

Caylee O'Connor

CONTACT	Department of Economics, Stanford University 579 Jane Stanford Way Stanford, CA 94305-6072	cayleeaoconnor [at] gmail [dot] com www.cayleeoconnor.com
EDUCATION	Ph.D. in Economics , Stanford University B.S. in Mathematics , University of Alabama B.A. in Economics	2020– 2018
RESEARCH FIELDS	Public, Labor, Development	
WORKING PAPERS	Effectiveness of modernized school integration efforts <i>Abstract:</i> After the end of court-mandated desegregation, many U.S. school districts have experienced re-segregation by race and economic status. This paper examines the impact of modern, voluntary integration plans on reducing economic segregation in public K-12 schools by studying a 2018 integration policy in Charlotte, North Carolina and its effects on school- and student-level outcomes. I find that economic segregation significantly decreased at the affected schools; however, enrollment also dropped significantly, indicating that students responded endogenously to the policy. While average test scores at treated schools increased after the policy, students from predominantly low-SES schools experienced negative impacts on test scores, whereas those from predominantly high-SES schools saw improvements. Housing market spillovers of modern school integration efforts <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 likelihood of a house being sold or the sale price of houses. I find that the average sale price of homes on the treated side of the affected attendance boundary increased in response to the policy; however, these average effects mask heterogeneity in treatment effects. While the average price of homes in formerly majority low-SES attendance zones increased, the price of homes in formerly majority high-SES attendance zones decreased. Can unconditional teacher salary increases improve education quality? Evidence from the Dominican Republic	
TEACHING EXPERIENCE	Stanford University 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

Stanford University

Research Assistant for Prof. Melanie Morten

2023, 2024

Research Assistant for Prof. Pascaline Dupas

2021 - 2022

Stanford Institute for Economic Policy Research

Predoctoral Research Fellow

2018 - 2020

- Traveled to the field to facilitate data collection activities alongside World Bank DIME consultants in Dar es Salaam, Tanzania
- Supported field team in Dar es Salaam by preparing data inputs for fieldwork, cleaning data and conducting high frequency checks in real-time, and assisting with grant deliverable preparation
- Cleaned and reconciled data from different survey rounds
- Produced motivating figures and regression and summary statistic tables for publication

SKILLS

Software: R, \LaTeX , QGIS, MATLAB, Stata, SurveyCTO

Languages: English (native), Spanish (basic), Swahili (basic)