

Date of Hearing: March 29, 2023

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
AB 393 (Luz Rivas) – As Introduced February 2, 2023

[This bill is double referred to the Assembly Committee on Human Services and was heard in that Committee regarding issues under its jurisdiction.]

SUBJECT: Childcare: DLLs

SUMMARY: Requires the Department of Social Services (DSS) to develop procedures for General Childcare and Development (CCTR) or Migrant Childcare and Development program (CMIG) contractors to identify and report data on dual language learners (DLLs), including a family language instrument and criteria for a family language and interest interview, and requires providers in those programs to use those procedures and report data on DLLs to the DSS. Specifically, **this bill:**

- 1) Requires the director of the DSS to develop procedures for CCTR or CMIG contractors to identify and report data on DLLs enrolled in those programs.
- 2) Requires, that, to the maximum extent practicable, these procedures align to the procedures required for state preschool (CSPP) contractors.
- 3) Requires that the procedures to identify DLLs shall, at a minimum, include both of the following:
 - a) The distribution and collection of a completed family language instrument developed by the DSS from a parent or guardian of each child enrolled in a CCTR or CMIG program no later than upon enrollment. Requires the family language instrument to, at a minimum, be able to identify
 - i) Which languages the child is exposed to in the child's home and community environment, and
 - ii) Which languages the child demonstrates an understanding of or is able to speak.
 - b) Criteria for CCTR or CMIG contractors to use to accurately identify DLLs enrolled in their programs based on the information collected from the family language instrument and criteria for the family language and interest interview.
- 4) Requires that a family language and interest interview be conducted by the child's teacher or other designated staff that includes, at a minimum, an inquiry and a discussion about the strengths and interests of the child, the language background of the child, and the needs of parents, guardians, or family members of the child to support the language and development of the child.
- 5) Requires the director of the DSS to develop the family language and interest interview to be used by teachers and designated staff.

- 6) Requires that, to the maximum extent practicable, the family language and interest interview developed by the director align to the interview required for state preschool program contractors.
- 7) States that a CCTR or CMIG contractor serving a schoolage child enrolled in a K–12 education program who has been designated by the child’s school district, county office of education (COE), or charter school as an English learner (EL) through the state assessment for English language proficiency may use that designation as an EL to identify the child as a DLL.
- 8) Requires that data about DLLs in a CCTR or a CMIG program be submitted at a timeframe determined by the director of the DSS, and include, at a minimum, all of the following:
 - a) A child’s home language, the language the child is most exposed to, and the family’s preferred language in which to receive verbal and written communication;
 - b) A child’s race or ethnicity;
 - c) Language characteristics of the program, including, whether the program uses the home language for instruction, such as a dual language immersion program, or another program that supports the development of home languages; and
 - d) The language composition of the program staff.
- 9) Requires that, to the maximum extent possible, the DSS use existing enrollment and reporting procedures for a CCTR or CMIG contractor to meet these requirements.
- 10) Requires the director of the DSS, in order to ensure that DLLs and their linguistic and developmental needs are accurately identified in order to be effectively supported to develop clear implementation procedures and related guidance for contractors that, to the maximum extent practicable, align to the procedures and guidance developed for the CSPP.
- 11) Requires the DSS to adopt regulations to implement these requirements, and on or before March 15, 2024, to develop informal directives to implement this section until regulations are adopted.
- 12) States the intent of the Legislature to connect information about DLLs in the California Cradle-to-Career Data System.
- 13) States that the procedures developed by the director to identify DLLs may not be connected to or associated with the designation of an EL in the K–12 public school system.
- 14) Requires that the procedures to identify and report DLLs be the sole responsibility of the general or migrant childcare and development contractor.
- 15) States that family childcare providers are not responsible nor liable for the accuracy of data.

- 16) States that the identification and reporting of DLLs by general or migrant childcare and development contractors shall not impact the status of a provider within a family childcare home education network (FCHEN).
- 17) Requires the director of the DSS and the Superintendent of Public Instruction (SPI), in order to minimize the administrative work required of contractors, teachers, staff, and families involved in CCTR, CMIG, and CSPP programs, to coordinate their efforts in developing the procedures for data collection and reporting. Restates this requirement in the section of the Education Code which establishes procedures for identification of DLLs in the CSPP.
- 18) States the intent of the Legislature that CCTR or CMIG contractors, teachers, and staff better understand the language and developmental needs of DLLs enrolled in these programs by identifying them as a DLL through a family language instrument and support their needs through a family language and interest interview. States that the identification of DLLs will help improve program quality and inform the allocation and use of state and program resources to better support them and their linguistic and developmental needs for success in school and in life.

