

Connecticut COVID-19 Education Research Collaborative



RFPs
Issued September 23rd, 2022

Overview of RFPs

<u>No.</u>	<u>Project Name</u>	<u>Summary</u>	<u>Budget</u>	<u>Page</u>
1	<u>Equity in Academic Recovery</u>	This study will build on CCERC’s earlier Remote Learning Audit to track associations between remote learning and student outcomes over time	\$175,000	4
2	<u>Identifying Effective and Equitable Socio-Emotional Supports for Students and Educators</u>	This study will investigate the effectiveness of socioemotional supports for students, teachers, and administrators throughout and after the pandemic	\$225,000	7
3	<u>Theories of Action in ARP-ESSER plans</u>	This study will investigate district theories of action in the ARP-ESSER plans and conduct follow up interviews to explore the effectiveness of those theories in practice.	\$150,000	10
4	<u>High-dosage Tutoring</u>	This study will investigate the “who, what, when, and how” of tutoring programs funded by ARP-ESSER.	\$250,000	13
5	<u>Categorizing and Understanding Facilities and Long-term (Capital) Investments</u>	This study will investigate how districts invest in long-term physical improvements such as HVAC, building improvements, and/or network infrastructure, using ARP-ESSER funds.	\$100,000	16
6	<u>Teachers’ and Leaders’ Perceptions, Turnover, and Supply</u>	This study will investigate public school teachers’ and administrators’ perceptions regarding current sources of support and strain in their work lives, how the pandemic has shaped their practices in the classroom/school, and their mobility over time.	\$250,000	18
7	<u>Advanced Course Taking Patterns in Connecticut High Schools</u>	This study will investigate course taking patterns at the high school level with a particular focus on students’ enrollment in advanced courses.	\$150,000	21

Introduction

The calls below are designed to solicit researchers with diverse backgrounds and skillsets in order to create research teams to investigate questions about how the ARP-ESSER funding has affected public education in Connecticut. Some calls examine student outcomes, other teacher outcomes, and others education systems writ large. The CCERC steering committee and the CSDE are excited to welcome new ideas, critical lenses, qualitative and quantitative methods, and new and seasoned Connecticut-based researchers to the research teams.

After reading the calls, please fill out this digital form ([click here](#)) to express your individual interest in one or more projects by **October 7, 2022**. The steering committee will select research teams based on the topical and methodological expertise of applicants and to encourage collaboration across institutions.

Please reach out with questions, and we look forward to working together to support Connecticut students, schools, teachers, administrators, and families.

Contact: Morgaen Donaldson, co-coordinator of CCERC - morgaen.donaldson@uconn.edu

Connecticut COVID-19 Education Research Collaborative
1. Equity in Academic Recovery
Request for Proposals
September 23rd, 2022

The Connecticut COVID-19 Education Research Collaborative (CCERC) brings together researchers from across Connecticut and the Connecticut State Department of Education (CSDE) to conceptualize and coordinate COVID-related research in K-12 education in the state. This Request for Proposals outlines the process and requirements for the CCERC’s evaluation of **Equity in Academic Recovery**.

Parameters of the Study

The ARP-ESSER plans require districts to address learning loss due to COVID-19 disruptions. During 2020 and 2021, many school districts moved to full and partial remote learning for students and parents exercised some level of choice over their child’s learning modality. While for some students, this was a welcome change, for most, remote learning led to isolation and a major disruption to learning. Research has demonstrated that students who learned in remote formats lost more ground than those who learned in person. Students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, and students from low-income families were more likely to learn remotely, raising major concerns about equity. How remote learning was conceived and implemented varied based on the district, as are the efforts to recover from learning loss in the ARP-ESSER plans. This study will build on CCERC’s earlier Remote Learning Audit by tracking associations between student learning model during the pandemic and student outcomes over time and identifying practices and approaches that have been successful at supporting academic recovery, particularly for the groups mentioned above.

