Discussion: "Are You (Not) Expecting" ... (Novella and Ripani)

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The Reaction

These effect sizes are truly remarkable!
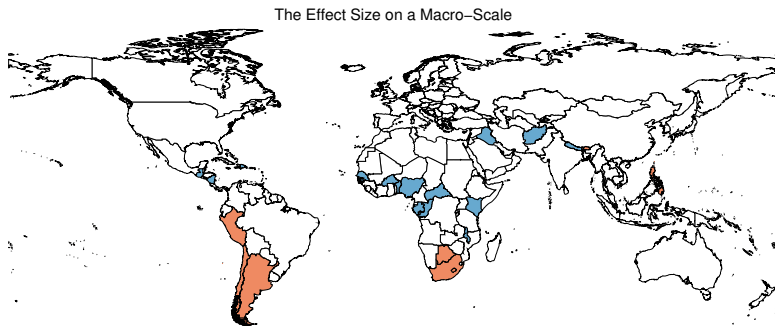
The Reaction

The Effect Size on a Macro–Scale

Figure: Teen Pregnancy Rates Similar to Treatment Group (Before/After)

UN Population Statistics (2010)

Discussion

1. A point on questions
2. A point on measurement
3. Some points on estimation

Questions I

I think that you are asking the right questions!

- We can leverage this huge treatment effect (interesting) to see mechanisms (very interesting!)
- We can also exploit heterogeneity over a range of physical and psychosocial characteristics (pre- and post-)program
- Does this occur at the intensive or the extensive margin?

Questions II

Given the quality of data, there are a few more that immediately interest me in this line (although I recognise that these are perhaps in Brea, or Ibarraran et al.)

- ► What is the effect on age at marriage or Pr(married)?
- ► What is the effect on (past) labour market participation?
- ► Does this program increase contraceptive use, or information?

Measurement I

- Incapacitation effect and leisure...
- Pregnancy is observed only at one point in time (?)
  - Can we also look at birth *timing*?
- Are these explanatory variables generally important?
  - You show that:
  - $JE \rightarrow$ pregnancy and
  - $JE \rightarrow$ mechanism, but no justification that
  - mechanism$\rightarrow$pregnancy

Measurement II

How does this look if we cut mother age more finally?

- ▶ There is a lot of heterogeneity by teen/no-teen
- ▶ But what about 20-24 versus 25-29?
- ▶ The sample is quite large... A graph of coefficients by age (or small blocks) would be illustrative!

Estimation

Equation 2 (preg/not preg) estimated via OLS...

- ▶ Yes, OLS and logit/probit are generally quantitatively similar, but the difference turns up in the tails
- ▶ And pregnancy is an 'infrequent' event
- ▶ Plus, in terms of interpretation, log odds makes sense
- ▶ As an aside, it's hard to think about $\widehat{pregnancy}_{ic} = 0.7$!

Estimation (Nitpicking...?)

- I'm sure you (and others) have done it on many dimensions, but it would be useful to see balance of characteristics
- In terms of mechanisms, the standardisation is quite general.
    - Gender×Age will make interpretation more straightforward
- How many courses are there? 1 course per 20?
    - Do you absorb course FEs?