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PLACEMENT COMMITTEE

Co-Chair: Martin Uribe, mu2166@columbia.edu
Co-Chair (fall): Pierre-André Chiappori, pc2167@columbia.edu
Co-Chair (spring): Navin Kartik, nk2339@columbia.edu
Placement Assistant: Amy Devine, aed2152@columbia.edu

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY
Ph.D. in Economics Expected May 2018

University of Illinois, College of Liberal Arts and Sciences, Urbana–Champaign, IL
B.A. summa cum laude in Economics May 2012

FIELDS OF SPECIALIZATION

Labor Economics, Economics of Education

JOB MARKET PAPER

The Complementarity of Incentive Policies in Education: Evidence from New York City

Abstract: Many production activities require cooperation between agents in an organization, and incentive alignment may take advantage of complementarities in such activities. This paper investigates such a possibility by examining two education policies that were implemented in New York City: a grade retention policy that incentivizes students and an accountability scheme that incentivizes schools. I employ double- and triple-difference strategies to estimate the individual and *combined* effects of these policies. The policies alone appear to have generated either modest or insignificant improvements in student outcomes. *Combined*, however, the retention and accountability policies led to a substantial increase in math test scores and reductions in student absences and suspension rates; the effect on English test scores is positive but not robust. These results underscore the value of using incentive alignment to realize complementarities in organizations.

WORKING PAPERS

Does Repeating a Grade Make Students (and Parents) Happier? Regression Discontinuity Evidence from New York City, with Jonah E. Rockoff

Abstract: When a student's academic knowledge or preparation is well below that of his or her age group, a common policy response is to have that student repeat a grade level and join the following, younger cohort. Evaluating the impacts of grade retention is made complicated by the potential incomparability of (1) retained students to promoted peers and (2) outcomes measured differently across grade levels. In this paper, we use novel data from New York City to ask whether parents' and students' self-reported educational experiences are significantly affected by grade retention. We take advantage of surveys that ask the same questions regardless of a student's grade level, and implement a regression discontinuity approach, identifying causal effects on students retained due to missed cutoffs on math and English exams. We find that parental satisfaction with the quality of their child's education and students' sense of personal safety both improve significantly over the three years we can observe from the time of retention. Our findings suggest that the stringent and somewhat controversial test-based retention policies enacted in New York had positive effects on the educational experience of these marginal students.

RESEARCH IN PROGRESS

Extrapolation of Treatment Effects in Multidimensional Regression Discontinuity Designs, with Miikka Rokkanen

Abstract: Regression discontinuity designs (RDDs) provide limited external validity, as results are only generalizable around the cutoff. This paper develops a general framework to estimate effects away from the cutoff in RDDs when the running variable contains multiple components. The key assumption is that the outcome variable is additively separable of each component in the running variable; this assumption can be tested empirically. We apply this technique to the analysis of Chile's SNED program in Mizala and Urquiola (2013), a program that seeks to identify effective schools.

RESEARCH ASSISTANTSHIPS

Jonah E. Rockoff, Columbia Business School, Summer 2015

Miguel Urquiola, Department of Economics, Summer 2014 & Spring 2015

W. Bentley MacLeod, Department of Economics, Fall 2014

REFeree SERVICE

Journal of Public Economics

FELLOWSHIPS AND AWARDS

Dissertation Fellowship, Department of Economics, Columbia University, 2017–2018
Faculty Fellowship, Department of Economics, Columbia University, 2013–2017

TEACHING EXPERIENCE

Teaching Assistant, Principles of Economics, Anna Caterina Musatti, 2016–2017
Teaching Assistant, Urban Economics, Jason Barr, Fall 2015
Teaching Assistant, The Global Economy, Sunil Gulati, Spring 2014
Teaching Assistant, Economic Growth and Development, Xavier Sala-i-Martin, Fall 2013

PRESENTATIONS

Education Policy & Social Analysis, Teachers College Columbia University, 2017
Applied Micro Research Methods Colloquium, Columbia University, 2013–2017
Education in Contemporary China, Council on International Educational Exchange (CIEE)
Shanghai Center, 2016 and 2017

OTHER ACTIVITIES

Price Theory Summer Camp, University of Chicago, 2016
Board Member, Columbia University Association of Graduate Economics Students, 2015
Summer School, London School of Economics and Political Science, 2011

REFERENCES

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