

Ishita Ahmed

PhD Candidate. Economics
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Research Interests

Economics of Education, Labor Economics, Public Policy, Gender and Economic Development, Demography

Education

PhD in Economics <i>University of Nebraska-Lincoln</i> <i>Advisor: Professors John. E. Anderson</i>	<i>Aug 2018-May 2024 (Expected)</i>
MA in Economics <i>University of Calgary</i>	<i>2015-2016</i>
MSS in Economics <i>University of Dhaka</i>	<i>2008-2009</i>
BSS in Economics <i>University of Dhaka</i>	<i>2004-2008</i>

Job Market Paper

The Impact of School Entry Age on Student Achievement: Evidence from Nebraska

Using administrative data with exact date of birth from the Nebraska Department of Education, I assess the impact of waiting an additional year to start kindergarten on students' educational outcomes and find a positive significant impact of waiting on test scores. The positive impact of the fuzzy regression discontinuity design diminishes over time, and the diminishing effect is more pronounced for children from disadvantaged households. This suggests that the decision to delay kindergarten may worsen the socioeconomic achievement gap. However, using exogenous change in the kindergarten entry policy in Nebraska, I could not find any impact of moving the kindergarten cutoff earlier on the achievement gap.

Working Papers

Maternal Labor Supply and Change in Kindergarten Cutoff

This paper identifies the impact of moving the kindergarten cutoff earlier on maternal labor market outcomes. I exploit the variation across states and over time in the kindergarten cutoff to evaluate the potential impact on mothers with a five-year-old child. Using data from the American Community Survey (ACS), I apply a staggered difference-in-difference model to assess the change in mothers' labor market outcomes explained by the fall in enrollment in states that changed the kindergarten cutoff. I find the change in the cutoff to decrease the employment of single mothers without any additional younger children. For other groups of mothers, I could not find any significant impact.

English Proficiency and Occupational Sorting of U.S. Childhood Immigrants

Does English proficiency affect the labor market outcomes of US childhood immigrants? Do the outcomes vary across the gender and life-cycle? To explore these questions, I use Integrated Public Use Microdata Series (IPUMS) USA, the individual level public database. I explore how the English proficiency level of US childhood immigrants influences their preferences for jobs. Due to the concern for potential endogeneity of English proficiency, I have undertaken instrumental variable approach based on the critical period hypothesis of language acquisition. Following the IV approach

adopted by previous literature, I find that an increase in English proficiency makes the immigrants less likely to choose routine intensive jobs and more likely to choose non-routine analytic or social skill-intensive jobs. The results exhibit some degree of heterogeneity by gender and age-groups, especially up to 40.

Conferences

Midwest Economics Association Conference, Western Economics Association Conference, Second UNL Kansas K-State Economic Research Day, APPAM Fall Research Conference	2023
Southern Economics Association Conference	2022

Training and Workshops

Health Mentoring Workshop hosted by CSWEP and AEA	2021
ARTNeT/ ESCAP/ UNDP Workshop on ‘Trade and Gender Linkages’ in Bangkok, Thailand	2010

Honors and scholarships

McConnell Fellowship	2023–2024
Ogle Fellowship	2018-19 & 2021-2024
Othmer Fellowship	2019–2021
Government of Bangladesh Merit-based Scholarship, (University of Dhaka, Bangladesh)	2004–2009

Research experience

Graduate Research Assistant, Dr. Brenden Timpe	2020–2023
<i>Reviewed research literature, Cleaned & manipulated large data set, Conducted descriptive analysis of data & created data visualizations</i>	
Human Capital Premium	2019-2020
<i>Worked as a team member in the Bureau of Business Research of UNL study</i>	
Liberalising Health Services under the Proposed SAARC Framework Agreement on Trade in Services (SAFAS)	2010-2011
<i>Worked as a team member in the CPD-SACEPS study</i>	
Vulnerability to Climate Change: Adaptation Strategies and Layers of Resilience In Bangladesh	2010-2011
<i>Worked as a team member in the CPD-ICRISAT Study</i>	
Agricultural Trade between Bangladesh and India: An analysis of Trends and Trading Patterns	2010-2011
<i>Worked as a team member in the CPD-CMI Study</i>	
Independent Review of Bangladesh’s Development	2010
<i>Worked as a team member in the CPD (Centre for Policy Dialogue)</i>	

Teaching experience

Instructor, ECON:215: Statistics (UNL)	2022–2023
Teaching assistant, ECON: 917: Econometrics I (UNL)	Spring 2022
Teaching assistant, ECON: 417: Introductory Econometrics (UNL)	Fall 2021
Instructor, ECON:211: Principles of Macroeconomics (UNL)	Summer 2020, Spring 2021, Summer 2021
Teaching assistant, ECON: 409: Applied Public Policy (UNL)	Fall 2020
Teaching assistant, ECON: 211 (Hons): Principles of Microeconomics and Principles of Macroeconomics (UNL)	Fall 2018
Faculty at Jagannath University, Bangladesh	2013–2018
Faculty at University of Barisal, Bangladesh	2011–2013

Technical Skills

Softwares	STATA, R, Microsoft Office, L ^A T _E X
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Service

Graduate Student Representative (UNL)	2023-2024
Undergrad Committee Representative (UNL)	2023-2024
Chair at Midwest Economics Association Conference	2023
Judge at McNair 2023 Summer Research Colloquium	2023
Community Curriculum Council (Lincoln Public School)	2022-2023
Micro theory search committee (UNL)	2019

Professional memberships

American Economic Association (AEA), Association for Education Finance and Policy (AEFP), Association for Public Policy Analysis and Management (APPAM), Midwest Economics Association (MEA), Dhaka University Economics Department Alumni Association (DUEDEAA), Bangladesh Economic Association (BEA)

Language proficiency

English (Fluent), Bengali (Native speaker), Hindi (Basic)

References

John E. Anderson (Chair)
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