

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for the Center/Institute lapses. Please email to Arthur Poole (poolea@commnet.edu) with a copy to Maureen McClay (mcclaym@commnet.edu).

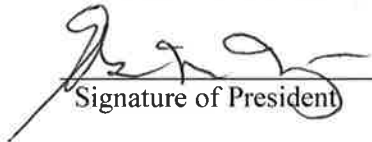
Name of University:	<u>Eastern Connecticut State University</u>
Name of Center/Institute:	<u>Center for Early Childhood Education</u>
Director/Coordinator:	<u>Julia DeLapp</u>
Date of Original Approval:	<u>5/18/06</u>
Date of Last Approval:	<u>9/23/11</u>
Board Resolution of Last Approval:	<u>BR 11-49</u>
Sunset Date:	<u>12/31/16</u>

Recommendation from President:

I have reviewed the attached report and the following is my recommendation to the Board of Regents:

I recommend continuation of this Center/Institute

I recommend discontinuation of this Center/Institute

 8/29/12
Signature of President

Comments (OPTIONAL):

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Mission:

(Provide the mission of the Center/Institute; note any changes from the most recent approval)

The Center for Early Childhood Education works to enhance the quality of care and education for young children (birth to age eight) and their families by:

- Conducting innovative research that produce findings with clear and significant implications for professional practice and the support of young children and families.
- Disseminating research findings in a variety of formats to early childhood professionals and policymakers.
- Providing both traditional and video-based professional development to current and future professionals.
- Supporting teacher educators and others who prepare current and future teachers and providers.

Changes: The last bullet reflects a recent amendment to include “and others,” underscoring the CECE’s work to support trainers, coaches, consultants, and others who provide professional development. In addition, “and providers” was added to reflect that, while teachers have been our primary audience, our work is relevant to and utilized by family child care providers, home visitors, and other professionals in the early childhood field.

Needs Assessment:

(Describe why this Center/Institute was created)

Three factors established the desirability of creating the CECE. First, Eastern’s Child and Family Development Resource Center opened. The state-of-the-art facility included \$2 million of video observation and recording technology, making it possible to conduct innovative research and professional development. Second, there was considerable interest from across the state for Eastern to share best practices and lessons learned from the new child development center utilizing the facility’s technology and the expertise of early childhood education faculty. Third, Eastern received a \$500,000 donation to establish an endowed chair of early childhood education.

Needs Modification:

(Describe how the need for this Center/Institute may have changed)

The original needs continue to apply to the work of the CECE. In addition, state and federal regulations continue to increase both initial qualifications and ongoing training requirements for early childhood teachers and family child care providers—many of whom face significant barriers to participating in face-to-face trainings. Therefore, it is expected that the need for flexible, on-line learning opportunities will continue to grow. Indeed, faculty at Eastern and other BOR institutions have increasingly relied on CECE videos and documents, and CECE videos have been viewed over 500,000 times to date. The

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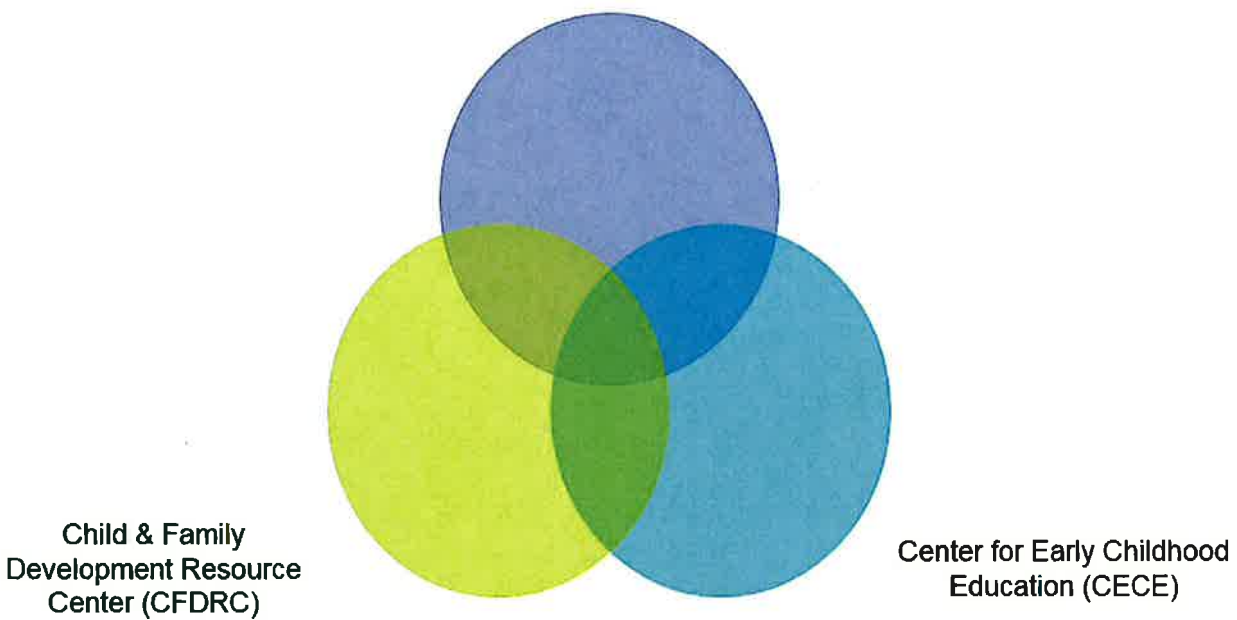
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increasing expectations for teacher preparation also means that there continues to be a significant need to conduct research on the teaching practices that best facilitate children's learning.

It is also important to note the critical role that the CECE plays in supporting the academic functions of the university's early childhood education program. As the image below illustrates, the CECE works in collaboration with Eastern's lab school (the CFDRC) to support faculty and students in the delivery of the early childhood degree program. As Eastern further implements its Early Childhood Teaching Credential (ECTC) program, the CECE's work to develop video-based learning materials will be even more critical.

ECSU Faculty and Degree Programs



Goals, Objectives, and Principal Activities:

(List goals, objectives and principal activities of the Center/Institute)

Goal 1: Conduct innovative research that produce findings with clear and significant implications for professional practice and the support of young children and families.

Objectives

- a) Conduct ongoing, meaningful research on child development, teacher-child interactions, and early childhood education.

Principal Activities

- Conduct the annual Toys that Inspire Mindful Play and Nurture Imagination (TIMPANI) study.

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- Conduct other studies related to child development, teacher-child interactions, and early childhood education based on faculty expertise/interest and grant opportunities.
- Engage Eastern undergraduate students in research (as research assistants).
- Support students to conduct independent research (as part of honors theses, etc.)

Goal 2: Disseminate research findings in a variety of formats to early childhood professionals and policymakers.

Objectives

- a) Publish research findings in scholarly publications.
- b) Create teacher-friendly documents summarizing research findings and outlining implications for practice.
- c) Present research findings at national conferences.
- d) Create teacher- and policymaker-friendly videos about research findings, including implications for practice.

Principal Activities

- Publish articles in peer-reviewed journals.
- Present at conferences such as the National Association for the Education of Young Children, the American Educational Research Association, and the Annual Play Research Forum.
- Engage and mentor undergraduate student researchers as co-authors and co-presenters.
- Publish CECE documents written for teachers and providers, such as *Teacher Tips* and *Research Briefs*.
- Create videos about TIMPANI and other studies that include interviews with teachers and clear suggestions for how teachers can utilize study findings to improve their teaching.
- Engage students majoring in communication in the making of research videos.

Goal 3: Provide both traditional and video-based professional development to current professionals.

Objectives

- a) Provide face-to-face workshops and other training opportunities to teachers and providers.
- b) Develop training videos that demonstrate high-quality teaching/caregiving practices.

Principal Activities

- Host workshops and conferences for Connecticut teachers and providers.
- Deliver workshops and other presentations on effective teaching practices to teachers and providers throughout Connecticut (including at state and local conferences).
- Deliver targeted professional development/coaching to specific populations of teachers/providers per individual grant objectives.
- Videotape teachers and providers in a variety of early childhood settings for use in training videos.

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- Produce training videos on a variety of topics.
- Engage students majoring in communication in the making of training videos.
- Write supplementary content to support viewer learning (e.g., reflection questions, suggestions for further reading or viewing, etc.)

