

CURRICULUM VITAE

Date of Revision: June 25, 2020

Name: Michael J. Strambler, Ph.D.

School: Yale University School of Medicine, Division of Prevention and Community Research

Education:

B.A. Morehouse College (Psychology), 1996

M.A. Stony Brook University (Social Psychology), 1999

Ph.D. University of California, Berkeley (Clinical/Community Psychology), 2007

Career/Academic Positions

2006-2007 Clinical Internship, **University of Illinois, Chicago**, Institute for Juvenile Research, Chicago, IL

2007-2008 Postdoctoral Research Fellow, **Rush University Medical Center**, Rush Neurobehavioral Center, Skokie, IL

2008-2010 Postdoctoral Associate, **Yale University School of Medicine**, Department of Psychiatry, The Consultation Center, New haven, CT

2010-2014 Associate Research Scientist, **Yale University School of Medicine**, Department of Psychiatry, Division of Prevention and Community Research, The Consultation Center, New Haven, CT

2014-2020 Assistant Professor, **Yale University School of Medicine**, Department of Psychiatry, Division of Prevention and Community Research, The Consultation Center

2020-present Associate Professor, **Yale University School of Medicine**, Department of Psychiatry, Division of Prevention and Community Research, The Consultation Center

Administrative Positions:

2016-present Director, Child Wellbeing and Education Research, The Consultation Center at Yale, Yale University School of Medicine, New Haven, CT

2013-present Director, Partnership for Early Education Research, The Consultation Center at Yale, Yale University School of Medicine, New Haven, CT

Professional Honors & Recognition

National

2007 Honorable Mention, APA Minority Postdoctoral Fellowship Program

2002-2005 Ford Foundation Predoctoral Fellowship

2002 American Psychological Association Minority Fellowship (Declined to accept Ford Award)

University

2011 Faculty training award (RL5DA024858, Mazure, PI; \$1,600), *Biomarker training*

2005-2006 University of California All Campus Consortium on Research for Diversity (UC ACCORD) Dissertation Fellowship

2005-2006 University of California Dissertation-Year Fellowship

2005 Sheldon J. Korchin Prize in Clinical Psychology, University of California, Berkeley

2005	College of Letters and Science Research Grant, University of California, Berkeley
2000-2002	Graduate Opportunity Program Fellowship, University of California, Berkeley
1999	W. Burghardt Turner Service Award; Stony Brook University
1997-1999	W. Burghardt Turner Fellowship, Stony Brook University

Grant History:

Current Grants and Contracts

Agency:	<u>Huck Institutes of the Life Sciences</u>
Title:	<i>Impact of COVID-10 Social Distancing Response on Family Wellbeing and Child Safety.</i>
P.I.:	Michael J. Strambler, Ph.D.
Percent effort:	3%
Role on project:	Co-PI
Direct costs per year:	\$40,000
Total costs for project period:	\$40,000
Project period:	06/06/2020-10/05/2020

Agency:	<u>Child Health and Development Institute of Connecticut</u>
Title:	<i>School Based Diversion Initiative</i>
P.I.:	Cindy Crusto, Ph.D.
Percent effort:	5%
Role on project:	Co-Investigator
Total costs for project period:	\$80,000
Project period:	07/01/2019-06/30/2020

Agency:	<u>Tauk Family Foundation</u>
Title:	<i>Evaluation of social and emotional learning in preschool.</i>
P.I.:	Craig Bailey, Ph.D.
Percent effort:	5%
Role on project:	Evaluator
Direct costs per year:	~\$101,000 per year
Total costs for project period:	\$500,000
Project period:	07/01/2018-06/31/2023

Agency:	<u>Tauk Family Foundation</u>
Title:	<i>Evaluation of Bridgeport social and emotional learning initiative.</i>
P.I.:	Michael J. Strambler, Ph.D.
Role on project:	Evaluator
Percent effort:	5%
Direct costs per year:	~\$21,000 per year
Total costs for project period:	\$500,000
Project period:	07/01/2018-06/31/2023

Agency:	<u>Spencer Foundation</u>
---------	---------------------------

Title: *Partnering to Support Early Childhood Dual Language Learners*

P.I.: Michael J. Strambler, Ph.D.

