

Ashley Erceg

PH.D. CANDIDATE · ECONOMICS

University of Nebraska - Lincoln

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Education

Ph.D., Economics

2023 (Expected)

UNIVERSITY OF NEBRASKA - LINCOLN

Advisor: Dr. Sam Allgood

M.A., Economics

2020

UNIVERSITY OF NEBRASKA - LINCOLN

B.A., Economics

2016

SAINT CATHERINE UNIVERSITY

Research Fields

Labor Economics

Public Economics

Economics of Education

Research Experience

2017-2023 **Graduate Research Assistant**, Dr. Sam Allgood and Dr. Laurie Miller

2020 **Graduate Research Assistant**, Dr. Brenden Timpe

2015-2016 **Research Assistant**, Dr. Kristine West

Job Market Paper

THE LONG-RUN EFFECTS OF CHILD CARE SUBSIDIES ON MATERNAL LABOR SUPPLY

This paper uses data from the Panel Study of Income Dynamics and the SIPP Synthetic Beta to estimate the impact of childcare subsidies given soon after first birth on mothers' long-run labor market outcomes. I implement a dynamic difference-in-difference model that exploits variation in birth timing and the 2003 expansion to the Child and Dependent Care Credit. I find little evidence that women exposed to the expansion when their children are young are more likely to work or have higher earnings. My estimates suggest that the probability of employment increased between 1.1-3.4 percent after giving birth, though no result is statistically significant. I find that early-exposed women see a significant increase in earnings of nearly \$2,300 nine to ten years after giving birth. Using a difference-in-differences model I find that ten-year after giving birth, early-exposed women have nearly half a year more years of employment than late-exposed women, implying this increase may be due to human capital accumulation. My results do not remain significant when conducting a placebo test using eligible women as a comparison group, implying these changes may not be driven by the federal-level expansion. I find some evidence that there was a significant change in total hours worked, with my triple difference estimates suggesting women work an average of 7.4 more hours per week, which may indicate that individuals are moving from part- to full-time.

Awards, Fellowships, and Activities

Fellowships

- 2022 **McConnell Fellowship**, University of Nebraska - Lincoln
- 2017-2022 **Chancellor's Fellowship**, University of Nebraska - Lincoln
- 2017-2022 **Ogle's Fellowship**, University of Nebraska - Lincoln
- 2019, 2021 **Bingham Fellowship**, University of Nebraska - Lincoln

Awards

- 2020, 2021 **Excellence in Graduate Teaching**, Department of Economics

Workshops

- 2020 **CSWEP Workshop "Successfully Navigating Your PhD"**, CSWEP
- 2018 **Graduate Student Summit on Diversity in Economics**, University of California - Berkely

Conferences

- 2022, Midwest Economics Association
Presented "The Long-Run Effect of Child Care Subsidies on Maternal Labor Supply"
- 2021, Southern Economic Association
Presented "Course Correction: College Dropout and Labor Market Returns" at the Graduate Student Session
- 2016, National Conference for Undergraduate Research
- 2016, Association For Education Finance and Policy
- 2015, 2016, Sr. Seraphim Gibbon's Symposium

Teaching Experience

- 2018-2022 **Statistics** Instructor of Record, Seven Courses
- Fall 2017 **Honors Principle of Microeconomics** Teaching Assistant, Grading and Held Office Hours
- Fall 2017 **Honors Principle of Macroeconomics** Teaching Assistant, Grading and Held Office Hours
- Spring 2018 **Principle of Microeconomics** Teaching Assistant, Held Office Hours

Working Papers

COURSE CORRECTION: COLLEGE DROPOUT AND LABOR MARKET RETURNS

With Dr. Sam Allgood and Dr. Laurie Miller

There has been a recent push to hold post-secondary institutions accountable for student graduation and success. While there is extensive literature documenting the average returns to college, recent evidence suggests heterogeneous outcomes based on ability. Using survey data from the National Education Longitudinal Survey of 1988 (NELS:88) linked to transcript records we examine whether the decision to drop out is a correction to the decision to attend a four-year institution. We assess the return to college persistence for marginal students by comparing the labor market outcomes for students who graduate to those who drop out using propensity score matching. Our rich data set allows us to better model the decision to drop out of college by including college major and GPA. We find no significant difference in annual wages or the probability of health care coverage between dropouts and those who graduate. Dropouts are less likely to have a retirement plan and are less likely to be satisfied with their fringe benefit plan. Using the weights generated by our propensity score matching we provide descriptive evidence suggesting that dropouts and graduates hold similar jobs and perform similar skills.

IMPACT OF TARGETED GRANTS ON NON-TRADITIONAL ENROLLMENT

Recently, a number of states have passed legislation targeting adult students. Most of these programs are promise-style grants which pay the remaining tuition balance after state and federal aid has been applied. This paper examines the Adult Student Grant's impact on Indiana's non-traditional student enrollment. The Adult Student Grant is a need-based grant worth up to \$2,000. While not a promise scholarship, the Adult Student Grant has an average payout in line with currently implemented promise-style programs. My estimates show a modest increase in total enrollment for students over the age of 25. This increase is primarily driven by an increase in two-year college enrollment. At least some of this increase in two-year enrollment comes from students substituting away from four-year enrollment, indicating that policymakers must carefully consider where they wish to increase enrollment.

Service

2017-2022 **Graduate Student Representative**

2021-2022 **Mentor for the Minnesota Center for Diversity in Economics**

Other Work Experience

2021-2022 **Graduate Research Assistant**, Ryan Sullivan, JD

References

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