A LOCAL PARTNERSHIP TO BRIDGE RESEARCH, POLICY, AND PRACTICE IN NEW YORK CITY

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PARTNERSHIP DESCRIPTION

- **Goal**: NYC researchers and policymakers collaborate to deepen our understanding of early childhood quality, strengthen the workforce, and support practices that will benefit children from birth through age eight.

- **Origins**: In 2014, the Foundation for Child Development funded eight studies to examine the implementation of NYC’s PreK for All with a focus on the workforce.

- **Infrastructure**: New York Early Childhood Professional Development Institute at the City University of New York facilitates, promotes, and raises support for research.

- **Partners**:
  - City Agencies: Administration for Children’s Services, Department of Education, Department of Health and Mental Hygiene, Mayor’s Office: Center for Economic Opportunity
  - Researchers
  - Funders
Attract investments and allocate resources to applied early childhood research.

Build relationships and capacity among early childhood researchers, policymakers, funders, and practitioners.

Promote the Research Network’s early childhood research within the City and nationally.
## NATURE OF THE PARTNERSHIP: PROCESS

### Roles and Responsibilities
Research Partners contribute timely data and recommend solutions + Policy Partners contribute timely information about policy decisions and political context and constraints.

### Process
- **Identify research questions and opportunities**
- **Develop research studies**
- **Review protocols and strategize sampling**
- **Share emerging findings, policy developments**
- **Determine implications for policy**

### Policy Areas
<table>
<thead>
<tr>
<th>Preparation</th>
<th>Career Support: Recruitment, retention, and compensation</th>
<th>Ongoing Professional Learning</th>
<th>Supports for Quality Practice</th>
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## NATURE OF THE PARTNERSHIP: STUDIES

<table>
<thead>
<tr>
<th>Institution</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Bank Street/National Center for Children in Poverty</td>
<td>Instructional leaders’ capacity to support teaching staff and foster high-quality</td>
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<td>Brooklyn College</td>
<td>Opportunities to improve equitable access to early intervention</td>
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<td>Borough of Manhattan Community College</td>
<td>Male teachers’ engagement in the early childhood field</td>
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<td>Infant and Toddler Course Content and the Teacher Education Pipeline</td>
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<td>City College /Teachers College</td>
<td>Culturally-sustaining high quality practices across communities</td>
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<td>Fordham University</td>
<td>Instructional Practices, Supports, and Learning for Dual Language Learners in PKA Classroom</td>
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<tr>
<td>Hunter College</td>
<td>Case studies on authentic assessment: Perspectives on utility, fidelity, and applications to practice project</td>
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<tr>
<td>National Center for Children and Families</td>
<td>The Importance of UPK setting and auspice in New York City Quality for Infants and Toddlers: Comparisons Across Settings</td>
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<tr>
<td>NIEER</td>
<td>Examine how coaches use their time;</td>
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<tr>
<td>NYU</td>
<td>Implementation of Pre-K for All in NYC: Role of teachers’ advice networks</td>
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**BARRIERS**

- Building and maintaining relationships
- Shifting early childhood policy context
- Membership changes
- Variety of institutions and diverse research approaches

**FACILITATORS**

- Commitment to quality early childhood
- Leveraged funding
- Infrastructure to support collaboration
INSTITUTIONAL SUPPORT AND SUSTAINABILITY

- Backbone entity focused on facilitation and development
- Diversify Research Network activities
- Inclusion of variety of research projects
- Formalize roles and responsibilities
- Adapt and apply lessons learned
- Member of NNERPP
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