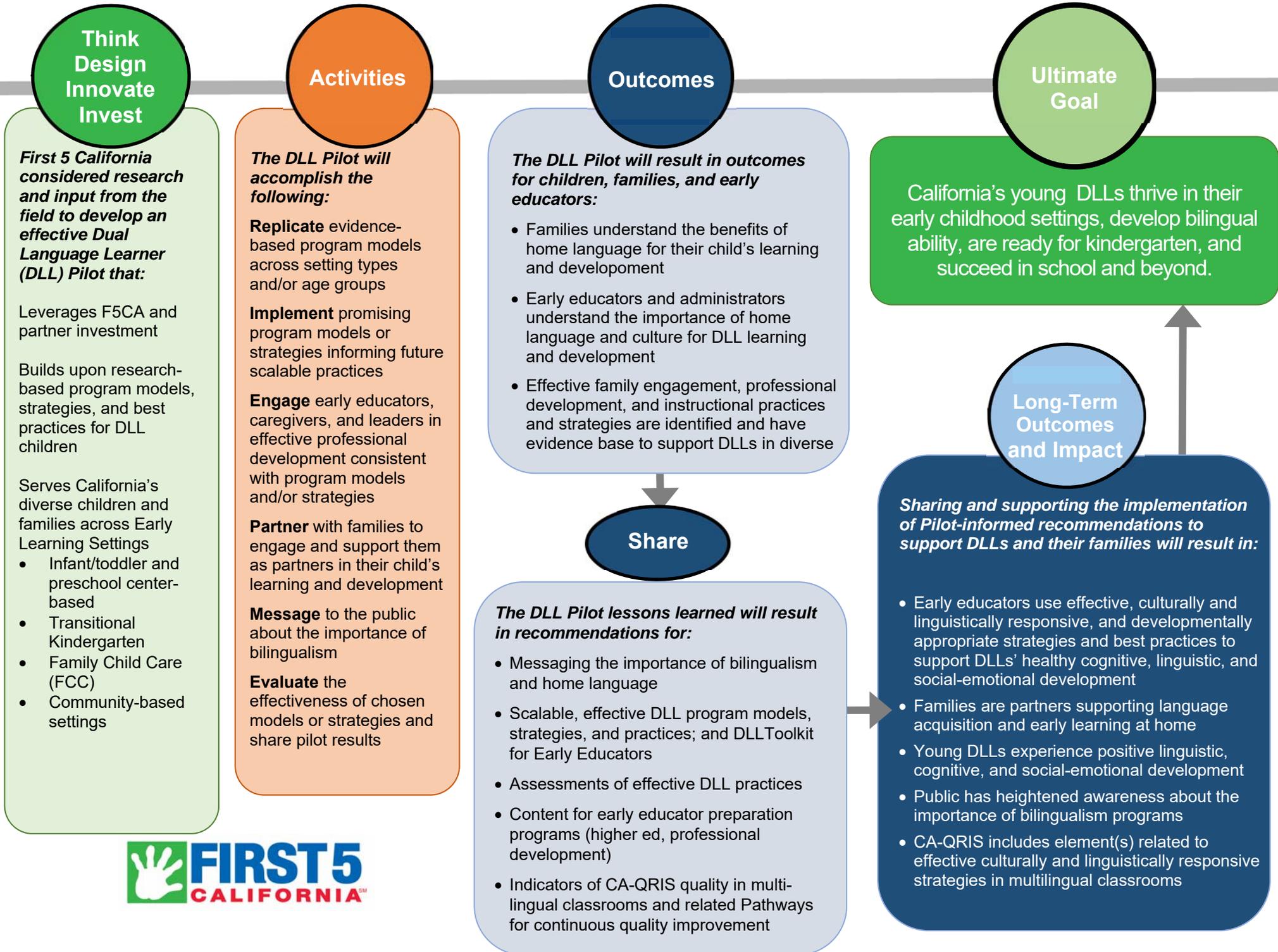


Attachment A: First 5 California Dual Language Learner Pilot Logic Model and Evaluation Questions



Think Design Innovate Invest

First 5 California considered research and input from the field to develop an effective Dual Language Learner (DLL) Pilot that:

