Cradle-to-Career Data and Tools Advisory Board Staff Report

Date Report Issued: September 17, 2024
Date Report Modified: September 25, 2024
Attention: Members of Data and Tools Advisory Board
Subject: **Weaving Disaggregated Multilingual Learner Data Proposal (Agenda Item Five)**
Staff Contact: Ryan Estrellado, Director of Data Programs

At this meeting, the Data and Tools Advisory Board (DTAB) will have the opportunity to listen to the proposal submitted by former DTAB Member Orlick and DTAB Member Owen and determine the next steps for the proposal.

Requested Action:

After review and consideration of the proposal, Staff recommends the DTAB consider whether to advance this proposal to the feasibility study phase, with or without any amendments to the proposal. Potential motion language could look like one of the following:

- ❖ Move to approve (insert proposal name) to advance to the Office to conduct a feasibility study with no amendments.
- ❖ Move to approve (insert proposal name) to advance to the Office to conduct a feasibility study, including amendment(s) (insert amendment letter or letters).

Authority for DTAB:

Pursuant to [Education Code Section 10865 (b)(1)(A)](#), "the responsibility of the DTAB is to examine whether the data system is providing actionable information and identifying ways to improve access to that information."

Scope of Proposals for DTAB:

As outlined on page 32 of the [Governance Manual](#), DTAB can address a significant gap regarding whether the data system is providing access to

actionable information via a proposal process by recommending a) changes to the data request process, b) changes to tools such as dashboards or operational tools for students, and c) the addition or removal of data points to the P20W Data System.

Background:

The Governance Manual states that "at the fall [... DTAB] meeting, up to three proposals that were prioritized in the pre-meeting survey will be considered" (page 34). The DTAB member who submitted the proposal will present the idea to the DTAB, followed by public comment. Then the DTAB members will discuss the proposal to evaluate whether the proposal would effectively address the issue that has been flagged and would meaningfully advance the work of Cradle-to-Career Data (C2C). DTAB members may make amendments to the proposal.

Member Proposal:

The proposal entitled Weaving Disaggregated Multilingual Learner Data into C2C, submitted by former Member Orlick and Member Owen, advanced as one of the top three proposals and can be found in Attachment A. Staff from the Office worked with former Member Orlick and Member Owen to provide greater specificity about the suggested items and background information. This background document can be found in Attachment B.

At the DTAB meeting on October 1, the DTAB will receive a presentation from former Member Orlick and Member Owen, discussing their proposal, followed by public comment. DTAB members will discuss the proposal, discuss the amendment forms received, and vote on whether the proposal should be advanced to the Office, to conduct a feasibility study.

Proposal Amendment:

The DTAB proposal amendment submission window was from September 17-23, 2024. The Office received one Amendment (Amendment A), submitted by Member Harlick, which can be found in Attachment C.

Cradle-to-Career Data and Tools Advisory Board Proposal Form

Instructions:

Per the <u>Governance Manual</u> proposal forms submitted will address significant gaps regarding whether the data system is providing access to actionable information. Please note there should only be one proposal per form.

Name:

Jennifer Orlick and Laura Owen

Proposal Title: *no more than 50 characters*

Weaving Disaggregated Multilingual Learner Data into C2C

Type of Proposal[1]:

- Changes to practical tools for students *(Complete section one)*
- Adding data points not available through the P20W data set or adjusting (including the removal of) the existing P20W data points *(Complete section two)*
  - Please note a proposal form(s) can recommend adding one data point or several clearly related data points to the data system.

Section One: Changes to Practical Tools

1.What is the nature of the gap regarding access to actionable information?

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[1] The C2C Governance Manual notes that DTAB members can also submit recommendations related to the data request process and changes to tools such as dashboards. As the data request process and the dashboards are not yet live, those sections have been removed from the 2024 version of this form.

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2. What type of tool should be developed?

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3. How would a tool address the gap?

[blank box]

4. Who would be the likely user(s) of the tool?

[blank box]

5. How does the tool relate to the [mission and vision]() of C2C?

[blank box]

[Section Two: Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points]()

1.Please state the research question of interest that cannot be fully addressed with the [existing data elements]() in the P20W Data System.

