

[https://carolinaconcha.github.io/
cc1599@georgetown.edu](https://carolinaconcha.github.io/cc1599@georgetown.edu)

CAROLINA CONCHA-ARRIAGADA

Placement Director: John Rust
Placement Administrator: Julius Shapiro

JR1393@GEORGETOWN.EDU 202-686-6806
JS3900@GEORGETOWN.EDU 202-687-6260

Office Contact Information

Department of Economics
Georgetown University
3700 O St. NW, Washington, DC 20057
571-232-3584

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 Economics of Education and Political Economy*”

Expected Completion Date: June 2023

References:

Professor Garance Genicot
Georgetown University
202-687-7144, gg58@georgetown.edu

Professor Laurent Bouton
Georgetown University
202-687-6113, lb910@georgetown.edu

Professor Christopher Neilson
Yale University
203-432-3610, 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, Economics of Education, Political Economy

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

Teaching Experience:

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| 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 |

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| 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:

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| 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:

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

Honors, Scholarships, and Fellowships:

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| 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:

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| 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 |

Services:

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| 2020-2021 | Co-Chair Georgetown Economics Graduate Student Organization |
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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.

Updated September 2022