# Management Bulletin (MB) 23-03 FAQ

1. **Do the requirements for identifying and collecting data on dual language learners, language characteristics of preschool programs, and language composition of program staff apply to both part-day and full-day California State Preschool Program (CSPP)?**

Yes, these requirements must be followed by both part-day and full-day CSPP.

1. **How are contractors required to determine Dual Language Learner Status (DLL)?**

Contractors must determine dual language learner status for every child enrolled in CSPP by one of two approaches:

* + Conduct the Family Language Instrument to determine dual language learner status, **or**
  + Obtain information on the child’s designation as an English learner in Transitional Kindergarten (TK) or kindergarten as specified below. (This approach is only possible if the child is dually enrolled in TK or kindergarten and CSPP for extended learning and care.)

If using the Family Language Instrument, contractors must complete the instrument with the parent or guardian of each child no later than upon enrollment. If using English learner designation to determine dual language learner status, contractors must obtain documentation of the designation no later than upon enrollment.

Contractors must then conduct the Family Language and Interest Interview for children identified as a dual language learner within 30 calendar days of enrollment.

1. **How is dual language learner status determined if a child is dually enrolled in California State Preschool Programs (CSPP) and Transitional Kindergarten (TK) or Kindergarten?**

For children receiving extended learning and care from part-day CSPP outside of their TK or kindergarten instructional minutes, pursuant to *Education Code* (*EC*) 48000(l), the contractor may choose (but is not required) to determine the dual language learner status of the child based on their English learner designation in the Transitional Kindergarten through grade 12 (TK-12) system. The English learner designation is determined through the Initial English Language Proficiency Assessments for California (ELPAC).

If contractors are unable to or choose not to determine dual language learner status based on English learner designation from the ELPAC for dually enrolled children, contractors must administer the Family Language Instrument for those children to determine dual language learner status.

1. **Will ALL parents or guardians be required to complete the Family Language Instrument (Attachment A)?**

Yes, the parent or guardian of each child enrolled in CSPP must complete the Family Language Instrument ***no later than upon enrollment*** unless DLL status is being determined by obtaining information on the child’s designation as an English learner in TK or Kindergarten. If using English learner designation to determine dual language learner status, contractors must obtain documentation of the designation ***no later than upon enrollment.***

1. **What are some best practices to ensure the required Family Language Instrument is completed no later than upon enrollment?**

The California Department of Education (CDE) recommends the questions from the Family Language Instrument be added to the Application for Services form or other intake forms or packets, as opposed to a separate document.

It is also important to remind parents or guardians that if a language other than English is identified on the Family Language Instrument for answers to Question 1, 3, or 4, their child can be prioritized for enrollment.

If families have concerns about answering these questions, please share the language found in the Purpose and Framework of the Family Language Instrument with parents and families to help ease any concerns or answer any questions they may have around determination of status in CSPP and TK-12. Additionally, the language found within the Instructions section of the Family Language Instrument can be shared.

1. **Are programs able to use previous intake forms or packets?**

Contractors can put the required questions from the Family Language Instrument on any existing forms or integrate asking the required questions into any existing process as long as the requirements of the Management Bulletin (MB) are followed.

The questions in the instrument are required unless the children are dually enrolled in TK or Kindergarten and documentation has been provided identifying English learner status in TK or Kindergarten.

1. **Is it possible to use the Home Language Survey (HLS) or other surveys used in the past to determine if a child is a dual language learner?**

If surveys previously used in the past asked the same questions as are found in the Family Language Instrument, they can continue to be used. However, if the surveys previously used do not have the same questions, the contractor will need to ask the questions from the Family Language Instrument to the family, no later than upon enrollment.

The HLS specifically is a process used starting in TK and Kindergarten, which students complete along with the English Language Proficiency Assessment for California (ELPAC) upon entry to Transitional Kindergarten or Kindergarten. As a reminder, if a child enrolled in CSPP is also enrolled in either TK or Kindergarten, the contractor may choose (but is not required) to determine the dual language learner status of the child based on their English learner designation in the TK-12 system. The English learner designation is determined through the Initial English Language Proficiency Assessments for California (ELPAC). If contractors are unable to or choose not to determine dual language learner status based on English learner designation for dually enrolled children, contractors must administer the Family Language Instrument for those children to determine dual language learner status.

