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**National Economic Education Delegation**

**<subject matter> Narrative**

Date: December 21, 2020

Instructions to Presenter:

1. This slide deck is intended to be used as:
   1. A resource for ease of presentation preparation
      1. Feel free to use the slides as they are currently assembled, to reduce their number, or to substitute your own w/in the NEED template.
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2. Statement disclaimer
   1. To the extent that you express views that are not contained in this presentation, it is very important that you inform the audience the view expressed is your own and not that of NEED.
      1. We would like to discourage you from going beyond the slide deck, but understand that it will sometimes be impossible to avoid.
      2. Please try very hard to not be terribly controversial.
   2. NEED’s slide decks are intended to take the audience to the brink of policy selection. They are intended to present a common base of understanding in the economics profession.
   3. Ethics, morality, and values take you from economics to policy prescription.
      1. If you make this leap, please be very clear that the view is your own.

Slides:

1. **Opening slide**

<brief summary and opening>

1. DO NOT DELETE: National Economic Education Delegation
   1. Brief discussion of what NEED is and NEED does
   2. Use your judgement for what should be said.
2. Who we are?
   1. 45 honorary board – 3 Nobel prize winners, 6 former chairs of council, and 2 former Chairs of the Federal Reserve.
   2. 367 delegates, one in each state.
   3. 42 Global Partners
3. Where are we?
4. DO NOT DELETE: Credits and Disclaimer
5. Outline:
6. **Age Distribution** (graphs)

narrative

1. **Age Distribution, by Sex** (graphs)

narrative

1. **Median Ages** (graphs)

narrative

1. **Life Expectancy** (graphs)

narrative

1. **Health insurance** (graphs)

narrative

1. **Maternal Mortality Rates, 2018**

<https://www.nytimes.com/2020/07/13/upshot/maternal-deaths-policy-neglect.html?rref=upshot&module=Ribbon&version=context&region=Header&action=click&contentCollection=The%20Upshot&pgtype=Multimedia>

1. **Disabilities - All** (graphs)

narrative

1. **Disabilities - Kids** (graphs)

narrative

1. **Disabilities – Working Age** (graphs)

narrative

1. **Disabilities – 65+** (graphs)

narrative

1. **Household Type Family** (graphs)

narrative

1. **Household Type: Married** (graphs)

narrative

1. **Births Out of Wedlock** (graphs)

narrative

1. **Home Ownership** (graphs)

narrative

1. **Home Occupancy** (graphs)

narrative

1. **Wealth** (graphs)

narrative

1. **Wealth: Zero** (graphs)

narrative

1. **Income Disparities: Introduction**

Narrative

1. **Income (graph)**

Narrative

1. **Median Income (graphs)**

Narrative

1. **Median Income: Advanced Degree (graphs)**

Narrative

1. **Median Income: Bachelor’s Degree (graphs)**

Narrative

1. **Median Income: Some College (graphs)**

Narrative

1. **Median Income: High School Diploma (graphs)**

Narrative

1. **Median Income: Less than High School (graphs)**

Narrative

1. **Median Income: Male FTFY (graphs)**

Narrative

1. **Median Income: Female FTFY (graphs)**

The difference here isn’t as big because of a strong positive relation between skill and employment among Black, but not White women (Neal 2004).

1. **Absolute Mobility: Race**

Narrative

1. **Relative Mobility: Race**

Narrative

1. **Upward and Downward Income Mobility (graph)**

Narrative

1. **Children’s Incomes vs. Parents’ Incomes**

Chetty, et al., “Race and Economic Opportunity in the United States: An Intergenerational Perspective.”

1. **Unemployment (graphs)**

Narrative

1. **Labor Force Participation (graphs)**

Narrative

1. **Sources: Labor Market Outcomes**

Primarily from: Lang and Spitzer, JEP introduction

According to Lang and Spitzer, economics has had a hard time translating discrimination into labor market outcomes. Becker argues this to be likely – lack of a linkage - if only SOME of the potential employers are discriminating. Minorities can get jobs that compensate equally well at non-discriminating employers.

1. **Education: College+ (graphs)**

Narrative

Lang and Manove (2011) showed that, conditional on their AFQT score, blacks get more education than whites do.

1. **College Enrollment: College+ (graphs)**

Narrative

1. **Poverty (graphs)**

Narrative

1. **Poverty: Kids < 5 Years Old (graphs)**

Narrative

1. **Mobility: Stayed Put (graphs)**

Narrative

1. **Mobility: Across State Lines (graphs)**

Narrative

1. **Commute: Car Alone (graphs)**

Narrative

1. **Commute: Carpool (graphs)**

Narrative

1. **Commute: Public Transportation (graphs)**

Narrative

1. **Sources: Criminal Justice System**

Primarily from: Lang and Spitzer, JEP introduction

1. **Models of Discrimination**

Primarily from: Lang and Spitzer, JEP pg 69

**Notes:**

<https://www.frbatlanta.org/about/feature/2020/06/12/bostic-a-moral-and-economic-imperative-to-end-racism>

**“**Over the course of American history, the examples of such institutionalized racism are many, and include slavery, federal law (consider the Three-Fifths Compromise our founding fathers established to determine federal representation), sanctioned intimidation during Reconstruction, Jim Crow laws in southern states, redlining by bankers and brokers, segregation, voter suppression, and racial profiling in policing.”

“All of us, especially our white allies, must learn the history of systemic racism and the ways it continues to manifest in our lives today.”

Evidence on access to capital white vs black? Discrimination in loan amounts and terms.

“People of color are far more likely to be uninsured in America, due in part to several states’ refusal to expand Medicaid. The infant and maternal mortality rates for Black babies and mothers are also far higher than those of white babies and mothers – and nobody really knows why.” <https://www.brookings.edu/blog/usc-brookings-schaeffer-on-health-policy/2020/02/19/there-are-clear-race-based-inequalities-in-health-insurance-and-health-outcomes/>