

Kate Schwartz

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EDUCATION

New York University, matriculated 2012

Steinhardt School of Culture, Education, and Human Development
Doctoral Student, Department of Applied Psychology, Psychology and Social Intervention,
Advisor: Dr. Elise Cappella

University of Chicago, 2012

Masters of Public Policy, Harris School of Public Policy Studies
Leadership Positions: Co-founder and Co-chair, Food Policy Advocacy Group (FoPo); Events
Coordinator, Leaders in Child and Family Policy (LCFP); Planning group member for Harris' first
annual Chicago Civic Week; Founding member of Harris Students²

Brandeis University, 2004

*B.A. in English with High Honors; Summa Cum Laude, Phi Beta Kappa; minors in Women's Studies, Theatre,
and Creative Writing*

Theses: English Honors Essay: "A Call for Change: Reclaiming Radclyffe Hall's *The Well of Loneliness*"
Women's Studies Honors Essay: academic paper on link between animals, animal abuse, and
domestic violence combined with practical manual on incorporating pet therapy into DV shelters

HONORS, AWARDS, FELLOWSHIPS, & SCHOLARSHIPS

- 09/2016 – 05/2018 New York University Predoctoral Interdisciplinary Research Training Program in Education Sciences
Fellowship in Education Sciences (\$30,000 plus full tuition and \$2,000 travel costs/year)
- 09/2015 – 05/2016 Felix M. Warburg Memorial Award (\$2,200) for demonstrated academic excellence and commitment
to the Applied Psychology Department
- 09/2014 – 05/2015 Departmental Service Award for dedication and service to the Department of Applied Psychology
- 09/2013 – 05/2015 New York University Predoctoral Interdisciplinary Research Training Program in Education Sciences,
Affiliate Award (\$1,000 stipend and \$2,000 travel costs/year)
- 09/2012 – 05/2015 Steinhardt Doctoral Funding Fellowship Award, New York University (\$24,330/year plus full tuition)
- 06/2013 – 08/2013 Summer Research Award, Department of Applied Psychology, Steinhardt (\$2,720)
- 09/2010 – 06/2012 Dean's Scholar, University of Chicago (full tuition)
- 09/2000 – 05/2004 Justice Louis D. Brandeis Scholar, Brandeis University (\$19,000/year)

PEER-REVIEWED JOURNAL ARTICLES

- Schwartz, K.**, Cappella, E., & Seidman, E. (2015). Extracurricular Participation and Course Performance in the Middle
Grades: A Study of Low-Income, Urban Youth. *American Journal of Community Psychology*. doi.10.1007/s10464-
015-9752-9
- Kim, H. Y., **Schwartz, K.**, Cappella, E., & Seidman, E. (2014). Navigating middle grades: Role of social contexts in middle
school climate. *American Journal of Community Psychology*. doi.10.1007/s10464-014-9659-x

PEER-REVIEWED JOURNAL ARTICLES UNDER REVIEW

Cappella, E., Seidman, E., Kim, H. Y., **Schwartz, K.**, & Hill, J. (under review). A national sample of 8th grade students: Where do they fare best – K-8, middle, or junior high schools? *American Educational Research Journal*.

JOURNAL ARTICLES IN PREPARATION

Schwartz, K. Cappella, E., & Aber, J.L. Teachers' lives in context: A framework for understanding barriers to high quality teaching within resource deprived settings.

Schwartz, K., Scott, M., Cappella, E., Seidman, E., & Kim, H.Y. How (and how much) do schools matter? Variation in K-8th grade achievement trajectories in a national sample.

BOOK REVIEWS

Seidman, E., & **Schwartz, K.** (2014, October). Engaging communities: Necessary but not sufficient for community based system dynamics. [Review of *Community based system dynamics*, by Peter S. Hovmand]. *PsycCRITIQUES*, 59(41).

INVITED PRESENTATIONS

Schwartz, K. (2015, March). *Potential heterogeneity of impact in presented findings pertaining to Tuungane's postconflict development work in Congo*. Invited commentary presented at Global TIES for Children's e-seminar. New York, NY.

