

Urban and education place-based policies: Effect on academic achievement*

Fanny ALIVON[†] Manon GARROUSTE[‡] Rachel GUILLAIN[§]

September 14, 2018

Preliminary version: Please do not cite or circulate without permission

Abstract

In this paper, we study the effect on academic achievement of the overlap between urban and education place-based policies in France. The identification challenge comes from the fact that the three nested units of analysis (namely the neighborhood, the school, and the individual) create two potential bias due to i) location choices, ii) and school choices. To disentangle the effects of urban and education place-based policies, we propose to use regression discontinuities at the boundaries of treated zones. We use very precise geocoded data at the three levels of analysis to investigate the net effect of each type of programs, as well as potential interaction effects. Preliminary results suggest that the net effect on academic achievement of place-based policies is negative, but that interaction effects, if any, are positive.

Keywords: Place-based policies, Education policies, Regression discontinuity

JEL classification: I24, I28, R28, C21

*The authors would like to thank the statistical service of the French ministry of education, in particular H el ene Michaudon, Fabrice Murat, Caroline Simonis-Sueur, Mustapha Touahir, and Paul-Olivier Gasq for data access and helpful discussion.

[†]Universit e de la R eunion. Email: fanny.alivon@univ-reunion.fr

[‡]Universit e Lille 1 Sciences et Technologies, LEM-CNRS. Email: manon.garrouste@univ-lille1.fr

[§]Universit e de Bourgogne-Franche-Comt e, LEDi. Email: rachel.guillain@u-bourgogne.fr