



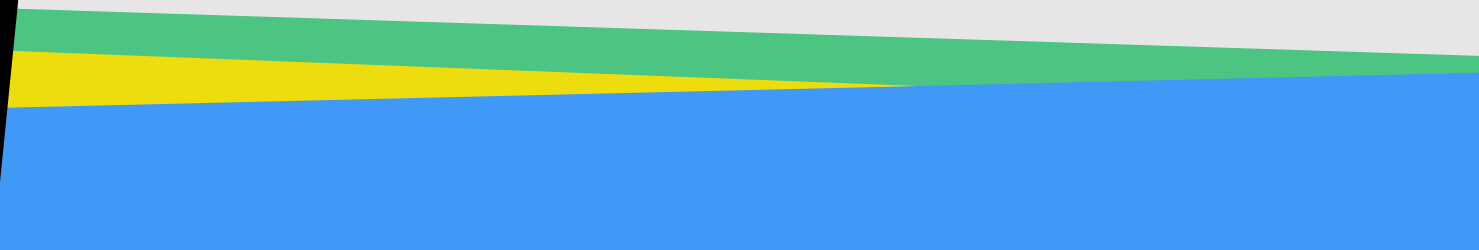
DLL Identification Guide for Families

Webinar 2026

**A Conversation About Supporting Dual Language
Learners and Their Families**

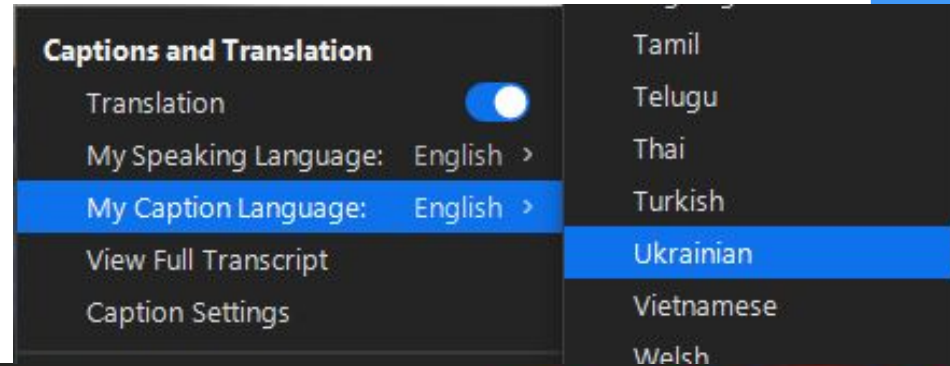
**CALIFORNIANS
TOGETHER**

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS



Closed Captions

1. Select the CC **"Show Captions"** button on your toolbar, or select **"more"** and then **"Show Captions"**
2. Click **"My Caption Language"** and select your preferred language.



Welcome!

Please share in the chat:

Your name and your role: parent/family member, preschool teacher, elementary teacher, administrator, county office staff, college faculty, or other.



WHO WE ARE

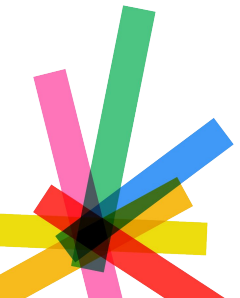
Californians Together is a statewide advocacy coalition whose goal is to better educate 1.1 million English learners by improving California's schools and promoting equitable educational policy. Californians Together seeks an assets-based educational system that protects, promotes, enacts, and is accountable for full and meaningful educational access and excellence.