- How does Dual Language Learner (DLL), long-term English learner (LTEL) status, Newcomer, Dually identified English Learners, and At-risk English learner (ARLTEL) status correlate with academic performance throughout a student's educational journey, from early learning and care to high school graduation?
- How does long-term English learner (LTEL) status impact post-secondary education enrollment completion rates, employment prospects, and overall socio-economic outcomes?
- What are the educational trajectories of at-risk, dually identified English Learners, and long-term English learners (LTELs) compared to other student populations, such as reclassified fluent English proficient (RFEP) or non-English learners? Specifically, what are the differential outcomes

> between different EL types, including LTELs in K-12, postsecondary, and workforce?
> - Where are there concentrations of DLLs, ARELs, Newcomers, and LTELs across the state?
> - For dually identified ARLTELs and LTELs what disabilities trigger special education identification?
> - What services and differentiated instruction are provided to ARLTELs and LTELs?
> - For English learners who are identified within Specific Learning Disabilities, what disability led to the identification?
> - What are the enrollment procedures for older newcomer students?
> - What language approaches are provided to Dual Language Learners?
> - In what program models are ELs enrolled?

2. How does this research question relate to the [mission and vision] of C2C?

> The educational experiences and outcomes among multilingual learners in California's educational systems differ, with some students being supported to develop English proficiency and others remaining as English learners for extended periods of time. Data on outcome metrics like math and English Language arts proficiency reveal disparities between students who are designated as Long-Term English Learners and their peers who are reclassified as English proficient, and newly disaggregated data on students at-risk of becoming long-term ELs will likely shed additional light on nuanced educational needs and experiences. With this in mind, these research questions included in this proposal relating to including additional information on students' EL status beyond what is currently planned for inclusion in the P20W data system) directly support C2C's mission to serve as a source of actionable data on educational outcomes. These questions and classifications also support C2C's vision of providing insights into critical milestones on students' educational trajectory. The ability to trace the educational trajectory of students designated as any of the above classification, both preceding and following their assumption of said designations, can equip educators and policymakers with information needed to better support multilingual learners to reach their full potential.

3. Please propose additional data element(s) needed in order to successfully address the research question of interest.

> - Long-term English learner (LTEL) classification
> - At-risk English learner classification (ARLTEL)
> - Newcomers
> - Dual Language Learners (DLLs)
> - Dually Identified (ELs with IEPs)

4. Please verify that the proposed data element(s) do not already exist in the P20W Data System.

> The data system currently only includes:
> (see website: [Childhood English Language Learner - California Cradle-to-Career Data System | C2C)](#)
> Display Options
> - Never an English language learner
> - Assessed and determined to be proficient in English
> - English language learner
> - English language learner who became proficient
> - Not Reported
>
> Available Years
> - Early learning and care data: 2009-10
> - K-12 data: N/A
> - Postsecondary data: N/A
>
> Time Frame
> - If ever: Any time up to and including the selected academic year
> - School Year: July 1 – June 30
>
> Geography/Locale
> - Display level selected (such as institution, region, statewide)

5. If the P20W Data System does not currently include the proposed data element(s), can the proposed data element(s) be derived from the existing data element(s) in the P20W Data System?

> Yes, LTEL status and At-risk EL status can be derived and integrated into C2C in two ways:

- Calculated by the number of years a student has been reported as an English learner in the school system (LTEL=6 or more years; AREL=4-5 years) and adding two classifications for these two subgroups
- Integrated directly from CDE's available EL-status data and adding two additional classifications for these two subgroups

Newcomer, Dual Language Learner, and Dually Identified ELs:
- Newcomers and Dual Language Learners now have been defined and data will be available in 2025
- Dually identified for IEPs has been collected by CDE as well.

6. If the P20W Data System does not currently include the proposed data element(s), are there existing data element(s) closely related to the proposed data element(s)? If so, please list them and why they are not sufficient to answer the proposed research question.

