California Department of Education

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# Management Bulletin 22-04(a) – Attachment C

# Preschool Language Information System (PLIS) Data Reporting Instructions

The Preschool Language Information System (PLIS) will collect required data every quarter on dual language learners and preschool programs in the California State Preschool Program (CSPP). Contractors will submit the PLIS Report on a retroactive basis in order to enter information into the PLIS. The PLIS Report can be entered manually into the PLIS system or uploaded in a tab-delimited text (.txt) file.

## Instructions to Manually Enter the PLIS Report

Click “Add Child” from the Home Page and enter in the relevant information per field. Information is separated into three different tabs: (1) Child, (2) Family, (3) Classroom and Facility. Please make sure you enter all required information into all three tabs before clicking “Add Child Record.” After a record has been successfully added, you can edit information as needed by clicking the “Edit” option next to the relevant child.

For every child enrolled in your program during the reporting quarter, ensure the information in the following three tabs is filled out. All items are required unless explicitly marked as optional.

* + *“Child” Tab (See Footnote 3 for detailed definitions)*
    - Child Last Name
    - Child First Name, Child Middle Initial
    - Child Identification and Case Number
    - Child Date of Birth
    - Child Date of Enrollment
    - Child Date of Instrument
    - Child Ethnicity
    - Child Race
    - Child Most-Used Language (Question 6 in the California Department of Education (CDE) Family Language and Interest Interview)
    - Child Home Language(s) (Question 4 in the CDE Family Language and Interest Interview)
    - Child is Dual Language Learner (DLL) (see Footnote 1)
  + *“Family” Tab (See Footnote 4 for detailed definitions)*
    - Family Identification and Case Number
    - Head of Household Full Name
    - Written Communication Preference (Question 7 in the CDE Family Language and Interest Interview)
    - Verbal Communication Preference (Question 8 in the CDE Family Language and Interest Interview)
  + *Classroom and Facility (See Footnote 5 for detailed definitions)*
    - Language(s) Used by Lead Teacher in the Child’s Classroom or Family Child Care Home
    - Language(s) Lead Teacher is Proficient in (See Footnote 2)
    - Language(s) Used by Other Program Staff in Child’s Classroom or Family Child Care Home
    - Language(s) Other Program Staff are Proficient in (See Footnote 2)
    - Language Program Type
    - Facility Name
    - Facility or License Number

*For a full list of Language definitions, select a “Child,” then select the “Classroom and Facility” Tab, and “Open Language Codes.”*

## Uploading the PLIS Report Using a Tab-Delimited Text File

### Step 1: Understand the Upload Process

* The upload process is a way for agencies or sub-agencies to more easily report Child Records by uploading a data-filled file.
* The file you will use to upload data to the PLIS system must be a Tab-delimited text (.txt) file. You can use any spreadsheet software (e.g., Excel), custom data software, or text editor to modify and prepare this file.
* The structure of the tab-delimited file is a series of rows, each representing a child, and corresponding columns that represent the data values for each child. For each child row included, a value must be provided for every column (with the exception of **Optional** columns). In the "Data Columns" section below, the data columns are described in detail.

**Important Note:** **The upload process will irretrievably replace any existing data for this entity; it does not append data.**

### Step 2: Download a Tab-Delimited File

* It is recommended that you always start the process by downloading an appropriate file with which to work. By starting with a downloaded file, you will be sure to have the column names already set up for you. You can choose one of the following to download:
  + A copy of the template with example values
  + A blank copy of the template

### Step 3: Modify the Tab-Delimited File and Upload

* Add child data as rows to the tab-delimited file while following the guidelines described below in the "Data Columns" section below.
* Consult the 2 tabular sections "Race Codes" and "Language Codes" to find appropriate codes.
* When you're finished adding to or modifying your file, use the controls at the bottom of this page to upload it.
* If the system encounters errors during the upload process, please fix them and try the upload again.

**Reporting Schedule:** Please refer to Management Bulletin 22-04(a) Attachment D, PLIS Reporting Schedule, for more information on important dates related to the PLIS Report.

## Footnotes:

### 1 Determination of Dual Language Learner

(1) If a language other than English is the answer to questions 1, 3, or 4 of the Family Language Instrument, or

(2) If the answers to the Family Language Instrument questions 1, 3, or 4 indicated English only, but program staff determine within 30 days, through child observations, that the child demonstrates they speak, respond to, or understand a language other than English, the contractor must share these observations with the family and review with the family the responses to the Family Language Instrument, updating as necessary to ensure proper designation.