The proposed study will address the following questions at a minimum:

Remote Learning and Student Outcomes Over Time

- 1) Are student learning models (i.e. remote learning, hybrid, in-person) related to student achievement? Update analyses with additional years of achievement data.
- 2) How do growth trajectories look over time?
 - i) Spring 2020 (Emergency response to COVID)
 - ii) Fall 2020 (Prepared response to COVID)
 - iii) Winter-Spring 2021 (Hybrid)
 - iv) Fall 2021-current (In person with exceptions)
- a) Do growth trajectories differ by groups disproportionately impacted by COVID-19? These include: students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, and/or students involved in the justice system,

as specified by CSDE’s “Commitment to Equity” in the [CT ARP-ESSER guidance](#) (p. 1).

- b) Do growth trajectories and gaps differ by district?
 - i) Are some districts closing gaps more effectively than others? Why and how are they accomplishing this?
- 3) Is remote learning related to student socio-emotional well-being?
 - a) Same questions as above.

Remote Learning - Differences in implementation / impacts on future implementation

- 4) Has remote learning shaped teachers’ and administrators’ current practices?
- 5) What does remote learning look like today? Under what conditions does it occur?

Sample:

- Broad (statewide) analysis of administrative data to describe patterns and identify select districts for deeper and/or qualitative analysis.

Methods:

We anticipate this study employing a mixed methods approach. More specifically, we anticipate administrative data analysis followed by qualitative case studies on sites (districts and/or schools) that are closing gaps more successfully than others to understand how they appear to be accomplishing this. Qualitative data may also be collected in districts struggling to close gaps, to provide for comparative analyses. Specifically, we expect the sample of districts chosen to include districts with different racial and socio-economic demographic composition. We also anticipate the research team conducting interviews with district leaders and/or teachers regarding whether and how remote learning has changed educators’ practices.

How to Apply

- Interested and eligible researchers should submit [this brief form](#) and upload a current CV by close of business **October 7th, 2022**.
- The Steering Committee will select a research team and name a PI.
- The research team will then submit a brief proposal and budget by the date specified by the Steering Committee.

Proposal Components

- Proposal Abstract (maximum 150 words)
- Proposal Narrative (maximum 1000 words)
 - Proposed Design should include the following:
 - The research project’s goals and main research question(s).
 - The proposed methods, description of participants, and data collection instruments. Specifically, the proposal should include (a) information about the proposed sample and selection procedures; (b) description of key constructs,

measures and data sources; (c) procedures for data collection; and (d) procedures for data analysis.

- Proposed timeline
- Project team description identifying the roles and responsibilities of each team member.
- Budget and Budget Justification
 - Budget for this project is not to exceed **\$175,000**
 - Allowable Budget Categories:
 - Salaries
 - Benefits
 - Travel
 - Equipment and Software
 - Project Expenses (e.g. incentives)
 - Other

Project Specifications

- Project duration: **From date of approval – September 30th, 2024**
- Progress Updates:
 - **April 30th, 2023** – Preliminary findings
 - **September 30th, 2023** – Year 1 report
 - **April 30th, 2024** – Year 2 progress report
- Final Report:
 - **September 30, 2024**

Connecticut COVID-19 Education Research Collaborative
2. Identifying Effective and Equitable Socio-Emotional Supports for Students and Educators
Request for Proposals
September 23rd, 2022

The Connecticut COVID-19 Education Research Collaborative (CCERC) brings together researchers from across Connecticut and the Connecticut State Department of Education (CSDE) to conceptualize and coordinate COVID-related research in K-12 education in the state. This Request for Proposals outlines the process and requirements for the CCERC’s **Identifying Effective and Equitable Socio-Emotional Supports for Students and Educators**.

Parameters of the Study

The COVID-19 pandemic has affected the socio-emotional wellbeing of students, teachers, administrators, and communities in deep and ongoing ways. Isolation, trauma, challenge, and loss defined much of 2020 and 2021 for many and had broad and not yet understood impacts on learning and schools more generally. Many districts used ARP-ESSER funds to hire and/or develop support structures for students during this difficult time. This study will provide a deeper understanding of the effectiveness of these supports, throughout and after the pandemic. This understanding can provide both a map of the current landscape as well as illuminate paths forward in supporting individuals, schools, and the communities to which they belong.

