



NYC Early Childhood  
**Research Network**

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

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New York Early Childhood  
Professional Development Institute

**CUNY** THE CITY  
UNIVERSITY  
OF  
NEW YORK

# 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

# NATURE OF THE PARTNERSHIP: OBJECTIVES



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

Preparation

Career Support:  
Recruitment, retention,  
and compensation

Ongoing Professional  
Learning

Supports for Quality  
Practice

# NATURE OF THE PARTNERSHIP: STUDIES

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

## 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

# CONTACT

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