Goal 4: Support teacher educators and others who prepare current and future teachers and providers.

Objectives:

- a) Develop video-based materials that teacher educators and trainers can use to support adult learning.
- b) Develop print-based materials that teacher educators and trainers can use to support adult learning.

Principal Activities

- Develop *Research Briefs* and similar documents that can be used to prompt class discussions.
- Develop supplementary materials to aid faculty and trainers in using training videos (e.g., *Guidance* documents for using videos, suggested discussion questions, suggested additional reading, etc.)
- Develop and maintain a Video Clip Library for Faculty and Trainers with flexible video clips that can be used in a variety of ways for professional preparation and development purposes.
- Share video and print resources with faculty and trainers across the country through traditional outreach, website activities, social media, and presentations.

Goal 5: Ensure the long-term sustainability of the CECE by promoting our capabilities and seeking new resources.

Objectives:

- a) Actively and regularly promote CECE resources, research findings, and accomplishments.
- b) Seek additional resources (grants, contracts, etc.) to fund ongoing CECE work.

Principal Activities

- Utilize internet resources (website and social media) to promote CECE resources.
- Promote CECE resources and capabilities through conference presentations, networking, and meetings.
- Regularly and systematically evaluate CECE work and promote findings.
- Seek grant opportunities to fund research and professional development work.
- Seek collaborating and funding opportunities from other organizations.

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Principal Accomplishments:

(List the Center/Institute's principal accomplishments since its last report. Attach a chronological list of the Center/Institute major activities over the course of the past five years; under specific, relevant categories such as research, papers, conferences, presentations, workshops, sponsored events, exhibits, etc.)

Over the past five years, CECE faculty and staff have achieved the following accomplishments in each of our four goal areas. (See pages 18-28 for a detailed listing of accomplishments in each area.)

Goal 1 (Research): **Fifteen research studies** have been conducted at the CECE. Fourteen of these studies have involved undergraduate students as either research assistants or as independent researchers.

Goal 2 (Research Dissemination): Faculty and staff have delivered **22 research presentations** at national/regional conferences, published 7 peer-reviewed journal articles about research findings, and developed 3 research briefs for practicing teachers and policymakers. Seventeen students co-presented with faculty at national conferences. Twelve students co-authored journal articles.

Goal 3 (Professional Development): The CECE hosted 2 conferences for early childhood professionals on Eastern's campus, delivered 27 workshops to Connecticut teachers and providers, and created **76 educational training videos** (3 of which received prestigious Telly Awards). CECE videos have been viewed over 500,000 times by early childhood professionals all over the world.

Goal 4 (Supporting Teacher Educators): The CECE developed and launched an Early Childhood Video Clip Library for Faculty and Trainers, including creating **300 video clips** for use in courses, coaching sessions, and workshops. The CECE also created **40 publications** to assist faculty and trainers in using videos for professional development purposes.

Goal 5 (Grants): To help support the Center's work, the CECE applied for **11 grants** totaling over \$8.4M during the past 5 years. The CECE received a total of **\$1,062,841** in grants, contracts, and payments for services from FY 12 to FY 16.

Faculty, Staff, and Responsibilities:

(Specify Director/Coordinator, Departments/Disciplines of Members, and Time Commitment for each and changes of personnel over time)

Julia DeLapp, Director, Center for Early Childhood Education: 85% time to direct center's activities; coordinate research activities; serve as producer of training videos; supervise staff, students, and contractors; manage the budget; write grant proposals; develop content; and manage public relations.

Dr. Jeffrey Trawick-Smith, Phyllis Waite Endowed Chair of Early Childhood Education, CSU Professor, Professor of Education: 20% time to conduct research, publish scholarly articles, deliver research

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presentations, mentor student research assistants, write grant proposals for research, and serve as content expert on training videos.

Kenneth Measimer, Production Specialist, Media Services Department: Mr. Measimer provides technical and A/V support to faculty and staff at Eastern. In addition, he supports the CECE in editing video footage, mentoring communication students, training student research assistants on video equipment, and maintaining video research equipment.

Grant staff: The Center has employed a variety of durational staff to carry out grant objectives, including grant/project managers, project associates, and videographers/editors. Over the past five years, staff have included:

- Teresa Surprenant, Project Manager (PELDS project, 2014-2016)
- Sean Leser, Videographer (PELDS project, 2014-2016)
- Lisa Petropoulos, Project Associate (PELDS project, 2014-2016)
- Ashlee Parks, part-time Early Childhood Associate (PELDS project, 2014-2016)
- Heather Oski, part-time Early Childhood Associate (PELDS project, 2015)
- Karl Gray, part-time Videographer (CPEL project, 2011-2012)
- William Black, Project Manager (CPEL project, through August 2011)
- Jean Filip, Secretary (CPEL project, through August 2011)
- Three literacy coaches (Emden Jimenez-Sifontes, Sandra Granchelli, and Audrey Cadarette) under the CPEL project received their final paychecks in July 2011.

Faculty: Various faculty participate in CECE research or professional development activities depending on their interest, availability, and areas of expertise. At times, grants have paid for faculty course release or summer/wintersession work to enable greater levels of participation. Over the past five years, the following faculty have been involved in CECE activities:

- Dr. Ann Anderberg, Associate Professor of Education: Served as PI on grant that provided training to bilingual families and produced a series of English and Spanish videos on dialogic reading (2013). Served as Co-PI on CPEL project (ending FY 12). Has also served as content expert related to supporting dual language learners.
- Dr. Theresa Bouley, Professor of Early Childhood Education: Served as content expert on video series on language development.
- Dr. Ann Gruenberg, Professor of Early Childhood Special Education (retired 2015): Served as content expert on videos related to children's mental health and supporting children with special needs.
- Dr. Xing Liu, Associate Professor of Education: Served as Co-PI on a grant-funded study related to children's math (ending 2012).
- Dr. Denise Matthews, Professor of Communication: Served as producer on the e-clips video series and the final video about the grant-funded CPEL project (2011-2012).
- Dr. Tanya Moorehead, Assistant Professor of Special Education: Featured in a video related to children's mental health (2015).

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- Dr. Darren Robert, Professor of Kinesiology and Physical Education: Served as content expert on videos and secondary research related to children's physical development and physical activity.
- Dr. Sudha Swaminathan, Professor of Early Childhood Education: Served as PI on studies related to children's math; serves as content expert on videos related to math, science, and assessment.

Students: The CECE employs one student worker who assists with administrative tasks such as transcribing video footage and entering research data. Each semester, the CECE employs anywhere from two to ten research assistants, depending on research activities and availability of grant funding (see more below).

Student Involvement and Student Outcomes:

(If applicable, discuss Center/Institute's impact upon the university's students; specifically, what was the nature of student involvement and how many students were involved with Center/Institute activities; what were the resultant student outcomes of that involvement stated numerically. Student outcomes may include such measures as learning outcomes, achievement, persistence, graduation, employment and graduate school placements. Along with or without student involvement and student outcome; a focus of the Center/Institute's mission might be public engagement/outreach. If so, that construct should be discussed here.)

Eastern students enrolled in the early childhood education program benefit from the CECE's work, as the early childhood faculty regularly utilize CECE-produced videos and other materials within their courses. In addition, the CECE is committed to directly involving students from a variety of disciplines in center work as a way to support Eastern's liberal arts mission and its dedication to experiential learning opportunities.¹ Students have served in a variety of capacities at the CECE, from serving as research assistants to conducting independent research to assisting with video production. In addition, student research assistants have co-presented with faculty and staff at national conferences, co-authored articles published in peer-reviewed journals, and been interviewed by journalists from newspapers and local radio shows.

A total of **49 unduplicated students** participated in meaningful research or professional-level experiences over the past five years at the CECE:

- 21 early childhood education students and 1 psychology served as research assistants on one or more studies (each lasting a full semester or longer). As research assistants, students have been responsible for conducting pre- and post- assessments of children's math or literacy skills, videotaping children engaged in play, videotaping teacher-child interactions, transcribing and coding adult language directed at children, coding video footage using faculty-developed instruments, assisting with data interpretation, and helping to present results. Nine of these students were featured in videos about study results; they described their role in the research and explained study findings.

