

## NATALIA A. PALACIOS

Institute for Policy Research  
Northwestern University  
2040 Sheridan Road  
Evanston, IL 60208  
Phone: 847-467-6907  
Fax: 847-467-7094  
n-palacios@northwestern.edu

### EDUCATION

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**Ph.D. in Human Development and Social Policy**, expected June 2009

School of Education and Social Policy, Northwestern University

*Dissertation title:* Immigration, child development, and early education in the 21<sup>st</sup> century

*Committee:* Drs. P. Lindsay Chase-Lansdale, Greg J. Duncan, James P. Spillane

**M.A. in Human Development and Social Policy**, 2007

School of Education and Social Policy, Northwestern University,

*Thesis title:* Early reading achievement of children in immigrant families: Evidence from the ECLS-K

**B.A. with Honors in Psychology**, Brown University, 2001

### HONORS AND AWARDS

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| 2008 – 2009 | Dissertation Year Fellowship, Northwestern University  |
| 2004 – 2008 | Multidisciplinary Program in Education Sciences, Institute for Education Sciences Fellowship |
| 2004 – 2008 | Institute for Policy Research Graduate Research Assistant                                    |
| 2003 – 2006 | American Psychological Association Minority Fellowship, Mental Health Predoctoral Fellow     |
| 2003 – 2006 | University Scholar, Northwestern University Graduate School                                  |
| 2001        | Davids Book Award in Psychology for research in the field of Clinical Psychology             |
| 2001        | Millennium Fellows Scholar, Society for Research in Child Development                        |
| 2000 – 2001 | Undergraduate Teaching and Research Award  |
| 2000        | Research at Brown Grant  |

## **PUBLICATIONS**

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**Palacios, N.**, Gutmannova, K., & Chase-Lansdale, P. L. (in press). Early reading achievement of children in immigrant families: Evidence from the ECLS-K. *Developmental Psychology*.

Chase-Lansdale, P. L., Valdovinos D'Angelo, A., & **Palacios, N.** (2007). A multidisciplinary perspective on the development of young children in immigrant families. In J. E. Lansford, K. Deater-Deckard, & M. H. Bornstein (Eds.), *Immigrant families: Multidisciplinary views on the 21st century* (pp. 137-156). New York: Guilford Press.

García Coll, C. T., Szalacha, L., & **Palacios, N.** (2005). The academic pathways during middle childhood for children of immigrant families. In C. R. Cooper, C. García Coll, T. Bartko, H. Davis, & C. Chatman (Eds.), *Hills of gold: Rethinking diversity and contexts as resources for children's developmental pathways* (pp. 207-233). New Jersey: Lawrence Erlbaum Press.

García Coll, C. T., Akiba, D. A., **Palacios, N.**, Bailey, B., Silver, R., DiMartino, L., & Chin, C. (2002). Parental involvement in children's education: Lessons from three immigrant groups. *Parenting: Science and Practice*, 2, 303-324.

## **WORKING PAPERS**

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Bachman, H. J., **Palacios, N.**, & Chase-Lansdale, P. L. (revise/resubmit). Family and child strengths that promote early reading and math proficiency in low-income, minority preschoolers. *Parenting: Science and Practice*.

Guttmannova, K., **Palacios, N.**, Valdovinos D'Angelo, A., Berhie, S., & Chase-Lansdale, P. L. (2008). School success among low-income, urban youths from immigrant and non-immigrant families. *Manuscript in preparation*.

**Palacios, N.** (2008a). Low-income preschoolers: Immigrant differences at school entry. *Manuscript in preparation*.

**Palacios, N.** (2008b). Development of English language proficiency and reading mastery: Home and school context. *Manuscript in preparation*.

**Palacios, N.** (2008c). Why teachers matter: The cumulative effect of teacher influence in the early primary grades. *Manuscript in preparation*.

## **PRESENTATIONS**

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**Palacios, N.** (May, 2008). Development of English language proficiency and reading mastery: Home and school context. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL, May 22-25.

- Palacios, N.,** Guttmannova, K., & Chase-Lansdale, P. L. (March, 2007). Early reading achievement of children in immigrant families: Evidence from the ECLS-K. Paper presented in the symposium, The development of young children in immigrant families, at the biennial meeting of the Society for Research in Child Development, Boston, MA, March 28-April 1.
- Guttmannova, K., **Palacios, N.,** Valdovinos D'Angelo, A., & Chase-Lansdale, P. L. (March, 2007). School success among low-income, urban youths from immigrant and non-immigrant families. Paper presented in the symposium, The role of immigration in the academic success of adolescents and young adults, at the biennial meeting of the Society for Research in Child Development, Boston, MA, March 28-April 1.
- Palacios, N.,** Guttmannova, K., & Chase-Lansdale, P. L. (June, 2006). Immigrant differences in early reading achievement: Evidence from the ECLS-K. Poster presented at the Institute for Education Sciences Research Conference, Washington D.C., June 14-16.
- Chase-Lansdale, P. L., Valdovinos D'Angelo, A., & **Palacios, N.** (May, 2006). A multidisciplinary perspective on the development of young children in Mexican American immigrant families. Invited paper presented at the conference on Immigrant Families in America, at the Center for Child and Family Policy, Duke University, Raleigh, NC, May 19-20.
- Bachman, H. J., **Palacios, N.,** & Chase-Lansdale, P. L. (April, 2006). Family and child strengths that promote early reading and math proficiency. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 7-11.
- Bachman, H. J., **Palacios, N.,** & Chase-Lansdale, P. L. (March, 2006). Family and child strengths that promote early reading and math proficiency in low-income minority preschoolers. Poster presented at the annual meeting of the Population Association of America, Los Angeles, CA, March 30-April 1.
- García Coll, C. T. & **Palacios, N.** (April, 2003). Culture as an explanatory construct in the development of children of color. Invited Symposium to be presented at the Society for Research in Child Development, Tampa, FL, April 24-27.
- García Coll, C. T., Modell, J., Bailey, B., Akiba, D. A., Chin, C., Silver, R., **Palacios, N.,** Dimartino, L., & Lemos, T. (November, 2001). Parental involvement in children's education: Lessons from three immigrant groups. Presentation presented at the Yale University Bush Center in Child Development and Social Policy, New Haven, CT.
- Akiba, D.A., Dimartino, L., **Palacios, N.,** & Rodriguez, S. (April, 2001). Children from immigrant families: Multiplicity of identities. Symposium presented at the Society for Research in Child Development, Minneapolis, MN, April 19-22.

