

# ALICE HEATH

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# HARVARD UNIVERSITY

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## Education Harvard University

Ph.D. in Public Policy, expected 2024

## Harvard Kennedy School

Master in Public Policy, 2016

## University of Manchester

Post-Graduate Certificate in Education (Outstanding), 2012

## University of Oxford

BA in Philosophy, Politics and Economics (First Class), 2011

**Fields** Labor Economics, Public Economics, Health Economics

**References** Professor Jeffrey Liebman (Chair)  
Harvard Kennedy School  
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<b>Fellowships,</b>	GSAS Dissertation Completion Fellowship (Harvard University)	2023
<b>Grants &amp;</b>	GSAS Division of Social Sciences Research Fund (Harvard University)	2022
<b>Awards</b>	Mind, Brain and Behavior Graduate Student Award (Harvard University)	2021
	Center for American Politics Graduate Seed Grant (Harvard University)	2021
	Stone PhD Scholar (Harvard Kennedy School)	2021-24
	GSAS Fellowship (Harvard University)	2018-24
	Distinction in Student Teaching Award (Harvard Kennedy School)	2018
	Belfer International and Global Affairs Fellowship (Harvard Kennedy School)	2016
	Women and Public Policy Program Adrienne Hall Intern (Harvard Kennedy School)	2016
	John F. Kennedy Fellowship (Harvard Kennedy School)	2014-16
	John Hicks Prize for best performance in Microeconomics (University of Oxford)	2014-16
	Gerald Meier Prize for best performance in Economics (University College Oxford)	2011
	Academic Scholarship (University College Oxford)	2010-11

<b>Teaching</b>	<b>Thinking Analytically in an Uncertain World</b> , Harvard Kennedy School	Fall 2022
	Teaching Fellow for Dan Levy	
	<i>Evaluation: 4.78/5</i>	

	<b>Policy in Action Consultancy</b> , Brown University	Spring 2021, 22
	Advisor (2022)	
	Adjunct Lecturer (co-taught, 2021)	
	<i>Evaluation: 4.81/5</i>	

	<b>Policy Analysis and Problem Solving</b> , Brown University Adjunct Lecturer <i>Evaluation: 4.72/5</i>	Fall 2020
	<b>Analytic Frameworks for Policy</b> , Harvard Kennedy School Teaching Fellow for Richard Zeckhauser <i>Evaluations: 4.875, 5, 5, 4.88/5</i>	Fall 2018, 19, 20, 21
	<b>Game Theory</b> , Harvard Kennedy School Teaching Fellow for Janina Mateuseki <i>Evaluation: 4.88/5</i>	Spring 2015
<b>Research and Professional Employment</b>	<b>The People Lab</b> , Harvard Kennedy School Research Fellow	2022-present
	<b>Government Performance Lab</b> , Harvard Kennedy School Research Project Leader (2018-present) Government Innovation Fellow (2016-18)	2016-present
	<b>Burnage Academy for Boys</b> , Manchester UK Key Stage 4 Coordinator (2012-2014) Teacher of Mathematics (2011-2014)	2011-2014

**Job Market Paper** “Government Reactions to Media Scrutiny: Evidence From Child Protection Tragedies”

Does spotlighting tragedies in the media induce well-calibrated reactions from government? This paper examines how child protection agencies react to maltreatment deaths and assesses the consequences for welfare. In the US, over 150 child maltreatment deaths occur every month; a small portion are covered extensively in local newspapers. I first analyze newspaper archives to construct a dataset of publicized maltreatment deaths between 1999 and 2019. I then employ the staggered adoption event study framework to identify the impact of a death on child protection systems and child outcomes. Agencies react sharply to highly-publicized deaths, increasing removals by 19%. There is no detectable reaction to less-publicized deaths, suggesting agencies respond primarily to scrutiny rather than information. Highly-publicized deaths induce an increase in removals among children with the highest predicted risk of maltreatment. Moreover, hospitalizations for maltreatment-related diagnoses among Medicaid recipients decline. But Black children's removal rates rise more than White children's even conditional on risk, increasing the Black-White removal rate gap. Agency reactions to tragedies therefore do not appear to be optimal, though parts of their reactions may be welfare-enhancing.

**Research in Progress** “The Impact of Public Health Insurance on Child Health and Parental Labor Supply: Evidence from Arizona’s CHIP Freeze”

I examine the impact of a temporary freeze in the Children’s Health Insurance Program (CHIP) on parental labor supply and children’s health outcomes. In 2010, Arizona was the only state to freeze its CHIP program. Following the freeze, families earning between 140 and 200% of the federal poverty level could no longer enroll children in public health insurance, but children already enrolled could maintain their coverage. This policy created a sharp decrease in public benefits available to families with newborns. I use triple difference and regression discontinuity designs to examine the impact on parental labor supply and child health. The freeze reduced parental earnings: the portion of families earning between 140 and 200% of the federal poverty level declined by 7 percentage points, and the portion earning between 0 and 50 increased by the same amount.

“Stigma and Social Safety Net Participation” (with Kelsey Pukelis and Michael Holcomb)

Stigma may prevent participation in social safety net programs and impose utility costs on individuals already receiving benefits. We use a nationally representative survey to assess the prevalence of stigma and its role as a barrier to take-up in the Supplemental Nutritional Assistance Program (SNAP) and the

potential for interventions to alleviate stigma and increase take-up. The survey measures respondents' beliefs about the observability of participation, barriers and benefits associated with participation, and attitudes towards individuals who participate in SNAP. An experimental component tests the impact of three interventions on stigmatizing beliefs and interest in SNAP participation.

**“Evaluating the Role of Stigma as a Barrier to Take-up of Government Programs”** (with Jessica Lasky-Fink, Elizabeth Linos, and Heidi Wallace)

Means-tested government programs have been shown to be highly effective at mitigating the effects of poverty. However, 20 to 50 percent of households do not participate in programs for which they are eligible. This paper focuses on stigma — an often-cited, but rarely empirically tested psychological barrier that may affect take-up. We posit that three dimensions of stigma — societal, internalized, and anticipated — can influence participation in means-tested programs. We use survey evidence to quantify the magnitude of stigma associated with government assistance and measure how the three dimensions of stigma vary by program and population.

<b>Presentations</b>	AEA Economics of LGBTQ+ Individuals Virtual Seminar, Harvard Kennedy School Economics and Social Policy Seminar	2023
<b>Academic</b>	Attendee, AEA CSQIEP Queer Economics PhD Student Mentoring Conference	2023
<b>Service and</b>	Co-chair, HKS PhD Student Association Diversity and Inclusion Committee	2021-23
<b>Activities</b>	Co-organizer, HKS Anti-Racism in Economics	2020-21
	Attendee, Boston University Women in Economics Mentoring Workshop	2020
	Undergraduate Mentor, Harvard Women in Economics	2019-20
<b>Software Skills</b>	R, Stata, LaTeX, GitHub	
<b>Citizenship</b>	United Kingdom, United States	