EXISTING LAW:

- 1) States the intent of the Legislature that state preschool contractors, teachers, and staff better understand the language and developmental needs of DLLs enrolled in publicly funded preschool programs by identifying them as a DLL through a family language instrument and support their needs through a family language and interest interview. States that the identification of DLLs will help improve program quality and inform the allocation and use of state and program resources to better support them and their linguistic and developmental needs for success in school and in life.
- 2) Requires the SPI to develop procedures for state preschool contractors to identify and report data on DLLs enrolled in a state preschool program.
- 3) Requires that those procedures, at a minimum, include all of the following:
 - a) The distribution and collection of a completed family language instrument developed by the SPI from a parent or guardian of each child enrolled in a preschool program no later than upon enrollment, as specified:
 - i) Requires the family language instrument to be able to identify which languages the child is exposed to in the child's home and community environment, which languages the child understands, and which languages the child is able to speak.
 - ii) Authorizes a CSPP contractor serving a schoolage child enrolled in a K–12 education program who has been designated by the child's school district, COE, or charter school as an EL through the state assessment for English language proficiency to use that designation to identify the child as a DLL.
 - b) Criteria for CSPP contractors to use to accurately identify DLLs enrolled in their programs based on the information collected from the family language instrument and criteria for the family language and interest interview.

- 4) Requires, that for any child enrolled in a CSPP who has been identified as a DLL a family language and interest interview be conducted by the child's teacher or other designated staff that must include, at a minimum, an inquiry and a discussion about the strengths and interests of the child, the language background of the child, and the needs of parents, guardians, or family members of the child to support the language and development of the child.
- 5) Requires the SPI to develop the family language and interest interview to be used by teachers and designated staff.
- 6) Requires the reported data about DLLs and a CSPP to include, at a minimum, all of the following:
 - a) A child's home language, the language the child uses most, and the family's preferred language in which to receive verbal and written communication;
 - b) A child's race or ethnicity;
 - c) Language characteristics of the preschool program, including, but not limited to, whether the program uses the home language for instruction, such as a dual language immersion program, or another program that supports the development of home languages; and
 - d) The language composition of the program staff.
- 7) Requires the SPI, to the maximum extent possible, to use existing enrollment and reporting procedures for CSPP contractors to meet the requirements of this section.
- 8) Requires the SPI, to ensure DLLs and their linguistic and developmental needs are accurately identified in order to be effectively supported CSPP contractors, to develop clear implementation procedures and related guidance for CSPP contractors.
- 9) Requires the SPI to adopt regulations to implement these requirements, and requires the SPI to adopt informal directives and bulletins until the time regulations are adopted.
- 10) States the intent of the Legislature to connect information about DLLs in the California Cradle-to-Career Data System.
- 11) Prohibits the procedures developed by the SPI to identify DLLs from being connected to or associated with the designation of an EL in the K-12 public school system.
- 12) Requires the procedures to identify and report DLLs to be the sole responsibility of the CSPP contractor, and states that family childcare providers are not responsible nor liable for the accuracy of data. States that the identification and reporting of DLLs by CSPP contractors may not impact the status of a provider within a FCHEN. (Education Code (EC) 8241.5)
- 13) Requires the SPI to develop standards for the implementation of quality programs. Requires indicators of quality to include, program activities and services that meet the cultural and linguistic needs of children and families. (EC 8203)
- 14) Requires the development of prekindergarten learning development guidelines. (EC 8203.3)

- 15) Establishes, in regulations, the Desired Results Developmental Profile (DRDP) to record the information in the "developmental profile," a record of a child's physical, cognitive, social, and emotional development that is used to inform teachers and parents about a child's developmental progress in meeting desired results. (CCR Title V, Section 18270.5)
- 16) Requires that each school district take a census of EL, in a form and manner prescribed by the SPI in accordance with uniform census taking methods, and requires the results of the census to be reported by grade level on a school-by-school basis to the CDE not later than April 30 of each year. (CCR Title V, Section 11307)
- 17) Requires the SPI to prescribe census taking methods for the determination of the primary language of students. Requires that this determination occur when students enroll, and once determined need not be redetermined unless the parent or guardian claims that there is an error. States that home language determinations are made only once, unless the parent disputes them. (EC 52164)
- 18) Through initiative statute, requires that public schools ensure that students obtain English language proficiency. Requires school districts to solicit parent/community input in developing language acquisition programs. Requires instruction to ensure English acquisition as rapidly and effectively as possible. Authorizes school districts to establish dual-language immersion programs for both native and non-native English speakers. (EC 305)

