

## **Management Bulletin 22-04 - Attachment A**

### **Family Language Instrument**

#### **Purpose and Framing**

The purpose of this instrument is to identify and understand each child's language background in order to support and strengthen their language development. When adults understand children's past experiences with language(s), they are able to build upon those experiences and better support children's development, by affirming and fostering the child's home language and culture to support them in becoming multilingual and multi-literate in both English and their home language(s).

This information will be used to inform and plan program curriculum, develop strategies used in the learning setting, create professional development opportunities, and to strengthen family partnerships to improve support for dual language learner (DLL) children.

Determinations made for preschool dual language learner status based on the results of this instrument are distinct from the English learner (EL) designation in the Transitional Kindergarten through 12<sup>th</sup> grade (TK-12) system. Dual language learner identification in preschool does not establish EL designation or secure EL services in TK-12. Students enrolled in TK-12 will need to go through the English learner identification process, including completion of their district's home language survey (HLS) and English Language Proficiency Assessments for California (ELPAC) upon entry to Transitional Kindergarten (TK) or Kindergarten, as required by state and federal law.

#### **Instructions**

California State Preschool (CSPP) contractors must follow the directives in Management Bulletin (MB) 22-04 when administering this instrument.

When providing the instrument, CSPP contractors can use the following language to reassure and address parents and families concerned about the implications of DLL identification in preschool and the relationship to English learner status in TK-12:

- Identification of your child as a dual language learner in CSPP means that your child will benefit from additional support from the program in order to develop their home language and English language skills. This identification will serve them only in preschool and is different from any identification process or program supports a child might receive as an English learner in Transitional Kindergarten or Kindergarten.

## **Family Language Instrument**

**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?**