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## CAROLINA CONCHA-ARRIAGADA

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### **Office Contact Information**

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Georgetown University  
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**Personal Information:** Date of Birth: 06/07/1987, Gender: Female, Citizenship: Chilean

### **Doctoral Studies:**

**Georgetown University**, 2017 to present  
**Ph.D. Candidate in Economics**  
**Thesis Title:** “*Essays on Education and Political Economy*”  
**Expected Completion Date:** June 2023

### **References:**

Professor Garance Genicot  
Department of Economics  
Georgetown University  
202-687-7144, [gg58@georgetown.edu](mailto:gg58@georgetown.edu)

Professor Laurent Bouton  
Department of Economics  
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Professor Christopher Neilson  
Department of Economics and Jackson School  
of Global Affairs  
203-432-3610, [christopher.neilson@yale.edu](mailto:christopher.neilson@yale.edu)

### **Prior Studies:**

**ILADES-Universidad Alberto Hurtado**, 2016  
M.A. in Economics, Summa cum laude

**Universidad de Santiago de Chile**, 2012  
B. Sc. in Economics, Summa cum laude

### **Research and Teaching Fields:**

Research: Development Economics, Economic of Education, Political Economy  
Teaching: Microeconometrics, Development Economics, Economics of Education, Political Economy

### **Teaching Experience:**

Summer'21	Intermediate Microeconomics (undergrad), Georgetown, Instructor
Summer'19,'20	Principles of Microeconomics (undergrad), Georgetown, Instructor
Spring'21,'20	Econometrics I (undergrad), Georgetown, Prof. Alan Bester
Fall'18,'20	Interm. Microeconomics (undergrad), Georgetown, Prof. Garance Genicot
Spring'15	Economics of Social Policy (master), ILADES, Prof. Eugenio Giolito
Spring'15	Microeconomics II (master), ILADES, Prof. Carlos Ponce
Fall'14	Econometrics I (master), ILADES, Prof. Ramiro de Elejalde
Spring'14	Macroeconomics I (master), ILADES, Prof. Mauricio Tejada

### **Research Experience and Other Employment:**

2019-2022	Georgetown University, Research Assistant to Prof. Garance Genicot
2019-2021	Georgetown University, Research Assistant to Prof. Laurent Bouton
2018-2019	Georgetown University, Research Assistant to Prof. William Jack
2015-2017	Universidad Adolfo Ibañez, Research Assistant to Prof. Nieves Valdés
2010	Universidad de Santiago de Chile, Research Assistant to Prof. Facundo Sepúlveda

### **Professional Experience:**

2011-2015	Junior Consultant, Centro de Libre Competencia, Universidad Católica de Chile
2010	Intern, Fiscalía Nacional Económica, Chile

### **Honors, Scholarships, and Fellowships:**

2022	NAEd/Spencer Dissertation Fellow, National Academy of Education
2022	Sixth Year Funding Competition Winner, Georgetown University
2021	Graduate School Dissertation Travel Grant, Georgetown University
2020	Summer Research Grant, Georgetown University
2017	Ph.D. Fellowship, Georgetown University
2013-2015	CONICYT Fellowship, Comisión Nacional de Investigación Científica y Tecnológica -CONICYT-, Chile
2012	Graduates and Friends USACH Award, Universidad de Santiago de Chile

### **Conferences and Invited Presentations:**

2022	Mortara Seminar (Georgetown), Annual Washington Area Development Economic Symposium, The Association for Education and Policy Annual Conference (poster)
2021	Southern Economic Association Meetings, Annual Washington Area Development Economic Symposium (poster)
2020	ConsiliumBots Webinar

### **Job Market Paper:**

“Should I Stay or Should I Go? Strategic Moves to Improve College Admission Chances.”

This paper asks whether admission policies generate high school students' behavioral responses. I show that high school students react to college admission policies that rank students within their high school by switching schools. First, using a difference-in-difference strategy, I find that switchers target high schools with lower average GPAs. Second, I present evidence that switchers significantly increase the probability of attending selective colleges. Finally, I develop and estimate a theoretical model to study the effects of alternative admission policies. Using the model, I find that the number of low-income students accepted in the top 10 colleges is increased by 5% under the current policy, but if students were not allowed to switch, the results would be 10%. The magnitude of the effect suggests that these strategic movers are among the only beneficiaries of the policy.

### **Working Papers:**

“It’s Always Sunny in Politics.” with JJ Naddeo

A desirable property of democratic elections is that they should not be influenced by forces that reveal no information about the candidate. However, the extant literature suggests that precipitation has a significant impact on electoral outcomes. This paper investigates an understudied dimension of weather—sunshine. Using novel daily weather measurements from satellites, linked to county level U.S. Presidential electoral returns from 1948-2016, we document how sunshine affects the decision making of voters. We find that election day exposure to sunshine increases support for the Democratic party on average. Additionally, we show that—contrary to prior findings that do not control for sunshine—precipitation has no detectable impact on partisan support, but universally depresses turnout. To rationalize our results we propose a mechanism whereby sunshine modulates voter mood which causes a change in voter choice, while precipitation only impacts turnout through increasing the cost of voting. We then build a theoretical model, which features this mechanism, and generates additional tests that find support in the data. Our main result—that election day sunshine noticeably impacts voter choice—highlights the need to reduce the effect of election day shocks (e.g. by allowing early voting). Furthermore, our results regarding precipitation suggest that reducing costs to voting does not confer partisan benefits—a potentially policy relevant finding for the current vote by mail discussion.

“Upward Mobility in Developing Countries.” with Garance Genicot and Debraj Ray

This article provides an overview of the literature on mobility in developing countries. Explicit distinctions are drawn between directional and non-directional measures, absolute and relative measures, and combinations thereof. We note that the scarcity of panel data has hindered the measurement of mobility for many countries. We pay particular attention to the recent development of panel-free mobility measures, which allows us to measure upward mobility in 147 countries. We use these measures to revisit some central themes in the literature.

“College Admission Policies and Students’ High School Choice: Evidence from Chile.”

This paper empirically studies the consequences of college admission policies in students’ high school choice in the context of a centralized college admission system. I examine the effects of a large-scale policy in Chile that mandated all institutions using the centralized system to incorporate a student’s high school specific criterion, intended to help students with high performance during high school from socioeconomically marginalized groups. After the policy was put in place, the representation of high school students from low-quality schools in the most selective universities increased by 5 percentage points. I exploit the adoption of the policy and the local school market structure to estimate the effects of the college admission criteria on the quality of the school attended by students. My estimates indicate that students in local markets with high scope for gains are two percentage points less likely to attend a high-quality public school. To study the effects of larger changes in the college admission process, I estimate a joint model of school choice and outcomes. I identify the parameters of the model using exogenous variation in schools’ thresholds in local market, and students pre-reform gains.

“The Value of Gaining a Peer, The Value of Losing a Peer: Evidence from Chile.” with Jesus Villero

We exploit a change in the college admission policy occurred in 2014 in Chile, a country with a centralized admission system, that increased the probability of relatively high achieving high school students moving from higher- to lower-quality schools (as measured by average standardized test scores) to study the effects of being exposed to highly motivated peers on academic outcomes. We use a strategy that compares 12th-grade students in classrooms that received more high achieving students with those from the same schools but who were exposed to fewer or no high achieving students. Using both basic and nonlinear-in-means specifications, we show evidence of heterogeneous effects depending on the ability of the incumbent students.

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