side Child Care Subsidies When Caregiver Supply Matters: An Equilibrium Analysis**

Presenter: Jessica Brown (University of South Carolina)

Co-Authors: Chloe R. Gibbs (University of Notre Dame), Chris M. Herbst (Arizona State University), Aaron Sojourner (W.E. Upjohn Institute for Employment Research), Erdal Tekin (American University), and Matthew Wiswall (University of Wisconsin-Madison)

We calibrate a model of supply and demand in the market for early care and education (ECE) services to predict the effects of new child care subsidies on child care supply and prices, maternal labor supply, household child care choices and spending, and government expenditures. We consider a subsidy policy capping family ECE payments at licensed providers to no more than 7% of household income for families up to 250% of national median income (NMI). The policy increases mothers' full-time employment, with substantially larger increases among lower-income families. There is also a sizable shift from informal care to center-based care, the highest-quality sector on average. ECE teacher wages would increase to attract workers, increasing market prices. Despite the increase in sticker prices and shift to more formal care, family expenditures on ECE decrease for nearly all of the household income distribution due to subsidy eligibility. We also estimate effects of a narrower subsidy policy with eligibility up to 85% of NMI, which results in similar but smaller effects.

## **Immigrant Classmates and Natives' Academic Performance: Evidence from Peru**

Presenter: Renzo Severino (Duke University)

This paper makes use of a large immigration shock equivalent to 2.5% of the native population to offer evidence on the effect of increased immigrant presence in classrooms on natives' academic performance. I find that an increase of one standard deviation in the share of Venezuelan immigrant students in the same classroom as eighth-grade local Peruvian students reduces the latter's academic performance in Math by 2.3% of a standard deviation and in Reading by 1.6% of a standard deviation. These effects are robust to controlling for past native performance and similar in different subnational regions and across public and private schools. The negative results are not likely explained by increases in class size. The mechanisms might involve (1) the fact that the Venezuelan immigrants constitute new students at any given high school and (2) a change in the behavior of Peruvian students in reaction to the increased exposure to immigrants that leads to a fall in their own academic performance.