



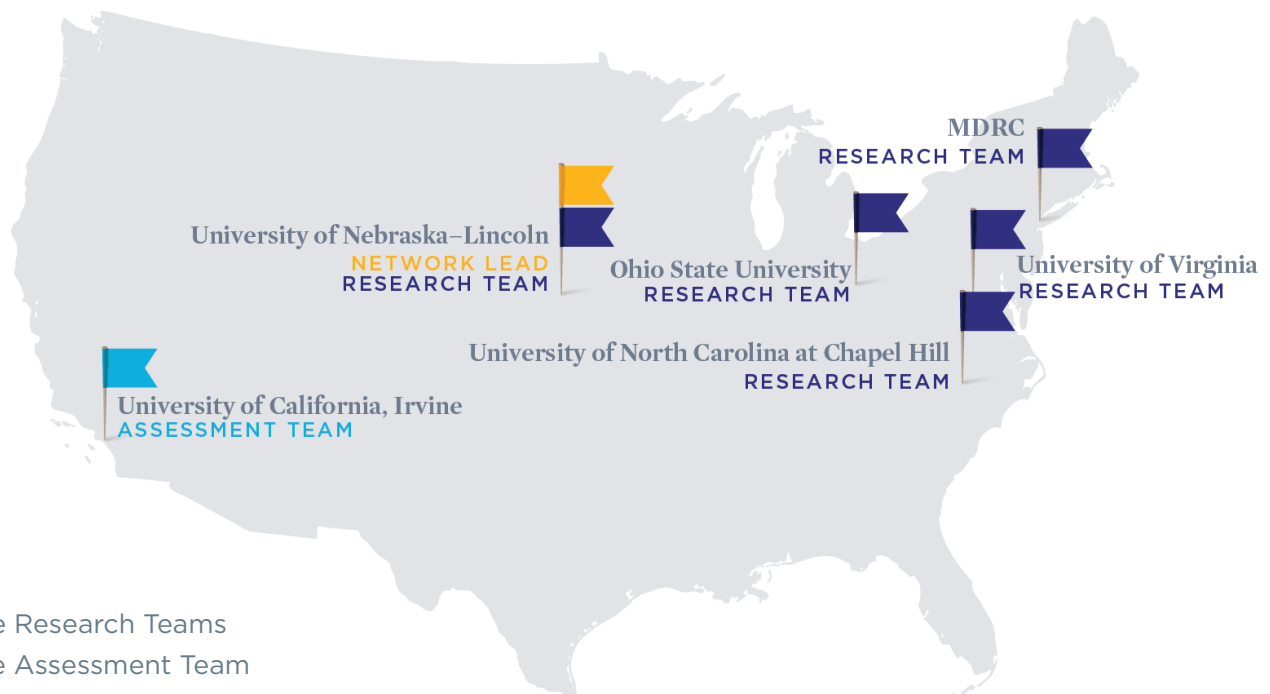
Formed in 2016 with funding from the [Institute of Education Sciences](#), the Early Learning Network is a national interdisciplinary early childhood research network focused on improving children's academic success, especially those from historically marginalized groups, by identifying policies and practices that narrow opportunity gaps and ensure early learning success is maintained from prekindergarten to the early elementary grades and beyond.

Network researchers from universities and organizations across the U.S. have gathered educational policy, classroom observation and longitudinal student data (2016-2021) across pre-K to third grade. A new classroom assessment tool known as OLOS was developed by the ELN assessment team and field tested by network members.

Network Goals

- Positively impact the lives of children in pre-K through third grade by investigating the implementation of early learning policies and programs.
- Identify malleable factors associated with early achievement.
- Provide information, tools and products that policymakers and practitioners can use to build effective early learning systems and programs.

TEAM MAP



- Five Research Teams
- One Assessment Team
- Network Lead

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Impact Areas

The Early Learning Network’s collective research uncovered four impact areas with potential to positively contribute to young children’s learning and development. Below is a snapshot of these impact areas and ELN’s contributions to the field regarding their influence on children’s success.



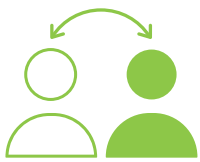
PRE-K PARTICIPATION

Evidence shows that participation in pre-K can benefit children from all backgrounds. But questions remain about what learning experiences in pre-K best support children’s learning and how long the “pre-K boost” lasts for different types of skills and for different groups of children. ELN researchers have expanded the field’s knowledge base by exploring these questions and have identified learning experiences that have the potential to support children’s academic and social-emotional skills across time. Researchers also examined policy-level factors and systems that influence pre-K access and outcomes.



CLASSROOM EXPERIENCES AND LEARNING OPPORTUNITIES

ELN research has improved our understanding of associations between experiences in the classroom and gains in children’s early learning outcomes. This includes associations between specific instructional practices, curriculum content, classroom environments and structures, peer relationships and a host of outcomes in the early years of schooling.



RELATIONSHIPS

We know relationships matter from years of prior research. ELN researchers have expanded the field’s knowledge base in ways that can influence early childhood practice and policy by exploring different relationship patterns over time, in both rural and urban settings, including their associations with children’s social-behavioral, academic and executive function outcomes. Teacher-child relationships, parent engagement and parent-teacher relationships have been identified as being open to change or improvement through early learning practice and policy decisions.



SUSTAINED HIGH-QUALITY EXPERIENCES

ELN researchers have expanded the field’s knowledge base of how alignment and transition practices support the development of math, language, literacy and social-behavioral skills, and identified current practices that create barriers to sustained experiences. Alignment and transition practices have been identified as being open to change or improvement through early learning practice and policy decisions.

OLOS – Optimizing Learning Opportunities for Students

The Optimizing Learning Opportunities for Students (OLOS) Observation System was developed by ELN’s assessment team. The OLOS tool advances our understanding of how to personalize instruction to meet each child’s learning needs and to identify broader strategies for promoting equitable and effective learning opportunities in diverse early childhood settings.