

## Max Perez Leon

**Address:** 37 Hillhouse Avenue, Room 20  
Department of Economics  
Yale University  
New Haven, CT 06511

**Telephone:** +1 (203) 836-0100

**E-mail:** [max.perezleonquinoso@yale.edu](mailto:max.perezleonquinoso@yale.edu)

**Web page:** [www.maxperezleon.com](http://www.maxperezleon.com)

**Citizenship:** Peruvian (J-1 visa)

**Fields of Concentration:**

Applied Microeconomics  
International Trade, Labor

**Desired Teaching:**

Applied Econometrics  
International Trade

**Comprehensive Examinations Completed:**

2013 International Trade, Industrial Organization (*with distinction*).  
2012 Macroeconomics and Microeconomics.

**Dissertation Title:** *Essays on Migration and Labor Mobility*

**Committee:**

Professor Samuel Kortum (chair)  
Professor Lorenzo Caliendo  
Professor John Eric Humphries

**Expected Completion Date:** May 2019

**Degrees:**

Ph.D., Economics, Yale University, 2019 (expected)  
M.Phil. Economics, Yale University, 2014  
M.A., Economics, Yale University, 2013  
M.A., Theoretical Economics, Instituto Tecnológico Autónomo de México (ITAM), 2011  
B.A., Economics, Pontificia Universidad Católica del Perú (PUCP), 2009

**Fellowships, Honors and Awards:**

Yale University Dissertation Fellowship, 2017  
Yale University Cowles Foundation Fellowship, 2011-2015  
Yale University Graduate Fellowship, 2011-2015, 2016-2018  
Tuition scholarship, ITAM, 2009-2010  
Award of academic Excellence, Prima AFP, 2009  
Distinction of Academic Excellence, PUCP, 2008  
Participant of Annual Students' Convention (CADE), 2008

**Research Grants:**

Yale Department of Economics research grant, "Inducing Labor Mobility: Evidence from Peruvian Teacher Reallocation", 2017-2018.  
Economic and Social Research Consortium (CIES) research grant (with Jorge Chavez and Antonio Cusato), "The impact of drawback subsidies on Peruvian exporting firms", 2017.

**Teaching Experience:**

*Yale College (Teaching Assistant)*

Senior Essay (instructor: Prof. Ebonya Washington) Fall 2016, Fall 2018  
Econometrics and Data Analysis I (instructor: Prof. Douglas McKee) Summer 2018  
Intermediate Macroeconomics (instructor: Prof. Michael Peters) Spring 2018  
Econometrics and Data Analysis II (instructor: Prof. Costas Meghir) Fall 2013

*Pontificia Universidad Católica del Perú (Instructor)*

Module of asymmetric information I (graduate) Spring 2016  
Module of asymmetric information II (graduate) Fall 2015  
Module of linear algebra (graduate) Spring 2011  
Module of game theory I (graduate) Spring 2011

*Universidad Del Pacifico (Instructor)*

Instructor, Mathematics III (undergraduate) Spring 2011

**Research and Work Experience:**

Research Assistant to Prof. Samuel Kortum, Yale University, 2013 - 2015

**Working Papers:**

"Inducing Labor Mobility: Evidence from Peruvian Teacher Reallocation", (November 2018), *Job Market Paper*

**Works In Progress:**

"The impact of drawback subsidies on Peruvian exporting firms" with Jorge Chavez and Antonio Cusato.

**Languages:**

Spanish (native), English.

### References:

Prof. Samuel Kortum  
Yale University  
Department of Economics  
P.O. Box 208264  
New Haven, CT 06520  
Phone: (203) 432-3560  
[samuel.kortum@yale.edu](mailto:samuel.kortum@yale.edu)

Prof. Lorenzo Caliendo  
Yale University  
School of Management  
165 Whitney Avenue,  
New Haven, CT 06511  
Phone: (203) 432-4069  
[lorenzo.caliendo@yale.edu](mailto:lorenzo.caliendo@yale.edu)

Prof. John Eric Humphries  
Yale University  
Department of Economics  
P.O. Box 208264  
New Haven, CT 06520  
Phone: (203) 432-3521  
[johneric.humphries@yale.edu](mailto:johneric.humphries@yale.edu)

### Dissertation Abstract

#### **Inducing Labor Mobility: Evidence from Peruvian Public Teachers [Job Market Paper]**

In this paper, I estimate the extent to which cash bonuses draw teachers into isolated regions of Peru. Many governments utilize financial incentives to fill education and health care positions in undesirable locations. The Peruvian public education system is an ideal ground to study the effectiveness of such policies. As part of a larger education reform in 2014, the Peruvian government implemented a salary bonus scheme favoring regions far from urban centers. Because the bonuses are added to base salaries that are uniform across regions, teachers faced wage offers that change discontinuously across space. These discontinuities allow the use of well-developed program evaluation methods. I find that the bonuses offered by the Peruvian government have a powerful effect, but one that is confined to temporary teachers: permanent teachers with tenure respond very little.

My data include detailed information on job positions, teacher and school characteristics, and details of the reallocation mechanism. This new reallocation data has information on job openings and teacher reallocation applications, allowing me to recover the migration choice set. I first document the unequal distribution of human resources in the system. Non-urban schools employ more young, temporary and, sometimes, unqualified teachers than urban schools. I then show the stark differences in age profiles between permanent and temporary teachers across space: the age distribution of permanent teachers shifts to the right as we go from isolated to urban locations, while the age distribution of temporary teachers is the same across space. Finally, I uncover a life-cycle pattern by which teachers move from more remote to more urbanized locations as they gain experience.

To answer the key policy question, I apply a 2-dimensional kernel matching estimator to a regression discontinuity design and recover the average treatment effect of different salary bonuses. Intuitively, I compare the retention rate of teachers who receive a bonus to that of nearby teachers who do not get a bonus. This allows me to control for location unobservables by exploiting local variation.

My estimates show that permanent teachers are not affected by the bonus: their choices are indistinguishable from those of teachers geographically close by who do not receive the bonus. On the other hand, temporary teachers are considerably affected by the bonus. For them, the probability of staying at an isolated location increases from 20% to 27% when receiving a 25%

salary bonus. Finally, I estimate a migration discrete choice model using the exogenous variation of the bonuses and carry out a counterfactual analysis with different wage schemes. The counterfactual results show that doubling the current bonus would increase temporary and permanent teacher retention in isolated regions only modestly—from 27% and 82% (with the current bonus) to 35% and 83%, respectively.