FISCAL EFFECT: Unknown

COMMENTS:

Need for the bill. The author states “My bill, AB 393, takes a critical step in implementing the Master Plan for Early Learning and Care recommendations supporting our children who are DLLs. Despite the state’s positive shift acknowledging linguistic and cultural diversity as assets, and although 60% of children ages birth to five live in households in which a language other than English is spoken, there is no consistent manner of identifying DLLs in California’s general child care programs. The absence of information about the state’s DLLs impairs the ability of state policymakers to make informed decisions over resources that could be leveraged to nurture and develop the early linguistic assets of these children for their benefit and the greater benefit of California.”

Bill proposes to mirror current DLL identification requirements for state preschool programs.

Current law requires the SPI to develop a family language instrument and criteria for a family language and interest interview for CSPP providers, who serve children aged 3 and 4. This bill proposes to create a similar process for two types of child care programs – the General Child Care and Migrant Child Care programs, which serve children aged birth to 13 years old.

Status of CSPP DLL family language instrument and interest interview. In December, 2022, the CDE issued a Management Bulletin 22-04(a) with the Family Language Instrument and the Family Language and Interest Interview. As authorized under existing law, this management bulletin is in effect until superseded by regulations.

The FLI included states that the purpose of this instrument is to identify and understand each child’s language background in order to support and strengthen their language development

including supporting them in becoming multilingual and multi-literate in both English and their home language(s).

The family language instrument includes the following questions:

- 1) Which language(s) does your child hear at home? *This includes the language(s) spoken by parents, grandparents, siblings, extended family, or others living within or visiting the home.*
- 2) Which language(s) does your child hear in their neighborhood and community? *For example, with friends and neighbors, at church, or at after school programs or activities. This is to demonstrate language exposure not to measure language proficiency.*
- 3) Which language(s) does your child understand?
- 4) Which language(s) does your child speak?

The family language and interest interview document states that the interview is designed to make families feel comfortable in answering questions about their child and for the program to share the benefits of multilingualism and to encourage families to continue developing their child's home language in the home. It also states that the interview includes some resources about the benefits of multilingualism that should be shared with families.

The family language and interest interview document includes the following questions:

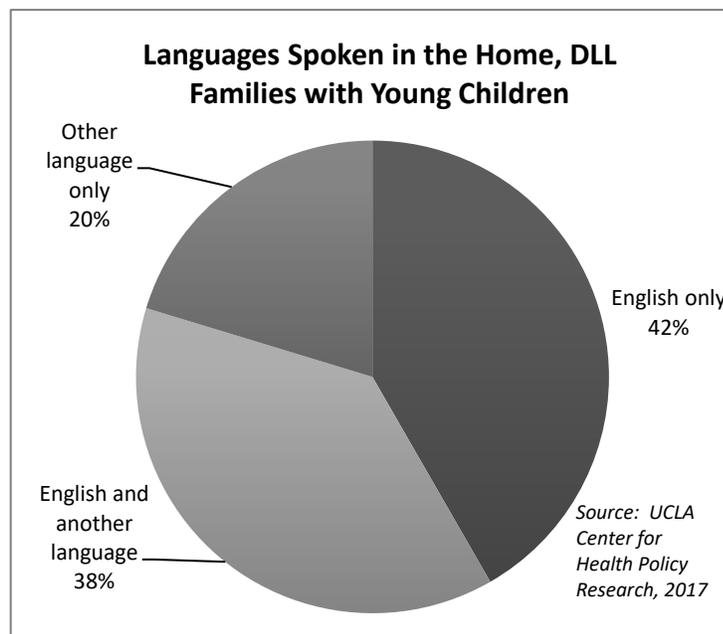
- 1) What are your child's interests and favorite activities? (For example, does your child have favorite stories, books, and songs)
- 2) What are some strengths you see in your child that we can build on? (For example, do they like to build things, do art, etc.)
- 3) How can we help support your child's language and development at home? (For example, books to read at home, materials, activity ideas)
- 4) Young children love to talk, read, sing and are able to learn all the languages around them. Which language(s) does your child speak the most at home?
- 5) We want to best support your child's language development and understand what language(s) they speak with family members. What language(s) does your child speak with their siblings, grandparents, other family members?
- 6) Which language(s) does your child speak the most overall? This would be inside and outside of the home combined.
- 7) In what language would you prefer to receive written communication from us? (While we would like to be able to accommodate all requests for written communication in a parent's requested language, our program may not be able to translate written communication materials into that language.)