Percent effort: 25%

Direct costs per year: ~\$113,000 per year

Total costs for project period: \$400,000

Project period: 12/01/2016-5/29/2020

Agency: Wend Foundation

Title: *Implementation and effectiveness of social and emotional learning practices.*

P.I.: Marc Brackett, Ph.D., PI; Michael Strambler Ph.D. Co-PI

Role on project: Co-Investigator

Percent effort: 26%

Direct costs per year: ~\$300,000 per year

Total costs for project period: \$981,705

Project period: 08/01/2018-06/31/2021

Agency: University of Connecticut

Title: *Bridgeport Evaluation of Preschool Development Grant*

P.I.: Michael J. Strambler, Ph.D.

Percent effort: 15%

Direct costs per year: \$100,000 per year

Total costs for project period: \$100,000

Project period: 01/01/2020-06/30/2020

Agency: The Scattergood Foundation

I.D.#: M147345

Title: *Building Evaluation Capacity Initiative/Pottstown Trauma-Informed Community Connection (PTICC) Evaluation*

P.I.: Jacob K. Tebes, Ph.D.

Role on project: Co-Investigator

Percent effort: 7%

Direct costs per year: ~\$265,580

Total costs for project period: \$1,656,050

Project period: 04/01/2011-06/30/2021

Agency: Maritime Aquarium

Title: *Evaluation of Odyssey Maritime STEM Preschool*

P.I.: Michael J. Strambler, Ph.D.

Percent effort: 4%

Direct costs per year: ~\$25,00 per year

Total costs for project period: \$50,000

Project period: 01/01/2018-06/30/2020

Agency: U.S. Dept of Veteran's Affairs, Office of Rural Health

I.D.#: N19-FY15Q1-S1-P01432

Title: *Together with Veterans: Rural Veteran Suicide Prevention Program*
P.I.: Nathaniel Mohatt, Ph.D.
Percent effort: 5%
Role on project: Consultant (Data Analysis, Methodology)
Direct costs per year: \$22,000 (Yale subcontract)
Total costs for project period: \$100,000 (Yale subcontract)
Project period: 4/1/18 - 4/30/22

Agency: National Institute on Drug Abuse
I.D.#: T32DA019426
Title: *Postdoctoral Research Training Program in Substance Abuse Prevention*
P.I.: Jacob K. Tebes, Ph.D.
Percent effort: 3% (concurrent)
Role on project: Scientific Advisor and Seminar Director
Direct costs per year: \$426,410
Total costs for project period: \$6,575,725
Project period: 7/1/05-6/30/25

Past Grants and Contracts

Agency: University of Connecticut
Title: *Evaluation of Preschool Development Grant*
P.I.: Michael J. Strambler, Ph.D.
Percent effort: 23%
Direct costs per year: ~\$72,000 per year
Total costs for project period: \$143,918
Project period: 01/01/2018-12/31/2019

Agency: Child Health and Development Institute of Connecticut
Title: *School Based Diversion Initiative*
P.I.: Michael J. Strambler, Ph.D.
Percent effort: 5%
Total costs for project period: \$80,000
Project period: 07/01/2018-06/31/2019

Agency: Tauck Family Foundation
Title: *Promoting Social and Emotional Learning among Urban Elementary School Children*
P.I.: Michael J. Strambler, Ph.D.
Percent effort: 32%
Total costs for project period: \$500,000

Project period: 07/01/2013-06/30/2018

Agency: Institute of Education Sciences, U.S. Department of Education
I.D.#: R305H140142
Title: *Development of an Early Childhood Education Research Partnership*
P.I.: Michael J. Strambler, Ph.D.
Percent effort: 35%
Total costs for project period: \$400,000
Project period: 07/01/2014-06/30/2017

Agency: U.S. Department of Education
I.D.#: PA334A110229
Title: *Yale-Bridgeport GEAR UP Partnership Grant*
P.I.: Nadia L. Ward, Ph.D.
Role on project: Co-Investigator
Percent Effort: 13%
Total costs for project period: \$7,000,000
Project period: 09/26/11-09/25/18

Agency: American Psychological Foundation
Title: *Perceived Social Status and Academic Achievement*
P.I.: Michael J. Strambler, Ph.D.
Percent Effort: 1%
Total costs for project period: \$10,000
Project period: 09/01/12-10/30/13

Agency: NIH subcontract
I.D.#: P50HG002357
Title: *Evaluation of the Science, Technology and Research Scholars (STARS) Program at Yale University*
P.I.: Michael Snyder, Ph.D.
Role on project: Evaluator
Percent Effort: 20%
Total costs for project period: \$21,403
Project period: 01/01/2010-12/31/2010