**CALIFORNIANS
TOGETHER**

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

OUR COALITION



[Alliance for a Better Community](#)

[Asian Americans Advancing Justice](#)

[Asian Pacific Islanders School Board Members Association](#)

[Association of Mexican American Educators](#)

[California Association for Asian Pacific American Education](#)

[California Association for Bilingual Teacher Education](#)

[Association of Two-Way Dual Language Education](#)

[California Association for Bilingual Education](#)

[California Association for Bilingual Educators PAC](#)

[California Association of Latino Superintendents and Administrators](#)

[California Association of Teachers of English to Speakers of Other Languages](#)

[California Council on Teacher Education](#)

[California Faculty Association](#)

[California Federation of Teachers](#)

[California Latino School Boards Association](#)

[Campaign for Quality Early Education](#)

[Catalyst California](#)

[Center for District Innovation and Leadership in Early Education](#)

[Center for Equity for English Learners, LMU](#)

[Early Edge California](#)

[EdTrust—West](#)

[EDVance College](#)

[English Learner Success Forum](#)

[Families in Schools](#)

[Hispanas Organized for Political Equality](#)

[Internationals Network](#)

[National Resource Center for Asian Languages](#)

[Parent Institute for Quality Education](#)

[Sobrato Early Academic Language](#)

[Teach Plus](#)

[The Children's Partnership](#)

[Unidos US](#)

[United Teachers Los Angeles](#)

[UNITE-LA](#)

OUR COALITION



PRESENTERS



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PRESENTERS



Gina Garcia Smith

*Education Programs Consultant
Multilingual Support Division,
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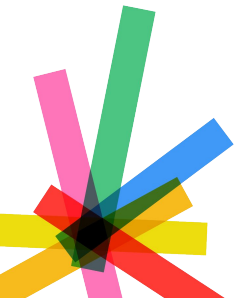
Adolfo Lopez

*Community Engagement
Manager
PIQE*



Myra Vera-Rizo

*Parent Ambassador
PIQE*



**Why DLLs Matter: Policy & State
Context**

Family Voices

Introducing the DLL Family Guide

**Guide Walkthrough + Panel
Perspectives**

Putting the Guide Into Practice

Today's Conversation

Q&A & Closing

CONTENTS



Why Should We Focus on DLLs?



THE NUMBER OF DLL CHILDREN IN THE U.S. IS LARGE & GROWING: 33% (7.1M)



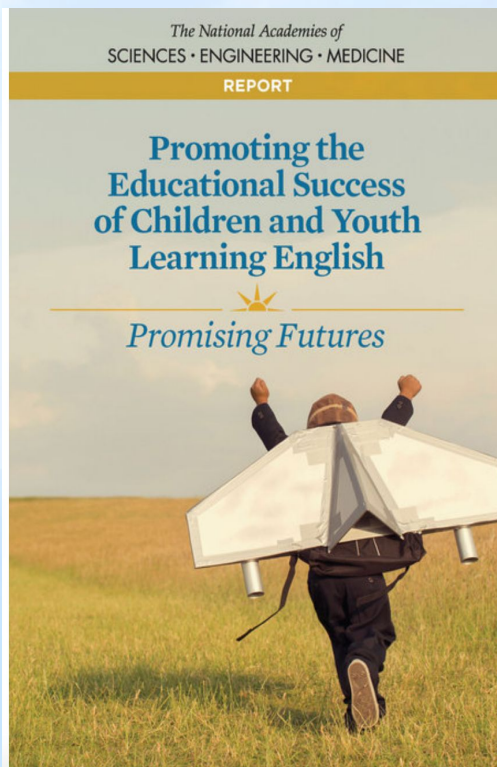
NEARLY 60% OF CALIFORNIA CHILDREN ARE DLLS.

OF CALIFORNIA'S 1.5 MILLION DLL CHILDREN AGES 0–5 (2019–23), 40% HAD AT LEAST ONE PARENT WITH LIMITED ENGLISH PROFICIENCY.

DLLS MAKE UP 69% OF ALL YOUNG CHILDREN LIVING IN LOW-INCOME HOUSEHOLDS.



Key Research



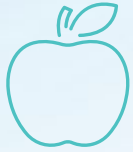
- Learning two or more languages is associated with improved cognition, executive function, and social interactions.
- Strong home language supports learning English and academic achievement.





