

Education and Inequality

EDUC 107/207, SOC 107E/205
Fall 2022

Class: Tuesdays 9:30-11:20am
CERAS 101

Discussion: (optional & recorded) Thursdays 1:30-2:30
CERAS 101 or Big Tree (CERAS 108)

Professor: sean f. reardon
Office: CERAS 526
Email: sean.reardon@stanford.edu
Office Hours: by appointment: 3:00-4:30 Tues
(sign up on Canvas)

Teaching Assistant: Carrie Townley-Flores
Email: ctflores@stanford.edu (M-F)
Office Hours: 12:30-1:30 Thurs CERAS Lobby
and zoom by appointment (set up via e-mail)

Teaching Assistant: Kaylee T. Matheny
Email: kmatheny@stanford.edu
Office Hours: 11:30am-12:30pm Tues CERAS
Lobby and zoom by appointment (set up [here](#))

Course Overview

Social inequality, in various forms, remains a stubborn feature of American society. In this class we will consider, in particular, inequality in educational opportunity and outcomes in the U.S. and their relation to other dimensions of social inequality. We will consider a set of broad questions: What are the patterns of inequality in educational opportunity and academic outcomes in the United States? How is opportunity patterned geographically, by family socioeconomic background, by race and ethnicity, and by gender? What are the causes of these patterns? What do we know about how to change them?

We will investigate these questions, in part, by using new large-scale empirical research, including research based on the Stanford Education Data Archive (SEDA) – which is based on the results of over 400 million tests taken by students in every public school in the U.S. over the last decade – and the Opportunity Atlas – which is based on census and tax records from 20 million Americans born in the 1980s and 1990s. These data provide a description of patterns of academic performance and college enrollment at an unprecedented level of detail. We will also use data from a variety of other educational and schooling databases.

Course Structure

The course meets once a week for a lecture and whole-class discussion. An optional discussion/data section will be held weekly. The discussion/data section will focus on helping students access and use the data necessary for class assignments and will provide in depth guidance and support for the memos and final project. The discussion/data section will be recorded.

Assignments

There are three types of assignments for the course:

- 1) weekly readings, reading responses, and participation (20% of grade);
- 2) three memos (15% each, totaling 45%);
- 3) a final project (35%).

Weekly readings are listed in the syllabus and are required of all students in the course. They should be read, and reading responses should be posted to Canvas by 8:00 a.m. before the start of class on Tuesday. I will reference the readings and your responses in the lectures, and we will discuss them in class. Most of the readings are articles that will be available on Canvas. We will also read large sections of two books:

Johnson, Rucker C. (2019). *Children of the dream: Why school integration works*. New York: Basic Books and Russell Sage Foundation.

Chaudry, A., Morrissey, T., Weiland, C., & Yoshikawa, H. (2021). *Cradle to kindergarten: A new plan to combat inequality*. New York: Russell Sage Foundation.

Both books are available in the Stanford Libraries or to purchase.

For the memos and the final project, each student will pick a county in the U.S. and explore patterns of educational opportunity and inequality in that place, using data from the Educational Opportunity Project (<https://edopportunity.org/>), the Opportunity Atlas (<https://www.opportunityatlas.org/>), and other sources. Each of the memos will focus on a specific aspect of opportunity and inequality (which will be described in more detail in the assignment). Late assignments will not receive full credit.

The final project will be a synthesis of the work done in the memos, as well as other information about your chosen location. Students will prepare a poster, with text and visualization, describing educational opportunity and inequality in the place they have focused on; students will share these posters in class on December 6.

What You Can Expect from Us

We are here to guide your learning and will challenge you to actively engage in the learning process through class activities, assignments, and more. We will strive for an inclusive and collaborative classroom and welcome any suggestions for improvement. We will do our best to give you the tools, feedback, and support to succeed, so let us know if we can do anything more. Learning is a never-ending process, so we hope to motivate students to seek out more information on topics we don't have time to cover. Should any questions or concerns arise during the course, the best way to reach us is by email (see contact information). You can expect one of us to respond within 24 hours during the week (48 hours on weekends).

