

## Rodrigo Guerrero

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**Citizenship:** Peruvian (F-1 Visa)

**Fields of Concentration:**

Primary Field: Development Economics

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

**Desired Teaching:**

Development Economics, Labor Economics, Public Economics, Microeconomics

**Comprehensive Examinations Completed:**

2020 (Oral): Development Economics, Public Economics (with distinction)

2019 (Written): Macroeconomics, Microeconomics

**Dissertation Title:** *Essays on Household Structure and Human Capital Investments*

**Committee:**

Professor Mark Rosenzweig (Chair)

Professor Costas Meghir

Professor Kaivan Munshi

**Degrees:**

Ph.D., Economics, Yale University, 2024 (expected)

M.Phil., Economics, Yale University, 2021

M.A., Economics, Yale University, 2020

B.S., Mathematics / Economics (Honors), Florida State University, 2015

*Summa Cum Laude*

B.A., Music (Honors), Florida State University, 2015

*Summa Cum Laude*

**Fellowships, Honors and Awards:**

Dissertation Fellowship, Yale University, 2023  
Ryoichi Sasakawa Young Leaders Fellowship Fund (Sylff), Yale University, 2021-2022  
Ryoichi Sasakawa Young Leaders Fellowship Fund (Sylff), Yale University, 2020-2021  
Carlos F. Diaz-Alejandro Fellow, Economic Growth Center, Yale University, 2020-2021  
Doctoral Fellowship, Yale University, 2018-2024  
Peterson Distinguished Economics Major Scholarship, Florida State University, 2014  
Spratt Memorial Award for Research in Musicology, Florida State University, 2014  
President's List, Florida State University, 2013-2015

**Teaching Experience:**

Fall 2021, Teaching Assistant to Prof. Cormac O'Dea, Introduction to microeconomics, Yale College (Undergraduate)  
Spring 2022, Teaching Assistant to Prof. Aleh Tsyvinski, Introduction to macroeconomics, Yale College (Undergraduate)  
Fall 2022, Teaching Assistant to Prof. Eva Chalioti, Intermediate microeconomics, Yale College (Undergraduate)

**Research and Work Experience:**

Facilitator in training course for IADB staff, Y-RISE - Yale University, 2021-2022  
Research Assistant, to Prof. Rohini Pande, Yale University, 2020-2021  
Course Assistant, to Prof. J. E. Humphries and Prof. Nicholas Ryan, Yale University, 2018  
Senior Research Associate, Federal Reserve Bank of St. Louis, 2015 – 2018

**Publications:**

Review: "COVID-19, Crises and Women's Control of Resources: Evidence from Mexico" (with Mark Rosenzweig), *Rapid Reviews Infectious Diseases*, Forthcoming.

"The Aggregate and Local Economic Effects of Government Financed Health Care" (2021), with B. Dupor, *Economic Inquiry*, 59, 662-670.

"Local and Aggregate Fiscal Multipliers" (2017), with B. Dupor, *Journal of Monetary Economics*, 92, 16-30.

**Working Papers:**

"Parental Death and Schooling: Gendered Spheres of Production and Parental Preferences" (January 2024), *Job Market Paper*

**Work In Progress:**

"Parental Migration, Family Reunification, and Human Capital Investments Back Home," with Juan Hernández-Agramonte, Emma Näslund-Hadley, and Siu Yuat Wong.

"The Timing of Parental Loss and Children's Educational Outcomes: Evidence from Chilean Administrative Data," with Josefa Aguirre.

**Policy Reports:**

“Local and Aggregate Fiscal Policy Multipliers,” with B. Dupor, *Research Briefs in Economic Policy* 98, 2018.

“Comparing Income, Education and Job Data for Immigrants vs. Those Born in U.S.,” with S. Bandyopadhyay, *Federal Reserve Bank of St. Louis Regional Economist*, 2017.

“Immigrants to the U.S.: Where They Are Coming from, and Where They Are Headed,” with S. Bandyopadhyay, *Federal Reserve Bank of St. Louis Regional Economist*, 2016.

“Government Spending Might Not Create Jobs Even during Recessions,” with B. Dupor, *Federal Reserve Bank of St. Louis Regional Economist*, 2016.

“Immigration Patterns in the District Differ in Some Ways from the Nation’s,” with S. Bandyopadhyay, *Federal Reserve Bank of St. Louis Regional Economist*, 2016.

**Referee Service:**

*American Economic Review: Insights, Scandinavian Journal of Economics*

**Languages:**

Spanish (native), English (fluent)

**References:**

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## Dissertation Abstract

### **“Parental Death and Schooling: Gendered Spheres of Production and Parental Preferences”** [Job Market Paper]

A substantial fraction of the population in the developing world experiences the death of a parent during childhood. This paper analyzes the consequences of early parental death on schooling in India, where one in ten individuals faces such a loss before turning 18. By examining the mechanisms through which parental death affects schooling, this study sheds light on how educational choices are shaped by household resources, children's opportunity cost of time, parental preferences, and intrahousehold bargaining. This paper disentangles and quantifies these mechanisms by using the death shock, time-use data, and itemized expenditure data to estimate a structural model of household consumption and time allocation.