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

9) Families' questions and concerns.

Well-intentioned policies can result in administrative burdens for families if not carefully coordinated. The purpose of establishing DLL definition, according to current law, is to “improve program quality and inform the allocation and use of state and program resources to better support [DLLs] and their linguistic and developmental needs for success in school and in life.” This is a laudable goal.

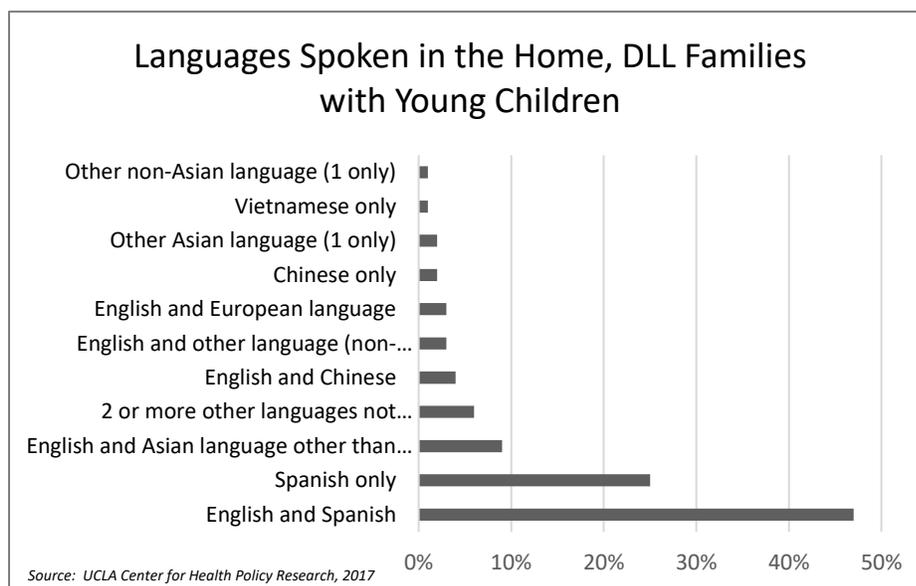
But establishing these definitions in the context of a fractured system may create burdens for families. A family who enrolls their child in a CCTR program when she is one year old, a CSPP 3 years, and kindergarten at 5, may be evaluated or assessed three times. These kinds of experiences can be confusing and frustrating for families and can even undermine the goal of the initiative.



In acknowledgement of this challenge this bill requires the director of the DSS and the SPI, in order to minimize the administrative work required of contractors, teachers, staff, and families involved in general child care, migrant child care, and CSPPs, to coordinate their efforts in developing the procedures for data collection and reporting. This bill additionally places this requirement in the section of the Education Code which establishes procedures for identification of DLLs in the state preschool program. The bill also requires, that, to the maximum extent practicable, the procedures for CCTR and CMIG providers align to the procedures required for state preschool (CSPP) contractors.

Who are California DLLs ages 0-5? Data from the California Health Interview Survey for the years 2011-2014 show that the majority (58%) of families with young children in California speak languages other than English (Holtby, 2017).

Most of the children in the surveyed families who were DLLs lived in Spanish-speaking families, followed by families speaking an Asian language. 10% of respondents spoke only another language in the home, excluding Spanish. More than 60% of the parents said they spoke English well or very well, and 37% said they spoke English “not well” or “not at all.” Of the parents in DLL families, 70% were Hispanic, 10.2% were white, 17.9% were Asian, and 2.2% were other races (including African-American).



About two-thirds of the parents in these families were born outside the U.S., and 23.4% had been naturalized. The data also show that DLL families are not a homogenous population. Families differ in household income and education levels, and this heterogeneity may have implications for programs and policy.

