

ALLISON H. FRIEDMAN-KRAUSS

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EDUCATION

- 2010-2015 Doctor of Philosophy in **Developmental Psychology**, Department of Applied Psychology, Steinhardt School of Culture, Education and Human Development, **New York University**.
Dissertation Committee: C. Cybele Raver (Chair), Pamela Morris, Clancy Blair
Dissertation Title: *Instability in Education Settings During Early and Middle Childhood and Children's Cognitive Development and Self-Regulation: Mediators and Moderators*
- 2005-2006 Master of Education in Mind, Brain, & Education, Harvard Graduate School of Education, **Harvard University**.
- 1999-2003 Bachelor of Science in Human Development with Honors and Distinction, College of Human Ecology, **Cornell University**.

GRANTS

- 2017 Co-Principal Investigator:** State of Preschool Report; Heising-Simons Foundation - \$400,000, 1 year
- 2018 Co-Principal Investigator:** State of Preschool Report; Heising-Simons Foundation - \$1.19 million, 2 years
- 2018 Principal Investigator:** *Child Care Associates 2016-2017: Benchmarking Head Start and Early Head Start in Tarrant County, Texas* - \$10,000
- 2019 Co-Principal Investigator:** Understanding how public preschool can achieve and maintain high quality early education opportunities; Robert Wood Johnson Foundation - \$1,980,000, 4 years
- 2019 Principal Investigator:** NIEER Infant and Toddler Center Planning Grant; The Nicholson Foundation - \$90,000, 7 months
- 2019 Principal Investigator:** Connecticut Special Education Early Childhood Needs Assessment; Connecticut State Department of Education - \$200,000, 7 months
- 2020 Principal Investigator:** Establishing a Center for Infant and Toddler Policy at NIEER; The Nicholson Foundations - \$350,000, 15 months
- 2020 Co-Principal Investigator:** State of Preschool Report; Heising-Simons Foundation - \$1.2 million, 2 years
- 2020 Co-Principal Investigator:** State of Preschool Report; The Bill and Melinda Gates Foundation - \$260,000, 2 years
- 2020 Principal Investigator:** Head Start and Early Childhood Special Education State by State Reports; Robert Wood Johnson Foundation - \$750,000, 15 months
- 2021 Principal Investigator:** ITC@NIEER Birth to Kindergarten Early Learning and Development Roadmap, The Henry and Marilyn Taub Foundation - \$25,000, 9 months
- 2022 Co-Principal Investigator:** National Survey of Early Childhood Special Education, University of Connecticut - \$100,000

HONORS AND AWARDS

- 2015 Society for Research in Child Development Student Travel Award (\$300)
- 2014-2015 NYU-PIRT Senior Fellow (\$1,000)

2010-2014	Institute of Education Sciences Pre-Doctoral Interdisciplinary Research Training 4-Year Fellowship, New York University (\$30,000 stipend per year for four years)
2014	NYU Steinhardt Mitchell Leaska Dissertation Research Award (\$5,000)
2014	NYU Steinhardt Doctoral Fellowship Summer Grant Development Award (\$2,000)
2014	NYU Steinhardt Travel Award (\$500)
2013	NYU Dept. of Applied Psychology Graduate Student Summer Research Award (\$2,562)
2013	Society for Research in Child Development Student Travel Award (\$300)
2012	NYU Dept. of Applied Psychology Graduate Student Summer Research Award (\$1,100)
2011	Society for Prevention Research Travel Award (\$250)
2005	Leadership in Education Award, Harvard Graduate School of Education (\$10,000 scholarship)
2003	SUNY Chancellor's Award for Student Excellence, Cornell University
1999-2003	Cornell Presidential Research Scholar (\$10,000 over 4 years to fund research)

RESEARCH EXPERIENCE:

2020-current	Director , Infant and Toddler Policy Research Center at NIEER
2015-current	<p>Assistant Research Professor, National Institute for Early Education Research, Rutgers University.</p> <ul style="list-style-type: none"> • Leads work on the annual <i>State of Preschool</i> report, including survey development, data collection, analysis, report writing, and dissemination of findings • Develops and implements two 50-state reports on equity of access to Head Start and Early Childhood Special Education • Director of the Infant Toddler Policy Research Center at NIEER (ITC@NIEER) • Lead work on the <i>State(s) of Head Start</i> report including report design, data analysis, report writing, and dissemination • Conducts policy analysis for a variety of projects across multiple states, including ECE workforce policies • Designed and implemented the health data collection components for NIEER's study of high-quality preschool in NJ • Conducts data analysis with both secondary data, including large data sets, and data collected at NIEER
2013-2015	<p>Research Assistant, New York University to Hirokazu Yoshikawa, Ph.D. on the Effects of Early Childhood Programs on Children: A Comprehensive Meta-Analysis Project. <i>Use meta-analysis of rigorous research to examine the effectiveness of early childhood programs and the conditions under which programs are most effective.</i></p>
2011-2015	<p>Research Assistant, New York University to Pamela Morris, Ph.D. on the Secondary Analysis of Variation in Impacts of the Head Start Impact Study. <i>Reanalysis of the Head Start Impact Study focused on methods for estimating causal impacts, mechanisms, moderators, and measurement.</i></p>
2010-2015	<p>Research Assistant, New York University to C. Cybele Raver, Ph.D. on the Chicago School Readiness Project. <i>Cluster-randomized control trial of a classroom-based social-emotional intervention implemented in Head Start; low-income, predominantly ethnic minority children have been followed longitudinally for eight years, including measures of poverty-related risk.</i></p>