The proposed study will address the following questions at a minimum:

- 1) How are districts addressing/supporting the socio-emotional wellbeing of students, teachers, and administrators? (Is this mostly through staffing? Advising curricula? Behavior programming? Other supports?)
 - a) How effective are these initiatives in providing support to those groups disproportionately impacted by COVID-19? In improving their socio-emotional well-being? These include: students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, and/or students involved in the justice system, as specified by CSDE’s “Commitment to Equity” in the [CT ARP-ESSER guidance](#) (p. 1)?
- 2) How have the pandemic generally, periods of isolation due to remote learning, and return to in-person schooling influenced the socio-emotional wellbeing of students, teachers, and administrators?
- 3) How are districts supporting and being supported by their surrounding communities?

Sample:

- All [or a sample of] district ARP-ESSER plans

- Survey of counselors or social workers statewide (or a stratified random sample)
- Students, teachers, and administrators across a demographically diverse sample of districts; schools serving a range of ages and populations
 - Districts may also be selected based on their level of investment in SEL based on ARP-ESSER plans. For example, the following six districts have been identified as spending the most (per pupil) on ESSER priority area 3: Social, Emotional, and Mental Health of the Students and of our School Staff. The research team can use, build on, or alter this list after review of the plans:
 - Achievement First Hartford Academy District
 - Norwalk School District
 - Windham School District
 - Regional School District 01
 - New Britain School District
 - Putnam School District

Methods:

This study would include analysis of districts’ ARP-ESSER plans and collection of new mixed methods data from a sample of districts to assess the effectiveness of those initiatives. Large scale surveys would describe the current state of student, teacher, and administrator wellbeing in Connecticut. Focus groups and/or interviews with students, teachers, administrators, parents, and/or other community members would provide more specific and localized data for case studies as well.

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- Project team description identifying the roles and responsibilities of each team member.
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September 30, 2024

Connecticut COVID-19 Education Research Collaborative
3. Theories of Action in ARP-ESSER plans
Request for Proposals
September 23rd, 2022

The Connecticut COVID-19 Education Research Collaborative (CCERC) brings together researchers from across Connecticut and the Connecticut State Department of Education (CSDE) to conceptualize and coordinate COVID-related research in K-12 education in the state. This Request for Proposals outlines the process and requirements for the CCERC’s **Theories of Action in ARP-ESSER plans**.

Parameters of the Study

In each section of the ARP-ESSER plans, districts were asked to justify their strategies with expected outcomes. Investigating the strategies to address district needs along with the outcomes illuminate each district’s theory of action for change. District visions for how resources, practices, and policies influence student and district outcomes reveals how plan writers and educational leaders in the district understand levers for change. This study seeks to understand district theories of action in the plans and, through follow up interviews, explore the effectiveness of the implementation of those theories of action. Using organizational lenses, this study can contribute to understandings of whether and how change occurs in districts, especially in the context of major increases to resources. This project offers an opportunity to provide space for plan writers, implementers, and district and school leaders to connect across districts through the process of data collection (e.g., cross-district focus groups), allowing for group reflection and support on successes, challenges, and inconsistencies regarding theories of action for change and district improvement initiatives.

The proposed study will address the following questions at a minimum:

- 1) What levers do districts use to support student learning, and what outcomes do they attach to those levers?
- 2) What levers do districts use to support student well-being, and what outcomes do they attach to those levers?
- 3) What levers do districts use to support adult learning, and what outcomes are attached to those levers?
- 4) What do these levers and outcomes reveal about district theories of action?
- 5) Do these theories of action vary by district demographics, including the extent to which districts serve students in groups disproportionately affected by the pandemic? These groups include: students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, and/or students involved in the justice system, as specified by CSDE’s “Commitment to Equity” in the [CT ARP-ESSER guidance](#) (p. 1).
- 6) How do plan authors and plan implementers understand these theories of action?

