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PhD Job Market Candidate at PSE & Affiliate Job Market Candidate at LSE

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CONTACT DETAILS

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EDUCATION

2015-present	PhD Candidate, Paris School of Economics. Advisors: Marc Gurgand and Julien Grenet. Expected Completion: Spring 2019.
2017-present	Visiting PhD Student, London School of Economics (UK).
Summer 2018	Visiting PhD Student, Bank of Spain (Spain).
2014-2015	M.A. Public Policy and Development, Paris School of Economics (France).
2012-2014	M.A. Economic Analysis, Universidad Carlos III de Madrid (Spain).

REFERENCES

Julien Grenet (Primary Advisor)
Paris School of Economics
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TEACHING AND RESEARCH FIELDS

Research fields: Labor Economics, Economics of Education, Applied Econometrics.
Teaching fields: Labor Economics, Econometrics.

TEACHING EXPERIENCE

Undergraduate (Universidad Carlos III de Madrid)

- 2013-2014 Dynamic Macroeconomics (BSc in Economics, Matthias Kredler).
Outstanding Teaching Assistant Award.
- 2013-2014 Markets and the Environment (BSc in Economics and BSc in Law & Economics, Ulrich Wagner).
Outstanding Teaching Assistant Award.

Undergraduate (Universidad Complutense de Madrid)

- 2010-2011 World Economic Structure (BSc in Economics, José Carlos Farinas).
2010-2011 Spanish Economic Structure (BSc in Economics, José Carlos Farinas).

SCHOLARSHIPS AND AWARDS

- 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.
- 2017-2018 Mobility Scholarship, PSE.
- 2014-2017 Fundación Ramón Areces 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 the Class of 2011 (*Premio Extraordinario de Licenciatura en Economía*), UCM.
- 2010-2011 Scholarship for collaboration in university departments, Spanish Ministry of Education.
- 2009-2010 Outstanding Academic Performance Scholarship (*Beca de Excelencia*), Madrid Regional Government.

CONFERENCE & SEMINAR PRESENTATIONS

- 2018 EEA-ESEM Annual Conference (Cologne), EALE (Lyon), The IZA World Labor Conference (Berlin), IWAAE (Catanzaro), London School of Economics (EC501 Public WIP and Education WIP Seminar), Queen Mary University of London, PSE, *Collège de France*, Bank of Spain, EDP Jamboree Job Market Session (EUI Florence), Impact of Grants on Education and Research Seminar (AIReF, Madrid).
- 2017 University College of London, London School of Economics (Labor Economics WIP), PSE, XVI Brucchi Luchino Labor Economics Workshop (Milan), VIII Workshop on Economics of Education (Barcelona), XXVI Meeting of the Economics of Education Association (Murcia).
- 2016 EDP Jamboree (Barcelona GSE), Seminar about Bilingualism (Madrid), Tendencies in Mathematics and Sciences (Madrid).
- 2012 Tourism as Economic Phenomenon Seminar (Rome), Advanced Services and Headquarters Seminar (Madrid).
- 2011 Innovation for Participate Development Seminar (Santiago de Chile).

Countering moral hazard in higher education: The role of performance incentives in need-based grants. JOB MARKET PAPER.

Financial aid devoted to low-income students is usually not tied to performance, which may raise moral hazard concerns. 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 interacted with different intensities of academic requirements (i.e., having passed a certain number of credits) on student performance and degree completion. Exploiting administrative micro-data on the universe of applicants to the grant and a Regression Discontinuity Design on income-eligibility thresholds, I find that there are strong positive effects of being eligible for a grant on student performance when interacted with demanding academic requirements. Students enhance their final exams attendance rate, their average GPA in final exams taken, their probability of degree completion, and decrease the fraction of subjects that they have to retake. In contrast, the grant has no effects under a framework with weaker requirements, which are relatively comparable to those found in other national 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.

The math gender gap: The role of test-taking environment (with Almudena Sevilla).

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)

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.

ONGOING RESEARCH

- A matter of time? Academic performance and school timetables (with Martín Fernández Sánchez).
- The trade-off of bilingual education: Shakespeare vs. Cervantes (with Brindusa Anghel).

POLICY REPORTS AND OTHER RESEARCH

- Understanding students high school choices: Evidence from the Affelnet procedure in Paris. Master Thesis. *Summa Cum Laude*. 2015
- Heterogeneity of inheritances across Europe. A quantile regression approach. Master Thesis. *Magna Cum Laude*. 2014
- Improving students' reading habits and solving their early performance cost exposure: Evidence from a bilingual high school program in the Region of Madrid. Region of Madrid. 2016
- *Diagnóstico de la situación educativa de la Comunidad de Madrid en 2015 a través del examen TIMSS* (Trends in International Mathematics and Science Study). Region of Madrid. 2016

REFEREE EXPERIENCE

Economics of Education Review (x2), Feminist Economics

RESEARCH EXPERIENCE AND OTHER EMPLOYMENT

2011-2012	FEDEA, Research Analyst.
2007-2011	UCM. Research Assistant to Dr. Enrique Llopis. <i>El producto agrario y el saldo vegetativo en la España del siglo XVIII. Crecimiento económico e inestabilidad</i> . Project reference number: HAR2009-12436 (MICINN).
2008-2009	ANUDI. Fundraiser and Public Relations Manager.

POPULAR WRITINGS

- *El País*: [Liderazgo diletante](#) (09/6/18); [Becas universitarias, una propuesta de mejora](#) (18/9/17).
- *Nada es Gratis*: [Las dimensiones económicas de la crisis catalana](#) (16/2/18); [¿El déficit de las CCAA en 2012: Serán capaces de cumplir esta vez?](#) (4/5/12); [El déficit de las CCAA en 2011](#) (3/5/12); [Acreedores, riesgo moral y consolidación fiscal](#) (25/4/12); [¿Por qué las CCAA no llevaron a cabo el ajuste a su debido tiempo?](#) (24/1/12); [¿En qu medida son las CCAA responsables en el desvo del dficit de 2011?](#) (17/1/12).
- *Politikon*: [La dimensión económica de la crisis catalana](#) (22/2/18).
- *Apuntes FEDEA*: [El déficit público y las finanzas de las Comunidades Autónomas](#) (10/1/12).

SKILLS

Computer: Matlab, Stata, E-Views, GRETL, L^AT_EX.
Languages: Spanish (native), English (fluent), French (Intermediate).

Other Skills:

Feb. 2018 Co-Organizer of the four seminar cycle: *What's Next for Spain and Catalonia?* LSE.
Oct. 2011 Organization Assistant at *Salamanca Social Science Festival*. FEDEA.
Nov. 2008 Cycle of Conferences Director of *Second Cold War?*. ANUDI.
2005-2007 Volunteer at *El Niño Jesús* Hospital: pediatric psychological health services.

(Last update: October, 2018)