(3) Child is designated as an English learner in Transitional Kindergarten (TK) or Kindergarten (K) (only a possibility if the child is dually enrolled in CSPP and TK or K for Expanded Learning and Care and the CSPP has obtained this information from the parent or LEA).

### 2**Definition of Proficient in Language**

The ability to speak, read, write and understand the language, as well as an ability to integrate the language into culturally and linguistically appropriate interactions with children.

### 3Child Records

* **Child Last Name:** The Child Last Name information field indicates the last name of the child receiving subsidized child care services through an agency’s CSPP contract with the Early Education Division (EED). On the Form 9600, look in the box “Full Name of Child Including Middle Initial” in Section IV: Data on Children. On the Form 9600, look in the box “Full Name of Child Including Middle Initial” in Section IV: Data on Children.
* **Child First Name:** The Child First Name information field indicates the first name of the child receiving subsidized child care services through an agency’s CSPP contract with the EED. On the Form 9600, look in the box “Full Name of Child Including Middle Initial” in Section IV: Data on Children.
* **Child Middle Initial:** The Child Middle Initial information field indicates the middle initial of the child receiving subsidized child care services through an agency’s CSPP contract with the EED. On the Form 9600, look in the box “Full Name of Child Including Middle Initial” in Section IV: Data on Children.
* **Child Identification/Case Number:** This is the unique child identification or case number that an agency assigns to a child receiving subsidized child care services through an agency’s contract with the EED. If the agency does not maintain a Child Identification Case Number (CICN), they may leave this field blank.
* **Child Date of Birth:** The Child Date of Birth information field indicates the month, day, and year the child receiving subsidized child care services through an agency’s CSPP contract with the EED was born. On the Form9600, look in the box “Birth Date” in Section IV: Data on Children.
* **Child Date of Enrollment:** The Child Date of Enrollment information field indicates the month, day, and year the child was enrolled at this facility.
* **Child Date of Instrument:** The Child Date of Instrument indicates the month, day, and year the Family Language Instrument was completed for this child as applicable. For dually enrolled Transitional Kindergarten (TK) or Kindergarten (K) students who are determined to be dual language learners based on their English learner designation in the TK-12 system, please leave the field blank.
* **Child Hispanic Ethnicity Indicator:** An indication of whether or not a child’s parent identifies the child as having an ethnicity (how a parent identifies the child in the context of: heritage, culture [i.e., religion, language, customs, music, etc.], lineage, or country of birth of the person or the person's ancestors; and is not nationality or race) of Hispanic. A “Y” would indicate that a child’s parent has identified the child as having an ethnicity of Hispanic. An “N” would indicate that he or she does not.
  + **Child Race Code:** A coded value representing a person's Race Category. If more than one race needs to be entered, multiple race codes can be entered and separated by commas, e.g., a child reporting Asian and Black and African American race codes would be entered as, “200, 600”. Race codes and their corresponding definitions are listed below in the Tab-Delimited Text File Format Specifications section.
* **Child Most-Used Language:** The Child Most-Used Language information field indicates the child’s most-used or primarily spoken language and can be found in Question 6 of the California Department of Education (CDE) Family Language and Interest Interview.
* **Child Home Language(s):** The Child Home Language(s) information field indicates the language(s) most often used in the child’s home and can be found in Question 4 of the CDE Family Language and Interest Interview. Multiple languages can be entered and separated by commas, e.g., a child reporting English and Spanish most-used languages would be entered as, “00, 01.”
* **Child is Dual Language Learner:** The Dual Language Learner (DLL) information field indicates if the child is a dual (or multi) language learner. More information can be found in Footnote 1.

### 4Family Records

* **Family Identification Number:** The Family Identification/Case Number (FICN) information field indicates a specific family receiving subsidized child care services through an agency’s CSPP contract with the EED. This is the unique identification or case number that an agency assigns to a family receiving subsidized child care services through an agency’s contract with the EED. On the Confidential Application for Child Development Services and Certification of Eligibility form (Form 9600), the FICN is located in a box in the upper right-hand corner of the first page
* **Head-of-Household Full Name:** The Head-of-Household (HoH) Full Name information field indicates the FULL name of the HoH of the family receiving subsidized child care services through an agency’s CSPP contract with the EED. The HoH is the person legally and financially responsible for the child(ren) receiving subsidized child care services through an agency’s CSPP contract with the EED. In a foster case (family of one), the HoH Last Name is the last name of the oldest foster child receiving subsidized child care services through an agency’s CSPP contract with the EED.
* **Written Communication Preference:** The Written Communication Preference information field indicates the family’s preferred language for written communication and can be found in Question 7 of the CDE Family Language Instrument and Interest Interview.
* **Verbal Communication Preference:** The Verbal Communication Preference information field indicates the family’s preferred language for verbal communication and can be found in Question 8 of the CDE Family Language Instrument and Interest Interview.