According to the Migration Policy Institute, while California has the largest number of DLLs of all the states (1.7 million children), and the highest percentage of DLLs in the population of children ages 0-5 (59%), California does not rank in the top 15 states for the percentage of DLL children whose families are low income.

Master Plan for Early Learning and Care recommends identification of DLLs. This bill is consistent with some of the recommendations in the Master Plan for Early Learning and Care (Master Plan), released in December, 2020 by the California Health and Human Services Agency.

The Master Plan recommended providing DLLs with high-quality language experiences in both English and their home language as a foundation for future academic success, noting that bilingualism has associated benefits such as strengthened cognitive and memory processes, improved communication abilities, social and cultural benefits, and advantages in the job market.

The Master Plan also found that California lacks a basic universal infrastructure for identifying DLLs and that caregivers often lack the support they need in order to provide these children with high-quality, culturally relevant experiences in both English and the children's home language.

The Master Plan recommended that legislation require identification and reporting of the language status of children from birth through five years in subsidized early learning and care (disaggregated by age, race, ethnicity, language, and disability). It also recommended that California:

- Require specialized training and development to address dual language development, children with disabilities, and how to eliminate bias and inequitable practices.
- Make explicit, within licensure, Commission on Teacher Credentialing (CTC)-issued permits and credentials, and other workforce requirements, the need for requirements to support anti-bias, DLLs, children with disabilities, and children who have experienced trauma.

- Incentivize and provide affordable community-based professional development and online professional development offerings to license-exempt providers on best practices and strategies that support DLLs and children with disabilities.
- Update early learning guidelines to expand and integrate throughout DLLs and children with disabilities.
- Collect and use data to support DLLs and children with disabilities and address issues of equity. Identification, assessment, and progress monitoring on language development for DLLs varies by funding stream (e.g., Head Start, CSPP, private) and is limited by a lack of DLL-specific measures and tools to monitor instruction and learning for DLLs.
- Legislation could require monitoring through data collection of developmental assessments in English and in the child's home language (e.g., DRDP or other assessments).

In 2016, the U.S. Department of Education (USDOE) also recommended that states identify DLLs to guide policy and inform resource allocation. The USDOE recommended that states establish a home language survey (HLS) policy that would require or encourage all early childhood programs to determine the home language of children at enrollment. The USDOE noted that better data can assist states in deciding how to allocate limited resources and developing new valid and reliable tools for screening and assessment.

Effect of the COVID-19 pandemic on programs serving DLLs. In the summer of 2020, the American Institutes for Research (AIR) and Early Edge California conducted a survey of a representative sample of early learning and care programs in California to understand the status of early learning programs—80% of which serve DLLs—and the ways they have adapted during the pandemic and the challenges they face. They found that the pandemic has significantly disrupted the support system on which families of DLLs rely. They found:

- Program closures and restrictions on group sizes due to the pandemic have displaced large numbers of children, including many DLLs. Based on the survey data, nearly eight of 10 children (78%) enrolled in licensed early learning programs prior to COVID-19 were no longer receiving care in those programs as of June or July 2020.
- The impact on DLLs has been even greater. At the time of the survey, 81% of DLLs (compared with 73% of non-DLLs) were no longer being served in the programs in which they were enrolled prior to COVID-19. This disparity is greater in center-based programs, where 89% of DLLs were no longer receiving in-person care at their program, compared with 72% of non-DLLs. Again, these shifts in enrollment are likely due to multiple factors, including the fact that communities of color and immigrant communities have been disproportionately affected by the COVID-19 pandemic and the economic disruptions associated with it.
- Although many children lost their care arrangement due to COVID-19, the survey data indicate that some programs actually began enrolling new children after the initial stay-at-home order, including children of essential workers or from vulnerable populations. About half (56%) of open centers and a third (33%) of open family child care homes

reported enrolling new children since March. But only 40% of the new children being served in these programs are DLLs.