- 2010-2015 **Research Assistant**, New York University to Clancy Blair, Ph.D. on the Family Life Project.
Prospective longitudinal sample of children and families living in two areas of rural poverty; data on child development and family and school contexts.
- 2006-2010 **Research Project Coordinator**, National Institute for Early Education Research, Rutgers University, to W. Steven Barnett, Ph.D. & Ellen Frede, Ph.D.
Conduct policy-relevant research to support high-quality, effective preschool programs in states and nationally; communicate research with key stakeholders.
- 2005-2006 **Research Assistant**, Harvard University to Elizabeth Spelke, Ph.D. Laboratory for Developmental Studies
- 2003-2005 **Research Study Assistant**, Memorial Sloan Kettering Cancer Center to Moshe Shike, M.D.
- 1999-2003 **Research Assistant**, Cornell University to Steve Robertson, Ph.D. Robertson Infant Research Lab

REFEREED JOURNAL ARTICLES

- Nores, M., **Friedman-Krauss, A. H.**, & Figueras-Daniel, A. (2021). Exploring two unique measures of preschool classroom quality and their associations with children's learning. *Early Childhood Research Quarterly*.
- Hustedt, J. T., Jung, K., **Friedman-Krauss, A. H.**, Barnett, W. S., & Slicker, G. (2021). Impacts of the New Mexico PreK Initiative by children's race/ethnicity. *Early Childhood Research Quarterly*, 54, 194-203. doi: 10.1016/j.ecresq.2020.09.006.
- Harding, J. F., Connors, M. C., **Friedman-Krauss, A. H.**, Aikens, N., Malone, L., & Tarullo, L. (2019). Head Start teachers' professional development, wellbeing, attitudes, and practices: Understanding changes over time and predictive relationships. *American Journal of Community Psychology*, 63, 324-337. doi:10.1002/ajcp.12327
- McKinnon, R., **Friedman-Krauss, A. H.**, Roy, A. & Raver, C. C. (2018). Teacher-child relationships in the context of poverty: The role of frequent school mobility. *Journal of Children and Poverty*, 24, 25-46. doi:10.1080/10796126.2018.1434761
- Morris, P., Connors, M., **Friedman-Krauss, A.**, McCoy, D., Weiland, C., Feller, A., Page, L., Bloom, H., & Yoshikawa, H. (2018). New findings on impact variation from the Head Start Impact Study: Informing the Scale-up of Early Childhood Programs. *AERA Open*, 4, 1-16. doi:10.1177/2332858418769287
- Barnett, W. S., Jung, K., **Friedman-Krauss, A.**, Frede, E., Nores, M., Hustedt, J. T., Howes, C., & Daniel-Echols, M. (2018). Effects of eight state prekindergarten programs on early learning: A regression-discontinuity analysis. *AERA Open* 4, 1-16. doi:10.1177/2332858418766291
- Connors, M.C., & **Friedman-Krauss, A.H.** (2017). Varying states of Head Start: Impacts of a federal program across state policy contexts. *Journal of Research on Educational Effectiveness*, 4, 675-703. doi:10.1080/19345747.2017.1320736
- Neuenschwander, R., **Friedman-Krauss, A. H.**, Raver, C. C., & Blair, C. (2017). Teacher stress predicts child executive function: Moderation by school poverty. *Early Education and Development*, 28, 880-900. doi:10.1080/10409289.2017.1287993

Friedman-Krauss, A. H., Connors, M. C., & Morris, P. A. (2017). Unpacking the treatment contrast in the Head Start Impact Study: To what extent does assignment to treatment affect quality of care? *Journal of Research on Educational Effectiveness, 10*(1), 68-95. doi:10.1080/19345747.2016.1147627

Pressler, E., Raver, C. C., **Friedman-Krauss, A.,** & Roy, A. L. (2016). The roles of school readiness and poverty-related risk for 6th grade school outcomes. *Journal of Educational and Developmental Psychology, 6*(1), 140-156. doi:10.5539/jedp.v6n1p140

Friedman-Krauss, A. H., & Raver, C.C. (2015). Does school mobility predict at-risk elementary school children's math achievement? The mediating role of self-regulation. *Developmental Psychology, 51*(12). doi: 10.1037/a0039795

McCoy, D. C., Connors, M. C., Morris, P., Yoshikawa, H., & **Friedman-Krauss, A.** (2015). Neighborhood economic disadvantage and Head Start children's academic, socioemotional, and behavioral functioning: Exploring quality as a mediating mechanism. *Early Childhood Research Quarterly, 32*, 150-159. doi:10.1016/j.ecresq.2015.04.003

Lowenstein, A. E., **Friedman-Krauss, A. H.,** Raver, C. C., Jones, S. M., & Pess, R (2015). School climate, teacher-child closeness, and low-income children's academic skills in kindergarten. *Journal of Educational and Developmental Psychology, 5*, 89-108. doi:10.5539/jedp.v5n2p89