¹ The CECE's commitment to engaging students in practical, meaningful work is highlighted in the 2012 CECE video *Student Engagement at the Center for Early Childhood Education*.

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- 3 students (2 early childhood and 1 physical education) conducted independent research projects for their Honors theses (under faculty mentorship). The students used video cameras to observe and/or record preschool teachers and children, coded their observations according to the purpose of their research, and analyzed the results.
- 11 communication students completed semester-long video production internships (under the mentorship of the CECE media production specialist). These students were responsible for videotaping in toddler and preschool classrooms, setting up lighting equipment, videotaping studio interviews, editing footage, and in some cases, developing scripts.
- 4 communication students were commissioned to create the CECE-released video *Ready to Climb* (under the guidance of a Communication faculty member). They met with the CECE director to discuss the desired goals, coordinated videotaping with faculty and the preschool director, conducted studio interviews, videotaped preschoolers and teachers, wrote the script, edited footage, made revisions based on feedback from the CECE director, and added graphics and music.
- 4 students were tapped for other assistance on specific projects to compose original music for videos, provide voiceovers on videos, or do graphic design for CECE publications.
- 7 physical education students were featured in the videos *Ready to Climb* and *Fun Mud Day* highlighting their work with preschoolers at Eastern's early childhood center.

Measurable Outcomes: Research Assistants

Students who participated as research assistants achieved several successes as a result of their research experience. Students have reported anecdotally that in their job interviews for teaching positions, elementary school principals have been especially interested in hearing about their research experience. Due to the increased emphasis on assessment in public schools, students felt that their experience working with data and assessing children's learning gave them an edge. To date, our research assistants have a **100% rate of either job placement or enrollment in graduate school** in the year immediately following graduation from Eastern.

In addition, our research assistants have had several key achievements:

- 17 early childhood education students co-presented with faculty/staff at national conferences on research findings (see pages 19-20 for listing of presentations).
- 12 early childhood education students co-authored articles that were published in peer-reviewed journals (see pages 20-21 for listing of publications).
- At least 33 students gave presentations at student research conferences, or presented posters at the CECE's two *Investigations* conferences:
 - Levesque, A.; Murphy, E.; & Slater, S. (2012). *Teacher-child interactions and scaffolding during educational technology use*. (Faculty Mentor: Dr. Sudha Swaminathan) Presentation at the COPLAC Northeast Regional Undergraduate Research Conference.
 - Franklin, J. (2012, April). *Water erosion inquiry project*. Poster presentation at Investigations Conference, Willimantic, CT.
 - Levesque, A.; Murphy, E.; & Slater, S. (2012, April). *Maze inquiry*. Poster presentation at Investigations Conference, Willimantic, CT.

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- Messologitis, D. (2012, April). *Pink and blue and purple, too*. Poster presentation at Investigations Conference, Willimantic, CT.
- Pelsler, L.; Wolff, J.; & Vann, C. (2012, April). *Moving objects down a ramp*. Poster presentation at Investigations Conference, Willimantic, CT.
- Vallarelli, J. & Koschel, M. (2012, April). *Movie theatre madness*. Poster presentation at Investigations Conference, Willimantic, CT.
- Zanard, C.; Tedeschi, T.; & Chieffalo, J. (2012, April). *Bounce zone*. Poster presentation at Investigations Conference, Willimantic, CT.
- Depaolis, K., Krause, K. Oski, H., & Zebrowski, A. (2014, April). *Toys that inspire high quality play: Results of the 2014 TIMPANI toy study*. Presentation at the annual EXPO conference, Eastern Connecticut State University.
- Depaolis, K., Krause, K. Oski, H., & Zebrowski, A. (2015, April). *Toys that inspire high quality play: Results of the 2015 TIMPANI toy study*. Presentation at the annual EXPO conference, Eastern Connecticut State University.
- Depaolis, K., Krause, K. Oski, H., & Zebrowski, A. (2015, April). *Frequency of teacher math talk and its effects on math learning in an urban child development center*. Presentation at the annual EXPO conference, Eastern Connecticut State University.
- Baton, B.; Danieluk, C.; Marsh, S.; & Szarwacki, M. (2016, April). *Block play as mathematical thinking: The effects of block building complexity, peer and teacher interactions, and replica play toys on preschool children's math learning*. Oral presentation at Eastern CREATE conference.
- Borden, R., & Slawinowski, L. (2016, April). *Toys that inspire mindful play and nurture the imagination (TIMPANI) annual toy study*. Oral presentation at Eastern CREATE conference.
- Marsh, S. (2016, April). *Choices preschoolers make during free play time*. Oral Presentation at Eastern CREATE conference.
- Tonzi, S. (2016, April). *Using literacy to increase mathematical dispositions in preschool*. Oral presentation at Eastern CREATE conference.
- Alexander, M.; Attardo, M.; DePaolis, K.; Ferland, J.; Forcellina, L.; Krause, K.; Oski, H.; Zebrowski, A. (2014, May). *Gathering and sharing adaptive resources*. Poster presentation at Investigations Conference, Willimantic, CT.
- Baton, B.; Brown, J.; Danieluk, C.; Francis, C.; Neubauer, K.; Szarwacki, M.; Taylor, A. (2014, May). *Board games: Closing the achievement gap in preschool math learning*. Poster presentation at Investigations Conference, Willimantic, CT.
- Davis, C. (2014, May). *TIMPANI toy study 2013*. Poster presentation at Investigations Conference, Willimantic, CT.
- Oski, H.; Zebrowski, A.; DePaolis, K.; Krause, K. (2014, May). *Math talk in community based preschools: Counting on teachers*. Poster presentation at Investigations Conference, Willimantic, CT.

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Measureable Outcomes: Production Interns

Our production interns have also experienced success. These students have left Eastern with professional-quality videos, other products, and awards on their resumes. Some of their achievements include:

- 34 videos published by the CECE over the past 5 years had Eastern students who were listed in the credits as responsible for videography, editing, or other production skills (see pages 21-24 for listing of videos).
- 1 visual arts student was responsible for designing the graphics for the CECE's *Teacher Tips* publications.
- 2 students recorded narration for videos (including one that was in Spanish).
- 1 student composed two original music scores that were featured in the Award-winning *Inspiring Lessons* video and in the *Investigations* series.
- 2 students contributed to videos for which the CECE received a Telly Award, a prestigious award honoring exceptional technical quality in videos. (One student received credit for her videography; the other for his editing work.)

Student-Reported Outcomes

The CECE conducts periodic video interviews with students to capture and evaluate their experiences. Students have reported that being involved in research or production experiences at the CECE has helped them to:

- Make connections between theory and actual professional practice
- Better understand what they were learning in class
- Reflect on their future teaching practices
- Gain research skills prior to starting graduate school
- Develop professional-level video editing skills
- Learn how to videotape in challenging situations (e.g., with young children underfoot)
- Understand how to work in a team
- Learn how to “be professional”
- Be more competitive for job interviews

The CECE features many students in videos on the center's website as a way to highlight student involvement in research and professional production experiences. Over the last five years, the CECE has completed and posted the following 16 interviews (text is hyperlinked to each video):

- *Student Reflection:* [Chamari Davis](#), '14
- *Student Reflection:* [Kim DePaolis](#), '15
- *Student Reflection:* [Christina Frugale](#), '12
- *Student Reflection:* [Claire Fryer](#), '12
- *Student Reflection:* [Joan Gallagher](#), '12
- *Student Reflection:* [Karl Gray](#), '11

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- *Student Reflection:* [Ashlee James](#), '12
- *Student Reflection:* [Scott Johnson](#), '10
- *Student Reflection:* [Kristen Krause](#), '15
- *Student Reflection:* [Sean Leser](#), '13
- *Student Reflection:* [Heather Oski](#), '15
- *Student Reflection:* [Michelle Patenaude](#), '13
- *Student Reflection:* [Cassandra Savalli](#), '13
- *Student Reflection:* [Kassandra Scozzafava](#), '11
- *Student Reflection:* [Eliza Welling](#), '11
- *Student Reflection:* [Jenny Wolff](#), '12

Assessment and Evaluation:

(Describe how progress toward meeting goals and objectives has been measured and include a brief description of lessons learned)

The CECE engages in a number of efforts to assess and evaluate our work.

