

**University of Minnesota - Twin Cities**

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**Curriculum Vitae**  
**Fall 2021**
**SERGIO ERNESTO BARRERA****Personal Data***Address*

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**Major Fields of Concentration**

Economics of Education, Labor Economics, Demographic Economics

**Education**

<i>Degree</i>	<i>Field</i>	<i>Institution</i>	<i>Year</i>
PhD	Economics	University of Minnesota (expected)	2022
MA	Economics	University of Minnesota	2020
BA	Economics and Mathematics <i>summa cum laude &amp; Honors</i>	University of Arizona	2016
A.A.	Persian Farsi	Defense Language Institute, Monterey, California	2013

**Dissertation**

Title: "Neighborhoods, Beliefs and Labor Market Outcomes: An Exploration of How Family and Neighborhood Outcomes Relate to Crime, Education, and Labor Market Activities"

Dissertation Advisor: Professor Mariacristina De Nardi and Professor Jeremy Lise

Expected Completion: Summer 2022

**References**

Professor Mariacristina De Nardi	(612) 624-1978 denar001@umn.edu	Department of Economics University of Minnesota 4-101 Hanson Hall 1925 Fourth Street South Minneapolis, MN 55455
Professor Jeremy Lise	(612) 625-0941 jlise@umn.edu	
Professor Joseph Mullins	(612) 625-7858 jmullins@umn.edu	
Dr. Abigail Wozniak	abigailwozniak@gmail.com	Opportunity & Inclusive Growth Institute Federal Reserve Bank of Minneapolis 90 Hennepin Avenue Minneapolis, MN 55401

## Honors and Awards

Fall 2020	Tobin Project's Inequality and Decision Making Graduate Student Fellowship.
2017 - 2020	Beverly and Richard Fink Summer Research Fellowship, University of Minnesota, Minneapolis, Minnesota
Fall 2016	Diversity of Views and Experiences Fellowship, University of Minnesota, Minneapolis, Minnesota
April 2016	Outstanding Graduating Senior, Department of Economics, University of Arizona, Tucson, Arizona
April 2016	Outstanding Senior Award, Department of Mathematics, University of Arizona, Tucson, Arizona
January 2014 - Spring 2014	Martin L. Reff Award, Reffonomics.com, University of Arizona, Tucson, Arizona
Spring 2014 - May 2016	Member of University of Arizona Honors College, Tucson, Arizona

## Teaching Experience

Summer 2021	<i>Instructor</i> , Department of Economics, University of Minnesota, Minneapolis, Minnesota. Taught Economics 4831: Cost Benefit Analysis.
2016 - 2017, 2019 - 2020	<i>Teaching Assistant</i> , Department of Economics, University of Minnesota, Minneapolis, Minnesota. Led recitations for Economics 1101: Principles of Microeconomics and Economics 4211: Principles of Econometrics.
January 2015 - May 2016	<i>Undergraduate Teaching Coordinator</i> , Department of Mathematics, University of Arizona, Tucson Arizona. Teaching Coordinator for Math 100.
August 2014 - January 2015	<i>Undergraduate Teaching Assistant</i> , Department of Mathematics, University of Arizona, Tucson Arizona. Teaching Assistant for Math 100.
January 2014 - May 2015	<i>Undergraduate Teaching Assistant</i> , Department of Mathematics, University of Arizona, Tucson, Arizona. Teaching Assist for Math 113.

## Research/Professional Experience

June 2017 - present	<i>Research Analyst</i> , Opportunity & Inclusive Growth Institute, Federal Reserve Bank of Minneapolis, Minneapolis, Minnesota
June 2015 - May 2016	<i>Undergraduate Research Assistant</i> , Department of Economics, University of Arizona, Tucson, Arizona. Research Assistant for Dr. Price Fishback.
August 2008	<i>Dari-Baluchi Cryptologic Linguist</i> , Corporal, United States Marine Corps, 2nd Radio Bn, Camp Lejeune, North Carolina.
August 2013	

## Other Qualifications

Spring 2020 - present	Special Sworn Status, US Census Bureau, Minnesota Research Data Center (MnRDC)
Winter 2009 - August 2013	Top Secret SCI, Security Clearance, 2d Radio Bn, United States Marine Corps

## Published Work

- Blanco, Luisa, Salvador Contreras, Marcos Angrisani, and Sergio Barrera, "The Racial/Ethnic Gap in Financial Literacy in the Population and by Income." *Contemporary Economic Policy*, 17 September, 2020.
- Kahn, Justine, Sergio Barrera, Randy Davila, et al., "An Investigation of Toxicities and Survival in Hispanic Children and Adolescents with ALL: Results from ALL Consortium Protocol 05-001." *Pediatric Blood and Cancer*, 2017.