- 7) How did these theories of action stay the same and/or change once districts received funds ?
- 8) How were these theories of action implemented and did they have the desired effect according to district leaders?

Sample:

- 6-8 districts selected based on researchers’ understandings of key variations in district theories of action or improvement or district capacity. All plans may be analyzed initially to select a sample. An overarching goal would be to understand variations in theories of action (TOA) in a sample of plans and how they are meeting the objectives in their TOA
 - Examples of TOA comparisons: Manchester School District ([plan available here](#)) planned to develop “robust summer planning” that results in attendance from 70% of students performing below grade level (p. 16), while Hartford Public Schools district ([plan available here](#)) planned to implement extended learning through summer programming and Saturday academies to raise the percentage of schools with ELA and Math indices are 50 or above by 30 percentage points (p. 15).

Methods:

We anticipate the study will employ a largely qualitative approach with the potential for quantitative analysis as well. More specifically, we expect the study to include: plan analysis to define theories of action; qualitative (focus groups and interviews) data collection in districts investigating theories of action for change; interviews/focus groups with plan writers at the district level and plan implementers at the school and district level (interviews will mostly be focused on educational leaders in the district). Critical and/or equity-based lenses are especially welcomed for this study. Quantitative data collection may be employed to measure effectiveness of the theories of action; for example, researchers could analyze administrative data to follow up on each district’s expected outcomes.

How to Apply

- Interested and eligible researchers should submit [this brief form](#) and upload a current CV by close of business **October 7th, 2022**.
- The Steering Committee will select a research team and name a PI.
- The research team will then submit a brief proposal and budget by the date specified by the Steering Committee.

Proposal Components

- Proposal Abstract (maximum 150 words)
- Proposal Narrative (maximum 1000 words)
 - Proposed Design should include the following:
 - The research project’s goals and main research question(s).
 - The proposed methods, description of participants, and data collection instruments. Specifically, the proposal should

include (a) information about the proposed sample and selection procedures; (b) description of key constructs, measures and data sources; (c) procedures for data collection; and (d) procedures for data analysis.

- Proposed timeline
- Project team description identifying the roles and responsibilities of each team member.
- Budget and Budget Justification
 - Budget for this project is not to exceed **\$150,000**
 - Allowable Budget Categories:
 - Salaries
 - Benefits
 - Travel
 - Equipment and Software
 - Project Expenses (e.g. incentives)
 - Other

Project Specifications

- Project duration: **From date of approval – June 1st, 2024**
- Progress Updates:
 - **June 1st, 2023** - preliminary findings and progress report
 - **December 1st, 2023** - updated findings and progress report
- Final Report:
 - **June 1, 2024**

Connecticut COVID-19 Education Research Collaborative
4. High-dosage Tutoring
Request for Proposals
September 23rd, 2022

The Connecticut COVID-19 Education Research Collaborative (CCERC) brings together researchers from across Connecticut and the Connecticut State Department of Education (CSDE) to conceptualize and coordinate COVID-related research in K-12 education in the state. This Request for Proposals outlines the process and requirements for the CCERC’s **High-dosage Tutoring**.

Parameters of the Study

One learning mechanism that appears frequently in the ARP-ESSER plans is tutoring. This is not surprising; extant literature suggests that tutoring is a particularly effective intervention ([Nickow et al., 2020](#)). Given the frequency of this type of intervention, there is an opportunity to learn about its effectiveness. That said, literature also suggests there are particular mechanisms of effective tutoring programs (see [Robinson et al., 2021](#)). Thus, better understanding the “who, what, when, and how” of tutoring programs funded by ARP-ESSER will allow us to better understand and disentangle the effects of tutoring programs.