First, **individual grant projects are evaluated according to grant requirements.** For example, outcomes under the CECE's U.S. Department of Education grant was measured by an external evaluator and reported to the U.S. Department of Education. Outcomes were measured through children's performance on various standardized assessments; teachers' performance on a Teacher Knowledge Test, a classroom observation tool (ELLCO), and a fidelity of implementation tool; exit cards from teacher workshops and family events; and focus groups and interviews with participating teachers. In addition, progress was measured internally by an assessment of adherence to tasks and deadlines outlined in the project management plan. Adjustments were made in grant implementation based on data reported and recommendations of the evaluator.

Second, **the CECE collects data and feedback on our video resources.** The CECE monitors the number of views each video receives to determine which topics have the greatest demand and to identify where additional content might be developed. The video that has been viewed the most frequently—116,000 times—is on the topic of Observation (related to observing and assessing children's learning and development). Based on that popularity, this fall we will release a video on Documenting Children's Learning. Our second most viewed video, with over 88,000 views, is on Supporting English Language Learners. In response to the popularity of that video, the CECE released two more videos related to this topic this year—one on supporting oral language development in dual language learners, and another on strategies for supporting dual language learners in preschool classrooms. Of the videos released in the 2015-2016 academic year, the most popular was focused on Understanding Challenging Behavior, so we are currently working on a series of videos on preventing challenging behavior.

In addition to monitoring views, the CECE collects feedback from viewers of our videos through anonymous surveys. 84% of respondents of these surveys indicated that they "strongly agreed" with the statement, "I believe this video is helpful for professionals who work with young children." (The

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remainder of respondents “agreed” with the statement.) 89% of respondents indicated that they “strongly agreed” with the statement, “I would be interested in seeing similar videos in the future.” In open-ended questions, respondents wrote that they appreciated how the videos showed examples from real classrooms, included teachers’ reflections on their work, and included examples with toddlers—all elements that the CECE has worked to maintain or even improve upon by videotaping in early childhood settings across Connecticut (including infant/toddler classrooms). Also, the CECE has received 5 Telly Awards for our videos to date—an indicator of the technical quality of our videos.

Third, **the CECE collects feedback from face-to-face professional development participants** as often as possible, and uses this information to inform future trainings and video development. Feedback has been overwhelmingly positive. After completing a recent 3-workshop series related to early childhood math, family child care providers showed significant improvement in both their understanding of math concepts and their confidence in supporting early math development. For example, a pre-test indicated that 1 provider was “not confident” and 9 were only “somewhat confident” that they knew “what children should know and be able to do in math at different ages.” After the workshops, post-tests showed that 1 provider was “somewhat confident,” and the remainder had moved up to feeling “very confident” in this area.

Finally, **the CECE conducts one-on-one interviews with students** who have participated in experiential learning opportunities to ascertain which aspects of their work were the most meaningful for their overall educational experience, and also tracks professional outcomes for former student researchers. Students consistently report that being involved in CECE research has enhanced their understanding of educational theory taught in their classes, influenced their future teaching practices, and assisted them in finding teaching positions. To date, all student research assistants have been successful in either being accepted into graduate school or finding lead teacher positions immediately upon graduation.

The CECE will continue to build evaluation plans into grant activities as appropriate, and utilize evaluation findings to both adjust immediate grant activities as needed and to inform the design of future projects. The CECE will continue to seek feedback from participants in professional development offerings, as well as seek feedback on the usefulness and quality of individual training videos. In addition, the CECE recently launched a survey to collect more general feedback from the field on our overall work (including the usefulness of our printed materials). This survey will be re-released periodically to track our progress.

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ACTUAL Revenues and Expenses:

(For FY 2016, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
REVENUE					
1. Gifts/Grant Support ^a	523,257	116,352	55,212	207,295	153,349
2. General Fund ^b	0	0	0	0	0
3. Operating Fund ^c	119,255	200703	97,913	137,127	197,555
4. Other Revenue ^d	3,420	0	3,955	0	0
5. TOTAL REVENUE (lines 1-4)	645,932	317,055	157,080	344,422	350,904
EXPENSES					
6. Personnel ^e	301,470	133,528	104,925	260,490	256,111
7. Fringe Benefits	69,479	32,922	21,700	41,481	72,990
8. Travel	21,298	7,083	9,635	15,184	10,208
9. Equipment & Supplies	10,622	79,676	9,711	15,970	1,614
10. Contractual	31,951	10,399	4,289	3,680	3,035
11. Construction ^f	0	0	0	0	0
12. Other	7,585	5,899	6,819	7,616	6,947
13. Total Direct Costs (lines 6 through 12)	442,404	269,699	157,080	344,422	350,904
14. Indirect Costs ^g	203,528	47,386	0	0	0
15. TOTAL COSTS (lines 13 + 14)	645,932	317,055	157,080	344,422	350,904
NET					
16. TOTAL REVENUE - TOTAL COSTS	0	0	0	0	0
surplus / (deficit)					
17. OPERATIONAL BALANCE	0	0	0	0	0
from previous year					
	\$				

NOTES:

- a. Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative
- b. Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant).
- c. Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
- d. Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
- e. Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
- f. Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
- g. Estimate costs for facilities use, utilities consumption, etc.

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PROJECTED Revenues and Expenses:

BUDGET CATEGORIES	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
REVENUE					
1. Gifts/Grant Support ^a	7,500	7,500	7,500	7,500	7,500
2. General Fund ^b	0	0	0	0	0
3. Operating Fund ^c	204,048	203,742	206,126	211,068	216,163
4. Other Revenue ^d	0	0	0	0	0
5. TOTAL REVENUE (lines 1-4)	211,548	211,242	213,626	218,568	223,663
EXPENSES					
6. Personnel ^e	105,789	105,786	105,786	107,901	110,059
7. Fringe Benefits	65,802	68,671	71,171	74,017	76,977
8. Travel	12,875	14,200	14,200	14,200	14,200
9. Equipment & Supplies	21,605	16,685	16,669	16,550	16,427
10. Contractual	2,600	2,700	2,800	2,900	3,000
11. Construction ^f	0	0	0	0	0
12. Other	2,880	3,200	3,000	3,000	3,000
13. Total Direct Costs (lines 6 through 12)	211,548	211,242	213,626	218,568	223,663
14. Indirect Costs ^g	0	0	0	0	0
15. TOTAL COSTS (lines 13 + 14)	211,548	211,242	213,626	218,568	223,663
NET					
16. TOTAL REVENUE - TOTAL COSTS	0	0	0	0	0
surplus / (deficit)					
17. OPERATIONAL BALANCE	0	0	0	0	0
from previous year					
	\$				

NOTES:

- a. Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative
- b. Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant).
- c. Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
- d. Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
- e. Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
- f. Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
- g. Estimate costs for facilities use, utilities consumption, etc.

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Budget Narrative:

(Provide any important context about ACTUAL and PROJECTED Revenues and Expenses)

ACTUAL REVENUE and EXPENSES FY 12 – FY 16

Grants: The CECE had a total of **\$1,055,465** in grant revenue and expenses from the following sources:

U.S. Department of Education: \$628,049 (FY12-13) for the *Community partners for early literacy (CPEL)* project.

- Personnel: \$254,301
- Fringe: \$60,647
- Travel: \$9,919
- Equipment & supplies: \$7,093
- Contractual: \$40,344
- Other: \$4,831
- Indirect: \$250,914 in indirect expenses recovered from grantor by the university.

Connecticut Office of Early Childhood: \$346,375 (FY 15-16) for *Project early learning and development standards (PELDS)*.

- Personnel: \$320,508
- Travel: \$1,301
- Equipment & supplies: \$11,196
- Contractual: \$6,195
- Other: \$7,176

Income from interest on donation for endowed chair: \$57,500. Funds were used for research supplies, travel, and student research assistants.

Windham Area Women & Girls Fund, Community Foundation of Eastern Connecticut: \$7,456 (FY13-14) for faculty and supplies for the *Dialogic reading for multi-lingual women and girls* project.

Coventry School Readiness Council: \$1,400 (FY 16) for staff and mileage for the *Early math literacy and social emotional professional development for Coventry School Readiness staff* project.

