

# MOLLY SCHWARZ

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CONTACT INFORMATION	North Hall Department of Economics University of California Santa Barbara, CA 93106	<i>Phone:</i> (618) 660-7752 <i>E-mail:</i> mcschwarz@ucsb.edu <i>Website:</i> <a href="http://www.mollycschwarz.com">www.mollycschwarz.com</a>
CITIZENSHIP	U.S.	
FIELDS OF INTEREST	Labor Economics, Education Economics, Health Economics	
EDUCATION	<b>University of California, Santa Barbara</b> Ph.D., Economics <i>Dissertation Committee: Kelly Bedard (advisor), Heather Royer, Dick Startz</i> M.A., Economics	Expected June 2023   2017
	<b>University of Tulsa, Tulsa, OK</b> B.S.B.A., Economics, <i>Magna Cum Laude</i> B.S., Mathematics, <i>Magna Cum Laude</i>	2016 2016
WORKING PAPERS (ABSTRACTS AT END)	<b>[Job Market Paper]</b> “Who Becomes a School Leader? An Investigation of Teachers’ Careers and Value-Added” Current draft: <a href="https://mollycschwarz.github.io/JMP/Schwarz_JMP.pdf">https://mollycschwarz.github.io/JMP/Schwarz_JMP.pdf</a> .  “Knowing Me, Knowing You: An Experiment on Payoff Information and Strategic Uncertainty,” <i>with Hazem Alshaikhmubarak, Dave Hales, Maria Kogelnik, and Kent Strauss</i> . Current draft: <a href="https://ssrn.com/abstract=3915018">https://ssrn.com/abstract=3915018</a> .  “The Effect of Affordable Care Act Medicaid Expansions on Household Composition,” <i>with Matthew Fitzgerald</i> . Current draft: <a href="https://ssrn.com/abstract=3836208">https://ssrn.com/abstract=3836208</a> .	
WORKS IN PROGRESS	“Who Leaves Teaching After Childbirth? An Analysis of Teacher Retention and Teacher Quality”  “Paid Maternity Leave and Children’s Long Run Outcomes”	
RESEARCH GRANTS	National Science Foundation, Social, Behavioral, and Economic Sciences (SES) Doctoral Dissertation Research Improvement Grant, with PI Dr. Kelly Bedard (\$25,000 )  Broom Graduate Student Research and Training Grant (\$2,000)	2021 – 2023  2021 – 2022

ORGANIZATIONAL MEMBERSHIPS	Association for Public Policy Analysis and Management	2022 – present
	American Society of Health Economists	2020 – present
	Graduate Associate, Leonard and Gretchan Broom Center for Demography at the University of California Santa Barbara	2018 – present
FELLOWSHIPS & AWARDS	<u>University of California, Santa Barbara</u>	
	Graduate Research Mentorship Program Fellowship <i>Academic year fellowship “intended to assist recipients in acquiring and developing sophisticated research skills under faculty mentorship.”</i>	2021 – 2022
	Economics Department Graduate Student Prize <i>Awarded based on scholarship, teaching, contributions to the department, or to the community</i>	2020
	Department of Economics Outstanding Undergraduate TA Award	2020
	Economics Graduate Research Quarter Fellowship <i>Academic quarter fellowship</i>	2020
	Gretler Fellowship <i>Academic quarter fellowship</i>	2018
	Janet A. Alpert Fellowship in Economics <i>Fellowship stipend</i>	2017
	Microeconomics Preliminary Exam, Ph.D. Pass with Distinction	2017
	Thormahlen Family Fellowship in Economics <i>Academic year fellowship</i>	2016 – 2017
	<u>University of Tulsa</u>	
	Collins College of Business Outstanding Economics Graduate	2016
	Presidential Scholarship	2012 – 2016
	<u>Other</u>	
	National Merit Scholar	2012
RESEARCH ASSISTANCE	<u>University of California, Santa Barbara</u>	
	Heather Royer	2018 – 2019
TEACHING EXPERIENCE	<u>University of California, Santa Barbara</u>	2017 – present
	Econ 1 – Principles of Microeconomics (Lead TA)	
	Econ 10A – Intermediate Microeconomic Theory	
	Econ 134A – Financial Management	
	Econ 140B – Introduction to Econometrics	
	Econ 210C – Markets & Incentives (PhD-level Microeconomics)	

