

Cora E. Bennett

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Education

Ph.D., Economics, University of Tennessee, Knoxville	Expected May 2021
M.A., Economics, University of Tennessee, Knoxville	2017
B.S., Economics, Seton Hall University, <i>magna cum laude</i>	2012

Research Interests

Public Economics, Labor Economics, Economics of Education

Academic & Teaching Experience

Sole Instructor

Econ 201: Introductory Economics, Survey Course	Fall 2019
Econ 211: Principles of Microeconomics	Summer 2019

Graduate Research Assistant

Boyd Center for Business and Economic Research, University of Tennessee	2018-
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Graduate Teaching Assistant

Graduate Microeconomic Theory II	Spring 2018
Graduate Microeconomic Theory I	Fall 2017
Econ 211: Principles of Microeconomics	Spring 2017
Econ 201: Introductory Economics, Survey Course	Fall 2016

Awards and Honors

Haslam Doctoral Scholarship, University of Tennessee	2016-2021
Chi Alpha Sigma, National College Athlete Honor Society, Seton Hall	2016
Omicron Delta Epsilon, Honor Society for Economics, Seton Hall	2016
Big East All-Academic Team, Seton Hall University	2012-2016

Research in Progress

Do Benefit Phase-outs and Cliffs Create a Poverty Trap? (Job Market Paper)

It's Dolly's World, We're Just Reading in It: The Effects of an Early Childhood Literacy Program

Recent empirical work has investigated early childhood interventions that occur during formal schooling, such as preschool and kindergarten, but has often neglected the formative years prior to that time. I assess the effects of Dolly Parton's Imagination Library, a program that mails free books to children between the ages of birth and five years old, on elementary standardized test scores. I exploit the timing of the introduction of the program across school districts using data from Stanford's Education Opportunity Project for the years 2009-2016. I measure the change in educational achievement for cohorts who were exposed to the program relative to those that were not. Results suggest small, mixed effects on later student achievement for the full sample of students. Generally, access to the program has a negative effect on third grade English Language Arts (ELA) exams but a more positive effect on later ELA and math exams, however many of these results fail to reach statistical significance. Heterogeneous analysis suggests access to the program could increase average scores for poorer school districts and decrease achievement inequality between high and low-achieving school districts. These small, rarely significant effects suggest programs with little mandated interaction have less of an impact than their more intensive counterparts, such as full day kindergarten.

Does Payday Lending Reduce Crime?

Conference and Seminar Presentations

2019 APPAM Regional Student Conference, University of Tennessee Brown Bag Workshop

2018 University of Tennessee Brown Bag Workshop

Professional Activities

Member: American Economic Association, Association for Public Policy and Analysis, Southern Economic Association

References

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