- Leverages F5CA and partner investment
- Builds upon research-based program models, strategies, and best practices for DLL children
- Serves California's diverse children and families across Early Learning Settings
 - Infant/toddler and preschool center-based
 - Transitional Kindergarten
 - Family Child Care (FCC)
 - Community-based settings

Activities

The DLL Pilot will accomplish the following:

- Replicate** evidence-based program models across setting types and/or age groups
- Implement** promising program models or strategies informing future scalable practices
- Engage** early educators, caregivers, and leaders in effective professional development consistent with program models and/or strategies
- Partner** with families to engage and support them as partners in their child's learning and development
- Message** to the public about the importance of bilingualism
- Evaluate** the effectiveness of chosen models or strategies and share pilot results

Outcomes

The DLL Pilot will result in outcomes for children, families, and early educators:

- Families understand the benefits of home language for their child's learning and development
- Early educators and administrators understand the importance of home language and culture for DLL learning and development
- Effective family engagement, professional development, and instructional practices and strategies are identified and have evidence base to support DLLs in diverse

Share

The DLL Pilot lessons learned will result in recommendations for:

- Messaging the importance of bilingualism and home language
- Scalable, effective DLL program models, strategies, and practices; and DLLToolkit for Early Educators
- Assessments of effective DLL practices
- Content for early educator preparation programs (higher ed, professional development)
- Indicators of CA-QRIS quality in multilingual classrooms and related Pathways for continuous quality improvement

Ultimate Goal

California's young DLLs thrive in their early childhood settings, develop bilingual ability, are ready for kindergarten, and succeed in school and beyond.

Long-Term Outcomes and Impact

Sharing and supporting the implementation of Pilot-informed recommendations to support DLLs and their families will result in:

- Early educators use effective, culturally and linguistically responsive, and developmentally appropriate strategies and best practices to support DLLs' healthy cognitive, linguistic, and social-emotional development
- Families are partners supporting language acquisition and early learning at home
- Young DLLs experience positive linguistic, cognitive, and social-emotional development
- Public has heightened awareness about the importance of bilingualism programs
- CA-QRIS includes element(s) related to effective culturally and linguistically responsive strategies in multilingual classrooms



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Pilot Evaluation Questions

1. What are scalable and effective program models to support learning and development for young Dual Language Learners (DLLs) in early learning and community-based settings? Which program models are effective in California's multilingual settings¹?
2. What are scalable and effective strategies² and practices to support young DLLs learning and development (including instructional, professional development, and family engagement strategies)? Which strategies and practices are effective in California's multilingual infant-toddler, preschool, and family child care settings? Which are effective with families in community-based settings?
3. What approaches to professional development are most effective in improving early educators' ability to implement culturally and linguistically responsive instructional support and family engagement strategies in bilingual and multilingual settings?
4. What approaches to family engagement are most effective in helping families support young DLLs home language competency and engage in high quality, culturally and linguistically responsive home learning activities?
5. What tools are valid and reliable for measuring the development of young DLLs? What tools work in measuring quality in multi-lingual settings?
6. How did partners implement strategies and practices? What successes, challenges, or lessons learned did administrators, early educators, and other providers experience? Under what conditions did children who are DLLs in the pilot experience healthy positive linguistic, cognitive, and social-emotional development?
7. Did the *Talk. Read. Sing.*[®] campaign support increased talking, reading, and singing by families who have young DLLs?
8. Do families and communities understand the benefits of bilingualism? Did the use of families' home language and engagement in early learning activities with their children increase?

¹ Many research-based models, strategies, and practice have evidence-base in preschool and/or in dual language classrooms; the Pilot will also look at existing and new strategies in under-researched settings/populations such as infant and toddler, and multilingual, and community-based settings.

² This Pilot defines *strategies* as an overall approach to reach a goal, for example, one strategy for supporting young DLLs is to incorporate the child's language and culture into the classroom. *Practices* refer to *how* the strategy is implemented, and is often specific to the context. For example, a "best practice" within that strategy may include administering a face-to-face interview in the parent's home language (using a translator, if necessary) to understand the family's culture and child's interests.