**Kate Schwartz**

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Education

**New York University**,January 2019

Steinhardt School of Culture, Education, and Human Development

*Doctoral Candidate, Department of Applied Psychology, Psychology and Social Intervention,*

Dissertation Committee: Drs. Elise Cappella (Chair), Marc Scott, and J. Lawrence Aber

Title: The Lives of Teachers in Under-Resourced Communities: Implications for Intervention, Professional Development, Implementation, and Educational Quality

**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*

Grants, Honors, Awards, Fellowships, & Scholarships

09/2017 – 05/2018 Bernard E. Ackerman Scholarship ($1,000) for exceptional ability and promise in the areas of research, advocacy, and activism.

09/2016 – 05/2018 Institute of Education Sciences, New York University Predoctoral Interdisciplinary Research Training Fellowship in Education Sciences ($30,000 plus full tuition and $2,000 travel costs/year)

06/2017 – 07/2017 Global Research Initiative 2017 Summer Dissertation Writing Workshop in Berlin

08/2016 – 07/2017 SCRA Community Mini-Grant ($1,000) for work with Publicolor evaluating their Paint Club program

09/2016 – 09/2016 Student Senators Council’s Conference Fund ($700) and Doctoral Student Travel Fund ($500) to attend What Works Global Summit in London, UK

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 Institute of Education Sciences, 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., Aber, J.L., Scott, M.A., Wolf, S., & Behrman, J.R. (2019). Early childhood teachers' lives in context: Implications for professional development in under-resourced areas. *American Journal of Community Psychology*. doi:10.1002/ajcp.12325

**Schwartz, K.** Cappella, E., & Aber, J.L. (2019). Teachers’ lives in context: A framework for understanding barriers to high quality teaching within resource deprived settings. *Journal of Research on Educational Effectiveness, 12(*1): 160-190. doi:10.1080/19345747.2018.1502385

Cappella, E., **Schwartz, K.**, Kim, H. Y., Hill, J., & Seidman, E. (2017). A national sample of 8th grade students: The impact of middle grade schools on academic and psychosocial competence. *Journal of Early Adolescence, 39(*2): 167-200*.* doi.10.1177/0272431617735653

**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, 56*(3-4): 307-320. 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, 54(*1-2): 28-45. doi.10.1007/s10464-014-9659-x

Book Reviews

**Schwartz, K.** (2021, June). Book review: Early childhood development in humanitarian crises: South Sudanese refugees in Uganda by Sweta Shah. *Journal on Education in Emergencies, 7(1).*

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.**, Michael, D., & Yoshikawa, H. (2021, September). *An examination of host-community and refugee-origin educators differing needs, experiences, and insights: Implications for refugee education.* Poster presented remotely at Society for Research on Educational Effectiveness.

**Schwartz, K.**, Wuermli, A., Yoshikawa, H., Hilgendorf, D., Innocenti, M., Molano, A., Rafla, J., Roggman, L., Sharawi, T., Sloane, P., & Strouf., K. (2021, April). *A child’s first teacher: An examination of observed and self-reported parenting activities within Syrian refugee and host communities in Jordan.* Paper presented remotely at Comparative and International Education Society.

Michael, D., Hajal, D., **Schwartz, K.**, Sloane, P., Shukru, M., Hussein, L., Murphy, K., Foulds, K., & Yoshikawa, H., (2021, April). *Maximizing parent engagement with a contextually tailored phone messaging platform: Applying the Multiphase Optimization Strategy in the Syrian refugee response region.* Paper presented remotely at Comparative and International Education Society.

**Schwartz, K.**, Iqbal, Y., Wuermli, A., Yoshikawa, H., & Hiott, C. (2020, June). *Moving beyond the WEIRD: Preparing for a prenatal longitudinal cohort study within the Rohingya refugee response.* Paper accepted at International Society for the Study of Behavioural Development, Rhodes, Greece. Note: Conference postponed to 2020 due to COVID-19.

**Schwartz, K.**, Molano, A., Ramachandran, A., Rafla, J., & Hilgendorf, D. (2020, March). *Using Pilot Studies to Increase the Rigor of Randomized Control Studies: Lessons from the Syrian Refugee Response.* Panel presentation accepted at Society for Research on Educational Effectiveness, Arlington, VA. Note: Conference was cancelled due to COVID-19.

**Schwartz, K.** (2019, April). *Early childhood teachers’ lives in context: Implications for intervention effectiveness within early childhood education.* Paper presented at Comparative and International Education Society, San Francisco, CA.

Wuermli, A., Zeinoun, P., **Schwartz, K.**, Ramachandran, A., Rafla, J., Moran, C., & Yoshikawa, H. (2019, April). *Early childhood teachers’ lives in context: Implications for intervention effectiveness within early childhood education.* Paper presented at Comparative and International Education Society, San Francisco, CA.

**Schwartz, K.**, Cappella, E., Scott, M., Wolf, S., Aber, J.L., & Behrman, J. (2018, March). *Evidence based and culturally meanings early childhood development programming and research in the Syrian response context.* Presented at Society for Research on Educational Effectiveness, Washington, DC.

Kim, H.Y. & **Schwartz, K. (**2017, April). *Beyond average: Rethinking classroom composition and peer effects.* Paper presented at Society for Research in Child Development, Austin, TX.

**Schwartz, K.** (2017, March). *Measuring teacher ecology: Barriers and facilitators in resource-deprived contexts.* Paper presented at Comparative and International Education Society, Atlanta, GA.

**Schwartz, K.** (Chair) (2017, March). *Toward contextually-based evidence in international education: Moving beyond what works to questions of for whom and under what conditions.* Symposium presented at Society for Research on Educational Effectiveness, Washington, DC.