Support Services

This COVID-19 pandemic is a stressful time for us all. In addition, you may experience a range of other challenges that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily life. Stanford is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus here: <https://vaden.stanford.edu/caps-and-wellness/counseling-and-psychological-services-caps>.

If you need to miss class, please e-mail sean, Kaylee, and Carrie in advance, so reasonable accommodations can be made.

Respect For Diversity and One Another

It is our intent that students from all diverse backgrounds, perspectives, and situations be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. We will read about and discuss issues related to many kinds of diversity, including but not limited to: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, political affiliation, culture, and so on. In some cases, authors or our classmates may approach these issues differently than we do, or may bring different theoretical, moral, or personal lenses to the issue. Let's take these differences as opportunities to listen and learn respectfully from one another. It is our intent that our class discussions and presentations be respectful of one another and of differences in perspective as we seek to learn and discover truths about the world. Please remember that our shared goal is to learn about the world and how to improve educational systems and opportunities.

Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let us know so that we can make arrangements for you.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. We will do our best to address and refer to all students accordingly and support classmates in doing so as well.

The Honor Code

It is expected that you and we will follow Stanford's Honor Code in all matters relating to this online course. You are encouraged to meet and exchange ideas with your classmates while studying and working on homework assignments, but you are individually responsible for your own work and for understanding the material. You are not permitted to copy or otherwise reference another student's homework or computer code. Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, disciplinary probation, suspension from the university, or dismissal from the university.

You, as students, are responsible for understanding the University's Honor Code policy and must make proper use of citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. If you have any questions regarding this policy, please contact me.

Course Outline and Readings

Week 1: Ideas of Educational Inequality and the Role of Schooling

Tuesday, September 27th

Optional Discussion/Data Section: Introduction to the Stanford Education Data Archive and The Opportunity Atlas (both are needed for class assignments).

Thursday 1:30-2:30 in CERAS 101.

Background Readings: Prior to Tuesday's class, please read these brief NYT articles:

- Multiple authors. (2002) *What is school for?* New York Times. <https://tinyurl.com/yd62e4ew>.
 - In particular, read "Everyone," "Economic Mobility," "Merit," and "Us" (feel free to read others; they are short and contain many different perspectives).
- Rich, M., Cox, A., & Bloch, M. (2016, April 29). *Money, Race and Success: How Your School District Compares*. The New York Times. <https://nyti.ms/2jRG97e>.
- Aisch, G., Cox, A., & Quealy, K. (2015, May 28). *You Draw It: How Family Income Predicts Children's College Chances*. The New York Times. <https://nyti.ms/2ix8zue>.

Recommended Readings:

- Reardon, Sean F. (2019). Educational Opportunity in Early and Middle Childhood: Using Full Population Administrative Data to Study Variation by Place and Age. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 5(2), 40. <https://doi.org/10.7758/rsf.2019.5.2.03>
- Chetty, R., Hendren, N., & Katz, L. F. (2016). The effects of exposure to better neighborhoods on children: New evidence from the Moving to Opportunity experiment. *American Economic Review*, 106(4), 855-902. <https://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.20150572>
- Rothwell, J. (2015, May 6). Sociology's revenge: Moving to Opportunity (MTO) revisited. *Brookings Institute*. <https://www.brookings.edu/blog/social-mobility-memos/2015/05/06/sociologys-revenge-moving-to-opportunity-mto-revisited/>
- Kornrich, S., & Furstenberg, F. (2013). Investing in Children: Changes in Parental Spending on Children, 1972–2007. *Demography*, 50(1), 1–23. <http://doi.org/10.1007/s13524-012-0146-4>.
- Ramey, G., & Ramey, V.A. (2010). The Rug Rat Race. *Brookings Papers on Economic Activity*, 2010(1), 129–176. <http://doi.org/10.1353/eca.2010.0003>
- Labaree, David. (2022, May 16). The American high school has failed its missions. <https://davidlabaree.com/2022/05/16/the-american-high-school-has-failed-its-missions/>
- Jencks, C. (1988). Whom must we treat equally for educational opportunity to be equal?. *Ethics*, 98(3), 518-533. <https://www.jstor.org/stable/2380965>

Part 1: Inequality of Outcomes

Week 2: Socioeconomic Status and Academic Achievement

Tuesday, October 4th

Due: County Description

Optional Discussion/Data Section: Introduction to Coding in STATA and R for Memo 1

Thursday 1:30-2:30 in CERAS 101.