1. **How do programs use the results from the Family Language Instrument to determine if a child enrolled in California State Preschool Programs (CSPP) is a dual language learner?**

A child enrolled in the CSPP is determined to be a dual language learner if a language other than English is the answer to questions 1, 3, or 4 of the Family Language Instrument.

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

1. **Are contractors required to conduct the Family Language and Interest Interview with ALL parents or guardians?**

No, the Family Language and Interest Interview is only required to be completed for all children enrolled in CSPP who have been identified as a DLL. The Family Language and Interest Interview must be completed within 30 calendar days of enrollment.

1. **What are some best practices to ensure that the parent or guardian attend the Family Language and Interest Interview?**

It is recommended that contractors share the language found in the Purpose and Framework of the Family Language and Interest Interview with parents and families to help ease any concerns or answer any questions around the purpose of the interview. Additionally, the language found within the Instructions section of the Family Language and Interest Interview can be shared.

The CDE recommends at least fifteen minutes be dedicated per family interview and the intent of this interview is to build a relationship with the family. However, if the formal interview setting does not work, these questions can be asked informally either at drop off or pick up or during other interactions with the family. Teachers and /or designated staff can ask the questions from the Family Language and Interest Interview in an informal setting and capture their responses after the fact. As a reminder, contractors must keep written responses to the questions from the Family Language and Interest Interview in the family data file and add pertinent information from these responses into the Preschool Language Information System (PLIS) in accordance with the PLIS Data Reporting Instructions.

1. **What is the procedure if the parent or guardian initially responded English only on the Instrument, the contractor determines within 30 calendar days through child observations that the child demonstrates they speak, respond to, or understand a language other than English, but the parent or guardian refuses to modify their responses to the Family Language Instrument?**

If the parent or guardian initially responded English only to Questions 1, 3, and 4 of the Family Language Instrument and within 30 calendar days through child observations, the child demonstrates they speak, respond to, or understand a language other than English, the contractor must meet and share these documented child observations with the family and review the responses to the Family Language Instrument and update as necessary to ensure proper designation.

During this meeting, the following can be shared by the contractor to help to reassure and address parents and families concerned about the implications of answering the questions and about DLL identification in preschool. Specifically, contractors can:

* + Share the benefits of multilingualism and home language development. These resources can be found in the MB
  + Share that proper designation can ensure that their child will be correctly assessed in their language development in the Desired Results Developmental Profile and the proper additional support will be provided from the program in order to develop their home language and English language skill
  + Address the concern that this designation will serve them only in preschool and is different from any identification process or program supports a child might later receive as an English learner in TK or Kindergarten
  + Share that additional funding is provided to best support DLLs and this funding is used to provide teachers and staff with Professional Development or classroom supplies in other languages

If at this time the parent or guardian still refuses to update their answers to the Family Language Instrument, the child’s teacher may designate the child as a DLL through a Teacher Designation.

**This Teacher Designation can only occur after 30 calendar days and after meeting with the parent or guardian**. If Teacher Designation is used, contractors must include the following in the family file:

1. Written observations for how the child has demonstrated they speak, respond to, or understand a language other than English.

2. Documentation from conversation with the family about their responses to the Family Language Instrument.

If the child is designated a DLL based on Teacher Designation, contractors must add this information into PLIS.

1. **What if a family answers more than one language on question 1, 3 or 4 of the Family Language Instrument (Attachment A)?**

If a family answers more than one language on questions 1, 3, or 4 of the Family Language Instrument, the child is determined to be a DLL for the purposes of the CSPP. The order of responses does not matter, for example if they place English ahead of another language. Once the child is determined to be a DLL, the Family Language and Interest Interview must be completed for that child.

