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Education

Harvard University

Ph.D. Economics, 2019 to 2025 (expected)

Amherst College

B.A., Economics and Spanish, *summa cum laude*, 2017

Fields

Primary Fields: Labor, Public Economics
 Secondary Fields: Economics of Education

References

Professor Raj Chetty Harvard Economics chetty_ea@opportunityinsights.org	Professor Larry Katz Harvard Economics lkatz@harvard.edu	Professor Amanda Pallais Harvard Economics apallais@fas.harvard.edu
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Fellowships & Awards

Chae Family Economics Research Fund, Harvard Economics Department, 2023
 Stone Research Grant, Harvard Kennedy School, 2023
 Warburg Prize, Harvard Economics Department, 2022
 Linda G. Hammett Ory Fellow, Harvard Graduate School of Education, 2022
 James M. and Cathleen D. Stone Scholar in Inequality, Harvard Kennedy School, 2021
 NSF Graduate Research Fellowship, 2019
 Phi Beta Kappa, Amherst College, 2017
 Bernstein Prize in Economics, Amherst College, 2017
 James R. Nelson Prize in Economics, Amherst College, 2017
 Pedro Grases Prize for Excellence in Spanish, Amherst College, 2017
 Samuel Walley Brown Scholarship, Amherst College, 2017
 Economics Junior Class Prize, Amherst College, 2017
 Academic All-American (Golf), Women's Golf Coaches Assn., 2014,2015, 2017
 Academic All-Conference (Golf), NESCAC, 2014-2017

Teaching

Senior Thesis Seminar, Harvard College, Fall 2021-Spring 2022
 Econometrics, Amherst College, teaching assistant for Caroline Theoharides, 2017

Research

Research Assistant to Amanda Pallais, Harvard, 2020
 Predoctoral Fellow for Raj Chetty, John Friedman, & Nathan Hendren, Opp. Insights, 2017-2019
 Research Assistant, Consumer Financial Protection Bureau, Summer 2016
 Research Assistant to Caroline Theoharides, Amherst College, 2014-2017

Job Market Paper

Every Day Counts: Absenteeism and the Returns to Education in High-Poverty Schools
 (with Benjamin Goldman)

Students in high-poverty schools are less likely to graduate, attend college, and succeed in the labor market compared to their peers in low-poverty schools. Absenteeism rates are significantly higher in high-poverty schools -- a factor that may contribute to this gap and a problem that has worsened in the aftermath of the pandemic. We use quasi-experimental variation in absences due to factors like respiratory illnesses to estimate the effect of improving school-wide attendance on academic performance and long-term outcomes. Our findings suggest that up to one-third of the achievement gap between low- and high-poverty schools can be explained by absenteeism. Motivated by this, we evaluate the impact of Communities in Schools, a student support program aimed at reducing absenteeism. Our estimates suggest that nationwide adoption of this program in high-poverty schools could reduce the achievement gap by 20%, primarily through its effect on attendance. This provides encouraging evidence for addressing the recent rise in absenteeism.

Working Papers

Who Marries Whom? The Role of Segregation by Race and Class (with Benjamin Goldman and Sonya Porter)

Americans rarely marry outside of their race or class group. We distinguish between two possible explanations: a lack of exposure to other groups versus a preference to marry within group. We develop an instrument for neighborhood exposure to opposite-sex members of other race and class groups using variation in sex ratios among nearby birth cohorts in childhood neighborhoods. We then test whether increased exposure results in more interracial (white-Black) and interclass (top-to-bottom parent income quartile) marriages. Increased exposure to opposite-sex members of other class groups generates a substantial increase in interclass marriage, but increased exposure to other race groups has no detectable effect on interracial marriage. We use these results to estimate a spatial model of the marriage market and quantify the impact of reducing residential segregation in general equilibrium. For small changes in exposure, the model implies effects in line with recent estimates from policy experiments. We then use the model to assess the overall contribution of segregation and find that residential segregation has large effects on interclass, but not interracial, marriage.

Can Individualized Student Supports Improve Economic Outcomes for Children in High Poverty Schools? (with Benjamin Goldman and Sonya Porter)

How can we improve outcomes for low-income students? We analyze the adult earnings impacts of the largest comprehensive student support program in the United States. Communities in Schools (CIS) places a “navigator” in high-poverty schools who provides an integrated system of supports to students, including academic (e.g., tutoring), economic (e.g., access to food assistance, housing), and mentoring. In 2023, CIS worked with 1.8 million students in 3,750 schools. Using later-treated CIS schools as a control, we estimate that four years of exposure to CIS generates a \$1,500 (6% of control mean) increase in earnings at age 30. Effects are larger for students from low-income families and are driven by a reduction in non-employment and an increase in the probability of having a low-paying job. Each child exposed to four years of CIS is expected to pay an additional \$9,000 in taxes between ages 18-65, which compares favorably to the direct cost of the program. Our results are relevant for the growing community school movement and illuminate a possible path for improving economic mobility in low opportunity neighborhoods.

Academic Service

Referee for *Journal of Urban Economics*
Organizer of the labor/public third-year workshop, Harvard, 2022
Graduate Women in Economics co-chair, Harvard, 2020-2022

Languages

English, Spanish

Software skills

Stata, R, Python, GIS

Clearance

Special Sworn Status US Census Bureau

Citizenship

USA and UK