PRESENTATIONS	All-California Labor Economics Conference ( <i>poster session</i> )	2022
	UC Davis Center for Poverty & Inequality Research Fall Graduate Student Retreat	2021
	10th Annual Conference of the American Society of Health Economists	2021
	UCSB Applied Micro Econ Lunch	2018, 2020, 2021, 2022
	Broom Center for Demography Lab Lunch	2018

SERVICE	<u>University of California, Santa Barbara</u>	
	We are Economics at Santa Barbara (WeSB),	Fall 2018 – Summer 2020
	Founder and Former Co-Chair of group aimed at promoting diversity and inclusion in the UCSB Economics graduate student community	

REFERENCES	<b>Kelly Bedard</b> ( <i>advisor</i> )	<b>Heather Royer</b>
	Professor	Professor
	Department of Economics	Department of Economics
	University of California, Santa Barbara	University of California, Santa Barbara
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**Dick Startz**  
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ADDITIONAL CONTACTS	<b>Placement Director</b>	<b>Placement Administrator</b>
	Professor Erik Eyster	Mark Patterson
	Department of Economics	Department of Economics
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**[Job Market Paper]** “Who Becomes a School Leader? An Investigation of Teachers’ Careers and Value-Added”

Current draft: [https://mollycschwarz.github.io/JMP/Schwarz\\_JMP.pdf](https://mollycschwarz.github.io/JMP/Schwarz_JMP.pdf).

This paper investigates whether effective teachers are more likely to progress to school leadership positions. Using data on 4th through 8th grade teachers at elementary and middle schools in North Carolina, I estimate the relationship between a teacher’s effectiveness in teaching (as measured by value-added to math and reading standardized test scores) and their likelihood of becoming an assistant principal in the next academic year. I find that one standard deviation higher value-added math (reading) teachers are on average 33.7% (7.9%) more likely to become an assistant principal in the next academic year after controlling for important differences across educators, such as demographic characteristics, teaching experience, and training. There are important differences in the size of this effect across groups, with value-added being more predictive of promotion to assistant principal for both male teachers and non-white teachers. To explore the consequences of this promotion practice, I estimate principal value-added and compare it to an educator’s teacher value-added. Using a back of the envelope calculation, I find that the current promotion practices on average lead to small positive impacts on student achievement.

“Knowing Me, Knowing You: An Experiment on Payoff Information and Strategic Uncertainty,” *with Hazem Alshaikhmubarak, Dave Hales, Maria Kogelnik, and Kent Strauss.*

Current draft: <https://ssrn.com/abstract=3915018>.

We experimentally study how mutual payoff information affects play in strategic settings. Subjects play the Prisoner’s Dilemma or Stag Hunt game against randomly re-matched opponents under two information treatments. In our partial-information treatment subjects are shown only their own payoffs, while in our full-information treatment they are shown both their own and their opponent’s payoffs. In both treatments, they receive feedback on their opponent’s action after each round. We find that mutual payoff information initially facilitates reaching the Pareto-efficient outcome in both games. While play in the Prisoner’s Dilemma converges toward the unique Nash equilibrium of the game under both information treatments, mutual payoff information has a substantial impact on the equilibrium selection in the Stag Hunt throughout all rounds of the game. Using a belief-learning model and simulations of play, we provide evidence that these effects are driven not only by initial play but also by the way subjects learn. We propose that strategic uncertainty is a probable channel through which payoff information affects play.

“The Effect of Affordable Care Act Medicaid Expansions on Household Composition,” *with Matthew Fitzgerald.*

Current draft: <https://ssrn.com/abstract=3836208>.

Prior research has shown improvements in low-income individuals’ financial well-being as a consequence of the Affordable Care Act’s Medicaid expansion. Given the connection between financial well-being and housing, we investigate the extent to which the provision of Medicaid to previously ineligible, low-income childless adults affects their household composition. Using a staggered adoption difference-in-differences design on an urban sample of individuals with less than a high school degree, we find that 26 to 39 year olds experience a significant 4.2% decline in the number of individuals living in the household, which is due to living with fewer extended family members. At the same time, 26 to 39 year olds experience a relatively smaller decline in the number of rooms (1.8%), leading to a 3.1% reduction in the level of household crowding, as measured by persons per bedroom. These reductions in household crowding are strongest for Hispanic individuals and those living in areas with above-median housing costs. In comparison, there are no significant impacts on household composition for 40 to 64 year olds as a consequence of the policy.