1. **What can be shared with parents and families explaining the purpose of the Family Language Instrument and Family Language and Interest Interview?**

Both the Family Language Instrument (Attachment A) and the Family Language and Interest Interview (Attachment B) have a Purpose and Framing section as well as an Instructions section with some language that can be shared with parents and families.

1. **What do you do if parents are separated, and the family has one parent speaking English and one parent speaking Spanish. What would or should they indicate?**

Contractors are only required to have one Family Language Instrument completed per child. If the child has two households, the family should indicate the languages spoken in both households on the Family Language Instrument and identify which language is the most used language overall for the child.

1. **Is the process outlined in the management bulletin required for all children enrolled in CSPP regardless of whether we claim the dual language learner adjustment factor or not?**

Yes, even if a contractor is not seeking to claim the adjustment factor as stated in the MB, beginning January 1, 2023, this process is required to be completed for all children enrolled in CSPP.

1. **How is this reported in the Child Development Provider Accounting Reporting Information System (CPARIS)?**

In order for full-day CSPP to utilize the dual language learner adjustment factor, the process for identification of a dual language learner set forth in this MB must be used as of January 1, 2023.

Contractors who enroll children after January 1, 2023, must have made the determination that the child is a dual language learner as described in the Determining Dual Language Learner Status section in the MB in order to report the child under the dual language learner adjustment factor category. Documentation of dual language learner status using the process described above will support the reporting of the child days of enrollment under the dual language learner adjustment factor category.

1. **What do we do if a child is transferring from General Child Care and Development (CCTR) to CSPP?**

If a child is transferring from CCTR to CSPP, the Family Language Instrument must be completed no later than upon enrollment and if the child is identified to be a DLL the Family Language and Interest Interview must be completed within 30 calendar days of enrollment.

1. **What is the purpose of collecting the data?**

The purpose of collecting the data is to provide more detailed information to programs so they can better support their dual language learners as well as providing information to state leaders so they can make informed policy and programmatic decisions. Additionally, collecting data aligns with the Legislature’s intent to connect information about dual language learners in the California Cradle-to-Career Data System.

1. **What is required to be in reported into PLIS for dual language learners and all children enrolled?**

| **Dual Language Learner** | **All Children Enrolled** |
| --- | --- |
| Child Last Name | Child Last Name |
| Child First Name, Child Middle Initial | Child First Name, Child Middle Initial |
| Child Identification Case Number | Child Identification Case Number |
| Child Date of Birth | Child Date of Birth |
| Child Date of Enrollment | Child Date of Enrollment |
| Child Date of Instrument | Child Date of Instrument |
| Child Ethnicity | Child Ethnicity |
| Child Race | Child Race |
| **Child Most-Used Language (Question 6 in the California Department of Education (CDE) Family Language and Interest Interview)** | Optional |
| **Child Home Language(s) (Question 4 in the CDE Family Language and Interest Interview)** | Optional |
| Child is Dual Language Learner (DLL) | Child is Dual Language Learner (DLL) |
| **Teacher Designation of DLL Status** | Must be blank |
| Family Identification Case Number | Family Identification Case Number |
| Head of Household  Last Name | Head of Household  Last Name |
| Head of Household  First Name | Head of Household  First Name |
| Head of Household  Middle Initial | Head of Household  Middle Initial |
| **Written Communication Preference (Question 7 in the CDE Family Language and Interest Interview)** | Optional |
| **Verbal Communication Preference (Question 8 in the CDE Family Language and Interest Interview)** | Optional |
| Language(s) Used by Lead Teacher in the Child’s Classroom or Family Child Care Home | Language(s) Used by Lead Teacher in the Child’s Classroom or Family Child Care Home |
| Language(s) Lead Teacher is Proficient in | Language(s) Lead Teacher is Proficient in |
| Language(s) Used by Other Program Staff in Child’s Classroom or Family Child Care Home | Language(s) Used by Other Program Staff in Child’s Classroom or Family Child Care Home |
| Language(s) Other Program Staff are Proficient in | Language(s) Other Program Staff are Proficient in |
| Language Program Type | Language Program Type |
| Site Name | Site Name |
| Facility or License Number | Facility or License Number |
| Site Address Information | Site Address Information |

## Preschool Language Information System (PLIS) Frequently Asked Questions (FAQs)

1. **Will classroom information remain in the Preschool Language Information System (PLIS)?**

Classroom information will remain in PLIS. Once uploaded you do not have to reinput the information into the software.