Background Readings:

- Reardon, S.F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In R. Murnane & G. Duncan (Eds.), *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*. New York: Russell Sage Foundation Press.
- Kalil, A., & Ryan, R. (2020). Parenting Practices and Socioeconomic Gaps in Childhood Outcomes. *The Future of Children*, 30(2020), 29–54. <https://doi.org/10.1353/foc.2020.0004>.

Recommended Readings:

- Gennetian, L.A., Duncan, G., Fox, N., Magnuson, K., Halpern-Meekin, S., Noble, K., & Yoshikawa, H. (2022). Unconditional Cash and Family Investments in Infants: Evidence from a Large-Scale Cash Transfer Experiment in the U.S. NBER Working Paper No. w30379, Available at SSRN: <https://ssrn.com/abstract=4203053> [PDF]
- Greenstone, M., Looney, A., Patashnik, J., & Yu, M. (2013, June 26). Thirteen economic facts about social mobility and the role of education. <https://www.brookings.edu/research/thirteen-economic-facts-about-social-mobility-and-the-role-of-education/>
- Reeves, R. V. & Pocinki, A. (2015, June 2). Space, place, race: Six policies to improve social mobility. <https://www.brookings.edu/blog/social-mobility-memos/2015/06/02/space-place-race-six-policies-to-improve-social-mobility/>
- Chmielewski, A.K. & Reardon, S.F. (2016). Patterns of Cross-National Variation in the Association Between Income and Academic Achievement. *AERA Open* 2(3): 1-27. <https://journals.sagepub.com/doi/10.1177/2332858416649593>.
- Chmielewski, A. K. (2019). The Global Increase in the Socioeconomic Achievement Gap, 1964 to 2015. *American Sociological Review*, 84(3), 517–544. <https://doi.org/10.1177/0003122419847165>
- Chetty, R., Hendren, N., Kline, P., Saez, E., & Turner, N. (2014). Is the United States still a land of opportunity? Recent trends in intergenerational mobility. *The American Economic Review*, 104(5), 141-147. <https://opportunityinsights.org/paper/recentintergenerationalmobility/>
- Chetty, R., Grusky, D., Hell, M., Hendren, N., Manduca, R., & Narang, J. (2017). The fading American dream: Trends in absolute income mobility since 1940. *Science*, 356(6336), 398–406. <https://doi.org/10.1126/science.aal4617>
- Piketty, T., & Saez, E. (2014). Inequality in the long run. *Science*, 344(6186), 838–843. <https://www.science.org/doi/full/10.1126/science.1251936>.
- Lareau, L. 2011. *Unequal Childhoods: Class, Race, and Family Life*. Berkeley, CA: University of California Press, Chapters 1 & 13 (Book is available on Stanford’s library site: <https://searchworks.stanford.edu/view/13073869>)

Week 3: Higher Education and Educational Opportunity

Tuesday, October 11th

Due: Memo 1: The National Context of Local Educational Opportunity

Optional Discussion/Data Section: Review of Memo 1 and Introduction to Memo 2

Thursday 1:30-2:30 in CERAS 101.

Background Readings:

- Bailey, M.J., & Dynarski, S.M. (2011). Gains and Gaps: A Historical Perspective on Inequality in College Entry and Completion. In *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*, edited by R. Murnane and G. Duncan. New York: Russell Sage Foundation.
- Ziol-Guest, K.M. & Lee, K.T.H. (2016). Parent Income–Based Gaps in Schooling. *AERA Open* 2(2):1-10. <http://ero.sagepub.com/content/2/2/2332858416645834>.
- Aisch, G., Buchanan, L., Cox, A., & Quealy, K. (2017, January 18). [*Some Colleges Have More Students From the Top 1 Percent Than the Bottom 60. Find Yours.*](#) The New York Times.
- Baker, R., Klasik, D., & Reardon, S. F. (2018). Race and Stratification in College Enrollment Over Time. *AERA Open*, 4(1), 233285841775189. <https://doi.org/10.1177/2332858417751896>