Policy Efforts in California

California Policy Landscape



Prop 58 (Nov 2016) & F5CA DLL Pilot

Education for a Global Economy initiative passed by voters (73.5%).

\$20 million investment over 5 years re: DLL practices

NASEM Report (Feb 2017)

NASEM report “*Promoting the Educational Success of Children and Youth Learning English: Promising Futures*” released.

CA English Learner Roadmap (Jul 2017)

The California English Learner Roadmap Policy adopted by the State Board of Education.

DLL-PD Investment & Global CA 2030 (2018)

\$5M DLL Professional Development investment in state budget. Global California 2030 launched.

CA MPELC (Dec 2020)

California Master Plan for Early Learning and Care (MPELC) released.

AB 1363 (2021) & AB 393 (2023)

Legislation to systemize the identification of DLLs in CSPP, CMIG, CCTR signed into law.



What Makes This Guide Special

- Family-friendly language
- Explains key terminology
- Connects early years to long-term outcomes
- Centers:
 - Identity
 - Belonging
 - Biliteracy



Supporting Your Child as a Dual Language Learner

A Guide for Families of
Young Children

April 2026



Written by
Dr. Elizabeth Alvarado

Where This Guide Fits

Parents & Caretakers:

- Understand their child's language development
- Make sense of how programs and systems support language learners
- Ask informed questions
- Advocate for their child

Educators:

- Support conversations with families
- Build trust
- Use clear, consistent language

Administrators:

- Align with policy
- Ensure consistent practices and implementation

Family Engagement Specialists:

- Lead conversations and workshops
- Support family understanding and confidence



Section 1 – Why Your Home Language and Culture Matter

Key Idea:

Helps families understand the importance of their home language and culture in their child's learning.

Why it matters:

- Supports learning and thinking
- Builds identity and confidence
- Encourages continued use of the home language
- Supports English development over time



Panel Perspective: What messages do families most need to hear about maintaining their home language?



Section 2 – Your Child’s Language Journey

Key Idea:

Language development is a long-term process that evolves as children grow.

Why it matters:

- Helps families understand terms like **DLL, ML, EL, RFEP**
- Sets realistic expectations (5–7 years for academic English)
- Reduces confusion and unnecessary worry
- Reinforces that both languages can develop over time



Panel Perspective: What parts of the language journey are most confusing or concerning for families?



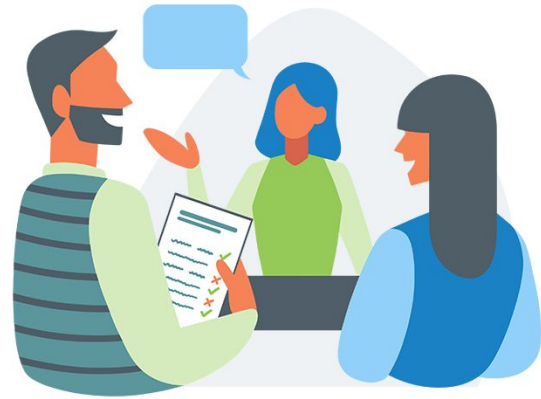
Section 3 – Language Identification Process

Key Idea:

Programs ask families about their child's language to better understand their background and to partner in supporting their child.

Why it matters:

- Helps families understand what information programs are asking for and why
- Supports clear, respectful communication between families and educators
- Reassures families that these questions are used to support learning—not to judge or test
- Helps ensure children receive the right support as they grow and learn



Panel Perspectives: What might families feel when they are asked language-identification questions? What builds trust?



Section 4 – Choosing an Early Learning Program

Key Idea:

Families have the right to choose programs that support their child's language and identity.

Why it matters:

- Encourages families to ask questions and make informed choices
- Early environments shape confidence and belonging
- Highlights elements families can look for such as:
 - Language support
 - Cultural responsiveness
 - Strong relationships



Panel Perspective: What makes early learning options truly understandable and accessible to families?



Section 5 - Understanding Elementary School Options

Key Idea:

Families can advocate for how their child is supported in school.