CONFERENCE PRESENTATIONS

Schwartz, K. (2017, April). *Teacher characteristics as moderators of intervention take up, implementation, and impacts on classroom climate: Experimental evidence from Ghana*. Paper submitted to Society for Research on Child Development, Austin, TX.

Schwartz, K. (2016, September). *When Ceteris Paribus is not possible: Better understanding quantitative data through qualitative inquiry*. Paper accepted to What Works Global Summit, London, UK.

Schwartz, K., Cappella, E., & Seidman, E. (2016, March). *Extracurricular participation and course performance in the middle grades: A study of low-income, urban youth*. Poster (as part of a poster symposium with discussant) presented at the Society for Research on Adolescence, Baltimore, Maryland.

Schwartz, K. (Chair) (2016, March). *Additional insights: Leveraging secondary data to better understand 'for whom' and 'under what conditions' educational interventions are effective*. Symposium submitted to Comparative and International Education Society, Vancouver, BC.

Schwartz, K., Iqbal, Y., & Aber, J.L. (2016, March). *What we have learned, what we have asked: Evaluating effectiveness in educational interventions in low- and middle-income countries*. Paper submitted to Comparative and International Education Society, Vancouver, BC.

Schwartz, K. (Chair) (2016, March). *Supporting Teachers' Well-Being and Professional Development in Resource Deprived Settings: Pathways to High Quality Teaching*. Symposium submitted to Society for Research on Educational Effectiveness, Washington, DC.

Schwartz, K., Cappella, E., & Aber, J.L. (2016, March). *Teachers' lives in context: A framework for understanding barriers to high quality teaching within resource deprived settings*. Paper submitted to Society for Research on Educational Effectiveness, Washington, DC.

- Hwang, S., Cappella, E., & **Schwartz, K.** (2016, March). *Examining multidimensional middle grade outcomes after early elementary school grade retention*. Poster presented at Society for Research on Educational Effectiveness, Washington, DC.
- Schwartz, K.**, Cappella, E., & Seidman, E. (2015, March). *How (and how much) do schools matter? Variation in K-8th grade achievement trajectories in a national sample*. Paper presented at Society for Research on Educational Effectiveness, Washington, DC.
- Schwartz, K.**, & Cappella, E. (2014, November). *Color and the classroom: Publicolor as a case study for the impacts of design on engagement and learning*. Poster presented at Association on Public Policy Analysis and Management, Albuquerque, NM.
- Kim, H., **Schwartz, K.**, Cappella, E., Seidman, E. (2014, September). *Navigating middle grades: Role of school context in students' social adaptation and experiences*. Paper presented at Society for Research on Educational Effectiveness, Washington, DC.
- Cappella, E., Seidman, E., Kim, H. Y., & **Schwartz, K.** (2014, May). *Do school transitions matter in the middle years? Eighth grade academic competence in a national sample*. Paper presented at Society for Prevention Research, Washington, DC.
- Kalet, A., Bickell, N., Fletcher, K., Rockfeld, J. & **Schwartz, K.** (2014, April). *Women Clinical Scholars: "Sometimes you need to climb out a window, and scale the fire ladder, to get to the place you want to be."* Poster presented at Society of General Internal Medicine, Denver, CO.
- Taff, J., Gillespie, C., Loewenstein, J., **Schwartz, K.**, Wang, L., Wei, D. (2014, April). *Predictors of opiate prescription for low back pain in outpatient and emergency care settings*. Poster presented at Society of General Internal Medicine, Denver, CO.
- Schwartz, K.**, Cappella, E., Seidman, E. (2013, November). *Trends and patterns of extracurricular participation as high risk youth transition from elementary to middle school*. Poster presented at Association for Public Policy Analysis & Management, Washington, DC.
- Schwartz, K.**, Cappella, E., Seidman, E. (2013, May). *The transition from elementary to middle school: context-specific engagement trends*. Presentation at Cross-University Collaborative Mentoring Conference, New York, NY.
- Kim, H., **Schwartz, K.**, Cappella, E., Seidman, E. (2013, April). *Normative school transition and school climate: Predicting child outcomes in elementary and middle-grade school context*. Presentation at Society for Research in Child Development, Seattle, WA.

