George introduction.
PEER’s History

- In 2014, US DOE Institute of Education Sciences awarded grant to Yale, C.E.S. and EDC form an Early Childhood Research Alliance
- Goal: create the capacity for ECE research in CT that can guide policy and practice
  - Develop partnerships
  - Establish data-sharing agreements
  - Develop long-term research plan based on practitioner interests/needs
- Area of focus: Bridgeport, Norwalk, and Stamford
Research involving the **review and/or synthesis of existing evidence**
- Literature reviews
- Meta-analyses

Original research involving the **collection, analysis, and interpretation of data**
- “Original” research
- Data could be quantitative or qualitative

Goals of research:
- To contribute to our existing knowledge
- Basic and “bench” science
  - *How does our research address gaps in the scientific literature?*
- To determine whether something happened or the extent to which it happened
  - Summative evaluation research
  - *Was what we did effective?*
- To guide practice and/or policy for improving outcomes
  - Formative evaluation, continuous improvement, performance management
  - *How do we use evidence to adjust practices and policies in real time?*
Brainstormed Research Topics

- Disparities
- Compensation
- Kindergarten Entry & Transitions
- Family & Community Services
- Teacher Training & Professional Development
- Data Systems & Data Use
- Dual Language Learners
- Pedagogy & Curriculum
- Quality
- Hiring & Retention
- Parent & Families
- Social Emotional and Non-Cognitive Skills
Guidelines about research questions include:

• They are reasonable – That is, exploring the research question is do-able, given time and budget

• They are appropriate – The research question or questions fits with the program or issue being studied; in this case, they questions fit with the alliance goals or purpose

• They are answerable – This means appropriate data can be gathered or found that will actually answer the question or
questions.
• They are specific – This means they include clearly defined and measurable indicators of success or the desired outcome.

Research questions come from many places–
• Issues or questions of stakeholders or the community
• Previous research or the literature
• Views of experts
• Professional standards and guidelines
• Your own experiences and views

• What is a research agenda?
• Identifies research priorities and questions for group
• Is coherent
• Leads to rigorous and relevant research that is actionable
• May include current or future projects
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1. Literature review
2. Literature review
3. Literature review or meta-analysis
4. Case study or descriptive study using focus groups or survey
5. Literature review
1. Literature review
2. Literature review
3. Literature review or meta-analysis
4. Case study or descriptive study using focus groups or survey
5. Literature review
Proposed Five-Year Research Agenda

Preparing for the Kindergarten Transition

1. How can we quantify children’s performance in early language, cognition, social-emotional development, physical development and health, early math, early science and creative arts domains?
2. In order to succeed in elementary school, with what skills should children enter kindergarten in the early language, cognition, social-emotional development, physical development and health, early math, early science and creative arts domains?
3. How are our children performing in the early language, cognition, social-emotional development, physical development and health, early math, early science and creative arts domains?

1. Literature review
2. Literature review
3. Analysis of existing data
4. Original research
5. Literature review or original research
Proposed Five-Year Research Agenda

Preparing for the Kindergarten Transition, cont.

4. To what extent is early childhood education quality related to preparedness for kindergarten or progress toward preparedness for kindergarten?
5. What are promising systemic or programmatic practices for closing performance gaps among diverse students?

1. Literature review
2. Literature review
3. Analysis of existing data
4. Original research
5. Literature review or original research
Proposed Five-Year Research Agenda

Dual Language Learners

1. What are promising assessment practices for DLL children birth to 8?
2. What are promising instructional practices for DLL children birth to 8?
3. What are promising practices for training teachers to work with DLL children birth to 8?
4. What are promising practices for partnering with families of DLL children birth to 8?
5. What are our communities doing to partner with families of DLL children birth to 8? Which practices are associated with positive child outcomes?

1. Literature review
2. Literature review
3. Literature review
4. Literature review
5. Original research--mixed methods
1. Original research—Descriptive study based on interviews, focus groups or surveys
2. Literature review
3. Literature review
4. Original research—Descriptive study based on interviews, focus groups or surveys
To understand children's school readiness as measured by the Connecticut Kindergarten Entrance Inventory (KEI).

To understand the use of assessment tools in the preschool setting early childhood education.

To understand which teacher- and school-level factors predict kindergarten performance.
For more information, visit PEER at:

http://peer.yale.edu
Superintendents Panel

Dr. Steven Adamowski, Norwalk Public Schools
James Connelly, Stamford Public School
Fran Rabinowitz, Bridgeport Public Schools

Moderator: Bob Rader, Connecticut Association of Boards of Education