

# 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– 2018
RESEARCH FIELDS	Public, Labor, Development	
WORKING PAPERS	<a href="#">Effectiveness of modern-day school integration efforts: Evidence from Charlotte-Mecklenburg Schools</a> After the end of court-mandated desegregation plans, many school districts in the U.S. have become re-segregated on race and economic status. In 2018, Charlotte-Mecklenburg Schools piloted a new voluntary integration plan in an attempt to curtail high rates of re-segregation within the district. This paper studies whether the new integration plan 1) was successful at reducing economic segregation within neighborhood schools, and/or 2) had an effect on students' educational outcomes.  <a href="#">Housing market spillovers of modern-day school integration efforts</a> It is well-documented that the implementation of historical desegregation plans often led to “white flight,” where 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 (CMS) in 2018. Using data on house characteristics, house sales, and CMS 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.  <a href="#">Can unconditional teacher salary increases improve education quality? Evidence from the Dominican Republic</a> Within low-and-middle-income countries, there is a large and growing body of literature which shows that teacher performance pay is effective at improving student outcomes; however, evidence on the effects of unconditional teacher pay raises is scarce and mixed. Using a recent increase in the salaries of teachers in the Dominican Republic, I study whether unconditional pay raises can change 1) the composition of individuals in the teaching profession, and/or 2) the quality of education in a country.	
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	Stanford King Center on Global Development Graduate Student Fellowship Outstanding TA Award 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 2023, 2024 2018 2014-2018 2015
RELEVANT POSITIONS	<b>Stanford University</b> Research Assistant for Prof. Melanie Morten Research Assistant for Prof. Pascaline Dupas  <b>Stanford Institute for Economic Policy Research</b> Predoctoral Research Fellow	2023, 2024 2021 - 2022  2018 - 2020
SKILLS	<i>Software:</i> R, L <sup>A</sup> T <sub>E</sub> X, QGIS, MATLAB, Stata, SurveyCTO <i>Languages:</i> English (native), Spanish (basic), Swahili (basic)	

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