Agency: Area Cooperative Educational Services
I.D.#: Yale (Established Investigator Grant)
Title: *Math & Science Partnership Evaluation*
P.I.: Nadia L. Ward, Ph.D.
Role on Project: Co-Investigator
Percent Effort: 15%

Total costs for project period: \$13,724
Project period: 09/03/10 – 12/30/11

Agency: U.S. Department of Education
I.D.#: P334A080071
Title: *Yale-Bridgeport GEAR UP Partnership Grant*
P.I.: Nadia L. Ward, Ph.D.
Role on project: Co-Investigator
Percent Effort: 75%
Total costs for project period: \$6,900,000
Project period: 09/03/08-08/30/14

Agency: Rhode Island Department of Children and Family Services
I.D.#: 06 RIDCYF B05939 & USHHS/ACF
Title: *Rhode Island Data Analytic Center – Evaluation of Children’s Services*
P.I.: Jacob K. Tebes, Ph.D.
Percent Effort: 50%
Total costs for project period: \$1,600,000
Project period: 7/1/2010-6/30/2012

Agency: Ford Foundation
Title: *Behavioral health correlates of academic engagement and performance*
P.I.: Michael J. Strambler, Ph.D.
Percent Effort: 74%
Total costs for project period: \$42,000
Project period: 07/01/2009-06/30/2010

Agency: William T. Grant Foundation
I.D.#: Supplemental Scholars Award
Title: *Promoting student engagement through evidence-based teacher consultation*
P.I.: Clark McKown, Ph.D.
Role on project: Co-Investigator / Postdoctoral Associate
Percent Effort: 50%
Total costs for project period: \$70,000
Project period: 07/01/2007-06/30/2009

Pending Grants

Agency: American Psychological Foundation
Title: *COVID-19 Pandemic Effects on Family Wellbeing and Child Safety*
P.I.: Michael J. Strambler, Ph.D.

Role on Project:	Co-PI
Percent effort:	4%
Direct costs per year:	\$20,000 per year
Total costs for project period:	\$20,000
Project period:	06/01/2020-05/31/2021

Invited Speaking Engagements, Presentations, Symposia & Workshops Not Affiliated with Yale:

International/National

- 2018 *Measurement of inequitable experiences in the classroom.* ACF National Research Conference on Early Childhood, Arlington, VA. Invited discussant.
- 2016 *Evaluation and capacity-building in research-practice partnerships: A social and emotional learning focus.* Invited speaker at Society for Research on Educational Effectiveness, Washington, DC.
- 2016 *Measuring social and emotional learning.* Invited panelist for event organized by Education First and NoVo Foundation, New York, NY.
- 2016 *Partnering with schools to implement and assess social and emotional learning practices.* Invited speaker at conference organized by Institute for Human Development and Social Change at New York University, New York, NY.
- 2015 *Partnership for Early Education Research: Development, successes, and challenges.* Invited speaker at Institute for Education Science PI Meeting, Washington, DC.
- 2010 *Psychological disengagement among Black Americans.* Invited lecture, Founder's Day symposium at Morehouse College, Atlanta, GA.

Regional

- 2019 *Supporting social and emotional learning: Capturing and using implementation data.* Invited presenter at NYC Department of Education Forum on Connecting Research, Policy, and Practice. New York, NY.
- 2018 *Social and Emotional Learning in Bridgeport Public School: Community Report Summary.* Bridgeport SEL Funders Forum.
- 2016 *Social and emotional learning and trauma-informed practice.* Invited panelist for event with CT Council of Family Service Agencies. Jewish Community Center, Woodbridge, CT.
- 2016 *Social and emotional learning and Bridgeport public schools: An initial report.* Speaker at workshop organized by Bridgeport Child Advocacy Coalition.
- 2015 *Yale-Bridgeport GEAR UP Partnership evaluation approach.* Invited speaker for Connecticut Association of Educational Opportunity Program. Central Connecticut

State University.

- 2015 *Early childhood: Building blocks for future success*. Connecticut Council for Education Reform (CCER) Invited panelist for Early Childhood Conference, Hartford, CT.
- 2014 *Measuring students' social and emotional skills*. Training at Horizons at Green Farms Academy.
- 2014 *Promoting social and emotional learning: Implementation goals and challenges*. Invited participant for community panel organized by Bridgeport Child Advocacy Coalition, Housatonic College.
- 2013 *Promoting social emotional learning in Bridgeport Public Schools*. Invited presentation to Tauck Family Foundation Board of Directors.
- 2013 *Academic engagement, achievement, and the self*. Invited lecture, Urban Education Institute, Southern Connecticut State University.

