

2004 AIR/ NPEC DISSERTATION GRANT PROPOSAL

**High School Leadership Skills, Language Proficiency and the Educational
Attainment of Hispanic Students**

Data set of interest: NELS 88

Fellowship Amount Requested: \$15,000 (for Dissertation Proposal)

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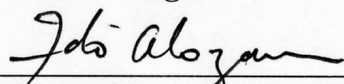
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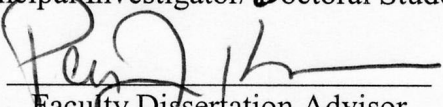
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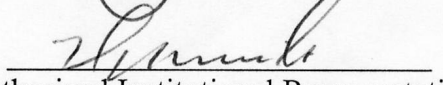
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Project Summary

It is a well-known fact that differences on educational attainment explain a significant part of the Hispanic/Non-Hispanic earnings gap. Even though, Hispanic high school graduates are as likely to attend college as Non-Hispanic high school graduates, the former group is disproportionately less likely to graduate with a four-year college degree. A possible explanation for this difference in educational achievement is that Hispanic students are more likely to enroll in two-year colleges. In this project, leadership skills developed during high school --measured as being a sports team captain or a club official -- and their accessibility, are used as a plausible partial explanation of the above differences in educational outcomes. These skills are important because they empower the student to develop discipline, confidence, and the ability to work in groups. Developing these attributes will enable the students to achieve success in their educational future. In particular this project investigates whether Hispanic students that held leadership positions during high school were more likely to enroll in four-year colleges than their non-leader counterparts. Also, it asks if Hispanic leaders were as likely to enroll in a four-year college as Non-Hispanic leaders. Furthermore, it examines whether these interactions between high school leadership and type of college attended affect the probability of the student obtaining a four-year postsecondary degree. Moreover, this project will examine the effect that having a language different than English has on leadership skills, and its contribution to the student's set of college going opportunities, and ultimately, the probability of graduating from college.

Table of Contents

1) Project Description	1
a) Overview	1
b) Empirical Strategy	5
c) Connections with Present State of the Field	8
d) Long Term Goals of the PI Research	10
e) Proposed Time of Work / Timetable	11
f) Dissemination Plan	11
g) Policy Relevance	11
h) Innovative Aspects	13
i) Intended Audience	14
2) Works Cited	15
3) Biographical Sketch and Curriculum Vitae	17
4) Budget	22
5) Current and Pending Support	22
6) Facilities, Equipment, and Other Resources	22
7) Special Information: Letter of Recommendation	23

1. Project Description

a) Overview

Hispanics are less likely to graduate from college than any other ethnic group in the United States. While 37% of Non-Hispanics attain a postsecondary degree, only 17% of Hispanics do¹. The fact that Hispanics achieve lower educational levels explains a large part of the earnings gap between Hispanics and Non-Hispanics (Trejo, 1997).

Hence it is important to understand the reasons why these students fail to achieve the same educational attainment as their Non-Hispanic counterparts, especially as the returns from obtaining a university degree continue to increase (Johnson, 1992). This project will answer three questions that will help us further understand the educational experience of Hispanic students, as well as the factors that explain these differences in their educational outcomes:

1. The first question this project is concerned with is: How do the leadership skills developed during high school affect the set of “college going” opportunities that a student faces? Also how does this set of opportunities differ for Hispanic and Non-Hispanic students?
2. Second, once a student chooses to attend a particular college, how does the interaction between the student’s leadership skills and the quality of the college chosen influence the probability of obtaining a bachelor degree?
3. Finally, this project will determine whether Hispanic students whose first language is different than English (LEP Hispanics hereafter²) are able to use their

¹ Quoted from Gonzales and Hilmer (2002)

² LEP stands for Limited English Proficiency

leadership skills to further their educational attainment in the same way as fluent English students do.

