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**Supporting Science Inquiry, Interest, and STEM Thinking for Young Dual Language Learners (SISTEM)**

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NSF Award Number​: #1949266 Dates: 2020-2024

**Project Overview:** SISTEM supports preschool Dual Language Learners’ (DLLs) integrated science, language, and literacy learning by creating a coherent model of family-school-community partnership in collaboration with the Connecticut Science Center (CSC).

Preschool teachers report a shift in their pedagogy and an understanding of the inquiry practices that support children to wonder, investigate, and form conclusions based on evidence.

Families and children expressed enthusiasm and joy engaging with science at home and at school.

**New Challenges & Next Steps**

Closures and disruptions due to the COVID-19 pandemic continue to have cascading effects across the education field. The early childhood workforce is particularly stretched and despite exploring various recruitment strategies, there was attrition of programs. Thus, we shifted to a smaller sample size and adjusted our data sources which allows us to conduct a more in-depth qualitative study to go deeper.

**Equity: Strategies and Approaches used within ITEST Pillars and NSF Priorities**

Using innovative technologies available in English and Spanish we are supporting schools to maintain and sustain home-school connections; Providing innovative learning experiences in English and Spanish including collaborative parent-teacher workshops; Creating a STEM community helpers model with the CSC with Hispanic STEM career professionals; Broadening participation by providing authentic and relatable role models in science professions and creating a STEM community.

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