Why it matters:

- Different program models exist:
 - Dual Language Immersion
 - Transitional Bilingual
 - English with ELD
- Families have the right to request bilingual programs
- Early advocacy helps shape access and opportunities



Panel Perspective: How can we make elementary language-program pathways clearer and easier to navigate?



Section 6 – Future Opportunities: The State Seal of Biliteracy

Key Idea:

Establishes how early language development connects to future opportunities.

Why it matters:

- Shows how early language development builds toward bilingualism and biliteracy
- Highlights pathways to the State Seal of Biliteracy
- Positions multilingualism as an asset, not a barrier



Purpose

To recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English.



Creating an Aligned Path to Biliteracy

English Learner Roadmap Policy Principle 4



Biliteracy Pathway Recognitions



The three Biliteracy Pathway Recognitions available are:

-  1. The **Biliteracy Program Participation Recognition**;
-  2. The **Home Language Development Recognition**; and
-  3. The **Biliteracy Attainment Recognition**.

Over 65,933 recognitions awarded in the 2024–25 school year.

Certificates

Each student that meets the requirements may be awarded a certificate

 Add your school or district logo here

**BILITERACY PROGRAM
PARTICIPATION RECOGNITION**
[School Year]

This recognition is awarded to
[STUDENT NAME]
in grade [number], for progress toward developing literacy in English
and [second language] by participating in a multilingual program.

[NAME]
[Title of person granting award]



[NAME]
[Title of person granting award]



This award indicates that the student is on the path toward earning the California State Seal of Biliteracy upon high school graduation.
For more information on the California State Seal of Biliteracy, scan the Quick Response (QR) Code on the left.

 Add your school or district logo here

**HOME LANGUAGE
DEVELOPMENT RECOGNITION**
[School Year]

This recognition is awarded to
[STUDENT NAME]
in grade [number], for outstanding effort maintaining
the home language and developing English.

[NAME]
[Title of person granting award]



[NAME]
[Title of person granting award]



This award indicates that the student is on the path toward earning the California State Seal of Biliteracy upon high school graduation.
For more information on the California State Seal of Biliteracy, scan the Quick Response (QR) Code on the left.

 Add your school or district logo here

**BILITERACY ATTAINMENT
RECOGNITION**
[School Year]

This recognition is awarded to
[STUDENT NAME]
in grade [number], for outstanding progress toward developing literacy in English
and [second language] and demonstrated grade-level proficiency in both languages.

[NAME]
[Title of person granting award]



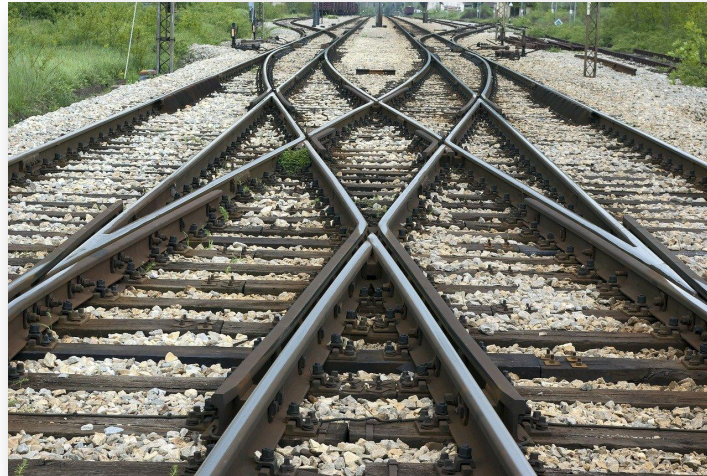
[NAME]
[Title of person granting award]



This award indicates that the student is on the path toward earning the California State Seal of Biliteracy upon high school graduation.
For more information on the California State Seal of Biliteracy, scan the Quick Response (QR) Code on the left.