Recommended readings:

- Chetty, R., Friedman, J. N., Saez, E., Turner, N., & Yagan, D. (2020). Income Segregation and Intergenerational Mobility Across Colleges in the United States. *The Quarterly Journal of Economics*, 135(3), 1567–1633. <https://doi.org/10.1093/qje/qjaa005>. (for a non-technical summary and data, see: <https://opportunityinsights.org/paper/undermatching/>).
- Liptak, A. & Hartocollis, A. (2022, January 24). Supreme Court will hear challenge to affirmative action at Harvard and UNC. *The New York Times*. <https://www.nytimes.com/2022/01/24/us/politics/supreme-court-affirmative-action-harvard-unc.html>
- Bennett, C. T. (2022). Untested admissions: Examining changes in application behaviors and student demographics under test-optional policies. *American Educational Research Journal*. <https://doi.org/10.3102/00028312211003526>
- Glass, I. (2021, March 19). The campus tour has been cancelled. [Podcast] *This American Life*. <https://www.thisamericanlife.org/734/the-campus-tour-has-been-cancelled>
- McMillan Cottom, T. (2017, February 22). The coded language of for-profit colleges. *The Atlantic*. <https://www.theatlantic.com/education/archive/2017/02/the-coded-language-of-for-profit-colleges/516810/>
- Baker, D. J. & Bastedo, M. N. (2022). What If We Leave It Up to Chance? Admissions Lotteries and Equitable Access at Selective Colleges. *Educational Researcher*, 51(2), 134–145. <https://doi.org/10.3102/0013189X211055494>
- Dynarski, S. (2022, August 30). Why I changed my mind on student debt forgiveness. *The New York Times*. <https://www.nytimes.com/2022/08/30/opinion/student-loan-debt-relief-biden.html>

Week 4: Race/Ethnicity and Educational Outcomes

Tuesday, October 18th

Optional Discussion/Data Section: Basic and Advanced Tips and Tricks: How to tell a story with data viz

Thursday 1:30-2:30 in Big Tree (CERAS 108).

Background Readings:

- The Educational Opportunity Monitoring Project. Review “overview” and “racial and ethnic achievement gaps” sections of the website. <http://cepa.stanford.edu/educational-opportunity-monitoring-project/overview>
- Murnane, R. J. (2013). US high school graduation rates: Patterns and explanations. *Journal of Economic Literature*, 51(2), 370–422. <https://doi.org/10.1257/jel.51.2.370>
- Reardon, S. F., & Galindo, C. (2009). The Hispanic-White Achievement Gap in Math and Reading in the Elementary Grades. *American Educational Research Journal*, 46(3), 853–891. <http://doi.org/10.3102/0002831209333184>
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Researcher*, 35(7), 3–12. <https://doi.org/10.3102/0013189X035007003>

Recommended Readings:

- Jencks, C., & Phillips, M. (Eds.). (1998). *The Black-White Test Score Gap*. Washington D.C.: Brookings Institution Press.
- Reardon, S. F., Robinson, J. P., & Weathers, E. S. (2015). Patterns and trends in racial/ethnic and socioeconomic academic achievement gaps. In H.F. Ladd & M.E. Goertz (Eds.) *Handbook of Research in Education Finance and Policy*. pp 491-509. New York: Routledge.
- [BROWSE] Hemphill, F. C., Vanneman, A., Rahman, T. (2011). *Achievement Gaps: How Hispanic and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress*. (NCES 2011-459). Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/nationsreportcard/pdf/studies/2011459.pdf>
- [BROWSE] Vanneman, A., Hamilton, L., Baldwin Anderson, J., & Rahman, T. (2009). *Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress*. (NCES 2009-455). Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/nationsreportcard/pdf/studies/2009455.pdf>
- Badger, E., Miller, C. C., Pearce, A., & Quealy, K. (2018, March 19). Extensive data shows punishing reach of racism for Black boys. *The New York Times*. <https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html>.
- Pearman, F. A. & McGee, E. O. (2022). Anti-Blackness and racial disproportionality in gifted education. *Exceptional Children*, 88(4), 359–380. <https://doi.org/10.1177/00144029211073523>.
- Kang, J. C. & Cheung, J. (2022, June 24). One elite high school’s struggle over admissions. [Podcast] *The Daily*, *The New York Times*. <https://www.nytimes.com/2022/06/24/podcasts/the-daily/admissions-lowell-high-school-lottery-merit-system.html>.
- Redding, C. (2019). A teacher like me: A review of the effect of student–teacher racial/ethnic matching on teacher perceptions of students and student academic and behavioral outcomes. *Review of Educational Research*, 89(4). <https://doi.org/10.3102/0034654319853545>. <https://journals.sagepub.com/doi/pdf/10.3102/0034654319853545>