Currently, the P20W data point included is "English language learner" followed by a "Time Frame" that is defined as "If ever: Any time up to and including the selected academic year" which may include the number of years that a student has been designated as an English learner. However, these two elements may not be sufficient in answering the proposed research questions if the two elements are not included in the dashboards and tools to fully answer LTEL, ARLTEL, DLL, etc. specific questions.

7. C2C keeps a repository of previous data elements that were either a) considered during the planning process or b) proposed through the mechanisms as outlined in the Governance Manual, but were ultimately not included in the P20W, along with related feasibility studies. Do any of the data element(s) being proposed overlap with the data elements in this repository? (New proposals can build on or duplicate prior proposals. It is helpful for proposers to share that context, including prior related feasibility studies.)

No

8. Are the proposed data element(s) already collected by a state-level entity? For data element(s) already collected, please answer question nine. For data element(s) not collected, please answer question ten.

> Yes, this data is housed within CDE. Additionally, classifications for DLLs will be collected and housed by DSS.

9. [For proposed data element(s) already collected] To the extent possible, please share details pertaining to the proposed data element(s). Relevant details may include but are not limited to: a) corresponding entity that collects and houses the data element(s); b) specific variable name(s) used in the originating data system; and c) timeframe available.

> - CDE collects and houses At-Risk and LTEL data. In 2022, Governor Newsome also signed AB 1868 (2022) which required CDE to report disaggregated standardized test scores in English language arts, math, and science for different subgroups of ELs, including long-term English learners (LTELs), those at risk of becoming long-term English learners, current ELs, and ELs that have been reclassified. It also required the department to report how many English learners have been dual-identified as having a disability.
> - "At-Risk" and Long-Term English Learners (LTEL)
> - 2015-16 school year
> - AB 714 (2023) requires the identification of newcomers
> - AB 393 (2023) requires the identification of DLLs
>
> See: At-Risk and Long-Term English Learners (LTEL) by Grade (ca.gov)

10. [For proposed data element(s) not collected] Please propose institution(s) that would be most suited for the new data collection effort.

> For dual language learners, DSS may best positioned to collect this data during the built out of the Early Childhood Integrated Data System (ECIDS).

11. Please explain the desired level(s) of grain size for each data element proposed. (i.e., individual-level, institution-level, or other aggregated levels)? Multiple grain sizes may be requested for each proposed data element.

- Individual-level (Student characteristic)
- Individual School, District, County, State

12. Please explain the intended use case(s) for the proposed data elements (i.e., dashboards, query builder, or the research request tool)? Multiple use cases may be requested for each proposed data element.

These data elements (LTEL, At-risk LTEL, newcomer, DLL and dually identified status) could be displayed as data points and disaggregation options in the Student Pathways Diagram, dashboards, query builder, and the research request tool.

Multilingual Learner Data: Background Information

This document provides background information to support prioritization of potential new data points for the Cradle-to-Career (C2C) Data System P20W data set. P20W data points include data uploaded directly by data providers, as well as metrics that are calculated from the information shared by data providers. P20W data points will be used to populate dashboards and a query builder tool. When the data request process becomes available, users may request other formulations of metrics that are generated from the information shared by data providers.

Staff from the Office of Cradle to Career Data (Office) worked with Advisory Board members who submitted proposals to provide greater specificity about the suggested item.

Proposal Name

Weaving Disaggregated Multilingual Learner Data into C2C

Type of Data Point

Based on an initial review of the proposal, the Office notes that these items are data points that are not currently in the P20W data set.

Proposed Data Point Construction

In consultation with the Advisory Board member who proposed the data point, the Office operationalized the proposal to expand information on English language learners by creating 5 metrics that are in alignment with definitions currently used by the California Department of Education:

1) **Long-term English Learner (LTEL)** - Students in grades 6-12 who have been enrolled for 7 or more years and are still designated as English language learners.
   For example: A student who moved to California from Vietnam was flagged as an English language learner in 4th grade and has not attained English proficiency by 11th grade. This student would be defined as a Long-term English learner.

2) **At-Risk English Learner (ARLTEL)** - Students in grades 3-12 who have been enrolled in a U.S. school and are still designated as English language learners for 4 to 6 years.
   For example: A student who moved to California from Syria was flagged as an English language learner in 1st grade and has not attained English proficiency by 5th grade. This student would be defined as an at-risk English learner.

