

University of Minnesota - Twin Cities

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**Curriculum Vitae
 Fall 2021**
SERGIO ERNESTO BARRERA
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Citizenship: USA

Major Fields of Concentration

Economics of Education, Labor Economics, Demographic Economics

Education

<i>Degree</i>	<i>Field</i>	<i>Institution</i>	<i>Year</i>
PhD	Economics	University of Minnesota (expected)	2022
MA	Economics	University of Minnesota	2020
BA	Economics and Mathematics <i>summa cum laude & Honors</i>	University of Arizona	2016
A.A.	Persian Farsi	Defense Language Institute, Monterey, California	2013

Dissertation

Title: "Neighborhoods, Beliefs and Labor Market Outcomes: An Exploration of How Family and Neighborhood Outcomes Relate to Crime, Education, and Labor Market Activities"

Dissertation Advisor: Professor Mariacristina De Nardi and Professor Jeremy Lise

Expected Completion: Summer 2022

References

Professor Mariacristina De Nardi	(612) 624-1978 denar001@umn.edu	Department of Economics University of Minnesota 4-101 Hanson Hall
Professor Jeremy Lise	(612) 625-0941 jlise@umn.edu	1925 Fourth Street South Minneapolis, MN 55455
Professor Joseph Mullins	(612) 625-7858 jmullins@umn.edu	
Dr. Abigail Wozniak	abigailwozniak@gmail.com	Opportunity & Inclusive Growth Institute Federal Reserve Bank of Minneapolis 90 Hennepin Avenue Minneapolis, MN 55401

Honors and Awards

Fall 2020 Tobin Project's Inequality and Decision Making Graduate Student Fellowship.
2017 - 2020 Beverly and Richard Fink Summer Research Fellowship, University of Minnesota, Minneapolis, Minnesota
Fall 2016 Diversity of Views and Experiences Fellowship, University of Minnesota, Minneapolis, Minnesota
April 2016 Outstanding Graduating Senior, Department of Economics, University of Arizona, Tucson, Arizona
April 2016 Outstanding Senior Award, Department of Mathematics, University of Arizona, Tucson, Arizona
January 2014 Martin L. Reff Award, Reffonomics.com, University of Arizona, Tucson, Arizona
Spring 2014 - Member of University of Arizona Honors College, Tucson, Arizona
May 2016

Teaching Experience

Summer 2021 *Instructor*, Department of Economics, University of Minnesota, Minneapolis, Minnesota.
Taught Economics 4831: Cost Benefit Analysis.
2019 - 2020 *Teaching Assistant*, Department of Economics, University of Minnesota, Minneapolis, Minnesota.
2016 - 2017 Led recitations for Economics 1101: Principles of Microeconomics and Economics 4211: Principles of Econometrics.
January 2015 - *Undergraduate Teaching Coordinator*, Department of Mathematics, University of Arizona,
May 2016 Tucson Arizona. Teaching Coordinator for Math 100.
August 2014 - *Undergraduate Teaching Assistant*, Department of Mathematics, University of Arizona,
January 2015 Tucson Arizona. Teaching Assistant for Math 100.
January 2014 - *Undergraduate Teaching Assistant*, Department of Mathematics, University of Arizona, Tucson,
May 2015 Arizona. Teaching Assist for Math 113.

Research/Professional Experience

June 2017 - *Research Analyst*, Opportunity & Inclusive Growth Institute, Federal Reserve Bank of
present Minneapolis, Minneapolis, Minnesota
June 2015 - *Undergraduate Research Assistant*, Department of Economics, University of Arizona, Tucson,
May 2016 Arizona. Research Assistant for Dr. Price Fishback.
August 2008 *Dari-Baluchi Cryptologic Linguist*, Corporal, United States Marine Corps, 2nd Radio Bn, Camp
August 2013 Lejeune, North Carolina.

Other Qualifications

Spring 2020 - Special Sworn Status, US Census Bureau, Minnesota Research Data Center (MnRDC)
present
Winter 2009 - Top Secret SCI, Security Clearance, 2d Radio Bn, United States Marine Corps
August 2013

Published Work

Blanco, Luisa, Salvador Contreras, Marcos Angrisani, and Sergio Barrera, "The Racial/Ethnic Gap in Financial Literacy in the Population and by Income." *Contemporary Economic Policy*, 17 September, 2020.
Kahn, Justine, Sergio Barrera, Randy Davila, et al., "An Investigation of Toxicities and Survival in Hispanic Children and Adolescents with ALL: Results from ALL Consortium Protocol 05-001." *Pediatric Blood and Cancer*, 2017.

