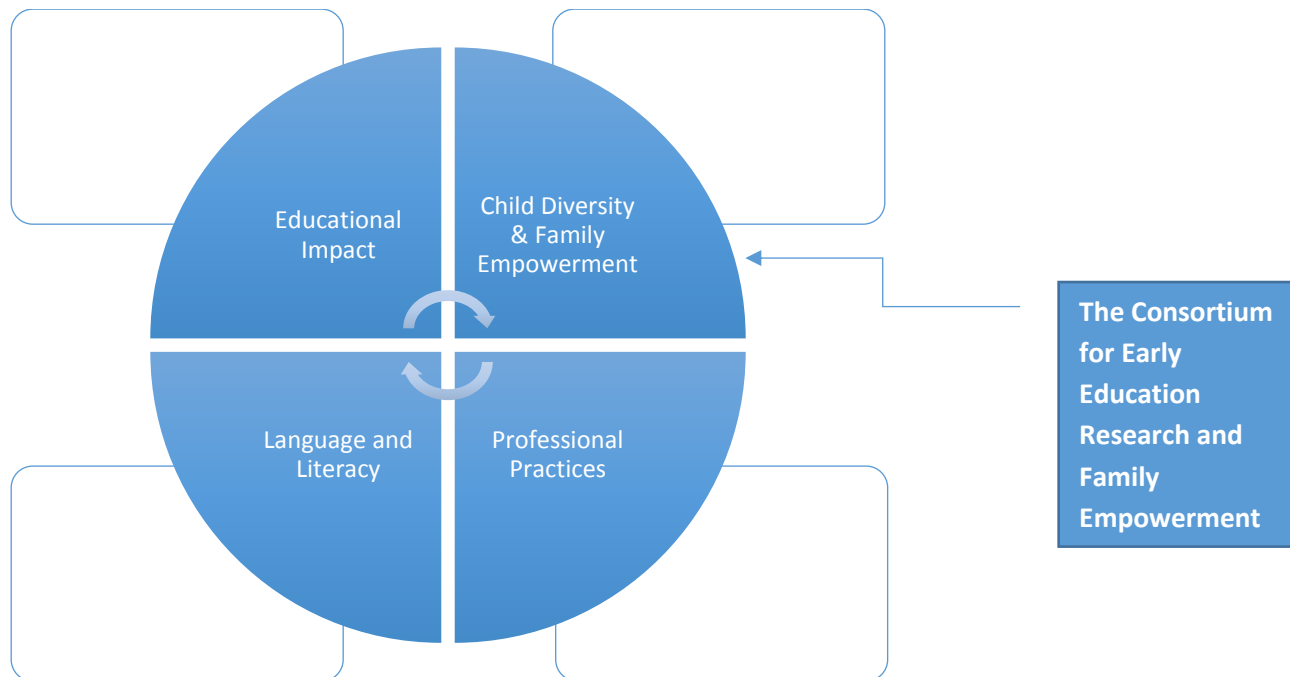


Joining A Research Team

Focus Areas

Four focus areas have been established to target high-need research areas. Each focus area has a chairperson who has been designated to coordinate research groups conducting studies in the respective area. Research teams conducting research in each of the four focus areas can be content focused or interdisciplinary teams implementing research.



Educational Impact

Purpose: Facilitate the exchange of information and research on the educational impact of early education experiences and interventions on the growth trajectory of young children and their families. Provide information and insight to administrators (local, state & national) and policymakers and practitioners on new research, the interpretation of existing research results, and implications of research for practice; thereby, strengthening the research-practice-policy triad.

Key Topics:

- Cognitive Learning Outcomes

- Social and Emotional Learning Outcomes
- Physical Learning Outcomes
- Longitudinal Growth trends

Language & Literacy

Purpose: Facilitate the exchange of information and research on the educational impact of various factors on children's literacy and the larger family literacy contexts. Provide findings and information to administrators, teacher educators, and early childhood organizations on best practices for instruction for early childhood students.

Key Topics:

- Non-verbal and verbal language acquisition
- pedagogical practices used for oral language
- phonemic awareness, phonics, and vocabulary instruction
- English language learners

Child Diversity and Family Empowerment

Purpose: Facilitate the exchange of information and research on the educational impact of program and professional practices on children with diverse needs (developmental, familial, linguistic and situational). Facilitate the exchange of information about working with diverse families and work toward the increased empowerment of families.

Key Topics:

- Children with special needs
- Homelessness
- Engaging with Families – including advocacy, participation, and efficacy

Professional Practices

Purpose: Facilitate the exchange of information and research on the impact of professional practices on the child, family and teacher's growth trajectory.

Key topics:

- Play-based learning
- Assessment & Planning
- Teacher Knowledge
- Professional Development

Study Proposals and Approval

Any researchers who wish to initiate a study as part of the consortium must submit a written proposal to the Steering Committee at least two weeks prior to the quarterly meeting. Proposals must include a one to two page narrative that outlines the topic of study, evidence of need for the study, expected contributions to the consortium and larger community, as well as, the completed IRB application and all support documents. The Steering Committee will review all applications. Applications approved for inclusion in the consortium research projects will be forwarded to the University IRB for subsequent approval. The Steering Committee must be informed of any changes to the IRB document as a result of IRB review. A copy of the approved IRB application must be logged in the Consortium database.

Review research proposals, evaluating for:

- Need and relevance
- Integrity of the study
 - methodology
 - potential for cross-study interference
 - researcher/team expertise
 - ethical implications
- Alignment with consortium mission

All researchers are expected to know and abide by the parameters of the Memorandum of Understandings associated with this consortium; remain informed of current issues and trends; share findings within the consortium and larger early childhood community (academia and practitioners) with an intentional focus on improving educational impact; contribute to the database; and, regularly attend consortium meetings as needed.