

# Daniel Mangrum

Updated May 2020

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## Graduate Education

Vanderbilt University, Department of Economics  
Ph.D. in Economics, *Russell G. Hamilton Scholar*, 2020

Dissertation Title: Essays on Postsecondary Education Finance and Policy

### References

Professor Andrea Moro (Primary Advisor)	<a href="mailto:andrea.moro@vanderbilt.edu">andrea.moro@vanderbilt.edu</a>	615-343-1516
Professor Christopher (Kitt) Carpenter	<a href="mailto:christopher.s.carpenter@vanderbilt.edu">christopher.s.carpenter@vanderbilt.edu</a>	615-322-0174
Professor Andrew Dustan	<a href="mailto:andrew.dustan@vanderbilt.edu">andrew.dustan@vanderbilt.edu</a>	615-322-1990
Professor Brent Evans	<a href="mailto:b.evans@vanderbilt.edu">b.evans@vanderbilt.edu</a>	615-322-6491
Professor Lesley J. Turner	<a href="mailto:lesley.j.turner@vanderbilt.edu">lesley.j.turner@vanderbilt.edu</a>	615-322-1389
Professor Mattias Polborn (Placement Director)	<a href="mailto:mattias.polborn@vanderbilt.edu">mattias.polborn@vanderbilt.edu</a>	615-875-8113

Vanderbilt University, Department of Economics  
M.A. in Economics, 2016

University of Memphis, Department of Economics  
M.A. in Economics, 2014

## Undergraduate Education

University of Memphis, Department of Economics  
B.A. in Economics, *magna cum laude*, 2012

## Research and Teaching Fields

Primary: Labor Economics, Economics of Education, Household Finance  
Secondary: Urban Economics, Health Economics, Applied Microeconometrics

## Research Papers

“Personal Finance Education Mandates and Student Loan Repayment” [[Job Market Paper](#)]

I investigate how personal financial literacy (PFL) education in high school affects federal student loan repayment outcomes after college. I use university-level repayment outcomes to overcome a lack of quality borrower-level data. Changes to state standards have varying impacts on university cohorts because universities differ in their shares of students from adopting states. Using this variation, I find that PFL mandates improve federal student loan repayment and that the effects are largest for first generation and low income students at public universities. I show that these university-level impacts consistently estimate borrower level improvements under the necessary assumptions. I explore several mechanisms that might explain how PFL mandates increase repayment. I find that mandated students are more knowledgeable about the federal financial aid system. However, they are no more likely to correctly answer financial literacy questions, nor are they more likely to graduate from college. Additionally, only high income students reduce federal student loan borrowing as a result of PFL mandates.

“The Marginal Congestion of a Taxi in New York City,” with Alejandro Molnar (revise and resubmit, *American Economic Review*)

We exploit the partial deregulation of New York City taxi medallions to provide a causal estimate of the impact of taxi

supply on congestion. We employ taxi trip records to measure historical street-level speed. We find that the roll-out of newly authorized taxis caused a local 8-9% decrease in speed. We estimate an empirical congestion elasticity curve from heterogeneous changes in speed and taxi supply, counted from aerial orthoimagery. Additionally, we provide novel urban sensor data to document a substantial traffic slowdown since 2013. Most of the slowdown in midtown Manhattan is accounted for by new supply from ridehail applications.

**“College Student Contribution to Local COVID-19 Spread: Evidence from University Spring Break Timing”**

We present evidence that travel by college students, identified by the timing of university spring breaks, contributed to the local spread of COVID-19. Due to the timing of university closures, students at universities with earlier spring breaks traveled and subsequently returned to campus while students at universities with later spring breaks effectively had their breaks canceled. We collect spring break dates for traditional four-year universities and link these universities to smartphone location data. To study the effect of spring break travel on the evolution of confirmed COVID-19 cases and mortality, we use a difference-in-differences identification strategy. Our estimates imply that counties with more early spring break students had higher confirmed case growth rates than counties with fewer early spring break students. We find that the increase in case growth rates peaked two weeks after students returned to campus. Consistent with secondary spread to more vulnerable populations, we find an increase in mortality growth rates that peaked four to five weeks after students returned. We trace destinations and modes of travel for university students and find that students who traveled through airports, to New York City, and to popular Florida destinations contributed more to the spread of COVID-19 than the average early spring break student. Our results suggest that universities have a unique capacity to reduce local COVID-19 spread by altering academic calendars to limit university student travel.