Friedman-Krauss, A. H., Raver, C. C., Neuspiel, J. M., & Kinsel, J. (2014). Child behavior problems, teacher executive functions, and teacher stress in Head Start classrooms. *Early Education and Development, 25*, 681-703. doi:10.1080/10409289.2013.825190

Friedman-Krauss, A. H., Raver, C. C., Morris, P., & Jones, S. (2014). The role of classroom-level child behavior problems in predicting preschool teacher stress and classroom emotional climate. *Early Education and Development, 25*, 530-552. doi:10.1080/10409289.2013.817030

Friedman, A. H., Watamura, S. E., & Robertson, S. S. (2005). Movement-attention coupling in infancy and attention problems in childhood. *Developmental Medicine & Child Neurology, 47*, 660-665. doi:10.1111/j.1469-8749.2005.tb01050.x

JOURNAL ARTICLES IN PROGRESS

Weiland, C., McCormick, M., Duer, J., **Friedman-Krauss, A. H.,** Pralica, M., Xia, S., Nores, M., & Mattera, S. (in progress). Mixed-deliver public prekindergarten: Differences in demographics, quality, and children's gains by setting across five large-scale systems.

Friedman-Krauss, A. H. (in progress). Instability of Head Start and Children's School Readiness: The Role of Quality.

Friedman-Krauss, A. H., & Morris, P. A. (in progress). Enrollment in Multiple Concurrent Early Childhood Care and Education Programs: Impacts on Children's Math and Language Skills.

POLICY REPORTS

Friedman-Krauss, A. H., Barnett, W. S., Garver, K. A., Hodges, K. S., Weisenfeld, G. G., Gardiner, B. A., Jost, T. M. (2022). *The State of Preschool 2021: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

Friedman-Krauss, A., Barnett, W. S., & Li, Z. (2021). How did the Covid-19 Pandemic Impact

- Child Care use among Infants and Toddlers in New Jersey? [Data Snapshot.] New Brunswick, NJ: National Institute for Early Education Research.
- Friedman-Krauss, A. H.,** Barnett, W. S., Garver, K. A., Hodges, K. S., Weisenfeld, G. G., & Gardiner, B. A. (2021). *The State of Preschool 2020: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.
- Friedman-Krauss, A.H.** & Hallam, R. (2020). *Infant and Toddler Child Care Data Needs in New Jersey*. New Brunswick, NJ: National Institute for Early Education Research.
- Friedman-Krauss, A.H.,** & Barnett, W. S. (2020). *Access to High-Quality Early Education and Racial Equity*. New Brunswick, NJ: National Institute for Early Education Research.
- Friedman-Krauss, A. H.,** Barnett, W. S., Garver, K. A., Hodges, K. S., Weisenfeld, G. G., & Gardiner, B. A. (2020). *The State of Preschool 2019: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.
- Friedman-Krauss, A. H.,** Barnett, W. S., Garver, K. A., Hodges, K. S., Weisenfeld, G. G., & DiCrecchio, N. (2019). *The State of Preschool 2018: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.
- Friedman-Krauss, A. H.,** Bernstein, S., & Barnett, W. S. (2019). *Early Childhood Education: Three Pathways to Better Health*. New Brunswick, NJ: National Institute for Early Education Research.
- Nores, M., **Friedman-Krauss, A. H.,** & Frede, E. (2018). *Opportunities and Policies for young Dual Language Learners*. New Brunswick, NJ: National Institute for Early Education Research.
- Friedman-Krauss, A. H.,** & Kasmin, R. (2018). *Lead Teacher Workforce: Qualifications, Pay, and Parity*. New Brunswick, NJ: National Institute for Early Education Research.
- Friedman-Krauss, A. H.,** Barnett, W. S., Weisenfeld, G. G., Kasmin, R., DiCrecchio, N., & Horowitz, M. (2018). *The State of Preschool 2017: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.
- Friedman-Krauss, A. H.** (2018). *Child Care Associates 2016-2017: Benchmarking Head Start and Early Head Start in Tarrant County, Texas*. New Brunswick, NJ: National Institute for Early Education Research.
- Barnett, W. S., **Friedman-Krauss, A. H.,** Weisenfeld, G. G., Horowitz, M., Kasmin, R., & Squires, J. H. (2017). *The State of Preschool 2016: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.
- Ackerman, D. & **Friedman-Krauss, A.** (2017). *Preschoolers' Executive Function: Importance, Contributors, Research Needs, and Assessment Options*. Princeton, NJ: ETS.
- Barnett, W. S., & **Friedman-Krauss, A. H.** (2016). *State(s) of Head Start*. New Brunswick, NJ: National Institute for Early Education Research.
- Barnett, W. S., **Friedman-Krauss, A. H.,** Gomez, R. E., Horowitz, M., Weisenfeld, G. G., & Squires, J. H. (2016). *The State of Preschool 2015: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.
- Friedman-Krauss, A. H.,** Barnett, W. S., & Nores, M (2016). *How Much Can High-Quality Universal Pre-K Reduce Achievement Gaps?* Washington DC: Center for American Progress.