Work in Progress

Barrera, Sergio, "Is College Worth It For Me? Beliefs, Access to Funding, and Inequality in Higher Education." job market paper. Presented at the Midwest Economic Association, St. Louis, Missouri, March 2019; the AEA Summer Mentoring Pipeline Conference (also served as a discussant) (virtual), July 2021.
Barrera, Sergio, Andreas Ferrara, Price Fishback, and Misty Heggeness, "The Effect of Their Experiences During the Second World War on the Success of African Americans, Hispanic Americans, and Native Americans."
Barrera, Sergio, and Misty Heggeness, "Determinants and Effects of Coresiding Parents on Single Moms"
Barrera, Sergio. "Disentangling Learning, Tuition, and Nonpecuniary Utility in Education Outcomes: Education and Information Frictions in a Multi Armed Bandit Model."

Conferences and Events

- November 2020 Participant, Economy of Francesco: Participant in C02 of Inequalities Village, (virtual)
- October 2020 Participant, Tobin Project's Inequality and Decision-Making Graduate Student Workshop, Cambridge Massachusetts
- June 2019 Participant, Economics & Catholic Social Thought: A Primer, organized by Lumen Christi Institute and Catholic Research Economist Discussion Organization, Jerusalem Israel.
- June 2015 - July 2015 Participant, Harvard Summer Research Program in Biostatistics and Computational Biology, T.H. Chan School of Public Health, Harvard University, Boston MA.

Volunteer Experience

- January 2021 - present *Mentor and Tutor*, Family Mentorship Partnership: Ascension Catholic School and Our Lady of Lourdes Catholic Church, Minneapolis, Minnesota
- Fall 2020 - present *Spanish Translator and Interpreter*, Christo Rey Jesuit High School, Minneapolis, Minnesota
- April 2020 - present *Coordinator*, C02 Economy off Francesco: Coordinator of C02 of Inequalities Village: Research and Publication Pillar (virtual)
- Fall 2019 *Social Justice Committee Member and Speaker*, Our Lady of Lourdes Catholic Church, Minneapolis, Minnesota
- Fall 2018 - present *Tutor*, St. John Paul II Catholic School, Catholic Tutor Corps, Minneapolis, Minnesota

Referee Experience

Review of Economic Dynamics, Economic Inquiry

Computer Skills

SAS, Stata, R, Python, Julia, ArcGIS

Languages

English (native), Spanish (native), Persian/Farsi (fluent), Baluchi (conversational)

Abstracts

"Is College Worth It For Me? Beliefs, Access to Funding, and Inequality in Higher Education," job market paper

This paper focuses on inequality in Bachelors degree (BA) attainment by race, ethnicity, and socioeconomic status and asks if targeting information and subsidies to young adults with high measures of academic ability (High Scorers) is more effective at closing gaps by race, ethnicity, and socioeconomic status (SES) than policies providing free college or information to all. To do this I estimate a dynamic discrete choice model with information and credit frictions using US panel data from the National Longitudinal Study of Youth 1997 which includes data on subjective beliefs about higher education. I find that pessimism regarding ability and resulting returns to college contribute between 20-25 percent of the gap in BA attainment for Hispanic and low SES High Scorers compared to White High Scorers from high SES backgrounds. I also find that differences in beliefs has little role in generating BA attainment gaps for Black high scorers. In the policy analysis targeting better information and funding to low SES High Scorers is more effective at decreasing overall inequality relative to High Scoring White high SES youth. Additionally this has the benefit of increasing completion among students who would benefit more from college, while universal free college also decreases inequality but mostly through increasing BA attainment from those who benefit less from college. Overall this paper shows targeted policies can be as effective, if not more efficient and cost effective at closing higher education gaps. Furthermore they can be strengthened by targeting racial and ethnic minorities regardless of socioeconomic status. However because of differences in the distribution of High Scorers and non pecuniary utility from college by demographic group higher education gaps will likely still persist as long as these differences are not addressed.