3) **Newcomer** - Students in their first three years of enrollment at a K-12 school in the U.S. who are designated as English language learners.
   For example: A student moves to California from Guatemala and enrolls in 4th grade. At that time, the student was flagged as an English language learner. This student would be defined as a Newcomer.

4) **Dual Language Learner (DLLs)** - Children ages birth to 5 who are learning two or more languages at the same time, where this data is reported.
   For example: A preschool student lives in a home where both Tagalog and English are spoken. This student would be defined as a Dual Language Learner.

5) **Dually Identified -** Students who are English language learners who also have an Individualized Education Program to address a disability
   For example: A student moves to California from Malawi and enrolls in 10th grade. The student is classified as an English language learner and has an IEP to provide materials in Braille because the student is visually impaired. This student would be defined as dually identified.

Cradle-to-Career Data and Tools Advisory Board Amendment Form: Amendment A

Instructions:

Per the Governance Manual, Advisory Board members may make amendments to the three proposals that were prioritized in the pre-meeting survey. This form provides structure to amendments, ensuring they effectively address the flagged issue and meaningfully advance the Office of Cradle-to-Career Data's work. Please note there should only be one amendment per form. An amendment should **clarify** the original proposal.

Name:

Diana Harlick

Which proposal are you submitting an amendment for?:

Weaving Disaggregated Multilingual Learner Data into C2C

Identify which section should be amended (Check only one):

Section 1. Changes to the Data Request Process
- 1.1 What is the nature of the issue with the data request process?
- 1.2 What action should be taken to address the issue?
- 1.3 Who could benefit from this action?
- 1.4 Who would implement this action?
- 1.5 How does the action relate to the mission and vision of C2C?

Section 2. Changes to Tools Such as Dashboards or Practical (Operational) Tools
- 2.1 What is the nature of the gap regarding access to actionable information?

- 2.2 What type of tool should be developed?
- 2.3 How would a tool address the gap?
- 2.4 Who would be the likely user(s) of the tool?
- 2.5 How does the tool relate to the mission and vision of C2C?

Section 3. Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points

- 3.1 What data point should be added or changed?
- 3.2 Who would use the data point?
- 3.3 How would the data point be used?
- 3.4 Who would provide the data point?
- 3.5 Does the data point already exist in a state-level data set or would it need to be collected by local institutions and reported to state agencies?
- 3.6 Which population(s) should be included in the data point? (such as K-12 students or workforce development participants)
- 3.7 How does the data point relate to the mission and vision of C2C?

What language do you want to change in the proposal?

I would like to request changes to the dual language learner components of the proposal

What action do you want to take towards this language? (Check only one)

- Add language
- Clarify language/definitions
- <mark>Change the scope</mark>

What is your amendment for the proposal?

Dual Language Learner (DLL) data is identified as a requested additional field for the PW20 data set in the "Weaving Disaggregated Multilingual Learner Data in C2C proposal". In its analysis of the proposal, the C2C defines Dual Language Learner as "Children ages birth to 5 who are learning two or more languages at the same time, where this data is reported." In the proposal language, it is noted that DLL data may not be available until 2025 through

the CA Department of Social Services.

In its analysis of the proposal, C2C staff stated that "the P20W system does not include the necessary data to determine dual language learner status." (Data and Tools Proposal Resource Document, page 3). Presumably the feasibility study would address whether additional data elements can be pulled into the P20W data set in order to make this possible. With this in mind, this amendment is being submitted to also explore whether additional, related data elements can be pulled in that will advance the objective to have more nuanced information statewide on DLL students' educational trajectories.