First, I estimate the causal effect of parental death on school enrollment. To address endogeneity concerns associated with comparing orphans and non-orphans, identification relies on variation in the timing of parental loss among nearly 10,000 orphans. Specifically, I compare the enrollment choice of a child before and after parental death, relative to children of the same age observed at the same time, but who will experience the shock in a later wave. I find that among children aged 12 to 18, both paternal and maternal deaths lead to a 7-percentage point decline in the probability of school enrollment.

Second, this paper analyzes the mechanisms underlying the effects of parental loss on schooling. Specifically, I evaluate the importance of three channels: (1) changes in household resources, (2) loss of parental inputs into human capital production, and (3) shifts in preferences due to the transition from two-parent to single-parent households. Given the strict gendered division of labor in India, the resource mechanism delivers tight predictions. Paternal death reduces household income and therefore should mostly affect sons, while maternal death constitutes a loss in home production and therefore should mostly affect daughters. Analysis of time-use data confirms that when a father dies, sons drop out of school to enter the labor force, and when a mother dies, daughters drop out of school to manage domestic responsibilities. However, I also find that maternal loss drives sons into the labor force, despite the fact that the shock does not affect household income or the probability of hiring domestic help. This result indicates that the resource mechanism cannot fully explain the observed effects and that changes in household preferences or loss in parental inputs play an important role.

To quantify the relative importance of each mechanism, I estimate a structural model of household consumption and time allocation that incorporates household production, public goods, and parental bargaining. On the production side, households combine time and raw materials to produce a domestic good. Each parent has distinct preferences over market goods, the domestic good, children's education, and the leisure of each household member. The parents bargain over the intra-household allocation of resources in a collective household framework. The model is estimated using shifts in time allocation and itemized expenditure in response to the death shock. The estimates show that compared to fathers, mothers have a stronger preference for schooling and a lower bargaining weight in intrahousehold decisions. Paternal death affects schooling

decisions by reducing household income, while maternal death affects schooling decisions by changing household preferences and removing her contribution to home production.

Counterfactual simulations show that providing unconditional cash transfers of Rs. 4,000 per month following the death of either parent is sufficient to keep male orphans in school. In contrast, unconditional transfers prove ineffective in keeping female orphans in school. To eliminate the schooling effects of maternal death on daughters, a cash transfer conditional on enrollment of Rs. 3,000 per month is an effective policy tool.

**“Parental Migration, Family Reunification, and Human Capital Investments Back Home,”** with Juan Hernández-Agramonte, Emma Näslund-Hadley, and Siu Yuat Wong [Work in progress]

This paper studies the impact of parental migration on human capital investments of children left behind in the Northern Triangle of Central America (NTCA), comprising El Salvador, Guatemala and Honduras. The shared challenges in the NTCA—including corruption, violence, widespread poverty and economic instability—spur permanent migration of families. Permanent migration from the NTCA often follows two stages. Initially, one parent (often the father) migrates in search of work, commonly to the US. After the initial migrant is established, the family attempts to reunite in the destination country. The uncertainty surrounding family reunification may discourage or delay human capital investments back home, especially if returns to these investments vary between the home country and migration destination.

In collaboration with the Inter-American Development Bank, the Innovations for Poverty Action, and the Ministries of Education in El Salvador, Guatemala and Honduras we are currently collecting data on children of migrants and their households. The pilot survey is underway and the baseline household survey is scheduled for the first quarter of 2024. These primary data will be linked with administrative data on academic performance maintained by the respective Ministries of Education. We currently have access to digitized academic records for 1,077,646 students enrolled in pre-school through 9th grade in El Salvador.

**“The Timing of Parental Loss and Children’s Educational Outcomes: Evidence from Chilean Administrative Data,”** with Josefa Aguirre [Work in progress]

Parents provide critical inputs in the child development process. Although previous research has established the adverse effects of parental loss on human capital accumulation, there is limited research on how the effects vary based on the child’s age at the time of the shock. This paper analyzes the role of timing in the effect of parental loss on school attendance, academic performance, and long-run outcomes. The study uses 20 years of longitudinal data from 200,000 orphans in Chile. These data come from matched administrative records of the Ministry of Education, the Pension System, the Ministry of Social Development, and the Civil Registry. We find that the loss of either parent decreases grade point average by 0.1 standard deviations in the year of the shock. This effect persists over time and so the cumulative impact of parental death is larger when it occurs early in the child’s life.