**“You’re Not You When You’re Hungry: Measuring The Impact of a Supplemental Nutrition Program on Childhood Test Scores”**

I estimate the impact of a supplemental nutrition intervention on math and language arts test scores at low income elementary schools in the Mississippi Delta. The intervention provided meals to students in order to replicate school breakfast and lunch over the course of the weekend. Using a difference-in-differences design, I estimate the effect of the intervention on the mean and the distribution of test scores. I find that treated students performed better on both language arts and math standardized tests. The average gains stem from a reduction in the share of students achieving at the lowest threshold and shifts toward higher thresholds. I also use administrative daily attendance data to estimate how the intervention affected attendance by day of the week. Attendance on Fridays improved likely due to the transfer incentive, however I find improvements in attendance on Mondays and Tuesdays which is evidence of improved nutrition over the course of the weekend.

**“Expectations and Follow-Through: The Roles of Confidence and Non-Cognitive Skills for Self-Employment,” with Carmen Astorine-Figari and Andrew Hussey**

We examine the predictors of both long-term expectations for and realizations of self-employment activities and earnings among individuals over time, with a particular focus on gender differences and the roles of non-cognitive skills. Using longitudinal data from the GMAT Registrant Survey our analysis involves wide-ranging and novel sets of variables, including work-life balance and job preferences, self-efficacy, confidence, and other non-cognitive skills. We find notable differences in the drivers of self-employment and self-employment expectations between men and women, and also large differences in the set of variables that relate to self-employment intentions versus future self-employment outcomes. While preferences for work-life balance matter more for men’s expectations, preferences about non-monetary characteristics of the job matter more for women. In contrast, regarding actual self-employment, only non-cognitive skills play a substantial role for women, while men are driven mostly by preferences over work-life balance. Confidence in one’s quantitative skills influences self-employment decisions, especially for women, and it also affects success in both the self-employed and the traditionally employed sectors, as reflected in earnings.

**Works in Progress**

**“Impacts from Financial Aid Shocks: Regression Discontinuity Evidence from Changes to Automatic-Zero EFC Eligibility”**

**“Traffic Externalities of E-commerce Delivery”, with Alejandro Molnar**

## Honors, Grants, and Fellowships

Dissertation Grant, Washington Center for Equitable Growth	2019 - 2020
Rendigs Fels Award for Excellence in Teaching, Vanderbilt University	2019
Best Graduate Student Paper, Missouri Valley Economic Association	2018
Kirk Dornbush Dissertation Fellowship, Vanderbilt University	2018
Council of Economics Graduate Students Travel Grant, Vanderbilt University	2018
Graduate School Travel Grant, Vanderbilt University	2017 and 2018
Kirk Dornbush Summer Research Grant, Vanderbilt University	2016 and 2017
Provost's Graduate Fellowship, Vanderbilt University	2014 - 2019
Graduate Fellowship, Vanderbilt University	2014 - 2015
Outstanding Economics Graduate Student Award, University of Memphis	2014
Supplemental Tennessee HOPE Lottery Scholarship	2007 - 2008
Tennessee HOPE Lottery Scholarship	2007 - 2008

## Teaching Experience

Teaching Assistant, Vanderbilt University	
<i>Applied Econometrics</i>	2019
<i>Economics of Risk</i>	2018
<i>Information and Communications Technology</i>	2018
<i>Poverty and Discrimination</i>	2016
<i>Introduction to Sports Economics</i>	2015 - 2017
<i>Seminar in Sports Economics</i>	2015 - 2017
Teaching Assistant, University of Memphis	
<i>Econometrics I (Graduate)</i>	2014
<i>Microeconomic Theory</i>	2013
Supplemental Instructor, University of Memphis	
<i>Introduction to Microeconomics</i>	2011 - 2013
<i>Introduction to Macroeconomics</i>	2011 - 2013
Tutor, University of Memphis	
Business Learning Center	2012 - 2013

## Research Experience

Research Assistant for Dr. Andrew Hussey, University of Memphis	2013 - 2014
Research Assistant at Center for Economic Education, University of Memphis	2013
Researcher, Shelby Farms Park Conservancy	2012

## Professional Activities

### Presentation of Research

2020: Middle Tennessee State University, Urban Institute, San Francisco State University, Federal Reserve Bank of New York, Bureau of Labor Statistics, CNA Corporation, University of Georgia.

2019: Western Illinois University, University of Memphis, Washington Center for Equitable Growth, Association for Education Finance and Policy Annual Conference, Southern Economic Association Annual Conference, Missouri Valley Economic Association Annual Conference, Vanderbilt University Graduate Student Research Day.

2018: Southern Economic Association Annual Conference, Missouri Valley Economic Association Annual Conference, Vanderbilt Empirical Applied Microeconomics Workshop, Vanderbilt University Graduate Student Research Day.

### Referee

Journal of Health Economics, Education Finance & Policy