## QUANTITATIVE TRAINING

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### Advanced Courses

- Econometrics, Hierarchical Linear Modeling, Longitudinal Methods and Regression Analysis, Psychometric Theory, Designs for Causal Research

### National Workshops

- American Psychological Association, Advanced Training Institute on Structural Equation Modeling in Longitudinal Research, University of Virginia (2007). Competitive application for five-day advanced methodological training seminar.
- National Longitudinal Survey of Youth Workshop (Bureau of Labor Statistics), Center for Human Resource Research, The Ohio State University (2005). Designed for advanced students and recent PhDs to improve familiarity with the NLSY79 and 97 longitudinal datasets.

## EXPERIENCE

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**Teaching Assistant**, Introduction to Statistics and Research Methods (SESP 210)  
School of Education and Social Policy, Northwestern University, Winter 2008

- Independently led undergraduate laboratory section
- Developed statistical examples that complemented material covered by professor in class
- Responsible for grading student homework and exams

**Graduate Research Assistant** (Advisor: Dr. P. Lindsay Chase Lansdale)

*Welfare, Children and Families: A Three-City Study*, Northwestern University, 2004 to Present

- Analyses focusing on the positive development and proficiency of minority students
- Assisted with instrument development of for the 3<sup>rd</sup> Wave of data (focus on Youth Schooling Module and Teacher Survey)
- Responsible for cleaning the schooling section of the 3<sup>rd</sup> Wave of data for public release

**Senior Research Assistant**, (Co-PI: Dr. Cynthia García Coll)

Center for the Study of Human Development, Brown University, 2001 to 2003

- Coordinated MacArthur Project on Successful Pathways through Middle Childhood (Providence)
- Organized data collection, participated in data analysis, interpretation, presentations and journal writing

**Program Coordinator**, Millennium Fellows Program

Society for Research in Child Development (SRCD), 2002 to 2003

- Recruited minority students, junior and senior mentors to participate in mentoring program for underrepresented groups interested in developmental psychology (Tampa, Spring 2003)
- Requested charitable donations from major foundation including the William T. Grant Foundation and the Foundation for Child Development
- Organized program events for Millennium fellows during the conference

**Consultant**, Center for Hispanic Policy and Advocacy-CHisPA, 2002 to 2003

- Collaborated with development of the proposal for The Latino Policy Institute, the first Latino-focused policy analysis center in Rhode Island
- Interviewed community leaders and government officials for input on community needs
- Organized focus groups with presidents and directors of community advocacy groups
- Analyzed and compared the mission, structure and strategic plan of leading national Latino policy and advocacy organizations to develop a feasible model for the new institute

## **PROFESSIONAL SERVICE**

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- Graduate Student Representative to Faculty Search Committee (Winter 2005), School of Education and Social Policy and Psychology Dept.
- Graduate Student Junior Mentor, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development (Boston, Spring 2005)

## **PROFESSIONAL MEMBERSHIPS**

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- American Psychological Association (2003 to present)
- Society for Research in Child Development (2004 to present)
- Population Association of America (2005 to present)
- American Educational Research Association (2008 to present)
- Association for Psychological Science (2008 to present)

## **ADDITIONAL INFORMATION**

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- Write and speak Spanish fluently
- Knowledge of STATA, SPSS, HLM, M+, MS Word, Power Point, Windows 2000, XP and Mac OS

<References on next page>

## REFERENCES

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P. Lindsay Chase-Lansdale, Ph.D. (Advisor, Dissertation Committee Chair)  
Professor, Human Development and Social Policy  
School of Education and Social Policy  
Director, Cells to Society (C2S): The Center on Social Disparities in Health  
Faculty Fellow, Institute for Policy Research  
Northwestern University  
2040 Sheridan Road  
Evanston, IL 60208  
(847) 467-6906

Greg J. Duncan, Ph.D. (Dissertation Committee Member)  
Distinguished Professor of Education  
Department of Education  
University of California Irvine  
2062 Berkeley Place North  
Irvine, CA 92697-5500  
(949) 824-7831

James P. Spillane, Ph.D. (Dissertation Committee Member)  
Spencer T. and Ann W. Olin Professor in Learning and Organizational Change  
Professor, Human Development and Social Policy, Learning Sciences  
School of Education and Social Policy  
Faculty Fellow, Institute for Policy Research  
Northwestern University  
2120 Campus Drive  
Evanston, IL 60208  
(847) 467-5577