Spencer Foundation: \$7,852 (FY 12) for faculty and supplies for *The relationship of teacher-child interactions in preschool play to young children's mathematical ability* study.

Private donation: \$6,832 in FY 14 from a private donor for materials and professional development sessions for the purpose of supporting children's literacy.

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Operating Expenses: The CECE had a total of \$824,260 in revenue from Eastern’s operating fund over the 5-year period. Funds were allocated as follows:

- Personnel: \$470,541 to fund 85% of CECE director’s time (when not covered by grants), 20% endowed chair’s time, student research assistants.
- Fringe: \$174,564
- Travel: \$52,165 for mileage to deliver workshops and for travel for students, faculty, and staff to present research findings at national conferences.
- Equipment & supplies: \$97,975 for office supplies, educational supplies, research materials, child assessments, and production equipment.
- Contractual: \$6,724 for translation services and honoraria for experts appearing in videos.
- Other: \$22,291 for software licenses and support, books and educational journals, equipment repairs, operating leases, and postage.

Other Revenue: The CECE earned \$7,375 from conference registrations and workshop fees (\$3,420 earned in FY 12; \$3,955 in FY 14). Funds were used for conference supplies, honoraria for speakers, food, and travel to deliver workshops.

PROJECED REVENUE and EXPENSES FY 17 – FY 21

Grants: The CECE will continue to apply for grants; we are currently awaiting funding decisions on a number of grant applications. We also anticipate earning **\$37,500** from the interest on the donation for the endowed chair. This will be spent on travel, research materials, and student research assistants.

Operating Expenses: The CECE anticipates a total of \$1,041,146 in revenue and expenses from Eastern’s operating fund.

- Personnel: \$512,807 to fund 85% of CECE director’s time (when not covered by grants), 20% endowed chair’s time, student research assistants.
- Fringe: \$356,638
- Travel: \$54,675 for mileage to deliver workshops and for travel for students, faculty, and staff to present research findings at national conferences.
- Equipment & supplies: \$87,936 for office supplies, educational supplies, research materials (including child assessments, and production equipment).
- Contractual: \$14,000 for translation services and honoraria for experts appearing in videos.
- Other: \$15,080 for software licenses and support, books and educational journals, equipment repairs, operating leases, and postage.

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Center for Early Childhood Education List of Accomplishments 2011-2016

Goal 1: Research

Research Studies: Fifteen different studies were conducted in the CECE over the past five years (some of these studies began prior to 2011). Three of these studies were conducted by undergraduate students under the mentorship of a CECE faculty member. **Fourteen of the studies engaged Eastern students in research activities.**

- Ruby, M. & Anderberg, A. (2009–2012). *Data-driven, language differentiated professional development for teachers.*
- Trawick-Smith, J.; & Zimmermann, K. (2011). *TIMPANI toy study 2011: Toys that inspire mindful play and nurture the imagination.*
- Swaminathan, S.; Levesque, A.; Murphy, E.; & Slater, S. (2012). *Teacher-child interactions and scaffolding during educational technology use.*
- Trawick-Smith, J.; DeLapp, J.; Koschel, M.; Vallarelli, J.; Wolff, J.; (2012). *TIMPANI toy study 2012: Toys that inspire mindful play and nurture the imagination.*
- Trawick-Smith, J.; DePaolis, K.; Krause, K.; Oski, H.; Zebrowski, A. (2013). *Naptime data meetings to increase the math talk of early care and education providers.*
- Trawick-Smith, J.; Davis, C.; DeLapp, J.; & Savalli, C. (2013). *TIMPANI toy study 2013: Toys that inspire mindful play and nurture the imagination.*
- Hanrahan, R. (undergraduate student mentored by N. Williams). (2013). *The effects of physical education on classroom behaviors of preschool students.* ECSU Honors Thesis.
- Trawick-Smith, J.; DeLapp, J.; DePaolis, K.; Krause, K.; Meskill, D.; Oski, H.; & Zebrowski, A. (2014). *TIMPANI toy study 2014: Toys that inspire mindful play and nurture the imagination.*
- Trawick-Smith, J.; Swaminathan, S.; Baton, B.; Danieluk, C.; Marsh, S.; & Szarwacki, M. (2014-2015). *Block play and mathematics learning in preschool: The effects of building complexity, peer and teacher interactions in the block area, and replica play materials.*
- Gagnon, A. (2015). *The effects of physical activity on cognitive development in preschoolers.* Research for doctoral dissertation.
- Trawick-Smith, J.; DePaolis, K.; Krause, K.; Meskill, D.; Oski, H.; Petropoulos, L.; & Zebrowski, A. (2015). *TIMPANI toy study 2015: Toys that inspire mindful play and nurture the imagination.*
- Marsh, S. (undergraduate student mentored by J. Trawick-Smith). (2015-2016). *Choices preschoolers make during free play time.* ECSU Honors Thesis.
- Trawick-Smith, J.; Borden, R.; Slawinowski, L.; Petropoulos, L.; & DeLapp, J. (2015-2016). *TIMPANI toy study 2016: Toys that inspire mindful play and nurture the imagination.*
- Trawick-Smith, J.; Swaminathan, S.; Coady, S.; & Palen, S. (2016). *A descriptive study of math conversations in play that promote mathematical thinking in preschools.*
- Tonzi, S. (undergraduate student mentored by J. Trawick-Smith). (2016). *Using literacy to increase mathematical dispositions in preschool.* ECSU Honors Thesis.

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Goal 2: Dissemination of Research Findings

National Conference Presentations

- Trawick-Smith, J., Swaminathan, S., Camissa, C., Fryer, C., Supino, T., & Zimmerman, K. (2011, June). *Effects of teacher-child play interactions on young children's mathematical thinking*. Paper presented at the National Professional Development Institute of the National Association for the Education of Young Children, Providence, RI.
- Trawick-Smith, J. (2011, October). *Teacher-child play interactions to promote learning in preschool: Implications for teacher preparation and professional development*. Invited address to the International Congress on Educational Quality, Cartagena, Colombia.
- Trawick-Smith, J. (2011, October). *Math discourse and good-fit interactions in preschool: Effects on mathematics learning*. Invited presentation to the International Congress on Educational Quality, Cartagena, Colombia.
- Ruby, M. F. & Anderberg, A., (2011, October). *Differentiated professional development: Impact on the preschool literacy gap represented by 3 years of teacher and student outcome data*. Presentation at Northwest Educational Research Association Conference; Rocky Hill, CT.
- Trawick-Smith, J. (2011, November). *The relationship of adult-child mathematical discourse and growth in mathematical thinking: Implications for preschool education*. Presentation at the Annual Play Research Forum of the Association for the Study of Play, Orlando, FL.
- Trawick-Smith, J., DeLapp, J., Marouski, A., & Zimmerman, K. (2011, November). *What makes a good toy: Findings of the 2011 TIMPANI Toy Study*. Presentation at the annual meeting of the National Association for the Education of Young Children, Orlando, FL
- Rezai, N. & Trawick-Smith, J. (2011, November). *Investigations: Overview of a project-based curriculum and illustrations from an investigation on bones*. Paper presented at the annual meeting of the National Association for the Education of Young Children, Orlando, FL.
- Anderberg, A. (2012, March). *SCRIPTS: Emergent literacy practices for parents learning English with their young children*. Presentation at Association for Childhood Education International Global Summit on Childhood, Washington, D.C.
- Trawick-Smith, J. & Swaminathan, S. (2012, April). *The contributions of teacher-child play interactions in preschool to young children's mathematical thinking*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, B.C.
- Ruby, M. F. & Anderberg, A. (2012, April). *Making and maintaining gains of teacher knowledge of early literacy by preschool paraprofessionals through strategic research-based professional development*. Presentation at American Educational Research Association Conference, Vancouver, B.C..
- Trawick-Smith, J., DeLapp, J., Koschel, M., Valarelli, J., & Wolff, J. (2012, November). *The effects of toys on the thinking, problem solving, creativity, and social interactions of preschool children: Findings of the 2012 TIMPANI Toy Study*. Paper presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, GA.
- Trawick-Smith, J., & Swaminathan, S. (2013). *Math talk counts: Conversations with young children that promote mathematical thinking*. Presentation at the annual meeting of the National Association for the Education of Young Children, Washington, D.C.