As a measure of leadership skills this project will use a set of dichotomous variables indicating if a student leads or participates on a sports team or in a club during their senior year of high school. It is generally argued that leading a sports team or a club enables the student to develop discipline, confidence, and the ability to work in groups. In a recent study, Kuhn and Weinberger (2002) find that white male high school student leaders receive a “leadership” premium on their future earnings of 4% to 24% -- depending on the model specification and leadership definition. While confirming these results for Non-Hispanic students, Lozano (2003) finds that this earnings premium does not materialize in the case of limited English proficiency (LEP) Hispanic leaders. Furthermore, Lozano (2003) finds that LEP Hispanics are less likely than Non-Hispanics to lead or participate on sports teams or in clubs during high school, and these differences in leadership between ethnic groups are mostly due to observable characteristics. Also, experience from the field indicates that universities use these activities as a signal to differentiate the best students from their pool of applicants, and they make their financial aid offers weighting the student’s ability to interact, lead and positively affect other students. For example, in a recent recount of the admission process in an American premier college, Steinberg (2003) states that to be considered for admission, a student must have at least three extracurricular activities.

Hispanics who are high school graduates are as likely to enroll in college as Non-Hispanic high school graduates, but the former will be less likely to attend a four-year college or to obtain a college degree. Rouse (1998) argues that attendance at two-year colleges is associated with a “diversion effect” that moves attendance away from four-year colleges, and thus decreases the probability of the student achieving a college degree. Ganderton and Santos (1995) give, as a plausible explanation for Hispanics’ lower college graduation rates, the fact that Hispanic students have higher enrollment in two-year colleges than any other group. Therefore, it is important to understand if the enlargement of leadership skills during high school increases the student’s chances of being admitted into a four-year college, and if this effect differs between LEP Hispanics, English speaking Hispanics and Non-Hispanic students.

The type of college attended will affect the student’s probability of obtaining a postsecondary degree. The direction of the effect is not clear: a student who attends a low quality college may be more likely to graduate because of the college’s lower academic standards, or the student may be less likely to graduate due to the lack of financial aid and, thus, the students’ necessity to work. Alternatively, if a student attends a high quality college, the student may be more likely to graduate due to positive peer effects, and due to the system of support and counseling that the college may provide. But, it may well be, that the school’s stringier academic requirements may diminish the student’s probability of graduation at a high quality college. Light and Strayer (2000) find that the chance of a student graduating increases when a high ability student goes to a high quality college or if a low ability student selects a low quality college. If for whatever reason --

socioeconomic status, demographic characteristics, random selection, etc -- Hispanic students are mismatched into the wrong quality of college, then they will encounter a lower probability of graduating and this may partially explain their lower educational attainment.

The ability to speak more than one language has been discussed in economics by Guzman (2001), and it has also been discussed in other social science disciplines such as linguistics and education³. These works present evidence that fluency in more than one language leads to enhanced cognitive processes. Guzman (2001) shows that Hispanics from Non-English speaking households that transition early in their schooling into English accrue higher educational attainment than Hispanics from English speaking households. On a separate note, Lopez (2002) argues that there is little evidence that bilingual education programs improve an LEP Hispanic's chances of enrolling in a four-year college. Lastly, Lozano (2003) finds that LEP Hispanics are less likely than Hispanics whose first language is English to participate or/and lead high school teams and clubs. The above evidence marks the importance of understanding the interactions between English language proficiency and the development of leadership skills, as well as their consequences on LEP Hispanics educational outcomes.

It is hypothesized here that regardless of the level of English language proficiency, leadership skills will increase the student's chances of attending a high quality college and obtaining a post-secondary degree. If the student's English language skills are good, then leadership skills will act as complements with her language skills

³ For a brief survey, see Guzman (2001).

and will thus increase the likelihood of a positive educational outcome. Even if the student's English language skills are bad, her leadership skills may substitute language limitations and increase, again, the chances of a positive educational outcome. Therefore policies aimed at improving the labor market performance or educational attainment level of Hispanic students must be enhanced to include pre-market factors that increase the probability of successful outcomes. In particular, if leadership skills developed during high school improve the quality of the college the student attends, and if this in turn increases the probability of attaining a college degree and raises future earnings, then it is important to encourage Hispanic students to participate on sports teams and clubs so they can develop these leadership skills.