Week 5: Gender and Patterns of Academic Performance

Tuesday, October 25th

Due: Memo 2: Educational Opportunities by Race and Ethnicity; Higher Education Opportunities

Optional Discussion/Data Section: Review of Memo 2 and Introduction to Memo 3

Thursday 1:30-2:30 in CERAS 101.

Background Readings:

- Reardon SF, Fahle EM, Kalogrides D, Podolsky A, Zárate RC. Gender Achievement Gaps in U.S. School Districts. *American Educational Research Journal*. 2019;56(6):2474-2508. doi:10.3102/0002831219843824
<https://journals.sagepub.com/doi/full/10.3102/0002831219843824>
- Autor, D., Figlio, D., Karbownik, K., Roth, J., & Wasserman, M. (2016). School Quality and the Gender Gap in Educational Achievement. *American Economic Review* 106(5): 289-95. DOI: 10.1257/aer.p20161074. <https://economics.mit.edu/files/12388>
- Goldin, C., Katz, L.F., & Kuziemko, I. (2006). The Homecoming of American College Women: The Reversal of the College Gender Gap. *The Journal of Economic Perspectives* 20(4):133-33. <https://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.20.4.133>
- DiPrete, T. A. & Jennings, J. L. (2011). Social and behavioral skills and the gender gap in early educational achievement. *Social Science Research* 41(1), 1-15. <https://www.sciencedirect.com/science/article/pii/S0049089X11001402>

Recommended Readings:

- Chetty, R., Hendren, N., Lin, F., Majerovitz, J., & Scuderi, B. (2016). Childhood Environment and Gender Gaps in Adulthood. *American Economic Review*, 106(5), 282–288. <http://doi.org/10.1257/aer.p20161073>.
- Hyde, J. S., Lindberg, S. M., Linn, M. C., Ellis, A. B., & Williams, C. C. (2008). Gender similarities characterize math performance. *Science*, 321(5888), 494-495. <https://www.science.org/doi/10.1126/science.1160364>
- Pope, D. G., & Sydnor, J. R. (2010). Geographic variation in the gender differences in test scores. *The Journal of Economic Perspectives*, 24(2), 95-108. <https://www.aeaweb.org/articles?id=10.1257/jep.24.2.95>
- Robinson, J. P., & Lubienski, S. T. (2011). The development of gender achievement gaps in mathematics and reading during elementary and middle school examining direct cognitive assessments and teacher ratings. *American Educational Research Journal*, 48(2), 268-302. <https://doi.org/10.3102/0002831210372249>
- Giebel, S., Alvero, A. J., & Gebre-Medhin, B. (2022). Signaled or Suppressed? How Gender Informs Women’s Undergraduate Applications in Biology and Engineering. [10.31235/osf.io/ygr5e](https://doi.org/10.31235/osf.io/ygr5e).
- Horwitz, I., Matheny, K., & Milan, N. (2021). Abortion Bans and College Dropouts. *Contexts*, 20(4), 76-76. <https://doi.org/10.1177/15365042211058133>.
- Reeves, R. (2022). Redshirt the boys. *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2022/10/boys-delayed-entry-school-start-redshirting/671238/>.

