PEER Project: Partnering to Support Early Childhood Dual Language Learners*
Funded by Spencer Foundation's Research Practice Partnership Program

Project Timeline: December 2016-November 2019

Proposed partners:
- Bridgeport Public Schools
- Norwalk Public Schools
- Stamford Public Schools
- Action for Bridgeport Community Development, Inc., Bridgeport (ABCD)
- Childcare Learning Centers, Stamford (CLC)
- TBD, Norwalk (Head Start/School Readiness Provider)

Proposed projects (Based on the Dual Language Learners portion of PEER's Five-Year Collaborative Research Agenda):

1. Producing readily-accessible *practice and policy* briefs that summarize research on promising practices for assessing and instructing dual language learners (DLLs), as well as engaging the families of DLLs
2. Building data capacity to improve understanding of the DLL population--partner with school districts to improve data collection/data use around Home Language Survey and examine student data that has been collected through registration process
3. Building data capacity to improve understanding of existing DLL policy and supports within preschool and kindergarten settings in PEER communities-- partner with district and major providers to survey teachers and administrators to learn about current policies, perceptions, and professional development around DLLs and engagement of DLL families
4. Studying the link between DLL preschool and kindergarten policies/supports and child/family outcomes (e.g. child attendance, parent satisfaction and family engagement)--partner with districts and major providers to survey DLL learner families
5. Collaborating with practitioners to translate the findings from PEER's research into meaningful professional development experiences for early childhood educators--C.E.S. to play lead role.

*   Dual Language Learners are young learners who are simultaneously learning English while learning a home language. These children may or may not qualify for English Language Learner services in the K-12 setting.