b) Empirical Strategy

The main data set used in this project will be the National Education Longitudinal Survey 88 (NELS 88). This dataset contains information provided by the students, their families, their high school teachers and the school's principal. It was collected in five waves, starting in the base year 1988 when the students were in 8th grade, and in four subsequent follow ups: 1990 (students were high school sophomores), 1992 (students were high school seniors), 1994 (two years after high school graduation) and 2000 (eight years after high school graduation). In all, there are 12,144 observations belonging to the base year to fourth follow-up sample. In this project only observations for students who graduate from high school would be used totaling 11,451 observations.

The NELS 88 provides sufficient information to accurately answer the questions posted in the previous section. The dependent variables used in this project are type of college first attended (constructed from PSEFIRTY⁴) an educational attainment by 2000 (composed of F4HSTYPE and F4HHDG). The variables that measure leadership skills in sports and club leadership or participation, will be constructed from F2S30AA-F2S30AC and F2S30BA-F2S30BK. The controls for language, measured by different intensities, will be BYLM, BYLEP, BYS18, BYS20 or BYP23. A variable for hispanics will be composed out of RACE and to analyze the different Hispanic subgroups HISP will be used. The explanatory variables can be divided into three broad categories: a) Measures of the student's cognitive ability such as math scores (BY2XMSTD) or reading scores (BY2XRSTD); b) Measures of the student's family background such as socioeconomic status (BYSES) composed from the parent's educational attainment level and earnings, if the student belongs to an intact family (BYFCOMP), or if the student and her parents were born in the US (BYP11, BYP14 and BYP17); c) Measures of the school characteristics as school type (G8CTRL), urban (G8URBAN), student-teacher ratio (BYRATIO), percentage of language minority students (BYSC15), and percentage of the students on free lunch (G8LUNCH). Other variables that this study will use are G8STATE for state indicators, STRATUM to correctly estimate the variance structure, and the panel weights F4BYPNWT.

In order to answer the three questions posted in the previous section, a two stage estimation approach will be used. The first stage will measure the effect that leading a high school sport or club has on the quality (measured as a two-year college or a four-

⁴ Keeping with the NELS Codebook format, all NELS variables are written in caps.

year school) of the first college the student attends, and its interactions with being a Hispanic student or an LEP Hispanic:

$$TC_i = \alpha + L'_{i,92}\phi + H'_i\psi + (L_{i,92} \times H_i)' \theta + c'_{i,88}\xi + x'_{i,88}\beta + s'_{i,88}\pi + \varepsilon_i \quad (1)$$

where TC_i is a categorical variable indicating with a 0 if the student did not attend college, a 1 if the student's first college attended was a two-year institution, a 2 if she went to a public four-year institution or to a private four-year institution. $L_{i,92}$ is a vector composed of variables indicating high school sports captainships, sports participation, club officialships and club membership. H_i is a vector composed of variables indicating if the student is Hispanic and if she is a LEP Hispanic. The vectors $c_{i,88}, x_{i,88}, s_{i,88}$ correspond to cognitive, family, and school characteristics respectively. The parameters of interest are θ_{lh} , the coefficients for the 8 interactions between the 4 leadership variables and 2 Hispanic variables. In particular if $\theta_{lh} > 0$, then being a leader during high school increases a Hispanic student's opportunity of going to a four-year college.

The second stage will measure the effect on a Hispanic student's probability of graduating from college from attending a two or a four-year college and its interactions with high school leadership skills, restricting the sample to all college going students (7,292 observations):

$$G_i = \alpha + L'_{i,92}\phi + H'_i\psi + TC'_i\sigma + (L_{i,92} \times H_i \times TC_i)' \theta + (L_{i,92} \times TC_i)' \kappa + (L_{i,92} \times H_i)' \eta + (H_i \times TC_i)' \lambda + c'_{i,88}\xi + x'_{i,88}\beta + s'_{i,88}\pi + \mu_i \quad (2)$$

where G_i indicates if the student graduates from college. TC_i becomes a dummy variable indicating if the student's first college was a four-year college. All of the other variables are the same as in the above specification. Here again the parameters of interest will be

the 8 elements belonging to the vector θ representing the marginal probability of graduating from college for Hispanics students that attended a four-year college as their first post secondary institution and that were high school leaders. In particular if $\theta > 0$, then a Hispanic student that was a high school leader and whose first post-secondary institution was a four-year college is more likely to graduate than a Hispanic high school leader whose first post secondary institution was a two-year college, or than an Hispanic student whose first college was a four-year school but who was not a leader.

