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Personal Information:
Gender: Female
Citizenship: Switzerland

Undergraduate Studies:
Bachelor of Arts, Economics, University of Zurich, Switzerland, 2015

Masters Level Work:
Master of Science, International and Monetary Economics, Universities of Bern and Basel, Switzerland, 2018

Graduate Studies:
University of Pennsylvania, 2019 to present
Thesis Title: "*Essays in Economics of Child Development*"
Expected Completion Date: May 2025

Thesis Committee and References:

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Teaching and Research Fields:

Research fields: Empirical Micro, Child Development, Labor, Education, Spatial
Teaching fields: Empirical Micro, Applied Econometrics

Teaching Experience:

University of Pennsylvania

Spring, 2023/24	*Strategic Reasoning*, TA for Professor Deniz Selman
Fall, 2022	*Econometric Methods and Models*, TA for Professor Xu Cheng
Fall, 2020/21, Spring, 2021/22	*Introductory Macroeconomics*, TA for Professor Luca Bossi

Research Experience and Other Employment:

2023	University of Pennsylvania, Research Assistant for Professor Petra Todd
2018-2019	Swiss National Bank, Internship
2017	Deutsche Bundesbank, Research Visit
2016-2017	University of Basel, Research Assistant for Professor Sarah Lein
2014-2015	UBS AG, Internship
2001-2011	Swiss National Team, Professional Soccer Player

Professional Activities:

Recent Conference/Seminar Presentations

2024	Dynamic Structural Models: Policy Evaluation and Heterogeneity Measurement, Dynamic Structural Econometrics Conference of the Econometric Society
2024	Institute of Labor Economics (IZA)
2024	Global Labor Organization
2024	Swiss Society of Economics and Statistics
2024	SEA Meeting
2024	University of Pennsylvania

Research Visits and Summer School

2024	Norwegian School of Economics, Research Visit (sponsored by Professor Aline Bütikofer)
2024	University of Zurich, Research Visit (sponsored by Professor Ana Costa-Ramón)
2022	HCEO-briq (Bonn, Germany), Summer School on Socioeconomic Inequality

Fellowships and Grants:

2023-2024	University of Pennsylvania, *SASGov Travel Grant*
2021-2024	University of Pennsylvania, *Family Grant*
2019-2024	University of Pennsylvania, *Fellowship*

Research Papers:

"*People- or Place-Based Policies to Tackle Disadvantage? Evidence from Matched Family-School-Neighborhood Data*" (Job Market Paper)

This paper quantifies the combined contributions of family, school, and neighborhood heterogeneity to the dispersion of test score gains. I propose a framework that accounts for family sorting into both neighborhoods and schools, as well as potentially nonlinear interactions among heterogeneous families, schools, and neighborhoods. To do so, I build on Bonhomme, Lamadon, and Manresa (2019) and apply their clustering approach to an educational setting. I estimate the model using matched family-school-neighborhood data from North Carolina and decompose the distribution of test score gains into match-specific sources. The institutional setting, where multiple residential areas are assigned to the same school and multiple schools serve the same area, allows me to disentangle neighborhood effects from school effects. My identification strategy leverages variation from children who move and/or change schools. The empirical findings highlight the crucial role of the family, indicating the potential effectiveness of people-based policies targeting lower-performing children. However, there are also significant positive complementarities in environments with relatively high test score distributions, particularly benefiting children at the lower end of the test score distribution. A comprehensive series of sensitivity checks confirms that the results are robust across multiple dimensions, including a sole focus on the heterogeneous effects of schools. By leveraging a child's change in schools due to rezoning policy events, identified through geospatial maps, I can isolate and analyze school value-added for children who remain in the same residential location. I further analyze two types of policies to assess their potential impacts on the distribution of test score outcomes: an improvement in school quality and random reallocation of children to schools and/or neighborhoods.

"*Effects of Family Disruption on Child Development: The Moderating Role of Residential Relocation*"

This paper studies the consequences of family disruption and associated change of residence for human capital formation. I exploit variations in family stability that arise from changes in household composition due to the father's initial presence and subsequent absence. Using a dynamic within-child difference-in-differences approach, I compare longitudinal test scores of children who experience family disruption to those of children who have not yet been affected. Consistent with prior research — which often focuses only on married couples and uses the legal date of divorce as the point of separation — I find that, on average, family disruption leads to moderate but significant declines in test scores. However, I highlight that residential relocation emerges as a key factor in the context of family disruption. In the United States, 38% of children whose parents separate have to relocate, and 82% of those move more than a mile away. Using confidential geocoded NLSY data, I demonstrate that, on average, children who relocate to a new residence due to family disruption experience significant declines in school performance, particularly those who move more than a mile from their original home. In contrast, children who remain in their current residence or relocate within the same neighborhood exhibit less pronounced declines following family disruption. These findings indicate that the act of relocating, rather than family disruption itself, is the primary factor contributing to the observed test score gap. Consequently, targeted policies — such as assisting newly single mothers and their children in remaining within their familiar residential areas for at least three years following separation — could mitigate the negative consequences of long-distance moves on children's school performance.