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GENDER: M

CITIZENSHIP: Spanish

PRE-DOCTORAL STUDIES:

M.A. Public Policy and Development, Paris School of Economics (France), 2014-2015
M.A. Economic Analysis, Universidad Carlos III de Madrid (Spain), 2012-2014
BSc in Economics, Universidad Complutense de Madrid (Spain), 2006-2011

DOCTORAL STUDIES: Paris School of Economics and London School of Economics

DATES: September 2015 - present

THESIS TITLE: "Essays on Economics of Education"

EXPECTED COMPLETION DATE: July 2019

THESIS ADVISOR AND REFERENCES:

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FIELDS OF RESEARCH:

Primary Fields: Economics of Education, Labor Economics
Secondary Fields: Applied Econometrics

TEACHING EXPERIENCE:

From Sep. 2013 to Jun. 2014: Carlos III, Dynamic Macroeconomics (Outstanding T.A. Award)
From Sep. 2013 to Jun. 2014: Carlos III, Markets and the Environment (Outstanding T.A. Award)
From Sep. 2010 to Jun. 2011: UCM, World Economic Structure
From Sep. 2010 to Jun. 2011: UCM, Spanish Economic Structure

RELEVANT POSITIONS HELD:

September 2011-September 2012: FEDEA, Research Analyst.
November 2007-June 2011 UCM. Research Assistant to Dr. Enrique Llopis.
November 2008-December 2009: Fundraiser and Public Relations Manager (ANUDI)

LANGUAGES

Basic Spoken French	Fluent Spoken Spanish, English
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Basic Written French	Fluent Written Spanish, English
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HONORS, SCHOLARSHIPS AND FELLOWSHIPS:

2017-present Bank of Spain Grant.
2017-2018 HSS Collaboration Fund (with Almudena Sevilla), Queen Mary University of London
2017-2018 European Doctoral Program Scholarship, EDP
2014-2017 *Ramón Areces* Foundation Grant.
2017 *María Jesús San Segundo* Second Best Paper Award for Young Researchers, AEDE.
2012-2014 Full Scholarship of Department of Economics. Universidad Carlos III de Madrid.
2013 Extraordinary Prize to the Highest GPA in Cohort 2011 (*Premio Extraordinario de Licenciatura en Economía*), UCM.
2010-2011 Scholarship for collaboration in university departments. Ministry of Education.
2009-2010 Outstanding Academic Performance Scholarship (*Beca de Excelencia*), Madrid Regional Government.

COMPLETED PAPERS:

Job Market Paper:

“Countering moral hazard in higher education: The role of performance incentives in need-based grants“, October 2018

Large-scale financial aid programs targeted at disadvantaged students are generally tied to weak performance requirements for renewal. This may raise moral hazard concerns and efficiency losses. Using a reform in the Spanish need-based grant program in higher education, this paper tests the causal effect of receiving the same amount of grant under different intensities of academic requirements (i.e., having passed a certain number of credits) on student performance and degree completion. I use administrative micro-data on the universe of applicants to the grant in a large Spanish university. Exploiting sharp discontinuities in the grant eligibility formula, I find strong positive effects of being eligible for a grant on student performance when combined with demanding academic requirements. Students enhance their final exams attendance rate, their average GPA in final exams, their probability of completing a degree, and reduce the fraction of subjects that they have to retake. In contrast, the grant has no effects on student performance when academic requirements are low and typically comparable to those set out by national need-based student aid programs around the world. Overall, these results suggest that academic requirements in the context of higher education financial aid may be an effective tool to help overcoming moral hazard concerns and improve aid effectiveness.

Other Papers:

“The math gender gap: The role of test-taking environment“ (with Almudena Sevilla), October 2018

Girls outperform boys in many educational dimensions, yet across industrialized countries we still observe a math gender gap. This paper investigates whether the math gender gap in test scores reflects genuine gender differences in math skills, or whether it is due to differential responses by boys and girls to the testing environment. Following the psychological literature we argue that a student's test performance may depend on the student's familiarity with the environment. To that end, we exploit a randomized intervention on the entire 6th Grade student population in Madrid. Schools were assigned to administering the test either internally or externally (such as the standard practice in international testing), which affected the students' familiarity with the testing environment. We find that boys outperform girls by 0.13 standard deviations, but the gap widens by about 50 percent for students in schools where the test was externally administered. Alternative explanations based on differential treatment of boys and girls in schools when internal vs. external test administration are ruled out. Our paper contributes to a growing literature analyzing the effects of test taking environments on students performance, and how it varies by gender.

“School choice, student mobility and school segregation: Evidence from Madrid“ (with Lucas Gortazar and David Mayor), October 2018

This paper studies a large-scale school choice reform implemented between 2012 and 2013 by the regional government of Madrid (Spain). The reform shifted to a single school zone for each municipality of the region. Using unique administrative data records of school applications, we find that families

reacted positively to the reform by exerting more choice in terms of inter-district mobility and commuting distance. In particular, parents from highest education levels and parents of non-immigrant students were those who reacted the most, while parents of immigrant children did not react at all. Moreover, we find a small decrease of social segregation (according to parental education) although this varies depending on type of school of choice, and a large and significant increase of immigrant segregation. Our results are driven by cream-skimming mechanisms.

RESEARCH IN PROGRESS:

“A matter of time? Academic performance and school timetables” (with Martín Fernández Sánchez).

All organizations, including schools, are permanently looking for innovations that increase productivity with little to no increase in inputs. In this paper we investigate one such innovation that could raise schools' efficiency at almost no cost: reshaping schools timetables. Specifically, we test whether the allocation of certain subjects at different times of the day can bring gains in academic performance of 3rd and 6th Grade students. We use administrative data from the Region of Madrid and exploit within-school variation of timetables to identify their causal effect on student performance. As the allocation of subjects and teachers along the day may not be random, we conduct a survey among school principals gathering information on how classes and timetables are constructed, how teachers are assigned to the different groups and how school principals value different timetables distributions. This unique survey allows us to identify the main sources of endogeneity on the timetable assignment and correct for them. This paper contributes to the literature on workplace productivity, school start time, and the circadian rhythm, the biological process-governing individuals' sleep-wake cycles.

“The trade-off of bilingual education: Shakespeare vs. Cervantes” (with Brindusa Anghel).

Existing literature has highlighted the high returns of speaking a second language in many aspects of the labor market. To improve students' language skills, policy-makers have established public bilingual programs in many countries. There is limited empirical evidence on the potential effects of those programs in the student performance on the different subjects taught in different languages, and their evolution across grades. We evaluate a large-scale bilingual program in the Spanish Region of Madrid using a standardized exam (LOMCE) in the academic years 2015/16 and 2016/2017 for students in 3rd, 6th and 10th grade. A bilingual school is a school where classes are taught in both English and Spanish. In order to identify a causal effect of the program on student academic performance, we use the information about the year that schools became bilingual. In particular, we use a cohort exposure strategy in order to estimate the effect of bilingual program on student cognitive development in Math, Spanish, English and Science for 3rd, 6th and 10th grade. We find no effect of the bilingual program on the student performance in Math, Spanish and Science. However, we find a strong positive effect of the program on the students' performance in English.