Reducing Intergenerational Poverty
Committee

Greg J. Duncan (Chair)  
University of California, Irvine

Fenaba R. Addo  
University of North Carolina

Anna Aizer  
Brown University

Margaret R. Burchinal  
University of Virginia

Raj Chetty  
Harvard University

Stephanie Fryberg  
University of Michigan

Harry J. Holzer  
Georgetown University

Vonnie C. McLoyd  
University of Michigan

Kimberly G. Montez  
Wake Forest University

Aisha Nyandoro  
Springboard to Opportunities

Mary E. Pattillo  
Northwestern University

Jesse Rothstein  
University of California, Berkeley

Michael E. Strain  
American Enterprise Institute

Stephen J. Trejo  
University of Texas, Austin

Rita Hamad (Consultant)  
Harvard University

Staff

Jennifer Appleton Gootman  
Priyanka Nalamada  
Briana Smith  
Connie Citro  
Emily P. Backes  
Natacha Blain
The Study Sponsors

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The U.S. Congress asked the National Academies to provide a non-partisan, evidence-based report that:

- Identifies key drivers of long-term, intergenerational poverty
- Identifies evidence-based policies and programs that have the potential to significantly reduce the effects of the key drivers of intergenerational poverty
- Evaluates the racial and ethnic disparities and structural factors that help perpetuate intergenerational poverty
- Identifies key, high-priority gaps in the data and research needed to develop effective policies for reducing intergenerational poverty in the U.S.
Intergenerational poverty

A situation in which children who grow up in families with incomes below the poverty line are themselves poor as adults.
Intergenerational Persistence of Low-Income Status Differs Sharply by Race

% staying low-income

All | 34%
White
Asian
Latino
Black
Native American

Chetty et al. (2020)
Intergenerational Persistence of Low-Income Status Differs Sharply by Race

Chetty et al. (2020)
Key Drivers of Intergenerational Poverty & Programs and Policies to Address Them
Seven Potential Drivers of Intergenerational Poverty

- Children’s Education and the Education System
- Child Health and the Health Care System
- Family Income and Wealth and Parental Employment
- Housing, Residential Mobility, and Neighborhood Conditions
- Neighborhood Safety and the Criminal Justice System
- Child Maltreatment and the Child Welfare System
- Family Structure
Applying a Racial/Ethnic Disparities Lens
The committee will apply a racial/ethnic disparities lens in analyzing the literature on key determinants of entrenched poverty and the evidence on the effectiveness of programs designed to address those determinants.
Historical Drivers (pre-1960s)

- Forced migration and land theft
- Chattel slavery and labor exploitation
- Forced assimilation and legalized racial discrimination

- Impacts persist, e.g.
  - Dawes Act of 1887 -> lower income for Native Americans in 2010
  - Tulsa Massacre of 1921 -> lower rates of home ownership for Black Tulsans in 2000
Contemporary Drivers (post-1960s)

Disparities are evident in the systems associated with all seven of the drivers

- Education
- Health
- Housing
- Neighborhood safety and the criminal justice system
- Income
- Child Maltreatment
- Family Structure
Policies and Programs That Address Disparities

The committee identified 13 policy and program ideas supported by direct evidence on reducing intergenerational poverty for Black children.
## Education Policies and Programs Supported by Direct Evidence

<table>
<thead>
<tr>
<th>Driver</th>
<th>Policy or Program Example Supported by Direct Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–12 education</td>
<td>Increase K–12 school spending in the poorest districts</td>
</tr>
<tr>
<td>K–12 education</td>
<td>Recruit Black teachers</td>
</tr>
<tr>
<td>K–12 education</td>
<td>Reduce exclusionary school discipline</td>
</tr>
<tr>
<td>Post-secondary education</td>
<td>Expand effective financial aid and tutoring programs for low-income students</td>
</tr>
<tr>
<td>Career training</td>
<td>Expand high-quality career and technical education programs in high school and sectoral training programs for adults and youth</td>
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Neighborhood and Crime Policies and Programs Supported by Direct Evidence

<table>
<thead>
<tr>
<th>Driver</th>
<th>Policy or Program Example Supported by Direct Evidence</th>
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<tbody>
<tr>
<td>Juvenile incarceration</td>
<td>Eliminate most or all juvenile detention and incarceration for non-felony offenses and most non-violent felony offenses</td>
</tr>
<tr>
<td>Child investment strategies</td>
<td>Scale up evidence-based therapeutic interventions such as the Becoming a Man program</td>
</tr>
<tr>
<td>Strengthening communities to reduce violent crime and victimization</td>
<td>Scale up programs that abate vacant lots and abandoned homes; increase grants to community-based organizations</td>
</tr>
<tr>
<td>Policing strategies</td>
<td>Expand funding for policing in high-crime neighborhoods and use of effective strategies such as community policing</td>
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</table>
# Child and Maternal Health Policies and Programs Supported by Direct Evidence

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Health insurance</td>
<td>Expand access to Medicaid with continuous 12-month eligibility and 12-month postpartum coverage</td>
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<tr>
<td>Pollution reduction</td>
<td>Support the U.S. Environmental Protection Agency to work with local partners to adopt and expand efficient methods of monitoring outdoor and indoor air quality, especially in and near schools</td>
</tr>
<tr>
<td>Driver</td>
<td>Policy or Program Example Supported by Direct Evidence</td>
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<tr>
<td>Work-based income support</td>
<td>Expand the Earned Income Tax Credit by increasing payments along some or all portions of the schedule</td>
</tr>
</tbody>
</table>
Thank You!

For more information, please contact: Jennifer Gootman, JGootman@nas.edu

To download a copy of the report, go to https://www.nationalacademies.org/our-work/policies-and-programs-to-reduce-intergenerational-poverty#sectionWebFriendly