Part 2: Inequality of Educational Opportunities

Week 6: Segregation and Educational Inequality

Tuesday, November 1st

Optional Discussion/Data Section: Introduction to Final Poster Project

Thursday 1:30-2:30 in CERAS 101.

Background Readings:

- Johnson, R. C. (2019). *Children of the dream: Why school integration works*. New York: Basic Books and Russell Sage Foundation Press.
- Reardon, S. F., Weathers, E. S., Fahle, E. M., Jang, H., & Kalogrides, D. (2022). Is Separate Still Unequal? New Evidence on School Segregation and Racial Academic Achievement Gaps. CEPA Working Paper No. 19-06. *Stanford Center for Education Policy. Analysis*. <https://cepa.stanford.edu/sites/default/files/wp19-06-v082022.pdf>.
- Owens, A. (2016). Inequality in children's contexts: Income segregation of households with and without children. *American Sociological Review*, 81(3), 549-574. <https://journals.sagepub.com/doi/pdf/10.1177/0003122416642430>
- Owens, A., Reardon, S.F., Kalogrides, D. Jang, H., & Tom, T. (2022). Trends in Racial and Economic School Segregation. http://socialinnovation.usc.edu/wp-content/uploads/2022/05/Trends-in-Racial-Ethnic-Segregation_FINAL.pdf.

Recommended Readings

- Anstreicher, G., Fletcher, J., & Thompson, O. (2022). The Long Run Impacts of Court-Ordered Desegregation. *NBER Working Paper* 29926. Cambridge, MA. <https://www.nber.org/papers/w29926>.
- Thompson, O. (2019). School Desegregation and Black Teacher Employment. *NBER Working Paper* 25990. Cambridge, MA. <https://www.nber.org/papers/w25990>.
- Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing. (See esp. chapter 1, which focuses on Bay Area, including San Francisco, Palo Alto, and East Palo Alto)
- Irons, P. H. (2004). *Jim Crow's children: The broken promise of the Brown decision*. Penguin. (See esp. Ch. 12 & 13, which cover major legal cases related to segregation and integration of schools post-Brown, including *Swann v. Charlotte-Mecklenburg* & *Milliken v. Bradley*)
- Massey, D., & Denton, N. A. (1993). *American apartheid: Segregation and the making of the underclass*. Harvard university press.
- Reardon, S.F. & Owens, A. (2014). 60 years after Brown: Trends and consequences of school segregation. *Annual Review of Sociology*, 40, 199-218. <https://doi.org/10.1146/annurev-soc-071913-043152>
- Reardon, S.F., Fox, L., & Townsend, J. (2015). Neighborhood income composition by household race and income, 1990-2009. *The ANNALS of the American Academy of Political and Social Science*, 660(1), 78-97. <https://journals.sagepub.com/doi/epub/10.1177/0002716215576104>
- Owens, A., Reardon, S.F., & Jencks, C. (2016). Income segregation between schools and school districts. *American Educational Research Journal*, 53(4), 1159-1197. <https://journals.sagepub.com/doi/pdf/10.3102/0002831216652722>
- Fahle, E. M., Reardon, S. F., Kalogrides, D., Weathers, E. S., & Jang, H. (2020). Racial Segregation and School Poverty in the United States, 1999–2016. *Race and Social Problems*, 12(1), 42–56. <https://doi.org/10.1007/s12552-019-09277-w>.

Week 7: No class due to Election Day.

(No Discussion Section)

Week 8: School Funding and Educational Inequality

Tuesday, November 15th

Due: Memo 3: Segregation and Educational Opportunities

Optional Discussion/Data Section: How to use the edopportunity web site to download and use raw data for a new research project

Thursday 1:30-2:30 in CERAS 101.

Background Readings:

- Shores, K., Lee, H., & Williams, E. (2021). The Distribution of School Resources in The United States: A Comparative Analysis Across Levels of Governance, Student Sub-groups, And Educational Resources. <https://edworkingpapers.org/sites/default/files/ai21-443.pdf>.
- Jackson, C.K. (2020). Does school spending matter? The new literature on an old question. In L. Tach, R. Dunifon, & D. L. Miller (Eds.), *Confronting inequality: How policies and practices shape children's opportunities* (pp. 165–186). American Psychological Association. <https://doi.org/10.1037/0000187-008>.