The proposed study will address the following questions at a minimum:

- 1) What forms does tutoring take in the sample schools and districts? How is it being implemented? How does it vary across and within districts?
 - a) Personnel: Who is tutoring? How are they selected? How are they trained? How are they supervised?
 - b) Tutoring model: How often is tutoring delivered? What mode is it delivered through? When does it occur?
 - c) Students: What types of students receive tutoring? How are they selected?
- 2) In what ways does tutoring impact students, including student behaviors (e.g. attendance, engagement) and student performance (district assessments, SBAC)?
 - a) How, if at all, do impacts differ across student sub-groups, including students who are disproportionately impacted by the pandemic? These include: students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, and/or students involved in the justice system, as specified by CSDE’s “Commitment to Equity” in the [CT ARP-ESSER guidance](#) (p. 1).
 - b) Do the effects of high-dosage tutoring vary across districts? Schools? Tutoring models? (e.g. in school, after school, summer; online/in person)

Sample:

We anticipate this study will focus on districts that are investing the most in tutoring or using different tutoring models. For example, the following are the largest spenders on tutoring-

related line items according to ARP-ESSER plans. The research team can use, build on, or alter this list after review of the plans:

- Hartford School District
- New Haven School District
- Manchester School District
- Stratford School District
- Greenwich School District
- Stamford School District
- Meriden School District
- Capitol Region Education Council
- Achievement First Hartford Academy District
- Norwich School District

Methods:

We anticipate this study will employ a mixed methods approach, including descriptive / content analysis from budgetary documents to uncover differences across districts, in-depth interviews, and quantitative analysis of outcomes for selected districts / students for whom tutoring was implemented. Researchers could potentially implement a difference-in-difference strategy (or propensity score matching) to examine between or within-district differences.

How to Apply

- Interested and eligible researchers should submit [this brief form](#) and upload a current CV by close of business **October 7th, 2022**.
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Proposal Components

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- Budget and Budget Justification

- Budget for this project is not to exceed **\$250,000**
- Allowable Budget Categories:
 - Salaries
 - Benefits
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Project Specifications

- Project duration: **From date of approval – September 30th, 2024**
- Progress Updates:
 - **April 30th, 2023** – Preliminary findings
 - **September 30th, 2023** – Year 1 report
 - **April 30th, 2024** – Year 2 progress report
- Final Report:
- **September 30, 2024**

Connecticut COVID-19 Education Research Collaborative
5. Categorizing and Understanding Facilities and Long-term (Capital) Investments
Request for Proposals
September 23rd, 2022

The Connecticut COVID-19 Education Research Collaborative (CCERC) brings together researchers from across Connecticut and the Connecticut State Department of Education (CSDE) to conceptualize and coordinate COVID-related research in K-12 education in the state. This Request for Proposals outlines the process and requirements for the CCERC's **Categorizing and Understanding Facilities and Long-term (Capital) Investments**.

Parameters of the Study

While a great deal of the spending/allocations were dedicated to personnel and/or materials directly related to student learning, there were significant allocations dedicated to longer term (generally capital) investments as well, including HVAC upgrades, purchasing of new technology, etc. While these are generally considered to have secondary impacts, recent literature suggests that heat can directly affect learning outcomes, while air conditioning may mitigate that impact, and negative impacts of heat may disproportionately impact students of color ([Park et al., 2020](#)). With this in mind, ARP-ESSER provides us an opportunity for better understanding the ways in which districts spend allocations on long-term facilities and other physical investments.

The proposed study should address the following questions (at a minimum):

- 1) In what ways did districts spend ARP-ESSER monies on long-term, capital investments?
 - a) Was COVID-19 a crucial element in deciding to invest in that way?
- 2) Did long-term capital investments affect student achievement and other outcomes (e.g. behavior, attendance)? Did the impact vary by type of investment?

Sample:

- Broad (statewide) analysis of ARP-ESSER plans, possibly including other administrative data.
- Targeted interviews with superintendents; sample should be informed by statewide analysis.

Methods:

We anticipate this study to take a mixed methods approach, including coding ARP-ESSER plans to identify capital investments by districts and analysis of administrative data to uncover (potential) differences in outcomes. Once a sample set of (8) districts is identified, interviews with school-level staff, teachers, and/or students to identify how money was spent as well as impacts.

