



October 24, 2019

INFORMATION ITEM

SUBJECT: FRESNO LANGUAGE PROJECT

Strategic Plan Priority Area: Child Development

Goal: All children birth through age 5 have high-quality, nurturing environments that ensure their learning readiness.

SUMMARY OF THE ISSUE

The purpose of this agenda item is to provide Commissioners information on the progress of the Fresno Language Project focus on Dual Language Learners (DLL) in the mixed delivery system, including presentation of preliminary findings. In March 2015, the David and Lucile Packard Foundation launched the Starting Smart and Strong initiative in three communities that included Fresno. In Fresno, the 10-year investment provides an opportunity to test and learn within the comprehensive early learning system, which addresses DLLs who are infants through five years of age.

BACKGROUND OF KEY ISSUES

Study Goals of Starting Smart and Strong

Fresno Unified School District built a partnership with Fresno County Superintendent of Schools, Central Valley Children's Services Network, and Fresno County Economic Opportunity Commission. This partnership invested in the necessary conditions to build a system that supports the development, testing, learning, evaluating, and implementing of a professional development model for early education within the mixed-delivery system with a common vision for early learning.

The quasi-experimental approach seeks to engage in a culture of learning where data is used to inform practice. Specifically, Fresno is collecting data at a: 1) Child level that includes Desired Results Developmental Profile and Language Development Assessment through PRE-IPT, which measures oral and receptive English and Spanish language; 2) Classroom level data through Classroom Assessment Scoring System™; 3) Teacher's perception through focus groups and surveys; and 4) Family

data through family languages and interest surveys. Goals of this study include:

1. Co-create and test professional development and training models that include coaching for early childhood educators in formal and informal settings regarding strategies with young DLLs, specifically the Personalized Oral Language Learning approach.
2. Develop young children's bilingual ability, help them be ready for kindergarten, and develop a strong foundation to succeed in school and beyond.
3. Enhance practitioners' pedagogy and practice within their unique settings to improve child outcomes.
4. Scale what works by creating strong systems, commit resources, and develop committed leaders who are willing to take action.
5. Disseminate findings about best practices to relevant stakeholders and practitioners.

SUMMARY OF PREVIOUS COMMISSION DISCUSSION AND ACTION

The Commission has not previously discussed or taken action on this subject.

ATTACHMENTS

None.