### 5Classroom and Facility Records

* **Language(s) Used by Lead Teacher in the Child’s Classroom or Family Child Care Home:** The Language(s) Used by Lead Teacher in the Child’s Classroom information field indicates the language(s) used by the lead teacher in the child’s classroom. Multiple languages can be selected by holding down the ‘Ctrl’ button while clicking.
* **Language(s) Lead Teacher is Proficient in:** The Language(s) Lead Teacher is Proficient in information field indicates the language(s) in which the lead teacher in the child’s classroom is proficient. Multiple languages can be selected by holding down the ‘Ctrl’ button while clicking. (See Footnote 2 for a detailed definition of language proficiency).
* **Language(s) Used by Other Program Staff in Child’s Classroom:** The Language**(**s) Used by Other Program Staff in Child’s Classroom information field indicates the language(s) used by other program staff in the child’sclassroom. Multiple languages can be selected by holding down the ‘Ctrl’ button while clicking.
* **Language(s) Other Program Staff are Proficient in:** The Language(s) Other Program Staff are Proficient in information field indicates the language(s) in which other program staff in the child’s classroom are proficient. Multiple languages can be selected by holding down the ‘Ctrl’ button while clicking. (See Footnote 2 for a detailed definition of language proficiency).
* **Facility Name:** The Facility Name information field indicates the name of the facility at which the child is enrolled in and receiving subsidized child care services.
* **Facility and License Number:** The Facility and License Number information field indicates the Day Care Center or Family Child Care Home License and Facility number assigned to the licensed child care site where the child receives subsidized child care services through an agency’s CSPP contract with the EED listed on the Form 9600 in box “Provider and Site Name" in Section IV: Data on Children. If applicable, the facility and license number should be eight or nine digits long. If this field is not applicable, you must leave it blank and fill in the below LEA Provider County-District-School (CDS) Code. The system will not allow both fields to be blank.
* **LEA Provider CDS Code:** The LEA Provider CDS Code information field indicates the County-District-School (CDS) code of the Local Education Agency (LEA) that provides service at this facility. If applicable, the LEA Provider CDS Code should be 14 letters. If this field is not applicable, you must leave it blank and fill in the above Facility and License Number field. The system will not allow both fields to be blank.
* **Language Program Type:** The Language Program information field indicates which program type the classroom participates in.
  + **Dual Language Immersion Program:** Dual Language Immersion Program information field indicates if the classroom or facility is a Dual Language Immersion (DLI) program participant.
    - A dual language immersion program is a program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. Selecting this option indicates that the classroom or facility participates in a DLI Program. Please choose one of the following language allotment types for the Dual Language Immersion Program the classroom participates in:
      * **50/50 Program:** The 50/50 Program information field indicates if the classroom or facility is in a program where the intent is to offer a balance of English and a language other than English, where English and the other language are used equally throughout the program day.
      * **Other Language Allotment (Majority Non-English) Program:** The Other Language Allotment (Majority Non-English) Program information field indicates a classroom or facility where a proportion of more than half of content is taught in a language other than English and the remainder of content is taught in English.
  + **Other Language Allotment (Majority English) Program:** The Other Language Allotment (Majority English) Program information field indicates a classroom or facility where a proportion of more than half of content is taught in English, and the remainder of content is taught in a language other than English.
  + **Other Language Program**: The Other Language Program information field indicates that the classroom or facility participates in other language programs or other programs used during instruction that helps to develop home language not listed above.
  + **Home Language Support**: English-only with home-language support.
  + **None**: The None field indicates that the classroom or facility does not participate in a language program.

## Tab-Delimited Text File Format Specifications

This section provides detailed information of format specifications for each data field within a PLIS Report.

Within an electronic file, all data elements must be specifically formatted and meet specific criteria. The below table outlines each data element of a file. Additionally, the table below provides descriptions and comments of each data element, including the value rules and example values.

