

Kendall J. Kennedy

PERSONAL DATA

Department of Economics
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EDUCATION

MAY 2018 Ph.D., Economics, Purdue University
(Expected) Committee Chairs: Timothy Bond and Kevin Mumford

MAY 2015 M.S., Economics, Purdue University

MAY 2012 B.S., Economics, *Magna Cum Laude*, Texas Tech University

FIELDS OF RESEARCH

Labor Economics, Public Economics, Economics of Education, Applied Econometrics

WORKING PAPERS

“Hidden Schooling: Repeated Grades and the Returns to Education and Experience.”
(Job Market Paper)

“The Unexpected Effects of No Pass, No Drive Policies on High School Education.”
under review. [\[Link\]](#)

“The Links Between Teen Behavior, Education, and Driving – Evidence from No Pass, No Drive Policies,” with Danqing Shen. [\[Link\]](#)

“When Opportunity Knocks: China’s Open Door Policy and Declining Educational Attainment,” with Xuan Jiang and Jiatong Zhong. [\[Link\]](#)

WORKS IN PROGRESS

“Reducing Racial Discrimination in Teen Employment – Evidence from No Pass, No Drive Policies,” with Danqing Shen.

“The Role of Family Pressure on Educational Choice – An Investigation of US ‘Learn-fare’ Policies,”

“Gender Differences in Responses to Educational Signals – A Regression Discontinuity Investigation of Women in STEM,” with Mary Kate Batistich and Clint Harris.

PRESENTATIONS

Association for Public Policy Analysis and Management Fall Conference (Scheduled), Chicago, IL	November 2017
Southern Economics Association (Scheduled), Tampa, FL	November 2017
Bowling Green State University, OH	Fall 2017
University of Toledo, OH	Fall 2017
Midwest Economics Association SOLE Sessions, Cincinnati, OH	Spring 2017
European Association of Labor Economists, Ghent, Belgium	Fall 2016
Association for Public Policy Analysis and Management International Meeting, London, UK	Summer 2016
Society of Labor Economists, Seattle, WA	Summer 2016
Midwest Economics Association, Evanston, IL	Spring 2016

AWARDS

Best Presentation Award, Krannert Ph.D. Research Symposium	Fall 2016
Certificate for Distinguished Teaching	Fall 2015
Certificate for Outstanding Teaching	Summer 2015
Certificate for Outstanding Recitation Teaching	Fall 2013
Purdue University Ross Fellowship	Fall 2013-present

RESEARCH EXPERIENCE

Research Assistant to Kevin Mumford	Fall 2016-present
Research Assistant, Lilly Grant	Summer 2016
Research Assistant to Timothy Bond	Fall 2014
Research Assistant to Julian Romero	Spring 2014, Fall 2014

TEACHING EXPERIENCE

Primary Course Instructor

Principles of Microeconomics <i>Avg. Course Evals.: 4.4/5, 4.3/5, 4.6/5</i>	Summer 2015, Fall 2015
Principles of Microeconomics (online)	Summer 2015

Recitation Instructor

Principles of Economics	Fall 2013
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Teaching Assistant

Labor Economics I (Ph.D.)	Fall 2016, Fall 2017
Econometrics (Undergraduate)	Summer 2017
Microeconometrics (Masters)	Spring 2017

TEACHING EXPERIENCE, CONTINUED

Economics of Information (Ph.D.)	Spring 2016
Intermediate Macroeconomics (Masters)	Spring 2016
Personnel Economics (Masters)	Spring 2015
Microeconomics (Undergraduate)	Spring 2015

PROFESSIONAL MEMBERSHIPS

American Economic Association, Association for Public Policy and Management, Midwest Economics Association, Society of Labor Economists, Southern Economics Association

SKILLS

Stata, Python, Matlab

PAPER ABSTRACTS

“Hidden Schooling: Repeated Grades and the Returns to Education and Experience.”
(Job Market Paper)

This paper studies the rise in grade repeating, particularly in the 9th grade, over the past 50 years, and how grade repeating has affected modern estimates of the returns to education and experience. I use enrollment data from the National Center for Education Statistics to create a state-year panel of repeating rates and estimate how 9th grade repeating is affected by compulsory schooling laws. I then estimate conventional models of the returns to education and show how failure to account for grade repeating affects IV estimates of the returns to education and OLS estimates of the returns to a GED. Additionally, grade repeating potentially causes endogenous measurement error of experience; when estimating labor market experience as age minus education minus six, repeated grades are generally omitted from the measure of education. I demonstrate how this causes bias in estimates of the residual black-white wage gap; since blacks are 2-3 times as likely as whites to repeat grades, the measurement error in experience is endogenous with the estimate of the black-white wage gap.

“The Unexpected Effects of No Pass, No Drive Policies on High School Education.”

This study examines No Pass, No Drive policies – tying teen driver’s licenses to school enrollment and/or attendance. Truancy-Based policies target only attendance; truants’ licenses are revoked, dropouts’ are not. These policies increase the dropout rate by 1.4 to 2 percentage points. Enrollment-Based policies require enrollment and attendance; they decrease the graduation rate by 1 percentage point without affecting dropout rates. This stems from students delaying their dropout decision. Students are instead retained in the ninth grade, increasing enrollment by 2.8 percent relative to eighth grade enrollment the year prior; this reduces graduation rate estimates, without affecting the true graduation rate.

“The Links Between Teen Behavior, Education, and Driving – Evidence from No Pass, No Drive Policies,” with Danqing Shen.

This study examines the behavioral effects of No Pass, No Drive policies – a group of low cost negative incentive policies that tie teen enrollment and/or attendance in school to the ability to receive and maintain a driver’s license. This paper studies how traffic fatalities, teen employment, and teen births are affected by these policies. Using difference-in-differences estimation, exploiting the variation in timing of the enactment of No Pass, No Drive policies, we are able to identify the causal effect of these policies on teen behavioral outcomes. Our results demonstrate that increasing school retention and decreasing teen drivers’ licenses reduces fatal traffic accidents and increases teen births, and our results provide suggestive evidence of existing racial frictions in youth labor markets, which can be reduced by lowering dropout rates.

“When Opportunity Knocks: China’s Open Door Policy and Declining Educational Attainment,” with Xuan Jiang and Jiatong Zhong.

At the end of 1978, China decided to open up to the outside world. We analyze how China’s industrialization and the immediate export growth due to the Open Door Policy change Chinese teenagers’ education decisions, which explains the education decline. We find that middle school completion rates increased and high school completion rates decreased in response to export growth. This suggests a tradeoff between education and labor market opportunities in China. These education effects are more prominent for cohorts who were younger when China’s Open Door Policy began, even though these teenagers also faced a stronger education system compared to the earlier cohorts. Future work will investigate the long-run labor market outcomes for teenagers affected by China’s Open Door Policy.

REFERENCES

Kevin Mumford
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Purdue University
Phone: (765) 496-3664
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Justin Tobias
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Note: Please contact Matthew Pavey (mpavey@purdue.edu) for letters of recommendation from Kevin Mumford, Timothy Bond, and Justin Tobias.