- Not only did more DLLs who were enrolled in March lose their spots due to COVID-19, but fewer DLLs secured new spots as programs began enrolling new children during the pandemic. DLLs are particularly underserved in centers, comprising only 23% of the children newly enrolled in centers. In contrast, 48% of the newly enrolled children in family child care homes are DLLs.
- Among the many programs that are not serving all of their pre-COVID-19 families—whether they are closed or have reduced enrollment—about half (51%) reported communicating (by phone, e-mail, or other means) at least once a week with the families they could not serve in person. An additional 35% reported reaching out to these families but on a less frequent basis.
- 43% of the DLL-serving programs that have families they cannot serve in person reported having staff that can communicate with all families in their home language. The remaining 57% of programs do not have staff who speak some (or any) of the languages spoken by families in the program.

“The purpose of the assessment must guide the choice of measures.” In a 2017 report by the National Academies of Science, Engineering, and Medicine (NASEM) titled *Promising and Effective Practices in Assessment of Dual Language Learners’ and English Learners’ Educational Progress*, the authors begin by noting that “a central tenet of selecting appropriate assessment instruments is that the purpose of the assessment must guide the choice of measures.” The report notes that the National Education Goals Panel established four main purposes of early care and education assessments:

- To promote learning and development of individual children;
- To identify children with special needs and health conditions for intervention purposes;
- To monitor trends in programs and evaluate program effectiveness; and
- To obtain benchmark data for accountability purposes at the local, state, and national level.

The NASEM report also noted the importance of understanding the impact of sociocultural and language learning contexts on DLL’s development, and the importance of selecting instruments and procedures that match the purpose for the assessment and the characteristics of the children. They note that researchers have found stronger relationships between parents’ reports of their children’s language abilities than between teachers’ reports and direct child assessments, particularly the area of vocabulary knowledge. The report argues that it is important that family language surveys or interviews should:

- Be available in the languages families speak; and
- Include questions about:
 - Which language a child first learned to speak;
 - The language of the child’s primary caregiver;
 - The age of the child when first exposed to English; and

- The language spoken by other adults and peers who interact with the child regularly.

Lessons from the K-12 home language survey. Current law requires public schools to determine the language(s) spoken in the home of each student. This determination begins with the parent’s completion of a home language survey (HLS) when the student is first enrolled. The CDE provides a sample form, available in two languages, to assist with this identification process. This form includes the following questions:

- 1) Which language did your child learn when they first began to talk?
- 2) Which language does your child most frequently speak at home?
- 3) Which language do you (the parents and guardians) most frequently use when speaking with your child?
- 4) Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

If the HLS indicates that a language other than English is spoken in the home, current law requires that the student be assessed to determine their English proficiency level using the English Language Proficiency Assessments for California (ELPAC). If a language other than English was inaccurately included on the HLS, a parent/guardian may request to update the HLS to accurately reflect the language(s) spoken in the home. However, once a student has taken the ELPAC and has been designated an EL, the student must take the assessment annually until they are reclassified as fluent English proficient.

In 2013, in response to concerns about the HLS raised by parents, educators, and the U.S. Department of Education Office for Civil Rights, the Council of Chief State School Officers (CCSSO) convened a national working group, and in 2014 issued a working paper titled *Reprising the Home Language Survey*. This paper noted concerns that existing home language surveys may not reveal accurate information about students’ language skills or exposure to English language and literacy because of inconsistency in administering these surveys, among other reasons. The paper notes that these factors may contribute to poor data quality, which can result in the misidentification of potential EL students in school districts, and that misidentifying students poses a challenge for both districts and state education departments when they allocate resources to support EL students’ success. The report noted that, “to date, no validity studies have been conducted by states on the accuracy of HLS, so little is known about the quality of the information HLS yield (Bailey, 2010). Where there has been opportunity to evaluate HLS, researchers have found them lacking.”

The CCSSO report recommended that states work to strengthen several key dimensions of their HLS in order to ensure that they serve their intended purpose, by:

- Clarifying the key purposes and intended uses of the home language survey;
- Identifying essential and associated constructs aligned to those purposes and uses;
- Formulating HLS questions that target those essential and associated constructs;
- Recommending key administrative procedures to ensure effective survey provision; and
- Suggesting guidelines for decision rules to strengthen the reliability and validity of inferences and actions derived from survey results.

The paper also concluded that “there is clearly a need to empirically test the proposed HLS questions and decision rules in relation to ELP screener/assessment results in order to strengthen survey quality as well as to validate that the right students are being appropriately identified as potential English learners.”