This amendment is to request the following changes to the proposal:

1. Explore the feasibility of adding DLL data for children in Title V subsidized early learning programs prior to 2025. The Preschool Language Information System (PLIS) was launched recently, and California State Preschool Program (CSPP) contractors have been required to submit Dual Language Learner (DLL) data on preschool aged children served since the system was launched. For more information, see: https://www.cde.ca.gov/sp/cd/ci/plissupportlanding.asp CSPP LEA contracted providers will move from using the PLIS to using the California Preschool Data Collection (CAPSDAC) system to report these data starting fiscal year 2024-25, while non-LEA CSPP providers will continue utilizing the PLIS. As part of the feasibility study, this amendment requests that data from other Title V contracted programs be explored to determine if DLL data are available for children served in these programs as well. This includes children served in programs such as CALWORKS child care, the Alternative Payment Program (vouchers), and General Child Care (CCTR). Having data on young children's DLL status before 2025 will greatly enhance the usability of DLL data, enabling users to analyze the relationships between DLL status and future academic performance for current students in K-12 as opposed to having to wait until 2025 early learning students matriculate into K-12. DLL students in Title V contracted programs represent one of the highest risk populations of students within California's educational system. The

sooner we understand their educational trajectories, the sooner policy and practice can change to support these students.

2. In addition to DLL status for children served in the CA State Preschool Program (and other Title V early learning programs, if applicable), add variables from the California Preschool Data Collection (CAPSDAC) system to the P20W data set to enhance the analytical power of the multilingual learner data

CDE is launching the California Preschool Data Collection (CAPSDAC) system in FY 2024-25. It is not yet clear whether CAPSDAC will feed into the CA Dept of Social Services' Early Childhood Integrated Data System (ECIDS). As part of the CAPSDAC system, several data elements pertinent to DLL educational trajectories will be collected. These include: Language the Lead Teacher Uses, Languages the Lead Teacher is Proficient in, Languages Other Staff Use, Languages Other Staff are Proficient In, and Language Program Type. These variables can provide critical insight into how language use within preschool classrooms relates to children's educational performance in later years. As a result of the diversity of both staff and children in the CA State Preschool Program, the types and amounts of languages used within CSPP classrooms vary tremendously, including languages of instruction. Research is clear that language use by parents and care providers – including early learning providers - has a profound impact on children's oral language and vocabulary, which in turn greatly influences reading and writing skill development. Understanding how patterns of language use within CSPP programs are related to children's later academic outcomes is critical to supporting the success of dual language learner students.

What issue does your amendment address?

This amendment addresses these issues:

● Unavailability of DLL data – As shown above, DLL data is available for children served in the CA State Preschool Program from CDE and should be included in the P20W data set. It should also be explored whether

DLL data exist for children served in other Title V early learning programs.

● Date of Availability – The proposal indicates DLL data are not available until 2025 via the CA Dept of Social Services. In fact earlier data are available through the PLIS and CAPSDAC, both managed by CDE, as noted above. Including DLL data earlier will enhance the State's ability to understand DLL educational trajectories.

● Scope of DLL data – This amendment requests expanding the scope of DLL data by also including languages of instruction and teacher language proficiency data (all variables specified above), critical mediating variables for later academic outcomes for young DLLs.

How would your amendment resolve this issue?

This is answered directly above.

Provide specific actions the Office could take to implement this amendment:

● Explore the feasibility of adding DLL data for children in the CA State Preschool Program (and other Title V subsidized early learning programs, if applicable) prior to 2025, leveraging data from the PLIS, CAPSDAC, and other systems, if applicable.

● Explore the feasibility of adding language of instruction data for children in LEA contracted CSPP programs, leveraging CAPSDAC data from 2024-25 and beyond

California Department of Education
Dual Language Learners in the California State Preschool Program | 2023–24

The California State Preschool Program (CSPP) is intended "to provide an inclusive, developmentally appropriate, and culturally and linguistically responsive preschool environment that is nurturing for all children in the programs."[1] The emphasis on a linguistically responsive program is especially important, given that nearly 60 percent of children ages zero to five in California are dual language learners (DLLs), with at least one parent who speaks a language other than English at home.[2]

DLLs need additional support in classrooms to build their early literacy and language skills in both their home language(s) and English. As preschoolers build their skills in background knowledge, oral language and vocabulary, book knowledge and print concepts, alphabet knowledge and early writing, and phonological awareness, DLLs need support to build their skills in multiple languages, and in navigating among the languages.[3] DLLs in preschool classrooms may also need the support of adults with the ability to understand and speak their home languages in order to build their skills in other developmental domains such as social-emotional development, approaches to learning, and cognitive domains such as mathematics and scientific thinking.

