

## **New York City Early Childhood Research Network**

In 2014, the Foundation for Child Development committed an initial \$2 million as part of President Obama's Invest in US effort to galvanize philanthropic investment in early childhood. The purpose of the investment is to examine the early care and education (ECE) workforce serving young children enrolled in New York City's (NYC) universal prekindergarten (UPK) programs located in public and community-based settings. For the past year, representatives from the Foundation, researchers from local institutions of higher education, and representatives from city agencies met to collaboratively develop an ECE research agenda. As a result, the New York City Early Childhood Research Network was formed.

The studies funded by the Foundation are intended to provide NYC officials with a better understanding of relationships among characteristics of ECE professionals, program components and supports, and optimal classroom instructional practices. Further, the research was designed to provide continuous and timely feedback to the Department of Education, Administration for Children's Services, the Department of Health and Mental Hygiene, and the Center for Economic Opportunity to inform and improve current NYC UPK/ECE policies and practices. States and localities across the country will also be able to learn lessons about the implementation and scale-up of ECE programs from the NYC experience. The New York Early Childhood Professional Development Institute at the City University of New York (CUNY) supports and coordinates the Network.

Grants within the Network include:

### **Bank Street College of Education & the National Center for Children in Poverty, Columbia University**

- Examines leadership capacity and explores how center and public school instructional leaders support teaching staff and foster high quality instruction in classrooms.

### **Hunter College of the City University of New York (CUNY)**

- Investigates ways in which teaching staff involved in curricula planning find and use formative child assessment tools tied to specific curricula to support their pedagogical decision-making in daily practice.

### **National Center for Children and Families at Teachers College, Columbia University**

- Compares teacher characteristics, professional development supports, instructional approaches, and program structures across UPK settings, governance structures, and communities.

### **New York University, Institute of Human Development and Social Change**

- Studies how teachers with different levels of teacher qualifications are distributed across UPK classrooms and examines ways that administrators and teachers understand and use data about classroom quality to inform professional development and classroom practice.

### **Rutgers the State University of New Jersey, National Institute for Early Education Research**

- Identifies the professionals within the current UPK coaching/PDI workforce system working within programs; examines how these support professionals use their time; and explores how they perceive their roles as influencers of early care and education practice.

### **CUNY Research Foundation, Borough of Manhattan Community College**

- Studies the recruitment, retention, professional development, and mentoring of male educators in the implementation of the UPK system.

**CUNY Research Foundation, City College of New York & Teachers College, Columbia University**

- Investigates high-quality instructional and family involvement practices responsive to families from low-income, immigrant, linguistically, and culturally diverse backgrounds.