1. **Should the information in PLIS be updated when a child changes to another site?**

In the PLIS Report, if a child attended multiple sites during the quarter, please report the site the child spent the majority of the reporting quarter attending. For example, if they were in Site A from January 1 through February 20, and Site B from February 21 through March 31, please report Site A’s information in the PLIS Report. You may begin reporting Site B during the following quarter if they were provided services in Site B for the majority of the quarter.

1. **Will both part-day and full-day CSPP be reported into PLIS?**

Yes, both part-day and full-day CSPP will be reported into PLIS.

1. **Should all children be reported in PLIS, even if they are not DLL?**

Yes, all children will be reported into PLIS. In PLIS you must indicate whether a child is a DLL or not.

1. **When do contractors report changes of DLL designation into PLIS?**

If the update was made mid-reporting period, please report in the current quarter’s PLIS Report. If the update was made after the submission

period, please report in the following quarter’s PLIS Report.

1. **What is the difference between using PLIS and 801A?**

The PLIS will collect this data for CSPP children as you cannot do it in the 801A. The English Learner field in the 801A refers to the Home Language Survey for school-aged children only.

1. **Why was a new system developed as opposed to adding additional information to the Child Development Management Information System (CDMIS)?**

Unfortunately, due to the limitations of the CDMIS, this report could not be developed in that system.

1. **Do we collect data on all children using the Family Language Instrument and the Family Language and Interest Interview?**

All students need to be assessed using Attachment A – Family Language Instrument. If a child is determined to be a DLL from the instrument, they must also be assessed using Attachment B – Family Language and Interest Interview. If a child is not determined to be a DLL from the instrument, they do not need to utilize Attachment B for data collection.

1. **Is there any way to transfer data from CDMIS to PLIS?**

You may utilize the export Monthly Child Care Population Report (CDD-801A) report function in order to generate the 801A and cut and paste data fields from the 801A to repurpose shared fields from the 801A to the PLIS report.

Shared fields are listed in the PLIS 801A Data Crosswalk which can be found in PLIS Support Landing page.

1. **Will contractors be able to copy the data for children from one month into the next month like in CDMIS?**

Yes, the PLIS has the “Generate Previous Quarter’s Report,” which functions like the copy forward feature. This feature will allow you to download an electronic copy of the previous quarter’s data and resubmit it for the current quarter.

1. **What is the process if a family has more than one child, will the information for each child be entered individually into the PLIS system?**

Yes, each child will need to be entered individually into the PLIS system.

1. **Will the Family Identification/Case Number (FICN) and the Child Identification/Case Number (CICN) number be required in PLIS?**

You must input a FICN into the PLIS Report, in addition to the CICN. The CICN is unique to PLIS and does not currently exist in the 801A report.

1. **In PLIS it states to leave the "Date of Instrument" blank if the child is determined to be a DLL based on their English Learner designation in TK-12 system. Should this date be reported if the Family Language Instrument is completed but the child is not designated as a DLL?**

Yes, the date the Family Language Instrument was provided must be input into PLIS even if the child is not designated as a DLL.

1. **Is the PLIS Data report replacing** **the 801A?**

No, the PLIS Report is in addition to the monthly CDD-801A report.

The 801A (CDMIS) report is a monthly report that is due on the 20th of each month. The PLIS Report is an additional report that is required quarterly; the first reporting period is January 1st – March 31st, 2023, and can be submitted from April 1st – April 20th, 2023.

1. **Will there be a PLIS User Manual for contractors to reference to?**

The PLIS Data Reporting Instructions found in the PLIS Landing Page will serve as the user manual for PLIS.

1. **What does proficient mean?**

The PLIS Data Reporting Instructions provides a definition for proficient:

* + 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.

