

# Management Bulletin 25-07 Attachment A

## Family Language Instrument

### Purpose and Framing

The Dual Language Learner (DLL) identification provides the opportunity to actively engage with families and offer recognition of their home language and cultural heritage. The purpose of this instrument is to identify and understand each child's language background in order to support and strengthen their language development. When adults understand children's past experiences with language(s), they are able to build upon those experiences and better support children's development, by affirming and fostering the child's home language and culture to support the child in becoming multilingual and multi-literate in both English and their home language(s).

This information will be used to inform and plan program curriculum, support home language development, develop strategies used in the learning setting, create professional development opportunities and trainings, and to strengthen family partnerships to improve support for DLL children.

**Note for school age children:** Determinations made for DLL status based on the results of this instrument are distinct from other established designations in the transitional kindergarten through twelfth grade (TK-12) system. A child can be dually identified in a California State Preschool Program (CSPP) and in the TK-12 grade system if they are dually enrolled. For CSPP, DLLs are children whose first language is a language other than English or children who are developing two or more languages, one of which may be English. This instrument is to determine DLL status for CSPP and not a measure of proficiency in either language as this is not an assessment. DLL identification in preschool does not establish other program support designations or secure additional program support services in TK-12.

Children that are dually enrolled may go through either of the following for the purposes of establishing designation in the TK-12 grade system:

- For TK Children
  - Completion of their district's home language survey (HLS) upon entry to TK
  - Additional screening instruments as provided by Local Educational Agencies (LEAs) upon entry to TK to identify and support multilingual learners if a language other than English is identified on the HLS.
- For Kindergarten Children

- Completion of their district's HLS upon entry to kindergarten (The HLS is only administered once, if this was completed in TK you will not need to complete this again in kindergarten)
- English Language Proficiency Assessments for California (ELPAC) upon entry to kindergarten, as required by state and federal law, if a language other than English is identified on the HLS.

## **Instructions**

CSPP contractors must follow the directives in Management Bulletin (MB) 25-07 when administering this instrument.

When providing the instrument, CSPP contractors can use the following language to reassure and address parents by creating a supportive environment and help families understand the purpose and goals of the DLL identification process in preschool.

Contractors can engage and inform families in the following ways:

- "Identification of your child as a DLL in CSPP means that your child will benefit from additional support from the program in order to develop their home language and English language skills."
- "Your family's home language and cultural practices are respected and valued in our program. We honor and support your child's unique linguistic and cultural experiences."
- "We want you to feel comfortable sharing information about your child's language background during this process. If you have any questions or concerns about the questions we are asking you, please feel free to share."
- "DLL identification will serve them only in preschool and is different from any identification process or program supports a child might receive in TK or kindergarten."

## Family Language Instrument

**1) What language(s) does your child hear and/or is exposed to at home?**

*This includes the language(s) spoken or signed by parents, grandparents, siblings, extended family, or others living within or visiting the home, including all sign languages used. This also includes languages heard using other augmented communication assistive listening devices.*

**2) Which language(s) does your child hear and/or is exposed to in their neighborhood and community?**

*For example, with friends and neighbors, at places of worship, or at after school programs or activities. This is to demonstrate language exposure, not to measure language proficiency.*

**3) Which language(s) does your child understand and/or respond to?**

*Receptive language includes understanding through sign language or other nonverbal communication methods. Children who are deaf, hard of hearing, or nonverbal may use sign language, gestures, or alternative communication systems. Children may demonstrate understanding in nonverbal ways such as with physical responses, facial expressions, and/or gestures. For example, when asked to put on their shoes, if the child does so, they are demonstrating language understanding.*

**4) Which language(s) does your child speak and/or use to communicate?**

*Children may demonstrate communication through various means. This includes all sign languages used as well as through single words, parroting, the usage of communication boards, or other augmentative communication assistive devices.*