

## CELESTE K. CARRUTHERS

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### EDUCATION

University of Florida, Ph.D. (Economics), degree expected Summer 2009

University of Florida, M.A. (Economics), 2007

University of New Hampshire, M.A. (Economics), 2005

Appalachian State University, B.S.B.A. (Accounting, Economics) *magna cum laude*, 2004

### FIELDS OF SPECIALIZATION

Public Economics (with emphasis on Education Economics), Antitrust Economics, Industrial Organization and Regulation

### RESEARCH

“The Qualifications and Classroom Performance of Teachers Moving to Charter Schools”  
(working paper)

“New Schools, New Students, New Teachers: Evaluating the Performance of Charter Schools”  
(work in progress)

“Special Elections and Public School Funding”  
(work in progress)

“The economics of monopoly power in antitrust,” (with Roger Blair) forthcoming in *Antitrust Law & Economics*, Keith Hylton (Ed.), Edward Elgar.

“*Twombly* and the Evolution of Telephony Regulation,” *Antitrust Bulletin* 53(1): 95-116. (2008)

“The Effectiveness of DUI Legislation: Evidence from Traffic Fatalities and Self-reported Offenses, 1987-1996” (University of New Hampshire M.A. Thesis, 2005)

### TEACHING

Government Regulation of Business, Summer 2008. Senior-level Economics elective. Rated by students 4.80/5.00 overall, compared to 4.08 for all Economics courses.

### RESEARCH ASSISTANTSHIPS

Sarah Hamersma, University of Florida, 2008

Damon Clark, University of Florida, 2007-2008

Roger Blair, University of Florida, 2007-2008

Larry Kenny, University of Florida, 2006-2007

Steven Slutsky, University of Florida, 2006

Reagan Baughman, University of New Hampshire, 2005

### TEACHING ASSISTANTSHIPS

Professional MBA courses: Economics of Business Decisions, Roger Blair (2007-2008); International Competition Policy, Roger Blair (2008)

Graduate courses: Microeconomic Theory, Steven Slutsky (2007-2008); Markets and Institutions, Richard Romano (2008)

Undergraduate electives: Labor Economics, Sarah Hamersma (2008); Health Care Economics, Caprice Knapp (2008); Economics of Education, Damon Clark (2008); Economics of Sports, Roger Blair (2006); Public Finance, Caprice Knapp (2006)

Undergraduate core: Managerial Economics, David Figlio (2006-2007) and Mircea Marcu (2007); Intermediate Microeconomics, Larry Kenny (2006), Richard Romano (2007), and Reagan Baughman (University of New Hampshire, 2004); Principles of Microeconomics, Mark Rush (2005-2006) and Reagan Baughman (University of New Hampshire, 2005)

### REFEREE

*Education Finance and Policy*

### HONORS AND AWARDS

*Robert F. Lanzillotti Prize*, best second-year paper, University of Florida

*Walter-Lanzillotti Award*, outstanding dissertation research, University of Florida

*Lockhart Award*, travel support, University of Florida

*Rafael Lufsky Prize*, best first-year graduate student, University of Florida

*Elizabeth Bogan Prize*, best M.A. recipient, University of New Hampshire

### CONFERENCE PRESENTATIONS

Southern Economic Association, November 2008

Association for Public Policy Analysis and Management, November 2008

American Education Finance Association, April 2008

Southern Economic Association, November 2007

Eastern Economic Association, March 2005

### OTHER ACTIVITIES

Volunteer, AARP Tax-Aid Program, Gainesville, FL, February-April 2008

Microeconomics Tutor, University Athletic Association, Gainesville, FL, Summer and Fall 2008

### REFERENCES

David Figlio (chair)  
(847) 467-1503  
[figlio@northwestern.edu](mailto:figlio@northwestern.edu)

Larry Kenny  
(352) 392-0117  
[larry.kenny@cba.ufl.edu](mailto:larry.kenny@cba.ufl.edu)

Sarah Hamersma  
(352) 846-1988  
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Roger Blair  
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**DISSERTATION ABSTRACTS****The Qualifications and Classroom Performance of Teachers Moving to Charter Schools**  
(job market paper)

Do charter schools draw good teachers from traditional, mainstream public schools? I use a 1997-2007 panel of all North Carolina public school teachers to examine the qualifications and classroom performance of mainstream teachers moving to the charter sector. High rates of inexperienced and uncertified teachers moved to charter schools, but among certified teachers changing schools, the on-paper qualifications of charter movers were better or not statistically different from the qualifications of teachers moving between comparable mainstream schools. Grade 3-5 teachers moving to charter schools had lower estimated fixed effects on end-of-grade math exams, but I find statistically weak evidence that charter movers had relatively high fixed effects within the schools they were leaving. Taken together, these findings reveal nuanced patterns of teacher quality flowing into charter schools. Charters drew certified, highly qualified, and perhaps locally effective teachers from mainstream schools, but they also attracted uncertified and less qualified teachers. The distribution of persistent teacher quality among charter participants was significantly lower than, but largely overlapped with, the quality distribution of exclusively mainstream teachers.

**New Schools, New Students, New Teachers: Evaluating the Performance of Charter Schools**  
(work in progress)

The estimated effectiveness of charter schools has varied across data sources and methodologies, but one finding has been robust: new charters have a negative impact on student achievement growth. The disparity has been attributed to selective survival among new charter schools, high rates of student mobility in and out of charter schools, and start-up costs in general. Faculty development may be one such start-up cost. North Carolina's new charters relied on two to four times as many new teachers as new mainstream schools and experienced twice the rate of teacher turnover. I examine the extent to which faculty inexperience affected student achievement growth in North Carolina charter schools, using a ten-year panel of student-level test data and controlling for student fixed effects, student tenure in the charter system, and schoolwide faculty profiles. Consistent with earlier research, I find significant returns to charter student tenure and school age. Interestingly, faculty inexperience did not contribute to the sub-par performance of new charter schools, and in some cases, schools with higher rates of new teachers saw larger student achievement gains.

**Special Elections and Public School Funding**  
(work in progress)

Holding a special election for one or a small number of ballot items affects the size and composition of voter turnout, and has been shown to increase the likelihood that an item of concentrated interest, like a school tax proposition, will pass. Manipulating the median voter by putting a school tax proposition in a special election rather than a general election may also allow politicians to increase the passable level of taxation and implicit school funding. I examine causal relationships between the timing of school tax elections and subsequent levels of school funding, using a 1986 - 2005 panel of Louisiana school districts. I test whether proposed tax rates, voter turnout, and the proportion of "yes" votes were affected by the scope of election agendas in Louisiana parishes. Finally, I link each winning school tax proposition to school district financial data to determine if revenues and spending increased by more in districts that held a special election, rather than a general one.