Recommended Readings:

- Hanushek, E.A. (1989). The Impact of Differential Expenditures on School Performance. *Educational Researcher* 18(4):45-51, 62. <http://hanushek.stanford.edu/sites/default/files/publications/hanushek%201989%20EducResearcher%2018%284%29.pdf>
- Jackson, C.K., Johnson, R.C., & Persico, C. (2015). The effects of school spending on educational and economic outcomes: Evidence from school finance reforms. National Bureau of Economic Research Working Paper 20847. Available online at <http://www.nber.org/papers/w20847>.
- Lafortune, J., Rothstein, J., & Schanzenbach, D.W. (2016). School finance reform and the distribution of student achievement. National Bureau of Economic Research Working Paper 22011. Available online at <http://www.nber.org/papers/w22011>.
- Jackson, C.K., & Mackevicius, C. (2021). The distribution of school spending impacts. IPR working paper 21-15. <https://www.ipr.northwestern.edu/documents/working-papers/2021/wp-21-15-rev.pdf>.
- [Data] EdBuild data visual dashboard: <https://shiny.edbuild.org/apps/edbuild-dashboard/>
- Urban Institute. (2017, May). *School Funding: Do Poor Kids Get Their Fair Share?* <https://apps.urban.org/features/school-funding-do-poor-kids-get-fair-share/>
- [Data] Albert Shanker Institute, & Rutgers Graduate School of Education. (2021). *School Finance Indicators Database*. <https://www.schoolfinancedata.org/download-data/>
- [Data] Georgetown University. (2021). *National Education Resource Database on Schools (NERD\$)*. Edunomics Lab: The Study of Education Finance. <https://edunomicslab.org/nerds/>

Week 9: Early Childhood Education and Opportunity

Tuesday, November 29th

(No Discussion Section)

Background Readings:

- Chaudry, A., Morrissey, T., Weiland, C., & Yoshikawa, H. (2021). *Cradle to kindergarten: A new plan to combat inequality*. New York: Russell Sage Foundation. Read chapters 3-5 (Skim the rest).
- Magnuson, K. & Duncan, G.J. (2016). Can early childhood interventions decrease inequality of economic opportunity? *The Russell Sage Foundation Journal of the Social Sciences*, 2(2), 123-141. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6100797/>
- Reardon, S.F. & Portilla, X.A. (2016). Recent trends in income, racial, and ethnic school readiness gaps at kindergarten entry. *AERA Open*. DOI: 10.1177/2332858416657343 <https://journals.sagepub.com/doi/10.1177/2332858416657343>
- Bassok, D., Finch, J.E., Lee, R., Reardon, S.F., & Waldfogel, J. (2016). Socioeconomic gaps in early childhood experiences. *AERA Open*. DOI: 10.1177/2332858416653924 <https://journals.sagepub.com/doi/full/10.1177/2332858416653924>
- Valentino, R. (2018). Will Public Pre-K Really Close Achievement Gaps? Gaps in Prekindergarten Quality Between Students and Across States. *American Educational Research Journal*, 55(1), 79–116. <https://doi.org/10.3102/0002831217732000b>

Recommended Readings:

- Berne, Jordan S.. (2022). The Long-Run Impacts of Universal Pre-K: Evidence from the First Statewide Program. (EdWorkingPaper: 22-626). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/k4bh-0114>
- Cascio, E. U. (2021). *Early childhood education in the United States: What, when, where, who, how, and why* (Working Paper No. 28722; NBER Working Paper Series). National Bureau of Economic Research. https://www.nber.org/system/files/working_papers/w28722/w28722.pdf
- Magnuson, Katherine and Jane Waldfogel. 2016. Trends in Income-Related Gaps in Enrollment in Early Childhood Education. *AERA Open* 2(2):1-13. <http://ero.sagepub.com/content/2/2/2332858416648933>.

Week 10: Poster Session

Tuesday, December 6th

Due: Final posters for class presentation.