TEACHING AND MENTORING EXPERIENCE

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| 10/2015 | Guest Lecturer, "Unpacking," contrast effects, mediation, moderation, and power", Research Design and Methodology in the Behavioral Sciences I & II (doctoral), NYU |
| 09/2016 – 01/2017 | Research mentor, 3 undergraduate students in psychology |
| 01/2016 – 08/2016 | Research mentor, 4 undergraduate students in psychology, 1 masters student in applied statistics |
| 03/2015 – 08/2016 | Research mentor (and statistical methodology support) for Additional Insights fellows (below) |
| 06/2015 | Lecturer, Mediation & Moderation, Additional Insights Summer Training Institute |
| 06/2015 | Lecturer, State of the Field, Additional Insights Summer Training Institute |
| 06/2015 | Organizer and Director, Additional Insights Summer Training Institute (a week long advanced, statistical training in multi-level modeling and assessing variation in impact with a focus on individual and cluster-level moderation analyses, and multi-level mediation techniques) |
| 05/2015 | Guest Lecturer, Community Psychology (undergraduate), NYU |
| 02/2015 | Guest Lecturer, Child Development & Social Policy in a Global Society (undergraduate), NYU |
| 01/2014 – 05/2014 | Research mentor for undergraduate student in applied psychology |

RESEARCH EXPERIENCE

Graduate Research Assistant

10/2012 – present **New York University**, to E. Cappella, Ph.D. & E. Seidman, Ph.D.
Impact of School Transitions on Youth Development: Developmental Trajectories and School Processes in a National Sample
Funded by Spencer Foundation, this project uses the Early Childhood Longitudinal Study Kindergarten Cohort (ECLS-K) to, over the course of three papers, more closely examine the role of school context and school characteristics, especially in early adolescence.

Research Consultant

08/2013 – present **Publicolor**, New York, NY under the advisement of E. Cappella, PhD
Assisting a local not-for-profit with evaluating its Paint Club afterschool program, with specific focus on assessing, measuring, and evaluating settings level changes in learning environment and impact of settings level change on student performance and engagement

Project Director

09/2014 – 08/2016 **New York University**, to J. L. Aber, Ph.D.
Additional Insights: Strategies to Promote Economic Empowerment & Child Development Globally
Funded by the Hewlett Foundation and undertaken in collaboration with the World Bank and Innovations for Poverty Action, this project capitalizes on impact evaluations conducted in low- and middle- income countries over the past decade in order to address “for whom”, “why”, and “under what conditions” programs work (or don’t work). Key tasks include:

- ◆ Assess how many evaluations have been conducted, how many have made their data publicly available, what kinds of questions have been asked/answered
- ◆ Train emerging scholars – over the course of two summer institutes – on the use of rigorous analytic methods for assessing variation in impact using multi-level data
- ◆ Support these research fellows in producing papers and research briefs on their findings

Project Associate

05/2013 – 08/2014 **New York University School of Medicine**, to C. Gillespie, Ph.D.

- ◆ Research focusing on how to train, foster, and identify high-quality physicians.
- ◆ Statistical consultant for primary care residents’ intensive summer research practicum.

Primary Project: *Validity/reliability of NYUSOM’s communication checklist assessment tool in evaluating third year medical students’ communication skills in standardized patient exams*

Research Consultant

01/2013 – 08/2014 **New York University School of Medicine**, to A. Kalet, Ph.D.
Women Clinical Scholars: “Sometimes you need to climb out a window, and scale the fire ladder, to get to the place you want to be.” A study examining career goals, trajectories, sacrifices among female graduates of Clinical Scholars Program, funded by Robert Wood Johnson Foundation

Graduate Research Assistant

09/2011 – 08/2012 **NORC at the University of Chicago**, to R. Datta, Ph.D.

