

Carycruz M. Bueno

CONTACT

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EDUCATION

Ph.D., Economics, Georgia State University (GSU), expected 05/2019
Dissertation Title: Three Essays on the Role of Student and Teacher Non-cognitive and Cognitive Skills in Determining Student Success
Dissertation Chair: Tim Sass, Distinguished Professor
B.A., Economics and Mathematics, Mount Holyoke College, magna cum laude, 2010
P.Bac., Special Education K-12, University of Hawaii-Manoa, 2012

FIELDS

Labor, Education, and Health Economics and Applied Econometrics

RESEARCH EXPERIENCE

Georgia State University, Research Assistant for Jonathan Smith, 2017-19
Spelman College, First in the World Grant Research Assistant, 2016
Georgia State University, Research Assistant for Tim Sass, 2013-16

COMPLETED PAPERS

The Effects of Differential Pay on Teacher Recruitment & Retention (with Sass)
(Submitted June 2018 to JHR)

Traditionally, teacher salaries have been determined solely by experience and educational attainment leading to chronicle shortages. We study the first long-running statewide program to differentiate teacher pay based on subject area, Georgia's bonus system for math and science teachers. Using a difference-in differences strategy, we find that the bonus reduce teacher attrition by 18 to 28 percent. However, we find no evidence that the program increases the probability that education majors become secondary math and science teachers upon graduation, nor does it alter specific major choices within the education field.

WORKING PAPERS

1. Bricks and Mortar vs. Computers and Modems: The Impacts of Enrollment in K-12 Virtual Schools on Student Outcomes (Job Market Paper)

This paper estimates the causal effect of full-time virtual school attendance on student outcomes. Despite the increasing demand for K-12 virtual schools over the past decade little is known about the impact of full-time virtual schools on students' outcomes. I use a 10-year longitudinal data set composed of individual-level information on all public-school students and teachers throughout and implement a variety of econometric specifications to account for the issue of potential self-selection into virtual schools. I find that attending a virtual school leads to a reduction of 0.1 to 0.4 standard deviations in achievement test scores for students in elementary and middle school. I also find that ever attending a virtual school is associated with a 10-percentage point reduction in ever graduating from high school.

2. The Impact of Achieve Atlanta Scholarship on College Outcomes (with Smith and Page)
We study the effect of receiving an income and achievement-based scholarship on college enrollment and college persistence using regression discontinuity framework.

3. Predicting Who Will Be Highly Effective Teachers

I study how a teacher's pre-service non-cognitive skills can predict how successful they will be in improving student's cognitive and non-cognitive skills and whether information on these characteristics can improve the selection of teachers

4. Do Social-Emotional Learning Skills Improve Cognitive and Non-Cognitive Skills
I examine the impact of a Social Emotional Learning (SEL) program on student achievement and non-cognitive outcomes, like attendance, behavior, and dropout rate over a three-year period in an urban district.

**TEACHING
EXPERIENCE**

Instructor, Principles of Microeconomics, Spelman College, Spring 2018 (Rated 4.5/5)
Instructor, Principles of Microeconomics, Georgia State, Fall 2016 (Rated 4/5)
Teaching Fellow, Advanced Microeconomics, Michigan State, June 2016 (Rated 4.5/5)
Teaching Assistant, PhD Labor Economics, Georgia State, Fall 2017
Teacher, 7th grade Mathematics (TFA), Wahiawa Middle School, 2010-2012

**FELLOWSHIPS,
AWARDS, and
HONORS**

Dissertation Fellowship Award, American Society of Hispanic Economists, 2018
AEA Mentoring Program Travel Grant, National Science Foundation, 2018
AEA Mentoring Fellow, National Science Foundation, 2013-2018
Outstanding GRA Award, Georgia State University, 2015-2017
AEA Summer Program Outstanding Teaching Fellow, Michigan State, 2016
American Economic Association's Summer Training, Santa Barbara, CA, 2008

PRESENTATIONS

Southern Economic Association Conference, Washington D.C., 2018
AEA Summer Mentoring Pipeline Conference, East Lansing, MI., 2018
Association for Education Finance and Policy Conference, Portland, OR., 2018
Association for Public Policy Analysis & Management, Chicago, IL., 2017
National Bureau of Economic Research Education Session, Washington D.C., 2016
AEA Summer Mentoring Pipeline Conference, East Lansing, MI., 2016
Association for Education Finance and Policy Conference, Denver, CO., 2016
Association for Education Finance and Policy Conference, Washington D.C., 2015

**PROFESSIONAL
MEMBERSHIP**

American Society of Hispanic Economists, National Economic Association, American Economic Association, Association for Education Finance and Policy, Association for Public Policy Analysis & Management.

REFERENCES

Tim Sass

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