Peer-Reviewed Presentations & Symposia Given at Meetings Not Affiliated with Yale:

International/National

- 2020 **Strambler, M.J.** Zieher, A., Meyer, J.L., Genovese, M. *Measuring Social and Emotional Learning Implementation Practices*. American Educational Research Association (AERA), San Francisco, CA. [Cancelled due to COVID-19 pandemic].
- 2018 **Strambler, M.J.** *Partnership for Early Education Research (PEER): A Connecticut based Research-Practice Partnership*. American Educational Research Association (AERA), New York, NY.
- 2017 Matlin, S., **Strambler, M.J.**, Tebes, J. *Pottstown Trauma Informed Community Connection (PTICC) and social and emotional learning*. Society for Community Research and Action, Ontario.
- 2015 English, D., Anderson, R.E., **Strambler, M.J.**, Deutsch, N., Howard, L., Rivas-Drake, D. *"Why is a White Guy Interested in Racial Discrimination?": The Role of Researchers' Social Identity in Developmental Science*. Society for Research in Child Development, Philadelphia, PA.
- 2013 Linke, L.H., **Strambler, M.J.**, Ward, N.L. *Social status, stress, and school achievement*. GEAR UP Annual Conference, San Francisco, CA.
- 2013 Ward, N.L., **Strambler, M.J.**, Linke, L.H. *Increasing educational aspirations among urban youth: Preliminary findings (2009-2012)*. GEAR UP Annual Conference, San Francisco, CA.

- 2013 **Strambler, M.J.**, Linke, L.H., Ward, N.L. *Parental educational socialization, academic identification, and academic achievement*. Poster presentation at biennial meeting of Society for Research in Child Development, Seattle, WA.
- 2011 Ward, N.L. Linke, L.H., **Strambler, M.J.** *Promoting educational aspirations by cultivating student social and academic achievement*. GEAR UP Annual Conference, San Francisco, CA.
- 2007 **Strambler, M.J.** *Terrible Twos: Challenges in diagnosis and treatment of disruptive behavior disorder in toddlers*. Grand rounds presentation at University of Illinois, Chicago.
- 2005 **Strambler, M.J.** *Ethnic identity conflict in psychotherapy: A Case Study*. Presentation at the Society for Community Research and Action, University of Illinois, Champaign-Urbana.
- 2005 Weinstein, R.S., Hernandez-Dimmler, M., **Strambler, M.J.**, Ascher, E., Sami, N., Bai, S. *Talent development in partnership: Collaborating with a low-performing school*. Presentation at Society for Community Research and Action, University of Illinois, Champaign-Urbana.
- 2004 **Strambler, M.J.** *Ethnic identity: Reflections on a clinical case and its intersection with research*. Talk given at clinical science colloquium series, University of California, Berkeley.
- 2002, 2004 **Strambler, M.J.** Guest Lecturer, *Introduction to Psychology & Stigma and Prejudice*, University of California, Berkeley.
- 2003 **Strambler, M.J.** *Deconstructing the academic disidentification debate*. Presentation at the Society for Community Research and Action, Las Vegas, NM.
- 2002 **Strambler, M.J.** *The impact of program Rebound on at-risk ethnic minority high school students*. Presentation at department colloquium, University of California, Berkeley.
- 2001 **Strambler, M.J.**, Grills, C., Abe-Kim, J. *Bridging broad and specific initiative outcomes: An evaluation model*. Poster presented at the Society for Community Research and Action, Georgia State University, Atlanta, GA.

Regional

- 2015 Coleman, G., Irwin, C., **Strambler, M.J.** Researcher-practitioner partnerships: Supporting early childhood education in Connecticut. Connecticut Association of Boards of Education/ Connecticut Association of Public School Superintendents Conference. Groton, CT.

