

Calvin C. Kuo (郭大宏)

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EDUCATION	University of California, Los Angeles (UCLA) Ph.D. (c) in Economics, 2018 - 2024 (expected) <i>Advanced to Candidacy: 9/10/2021</i> M.A. in Economics, (3/20/2020) University of Maryland, College Park (UMD) B.A. in Economics, Departmental Honors, 2015 B.S. in Mathematics, 2015
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ADVISORS	Martha Bailey (Chair), baileymj@econ.ucla.edu Natalie Bau, nbau@g.ucla.edu Felipe Goncalves, fgoncalves@econ.ucla.edu Yotam Shem-Tov, shemtov@econ.ucla.edu
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FIELDS OF INTEREST	Primary: Economics of Education, Labor Economics Secondary: Public Economics, Economics of Crime
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PROFESSIONAL EXPERIENCE	Research Assistant for Prof. Natalie Bau (UCLA), 2020 Research Assistant for Prof. Felipe Goncalves (UCLA), 2020 Senior Research Assistant, Federal Reserve Bank of Boston, 2015-2018
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WORKS IN PROGRESS	<i>"Principal Quality and Student Outcomes: Evidence from North Carolina"</i>
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Abstract: Public school principals shape almost every aspect of schools, assigning students to classrooms and matching teachers and students with resources. This paper quantifies the role of principals and documents the correlates of effective practices. Using a variance decomposition that exploits principal transitions across schools in the North Carolina public school system, I find that differences in principal quality explain about 5% of the variation in student test scores. My results are 25% the magnitude of those in previous studies, because classroom-level variation allows me to adjust for sampling error and account for other drivers of student achievement. I then construct estimates of principal value added to examine what attributes predict higher value added and the correlates of effective practices. Preliminary results suggest that observable characteristics are weakly correlated with effectiveness. However, on the job experience and a history of successful teaching predict higher principal quality. Together, this work sheds light on the role of principals in shaping effective schools and the importance of public sector leadership.

"Teacher's Labor Supply Responses to Tenure Removal"

Abstract: Non-pecuniary benefits, such as workplace environment and job stability, are central to the workforce. Yet, evidence on whether they affect worker effort and labor supply decisions is limited as output is hard to observe and strict collective bargaining agreements complicate overhauling job stability. This paper overcomes these challenges by studying a statewide reform in North Carolina that abruptly eliminated tenure paths for recently arrived and newly hired teachers. Using administrative data, I link teachers to classrooms and examine how decreased job security affects their impacts on student test scores. I find that productivity does not decline upon tenure receipt as teacher test score impacts parallel the preceding years. Regarding labor supply, I find that teachers entering after the reform were

less effective than their older peers, even after controlling for experience, with differences in quality widening over time. I argue that these declines reflect selection as observable characteristics are stable across cohorts.

*“District Competition for Teachers Under Tenure Removal:
Teacher Sorting and Welfare Implications”*

Abstract: This paper studies the teacher labor market when districts use job security to compete for teachers. Typically, teacher contracts display little variation within state as compensation is experienced based with similar tenure requirements across districts. This limited variation creates little incentive for teachers to sort into less affluent areas generating inequities in access to high quality instruction. However, if districts can offer varying degrees of job security teachers may sort into districts where they are better matched to increase the likelihood of retention. I test this hypothesis directly by examining a statewide reform in North Carolina that allowed districts to set teacher contract lengths. I assess whether teachers who have a comparative advantage in teaching certain students are more likely to sort into districts featuring these students. I then characterize the spatial distribution of teacher quality and assess the welfare implications of increased district autonomy.

PRESENTATIONS	All-UC Demography Conference, 2023
AWARDS AND PRE-PH.D. PUBLICATION	Lewis L. Clark Graduate Fellowship Fund, UCLA, 2021 <i>Amount: \$3,000</i> (Awarded, but declined) Graduate Summer Research Mentorship, UCLA, 2021 <i>Amount: \$6,000</i> Graduate Division Fellowship, UCLA 2018-2023 <i>Amount: Tuition + Fees Reimbursement</i> President’s Scholarship, UMD 2011-2015 Zhao, Bo, and Calvin Kuo. 2016. “Haves and Have-Nots: Municipal Fiscal Disparities in Connecticut.” <i>Communities & Banking</i> (Spring)
TEACHING EXPERIENCE	Introduction to Econometrics: Winter 2020, Fall 2020, Winter 2021, Fall 2021, Spring 2022, Fall 2022, Winter 2023 Principles of Economics: Spring 2021, Winter 2022 Economics for Everyone: Spring 2020
PUBLIC SERVICE	Co-President Graduate Economics Association (UCLA), 2020-2021
SOFTWARE	Stata and \LaTeX (advanced), R and ArgGIS (intermediate)
LANGUAGES	English (native), Mandarin Chinese (fluent)
CITIZENSHIP	United States