Lombardi, J., Harding, J., Connors, M. C., & **Friedman-Krauss, A. H.** (2016). Coming of Age: A Review of Federal Early Childhood Policy 2000-2015. In BUILD's *Rising to the Challenge: Building Effective Systems for Young Children and Families*. Retrieved from: <http://www.buildinitiative.org/Portals/0/Uploads/Documents/RisingtotheChallengePrologue.pdf>

Friedman-Krauss, A. H., & Barnett, W. S. (2013). *Early Childhood Education: Pathways to Better Health. Preschool Policy Brief*. New Brunswick: Rutgers, State University of New Jersey, National Institute for Early Education Research. <http://nieer.org/sites/nieer/files/health%20brief.pdf>

Barnett, W. S., Epstein, D., Carolan, M., Fitzgerald, J., Ackerman, D., & **Friedman, A. H.** (2010). *The State of Preschool 2010: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

Hustedt, J. T., Barnett, W. S., Jung, K., & **Friedman, A. H.** (2010). *The New Mexico PreK Evaluation: Impacts from the Fourth Year (2008-2009) of New Mexico's State-Funded PreK Program*. New Brunswick: Rutgers, State University of New Jersey, National Institute for Early Education Research.

Barnett, W. S., Epstein, D., **Friedman, A. H.**, & Frede, E. (2009). *NJ Pre-K: A Review for the 2009 Transition Team*. (Report Submitted to the New Jersey Governor's Transition Team). New Brunswick, NJ: National Institute for Early Education Research.

Barnett, W. S., Epstein, D. J., **Friedman, A. H.**, Sansanelli, R., & Hustedt, J. T. (2009). *The State of Preschool 2009: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

Friedman, A. H., Frede, E., Epstein, D., Sansanelli, R., Ackerman, D., & Stevenson-Boyd, J. (2009). *New Jersey preschool expansion assessment research study (PEARS): Report to the state*. New Brunswick, NJ: National Institute for Early Education Research.

Barnett, W. S., Epstein, D. J., **Friedman, A. H.**, Boyd, J. S., & Hustedt, J. T. (2008). *The State of Preschool 2008: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

Barnett, W. S., Hustedt, J. T., **Friedman, A. H.**, Boyd, J. S. & Ainsworth, P. (2007). *The State of Preschool 2007: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

BOOK CHAPTERS

Barnett, W. S., **Friedman-Krauss, A. H.**, & Weiland, C. (2020). Scale up of effective preschool education: New Directions for Research. In Graue, M.E., Ryan, S., Gadsen, V., & Levine, F. (Eds.). *Building Research Capacity in Early Childhood*, Washington DC: AERA.

Barnett, W. S., & **Friedman-Krauss, A. H.** (2020). Early childhood education programs in the public schools. *Handbook of Research on the Education of Young Children*.

Blair, C., Berry, D. J., & **Friedman, A. H.** (2012). The development of self-regulation in infancy and early childhood: An organizing framework for the design and evaluation of early care and education programs for children in poverty. In S. L. Odom, E. P. Pungello, N. Gardner-Neblett (Eds.), *Infants, toddlers, and families in poverty: Research implications for early child care* (pp. 127-152). New York, NY: Guilford Press.

- Hustedt, J. T., **Friedman, A. H.**, & Barnett, W. S. (2012). Investments in early education: Resources at the federal and state levels. R. C. Pianta, L. Justice, W. S. Barnett, & S. Sheridan (Eds.), *Handbook of early education* (pp. 48-72). New York: Guilford Press.
- Raver, C. C., Smith-Carter, J, McCoy, D. C., Roy, A., Ursache, A., & **Friedman, A.** (2012). Testing models of children's self-regulation within educational contexts: Implications for measurement. In J. B. Benson (Ed.), *Advances in child development and behavior*, 42, 245-270. Burlington: Academic Press.
- Barnett, W. S., **Friedman, A. H.**, Hustedt, J. T., & Stevenson Boyd, J. (2009). An overview of prekindergarten policy in the United States: Program governance, eligibility, standards, and finance. In R. Pianta & C. Howes (Eds.), *The promise of pre-K* (pp. 3-30). Baltimore, MD: Brookes Publishing.

BLOG POSTS

- Friedman-Krauss, A. H.** What Must we do Right Now for Child Care Providers? *Preschool Matters....Today*. March 25, 2020
- Friedman-Krauss, A. H.** My Search for the Holy Grail: High Quality Infant Care: Part II. *Preschool Matters...Today*. November 22, 2019
- Friedman-Krauss, A. H.** My Search for the Holy Grail: High Quality Infant Care: Part I. *Preschool Matters...Today*. November 15, 2019
- Friedman-Krauss, A. H.**, & Barnett, W. S. Behind the Numbers: How State Preschool has changed since 2002. *Preschool Matters....Today*. April 18, 2019.
- Friedman-Krauss, A. H.** Three things to know from the State of Preschool 2017. *Preschool Matters....Today*. April 19, 2018.
- Friedman-Krauss, A. H.** The State of Preschool 2016: Raising the Bar on Quality. *Preschool Matters....Today*. May 26, 2017.
- Friedman-Krauss, A. H.** State(s) of Head Start: Funding, enrollment, and quality are all over the map. *Preschool Matters...Today*. December 14, 2016.
- Friedman-Krauss, A. H.**, Barnett, W. S., & Nores, M. How much can high-quality universal pre-K reduce achievement gaps? *Preschool Matters....Today*. March 31, 2016.
- Friedman-Krauss, A. H.** (2015). School mobility: Implications for Children's Development. *Preschool Matters...Today*. November 30, 2016.