| **Column Name** | **Description** | **Value Rules** | **Example Value** |
| --- | --- | --- | --- |
| **Last Name** | The child's Last Name | * Text from 1-50 characters * Can consist of English alphabet letters, spaces, apostrophes, or hyphens | **Garcia** |
| **First Name** | The child's First Name | * Text from 1-50 characters * Can consist of English alphabet letters, spaces, apostrophes, or hyphens | **Ana** |
| **MI (Middle Initial)** | The child's Middle Initial | * The first character of the child's Middle Name * **Optional** | **M** |
| **Child Identification and Case Number (CICN)** | The child's unique Child Identification and Case Number (CICN) | * Maximum 100 characters * If your agency has one, use the unique identifier for this child * **Optional**, but the system will automatically generate a value if left blank | **123456** |
| **Date of Birth** | The child's Date of Birth | * Must be formatted as MM/DD/YYYY | **11/18/2018** |
| **Date of Enrollment** | The child's Date of Enrollment | * Must be formatted as MM/DD/YYYY | **11/18/2020** |
| **Date of Instrument** | The date when the Family Language Instrument was completed for the child at this facility. | * Must be formatted as MM/DD/YYYY * This normally falls within 30 days of the Date of Enrollment * If the child is dually enrolled in TK/K and are determined to be dual language learners based on their English learner designation in the TK-12 system, please leave this field blank. | **11/25/2020** |
| **Hispanic** | Indicator that the child is Hispanic (regardless of another Race) | * Either "Y" (Yes), "N" (No), or blank (indicates "No Response") * **Semi-Optional**: At least 1 of either Hispanic or Races must have a value | **Y** |
| **Race(s)** | The child's racial background(s) | * 0 or more Race Codes (found in the table below) * Blank indicates "No Response" * When inputting multiple codes, separate each with a comma * **Semi-Optional**: At least 1 of either Hispanic or Race(s) must have a value | **100,600** |
| **Most-used Language** | The language the child most often uses | * 1 Language Code (found in the table below) * Interview Question 6 | **00** |
| **Home Language(s)** | The language(s) most used in the child's home | * 1 or more Language Code(s) (found in the table below) * When inputting multiple codes, separate each with a comma * Interview Question 4 | **01,12** |
| **Dual Language Learner** | Indicator that the child is a Dual or Multi Language Learner | * Either "Y" (Yes) or "N" (No) | **Y** |
| **Family Identification and Case Number (FICN)** | The child's family's Family Identification and Case Number (FICN) | * Maximum 15 characters | **123456789012345** |
| **Head-of-Household Full Name** | The full name of the child's Head-Of-Household | * Text from 1-100 characters * Can consist of English alphabet letters, spaces, apostrophes, or hyphens | **Maria S. Garcia** |
| **Written Communication Preference** | The language preference for the family's written communication | * 1 Language Code (found in the table below) * Interview Question 7 | **01** |
| **Verbal Communication Preference** | The language preference for the family's verbal communication | * 1 Language Code (found in the table below) * Interview Question 8 | **01** |
| **Language(s) Used – Lead Teacher** | Language(s) used by the child's lead teacher | * 1 or more Language Codes (found in the table below) * When inputting multiple codes, separate each with a comma | **00, A7** |
| **Language(s) Proficient – Lead Teacher** | Language(s) proficient in of the child's lead teacher | * 1 or more Language Codes (found in the table below) * When inputting multiple codes, separate each with a comma | **00, 01, A7** |
| **Language(s) Used – Other Program Staff** | Language(s) used by other program staff | * 1 or more Language Codes (found in the table below) * When inputting multiple codes, separate each with a comma | **00** |
| **Language(s) Proficient – Other Program Staff** | Language(s) proficient in of the other program staff | * 1 or more Language Codes (found in the table below) * When inputting multiple codes, separate each with a comma | **00, 01, A7** |
| **Facility Name** | The name of the facility where this child attends | * Text from 1-100 characters | **ABC Daycare** |
| **Facility and License Number** | The facility/license number where this child attends | * Either blank or a number with 8 or 9 digits * **Semi-Optional**: Should only be left blank if the LEA Provider CDS Code column contains a valid value. | **123456789** |
| **LEA Provider CDS Code** | The 14-digit County-District-School (CDS) Code of the Local Education Agency (LEA) that provides service at this facility | * Either blank or a number with 14 digits * **Semi-Optional**: Should only be left blank if the Facility Number column contains a valid value. | **12345678901234** |
| **Dual** **Language Program** | Whether the classroom/facility participates in a classroom Dual Language Learner Program and if so, what kind | * + 1 Dual Language Learner Program Code (found in the table below) | **02** |

### Language Program Type Codes

| **Code** | **Code Name** | **Description** |
| --- | --- | --- |
| **00** | **None** | Choose this code if the classroom or facility does not participate in any language programs**.** |
| **02** | **50/50 Program** | Choose this code if the classroom or facility is in a program where the intent is to offer a balance of English and a language other than English, where English and the other language are used equally throughout the program day. |
| **03** | **Other Allotment (Majority English) Program** | Choose this code if the classroom or facility participates in a program where a proportion of more than half of content is taught in English and the remainder of the content is taught in a language other than English. |
| **04** | **Other Allotment (Majority Non-English) Program** | Choose this code if the classroom or facility participates in a program where a proportion of more than half of content is taught in a language other than English, and the remainder of content is taught in English. |
| **05** | **Home Language Support** | Choose this code if the classroom or facility participates in English-only instruction with home-language support. |
| **99** | **Other Language Program** | Choose this code if the classroom or facility participates in a language program type not listed above. |