Multiple Paths to Biliteracy

- There are **multiple paths to biliteracy** and these recognitions provide LEAs with the opportunity to highlight some of these paths to encourage students to pursue biliteracy or multiliteracy in high school and beyond.



Biliteracy Program Participation Recognition



This recognition is:

- Available to students **enrolled in programs** leading to biliteracy in preschool, kindergarten, elementary, and middle school
- A **participation** recognition provided to **all students enrolled** in the program and is not based on the student's proficiency
- An **entry on the path** to biliteracy or multiliteracy

Home Language Development Recognition

This recognition is:



- Available to **emergent bilingual students** with a home language other than English in preschool, kindergarten, elementary, and middle school
- Provided to students who demonstrate that they are **continuing to develop the home language** by engaging in age-appropriate activities in the home language
- An **entry on the path** to biliteracy or multiliteracy

Home Language Development Recognition for Young Learners

Opportunities to maintain and/or develop the home language, as certified by a parent, guardian, or caregiver, through:

- Regularly participating in age-appropriate activities in the home language that including reading, writing, listening, and speaking (or all modalities that exist in the language, including signing and interpreting sign language for ASL) in the home language.

Details at [Biliteracy Pathway Recognitions: Development - Multilingual Learners \(CA Dept of Education\)](#)

Age-Appropriate Activity Guidance

Reading and Early Literacy:

For younger children:

- Reading or being read an age-appropriate story or nonfiction text with a caregiver in the home language.
- Recognizing letters or characters in the home language with a caregiver.
- Recognizing or sounding out words or characters in the home language.
- Playing rhyming, alphabet, or letter/character games in the home language, etc.

Age-Appropriate Activity Guidance

Writing and Early Literacy:

For younger children:

- Using a combination of drawing, dictating, and writing to tell a story or describe something in the home language.
- Practicing writing letters or characters in the home language or writing simple words in the home language with a caregiver, etc.

Age-Appropriate Activity Guidance

Listening:

For younger children:

- Learning a new skill from a caregiver who is speaking the home language
- Listening to a story in the home language
- Playing a game that includes listening in the home language, etc.

Age-Appropriate Activity Guidance

Speaking:

For younger children:

- Asking and answering questions while helping a caregiver make a meal
- Playing with a sibling
- Pointing out and naming objects in the home language
- Talking about a story with a caregiver in the home language
- Singing songs in the home language
- Playing games or doing puzzles in the home language, etc.