## Work in Progress

- Barrera, Sergio, "Is College Worth It For Me? Beliefs, Access to Funding, and Inequality in Higher Education." job market paper. Presented at the Midwest Economic Association, St. Louis, Missouri, March 2019; the AEA Summer Mentoring Pipeline Conference (also served as a discussant) (virtual), July 2021.
- Barrera, Sergio, Andreas Ferrara, Price Fishback, and Misty Heggeness, "The Effect of Their Experiences During the Second World War on the Success of African Americans, Hispanic Americans, and Native Americans."
- Barrera, Sergio, and Misty Heggeness, "Determinants and Effects of Coresiding Parents on Single Moms"
- Barrera, Sergio. "Disentangling Learning, Tuition, and Nonpecuniary Utility in Education Outcomes: Education and Information Frictions in a Multi Armed Bandit Model."

## Conferences and Events

November 2020	Participant, Economy of Francesco: Participant in C02 of Inequalities Village, (virtual)
October 2020	Participant, Tobin Project's Inequality and Decision-Making Graduate Student Workshop, Cambridge Massachusetts
June 2019	Participant, Economics & Catholic Social Thought: A Primer, organized by Lumen Christi Institute and Catholic Research Economist Discussion Organization, Jerusalem Israel.
June 2015 - July 2015	Participant, Harvard Summer Research Program in Biostatistics and Computational Biology, T.H. Chan School of Public Health, Harvard University, Boston MA.

## Volunteer Experience

Fall 2021- present	<i>Translator/English Instructor</i> , Afghan Refugee Assistance, Catholic Charities LaCrosse, Ft. McCoy, Wisconsin
January 2021 - present	<i>Mentor and Tutor</i> , Family Mentorship Partnership: Ascension Catholic School and Our Lady of Lourdes Catholic Church, Minneapolis, Minnesota
Fall 2020 - present	<i>Spanish Translator and Interpreter</i> , Christo Rey Jesuit High School, Minneapolis, Minnesota
April 2020 - present	<i>Coordinator</i> , C02 Economy of Francesco: Coordinator of C02 of Inequalities Village: Research and Publication Pillar (virtual)
Fall 2019 - present	<i>Social Justice Committee Member and Speaker</i> , Our Lady of Lourdes Catholic Church, Minneapolis, Minnesota
Fall 2018 - present	<i>Tutor</i> , St. John Paul II Catholic School, Catholic Tutor Corps, Minneapolis, Minnesota

## Referee Experience

*Review of Economic Dynamics, Economic Inquiry*

## Computer Skills

SAS, Stata, R, Python, Julia, ArcGIS

## Languages

English (native), Spanish (native), Persian/Farsi (fluent), Baluchi (conversational)

## Abstracts

"Is College Worth It For Me? Beliefs, Access to Funding, and Inequality in Higher Education," job market paper

In the US, the bachelor's attainment rate of White high-socioeconomic status youth is much higher than the bachelor's attainment rate of Hispanic, Black, and low-socioeconomic status youth. This is true even among students with high academic scores. For high-scorers, how much of these gaps in bachelor's attainment can be explained by differences in subjective beliefs about own academic ability? Relatedly, Is targeting information and funding to low socioeconomic status high-scorers more efficient at narrowing overall bachelor's attainment gaps than universal policies like free college for all, or a tracking system in the US? To answer these questions, I estimate the distribution of subjective prior beliefs about own ability using self reported beliefs about college outcomes from the NLSY97 and a dynamic discrete choice model with heterogeneous financial support and beliefs about ability. I find that for Black high-scorers beliefs play almost no statistically significant role in explaining gaps. However, for Hispanic and low socioeconomic status youth, differences in beliefs explain 38-49\% of the gap relative to White high-socioeconomic status high-scorers. In the policy analysis I show that the targeted policy is the most efficient at closing gaps and that it closes overall gaps in bachelor's attainment by 25\% to 42\% depending on the comparison group. This suggests representation in higher education can be increased through recruiting low socioeconomic high scorers, but inequality will persist with differences in early childhood human capital stock and non pecuniary utility.