CONFERENCE PRESENTATIONS

- Friedman-Krauss, A. H.**, Nores, M., Barnett, W. S., & Whitman, C. (2021, April). Preschool teacher perceptions of school organizational conditions in high-poverty school districts. In D. Pacchiano (Chair). *Nurturing Early Childhood Teacher Well-being and Teacher Quality Through Essential Organizational Conditions and Leadership*. Paper symposium at the Society for Research in Child Development's 2021 Biennial Meeting.
- Nores, M., **Friedman-Krauss, A. H.**, & Figueras-Daniel, A. (2021, April). Exploring two differing approaches to measuring children's preschool classroom experiences. In J. Harding (Chair). *Advancing the Measurement of Early Care and Education Quality to Support Young Children's*

Development. Paper symposium at the Society for Research in Child Development's 2021 Biennial Meeting.

Barnett, W. S., Jung, K., **Friedman-Krauss, A. H.**, & Frede, E. (2021, April). Effects of the New Jersey Abbott Preschool Program through middle and high school: One vs. two years. In J. Harding (Chair). *Sequencing of early learning experiences: Dosage, Instructional Alignment, and Children's Developmental Outcomes*. Paper symposium at the Society for Research in Child Development's 2021 Biennial Meeting.

Barnett, W. S., Jung, K., **Friedman-Krauss, A. H.**, & Frede, E. (2020, November). The effects of the New Jersey Abbott Preschool Program through middle and high school: One vs. two years. In J. Harding (Chair). *Sequencing of early learning experiences*. Accepted Paper symposium at the Association for Public Policy Analysis and Management Meeting, Washington, DC.

Friedman-Krauss, A. H., Nores, M., & Barnett, W. S. (2020, June). Preschool teacher perceptions of school organizational conditionals in high-poverty school districts. In S. Ehrlich (Chair). *Nurturing teacher well-being and teaching quality through strong organizational climate and leadership*. Accepted Paper symposium at the 2020 National Research Conference on Early Childhood, Arlington, VA.

Friedman-Krauss, A. H., Connors, M. Harding, H. F., Aikens, N., Malone, L., & Tarullo, L. (2020, June). Head Start teachers' professional development, wellbeing, attitudes, practices, and characteristics across a decade. In L. Tarullo (Chair). *Tracking trends in Head Start: Teacher characteristics, parenting and child outcomes across the decades*. Accepted Paper symposium at the 2020 National Research Conference on Early Childhood, Arlington, VA.

Friedman-Krauss, A. H., Barnett, W. S., Jung, K., Guo, R., & Frede, E. (2019, March). Impacts of the New Jersey Abbott Preschool Program through middle and high school. In C. Weiland (Chair). *Evaluating Publicly-funded preschool programs: Understanding Impacts, Impact Variation, and Lasting Effects*. Paper symposium at the Society for Research in Child Development's 2019 Biennial Meeting, Baltimore, MD.

Hustedt, J. T., Jung, K., **Friedman-Krauss, A. H.**, Barnett, W. S., & Slicker, G. (2019, March). New Mexico PreK impacts: Regression-discontinuity results overall and by child race/ethnicity and cohort. In C. Weiland (Chair). *Evaluating Publicly-funded preschool programs: Understanding Impacts, Impact Variation, and Lasting Effects*. Paper symposium at the Society for Research in Child Development's 2019 Biennial Meeting, Baltimore, MD.

Friedman-Krauss, A. H., Hustedt, J. T., Jung, K., & Barnett, W. S. (2019, March). Does auspice matter?: Impacts of New Mexico PreK in public and nonpublic settings. In M. McCormick (Chair). *Where do PreK Programs Operate Best? Exploring Variation in PreK Access and Quality in Mixed-Delivery Systems*. Paper symposium at the Society for Research on Educational Effectiveness, Washington, DC.

Friedman-Krauss, A. H., McCoy, D. C., & Connors, M. C. (2017, April). Unique patterns of process and structural quality as predictors of children's pre-academic skills during one year of preschool. In C. Weiland (Chair), *New Approaches to Understanding and Improving Early Childhood Classroom Quality*. Paper symposium at the Society for Research in Child Development's 2017 Biennial Meeting, Austin, TX.

Jung, K., Hustedt, J., Barnett, S., & **Friedman-Krauss, A.** Effects of the Arkansas Better Chance preschool program by family income. (2017, April). In J. Hustedt (Chair), *New Results from State-Funded Preschool in Four States: How do Effects on Children Vary by Family Income and*

Home Language? Paper symposium at the Society for Research in Child Development's 2017 Biennial Meeting, Austin, TX.

Barnett, S., Jung, K., Francis, J., & **Friedman-Krauss, A.** (2017, April). Rhode Island Prekindergarten Demonstration Project: Results from a stratified randomized trial. In J. Hustedt (Chair), *New Results from State-Funded Preschool in Four States: How do Effects on Children Vary by Family Income and Home Language?* Paper symposium at the Society for Research in Child Development's 2017 Biennial Meeting, Austin, TX.

