

# Bree Jones Lang

## Curriculum Vitae

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### Education

University of California Santa Barbara  
Ph.D. Economics (expected June 2010)  
Fields: Public Finance, Econometrics, Urban Economics, Labor Economics

University of California Santa Barbara  
M.A. Economics, 2006

University of Utah  
B.S. Economics, Magna Cum Laude, 2003  
Minor: Mathematics

### Conference Presentations

“The Effect of Access to Advanced Placement Courses on SAT Scores and College Attendance”  
Poster Presentation at All UC Labor Conference, September 2009

“The Low-Income Housing Tax Credit: Subsidizing Affordable Housing or Developer Profit?”  
APPAM, November 2009

### Teaching Experience

Teaching Assistant - University of California, Santa Barbara (2005-Present)  
Undergraduate Courses: Principles of Microeconomics, Econometrics  
Intermediate Microeconomics, Intermediate Macroeconomics  
Graduate Courses: Applied Econometrics and Labor Economics

Instructor - University of California, Santa Barbara  
Undergraduate Urban Economics

### Awards

All UC Labor Conference Best Poster Presentation Award, September 2009

UCSB Economics Outstanding Teaching Assistant Award, Winter 2009

UCSB Travel Grant Recipient, 2009

Jennifer Jo Williamson Fellowship, Fall 2008

### Relevant Experience

Research Assistant

Support for January 2008 Public Policy Institute of California Occasional Paper,  
“Funding Formulas for California Schools: Simulations and Supporting Data”

Planner, Wasatch Front Regional Council, Salt Lake City, Utah, 2001-2004

GIS and data support for studies of the UrbanSim Land Use Modeling Software

## Research

“The Low-Income Housing Tax Credit: Subsidizing Affordable Housing or Developer Profit?”, 2009 (Under Review), [Job Market Paper]

**Abstract:** The Low-Income Housing Tax Credit (LIHTC) is the largest project-based housing subsidy in the United States. While the program has expanded subsidized housing to suburban areas, some suggest it continues to perpetuate race and income segregation like the public housing it replaced. Previous studies attribute this outcome to qualified census tracts, a location incentive within the program that motivates construction in high-poverty areas. This study finds that in addition to qualified tracts, rent incentives motivate the construction of tax-credit housing in neighborhoods that are already affordable to low-income families. This suggests that LIHTC subsidies may build housing in locations that generate profit for developers without providing additional affordable housing opportunities for low-income tenants.

“The Effect of Access to Advanced Placement Courses on SAT Scores and College Attendance”, 2009

**Abstract:** Many studies examine how taking advanced courses affects student outcomes, but it is often difficult to separate the effect of advanced coursework from student ability and school quality. This study utilizes a grant in California that required a group of high schools to increase the number of Advanced Placement (AP) courses offered to their students. The grant provides an exogenous change in the number of AP courses offered in a school, which proxies for participation in advanced courses. Using a difference-in-differences estimation strategy, I show that additional AP participation increases a high school's average SAT score and the fraction of college-bound graduates that attend more selective universities. Results not only confirm that advanced courses affect student outcomes, but also suggest that unequal access to an advanced curriculum is a long-term disadvantage to students from high schools with fewer resources.

“California School Districts and the Decision to Propose a Parcel Tax”, [Work in Progress]

**Abstract:** Since the property tax and school finance reforms of the 1970s, California expenditures per student have fallen 15 percent below the national average. A tax on land that is constant for all parcels, called a parcel tax, is one of the few ways California districts can increase school spending with local tax revenue but is seldom utilized. Previous studies point out that increasing school spending by one dollar for all students can cost voters significantly more using a parcel tax in place of a property tax. This study links the cost associated with parcel taxes to the probability that districts hold a parcel tax election. Results show that higher costs to voters significantly lowers demand for additional school spending, making parcel taxes an unviable option for many school districts. Building on these results, an analysis of current spending levels and voter outcomes indicates that districts do not exhibit budget maximizing behavior through parcel tax proposals. In fact, it appears that most proposals are not large enough to make up for disparities in property tax revenue.

## References

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