1. **How many language choices can be provided for the most-used language and the home language?**

The most-used language field can be answered based on the response in the Family Language Interest Interview, Question 6 and will be a single language choice. The home language(s) field can accept more than one language and can be answered based on the response in the Family Language Interest Interview, Question 4.

1. **Can the student number generated by a software vendor be used in the CICN field?**

Yes, you can use a number generated in the CICN field as long as it is unique to each child and will be maintained from month to month. However, the PLIS does automatically generate CICN’s, so we recommend utilizing this feature by leaving the field blank.

1. **What is meant by the lead teacher?**

The lead teacher means a person with the appropriate permit issued by the Commission on Teacher Credentialing who provides program supervision and instruction that includes supervision of a number of aides, volunteers, and groups of children.

1. **How do you report other staff language when staff is being moved around for coverage purposes?**

Please report the languages of any staff who spent the majority of the quarter within the classroom for the child reported on. If the other staff change for the following quarter, please update accordingly.

1. **When will the Languages and Proficient Languages of Lead Teachers and Other Program Staff be reported?**

Please report the languages of the lead teachers and other program staff that were in the classroom at the time during the reporting period.

1. **Who is considered Other Program Staff?**

Other program staff refers to adults who are hired to work in the classroom and work with the children daily (or almost daily), for a substantial portion of the day. This does not apply to parents, volunteers, therapists, or others who may interact with children for short or irregular periods of the day.

1. **Can FICN and CICN be the same for a child?**

The FICN should be maintained at the family level, whereas the CICN is maintained at the child level. Siblings of the same family should have the same FICN but must have a different CICN. If you are unable to maintain CICN, please leave this field blank as it will be generated automatically by the PLIS.

1. **What is considered a dual language program and is this a required field?**

The Language Program information field indicates which program type the classroom participates in. This field is required. Below are the program types available in the PLIS:

* **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 (01):** 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 (03):** 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 (02):** 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 (99)**: 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 (04)**: English-only with home-language support.
  + **None (00)**: The None field indicates that the classroom or facility does not participate in a language program.

1. **Will data be collected from state-funded families as well as private paying families?**

Please only submit the PLIS report on children whose enrollment is state-funded through the CSPP; these should be the same children reported in the 801A.

1. **Will subcontracted agencies have access to enter data into the PLIS report as they do with CDMIS?**

Correct, all CDMIS users will also have access to the PLIS and can submit data.

1. **What race and ethnicity should be submitted into PLIS?**

The child’s race and ethnicity that is submitted in the CDMIS on the CDD-801A report should match the race and ethnicity that is submitted on the PLIS Report.

1. **Do we use our agency name that is on our contracts or the name of the specific site?**

Please use the name of the specific site in the “Site Name” field; please ensure this site name is the same site name in the CDMIS and should be what is on the license.

1. **Will the classroom and facility information need to be entered for every child or will the information** **get forwarded?**

Unfortunately, the classroom and facility information will need to be input separately for each child.

1. **Why is this data collected multiple times a year?**

This data is collected multiple times a year to account for children enrolling and disenrolling into the program and to document any changes in the program.

1. **What is a header row?**

The header row is the top row of the report that will include labels for each data field.

1. **Can we download the error report in excel?**

There is not currently a feature to download an error report.

1. **Is there a template already formatted for the upload into PLIS?**

Yes, a template is available on the PLIS site.

1. **Can you edit a previous quarter file for the current quarter - for example, to add or remove a child who has enrolled or dropped?**

Yes, once you reupload a previous quarter, you can manually modify the report for children who have been added or removed during the current quarter being reported on.

1. **Does the first submission have to be input manually, one by one? Or can it be exported out of the 801A?**

The report may be able to be generated from software by the first submission; however, if you export your 801A report, you can extract fields and align them manually in order to submit to the PLIS. For more information on this, please reference the PLIS 801A Data Crosswalk that can be found in the PLIS Support Landing page or email [PLIS@cde.ca.gov](mailto:PLIS@cde.ca.gov).

1. **What if a child leaves a program after being entered from a previous quarter?**

Please report the child in the PLIS report if they were enrolled for at least one day or more during the quarter. Once they are not enrolled for an entire quarter, they can be removed from the PLIS Report.