Friedman-Krauss, A. H. & Barnett, W. S. (2017, March). State-by-state variation in Head Start teachers' qualification, compensation, and turnover. In L. Connors-Tadros (Chair), *Implications for Policy of New Research on the Qualifications and Compensation of the Early Childhood Workforce.* Child Care and Early Education Policy Research Consortium 2017 Annual Meeting, Washington, D.C.

Connors, M. C., **Friedman-Krauss, A. H.**, & McCoy, D. C. (2016, July). Can Early Childhood Programs Do It All? The Case of [Blinded Program]. In S. Jones (Chair), *Can Early Childhood Education Support both Parents and Children, or Does One Come at a Cost to the Other?* Paper symposium at the National Research Conference on Early Childhood, Washington, D.C.

Barnett, W. S., Frede, E. C., Jung, K., & **Friedman-Krauss, A. H.**, (2016, March). New Jersey Abbott Preschool Program longitudinal effects through eighth grade. In W. Gormley (Chair), *Do Pre-K Programs Effects Persist Over Time or Fade Away?* Paper symposium at the Society for Research on Educational Effectiveness, Washington D.C.

Friedman-Krauss, A. H., McCoy, D. C., Connors, M. C., Yoshikawa, H., & Morris, P. A. (2015, November). Unique patterns of process and structural quality as predictors of Head Start Impact Variation. In M. Connors (Chair), *Patterns of Early Childhood Education Quality: Associations with Policy and Learning.* Paper symposium at the Association for Public Policy Analysis and Management Meeting, Miami, FL.

Friedman-Krauss, A. H. (2015, March). Impacts of instability of Head Start on children's school readiness: The role of center quality. In **A. Friedman-Krauss** (Chair), *Unpacking Variation in Early Childhood Education Quality Across States and Classrooms.* Paper symposium at the Society for Research in Child Development's 2015 Biennial Meeting, Philadelphia, PA.

Friedman-Krauss, A. H., & Morris, P. (2015, March). Enrollment in multiple concurrent early childhood care and education settings: Impacts on Children's Math and Language Skills. In K. Purtell (Chair), *Patterns of Childcare and Economically Disadvantaged Children's School Readiness.* Paper symposium at the Society for Research in Child Development's 2015 Biennial Meeting, Philadelphia, PA.

Pressler, E., **Friedman-Krauss, A. H.**, Raver, C., & Roy, A. (2015, March). Poverty-related risk: Turbulence and children's academic success at the transition to middle school. In E. Pressler (Chair), *Dynamic measures of risk and child development: exploring turbulence, trajectories, and profiles of risk.* Paper symposium at the Society for Research in Child Development's 2015 Biennial Meeting, Philadelphia, PA.

Connors, M. C., Morris, P. A., & **Friedman-Krauss, A. H.** (2015, March). Does access to high quality early education vary by state? In F. Unlu (Chair), *Leveraging treatment variation across sites to address policy goals.* Paper symposium at the Society for Research on Educational Effectiveness, Washington, D.C.

Friedman-Krauss, A. H., Connors, M. C., Morris, P., Feller, A., & McCoy, D. C. (2014, November).

Program level variation in Head Start impacts: The moderating role of classroom quality. In L. Miller (Chair), *New Evidence on Head Start*. Paper symposium at the Association for Public Policy Analysis and Management Meeting, Albuquerque, NM.

Friedman-Krauss, A. H., Connors, M. C., Morris, P., Feller, A., & Page, L. (2014, March). Impacts of Head Start on children's access to high quality ECE. In P. Morris (Chair), *Moderators, mechanisms, and methods in the Head Start Impact Study: Findings from the Secondary Analysis of Variation in Impacts (SAVI) of Head Start Center*. Paper symposium at the Society for Research on Educational Effectiveness, Washington, D.C.

Friedman-Krauss, A. H., Connors, M. C., & Morris, P. (2013, November). When is more time in preschool better for children? The role of classroom quality. In A. Chaudry (Chair), *Early childhood interventions at scale: Lessons for current policy efforts*. Paper symposium at the Association for Public Policy Analysis and Management Meeting, Washington, D.C.

Connors, M. C., **Friedman-Krauss, A. H.**, Yudron, M., Jones, S., & Morris, P. (2013, November). Refining early measures of classroom quality to re-estimate Head Start's impacts. In S. Reardon (Chair), *Moderators, mechanisms, methods and measurement in the Head Start Impact Study: Findings from the Secondary Analysis of Variation in Impacts (SAVI) of Head Start Center*. Paper symposium at the Association for Public Policy Analysis and Management Meeting, Washington, D.C.

McCoy, D. C., Connors, M. C., Morris, P., Yoshikawa, H., **Friedman-Krauss, A. H.**, & Aber, J. L. (2013, November). Neighborhood economic disadvantage and children's academic, socioemotional, and behavioral development: Exploring Head Start quality as a mediating mechanism. In A. Madigan (Chair), *Working parents in poverty: Early care and education supports for low-income families with infants and toddlers*. Paper symposium at the Association for Public Policy Analysis and Management Meeting, Washington, D.C.