Dual Language Learners in the California State Preschool Program

In the CSPP, one approach through which children are identified as DLLs is through the Family Language Instrument, which is completed upon enrollment. If the child hears a language other than English at home, or speaks or understands a language other than English, they are designated as a DLL. Note: Under this definition, if the family designates that the child's most used language is English and also identifies that the child hears a language other than English at home, or speaks or understands a language other than English, they will be identified as a dual language learner.

Programs report this information to the California Department of Education (CDE) in the Preschool Language Information System (PLIS), along with information about the languages used by the child, the family, and the teachers and staff in the child's

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[1] *Education Code* Section 8201(c)

[2] Migration Policy Institute (October 2022). California's Dual Language Learners: Key Characteristics and Considerations for Early Childhood Programs. https://www.migrationpolicy.org/sites/default/files/publications/mpi-nciip_dll-fact-sheet2022_ca-final.pdf

[3] Matera, Carola. (December 9, 2016). Grounding Language Practices in Preschool Classrooms with Dual Language Learners: Why is a Planned Language Approach and Why is it Important? https://eclkc.ohs.acf.hhs.gov/video/grounding-language-practices-preschool-classrooms-dual-language-learners-what-planned-language

California Department of Education
Dual Language Learners in the California State Preschool Program | 2023–24

classroom. Unless otherwise cited, the data in this fact sheet on DLLs and their teachers in CSPP is from the PLIS 2023–24 Quarter 1 (July, August, and September 2023) report.

Table 1 illustrates that the CSPP is reflective of the population of young children in California, with 58 percent of children identified as DLLs according to the definition cited above.

Table 1. Dual Language Learners in the California State Preschool Program

Dual Language Learner	Number of California State Preschool Program Children	Percent of California State Preschool Program Children
Yes	66,655	58%
No	47,704	42%
Total	**114,359**	**100%**

Among DLLs, there is also significant diversity of language use and preferences. The families of 46 percent of DLLs in the CSPP identified English as the child's most used language; of the remaining 54 percent, families reported 85 different languages used. While 56 percent of DLLs have only one home language (a language other than English), 43 percent report two home languages and the remaining one percent of children report three, four, or five home languages.

Language Program Type

The language program type that a child attends can impact both their success and their sense of belonging. The CSPPs are not required to use any specific language program type to meet the needs of the children they serve, and so programs select a range of programs for language support. These program types include: Dual Language Immersion Program (such as 50/50 program or Other Language Allotment majority non-English program), Other Language Allotment (majority English) program, Other Language Program, Home Language Support, or None (classroom or facility does not participate in a language program).[4]

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[4] For more information on Language Program Types please visit the CDE Preschool Language Information System (PLIS) web page which can be accessed at https://www.cde.ca.gov/sp/cd/ci/plissupportlanding.asp and review the PLIS Data Reporting Instructions.

California Department of Education
Dual Language Learners in the California State Preschool Program | 2023–24

In the CSPP programs, more than half of children are enrolled in programs with no language program, including 52 percent of DLLs (see Table 2). Another 22 percent of DLLs learn in programs with English-only instruction with home language support.

Table 2. Language Programs of Children Enrolled in the California State Preschool Program

Program Type	Number of Children in CSPP	Percent of All Children in CSPP	Percent of DLL Children in CSPP	Percent of Non-DLL Children in CSPP
No Classroom Language Program	66,664	58%	52%	67%
English-only Instruction with Home Language Support	23,117	20%	22%	18%
Dual Language Immersion: 50/50	13,533	12%	15%	7%
Majority English Program	8,579	8%	8%	7%
Majority Non-English Program	1,911	2%	2%	1%
Other	555	<1%	<1%	1%

Staff

A key factor in the ability to operate programs with more extensive dual language support is the availability of staff with proficiency in more than one language. As Table 3 shows, in the CSPP 52 percent of children have lead teachers who are proficient in at least two languages, and 66 percent of children are in classrooms with other staff who are proficient in two or more languages. As Table 3 also shows, DLLs (and the subgroup of DLLs who reported a language other than English as their most used language) are more likely than non-DLLs to have a lead teacher who is proficient in two or more languages and other staff who are proficient in two or more languages. In some classrooms, lead teachers reported proficiency in as many as six languages, while some children were enrolled in classrooms with other staff (not lead teachers) proficient in up to eight languages.