Professional Service:

Peer Review Groups/Grant Study Sections:

2018-2020	<i>Institute of Education Sciences, U.S. Department of Education.</i> Invited reviewer for researcher practitioner partnership grants.
2012 & 2013	<i>United Way of Greater New Haven</i>

Advisory Boards

2019-present	<i>xSEL Labs</i>
2016-present	<i>Tauck Family Foundation</i>
2014-2016	<i>Moorestown Friends School</i>

Journal Service:

Editorial Board

2016-Present	<i>American Journal of Community Psychology</i>
2015-Present	<i>Journal of School Psychology</i>

Reviewer (2009-Present)

Journal of Applied Developmental Psychology
Journal of Early Adolescence
Early Education and Development
Journal of Experimental Child Psychology
Journal of Research on Adolescence
Sage Open

Professional Service for Professional Organizations:

2019-present	<i>Woodbridge Board of Education</i>	Board of Directors Member
2017-2018	<i>Bridgeport PreK Project Table</i>	Member
2016-present	<i>Achievement First Bridgeport Academy</i>	Board of Directors Member
2015-present	<i>Norwalk ACTS</i>	Participating Member
2015	<i>Stamford Cradle to Career</i>	Data table member
2015-present	<i>Bridgeport Prospers Cradle to Career</i>	Data table and CAN member

Yale University Service

2020	Facilitator, Risk and Resilience Town Hall Meetings on Racial Injustice
------	---

Bibliography:

Peer-Reviewed Original Research

1. Weinstein, R.S., Gregory, A., & **Strambler, M.J.** (2004). Intractable self-fulfilling prophecies: 50 years after Brown v. Board. *American Psychologist*, 59(6), 511-520.
2. McKown, C., & **Strambler, M. J.** (2009). Developmental antecedents and social and academic consequences of stereotype-consciousness in middle childhood. *Child Development*, 88(6), 1643–1659.

3. **Strambler, M. J., & Weinstein, R. S.** (2010). Psychological disengagement among ethnic minority children in elementary school. *Journal of Applied Developmental Psychology, 31*, 155-165.
4. Ward, N.L., **Strambler, M.J.**, Linke, L.H. (2013). Increasing educational attainment among urban minority youth: A model of university, school and community partnerships. *Journal of Negro Education, 82*(3) 312-325.
5. **Strambler, M.J.**, Linke, Lance H., Ward, N.L. (2013). Academic identification as a mediator of the relationship between parental socialization and academic performance. *Contemporary Educational Psychology, 38*, 99-106.
6. **Strambler, M. J., & McKown, C.** (2013). Promoting student engagement through evidence-based action research with teachers. *Journal of Educational and Psychological Consultation 23*(1), 1-28.
7. Patel, S. G., Tabb, K. M., **Strambler, M. J.**, & Eltareb, F. (2015). Newcomer immigrant adolescents and ambiguous discrimination: The role of cognitive appraisal. *Journal of Adolescent Research, 30*(1), 7-30.
8. Patel, S. G., Barrera, A. Z., **Strambler, M. J.**, Munoz, R. F., & Macciomei, E. (2016). The achievement gap among newcomer immigrant adolescents: Life stressors Hinder Latina/o academic success. *Journal of Latinos and Education, 15*(2), 121-133.
9. Campbell, C., Roberts, Y., Synder, F., Papp, J., **Strambler, M.J.**, & Crusto, C. (2016). The assessment of early trauma exposure on social-emotional health of young children. *Children and Youth Services Review, 71*, 308-314.
10. Kaufman, J. S., Connell, C. M., Crusto, C. A., Gordon, D. M., Simon, P., **Strambler, M. J.**, . . . Tebes, J. (2016). Reflections on a community psychology setting and the future of the field. *American Journal of Community Psychology, 58*, 348-353.
11. Ward, N. L., Woods, L. N., Simon, P., Green, J. G., & **Strambler, M. J.** (2017). Using fidelity measures to support the training of graduate students working in school settings. *Journal of Counselor Preparation and Supervision.*
12. Champine, R.B., Matlin, S.L., **Strambler, M.J.**, Tebes, J.K. (2018). *Trauma-informed family practices: Toward integrated and evidence-based approaches.* *Journal of Child and Family Studies, 27*(9), 2732-2743.
13. Tebes, J.K., Champine, R.B., Matlin, S.L., **Strambler, M.J.** (2019). Population Health and Trauma-Informed Practice: Implications for Programs, Systems, and Policies. *American Journal of Community Psychology.* doi.org/10.1002/ajcp.12382
14. Matlin, S.L., Champine, R.B., **Strambler, M.J.**, O'Brien, C., Hoffman, E., Whitson, M., Kolka, L., Tebes, J.K. (2019). A Community's Response to Adverse Childhood Experiences (ACEs): Building a Resilient, Trauma-Informed Community. *American Journal of Community Psychology.* doi.org/10.1002/ajcp.12386

