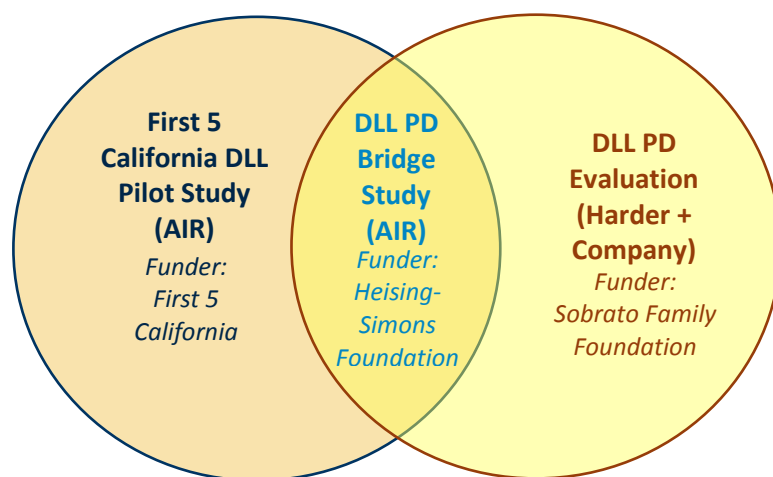


# Dual Language Learner Professional Development Bridge Study

## Context of the Study

Growing attention to the learning needs of dual language learners (DLLs) has sparked new investments at the state level in California. The **DLL Professional Development (PD) Bridge Study** is situated in a larger context of these funding efforts in the state. In 2017, First 5 California funded the **DLL Pilot Study**, being conducted by the American Institutes for Research (AIR) and its partners. The DLL Pilot Study will describe the range of instructional, family engagement, and professional development (PD) strategies that support DLLs in early learning settings across the state, with the goal of identifying effective practices that sustain positive outcomes for DLLs and their families. In 2018, shortly after the DLL Pilot Study began, the California Department of Education (CDE) funded six agencies to provide PD focused on supporting the unique learning needs of DLLs to early learning and care (ELC) providers across the state. Harder + Company is conducting a descriptive evaluation of the CDE PD grants, funded by the Sobrato Family Foundation. To ensure that lessons learned about the use of promising practices in ELC sites participating in this PD also are captured in the DLL Pilot Study, the Heising-Simons Foundation awarded a grant to AIR to expand the DLL Pilot Study to include additional teachers and classrooms. This new study, which bridges the DLL Pilot Study and the new DLL PD work, is the DLL PD Bridge Study.

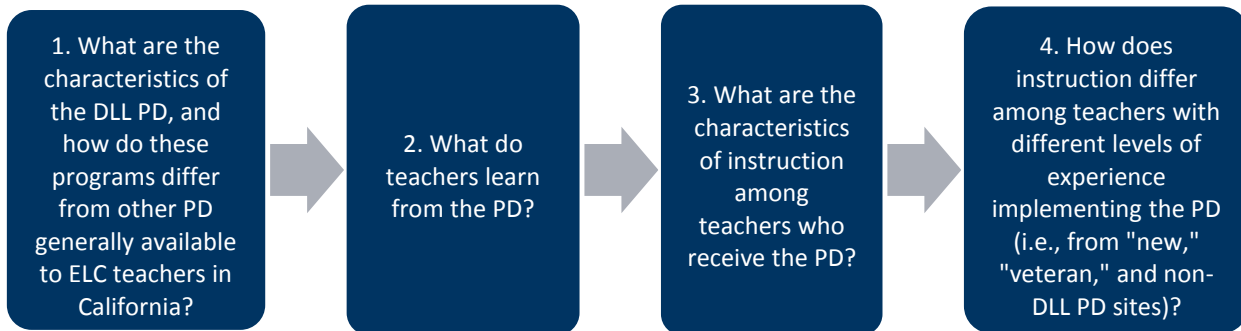


## Purpose of the DLL PD Bridge Study

The DLL PD Bridge Study will examine how participation in intensive DLL-focused PD relates to teachers' knowledge and use of evidence-based strategies for DLLs. The study will include three of the six CDE-funded programs—Sobrato Early Academic Language (SEAL) model, Language Learning Project (LLP), and Preschool Guided Language Acquisition Design (Preschool GLAD)—each of which provides intentional PD support for teachers of DLLs. The three grantees were

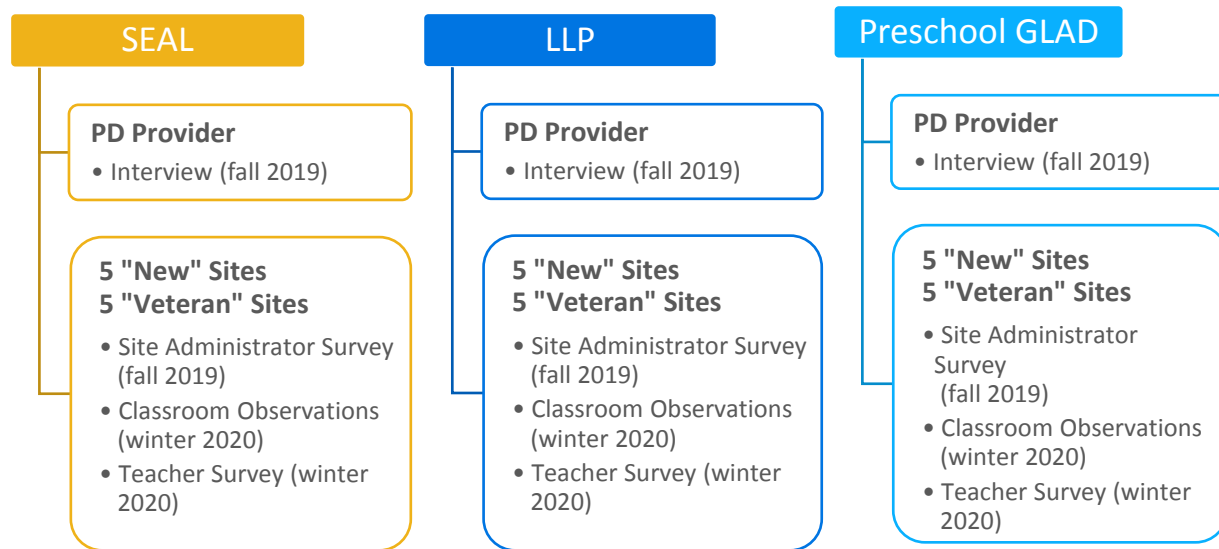
chosen for inclusion in the new study because PD participants are practicing teachers in ELC settings and thus provide an opportunity to examine the ways in which DLL-focused PD influences teaching practice.

The study will address four research questions:



## Data Collection

To address these questions, the study will collect data from approximately 30 ELC sites that are participating in one of the PD programs (“new PD sites”) or have participated in the PD in prior years (“veteran PD sites”). In each site, teachers will take part in classroom observations and surveys. AIR also will survey site administrators and interview PD providers.



## Reporting

At the conclusion of the study, AIR will release a cross-grantee report of aggregated results, including both descriptive findings and multivariate models comparing experiences and outcomes for new and veteran sites, as well as for sites that did not receive the PD. AIR also will work with each grantee PD provider to develop individualized reports of descriptive findings to inform their work. Findings will be released in winter 2021.