California Department of Education
Dual Language Learners in the California State Preschool Program | 2023–24

Table 3. Multilingualism among Preschool Educators[5]

Group of Children in CSPP	Percent of Children with Lead Teachers Proficient in 2+ Languages	Percent of Children with Other Program Staff Proficient in 2+ Languages
All Children in CSPP	52%	66%
Non-Dual Language Learners in CSPP (n=31,014)	44%	57%
All Dual Language Learners in CSPP (n=55,646)	56%	70%
Dual Language Learners in CSPP with Non-English Most Used Language (n=30,161)	56%	70%

Lead teachers and other staff in the classroom can contribute to the language environment allowing for more children to be enrolled in environments where someone knows and/or uses their preferred language(s). Since many children and teachers speak and use more than one language, language matches between a child's home language(s) and the languages that teachers and staff use in the classroom indicate that the child can be supported in at least one language.

Table 4 illustrates that in the CSPP the majority of DLLs (76 percent) and to a lesser extent, DLLs with a non-English most used language (64 percent), have a lead teacher that uses one or more of their home languages in the classroom. When language matches with other staff are included, an even greater number of children have access to an adult speaking a home language in their classroom (see Table 4).

Table 4. Language Matches among Children's Home Language(s) and Languages Used by Staff[5]

Language Match	Percent of All Dual Language Learners (n=55,646)	Percent of DLLs where English is not the Most Used Language (=30,161)
Lead Teacher	76%	64%
Other Staff	83%	75%
Adult[6]	86%	79%

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[5] Language data comes from an analytical sample of children (n=86,660) with at least one language reported in each of the language questions from the PLIS.

[6] Adult Language Match indicates that the child has at least one match with their lead teacher or other staff in their classroom.

California Department of Education
Dual Language Learners in the California State Preschool Program | 2023–24

Program Support

The CDE provides financial support, guidance, and technical assistance to help programs identify, enroll, and support DLLs. The following support is currently in place for all CSPP programs:

- **Reimbursement Rates:** CSPP contractors receive a higher amount of reimbursement by way of an "adjustment factor" which increases the daily reimbursement rate by 1.2 to provide special and appropriate services for DLLS in full-day CSPP. This means the reimbursement rate for contractors is 20 percent higher for dual language learners. CSPP contractors can also claim adjustment factors for three-year-old children and children with disabilities (defined as children who have an Individualized Education Program [IEP]) but can only select one adjustment factor for each child. As these adjustment factors are higher, contractors with dual language learners who are three years old or who have an IEP generally claim the higher adjustment factors for those children. Additionally, the DLL adjustment factor does not apply to part-day CSPP.

- **Enrollment Priority:** Effective January 1, 2023, for both part-day and full-day CSPP, children who are DLLs are prioritized for services within the third priority of enrollment when two or more families have the same income rank on the Income Ranking Table. (First priority for enrollment in CSPP is for children receiving or at risk of receiving child protective services, and second priority is for income-eligible children with disabilities. The third priority for enrollment is the priority threshold under which the bulk of CSPP children enroll.)

- **Data Collection:** Assembly Bill 1363 (Chapter 498, Statutes of 2021) required the CDE to develop procedures for CSPP contractors to identify and report data on dual language learners. The resulting data system, the PLIS, began collecting data in the third quarter of fiscal year 2022–23 and continues to collect data quarterly from contractors.

- **Guidance and Technical Assistance:** The CDE developed and implemented a web page[7] for DLL resources as well as a series of webinars on supporting dual language learners in CSPP. These webinars covered identifying DLLs, reporting DLLs in the PLIS system, and supporting DLLs.

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[7] CDE Dual Language Learner Support web page: https://www.cde.ca.gov/sp/cd/ci/dllsupport.asp