Chapters, Books, and Reviews

15. McKown, C., & **Strambler, M. J.** (2008). Social influences on the ethnic achievement gap *Handbook of race, racism, and the developing child* (pp. 366-396). Hoboken, NJ: John Wiley & Sons Inc; US.
16. **Strambler, M. J.**, Linke, L. H., & Ward, N. L. (2017). Community psychology and educational disparities: The role of social settings and status *APA handbook of community psychology: Methods for community research and action for diverse groups and issues*,

Vol (pp. 2 (pp. 409-423). xiv, 680). Washington, DC: American Psychological Association; US.

Case Reports, Technical Notes, Letters

17. Gregory, A. & **Strambler, M.J.** (2001). Process and product evaluation of the Berkeley High School SB 813 10th grade Counseling Program. Evaluation Report for Berkeley High School.
18. Ward, N.L., Linke, L.H., **Strambler, M.J.** (2011). CT State Department of Education. Area Cooperative Education Services (ACES): Year one qualitative evaluation of the Math Science Partnership Project.
19. Ward, N.L., Linke, L.H., **Strambler, M.J.**, (2011). Focus group report for the Math and Science Partnership (MSP) project. Report for Area Cooperative Educational Services (ACES).
20. Ward, N.L., Woods, L.N., Crusto, C.A., **Strambler, M.J.**, Linke, L.H. (2011). Creating a safe space to learn: The significant role of graduate students in fostering educational engagement and aspirations among urban youth. *The Community Psychologist*, 44, 1, 33-36.
21. **Strambler, M.J.** & Tebes, J.K. (2011). Evaluation of the Science, Technology, and Research Scholars (STARS) Program at Yale University. Evaluation report for Yale University.
22. **Strambler, M.J.**, Linke, L.H., Ward, N.L. (2012). CT State Department of Education. Area Cooperative Education Services (ACES): *Year two qualitative evaluation of the Math Science Partnership Project*.
23. Ward, N.L., Linke, L.H., **Strambler, M.J.** (2012). United Way of Eastern Coastal Fairfield County. *Year one Progress Report of the Yale-Bridgeport GEAR UP Partnership Project – Bassick High School*.
24. Meyer, J., **Strambler, M.J.** (2015). Leadership development coaching. Evaluation report for Bridgeport Public Schools.
25. Meyer, J.L., **Strambler, M.J.** (2016). Social and emotional learning in the Bridgeport Public Schools: An initial report. <http://osf.io/bzr93>
26. Irwin, C.W., **Strambler, M.J.**, Meyer, J.L. (2017). Assessment use in early childhood: A study of public and private center-based classrooms in southwest Connecticut. <https://osf.io/rwzt8/>
27. Khoo, L., Alarcon, S., Irwin, C.W., **Strambler, M.J.**, Meyer, J.L. (2017). Assessment use in early childhood classrooms in southwestern Connecticut: Alignment between reported uses and intended uses. <https://osf.io/szurd/>
28. **Strambler, M.J.**, Meyer, J.L. (2018). Social and emotional learning in the Bridgeport Public Schools: A Community Report. <https://osf.io/kdh5t/>
29. **Strambler, M.J.**, Irwin, C.W., Meyer, J.L., Coleman, G.A. (2018) Assessing kindergarten entry skills in Connecticut: The Kindergarten Entrance Inventory, 2010-2013. <https://osf.io/gtj8a/>
30. **Strambler, M.J.**, Meyer, J.L., Irwin, C.W., Coleman, G.A. (2018). Kindergarten performance in early literacy: Student, teacher, and classroom factors. <https://osf.io/vt8am/>
31. **Partnership for Early Education Research** (2020). COVID-19 Family Needs Assessment Survey. <https://osf.io/8jwf6/>
32. **Partnership for Early Education Research** (2020). COVID-19 Teacher/Staff Needs

Assessment Survey. <https://osf.io/8gyx6/>

Scholarship in Press

33. **Strambler, M.J.**, Irwin, C., Meyer, J.L., Coleman, G. (in press). Seeking Questions from the Field: Connecticut Partnership for Early Education Research (PEER). *The Future of Children*.