

# W. Jesse Wood

*Curriculum Vitae (August 2021)*

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## Education

- Ph.D. **Economics**, *Michigan State University*, expected 2022.  
*Dual Major with Economics of Education*
- M.A. **Economics**, *University of Texas, Austin*, 2016.
- B.S. **Applied Mathematics**, *Auburn University*, *summa cum laude*, 2015.  
*Minor in Business*

## Fields of Interest

Economics of Education, Applied Econometrics, Labor Economics, Public Policy

## Job Market Paper

“Student-Teacher Race Matching on Student Learning & Social Skills and Behavioral Outcomes”

I provide evidence that diversifying the labor supply of teachers to better reflect the racial distribution of students increases learning and behavioral outcomes for students of color without diminishing outcomes for white students. I use administrative data spanning from 2008 to 2018 within the Los Angeles Unified School District, one of the most racially diverse school districts in the country, to measure the effect of student-teacher race matching on various noncognitive outcomes. I mitigate the concern that race matches are endogenous by including school-grade and student fixed effects into a linear regression model. This setting accounts for any potential sorting that occurs across schools with regards to the racial distribution of teachers as well as any unobserved time invariant student characteristics that may be correlated with race matching. Following the method of Jackson (2018), I generate behavioral (using GPA, suspensions, absences, and grade retention) and learning skills (using GPA, marks for effort, and marks for cooperation) indices for each student and find that race matched students in grades 6 through 12 are expected to increase in their behavioral index by 0.045 standard deviations and increases in their learning skills index by 0.022 standard deviations. My findings indicate that students of color also experience increases in the individual components of GPA, effort level, and cooperation and see decreases in suspensions and absenteeism when matched with a teacher of the same race. I do not find statistically significant effects on any of these outcomes for white students. Because noncognitive outcomes lead to higher high school graduation rates, college enrollment rates, and wages (Heckman et al., 2013; Heckman et al., 2012; Jackson, 2018), such effects could lead to a tightening in the achievement and wage gap found between students of color and white students. This result can be achieved with an increase in institutional efforts to ensure teacher populations more closely reflect that of their students.

## Published Works

- 2021 “Teacher Quality Gaps by Disability and Socioeconomic Status: Evidence from Los Angeles” *Educational Review*. (with Ijun Lai, Scott Imberman, Katharine Strunk, & Nathan Jones).

## Working Papers

“Student-Teacher Race Match Effect on the Timing of Student with Disability Identification”

“Effects of School Openings and Inter-District Choice: Evidence from Michigan” (with Danielle Edwards-Sanderson & Joshua Cowen).

“Are Effective Teachers for Students with Disabilities Effective Teachers for All?” (with Ijun Lai, Scott Imberman, Katharine Strunk, & Nathan Jones).

“Beyond the Classroom: Effect of Student-Faculty Race Match on Test Scores” (with Ijun Lai).

## Conference & Seminar Presentations

- 2021-2022 Association for Public Policy Analysis & Management Fall Research Conference (Scheduled), Missouri Valley Economic Association (Scheduled), Southern Economic Association (Scheduled), MSU Economics Graduate Seminar (Scheduled), Michigan State Interdisciplinary Training in Education and Social Science Brownbag (Scheduled)
- 2020-2021 Human Capital, History, Demography, & Development (H2D2) Research Day (Poster), Association for Public Policy Analysis & Management Fall Research Conference, Association for Education Finance & Policy Annual Conference
- 2019-2020 Association for Public Policy Analysis & Management Fall Research Conference, Association for Education Finance & Policy Annual Conference
- 2018-2019 Association for Education Finance & Policy Annual Conference

## Research Experience

- 2019-2021 Graduate Assistant, Education Policy and Innovation Collaborative, *MSU*
- 2019-2021 Graduate Assistant, National Center for Research on Education Access and Choice, *MSU*
- 2017-2020 Research Assistant, Prof. Katharine Strunk, *MSU*
- 2016 Student Research Assistant, Prof. Cynthia Osborne, *UT-Austin*
- 2015 Research Assistant, Prof. Kevin Phelps, *Auburn*

## Teaching Experience

- Spring 2021 Teaching Assistant, EC201 Introduction to Microeconomics, *MSU*
- Fall 2020, Summer 2018, 2019, 2020 Teaching Assistant, EC485 Economics of Education, *MSU*
- Summer 2019 Teaching Assistant, Introduction to Econometrics, *American Economic Association Summer Program*
- Fall 2017 Teaching Assistant, EC202 Introduction to Macroeconomics, *MSU*
- Spring 2017 Teaching Assistant, EC301 Intermediate Microeconomics, *MSU*

Fall 2016 Teaching Assistant, EC302 Intermediate Macroeconomics, *MSU*  
Summer 2015 Instructor, Introduction to Game Theory, *Johns Hopkins Center for Talented Youth*

### Awards, Honors, & Service

2021 Equity and Inclusion Fellowship, *APPAM*  
2017 Veterans Affairs Fellowship, *MSU*  
2016 Department of Economics Merit Scholarship, *UT-Austin*  
2014 Army Achievement Medal, *US Army*  
2011 Sapper Spirit Award (AIT Top Graduate), *US Army*  
2010-2016 Technical Engineer Specialist, *US Army*

### Skills & Proficiencies

#### Proficient

Stata, Matlab, Excel, LaTeX, AutoCAD

#### Working Knowledge

SQL, R, Python, Gauss, ArcGIS

### References

#### Prof. Scott Imberman (Chair)

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#### Prof. Katharine Strunk

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#### Prof. Jeffrey Wooldridge

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