Friedman-Krauss, A. H., & Raver, C. C. (2013, May). School mobility, self-regulation, and math achievement during elementary school: A mediational story in the context of a longitudinal study of low-income minority children. Paper Presentation at the 13th Annual Cross-University Collaborative Mentoring Conference, New York, New York.

Friedman-Krauss, A. H., & Raver, C. C. (2013, April). Is school mobility a risk factor for low-income children's relationships with their teachers? Evidence from a longitudinal study. In M. McCormick (Chair), *Unpacking teacher-child relationships: Multilevel risks and mechanisms of teacher-child relationships and children's development*. Paper symposium at the Society for Research in Child Development's 2013 Biennial Meeting, Seattle, Washington.

Lowenstein, A. E., **Friedman, A.**, Raver, C. C., Jones, S. M., & Pess, R. (2012, February). School climate, teacher-child closeness, and low-income children's academic skills in kindergarten. In D. C. McCoy & C. C. Raver (Chairs), *Exploring multi-level protective factors for minority children exposed to emotionally and physically unsafe school environments*. Paper symposium at the Society for Research in Child Development's 2012 Positive Development of Minority Children Meeting, Tampa, FL.

Hustedt, J. T., Barnett, W. S., Jung, K., Figueras-Daniel, A., Frede, E., & **Friedman, A. H.** (2011, April). The New Mexico PreK evaluation: Initial child outcome and classroom quality results from a new state prekindergarten initiative. In L.A. McCabe (Chair), *Examining state pre-kindergarten impacts and outcomes through an ecological systems lens*. Paper symposium at the Society for Research in Child Development's 2011 Biennial Meeting, Montreal, Canada.

Lowenstein, A. E., Raver, C. C., Jones, S. M., Zhai, F., Pess, R. A., & **Friedman, A. H.** (2011, March). School Climate in urban elementary schools: Its role in predicting low-income children's transition from early educational RCT to kindergarten. In C.C. Raver (Organizer), *Early childhood education - Invited symposium, testing questions of mechanism within early educational interventions that used experimental or quasiexperimental design: Four alternative approaches*. Paper symposium at the Society for Research on Educational Effectiveness Conference, Washington, D.C.

Friedman, A. H., Sansanelli, R., Frede, E., & Epstein, D. (2010, April). The educational background and experience of preschool teachers in a northeastern state expanding its preschool program. In D. Wisneski (Chair), *Exploring What Early Childhood Teachers Believe, Know, and Do*. Roundtable session at the American Educational Research Association Annual Meeting and Exposition, Denver, CO.

Epstein, D. J., **Friedman, A. H.**, Stevenson Boyd, J., Hustedt, J. T., & Barnett, W. S. (2009, April). Trends in quality in state-funded prekindergarten initiatives. In J. West (Chair), *Preschool and kindergarten issues*. Symposium conducted at the American Educational Research Association Annual Meeting and Exposition, San Diego, CA.

Stevenson Boyd, J., Barnett, W. S., Hustedt, J. T., **Friedman, A. H.**, & Ainsworth, P. (2008, July). State preschool initiatives: Trends in quality, access, and spending across the U.S. Paper presented at the 1st National Research Conference on Child and Family Programs and Policy, Bridgewater, MA.

INVITED PRESENTATIONS

Friedman-Krauss, A. H. (2021, February). Five things we know and five things we don't but should about education and care for infants and toddlers in New Jersey. Launch of NIEER's Infant and Toddler Policy Research Center.

Connors, M., **Friedman-Krauss, A.**, Morris, P., Feller, A., & Page, L. (2014, April). Impacts of Head Start on children's access to high quality ECE. Presentation at the Department of Health and Human Services, Washington, D.C.

Morris, P. A., **Friedman, A. H.**, Connors, M. C. (2012, December). Impacts of quality in the Head Start Impact Study: The problem of "missing" data. Presentation at the Variation in Impact on the Head Start Impact Study: Challenges and Opportunities Meeting, Washington, D.C.

Friedman, A. H. (2009, November). Lessons learned from a New Jersey preschool needs assessment: Implications for creating a program database. Presentation for the National Association of Early Childhood Specialists in State Departments of Education.

Epstein, D., **Friedman, A. H.**, & Sansanelli, R. (2009, November). The State of Preschool Yearbook. Presentation for the National Association of Early Childhood Specialists in State Departments of Education.

Stevenson Boyd, J., Epstein, D., & **Friedman, A.H.** (2008, November). The State of Preschool. Presentation for the National Association of Early Childhood Specialists in State Departments of Education.

POSTER PRESENTATIONS

Friedman-Krauss, A. H., Connors, M. C., Morris, P. A. (2014, March). Is more time in Head Start

always better for children? The moderating role of classroom quality. Poster presentation at the Society for Research on Educational Effectiveness Conference, Washington, D.C.

Friedman-Krauss, A. H., Connors, M. C., Neuspiel, J. M., Raver, C. C., & Kinsel, J. (2013, April). Child behavior problems, teacher stress, and teacher executive function: Complex relationships with changes in classroom quality. Poster presentation at the Society for Research in Child Development's 2013 Biennial Meeting, Seattle, Washington.

