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**HARVARD UNIVERSITY**

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**Undergraduate Studies:**

B.S. Economics / B.A. Political Science, Ohio State University, *cum laude* and with honors, 2002

**Graduate Studies:**

M.P.P., University of California-Berkeley, 2005

Harvard University, PhD Candidate in Public Policy, 2005 to present

Thesis Title: "Long-Term Effects of Educational Interventions"

Expected Completion Date: June 2010

**References:**

Professor Lawrence F. Katz (chair)  
Department of Economics  
Harvard University  
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Professor Susan Dynarski  
Gerald R. Ford School of Public Policy  
University of Michigan  
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John F. Kennedy School of Government  
Harvard University  
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**Teaching and Research Fields:**

Primary field: Labor Economics, Economics of Education

Secondary fields: Public Finance, Urban Economics, Applied Microeconomics

**Publications:**

"Early Childhood Intervention and Life-Cycle Skill Development: Evidence from Head Start." 2009.

*American Economic Journal: Applied Economics*, 1(3): 111-34.

*Abstract:* This paper provides new evidence on the long-term benefits of Head Start using the National Longitudinal Survey of Youth. I compare siblings who differ in their participation in the program, controlling for a variety of pre treatment covariates. I estimate that Head Start participants gain 0.23 standard deviations on a summary index of young adult outcomes. This closes one third of the gap between children with median and bottom quartile family income, and is about 80 percent as large as model programs such as Perry Preschool. The long-term impact for disadvantaged children is large despite "fade out" of test score gains.

“The Lengthening of Childhood” (with Susan Dynarski). 2008. *Journal of Economic Perspectives*, 22(3): 71-92.

“Into College, Out of Poverty? Policies to Increase the Postsecondary Attainment of the Poor” (with Susan Dynarski), in *Targeting Investments in Children: Fighting Poverty When Resources Are Limited*, Philip Levine and David Zimmerman (eds.), University of Chicago Press (forthcoming).

### **Research Papers:**

“*Better Schools, Less Crime?*” (Job Market Paper)

*Abstract:* I estimate the effect of attending a first-choice middle or high school on young adult criminal activity, using data from public school choice lotteries in Charlotte-Mecklenburg school district (CMS). Seven years after random assignment, lottery winners have been arrested for fewer and less serious crimes, and have spent fewer days incarcerated. Lottery winners attended schools that were higher quality according to measures of peer and teacher inputs, as well as revealed preference, and the gain was roughly equivalent to switching from one of the lowest ranked schools to one at the district average. The reduction in crime persists through the end of the sample period, several years after enrollment in the preferred school is complete. The effects are concentrated among African-American males whose ex ante characteristics define them as “high risk”. As a result the CMS lottery assignment system, which gave priority to disadvantaged applicants, probably reduced crime relative to a simple lottery like those implemented by many U.S. charter schools.

“*School Choice and College Attendance: Evidence from Randomized Lotteries*” (with Tom Kane, Justine Hastings and Doug Staiger)

*Abstract:* In 2002, the Charlotte Mecklenburg school district implemented an open enrollment policy that allocated slots at oversubscribed schools by random lottery. To assess the impact of gaining admission to a highly demanded high school, we match administrative data from the district to the National Student Clearinghouse, a national administrative database of postsecondary enrollment. We find strong evidence that high school lottery winners from neighborhoods assigned to the lowest-performing schools benefited greatly from choice. Girls are 12 percentage points more likely to attend a four-year college. Boys are 13 percentage points more likely to graduate from high school but are less likely to attend a four-year college. We present suggestive evidence that changes in relative rank within schools may explain these gender differences. In contrast with the results for students from low-performing home school zones, we find little evidence of gains for students whose home schools are of even average quality.

### **Papers in Progress:**

“*Schooling, Dropout, and the Antecedents of Youth Crime*”

“*Evaluating School Performance by Long-Term Measures of Student Outcomes*”

### **Invited and Conference Presentations (various dates):**

American Economic Association (AEA), American Education Finance Association (AEFA), Association for Public Policy Analysis and Management (APPAM), Head Start National Research Conference, National Academies Workshop on Benefit-Cost Methodology, Robin Hood Foundation, Society of Labor Economists (SOLE), University of Chicago-Harris School, University of Michigan – Ford School

### **Referee Service:**

*American Economic Journal – Applied Economics, Developmental Psychology, Journal of Policy Analysis and Management, Quarterly Journal of Economics*

**Honors, Scholarships, and Fellowships:**

2009-2010 Harvard University Dissertation Completion Fellowship  
2008-2009 National Science Foundation IGERT Fellowship – Multidisciplinary Program on  
Inequality and Social Policy  
2008-2009 Julius B. Richmond Fellowship, Center for the Developing Child at Harvard  
University  
2007-2008 American Educational Research Association / Institute of Education Sciences  
Dissertation Fellowship  
2007-2008 Taubman Center for State and Local Government Pre-Dissertation Fellowship  
2005-2007 John F. Kennedy School of Government Doctoral Fellowship  
2004-2005 Jacob K. Javits Research Fellowship

**Teaching Experience:**

Summer 2007 Economics of Education, teaching fellow for Professor Susan Dynarski  
Spring 2005 Introduction to Policy Analysis, teaching fellow for Professor Michael O'Hare  
Fall 2004 Law and Public Policy, teaching fellow for Professor David Kirp  
Spring 2004 Intermediate Microeconomic Theory, teaching fellow for Professor Jeffrey Perloff  
Fall 2003 Principles of Economics, Teaching fellow for Professor Claire Brown