A possible estimation problem this project faces is that students with higher ability use leadership in clubs or sports as a signal sent to the universities about their ability. Then the effect of high school leadership on the type of college the student attends or on the probability of graduating may be confounded with the effect from the student's ability. This problem can be solved by instrumenting 12th grade leadership with the percentage of students that participated on sports teams or clubs in 8th grade (BYS82B-BYS82D and BYS82A-BYS82U) in each state. Another estimation problem this project may face is that of omitted variable bias, in order to control for this, a set of robustness and specification checks will be done using other measures of non-cognitive skills like students' beliefs about themselves (BYS44A-BYS44M).

c) Connections with the present state of the field.

Previous literature concerned with the White/Hispanic earnings gap includes Trejo (1997) who shows that a considerable part of the Hispanic-Non-Hispanic earnings

gap is due to different educational outcomes; Antecol and Bedard (2002, 2003) use labor market attachment to explain the earnings disadvantage for Hispanic women and males. This project also contributes to the literature interested in the education of Hispanics where Gonzales and Hilmer (2002) analyze the effect of two-year colleges on the educational attainment of Hispanics; Ganderton and Santos (1996) use attendance to two-year colleges to explain the lower graduation rates of Hispanics. Cameron and Heckman (2001) explain the ethnic differences in college attainment as a function of different long-term family factors and not because of credit constraints during the student's college years.

This project also contributes to a growing literature on language skills, including Lazear (1999) who explains that the incentives to assimilate a new language are directly related to the size of the majority group and inversely related to the government's efforts to protect a minority. Lopez (2002) finds little evidence that school-sponsored English language assistance programs improve the students' educational attainment and labor market outcomes. Guzman (2001) reports that Hispanics from Spanish speaking households, who transition early into the English language, have better educational outcomes than Hispanics whose home language is English. This paper also contributes to the literature on non-cognitive skills, such as Kuhn and Weinberger (2002) who establish a positive relationship between high school leadership activities and future earnings. Lozano (2003) investigates the relationship between English language proficiency and high school leadership skills on the future earnings of Hispanic students. Goldsmith, Veum and Darity (2000) study the effects of motivation on adult outcomes. Jacob (2002)

investigates the effect that behavioral problems during high school have on the students' college enrollment.

d) Long Term Goals of the Principal Investigator Research

This paper will be the final chapter -- out of a total of three -- of my PhD dissertation. In my previous work (Lozano, 2003), I study the effects of high school leadership activities on the future earnings of Hispanic students. In particular there I research two points. First, I am interested in evaluating the effect of speaking a language that is different than English on the student's ability to develop her leadership skills during high school. I find that Hispanics whose first language is not English have lower leadership participation than English speaking Hispanics or Non-Hispanics. I also find that these ethnic differences in leadership and participation are mostly due to differences of family and school characteristics. The second aspect I address is the relationship between high school leadership and future earnings. The results imply that while Non-Hispanics and English-speaking Hispanics who are leaders in high school receive higher earnings, LEP Hispanics do not show this positive relationship.