- ◆ Cleaned/coded survey data for National Study of Child Care Supply & Demand (NSCCSD)
- ◆ Memory recall migration date analysis, National Longitudinal Survey of Youth 1997 (NLSY97)
- ◆ Created monthly incarceration/charge arrays and a standalone, flattened criminal activity data set for rounds 1-13 of the NLSY97 for the U.S. Department of Justice

11/2010 – 06/2012 **Harris School of Public Policy at the University of Chicago**, to A. Claessens, Ph.D.

How important is where you start? Early mathematics knowledge and later school success.
Ran analyses using ECLS-K on relation between K math ability and 8th grade performance
The value of replication for developmental science. Coded peer-reviewed articles from *Child Development* on a series of replication criteria

- 06/2011 – 09/2011 **Hope Institute for Children and Families: Hope Institute Learning Academy**, Chicago, IL
- ◆ Analyzed past student data and helped staff set future benchmark goals
 - ◆ Researched best practices and model programs for autism inclusion classrooms
- 09/2008 – 07/2010 **Citizens Budget Commission (CBC)**, New York, NY, to E. Lynam, M.S. & M. Doulis, M.P.A
- ◆ Researched history of disciplinary proceedings in NYC Department of Education
 - ◆ Researched/co-wrote *Overhauling NY Power Authority's Economic Development Programs*

ADDITIONAL PROFESSIONAL EXPERIENCE

- 09/2007 – 07/2010 *Volunteer/Program Coordinator*, New York Center for Children (NYCC), New York, NY
11/2004 – 07/2006 *Executive Assistant*, HomeBase, The Center for Common Concerns, San Francisco, CA

VOLUNTEERING / SERVICE

- 12/2006 – 06/2007 *Encargada (Chair) of the Education Committee*, VEGlobal, Santiago, Chile
04/2005 – 07/2006 *Volunteer*, A Home Away from Homelessness, San Francisco, CA
09/2003 – 05/2004 *Volunteer*, The Transition House, Cambridge, MA

- PROFESSIONAL AFFILIATIONS:
- American Psychological Association (APA)
 - Association for Public Policy Analysis & Management (APPAM)
 - Comparative and International Education Society (CIES)
 - Society for Community Research and Action (SCRA)
 - Society for Research on Adolescence (SRA)
 - Society for Research on Child Development (SRCD)
 - Society for Research on Educational Effectiveness (SREE)

- PROFESSIONAL ACTIVITIES:
- Psychology and Social Intervention (PSI) Recruitment Committee (2012-2013)
 - PSI Colloquium Organizer (2013-2014)
 - PSI Admissions Committee (2014-2015)
 - Originator & Organizer, *Translating Academic Research into Op-Ed Articles*, NYU Steinhardt faculty & doctoral student workshop led by Jonathan Zimmerman, PhD
 - PSI Representative to the Applied Psychology Visibility Committee (2015-2016)
 - PSI Social Committee (2015-2016; 2016-2017)

- AD HOC REVIEWER:
- Journal of Early Adolescence
 - Society for Research on Educational Effectiveness 2017 Spring Conference

- QUANTITATIVE COURSES:
- University of Chicago* – Mathematical Statistics for Public Policy I & II; Microeconomics; Program Evaluation
 - New York University*– Intermediate Quantitative Methods: General Linear Model; Advanced Modeling I: Topics in Multivariate Analysis; Multi-Level Model Nested Data; Methods for the Analysis of Change; Topics Advanced Quantitative Methods: Causal Inference; Psychometric Theory; Multi-Level Model Growth Curves; Clustering and Classification

Oxford Poverty and Human Development Initiative (OPHI) – OPHI Summer School on Multidimensional Poverty Analysis, August 3-14, 2015

Institute for Policy Research, Northwestern University – Workshop on Quasi-Experimental Design and Analysis, August 1-12, 2016

LANGUAGE SKILLS:

Elementary American Sign Language; Intermediate Spanish

TECHNICAL PROFICIENCIES:

Atlas TI; Dedoose; Development; Dreamweaver; FileMaker; HLM; Microsoft Office; MPlus; Optimal Design; Photoshop; Qualtrics; R; Research; SAS; SPSS; STATA