### Language Codes

| Code | Description |
| --- | --- |
| 00 | English |
| 01 | Spanish |
| 02 | Vietnamese |
| 03 | Chinese - Cantonese |
| 04 | Korean |
| 05 | Filipino (Pilipino or Tagalog) |
| 06 | Portuguese |
| 07 | Chinese - Mandarin (Putonghua) |
| 08 | Japanese |
| 09 | Khmer (Cambodian) |
| 10 | Lao |
| 11 | Arabic |
| 12 | Armenian |
| 13 | Burmese |
| 14 | Croation |
| 15 | Dutch; Flemish |
| 16 | Farsi (Persian) |
| 17 | French |
| 18 | German |
| 19 | Greek |
| 20 | Chamorro (Guamanian) |
| 21 | Hebrew |
| 22 | Hindi |
| 23 | Hmong |
| 24 | Hungarian |
| 25 | Ilocano |
| 26 | Indonesian |
| 27 | Italian |
| 28 | Punjabi |
| 29 | Russian |
| 30 | Samoan |
| 31 | Serbian |
| 32 | Thai |
| 33 | Turkish |
| 34 | Tongan |
| 35 | Urdu |
| 36 | Cebuano (Visayan) |
| 37 | Sign Language |
| 38 | Ukrainian |
| 39 | Chinese - Chaozhou (Chiuchow) |
| 40 | Pashto |
| 41 | Polish |
| 42 | Assyrian |
| 43 | Gujarati |
| 44 | Chinese - Mien (Yao) |
| 45 | Rumanian |
| 46 | Chinese - Taiwanese |
| 47 | Lahu |
| 48 | Marshallese |
| 49 | Mixteco |
| 50 | Khmu |
| 51 | Kurdish (Kurdi, Kurmanji) |
| 52 | Serbo-Croatian (Bosnian, Croatian, Serbian) |
| 53 | Chinese - Toishanese |
| 54 | Chaldean |
| 56 | Albanian |
| 55 | Other Languages of China |
| 57 | Tigrinya |
| 60 | Somali |
| 61 | Bengali |
| 62 | Telugu |
| 63 | Tamil |
| 64 | Marathi |
| 65 | Kannada |
| 66 | Amharic |
| 67 | Bulgarian |
| 68 | Kikuyu (Gikuyu) |
| 69 | Kashmiri |
| 70 | Swedish |
| 71 | Zapoteco |
| 72 | Uzbek |
| 73 | Haitian (Haitian Creole) |
| 74 | Kachin (Jingpho) |
| 75 | Karen Languages |
| 76 | Nepali |
| 77 | Swahili |
| 78 | Oromo |
| 79 | Lingala |
| 80 | Kinyarwanda |
| 81 | Dzongkha |
| 82 | Dinka |
| 83 | Afrikaans |
| 84 | Assamese |
| 85 | Afro-Asiatic languages |
| 86 | Berber languages |
| 87 | Catalan; Valencian |
| 88 | Central American Indian Languages |
| 89 | Creoles and pidgins, English based |
| 90 | Creoles and pidgins, French-based |
| 91 | Czech |
| 92 | Danish |
| 93 | Fijian |
| 94 | Finnish |
| 95 | Hawaiian |
| 96 | Icelandic |
| 97 | Irish |
| 98 | Igbo |
| 99 | Other non-English languages |
| A1 | Iranian Languages |
| A2 | Konkani |
| A3 | Latvian |
| A4 | Lithuanian |
| A5 | Malay |
| A6 | Malayalam |
| A7 | Mayan Languages |
| A8 | Mongolian |
| A9 | Nahuatl languages |
| B1 | Navajo; Navaho |
| B2 | North American Indian Languages |
| B3 | Norwegian |
| B4 | Oriya |
| B5 | Pampanga; Kapampangan |
| B6 | Sinhala; Sinhalese |
| B7 | Slovak |
| B8 | Twi |
| B9 | Yoruba |
| UU | Unknown |

### Race Codes

* + [100] American Indian or Alaska Native
  + [200] Asian
  + [300] Hawaiian or Other Pacific Islander
  + [600] Black or African American
  + [700] White