My future work will continue analyzing the educational experience of Hispanic students. I am interested in further researching the factors that cause Hispanics to get lost in the educational pipeline. The paper presented in this proposal is the first of a sequence where I also wish to study the ethnic differences in behavioral problems -- inability to pay attention in class, inability to work with others, keep track of homework, etc.-- during

high school and their effects on the student's final educational outcomes. I also want to study whether there are any neighborhood spillover effects for Hispanic students who live close to a college, and whether these affect students' choice to attend college and to graduate from college.

e) Proposed Plan of Work / Timetable

- June-July 2004: Literature review, data extraction and preliminary analysis.
- August-October 2004: Empirical research process and first written draft.
- November-December 2004: Review and enhancement of empirical process, final draft written.
- April-May 2005: Presentation at the AIR Annual Forum in San Diego, CA.

f) Dissemination Plan

If this project is accepted, the findings will be presented at the 2005 AIR Annual meetings in San Diego, CA. The findings of this research will also be included as part of the Principal Investigator's PhD dissertation. Finally, the findings will be submitted to a peer-reviewed journal for publication, and to national or international conferences on the Economics of Education.

g) Policy Relevance

This project derives some important policy implications. Cameron and Heckman (2001) show that most of Hispanic/Non-Hispanic differences on educational attainment are due to long-term factors, not necessarily credit constraints faced by the students or

their families. Policies should be directed to diminishing these long-term factors. One of these factors is the development of leadership skills before the students' college entry date. These skills will affect the student's probability of graduating from college, and the type of college that the student first attends. It is plausible that policies directed to help ESL Hispanic students to develop their leadership skills during high school, may result in a higher probability of attending a four-year college and increasing the student's probability of attaining a college degree. If high school leadership opportunities are as important to the development of social skills among Hispanics as they are for other Americans, and if access to these opportunities is currently restricted for this group for either cultural or linguistic reasons, educators may be well advised to think about designing effective ways to ensure the availability of leadership opportunities to this group of students.

Since ethnic differences in participation and leadership skills are primarily due to differences in observed family and school characteristics (Lozano, 2003), relevant policies to ameliorate these differences could be to encourage participation of LEP Hispanics on sports teams or clubs that the school currently has. To achieve this, school administrators may consider placing Spanish-speaking teachers as coaches or club advisors; alternatively, they can encourage students to complement these skills with English as a Second Language Programs. Other policies might be to generate more opportunities for participation by investing in sports or clubs where LEP Hispanic students are interested in participating. Also, school administrators and principals should be aware of the findings in this report in order to allocate their budgets more efficiently.

If leadership skills are shown to have a positive impact on Hispanics, then encourage them and enhance them; if they do not, policies should be designed that invest resources in other factors, like counseling or support groups. Finally, if this project shows that Hispanic students do not receive the same benefits from developing their leadership skills during high schools as white students do, this project may contribute to on the use of racial criteria in college admissions by pointing out further ethnic differences in college-going options.

h) Innovative Aspects

This project is, to the best of my knowledge, the first one to incorporate non-academic skills developed before college entry, like language proficiency and leadership skills, to explain the differences on the type of college attended by Hispanic and Non-Hispanic students, as well as the effect on final education attainment. Also, takes advantage of the NELS 88's school, cognitive and family characteristics to explain between-group differences in educational outcomes. Also -- by using a combination of base year instruments for second follow up explanatory variables – the project takes advantage of the longitudinal nature of the NELS 88 to distinguish the effects of the treatment from those of other contemporaneous factors. Finally, this proposal takes advantage of the extraordinarily detailed information on ethnicity, English language acquisition, high school extracurricular activities, and later outcomes available in the NELS survey of 1988 eighth graders, who were followed until the year 2000, to explain the differences in educational outcomes.

i) Intended Audience

Because of its broad approach and the increasing percentage of students of Hispanic origin in the US, this project's academic audience goes well beyond the field of Economics of Education. Researchers in Education, Sociology of Education and Chicano/Chicana Studies will find the results obtained here relevant to their own fields. Outside of academia, policy makers and school administrators will find these results relevant to their field of work, and should pay attention to them if they wish to enhance the educational experience of Hispanic students and eventually diminish the differences in college enrollment and educational attainment.

