The Research Advisory Committee (RAC) provides valuable ideas, suggestions and advice to First 5 LA and LAUP on issues related to research and evaluation. Their input helps to inform decisions and plan for future activities.

MEETING HIGHLIGHTS

- RAC members emphasized the need to develop a child level data system in order to collect basic demographic data on children and families participating in LAUP programs.

- RAC members brainstormed key process, outcome, and research questions as well as overarching questions and methodological issues (see next page for the list of questions).

- RAC members discussed the importance of developing a conceptual model that shows the anticipated effects and mechanisms for change.

- RAC members identified and volunteered for workgroups so that they could provide more detailed input on specific research and evaluation issues.
At the March 2006 meeting, RAC members were asked to brainstorm critical process and outcome evaluation questions as well as collateral research questions that they felt could be addressed through the work of First 5 LA and LAUP. RAC members were encouraged to “think big” and not to be constrained by issues of cost or feasibility in answering these questions.

**Outcome Questions**
- What are the net effects of participation in LAUP programs on children’s outcomes (Social/emotional, Cognitive/language, Physical, Health/Well-being)?
- What are the net effects of program variations on children’s language proficiency (home language as well as classroom language especially in dual language classrooms)?
- Are children progressing in their rate of English acquisition?
- Are variations in implementation leading to variations in outcomes?
- How is a program’s star rating related to variations in outcomes?
- What other sources of program variation are their in addition to differences in level of implementation?
- Are variations in children’s outcomes moderated by differences in the characteristics of children and their families?
- Does the type/mode of quality support/professional development provided to teachers lead to improved quality?

**Process Questions**
- What are the quality levels of LAUP classrooms?
- What does it take to increase a program’s Quality Star Ratings over time?
- How are LAUP teachers actually providing instruction? What is the quality of instructional practices?
- What is the level of language stimulation for English Language Learners (ELL) in LAUP classrooms?
- What curricula are used and how are they implemented?
- To what extent are programs culturally competent?
- What dosage of the program are children receiving? (half-day/full-day, attendance, duration, attrition, mobility)
- Are children receiving different “treatments”?
- What are the kinds of resources available to providers in delivery of services?
- How are families involved in their child’s learning and what do programs do to involve parents?

What are the best ways to conduct child assessments with English Language Learners?

What are the unmet health needs of children in LAUP?

What additional services are available to families in LAUP Programs?
Please see workgroup handout for further clarification of the Revised Workgroup and Topical Content Groups. All RAC members will be asked to volunteer for at least one workgroup. Those members that were not at the March 2006 meeting will have an opportunity to volunteer for a workgroup at the December 2006 meeting.