



## Alexander H. Bentz

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## Education

Ph.D., Economics, University of Colorado Boulder, May 2024 (Expected)

Advisor: Terra McKinnish

M.A., Economics, University of Colorado Boulder, May 2020

B.A., Economics & Geography, Macalester College, May 2014

## Research Interests

Education Economics, Labor Economics, Public Economics

## Working Papers

**JMP:** “Do Student Behavior Issues Impact Teacher Retention? Evidence from Administrative Data on Student Offenses” (Draft, October 2023)

*Abstract: This paper provides evidence that student behavior issues contribute to teacher turnover among U.S. middle school teachers. Using detailed administrative data on student behavior, discipline, and teacher movement in North Carolina middle schools, I show that when teachers experience an increase in reported disciplinary offenses at their school—or among the students in the grade they teach—they are more likely to leave the school or the profession. Among first-year teachers, these effects are largest for more effective teachers. I measure student behavior using only offenses that require mandatory reporting to the state, suggesting that differential reporting by teachers or schools is not driving the results. Further, I compare teachers to others at their school using school and school-by-year fixed effects models, suggesting that school-level changes in student composition are not driving the results. I also show that a more punitive disciplinary response to student offenses does not lead to higher teacher turnover for most teachers. These findings suggest that schools and teacher preparation programs should focus on strategies to help teachers manage student behavior issues.*

## Publications

“Local Prescription Opioid Use and Academic Achievement” *Education Economics* (2023)

*Abstract: This paper provides evidence on the effect of local prescription opioid use on academic achievement of 3rd–8th graders between 2009 and 2018. Using county fixed effects models, I find that when counties have higher levels of prescription opioid use, students score lower on standardized assessments two to three years later, with variation by student subgroups and magnitudes comparable to effective interventions. I find the largest magnitudes in counties with higher poverty rates and states with below-median state education spending. As test score effects predict adult outcomes, these findings point to economic and public health challenges when affected children become adults.*

“Debt burden after college: the effect of student loan debt on graduates’ employment, additional schooling, family formation, and home ownership” *Education Economics* (2019), with Erin Dunlop Velez and Melissa Cominole

“Alternative and Independent: The Universe of Technology-Related Bootcamps” *RTI Press* (2019), with Caren Arbeit, Emily Forrest Cataldi, and Herschel Sanders

## Works in Progress

“Does School Spending Improve Outcomes? Evidence from Colorado’s Taxpayer’s Bill of Rights”

- Studies the effect of increased school spending from voter-approved ballot initiatives on school spending and student outcomes in Colorado.
- Uses event studies with differential treatment timing and regression discontinuity designs to identify the effects of increased instructional spending.

## Teaching Experience

**Instructor of Record** (CU Boulder): 5 semesters

- Math Tools for Economists I - Fall 2021, Fall 2023
- Principles of Macroeconomics - Fall 2020 (asynchronous online), Spring 2022
- Intermediate Macroeconomic Theory - Summer 2021 (asynchronous online)

**Teaching Assistant** (CU Boulder): 7 semesters

- Principles of Microeconomics - Fall 2018, Fall 2019, Spring 2023
- Principles of Macroeconomics - Spring 2019, Spring 2020, Spring 2021
- Intermediate Microeconomic Theory - Fall 2022

**Other:**

- University of Colorado Denver Graduate Student Math Camp: Limits and Derivatives - Fall 2022, Fall 2023

## Conference Presentations

- Western Economic Association International Conference (July 2023)
- Association for Education Finance and Policy (March 2023)
- Association for Education Finance and Policy (Virtual April 2022)
- Association for Education Finance and Policy (March 2022)

## Professional Service

- Journal Referee: Studies in Higher Education

## Work Experience

Research Assistant, RTI International - 2014 to 2018

- Assisted with data analysis and validation for National Center for Education Statistics postsecondary longitudinal studies, state accountability data collections, and K–12 program evaluations.
- Co-authored reports and scholarly publications on postsecondary students, higher education financing, and outcomes.
- Co-led an evaluation project on the implementation of a STEM curriculum in K–8 schools.

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## Technical Reports: National Center for Education Statistics (Department of Education)

- *First-Time Subbaccalaureate Students: An Overview of Their Institutions, Programs, Completion, and Labor Market Outcomes after 3 Years* (2020), with Rachel Burns
- *Working before, during, and after beginning at a public 2-year institution: Labor market experiences of community college students* (2018), with Erin Dunlop Velez and Caren Arbeit
- *Debt after college: Employment, enrollment, and student-reported stress and outcomes* (2018), with Melissa Cominole
- *Characteristics and outcomes of undergraduates with disabilities* (2017), with Caren Arbeit and Serena Hinz
- *Repayment of student loans as of 2015 among 1995–96 and 2003–04 first-time Beginning students: First look* (2017), with Jennie Woo, Stephen Lew, Erin Dunlop Velez, and Nicole Smith
- *First-time postsecondary students in 2011–12: Three-year persistence and attainment at any institution* (2016), with Erin Dunlop Velez, Alexandria Walton Radford, Stephen Lew, and Nicole Ifill
- *First-time postsecondary students in 2011–12: Three-year withdrawal, stopout, and transfer rates* (2016), with Nicole Ifill, Alexandria Walton Radford, Stephen Lew, and Erin Dunlop Velez
- *First-time postsecondary students in 2011–12: Three-year withdrawal, stopout, and transfer rates* (2016), with Nicole Ifill, Alexandria Walton Radford, Stephen Lew, Joanna Wu, and Erin Dunlop Velez
- *First-time postsecondary students in 2011–12: A profile* (2016), with Alexandria Walton Radford, Terry Lew, Erin Dunlop Velez, and Nicole Ifill
- *After the post-9/11 GI bill: A profile of military service members and veterans enrolled in undergraduate and graduate education* (2016), with Alexandria Walton Radford, Remmert Dekker, and Jon Paslov
- *K–12 teaching experience among 2007–08 college graduates: 2012* (2016), with Sandra Staklis
- *Employment and enrollment status of baccalaureate degree recipients 1 year after graduation: 1994, 2001, and 2009* (2016), with Sandra Staklis
- *First-time postsecondary students in 2011–12: Three-year retention and attainment at first institution* (2016), with Alexandria Walton Radford, Stephen Lew, Erin Dunlop Velez, and Nicole Ifill



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## Memberships

- Western Economic Association International, Association for Education Finance and Policy

## Software Skills

- Statistical Programming in R • Stata • Statistics/Econometrics • LaTeX • GitHub • GitPages

## Languages

- English (Native), Spanish (Basic)

## Citizenship

- United States of America

## References

### Advisor

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