Connors, M. C., **Friedman-Krauss, A. H.**, Yudron, M., McCoy, D. C., Morris, P. A. (2013, April). From measure to construct: making better use of the ECERS-R and Arnett CIS in the Head Start Impact Study. Poster presentation at the Society for Research in Child Development's 2013 Biennial Meeting, Seattle, Washington.

Friedman-Krauss, A. H., Connors, M. C., & Morris, P. A. (2013, March). Estimating impacts of treatment random assignment on classroom quality in the Head Start Impact Study: The problem of missing data. Poster presentation at the Society for Research on Educational Effectiveness Conference, Washington, D.C.

Friedman, A. H., Raver, C. C., Neuspiel, J., & Kinsel, J. (2012, June). Head Start teacher stress and executive function and the influence of children's challenging behaviors. Poster presentation at Head Start's 11th National Research Conference, Washington, D.C.

Friedman, A. H., Blair, C., Berry, D. J., Willoughby, M. T., & the Family Life Project Investigators. (2012, June). Does infant attention predict child executive function abilities? Poster Presentation at the International Society on Infant Studies Conference, Minneapolis, MN.

Hustedt, J. T., Barnett, W. S., Jung, K., & **Friedman, A. H.** (2012, June). School readiness outcomes of a growing state prekindergarten initiative: New findings from the New Mexico Pre-K Evaluation. Poster presentation at Head Start's 11th National Research Conference, Washington, D.C.

Friedman, A. H., Raver, C. C., Morris, P., Jones, S, McCoy, D. C. (2011, June). Peer composition, teacher stress, and the preschool classroom environment. Poster presentation at the Society for Prevention Research Conference, Washington, D.C.

Lowenstein, A. E., Raver, C. C., Jones, S. M., **Friedman, A.**, & Pess, R. (2011, April). School climate and low-income children's social-emotional development in kindergarten. Poster presentation at the Society for Research in Child Development Conference, Montreal, Quebec.

Friedman, A. H., Frede, E., & Stevenson Boyd, J. (2010, June). Additional costs needed to fully equip preschool classrooms in district schools, child care centers, and Head Start centers. Poster presentation at the Head Start National Research Conference, Washington, D.C.

Friedman, A. H., Stevenson Boyd, J., Hustedt, J. T., & Barnett, W. S. (2008 November). State preschool initiatives: Trends in quality, access, and spending. Poster presented at National Association for the Education of Young Children Conference, Dallas, TX.

Friedman, A.H., Watamura, S.E., & Robertson, S.S. (2003, November). Movement-attention coupling in infants and attention problems in children. Poster presented at the International Society for Developmental Psychobiology Conference, New Orleans, Louisiana.

Friedman, A.H., Watamura, S.E., & Robertson, S.S. (2003, August). Movement-attention coupling in infants and attention deficit hyperactivity disorder in children. Poster presented to the American Psychological Association Conference, Toronto, Canada.

Friedman, A.H., Watamura, S.E., & Robertson, S.S. (2003, April). Movement-attention coupling in infants and ADHD in children. Poster presented at the Posters on the Hill Undergraduate Research Conference, Washington D.C.

TEACHING

2018 Guest Lecture: Education Policy, Rutgers Graduate School of Education
 2014-2015 Undergraduate Research Methods I, Dept. of Applied Psychology, Adjunct Instructor

PROFESSIONAL ACTIVITIES

2021 Search Committee for NIEER open-rank faculty positions
 2019-current Mentor for undergraduate students in Rutgers Aresty program
 2019 Consultant for doctoral student's dissertation proposal
 2019-current Ad Hoc Reviewer, Educational Researcher
 2019 NIEER Director of Communications Search Committee
 2018-current Reviewer for SREE annual meeting
 2018 Reviewer for National Research Conference on Early Childhood
 2017 NIEER Co-Director Search Committee
 2017-current Ad Hoc Reviewer, Child Development Perspectives
 2016 Guest co-editor of *Journal of Applied Research on Children*, The Critical Years: Research and Progress in Early Education and Early Brain Development
 2016-current Ad Hoc Reviewer, Developmental Psychology
 2016-current Ad Hoc Reviewer, Child Development
 2016-current Ad Hoc Reviewer, International Journal of Child Care and Education Policy
 2015-current Ad Hoc Reviewer, Learning and Individual Differences
 2014-2015 Applied Psychology Undergraduate Committee, NYU
 2013-2014 Mentor for master student's thesis work, NYU
 2012-2014 Developmental Psychology Interview Day Coordinator, NYU
 2012-current Ad Hoc Reviewer, Early Childhood Research Quarterly
 2011-2012 Developmental Psychology Website Coordinator, NYU

PROFESSIONAL AFFILIATIONS

Association for Public Policy Analysis and Management
 Society for Research in Child Development
 Society for Research on Educational Effectiveness

QUANTITATIVE METHODS TRAININGS

2014 Principal Stratification workshop, New York University
 2013 Structural Equation Modeling and Data Analysis with Mplus, University of Kansas
 2012 SAS training workshop, New York University
 2011 Hierarchical Linear Modeling (HLM) workshop, University of Chicago

Programs: SAS, Stata, MPlus, HLM, SPSS, R, Microsoft Office