# Management Bulletin 25-07 Attachment B Family Language and Interest Interview

## Purpose and Framing

The purpose of this interview is to support relationship building with families who have children that are identified as dual language learners (DLLs) and learn more about each child’s experiences with language. When adults understand children’s experiences with language(s), they are able to build upon those experiences and better support children’s development.

The interview is designed to help families feel comfortable in answering questions about their child and for the program to share the benefits of multilingualism and to encourage families to continue developing their child’s home language in the home. The interview includes some resources about the benefits of multilingualism and supporting the home language that should be shared with families.

The interview will support the contractor in:

* Building a trusting and supportive relationship with the child’s family member(s).
* Learning about children's past experiences with language(s) in order to best support their optimal progress and development in our program.
* Helping families understand the benefits of multilingualism and the important role of the home language in supporting English development.
* Encouraging families to continue developing their child’s home language in the home.
* Having a better understanding of the different languages and cultures in the classroom to make program-wide decisions regarding resources (for example, purchasing books in the different languages represented by children and families).

The interview with the family will help a contractor make informed decisions regarding program curriculum, strategies used in the learning setting, professional development, and ways to strengthen family partnerships to improve support for DLL children. It is important to note, as required by *Education Code* Section 8241.5, that DLL identification will serve the child in preschool only and is different from any identification process or program supports a child might later receive in transitional kindergarten (TK) or kindergarten.

## Instructions for Designated Staff Conducting the Interview

California State Preschool Program (CSPP) contractors must use the Family Language and Interest Interview for inquiry and a discussion about the strengths and interests of the child, the language background of the child, and the needs of parents, guardians, or family members of the child to support the language(s) and development of the child.

CSPP contractors must conduct this interview in accordance with the requirements specified in the California Department of Education Management Bulletin (MB) 25-07.

While administering the Family Language and Interest Interview, contractors can use the following prompts to support families with any concerns. The CSPP contractors can use the following language to support a family’s understanding of the purpose of the questions and the benefits of multilingualism:

* This identification will serve them only in the childcare setting and is different from any identification process or program supports a child might later receive in TK through twelfth grade.
* There are many benefits of being multilingual and we want to highlight how continuing to strengthen the home language will help strengthen your child’s education. The brain is most receptive to language learning in the earliest years of life.
* Children are not confused by learning multiple languages; rather, the brain is wired to learn multiple languages.
* Home language is central to developing proficiency in other languages. When a child has a strong foundation in their home language, it makes it easier for them to learn English.
* Multilingualism is associated with benefits in cognitive and socioemotional development, academic achievement, and expanded future career opportunities.
* According to the National Academies of Sciences, Engineering, and Medicine, early development of both English and the home language is critical for academic success.

Additional information and resources for parents are included at the bottom of this document and at the end of MB 25-07.

## Family Language and Interest Interview Questions

### 1) What are your child’s interests and favorite activities? (For example, does your child have favorite stories, books, songs? Does your child enjoy building with blocks, sensory play, soccer, swinging, and so on?)

### 2) What are some strengths you see in your child that we can build on? (For example, do they like to build things, do art, and so on)

### 3) How can we help support your child’s language and development at home? (For example, through books to read at home, music and video materials, activity ideas)

### 4) Which language(s) does your child speak/or use to communicate the most at home?

(This includes all sign languages used or other methods of communication)

### 5) We want to best support your child’s language development and understand what language(s) they speak and or use to communicate with family members. What language(s) does your child speak or use to communicate with their siblings, grandparents, other family members?

(This includes all sign languages used or other methods of communication)

### 6) Which language does your child speak/or use to communicate the most overall? This would be inside and outside of the home, combined.

(This includes all sign languages used or other methods of communication)

### 7) In what language would you prefer to receive written communication from us? (While we would like to be able to accommodate all requests for written communication in a parent's requested language, our program may not be able to translate written communication materials into that language.)

### 8) In what language would you prefer us to communicate verbally with you? (While we would like to be able to accommodate all requests for verbal communication in a parent's requested language, our program may not be able to offer translation into that language.)

### Families’ questions and concerns:

### Resources to share regarding benefits of multilingualism and home language development:

* <https://www.multilinguallearningtoolkit.org/wp-content/uploads/2021/08/Support-Billingualism-Spanish-1.pdf>
* <https://cmascanada.ca/2018/05/15/keeping-your-home-language/>
* <https://ncela.ed.gov/sites/default/files/legacy/files/announcements/20200805-NCELAInfographic-508.pdf>
* <https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series>
* <https://www.pollstrategies.org/for-families/>:This resource engages DLLs’ families in discussion about language goals and practices. Topics include how families frame their language goals and practices and what those practices look like during everyday interactions with children such as playing and reading.
* The following resources include family tip sheets, outreach toolkits, multilingual read-alouds, and parent perspective vides and can be found on this website <https://qualitystartla.org/resources/>
	+ This campaign <https://qualitystartla.org/two-languages-twice-the-opportunities-dual-language-learning-campaign/>: spreads the message about the benefits of being bilingual and bicultural. It’s time to empower the next generation.
	+ This web page <https://qualitystartla.org/resources/resources-for-families/>: provides provide tools that can help you on this incredible journey to support your child’s developing bi-/multilingualism

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