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3. Biographical Sketch and Curriculum Vitae

Fernando Lozano was born in Mexico City, September 16, 1973. He is currently a 5th year Ph.D. student in Economics at the University of California, Santa Barbara. His fields of interests are Labor Economics, Demographic Economics and Applied Econometrics. The title of his Ph.D. thesis (a work in progress) is “Essays on Leadership Skills, Language and Labor Markets”. This work is composed of 3 chapters. The first one is titled “The Expanding Workweek: Understanding the Increase in Long Work Hours Among U.S. Men” coauthored with his advisor Peter J. Kuhn. In it they document an increase in the frequency of U.S. male workers whose usual workweek is 50 or more hours per week. They also explain that these changes are due to an increase in the incentives to work long hours by higher expected future wage, lower probability of being fired and higher probability of promotions, and to an increasing occupational wage premium for working long hours. The second chapter investigates the effect of high school leadership activities in the labor market performance of Hispanics, specifically those whose first language is not English. In this chapter, he also investigates if there are any differences in the access and development of high school leadership positions between Hispanic and Non-Hispanic students .

Fernando has been a Teaching Assistant for UCSB’s Department of Economics since 1998 and among the classes he has been assigned to are: first and second year Graduate Econometrics (Econ 241A-C, Econ 245A), Personnel Economics (Econ 152), Intermediate Microeconomics (Econ 100A-B), Intermediate Macroeconomics (Econ 101), Introductory Macroeconomics (Econ 2) and Introductory Microeconomics (Econ 1). For the Spring 02 quarter he was awarded the Department of Economics Distinguished TA Award. He has also been the instructor of Business Economics (XEcon 100) for UCSB Extension. During the year 2002 he was a research assistant/contractor for the Longitudinal Employment Household Dynamics program of the US Census Bureau. He was part of the team that developed a linked employer-employee dataset, at this position he became comfortable with working with very large datasets and

with different computer environments and programs. During the summer of 2001 he was a research assistant for Prof. Peter Kuhn in a project that resulted as the foundation of the first chapter of his thesis. In 2003 he has also worked as a Research Assistant for Prof. Peter J. Kuhn and Catherine Weinberger. When he was an undergraduate at the University of San Diego Fernando was a tutor for the Mathematics and the Economics Department. In his senior year of undergraduate school he did an internship at UCSD's "Institute of the Americas" where he researched Latin America's mining sector.

During the last summers Fernando has attended different Academic Summer Camps and Conferences, among them in 2001 the World at Work Summer Camp in Compensation and for the last three years the American Economic Association's Pipeline Project Conference for Minority students. He is a member of the American Economic Association's Pipeline Project and of the American Society of Hispanic Economists.

Fernando Lozano has been awarded different awards and fellowships during his stay at UCSB, among them the Department of Economics Keith Griffith Award for dedication and perseverance in the study of economics, Graduate Division's Dissertation Proposal Fellowship and different fellowships from the Economics Department. As an undergraduate he was constantly in the Dean's Honors list.

In his free time Fernando volunteers for diverse organizations oriented towards Santa Barbara's Hispanic community. For his work he was awarded the Roger Cardinal Mahoney Recognition Award in 2001. He enjoys practicing sports and as an undergraduate student he was a member of the University of San Diego's Crew Team and Rugby club.

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◆ **Education**

- Ph.D. in Economics University of California, Santa Barbara. Fall 2004 (Expected)
- MA Business Economics University of California, Santa Barbara 1999
- BA in Economics University of San Diego 1998

◆ **Research Interests**

Labor Economics, Demographic Economics, and Applied Econometrics.

Thesis Title: **Essays on Leadership Skills, Language and Labor Markets.**

◆ **Papers**

- The evolution of Working Hours by American Males (with Peter Kuhn) (*in progress*)
- High School Leadership Activities, Language, and the Adult Earnings of Hispanics (*in progress*)

◆ **Working Experience**

- 1998–Present Department of Economics, UCSB Santa Barbara, CA

Teaching Assistant

Organize and coordinate weekly discussion sessions; write and grade exams and quizzes.