1. **Can you manually enter a child into the PLIS?**

Yes, you can manually enter children into the PLIS.

1. **Will software vendors add the new fields from the PLIS report?**

We have notified all known software vendors of the new reporting requirements. We ask you to inquire with your specific software vendor to confirm their awareness of the new reporting requirements.

1. **What happens if a program misses the quarterly deadline?**

Currently, if an agency has an outstanding PLIS Report, the PLIS Support Team will send an email to agency executive and program directors notifying them of the outstanding report. The PLIS Support Team will work with the agency to ensure the report is successfully submitted. The CDE will integrate PLIS reporting requirements into established payment withhold procedures, similar to the payment withhold procedures for non-submission of 801A or 801B reports.

1. **If a child is a dual language learner in PLIS, are they also a DLL in the 801A instead of not applicable?**

The 801A asks about English Learner status based on the Home Language Survey, which is only applicable for K-12 children not for CSPP children.

1. **What do we do if our site name and license name are not the same?**

If the site name and license name are different, please report the site name consistent with what is in the CDMIS.

1. **What if a district is listed as an agency name and has individual sites each with their own license number and site name?**

Please input the license number and site name in the Classroom and Facility information section of the PLIS Report. You do not need to input the Agency name.

1. **What do we do if the language they speak is not listed?**

If the language is not listed, please input code 99 – Other Non-English Language for now. However, we would appreciate it if you could also email the PLIS Support Inbox at [PLIS@cde.ca.gov](mailto:PLIS@cde.ca.gov) to notify us of the missing language, so that we can update the options for language codes as needed.

1. **Are all site edits made on the CDMIS automatically made on PLIS?**

Site information is not retained within the PLIS. All site information must be reported on during each PLIS Report submission, as the information on CDMIS does not carry over to PLIS.

1. **Will PLIS have a sub-agency that includes all sites, similar to CDMIS?**

Upon logging in to PLIS, you can select a sub-agency. The sub-agencies in PLIS are the same as the sub-agencies in CDMIS. All sub-agencies in CDMIS carry over as options in the PLIS.

1. **If a password in CDMIS is updated, will it automatically be updated in PLIS?**

Yes, if you update your password in CDMIS, your password will automatically update in PLIS as well.

1. **Can you download data from the optional reporting period for the first required reporting period?**

Yes, you can download the optional period’s report and reupload the data for the first required submission period. Please make sure to double check for any changes in the new quarter.

1. **What is the reporting schedule for Fiscal Year 2022–23?**

The reporting schedule for Fiscal Year (FY) 2022–23 will be as follows:

| **Report Quarter** | **Reporting Period** | **First Day Reports May Be Submitted** | **Report Due Date** |
| --- | --- | --- | --- |
| Quarter 2 (Optional) | December 1, 2022–December 31, 2022 | January 1, 2023 | March 31, 2023 |
| Quarter 3 | January 1, 2023–March 31, 2023 | April 1, 2023 | April 20, 2023 |
| Quarter 4 | April 1, 2023–June 30, 2023 | July 1, 2023 | July 20, 2023 |

1. **What do we do if we do not have enough time to gather DLL information before the reporting period closes on the 20th of the next month? (i.e. A child enrolls on the last day of the quarter)**

The Family Language Instrument must be completed no later than upon enrollment while the Family Language and Interest Interview must be completed within 30 calendar days. Please enter the child record into PLIS within the required reporting period. If the child is later determined to be a DLL, please update the DLL designation, and complete the Family Language and Interest Interview within the 30 days. If the reporting period has already passed, please ensure to report them in the following reporting period.

1. **Do we need to upload the Family Language Instrument and Family Language and Interest Interview into the system?**

No, but some answers to the Family Language Instrument and Family Language and Interest Interview are PLIS Report data fields for children identified as DLL, so please use the document to answer those questions. As a reminder completed Family Language Instrument and Family Language and Interest Interview or notes from it must be kept and saved in the family data file.

California Department of Education

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