Partnership for Early Education Research

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What is PEER?

• Alliance among early childhood stakeholders in Bridgeport, Norwalk, and Stamford, Connecticut
  – Classroom-level practitioners
  – Administrators
  – Child advocates
  – Policymakers
  – Researchers

• Funded in 2014 by IES
Origin of PEER

EDC + COOPERATIVE EDUCATIONAL SERVICES + Yale SCHOOL OF MEDICINE = PEER

Partnership for Early Education Research
Alignment among Management Team Members

• Shared emphasis on practitioner-oriented research that can drive policy and practice

• C.E.S. and PEER serve the same three priority school districts

• Roles of core partners:
  – C.E.S. serves as convener/liaison
  – Yale contributes research expertise
  – EDC contributes collaborative research expertise
PEER Organizational Structure

**Affiliate Members**

*Primary Responsibilities*: Input on Alliance research agenda and direction of Alliance & assist with knowledge utilization/dissemination activities. Expert advisors will also review study reports prior to publication.

- Larger EC Community
  - Additional School District Representatives
  - EC Centers
  - Home-based Childcare Providers
  - EC advocates
  - Community-based organizations
  - University Depts. of Education and EC preparation programs
  - Community funders
  - State Head Start
- Expert Advisors
  - Walter Gilliam
  - Mike Lopez

**Participating Members**

*Primary Responsibilities*: Input on Alliance research agenda, facilitate data collection (primary & secondary) and provide data, participate in Alliance workshops (as appropriate), & assist with knowledge utilization/dissemination activities.

*Community Teams Include (at a minimum)*: School Superintendent or designee, school district director of early childhood, school district data management representative, Head Start representative(s), and School Readiness representative(s).

**Core Members**

*Primary Responsibilities for Key Members*: Develop Alliance research agenda, facilitate data collection (primary & secondary), review reports, & assist with knowledge utilization/dissemination activities.

- **Alliance Management Team**
  - Yale University
  - C.E.S.
  - EDC

- **Key Members**
  - CSDE Reps
  - OEC Reps
  - Community Team Reps

**Bridgeport, Norwalk, & Stamford Community Teams**

- School District Superintendent or designee
- Director of Early Childhood
- Director of Data Management
- Head Start
- School Readiness
PEER Goals

- Build infrastructure for conducting collaborative research
- Collaboratively develop a research agenda
- Conduct and use high quality research to guide practice and policy
PEER Capacity Building Progress

- Engaged with potential partners
- Held two agenda-setting workshops with stakeholders
PEER Capacity Building Progress, cont.

- Developed communication structures (website and electronic newsletter)
- Applied for research grant involving PEER partners
- Developing data sharing agreements
- Planning to fund research agenda
The Partnership for Early Education Research (PEER) is a new research alliance that aims to engage stakeholders in rigorous, collaborative research that addresses questions of importance to the early childhood education community. By conducting research that can inform early childhood education practice in classrooms and decision-making at the local and state levels, the goal of PEER is to contribute to early childhood education in the region.
What's new with PEER in the past month.

View this email in your browser

October Update

On Thursday, October 22nd, the Partnership for Early Education Research (PEER) held a work session at Norwalk Community College to continue developing its collaborative research agenda. Twenty-two early childhood education stakeholders attended, including individuals from Bridgeport, Norwalk, Stamford, Connecticut Office of Early Childhood, United Way, All Our Kin, Cooperative Educational Services (C.E.S.) and University of Connecticut. Many thanks to all who joined us! Read more...

Anthony Allison, Anna Wiliowski, Ralph Valenzisi, Mary Oster and June Malone discuss potential research questions.

Paula Palermo, Judy Singer, Joan Parris and Lee Helmerich share their group's draft research questions.

In other news, PEER is preparing for an early childhood educator survey that will take place in January 2016. PEER will be surveying early childhood
Potential Research Topics

- Kindergarten Entry & Transitions
- Family & Community Services
- Teacher Training & Professional Development
- Data Systems & Data Use
- Quality
- Parents & Families
- Absenteeism
- Special Needs
- Social-Emotional and Non-Cognitive Skills
- Hiring & Retention
- Disparities Compensation
- Pedagogy & Curriculum
- Dual Language Learners
- Education Policy
- Systems
What’s Next for PEER

• Finalize research agenda

• Administer early childhood educator survey on assessment practices (January)

• Organize early childhood conference (Spring 2016)

• Secure funding for pursuing research agenda
Challenges

- Determining what data are available
- Determining best usage of data
- Finalizing data sharing agreements
- Student privacy concerns
Successes

• Buy-in from state and district agencies

• Two agenda setting workshops

• Engagement of key community stakeholders

• Creating connections with other efforts
  – E.g. StriveTogether collective impact initiatives

• Invitations to present about PEER at local venues
Why It’s Important to Fund Researcher-Practitioner Partnerships

• Bridges the gap between researchers and practitioners

• Uses resources more efficiently

• Makes data more relevant and useable for guiding practice and improving outcomes for children

• Federal funding can be a powerful incentive for universities and practitioners
How IES can further support R-P Partnerships

- Longer funding period
- Progression of partnership funding
- Opportunities to share ideas about what’s working
Thank you!

Learn more about PEER at http://peer.yale.edu

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