Portfolio Entry 1: Department of Early Learning (DEL) and Office of Superintendent of Public Instruction (OSPI) Joint Statement on Early Learning and Dual Language Learners

Project Overview:

*Background:* Two state agencies began a collaboration around addressing dual language learners (DLLs) including a focus on cognitive, linguistic, and sociocultural benefits of bilingualism, family and community engagement, instructional approaches, assessment and professional development for early childhood professionals who serve DLLs.
Goal: To develop a joint position statement between the state agencies that proposes their unified vision for dual language learners (DLLs) in Pre-K through kindergarten.

Contributions of Fellow:

- Drafted the joint position statement and coordinated ongoing editing of the document.
- Co-presented content from the joint position statement at a local conference.

Activity Focus Keywords: Written Report, Cross-Agency Collaboration
Policy Area Keywords: Dual Language Learners (DLLs), Pre-kindergarten to Kindergarten Transition

Portfolio Entry 2: Dual Language Training for Early Childhood Educators

Project Overview:

Background: State legislation mandates the development of a strategic vision around improving outcomes for dual language learners (DLLs) from Pre-K through kindergarten. The legislation was created by the state agency in partnership with a university-based research institute and a main deliverable of the legislation is a training curriculum. Training objectives include: participants’ ability to demonstrate an understanding of how language, culture, and identity relate in early childhood; gaining skills for supporting DLLs in English as they continue to develop their home language; supporting children’s language skills in all daily activities; learning simple, direct strategies for engaging families of DLLs, particularly in the absence of a common language; and developing a deeper understanding of how to ensure equity and culturally responsive practices in their care environments.

Goal: To support the development and refinement of an introductory-level early childhood training curriculum intended to provide early childhood educators and staff with foundational knowledge about DLLs and supportive classroom practices.

Contributions of Fellow:

- Facilitated the partnership between the state agency and university-based research institute.
- Led focus groups in the early stages of training development.
Compiled and synthesized feedback from community stakeholder meetings to incorporate into the training curriculum.

Assisted in editing the training curriculum throughout its development.

Activity Focus Keywords: Professional Development, Curriculum Development, Conduct Interviews
Policy Area Keywords: Dual Language Learners (DLLs), Professional Development

Portfolio Entry 3: State-Level Universal Pre-K: Comparison Chart and Program Effect Sizes

Project Overview:

Background: The Universal Pre-Kindergarten (UPK) Comparison Chart provides a summary of state-level Pre-K programs that are open to all children regardless of family income (i.e., “universal”) and that serve more than 50% of four-year-olds in the state.

Goal: To create a comparison chart that provides information on key quality indicators and examine effect sizes of programs listed in the universal Pre-K outcome reports for a subset of states profiled in the comparison chart.

Contributions of Fellow:

- Conducted a literature review and online search of key quality and performance information on state universal pre-kindergarten programs.
- Developed the universal pre-kindergarten comparison chart and outcomes report, which includes effect sizes.

Activity Focus Keywords: Data Analysis, Literature Review
Policy Area Keywords: Pre-kindergarten (Pre-K)

Portfolio Entry 4: Early Care and Education as a Protective Factor Against Child Maltreatment and Welfare Involvement: Literature Review and Presentation

Project Overview:
**Background:** Key research stakeholders of the state's early learning and child welfare agency are interested in the role that early care and education may have as a protective factor for children and families who are at risk for entering the child welfare system.

**Goal:** To investigate if/how early care and education can serve as a protective factor against child maltreatment and welfare involvement and foster care placement.

**Contributions of Fellow:**

- Conducted literature review.
- Created annotated bibliography.
- Presented findings at the agency research planning meeting.

**Activity Focus Keywords:** Literature Review, Annotated Bibliography, Presentation

**Policy Area Keywords:** Child Maltreatment, Child Welfare