

Partnership for Early Education Research



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PEER

Partnership for Early Education Research

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



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Yale SCHOOL OF MEDICINE

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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).

Bridgeport, Norwalk, & Stamford Community Teams

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

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

PEER Goals



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

PEER Website

Yale School of Medicine | Psychiatry

INFORMATION FOR ▾ SEARCH 🔍

Partnership for Early Education Research (PEER)

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Partnership for Early Education Research (PEER)



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.

JOIN US
If your organization would like to join the Partnership for Early Education Research, please [register your organization here](#).
Please contact PEER@yale.edu

PEER Newsletter

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What's new with PEER in the past month. [View this email in your browser](#)



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Partnership for Early Education Research

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 Witkowski, 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



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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