Courses:

- Introductory Microeconomics (Econ 1)
- Introductory Macroeconomics (Econ 2)
- Intermediate Microeconomics (Econ 100A-B)
- Intermediate Macroeconomics (Econ 101)
- Personnel Economics (Econ 152)
- Graduate Econometrics (Econ 241A-B-C, Econ 245A PhD level)

- 2002- US Census Bureau LEHD/ The Urban Institute Los Angeles, CA

Research Assistant/Contractor

Part of the development team of a link employee-employer dataset. Work with large datasets in different computer environments. Research focused on immigrants and labor markets.

- Summer 01-03 / Fall 03 / Winter 04 Dept of Economics, UCSB Santa Barbara, CA

Research Assistant for Prof. Peter Kuhn

- 2000/2003 (Winter Quarter) Extension School UCSB Santa Barbara, CA

Instructor

Instructor of the course Business Economics (XEcon 100).

- 1998 Institute of the Americas, UCSD La Jolla, CA

Intern

Assisted in the organization of various events related to the mining and energy sectors in Latin America. Also researched the prevailing conditions of the industry.

◆ Languages

Spanish (native language), English (fluent), Italian and Portuguese (adequate).

◆ Computer knowledge

Most econometrics software: Stata , SAS, Gauss. Comfortable in both Windows and UNIX environments.

◆ Nationality and Immigration Status

U.S. Naturalized Citizen. Born in Mexico City, Mexico.

◆ Awards

- 2003- UC Linguistic Minority Research Institute “High School Leadership Activities and the Earnings of Mexican-American Adults: Evidence from Three Decades” (with Peter Kuhn and Catherine Weinberger)
- Summer 2002- Recipient of the UCSB Dissertation Preparation Proposal Fellowship.
- Spring 2002- UCSB Department of Economics Outstanding TA Award.
- Department of Economics UCSB- Recipient of the Keith Griffith Memorial Award, for outstanding dedication and perseverance in pursuing the study of Economics.

◆ **Activities and Affiliations**

- Awarded the Cardinal Roger Mahoney Decoration for Service with Los Angeles Latino Community (2001).
- World at Work Summer Camp on Personnel Economics- Participant (Summer 2001).
 - Participant AEA Minority Summer Conference (Summer 2000, 2001, 2002, 2003)
 - Member of the American Economic Association
- Member of the American Economic Association's Pipeline Project.
- Member of the American Society of Hispanic Economists.

◆ **References**

- Peter Kuhn (chair), Department of Economics, UCSB
(805) 893-3666 pjkuhn@econ.ucsb.edu
- Kelly Bedard Department of Economics, UCSB
(805) 893-5571 kelly@econ.ucsb.edu
- Olivier Deschênes Department of Economics, UCSB
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- Catherine Weinberger Institute of Social, Behavioral and Economic Research, UCSB
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4. Budget

DATE: 01/14/04

GRANT TITLE: High School Leadership Skills,
Language Proficiency and the
Educational Attainment of
Hispanic Students

BUDGET
YEAR 1

UNIVERSITY OF CALIFORNIA
Institute for Social, Behavioral, and Economic Research (ISBER)
SANTA BARBARA, CA 93106

DURATION: 12 Months
BEGINNING: 1-Jun-2004
ENDING: 31-May-2005

AGENCY: Association for Institutional Research
Dissertation Fellowship
PI: Fernando Lozano
Faculty Advisor: Peter J. Kuhn

A. SALARIES		UNIVERSITY	# OF	%	BASE	TOTAL
	<u>NAME</u>	<u>RANK</u>	<u>MONTH</u>	<u>TIME</u>	<u>RATE</u>	<u>COST</u>
A.1	Fernando Lozano	GSR V	3	0.50	3424 <i>summer</i>	5136
	" "	"	3	0.50	3562 <i>academic</i>	5343

SUB-TOTAL: SALARIES **10479**

B. BENEFITS		UNIVERSITY	# OF	%	BASE	%	TOTAL
	<u>NAME</u>	<u>RANK</u>	<u>MONTH</u>	<u>TIME</u>	<u>RATE</u>	<u>BENEFITS</u>	<u>COST</u>
B.1	Fernando Lozano	GSR V	3	0.50	3424	0.030	154
B.2	" "	"	3	0.50	3562	0.013	69