How to Apply

- Interested and eligible researchers should submit [this brief form](#) and upload a current CV by close of business **October 7th, 2022**.
- The Steering Committee will select a research team and name a PI.
- The research team will then submit a brief proposal and budget by the date specified by the Steering Committee.

Proposal Components

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 - Proposed timeline
 - Project team description identifying the roles and responsibilities of each team member.
- Budget and Budget Justification
 - Budget for this project is not to exceed **\$100,000**
 - Allowable Budget Categories:
 - Salaries
 - Benefits
 - Travel
 - Equipment and Software
 - Project Expenses (e.g. incentives)
 - Other

Project Specifications

- Project duration: **From date of approval – December 1st, 2023**
- Progress Updates:
 - **March 1, 2023** - preliminary findings and progress report
 - **June 1, 2023** – updated findings and progress report
- Final Report:
 - **December 1st, 2023**

Connecticut COVID-19 Education Research Collaborative
6. Teachers’ and Leaders’ Perceptions, Turnover, and Supply
Request for Proposals
September 23rd, 2022

The Connecticut COVID-19 Education Research Collaborative (CCERC) brings together researchers from across Connecticut and the Connecticut State Department of Education (CSDE) to conceptualize and coordinate COVID-related research in K-12 education in the state. This Request for Proposals outlines the process and requirements for the CCERC’s **Teachers’ and Leaders’ Perceptions, Turnover, and Supply**.

Parameters of the Study

The COVID-19 pandemic took a large toll not only on K-12 students but also on public school educators. Remote learning, maintaining COVID protocols, politicization of the classroom environment, and addressing students’ socio-emotional needs have increased the stress and strain felt by educators. Across the nation, reports have suggested that these intense pressures have led to increased dissatisfaction, burnout, turnover, and early retirement among educators ([Santoro and Price, 2021](#)). Are these patterns reflected in Connecticut? This study will investigate public school teachers’ and school administrators’ perceptions regarding current sources of support and strain in their work lives, how the pandemic has shaped their practices in the classroom/school, and their mobility over time.

The proposed study will address the following questions at a minimum:

Perceived Effects of Pandemic on Practice

- 1) How, if at all, have teachers’ practices changed since the onset of the pandemic? What, in their view, has caused these changes?
- 2) How, if at all, have school administrators’ practices changed since the onset of the pandemic? What, in their view, has caused these changes?
- 3) Do perceived effects of pandemic vary by individual, school, and district characteristics?

Sources of Strain and Support

- 4) According to teachers:
 - a. What are sources of strain on them professionally?
 - b. What are sources of support for them professionally?
- 5) According to school administrators:
 - a. What are sources of strain on them professionally?
 - b. What are sources of support for them professionally?
- 6) Do sources of strain and support vary by individual, school, and district characteristics, specifically race, gender, and socio-economic status?

Certification and Supply/Shortage

- 7) In what ways has the number of educators getting certified changed over time?
- 8) In what ways has the number of educators getting certified in shortage areas changed over time?
- 9) In what ways has the supply of teachers to districts changed over time? Does the supply of teachers vary by district characteristics?

Mobility

- 10) What is the probability of teacher turnover [leave school, leave district, leave teaching] in each year? (Is the onset of the pandemic associated with changes to teacher turnover patterns?)
- 11) What is the probability of school administrator turnover [leave school, leave district, leave admin] in each year? (Is the onset of the pandemic associated with changes to administrator turnover patterns?)
- 12) Does probability of turnover vary by individual, school, and district characteristics?
 - a. Was turnover related to district COVID policies?
 - b. Was turnover related to resources provided to teachers? To students? (e.g. computer, tech support, learning software licenses, stipends)
- 13) Is there a relationship between turnover and school and student outcomes?

Sample:

- Broad (state-wide) analysis of administrative data on employee turnover, certification, and other employment outcomes
- Surveys of teachers and administrators (could be a stratified random sample)
- In-depth interviews in 5 districts (identified by admin data analysis—higher and lower turnover, other dimensions)

Methods:

This study will take a mixed methods approach, including surveys, interviews with teachers and administrators and quantitative, longitudinal analyses of turnover data. Individual characteristics for educators include but are not limited to race, gender, and years of experience. School and district characteristics include but are not limited to enrollment, school level, and the extent to which the school/district serves students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, and/or students involved in the justice system, as specified by CSDE’s “Commitment to Equity” in the [CT ARP-ESSER guidance](#) (p. 1).