English Learner Roadmap for California shifts to an asset-based orientation toward home language and culture. In July, 2017, the State Board of Education adopted the California English Learner Roadmap State Board of Education Policy. The Roadmap is intended to articulate a common vision and mission for educating English learners and to assist the CDE in providing guidance to LEAs in order to welcome, understand, and educate the diverse population of students who are English learners attending California public schools.

The vision of the Roadmap is: “English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.” The principles of the Roadmap are:

- 1) Assets-Oriented and Needs-Responsive Schools;
- 2) Intellectual Quality of Instruction and Meaningful Access;
- 3) System Conditions that Support Effectiveness; and
- 4) Alignment and Articulation Within and Across Systems.

The first principle is assets-oriented and needs-responsive schools, which is described: “Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.”

Early education dual immersion programs. Research supports the early exposure of children to language rich environments. California’s Preschool Learning Foundations support the use of home language in instruction at this age, noting its benefits for language acquisition and development of the brain:

The development of language and literacy skills in a child’s first language is important for the development of skills in a second language and, therefore, should be considered the first step in the range of expectations for children learning English as a second language. Learning by these children is not confined to one language. Children who have the skills to understand and communicate in their home language will transfer that knowledge to their learning of a second language, resulting in a more effective and efficient second-language learning process. Recent research suggests that the development of two languages benefits the brain through the increase in density of brain tissue in areas related to language, memory, and attention. This increased brain activity may have long-term positive effects.

A key challenge facing the broad scale establishment and expansion of early education dual language immersion programs is the availability of qualified teachers. The Center for the Study of Child Care Employment at the University of California, Berkeley reported in 2008 that licensed family child care providers and assistant teachers in centers are more linguistically diverse than the California adult population, but that the more qualified teachers are less likely to

be able to communicate fluently with children and families in a language other than English. Providers (43%) and assistant teachers (49%) were the most likely, and teachers (37%) and directors (25%) were less likely, to have these language skills.

In addition to issues of supply, there is currently no early childhood education permit or supplementary authorization which qualifies a preschool teacher as a bilingual educator. Employers use their own means of determining whether early childhood educators possess the language and pedagogical skill to teach in another language.

Arguments in support. Early Edge California writes, “This bill builds on landmark legislation which for the first time in the nation, improved and standardized the identification of DLLs to be able to better resource and support them. This is a critical next step as it will build a foundation for the cradle-to-career data system that builds on DLLs’ linguistic skills and needs. Specifically, AB 393 requires the Department of Social Services to establish a standardized process for identifying DLLs enrolled in CCTR or CMIG programs and requires contractors to report essential information about them. This information will help childcare providers support DLLs develop their home language and English. In addition, it will help inform state resource allocation decisions that could be leveraged to support the long-term success of DLLs by developing their early linguistic assets that benefit them and the state as a whole. Childcare programs must be culturally and linguistically responsive and integrate supports to ensure that DLL’s linguistic and related developmental needs are met. Standardizing DLL identification and collecting crucial information about their assets helps raise awareness about the importance and benefits of home language and bilingualism.”

Related legislation. AB 1363 (Luz Rivas), Chapter 498, Statutes of 2021, required the SPI to develop procedures for providers to identify and report data on DLLs enrolled in CSPPs.

AB 321 (Valladares), Chapter 903, Statutes of 2022, added prioritization for children who come from a family in which the primary home language is a language other than English into specified federal and state subsidized child development services programs.

AB 1012 (Reyes) of the 2019-20 Session would have required, subject to an appropriation, the CDE to provide grants to LEAs for, among other purposes, professional learning for child development providers to support the development of DLLs. This bill was held in the Assembly Appropriations Committee.

REGISTERED SUPPORT / OPPOSITION:

Support

California Association for Bilingual Education (co-sponsor)
Californians Together (co-sponsor)
Early Edge California (co-sponsor)
Alliance for A Better Community
Association of Mexican American Educators
Association of Two-way Dual Language Education
California Association for Bilingual Education
California Council on Teacher Education
California State PTA
Catalyst California

Child Care Providers United
Children Now
Institute for Racial Equity and Excellence
Kidango, Inc.
Loyola Marymount University - The Center for Equity for English Learners
North Bay Leadership Council
Parent Institute for Quality Education
Sobrato Early Academic Language (SEAL)
The Children's Partnership
The Education Trust - West
Unidosus

Opposition

None on file

Analysis Prepared by: Tanya Lieberman / ED. / (916) 319-2087