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- Trawick-Smith, J., DeLapp, J., Savalli, C., & Davis, C. (2013, November). *What makes a good toy? Findings of the 2013 TIMPANI Toy Study*. Presentation at the annual meeting of the National Association for the Education of Young Children, Washington, D.C.
- Trawick-Smith, J., & Savalli, C. (2013). *A descriptive study of block play: Effects of replica play toys*. Paper presented at the Annual Play Research Roundtables of the Play Policy and Practice Interest Forum, National Association for the Education of Young Children, Washington, D.C.
- Gruenberg, A.; Robert, D.; & DeLapp, J. (2014, July). *Physical activity in young children: A collaborative approach*. Poster presentation at the 12th Head Start Research Conference, Washington, D.C.
- Trawick-Smith, J., DePaolis, K., Krause, K., Oski, H., & Zebrowski, A. (2014, November). *Effects of an intervention to promote math talk in urban child development centers*. Paper presented at the annual meeting of the National Association for the Education of Young Children, Dallas, TX.
- Trawick-Smith, J. (2014, November). *Teacher-child math talk in play: Three investigations*. Paper presented at the Annual Play Research Forum of the National Association for the Education of Young Children, Dallas, TX.
- DeLapp, J., Trawick-Smith, J., DePaolis, K., Krause, K., Oski, H., & Zebrowski, A. (2014, November). *Selecting toys to stimulate mindful play: Results of the 2014 TIMPANI Toy Study*. Paper presented at the annual meeting of the National Association for the Education of Young Children, Dallas, TX.
- Trawick-Smith, J., Swaminathan, S., & Liu, X. (2014). *An intervention to enhance math discourse during play in preschools: Theoretical foundations and preliminary findings*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Trawick-Smith, J., Baton, B., Danieluk, C., Marsh, S., & Szarwacki, M. (2015, November). *Block play as mathematical thinking: The effects of block building complexity, peer and teacher interactions, and replica play toys on preschool children's math learning*. Research paper presented at the annual meeting of the National Association for the Education of Young Children, Orlando, FL.
- Marsh, S. & Trawick-Smith, J. (2015, November). *Choices preschoolers make during free play time*. Roundtable presented at the Annual Play Research Forum of the Play, Policy, and Practice SIG of the National Association for the Education of Young Children, Orlando, Florida.
- Trawick-Smith, J., Swaminathan, S., Baton, B., Danieluk, C., Marsh, S., & Szarwacki, M. (2016, April). *The relationship of block play to mathematics learning in preschool*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Scholarly Publications (not including books and book chapters written by CECE faculty)

- Trawick-Smith, J., Russell, H., & Swaminathan, S. (2011). Measuring the effects of toys on the cognitive, creative, and social play behaviors of preschool children. *Early Child Development and Care*, 181(7), 909-927.
- Anderberg, A., & Ruby, M. F. M. (2013). Preschool bilingual learners' receptive vocabulary development in school readiness programs. *NABE Journal of Research and Practice*, 4(1).

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- Trawick-Smith, J., Wolff, J., Koschel, M., & Vallarelli, J. (2014). Which toys promote high-quality play? Reflections on the five year anniversary of the TIMPANI toy study. *Young Children*, 69(2), 40-47.
- Trawick-Smith, J., Swaminathan, S., & Liu, X. (2015). The relationship of teacher-child play interactions to mathematics learning in preschool. *Early Child Development and Care*, 186, 716-733.
- Trawick-Smith, J., Wolff, J., Koschel, M., & Vallarelli, J. (2015). Effects of toys on the play quality of preschool children: Influence of gender, ethnicity, and socioeconomic status. *Early Childhood Education Journal*, 43, 249–256.
- Trawick-Smith, J., Oski, H., DePaolis, K., Krause, K., & Zebrowski, A. (2016). Naptime data meetings to increase the math talk of early care and education providers. *Journal of Early Childhood Teacher Education*.
- Trawick-Smith, J., Baton, B., Danieluk, C., Marsh, S., & Szarwacki, M. (2016). Block play as a context for mathematical thinking: the effects of building complexity, peer and teacher interactions, and replica play materials on math learning in preschool. *Journal of Research in Childhood Education*.
- Trawick-Smith, J. (2016). Not all children grow up the same: Development, diversity, and early care and education. In M.B. McMullen, C. Brown, & N. File (Eds.) *Handbook of Early Childhood Care and Education*. Hoboken, NJ: Wiley.

CECE Research Briefs

- Trawick-Smith, J. (2016). *The power of pretend play*.
- Trawick-Smith, J. (2016). *Teacher-child play interactions to promote learning and development*.
- Trawick-Smith, J. (2016). *Observing and assessing pretend play*.

Goal 3: Professional Development

The CECE provided face-to-face professional development opportunities to Connecticut early childhood teachers and provider in a variety of ways.

Conference on ECSU Campus

- *Early Childhood Investigations Conference* (2012, April). CECE-hosted conference on campus for practicing early childhood teachers. Multiple workshop presenters with nationally-known expert Judy Harris Helm as keynote speaker. 122 attendees from across Connecticut participated, and 13 students presented posters at a lunchtime poster session.
- *Early Childhood Investigations Conference* (2014, May). Featured keynote speaker: Dr. Marina Umaschi Bers from Tufts University. Over 100 people attended the conference, and 16 students gave poster presentations.

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Workshops and Presentations

CECE faculty and staff gave numerous presentations and workshops to build the skills of local teachers and providers, or to share information about child development and early childhood education with families and business leaders. Workshops include the following (not an exhaustive list):

- DeLapp, J. (2012, May). *The importance of play*. Presentation to the Willimantic Rotary Club, Willimantic, CT.
- DeLapp, J. (2013, January). *The importance of play in children's development*. Presentation to the Meriden Rotary Club, Meriden, CT.
- DeLapp, J. (2013, March). *Research on which toys best help children learn*. Presentation to the Waterford Rotary Club, Waterford, CT.
- Anderberg, A. (2013, April). *Reading in English and Spanish with your child: Laying the foundation for life-long learning*. CECE-sponsored workshop for bilingual families, Willimantic, CT.
- Anderberg, A. (2013, October). *Reading in English and Spanish with your child: Laying the foundation for life-long learning*. CECE-sponsored workshop for bilingual families, Willimantic, CT.
- Trawick-Smith, J.; & Swaminathan, S. (2013, November). *Math talk counts*. Invited workshop for West Hartford Public Schools, West Hartford, CT.
- Trawick-Smith, J. (2014, April). *Math talk counts*. Invited presentation at New Haven Association for the Education of Young Children, New Haven, CT.
- Trawick-Smith, J. (2014, May). *Protecting play in the age of the common core*. Invited presentation to early childhood students at Quinebaug Community College.
- Roets, J. (2014, May). *Music activity and language learning: Support your child's early literacy skills naturally through music*. CECE-sponsored presentation for families, Willimantic, CT.
- Roets, J. (2014, June). *Music activity and language learning: How songs can naturally support young children's development of literacy skills*. CECE-sponsored workshop for local early childhood teachers, Willimantic, CT.
- Trawick-Smith, J. (2015, April). *Math talk counts*. Presentation for Hamden Partnership for Young Children, Hamden, CT.
- DeLapp, J., & Rezai, N. (2015, April). *Improving early childhood education by engaging undergraduate students in meaningful research and practicum experiences*. Invited presentation at Early Childhood: Building Blocks for Future Success Conference, Rocky Hill, CT.
- Surprenant, T. (2015, July). *Building strong relationships with children*. (2015, July). Presentation to teachers at the Child and Family Development Resource Center, Willimantic, CT.
- Surprenant, T. (2015, August). *Supporting social emotional development*. Presentation to teachers at the Child and Family Development Resource Center, Willimantic, CT.
- Surprenant, T. (2015, September). *Reflecting on our reactions and responses to children's behavior*. Invited presentation to the Windham Area Family Child Care Association, Willimantic, CT.
- Surprenant, T. (2015, November). *Understanding challenging behavior*. Invited presentation to the Windham Area Family Child Care Association, Willimantic, CT.
- Oski, H. (2015, December). *What makes a good toy and why?* Presentation to families, Willimantic, CT.