TUITION/FEES: For Lozano Fall '05 quarter 1994

HEALTH INSURANCE: For Lozano Fall '05 quarter 534

SUB-TOTAL: BENEFITS **2751**

C. OTHER		TOTAL
		<u>COST</u>
C.1	Materials and supplies	470
C.2	Publication & Photocopying costs	300
C.3	Telephone tolls and FAX	200

SUB-TOTAL: OTHER **970**

D. TRAVEL		TOTAL
		<u>COST</u>
D.1	Travel to AIR conference	800

SUB-TOTAL: TRAVEL **800**

TOTAL DIRECT COSTS 15000

INDIRECT COSTS: *0% OF TDC 0

TOTAL RESEARCH PROJECT COSTS: **15000**

**Indirect Cost Waiver #02R-130, dated 5/3/2002.*

5. Current and Pending Support

April 2003- March 2004: UC Linguistic Minority Research Institute "High School Leadership Activities and the Earnings of Mexican-American Adults: Evidence from Three Decades" (with Peter J. Kuhn and Catherine Weinberger)

6. Facilities, Equipment, and Other Resources None.



DEPARTMENT OF ECONOMICS
SANTA BARBARA, CALIFORNIA 93106-9210

PHONE: (805) 893-3670
FAX: (805) 893-8830

January 14, 2004

To the AIR/ NPEC DISSERTATION GRANT Review Committee:

It is a pleasure to recommend Fernando Lozano for an AIR/NPEC Dissertation Grant. Fernando has made excellent progress on his thesis—in economics, Ph.D. dissertations generally consist of three publishable articles—with one article near completion, a second in progress and a very clear idea for the third. The first article is co-authored with me, and examines a long list of potential explanations for the increased incidence of very long work weeks among highly skilled American men over the last twenty-five years. I expect this paper will be published in a top economics or labor economics journal. Fernando's two remaining projects consider the role of "non-cognitive" attributes such as leadership and social skills in explaining wage gaps between Mexican and other Americans. The first of these is currently funded by UC's Linguistic Minority Research Institute (LMRI); the second—which springs naturally from the first—constitutes Fernando's agenda for the period during which support is requested here. Together, these two projects have the potential to make important contributions to our understanding of labor market outcomes among Mexican Americans. Their contribution is especially valuable in the field of economics where existing research has focused almost exclusively on the effects of the number of years of education and (much more rarely) on tests of "cognitive" performance such as math and reading scores. I expect they will be publishable in top labor economics journals.

In addition to Fernando's progress in dissertation-writing, a number of his activities since starting graduate work here constitute evidence of his talent, motivation, and ability to get things done. These include:

- taking a reading course in personnel economics with me (Econ 594) in spring 2001.
- Fernando was awarded a fellowship by the "World at Work" (formerly the American Compensation Association) to attend a week long interdisciplinary workshop called the "Compensation Summer Camp", in Deer Valley, Utah (July 16-19, 2001).
- acting as TA in my undergraduate personnel economics course (Econ 152), where he was recently awarded the Department's Outstanding TA award.
- in addition to his regular TA duties, preparing class notes for posting on the course web site and preparing new versions of problem sets for Econ 152. Fernando is now doing

TA work for my graduate labor course, helping students with computer and data issues on a completely volunteer basis.

-Fernando sat in on Prof. William Bielby's seminar on Discrimination in Organizations (Sociology 268) to broaden his background in the area of internal labor markets and ethnic/racial differentials in wages, promotions, etc.

It is also noteworthy that Fernando began his graduate study at UCSB in our terminal Master's program. When he switched to the Ph.D., he had to spend a year taking a new set of basic theory and econometrics courses. Counting from the fall of 1999 when he started the PhD, he is making excellent progress towards the degree compared to most of our students. I am fully confident that a this grant will enable him to complete his Ph.D.

If I can offer any more insights into Fernando's qualifications, please feel free to contact me at 805 893 3666 or pjkuhn@econ.ucsb.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'Peter J. Kuhn', with a long horizontal flourish extending to the right.

Peter J. Kuhn
Professor