How to Apply

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Connecticut COVID-19 Education Research Collaborative
7. Advanced Course Taking Patterns in Connecticut High Schools
Request for Proposals
September 23rd, 2022

The Connecticut COVID-19 Education Research Collaborative (CCERC) brings together researchers from across Connecticut and the Connecticut State Department of Education (CSDE) to conceptualize and coordinate COVID-related research in K-12 education in the state. This Request for Proposals outlines the process and requirements for the CCERC's **Advanced Course Taking Patterns in Connecticut High Schools**.

Parameters of the Study

This study will investigate course taking patterns at the high school level with a particular focus on students' enrollment in advanced courses. This will investigate the supply of courses and how high schools approach the development and marketing of advanced / college credit courses in high schools. It will also investigate the demand for these courses including students' probability of enrollment and their rationales for selecting or not selecting these courses.

The proposed study will address the following questions at a minimum:

How has the supply of advanced high school courses shifted in the wake of COVID-19?

1. How has the number and mix of Advanced Placement, International Baccalaureate, and/or Early College classes offered changed since the onset of the pandemic?
 - i. Are alternative courses being offered as substitutes?
 - ii. Does this vary by student, school, or district characteristics?
2. What factors have affected changes in the supply of advanced courses?

How has the demand for advanced courses shifted in the wake of COVID-19?

3. Are students taking advanced courses at different rates than in the past?
 - i. Does this vary by student, school, or district characteristics?
4. What factors led to observed changes in the demand for advanced courses?

Sample:

- Broad analysis of administrative data to describe statewide patterns of course offerings and course taking.
- Case studies of 5 identified districts with compellingly different patterns of course offerings and/or course-taking, identified through statewide analysis.
- (Potential) broad survey of college counselors, including the potential for a stratified random sample.
- Focus groups with students who did and focus groups with students who did not enroll in advanced courses to understand and compare student perspectives.

All analyses will examine variations by sub-group with a particular focus on students from groups disproportionately impacted by the pandemic, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in

foster care, students from low-income families, and/or students involved in the justice system, as specified by CSDE’s “Commitment to Equity” in the [CT ARP-ESSER guidance](#) (p. 1).

Methods:

We anticipate this study will employ a mixed methods approach, including analysis of administrative data to uncover course offering and taking patterns, focus groups with students, and interviews and/or surveys of school counselors.

How to Apply

- Interested and eligible researchers should submit [this brief form](#) and upload a current CV by close of business **October 7th, 2022**.
- The Steering Committee will select a research team and name a PI.
- The research team will then submit a brief proposal and budget by the date specified by the Steering Committee.

Proposal Components

- Proposal Abstract (maximum 150 words)
- Proposal Narrative (maximum 1000 words)
 - Proposed Design should include the following:
 - The research project’s goals and main research question(s).
 - The proposed methods, description of participants, and data collection instruments. Specifically, the proposal should include (a) information about the proposed sample and selection procedures; (b) description of key constructs, measures and data sources; (c) procedures for data collection; and (d) procedures for data analysis.
 - Proposed timeline
 - Project team description identifying the roles and responsibilities of each team member.
- Budget and Budget Justification
 - Budget for this project is not to exceed **\$150,000**
 - Allowable Budget Categories:
 - Salaries
 - Benefits
 - Travel
 - Equipment and Software
 - Project Expenses (e.g. incentives)
 - Other

Project Specifications

- Project duration: **From date of approval – September 30th, 2024**
- Progress Updates:
 - **April 30th, 2023** – Preliminary findings
 - **September 30th, 2023** – Year 1 report
 - **April 30th, 2024** – Year 2 progress report
- Final Report:
 - **September 30, 2024**