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- Surprenant, T. (2016, January). *Cultural and linguistic diversity and the ELDS*. (2015, January). Workshop for early childhood teachers at New Heights Child Development Center, Willimantic, CT.
- Surprenant, T. (2016, March). *Supporting children's early math literacy*. Presentation and follow-up coaching to teachers in the Coventry Public Schools, Coventry, CT.
- Surprenant, T. (2016, March). *Using quality books to expand early literacy and language development*. Invited presentation at the EASTCONN Infant Toddler Conference, Chaplin, CT.
- Trawick-Smith, J. (2016, April). *No one grows up the same: Understanding cultural diversity in child development*. Presentation to Eastern Connecticut State University Intercultural Center, Willimantic, CT.
- Levy, M.; Adams, D.; Surprenant, T.; & DeLapp, J. (2016, May). *ECE higher ed learning community: New resources to support your course development*. Invited presentation to Connecticut early childhood faculty, New Britain, CT.
- Levy, M.; Adams, D.; Surprenant, T.; DeLapp, J.; & Flis, D. (2016, June). *Supporting all children using the CT ELDS*. (2016, June). Invited presentation to early childhood trainers/consultants, New Haven, CT.
- Surprenant, T. (2016, June). *Everyday math*. Invited presentation to All Our Kin family child care providers, New Haven, CT.
- Surprenant, T. (2016, June). *Counting, cardinality and number operations*. Invited presentation to family child care providers, New Haven, CT.
- Surprenant, T. (2016, June). *Attributes and spatial awareness: Measurement, data, sorting, patterns, shapes*. Invited presentation to family child care providers, New Haven, CT.
- Trawick-Smith, J. (2016). *Playful learning: For children, families, and the professionals who serve them*. Keynote address to the Connecticut Office of Early Childhood Home Visitors Conference.

Training videos

The CECE developed **76 educational videos** and audio podcasts over the last 5 years. Between the center's YouTube and iTunes U pages, the videos have been viewed well **over 500,000 times** by individuals all over the world. The following is a list of all videos released since 2011. The title of the video is listed first (with a hyperlink to the video), followed by the name of the video series in parentheses.

2011

- [Encouraging Physical Activity in Preschoolers](#) (e-clip series)
- [Supporting Children's Individual Needs](#) (e-clip series)
- [TIMPANI Toy Study Results 2011](#) (Research Clips)
- [Cultural Differences in Children's Play](#) (Early Childhood Insights audio podcast series)
- [Teaching Preschool Children Conflict Resolution Skills](#) (Early Childhood Insights audio podcast series)
- [Using Technology with Young Children in the Early Childhood Classroom](#) (Early Childhood Insights audio podcast series)

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2012

- [Inspiring Lessons](#) (winner of a **2013 Telly Award**)
- [Investigating Balls](#) (Investigating series; winner of a **2013 Telly Award**)
- [Investigating Going Green](#) (Investigating series)
- [Supporting English Language Learners](#) (e-clip series)
- [TIMPANI Toy Study Results 2012](#) (Research Clips)
- [Using Digital Video to Enhance Observation and Assessment](#) (Early Childhood Insights audio podcast series)

2013

- [Asking Open-Ended Questions](#) (Family Reading Time series)
- [Asking Wh- Questions](#) (Family Reading Time series)
- [Completando una frase](#) (La hora de lectura en familia)
- [Completing a Phrase](#) (Family Reading Time series)
- [Haciendo preguntas de qué, quién, dónde, y porqué](#) (La hora de lectura en familia)
- [Haciendo preguntas abiertas](#) (La hora de lectura en familia)
- [Investigating Nature](#) (Investigating series)
- [Investigating Trees](#) (Investigating series)
- [Making Connections to the Story](#) (Family Reading Time series)
- [Ready to Climb](#)
- [Recordando el cuento](#) (La hora de lectura en familia)
- [The Relationship of Teacher-Child Interactions in Preschool Play to Young Children's Mathematical Abilities](#) (Research Clips)
- [Remembering the Story](#) (Family Reading Time series)
- [TIMPANI Toy Study Results 2013](#) (Research Clips)
- [Using Math Talk with Preschoolers to Support Learning](#) (e-clip series)

2014

- [Encourage Inquiry](#) (Essential Dispositions short)
- [Foster Flexibility](#) (Essential Dispositions short)
- [Fostering Essential Dispositions in Young Children](#) (CT ELDS)
- [Inspire Creativity](#) (Essential Dispositions short)
- [Investigating Containers](#) (Investigating series)
- [Promote Purposeful and Reflective Action](#) (Essential Dispositions short)
- [Redesigning the Green Room](#)
- [Support Social Learning](#) (Essential Dispositions short)
- [Teach Critical Thinking Skills](#) (Essential Dispositions short)
- [TIMPANI Toy Study Results 2014](#) (Research Clips)

2015

- [The Bakery: Supporting Children to Succeed in the Dramatic Play Center](#) (Dramatic play series)

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- [Engaging Children in Oral Storytelling to Support Oral Language Development](#) (Oral language series)
- [Fun Mud Day](#) (winner of a **2016 Telly Award**)
- [The Garden Center: A Child-Created, Teacher-Modeled Dramatic Play Center](#) (Dramatic play series)
- [The Importance of Pretend Play](#) (Dramatic play series)
- [Investigating Pathways](#) (Investigating series)
- [Investigating Rocks](#) (Investigating series)
- [Redesigning the Toddler Room](#)
- [Reflecting on Our Reactions and Responses to Children’s Behavior](#) (mental health series)
- [Supporting Oral Language Development in a Language-Rich Environment](#) (Oral language series)
- [Supporting Oral Language Development in Dual Language Learners](#) (Oral language series)
- [TIMPANI Toy Study Results 2015](#) (Research Clips)
- [The Train Station: A Child-Created, Teacher-Facilitated Dramatic Play Center](#) (Dramatic play series)
- [Understanding Challenging Behavior in Young Children](#) (mental health series)
- [Utilizing Interactive Read-Alouds to Support Oral Language Development](#) (Oral language series)
- [We Can Clean, Too!: Supporting Pretend Play in the Toddler Room](#) (Dramatic play series)

2016

- [Abstract Counting](#) (Supporting Mathematical Development series)
- [Building Community in the Preschool Classroom](#) (Reflections from the Field series)
- [Building Positive Relationships with Young Children](#) (mental health series)
- [Building Vocabulary in the Preschool Classroom](#) (Reflections from the Field series)
- [Cardinality](#) (Supporting Mathematical Development series)
- [Comparison](#) (Supporting Mathematical Development series)
- [Counting](#) (Supporting Mathematical Development series)
- [The CT ELDS: A Valuable Tool for Supporting Young Children](#) (CT ELDS)
- [Data](#) (Supporting Mathematical Development series)
- [Documenting a Learning Experience: Frogs and the Pond](#) (Reflections from the Field series)
- [Fostering Flexibility in the Toddler Classroom](#) (Reflections from the Field series)
- [Geometry](#) (Supporting Mathematical Development series)
- [Learning All the Time: Making the Most of Everyday Experiences](#) (Reflections from the Field series)
- [Lining Up on a Number Line](#) (Teaching Strategy series)
- [Measurement](#) (Supporting Mathematical Development series)
- [Number Operations](#) (Supporting Mathematical Development series)
- [One-to-One Correspondence](#) (Supporting Mathematical Development series)
- [Providing Opportunities for Experimentation and Problem-Solving](#) (Reflections from the Field series)
- [Recognition of Quantity](#) (Supporting Mathematical Development series)
- [Strategies for Supporting Dual Language Learners in an Early Childhood Classroom](#) (Reflections from the Field series)
- [Supporting Critical Thinking in Toddlers](#) (Reflections from the Field series)

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- [Supporting Language Development of Infants and Toddlers During Mealtime](#) (Reflections from the Field series)
- [Supporting Mathematical Development in Young Children: Introduction to Strand A](#) (for CT ELDS)
- [Supporting Mathematical Development in Young Children: Introduction to Strand B](#) (for CT ELDS)
- [Supporting Mathematical Development in Young Children: Introduction to Strand C](#) (for CT ELDS)
- [Supporting Mathematical Development in Young Children: Introduction to Strand D](#) (for CT ELDS)
- [When the Unexpected Happens: Seizing the Teachable Moment](#) (Reflections from the Field series)

Goal 4: Supporting Teacher Educators

Video Clip Library for Faculty and Trainers

In July 2016, the CECE launched the Video Clip Library for Faculty and Trainers. This new tool is designed to help early childhood trainers, faculty, coaches, and others support the professional development of those who work with young children and families. The library contains a collection of **300 video clips** illustrating examples of child development and/or specific teaching strategies. In contrast to our training videos, they do not include narration, so they may be used in multiple ways depending on the focus of the professional development or course. Footage was obtained from 17 early childhood settings (including 28 classrooms) across Connecticut to ensure that clips reflected the diversity of the field. The library has a robust search engine to enable users to find relevant clips. Users can enter terms in a search box to look for something specific, or they can choose from among 34 categories and subcategories (and dozens of tags) to narrow down the list of possible clips based on age, setting type, developmental domain and/or content area.

