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Undergraduate Studies:
B.S., Mathematics, University of St. Francis Xavier, 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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Professor Arthur van Benthem
Wharton Business Economics and Public Policy
University of Pennsylvania
3733 Spruce Street, 372 Vance Hall
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Fields: Empirical Microeconomics, Education Economics, Development Economics

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. Frank DiTraglia
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:

School Enrollment, Time Allocation and Achievement: the Role of Child Labor (Job Market Paper)

When school-age children work, their education must compete 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 choose whether to attend school, work or to combine school and work, what type of school to attend taking into account locally available options, and how much effort to apply to their studies. 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. I find that if students are not able to work while in school, over 10% of those who would like to work drop out. For the students who remain in school, their study effort increases by almost 5% on average, which results in an increase in their math and Spanish test scores of 8.9% and 3.8%. Conditional cash transfers encourage beneficiaries to attend school, however ensuring school access to students in rural areas is crucial to their effectiveness. The distance education schools in Mexico, Telesecondaries, are a cost-effective policy tool for the government to encourage school enrollment of students in rural areas.

Research in Progress:

The Marginal Returns of Distance Education on Achievement: Analyzing Mexico's Telesecondaries with Emilio Borghesan

We estimate the marginal effects of attending Mexican Telesecondary schools on 7th grade Math and Spanish scores. We find positive treatment effects of Telesecondaries on achievement, but these estimates mask considerable heterogeneity. We use nonparametric estimates of the Marginal Treatment Effect to analyze several counterfactual policies, including a school-building program and an expansion of the conditional cash transfer program.

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