Biliteracy Attainment Recognition: For Upper Grades

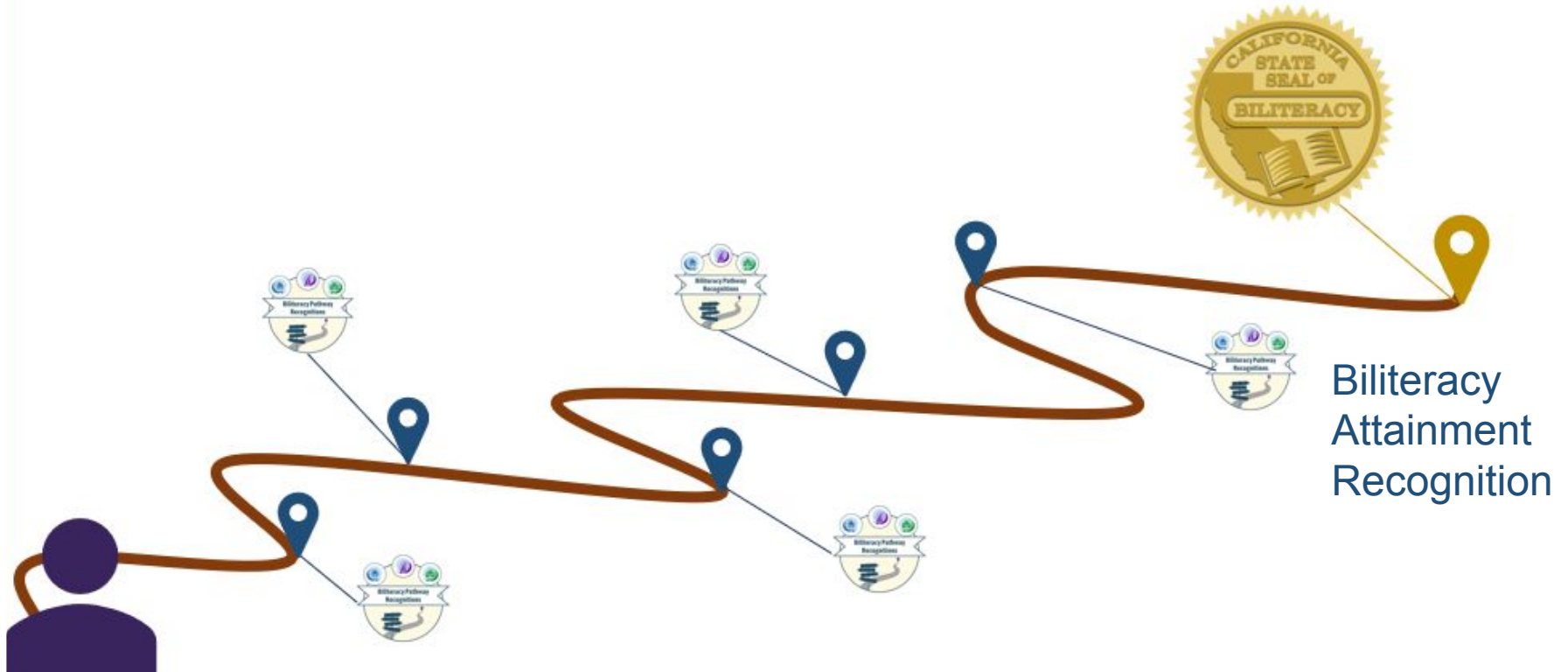
This recognition is:

- Available to students at the **end of elementary school** and the **end of middle school**
- Based on **proficiency**
 - Awarded to students who meet **specific proficiency criteria** in English and one or more languages in addition to English
- **Aligned with the State Seal of Biliteracy** requirements
 - Indicates that if a student continues on this path in high school they will be prepared to meet the requirements to earn the State Seal of Biliteracy



Creating an Aligned Path to Biliteracy

English Learner Roadmap Policy Principle 4



Steps to Participate:

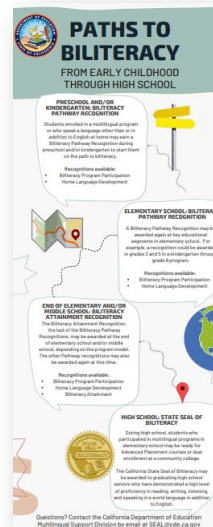
1. Submit online form annually
2. Receive digital certificate templates
3. Customize templates and print locally
4. Provide recognitions to students



Resources

The [CDE Biliteracy Pathway Recognitions web page](#) at provides:

- Overview of the program
- CDE and partner resources, including FAQs, a webinar, presentation slides for families in English and Spanish, a bookmark in English, Spanish, Arabic, and Tagalog, and more
- Participating LEAs
- Requirements
- Participation Form
- Information about the State Seal of Biliteracy



Contact Information

For questions regarding the Biliteracy Pathway Recognition Program, please contact:

Gina Garcia-Smith

Education Programs Consultant

Multilingual Support Division

California Department of Education

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Email: ggarciasmith@cde.ca.gov or SEAL@cde.ca.gov



Panel Perspective: How can early childhood programs help families see multilingualism as a long-term opportunity?