Publications to assist faculty and trainers in using CECE videos for professional development purposes (40 total)

- Suprenant, T. (2014). *Teaching Strategies for Fostering Essential Dispositions*.
- Suprenant, T. (2014). *Further Reading for Fostering Essential Dispositions*.
- Suprenant, T. (2014). *Guidance for the Use of Fostering Essential Dispositions*.
- Suprenant, T. (2014). *Guidance for Use in College Courses (for Essential Dispositions)*.
- Suprenant, T. (2014). *Guidance for Use in Programs (for Essential Dispositions)*.
- Suprenant, T. (2014). *Guidance for Use in Trainings (for Essential Dispositions)*.
- Suprenant, T. (2014). *Worksheet for Fostering Essential Dispositions*.
- Gruenberg, A.; DeLapp, J.; & Petropoulos, L. (2015). *Ideas for Using the Video Understanding Challenging Behavior in Young Children*.
- Gruenberg, A.; DeLapp, J.; & Petropoulos, L. (2015). *Ideas for Use in College Courses for Understanding Challenging Behavior*
- Gruenberg, A.; DeLapp, J.; & Petropoulos, L. (2015). *Ideas for Use in Programs for Understanding Challenging Behavior*.
- Gruenberg, A.; DeLapp, J.; & Petropoulos, L. (2015). *Ideas for Use in Trainings for Understanding Challenging Behavior*.

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- Surprenant, T. (2015). *General Guidance for pretend play videos.*
- Surprenant, T. (2015). *Ideas for Use in College Courses for pretend play videos.*
- Surprenant, T. (2015). *Ideas for Use in Programs for pretend play videos.*
- Surprenant, T. (2015). *Ideas for Use in Trainings for pretend play videos.*
- Surprenant, T. (2015). *Teacher Worksheet for pretend play videos.*
- Surprenant, T. (2015). *Table of Components for pretend play videos.*
- Surprenant, T. (2015). *Video Observation Worksheet for pretend play videos.*
- Surprenant, T. (2016). *General Guidance for CT ELDS video.*
- Surprenant, T. (2016). *Ideas for Use in College Courses for CT ELDS video.*
- Surprenant, T. (2016). *Ideas for Use in Programs for CT ELDS video.*
- Surprenant, T. (2016). *Ideas for Use in Trainings for CT ELDS video.*
- Surprenant, T. (2016). *CT ELDS Scavenger Hunt.*
- Surprenant, T. (2016). *List of Topics for Discussion for CT ELDS video.*
- Surprenant, T. (2016). *Pre-Service Viewer Notes for CT ELDS video.*
- Surprenant, T. (2016). *In-Service Viewer Notes for CT ELDS video.*
- Surprenant, T. (2016). *General Guidance for math videos.*
- Surprenant, T. (2016). *Ideas for Use in College Courses for math videos.*
- Surprenant, T. (2016). *Ideas for Use in Programs for math videos.*
- Surprenant, T. (2016). *Ideas for Use in Trainings for math videos.*
- Surprenant, T. (2016). *Directions for use of math worksheets.*
- Surprenant, T. (2016). *Viewer worksheet for Counting.*
- Surprenant, T. (2016). *Viewer worksheet for One-to-One Correspondence.*
- Surprenant, T. (2016). *Viewer worksheet for Cardinality.*
- Surprenant, T. (2016). *Viewer worksheet for Comparison.*
- Surprenant, T. (2016). *Viewer worksheet for Recognition of Quantity.*
- Surprenant, T. (2016). *Viewer worksheet for Number Operations.*
- Surprenant, T. (2016). *Viewer worksheet for Data.*
- Surprenant, T. (2016). *Viewer worksheet for Measurement.*
- Surprenant, T. (2016). *Viewer worksheet for Geometry.*

Goal 5: Sustainability

The CECE has applied for a variety of funding opportunities from federal, state, and private foundation sources. Over the past five years, the Center has received funding from the Community Foundation of Eastern Connecticut, the Spencer Foundation, the U.S. Department of Education, the Connecticut Office of Early Childhood, the Coventry School Readiness Council, and a private donor. Total grant income over the past five years was **\$1,243,651** (this includes income from grants there were applied for and awarded prior to 2011). Some of these grants have resulted in indirect funds for the university. Since the inception of the Center, the CECE has brought in a total of \$1,246,637 in indirect funds for the university.

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Grants applied for and/or implemented during the past 5 years:

- Ruby, M.M., DeLapp, J., & Anderberg, A. (2008 - 2012). *Community partners for early literacy*. U.S. Department of Education, \$3,942,123. **Awarded: \$3,942,123.**
- Trawick-Smith, J., Swaminathan, S., & Liu, X. (2010 - 2011). *The relationship of teacher-child interactions in preschool play to young children's mathematical ability*. Spencer Foundation, \$39,516. **Awarded: \$39,516.**
- Trawick-Smith, J., Swaminathan, S., & DeLapp, J. (2011). *Developing a teacher-child mathematics discourse intervention to promote the mathematics learning of preschool children living in low income urban neighborhoods*. U.S. Department of Education, Institute for Education Sciences, \$1,047,527. Not awarded.
- DeLapp, J. & Anderberg, A. (2012). *Dialogic reading for multi-lingual women and girls*. Windham Area Women & Girls Fund, \$6,446. **Awarded: \$7,446.**
- Trawick-Smith, J., Swaminathan, S., & DeLapp, J. (2012). *Developing a teacher-child mathematics discourse intervention to promote the mathematics learning of preschool children living in low income urban neighborhoods*. U.S. Department of Education, Institute for Education Sciences, \$1,499,396. Not awarded.
- Trawick, J., Swaminathan, S., & DeLapp, J. (2013). *Developing a teacher-child mathematics discourse intervention to promote the mathematics learning of preschool children living in low income urban neighborhoods*. U.S. Department of Education, Institute for Education Sciences, \$1,499,998. Not awarded.
- DeLapp, J. (2014). *Project early learning and development standards (PELDS)*. CT Office of Early Childhood, \$540,000. **Awarded: \$540,000** (later reduced to \$355,554 due to state budget cuts).
- Surprenant, T. & DeLapp, J. (2015). *Early math literacy and social emotional professional development for Coventry School Readiness staff*. Coventry School Readiness Council, \$2,800. **Awarded: \$1,400.**
- DeLapp, J. & Surprenant, T. (2016). *Building teachers' skills in supporting mathematical development through an online, replicable, video-based learning module*. Caplan Foundation, \$50,000. Not awarded.
- Surprenant, T. & DeLapp, J. (2016). *Coaching and training for middletown school readiness staff*. Middletown School Readiness Council, \$18,000. Not awarded.
- Trawick-Smith, J. (2016). *The relationship of teacher-child math talk during preschool play to young children's mathematics learning*. Spencer Foundation, \$49,875. **Awaiting decision.**
- Anderberg, A. & DeLapp, J. (2016). *Preparing in-service and pre-service educators for low incidence and neglected English learners (PIPELINE)*. U.S. Dept of Education - Office of English Language Acquisition, \$2,685,466. **Awaiting decision.**
- Johnson, L., Lenihan, C., Super, C., DeLapp, J., Harkness, S., & Mavridis, C. (2016). *Maternal, infant and early childhood home visiting program innovation award*. U.S. Department of Health and Human Services, Health Resources and Services Administration, \$1,527,706 (CECE portion: \$1,072,385). **Awaiting decision.**