The Fresno Language Project (FLP) is a learning organization and a platform for building leadership in language development for the Fresno Unified School District (FUSD) and the surrounding communities. The Fresno Language Project (FLP) aims to build a shared vision for English Language Development (ELD), support collaborative efforts that build on a decade of local community partnerships, and the Fresno Unified School District, Fresno Partnership, Early Learning Lab, Services Network, The Lighthouse for Children, Economic Opportunity Commission, Children's Reading Room, The Fresno Unified School District, Fresno County Superintendent of Schools, and the Fresno Unified School District. The project involves the following approaches with practitioners, coaches, and administrators:

1. Teacher Practice: Teachers are supported to be deliberate in their language interactions and to use strategies that reflect and demonstrate evidence of content so children are engaged and learning.

2. Environment Supports: Training on language models to develop an implementation strategy to embed the language model in daily instruction.

3. Family Engagement: Family involvement in their child’s preschool development is supported through structured communication and collaboration with families and educators (collaboration is easy to talk about, but hard to achieve). Take time to build buy-in for innovation with partners and educators (collaboration is easy to talk about, but hard to achieve).

Co-Design and Partnership Process:
- Built from the bottom up and top down
- Take time to build buy-in for innovation with partners and educators (collaboration is easy to talk about, but hard to achieve).
- Place to implementation
- Co-design professional development (co-designed, intentional and coherent)
- Customize family engagement solution to fit local context
- Build from the bottom up and top down
- Take time to build buy-in for innovation with partners and educators (collaboration is easy to talk about, but hard to achieve).

The Impact

The Fresno Language Project Driver Diagram

Fig. 1 Fresno Language Project Driver Diagram

Year 1 classrooms (fall 2015–16):
- Three (3) family child care homes
- Two (2) Early Head Start
- Two (2) Head Start

Year 2 classrooms (fall 2016–17):
- Three (3) Early Head Start
- Six (6) Fresno County Superintendent of Schools

Implementation Activities

- Risk language-interactions. Use of language models, academic language, and strategies
- scaffold the principles of Improvement Science, taking time to build buy-in for innovation with partners and educators (collaboration is easy to talk about, but hard to achieve).
- Collaboration and Peer Coaching – Through co-design and partnership processes, a shared vision for language development is supported through structured communication and collaboration with families and educators (collaboration is easy to talk about, but hard to achieve).

Drivers

- Teacher Practice:
- Environment Supports:
- Family Engagement:

Activities

- Teacher Practice: Teachers are supported to be deliberate in their language interactions and to use strategies that reflect and demonstrate evidence of content so children are engaged and learning.
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The Challenge

1. Support the educational success and language acquisition of all children with a focus on Dual Language Learners.
2. Buildfield the principles of Improvement Science to identify problems and embedding evidence-based solutions.
3. Develop and spread tools for the project and the field.

Because there is no "white label" evidence-based solution that addresses the success for children both is to fail, the Fresno Language Project aims to implement a solution that addresses the success for children both is to fail. The Fresno Language Project aims to:

- Personalized Oral Language Learning (POLL) strategies
- Risk language-interactions. Use of language models, academic language, and strategies
- scaffold the principles of Improvement Science, taking time to build buy-in for innovation with partners and educators (collaboration is easy to talk about, but hard to achieve).

The Intervention

The FLP strategies adopted for use by the FLP were developed to support metacognition and bilingualism and to instill the knowledge that Dual Language Learners are capable of becoming productive language users and to use strategies that extend and implement professional development in early childhood education and development.

POLL strategies adapted for use by FLP to support the development of language and literacy. The FLP project involves the following areas:

1. Language Learners, meaning they have not been exposed to a second language.
2. Dual Language Learners, meaning they have experienced more than one language.
3. English Language Learners, meaning they have not been exposed to a second language.

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