

# Caylee O'Connor

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EDUCATION	<b>Ph.D. in Economics</b> , Stanford University <b>B.S. in Mathematics</b> , University of Alabama <b>B.A. in Economics</b>	2020–2025 (expected) 2018
RESEARCH FIELDS	Public, Labor, Development	
REFERENCES	Professor Caroline Hoxby choxby@stanford.edu	Professor Melanie Morten memorten@stanford.edu Professor Nicholas Bloom nbloom@stanford.edu
WORKING PAPERS	<p><a href="#">Effectiveness of Modern School Integration Efforts</a> (Job Market Paper) <i>Abstract:</i> Since the end of court-mandated desegregation, many U.S. school districts have re-segregated along racial and economic lines. This paper examines the impact of school pairing – a modern voluntary integration approach – on both economic segregation and student outcomes in public K-12 schools, using a 2018 policy in Charlotte, North Carolina as a case study. I find that economic segregation at the affected schools decreased significantly; however, enrollment also dropped sharply, suggesting that many students chose to leave paired schools in response to the policy. While average outcomes at paired schools improved, students from predominantly low-SES neighborhoods experienced declines in their test scores and were more likely to receive a short-term suspension, whereas those from predominantly high-SES neighborhoods saw slight improvements on test scores and no effect on the likelihood of receiving a short-term suspension.</p> <p><a href="#">Housing Market Spillovers of Modern School Integration Efforts</a> <i>Abstract:</i> It is well-documented that the implementation of historical desegregation plans often led to “white flight,” whereby white parents affected by integration plans either moved their children to private schools or relocated to avoid integration. However, the extent to which white or “rich” flight continues in response to modern school integration efforts is unclear. This paper examines the persistence of this phenomenon by studying a recent elementary school integration policy implemented by Charlotte-Mecklenburg Schools in 2018. Using data on house characteristics, house sales, and school attendance boundaries before and after the policy change, I compare properties on either side of the affected attendance boundaries to determine whether the policy influenced the volume of house sales or the sale price of homes. I find that the average sale price of homes near attendance boundaries in formerly majority low-SES attendance zones increased. There was no impact on the volume of house sales.</p> <p><a href="#">Can Unconditional Teacher Salary Increases Improve Education Quality? Evidence from the Dominican Republic</a></p> <p><a href="#">Transportation, Gentrification &amp; Urban Mobility: The Inequality Effects of Place-Based Policies</a> with Gharad Bryan, Melanie Morten, Clare Balboni, Bilal Siddiqi</p>	
TEACHING EXPERIENCE	<b>Stanford University</b> TA for Caroline Hoxby, ECON 146 (Economics of Education) TA for John Taylor, ECON 1 (Principles of Economics) TA for Melanie Morten, ECON 118 (Development Economics)	2024 2023 2023
AWARDS AND FELLOWSHIPS	B.F. Haley and E.S. Shaw Fellowship for Economics, SIEPR Stanford King Center on Global Development Graduate Student Fellowship Outstanding TA Award, Stanford University Economics Department The University of Alabama Murray Havens Award ( <i>top senior in economics</i> ) The University of Alabama Presidential Scholarship Carol Sloan and Ernest Adams Fite Endowed Scholarship in Mathematics	2024 2024 2023, 2024 2018 2014-2018 2015

RELEVANT POSITIONS	<b>Stanford University</b>	
	Research Assistant for Prof. Melanie Morten	2023, 2024
	Research Assistant for Prof. Pascaline Dupas	2021 - 2022
	<b>Stanford Institute for Economic Policy Research</b>	
	Predoctoral Research Fellow	2018 - 2020
SKILLS	<i>Software:</i> R, $\text{\LaTeX}$ , QGIS, MATLAB, Stata, SurveyCTO	
	<i>Languages:</i> English (native), Spanish (basic), Swahili (basic)	