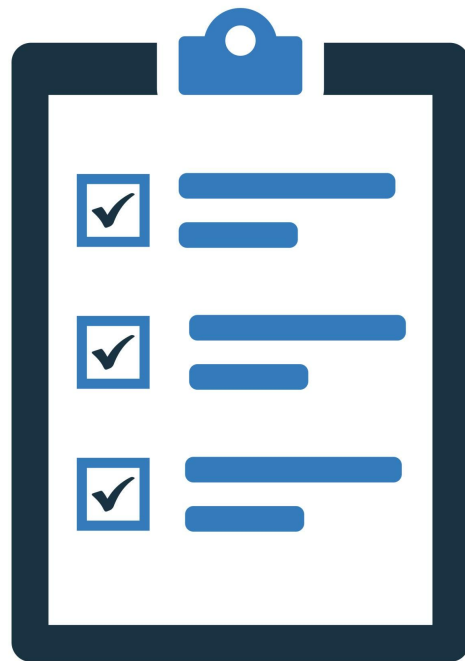
Section 7 – Planning Guide

Key Idea:

The planning guide helps families take action to support their child's language and learning.

Why it matters:

- Turns information into next steps
- Helps families:
 - Choose programs intentionally
 - Ask informed questions
 - Advocate for their child's needs
- Supports ongoing engagement across stages (preschool to elementary)



Questions & Answers

- What questions, reflections, or recommendations do you have?



Q&A



It is time to make
multilingual education
a reality for all students!



MLE

4ALL

WHAT WE MEAN BY MLE4ALL?

- Every student engaged in some form of language study in 2 or more languages – always including English, offering at least one additional world language and whenever possible including their heritage or home language
- Flexibility/diversity of language study models in response to local contexts, need, choice
- Affirmation/embrace of multilingualism as signature feature of CA schools
- Biliteracy/dual language as standard approach for English Learners

Timeline

Procure a **formal state legislative commitment** (*introduce bill at the end of 2027*) to enact a multilingual schooling system for all along with a commitment to specific benchmarks, investments and timelines for phased-in implementation with the goal of **full implementation by 2035**



COUNTDOWN to Legislation: a Timeline

June – December 2026

Work Groups develop content, build on each other

Fall 2026/early 2027

Advocacy training and efforts to raise awareness

Fall 2026

Leg Staff and Caucuses – awareness/learning re: MLE

January 2027

Work Groups COMPLETE work – and focus on alignment

April 2027

Complete “20 Districts” sign on

Summer 2027

Draft language of comprehensive policy
Vet with partner orgs, associations, coalition
Whisper campaign

September 2027

SOLID COMPREHENSIVE BILL – potential authors, leg staff

January/February 2028

Introduce legislation

March 2028

Organizational support sign ons

March/April 2028

Hearings on bill

How to get involved

Join our campaign by signing up on the #MLE4All campaign website.

mle4all.org

You will receive updates, learn about ways to get involved regionally, and opportunities to share your stories, knowledge, and experiences.

The screenshot shows the MLE4All campaign website. At the top right, there are two buttons: 'Campaign goals' and 'Join us'. A yellow arrow points to the 'Join us' button. The main header reads 'Multilingual Education for All' with the tagline 'Making Multilingualism a Reality for All Students in California'. Below this, there is a paragraph about California's linguistic diversity and the campaign's purpose. At the bottom, there is a 'Join the campaign' button, which is pointed to by another yellow arrow. The MLE4ALL logo is visible in the top left and right corners, and the ML4AI logo is in the bottom right corner.

MLE4ALL

Campaign goals Join us

Multilingual Education for All

Making Multilingualism a Reality for All Students in California

California is one of the most linguistically diverse places in the world. Nearly 200 languages are spoken in homes across the state, and this diversity is one of California's greatest assets—socially, culturally, and economically. Yet our education system does not fully reflect or nurture that richness.

Multilingual Education for All is a statewide campaign designed to build the conditions, policy commitments, and public will needed to make multilingualism a defining feature of California's P-12 education system. Rooted in a decade of progress and a growing body of research, this campaign calls for a systems shift: one **where multilingualism is affirmed, developed, and integrated into the educational experience of every student.**

Join the campaign

ML4AI



**CALIFORNIANS
TOGETHER**

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

THANK
YOU!