

**LUCIENNE N.Y. DISCH**

[luciennedisch.com](http://luciennedisch.com)  
[brunnerl@sas.upenn.edu](mailto:brunnerl@sas.upenn.edu)

**UNIVERSITY OF PENNSYLVANIA**

Placement Director: Iouri Manovskii  
Placement Director: Jesus Fernandez-Villaverde  
Graduate Student Coordinator: Gina Conway

[manovski@econ.upenn.edu](mailto:manovski@econ.upenn.edu)  
[jesusfv@econ.upenn.edu](mailto:jesusfv@econ.upenn.edu)  
[gnc@sas.upenn.edu](mailto:gnc@sas.upenn.edu)

215-898-6880  
215-898-1504  
215-898-5691

**Office Contact Information:**

133 South 36<sup>th</sup> St, Office 546  
Philadelphia, PA 19104  
+41775131998

**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:**

Professor Petra Todd (Chair)  
Department of Economics  
University of Pennsylvania  
133 South 36<sup>th</sup> Street, Office 606  
Philadelphia, PA 19104  
+1 (215) 898-4084  
[ptodd@econ.upenn.edu](mailto:ptodd@econ.upenn.edu)

Professor Francesco Agostinelli  
Department of Economics  
University of Pennsylvania  
133 South 36<sup>th</sup> Street, Office 604  
Philadelphia, PA 19104  
+1 (215) 898-5105  
[fagostin@sas.upenn.edu](mailto:fagostin@sas.upenn.edu)

Professor Jere Behrman  
Department of Economics  
University of Pennsylvania  
133 South 36<sup>th</sup> Street, Office 622  
Philadelphia, PA 19104  
+1 (215) 898-7704  
[jbehrman@econ.upenn.edu](mailto:jbehrman@econ.upenn.edu)

Professor Margaux Luflade  
Department of Economics  
University of Pennsylvania  
133 South 36<sup>th</sup> Street, Office 603  
Philadelphia, PA 19104  
+1 (215) 898-7701  
[mluflade@sas.upenn.edu](mailto:mluflade@sas.upenn.edu)

**Teaching and Research Fields:**

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

**Teaching Experience:***University of Pennsylvania*

Spring, 2023/24	<i>Strategic Reasoning</i> , TA for Professor Deniz Selman
Fall, 2022	<i>Econometric Methods and Models</i> , TA for Professor Xu Cheng
Fall, 2020/21, Spring, 2021/22	<i>Introductory Macroeconomics</i> , 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, <i>SASGov Travel Grant</i>
2021-2024	University of Pennsylvania, <i>Family Grant</i>
2019-2024	University of Pennsylvania, <i>Fellowship</i>

## **Research Papers:**

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

This paper studies heterogeneity in both neighborhood and school effects on children’s test scores. I build a framework that accounts for family sorting into both neighborhoods and schools, as well as potentially nonlinear interactions among heterogeneous families, schools, and neighborhoods, by employing a clustering approach à la Bonhomme, Lamadon, Manresa (2019) in my educational setting. I estimate the model using matched family-school-neighborhood data from a U.S. state - North Carolina - and decompose the distribution of test scores 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 simultaneous change of residence for human capital formation. I exploit variation in family stability induced by changes in household composition due to initial presence and subsequent absence of the father. 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, that often focuses on married couples only and takes 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 uncover a key factor in the context of family disruption: residential relocation. In the United States, 38% of children whose parents separate have to relocate, and 82% of those move more than a mile away. I show that, on average, moving to a new place of residence in connection with family disruption can be disadvantageous for the child in terms of school performance, since the phenomenon of moving contributes to the test score gap, rather than family disruption per se. Residential relocation, particularly moves beyond a mile from the original home, serves as a moderating factor that worsens outcomes. In contrast, children who either remain in their current home or move within the same neighborhood experience less severe impacts from the family disruption. These results suggest that targeted policies, such as helping newly single mothers and their children remain in their familiar residential area for at least three years following separation, could mitigate the negative consequences of long-distance moves on children’s school performance.