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Personal Information
Citizenship: Canada
Languages: English (native)
French (advanced)
Gender: Female

Undergraduate Studies:
B.S., Mathematics, St. Francis Xavier University, 2014

Masters Level Work:
M.A., Economics, University of Western Ontario, 2015
M.A., Economics, University of Pennsylvania, 2019

Graduate Studies:
University of Pennsylvania, 2015 to present
Thesis Title: "*Enrollment, Labor, and Effort: Analyzing the Educational Choices of Middle School Students in Mexico*"
Expected Completion Date: May 2021

Thesis Committee and References:
Professor Petra Todd (Advisor)
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Fields: Development Economics, Education Economics, Environmental Economics, Empirical Microeconomics

Teaching Experience:

Summer, 2018	Introduction to Microeconomics, UPenn, Instructor
Fall, 2017	Introduction to Microeconomics, UPenn, Instructor
Spring, 2020	Advanced Econometric Techniques and Applications, UPenn, TA for Prof. Petra Todd
Spring, 2019	Integrative Studies: Poverty: History and Economics, UPenn, TA for Prof. Petra Todd
Spring, 2019	Statistics for Economists, UPenn, TA for Prof. Karun Adusumilli
Fall, 2018	Statistics for Economists, UPenn, TA for Prof. Frank DiTraglia
Spring, 2018	Statistics for Economists, UPenn, TA for Prof. Frank DiTraglia
Spring, 2017	Industrial Organization, UPenn, TA for Prof. Anne Duchene
Fall, 2016	Introduction to Microeconomics, UPenn, TA for Prof. Anne Duchene

Research Experience and Other Employment:

2019 – 2020	University of Pennsylvania, RA for Petra Todd and Jere Behrman
2017 – 2019	Wharton BEPP, RA for Mike Abito and Arthur van Benthem
2017	Multilateral Investment Guarantee Agency (MIGA), Summer Intern

Professional Activities:

Presentations:	2020: PLAC UPenn, University of Pennsylvania
	2019: LACEA (Puebla), University of Pennsylvania
	2018: University of Pennsylvania

Honors, Scholarships, and Fellowships:

2019	Penn Institute for Economic Research (PIER) RA Matching Grant
2018	Kleinman Center for Energy Policy Grant, University of Pennsylvania
2017	Ibrahim Family Fellow of the Penn Wharton Public Policy Initiative
2017	Edwin Mansfield Teaching Prize in Economics, University of Pennsylvania
2015	University Fellowship, University of Pennsylvania

Research Papers:

The Impact of Child Labor on Student Enrollment, Effort and Achievement: Evidence from Mexico **(Job Market Paper)**

When school-age children work, their education competes for their time and effort, which may lead to lower educational attainment and academic achievement. This paper develops and estimates a model of student achievement in Mexico, in which students make decisions on school enrollment, study effort and labor supply, taking into account locally available schooling options and wages. All of these decisions can affect their academic achievement in math and Spanish, which is modeled using a value-added framework. The model is a random utility model over discrete school-work alternatives, where study effort is determined as the outcome of an optimization problem under each of these alternatives. The model is estimated using a large administrative test score database on Mexican 6th grade students combined with survey data on students, parents and schools, geocode data on school locations, and wage data from the Mexican census. The empirical results show that if students were prohibited from working while in school, the national dropout rate would increase by approximately 20%, while achievement would increase in both math and Spanish. Expanding the conditional cash transfer, either in terms of the magnitude of the cash benefits or the coverage, in conjunction with prohibiting working while in school is an operational policy that would greatly reduce dropout while maintaining the gains in achievement.

Research in Progress:

The Marginal Returns to Distance Education: Evidence from Mexico's Telesecondaries with Emilio Borghesan

This paper analyzes a large-scale and long-running distance education program in Mexico. We use an empirical framework that combines value-added modeling with a sample selection model to estimate Marginal Treatment Effects (MTEs) for learning in Telesecondary schools relative to traditional Mexican secondary schools. The estimated MTEs reveal that school choice is not random, but that the effect of Telesecondary attendance is positive for nearly everyone. Using performance on nationally standardized exams as a measure of knowledge, we find that the average student experiences a 0.34 standard deviation improvement in math and a 0.21 standard deviation improvement in Spanish after one year of attendance in Telesecondary schools. We conclude by estimating the effects of counterfactual policies that expand Telesecondary availability and find that they generate improvements in academic performance.

Designing More Cost-Effective Trading Markets for Renewable Energy with Mike Abito, Felipe Flores-Golfin, and Arthur van Benthem

We study the cost-effectiveness of a crucially important solar policy: solar energy portfolio standards. These policies, which require that a certain percentage of power be generated from solar, are often written as targets that increase year-on-year and greatly vary in stringency across states. We estimate supply curves for solar energy in different U.S. states to quantify the gains from linking the currently separate state-specific markets that do not allow for geographic trading, and to study how intermediate temporal target setting may harm the cost-effectiveness of these policies. Preliminary results suggest large gains from market integration and potentially significant cost increases from ramping up the intermediate targets too quickly.

Enrollment, Math Performances and Wages: A Coordination Model in Mexican Middle Schools with Alejandro Sanchez and Petra Todd

This paper estimates a structural model of students enrollment decisions, and the joint effort decisions of students and teachers for those that do enroll in school. Class composition and effort choices are determined endogenously via a strategic game, which takes into consideration peer effects within the classroom. Test scores are a function of student characteristics, as well as student, teacher, and classmate effort. We combine administrative data on test performance with surveys for teachers, students and parents. We incorporate spatial data on child wages to evaluate the outside option from dropping out of school. Our model allows for heterogeneous endowments and teacher ability. With this model, we can evaluate the impact of a conditional cash transfer on not only beneficiary enrollment choices and achievement, but also on their classmates.

Publications (Prior to PhD):

Additional navigational strategies can augment odor-gated rheotaxis for navigation under conditions of variable flow (with Ryan Lukeman and Russell C. Wyeth), *Integrative and Comparative Biology* 2015, 55.3: 447-460