**Schwartz, K.**, Iqbal, Y., & Aber, J.L. (2017, March). *Taking Stock: Frequency of, Barriers to, and Potential Ways to Foster more Policy-Relevant Education Research in Low- and Middle-Income Countries.* Paper presented at Society for Research on Educational Effectiveness, Washington, DC.

**Schwartz, K.** (2016, September). *When Ceteris Paribus is not possible: Better understanding quantitative data through qualitative inquiry.* Panel presented at 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 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 presented at 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 presented at 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 presented at 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 presented at 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 adaption 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

9/2021 – 12/2021 Adjunct Faculty, Data Science for Social Impact (graduate), NYU, co-taught with Jennifer Hilll

9/2020 – 12/2020 Adjunct Faculty, Data Science for Social Impact (graduate), NYU, co-taught with Jennifer Hill

9/2019 – 12/2019 Adjunct Faculty, Data Science for Social Impact (graduate), NYU, co-taught with Jennifer Hill

9/2018 – 12/2018 Adjunct Faculty, Educational Psychology (undergraduate), NYU

10/2018 Guest Lecturer, ““Unpacking” mediation, moderation, and power”, Research Design and Methodology in the Behavioral Sciences I & II (doctoral), NYU

3/2018 Guest Lecturer for Edward Seidman’s Community Psychology course (undergraduate), NYU

10/2017 Guest Lecturer for Marc Scott’s Multi-Level Modeling: Growth Curves course (doctoral), NYU

03/2015 – 08/2017 Research mentor (and statistical methodology support) for Additional Insights fellows (below)

03/2017 – 05/2017 Research mentor, 5 (additional) undergraduate students in applied psychology at NYU

01/2016 – 05/2017 Research mentor, 2 undergraduate students in applied psychology at NYU

01/2016 – 05/2017 Research mentor, 1 undergraduate (who then advanced to a masters student) at Stony Brook

10/2016 Guest Lecturer, ““Unpacking,” contrast effects, mediation, moderation, and power”, Research Design and Methodology in the Behavioral Sciences I & II (doctoral), NYU

07/2016 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)

07/2016 Lecturer, Taking Stock/Taking Stock Revisited, Additional Insights Summer Training Institute

07/2016 Lecturer, Mediation & Moderation, Additional Insights Summer Training Institute

01/2016 – 08/2016 Research mentor, 1 masters student in applied statistics

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)

06/2015 Lecturer, Mediation & Moderation, Additional Insights Summer Training Institute

06/2015 Lecturer, State of the Field, Additional Insights Summer Training Institute

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

***Sr. Research Scientist* Global TIES for Children, New York University**, to H. Yoshikawa, Ph.D. & A. Wuermli, Ph.D.

10/2021 – present *Early Childhood Development in Emergency Contexts (ECDEC)*

Funded by the MacArthur Foundation and the Lego Foundation, this project is a partnership

***Research Scientist*** with the International Rescue Committee, BRAC, and Sesame Workshop to create (and

6/2018 – 9/2021 evaluate) play-based learning programs for children age 0 to 6 years old in Lebanon, Jordan, Iraq, and Bangladesh with a focus on Syrian and Rohingya refugee children. It includes home-, center-, and media-based intervention components with a focus on child, caregiver, and teachers impacts and on developing and adapting measurement tools for this under-studied population.

***Graduate Research Assistant***

10/2012 –12/2018 **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 (ECLSK) to, over the course of three papers, more closely examine the role of school context and school characteristics, especially in early adolescence.

***Research Curriculum Coordinator***

Summer 2018 **New York University**, to L. Allen, Ph.D.

*Quality Undergraduate Education and Scholarly Training (QUEST) program*

This pilot project seeks to increase the opportunities for underrepresented minorities to get into doctoral degree programs in applied psychology through an 8-week immersive program that includes research mentorship within a lab group, a 44-hour soup-to-nuts research curriculum, and professional development workshops provided to ten undergraduate summer fellows interested in pursuing doctoral degrees in Applied Psychology.

***Research Consultant***

08/2013 – 05/2017 **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 ECLSK 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

***Research Assistant***

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)

International Society for the Study of Behavioural Development (ISSBD)

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: Global TIES Communications Committee (2020 - )

Global Race, Power, and Privilege Committee (2020 - )

Global Nesting Committee (2020 - )

Institute for Human Development and Social Change (IHDSC) “On the Ground” Advisory Board (2017-2019)

Power Analysis Consultant for Drs. Erin Godfrey & Shabnam Javdani (April 2018)

Psychology and Social Intervention (PSI) Sense of Community Committee (2015-2016; 2016-2017)

PSI Representative to the Applied Psychology Visibility Committee (2015-2016)

Originator & Organizer, *Translating Academic Research into Op-Ed Articles*, NYU Steinhardt faculty & doctoral student workshop led by Jonathan Zimmerman, PhD

PSI Admissions Committee (2014-2015)

PSI Colloquium Organizer (2013-2014)

PSI Recruitment Committee (2012-2013)

Ad Hoc Reviewer: AERA Open

Asia Pacific Journal of Education

CIES Conference Submissions

Comparative Education Review

Journal of Applied Developmental Psychology

Journal of Early Adolescence

Journal on Education in Emergencies

Journal for Research on Educational Effectiveness

Society for Research on Educational Effectiveness Conference Submissions

Teaching and Teacher Education

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; KoBo Toolbox; Microsoft Office; MPlus; ODK; Optimal Design; Photoshop; Qualtrics; R; Research; SAS; SPSS; STATA