Early Education Division (EED) 9600 Appendix Form

California Department of Education
(Updated September 9, 2025)

This form is offered as an appendix document to the EED 9600 form for California State Preschool Program (CSPP) contractors that submit data to the California Preschool Data Collection (CAPSDAC) System to assist in gathering required information. CSPP contractors not statutorily required to submit data to the CAPSDAC are still encouraged to use this form to collect additional data on their enrolled children and families. Contractors are not required to use this document and can develop their own document(s) or incorporate CSPP requirements within their current documentation.

Child and Family Information

Section 1. Child Information

Child Identification Case Number (CICN): _____

Legal First Name: _____ Legal Middle Name: _____

Legal Last Name: _____ Legal Name Suffix: _____

Country of Birth: _____

State of Birth: _____

City of Birth: _____

Is the Child Hispanic? (Select One):

- ◯ Yes
- ◯ No

Child Race(s) (Mark all that apply):

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Hawaiian or Other Pacific Islander
- ☐ Black or African American
- ☐ White

Child Gender (Select One):

- ◯ Female
- ◯ Male
- ◯ Non-Binary

CalWORKs Recipient? (Select One):

- ◯ Adult(s) and Child(ren) Cash Aid
- ◯ Child(ren) Cash Aid
- ◯ Diversion Services
- ◯ Not Applicable

Section 2. Parent/Guardian Information

Parent/Guardian A First Name: _____

Middle Name: _____ Last Name: _____

Parent/Guardian A Highest Education (Select One):

- ◯ Graduate Degree or Higher
- ◯ College Graduate
- ◯ Some College or Associate's Degree
- ◯ High School Graduate
- ◯ Not a High School Graduate
- ◯ Decline to State

Parent/Guardian B First Name: _____

Middle Name: _____ Last Name: _____

Parent/Guardian B Highest Education (Select One):

- ◯ Graduate Degree or Higher
- ◯ College Graduate
- ◯ Some College or Associate's Degree
- ◯ High School Graduate

◯ Not a High School Graduate

◯ Decline to State

Section 3. Mailing Address (Skip if same as home address)

Address Line 1: _____

Address Line 2: _____

City: _____ State: _____

Zip: _____

Section 4. Family Language Instrument

Note: 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 Kindergarten through 12th grade (K-12) system. Dual language learner identification in preschool does not establish EL designation or secure EL services in K-12. Students enrolled in K-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 Kindergarten, as required by state and federal law.

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?

Instructions For Completing Form EED 9600 Appendix:

Section 1. Additional Child Information

Legal First Name: Legal first name of the child being served by the agency.

Legal Middle Name: Legal middle name of the child being served by the agency.

Legal Last Name: Legal last name of the child being served by the agency.

Country of Birth: Write the country where the child was born. A Country is a nation with its own government, occupying a particular territory. If unknown write “Unknown”.

State of Birth: Write the state where the child was born. A State/Province is the territory occupied by one of the constituent administrative districts in the United States, Mexico, or Canada. This only applies for children born in the United States, Canada, or Mexico. If unknown write “Unknown”.

City of Birth: Write the city where the child was born. A city is a town or incorporated municipal center. If unknown write “Unknown”.

Is the child Hispanic?: Indicate whether or not a child’s parent identifies the child as having an ethnicity (how a parent identifies the child in the context of: heritage, culture [i.e., religion, language, customs, music, etc.], lineage, or country of birth of the person or the person's ancestors; and is not nationality or race) of Hispanic. A mark in the “Yes” box would indicate that a child’s parent has identified the child as having an ethnicity of Hispanic. A mark in the “No” box would indicate that he or she does not.

Child Race(s): Mark all that apply. The Child’s Race information field indicates a child's Race Category. The race categories are from the questions asked by the U.S. Census Bureau and are defined as follows:

- American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, or Vietnam.
- Black or African American: A person having origins in any of the Black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Child Gender: The Child Gender information field indicates the child's gender. Please mark the appropriate box for the child's gender. Gender is a child's actual sex or perceived sex and includes a person's perceived identity, appearance, or behavior, whether that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.

CalWORKs Recipient: The California Work Opportunity and Responsibility for Kids (CalWORKs) is California's welfare program to assist eligible needy families. This information field indicates whether the family receives any CalWORKs services. Please mark the appropriate box for whether the child or family is a CalWORKs Recipient. The CalWORKs program is partially funded through a block grant from the federal government's Temporary Assistance for Needy Families (TANF) program.

Section 2. Additional Parent/Guardian Information

Parent/Guardian A First Name: Write the first name of the first parent/guardian contact listed for the child. This may or may not be the Parent/Guardian's legal name. If the child is in foster care or in an informal custody situation without a legal parent or guardian, the child would be the head of household, and the child's information should be written in the Head-of-Household name section.

Middle Name: Write the middle name of the first parent/guardian contact listed for the child. This may or may not be the Parent/Guardian's legal name. If the child is in foster care or in an informal custody situation without a legal parent or guardian, the child would be the head of household, and the child's information should be written in the Head-of-Household name section.

Last Name: Write the last name of the first parent/guardian contact listed for the child. This may or may not be the Parent/Guardian's legal name. If the child is in foster care or in an informal custody situation without a legal parent or guardian, the child would be the head of household, and the child's information should be written in the Head-of-Household name section.

Parent/Guardian A Highest Education: Mark the highest educational level attained by the first head-of-household. Mark "Decline to State" if they decline to state their highest education completed. If the child is in foster care or in an informal custody situation without a legal parent or guardian, please write "Decline to State".

Parent/Guardian B First Name: Write the first name of the second parent/guardian contact listed for the child. This may or may not be the Parent/Guardian's legal name.

Middle Name: Write the middle name of the second parent/guardian contact listed for the child. This may or may not be the Parent/Guardian's legal name.

Last Name: Write the last name of the second parent/guardian contact listed for the child. This may or may not be the Parent/Guardian's legal name.

Parent/Guardian B Highest Education: Mark the highest educational level attained by the second head-of-household. Mark “Decline to State” if they decline to state their highest education completed.

Section 3. Mailing Address

> Section 3 can be skipped if the mailing address is the same as the home address provided in the EED 9600 Form.

Address Line 1: Write the mailing address of the family if it is different from the home address. This address consists of any of the following components (as outlined in the United States Postal Service Postal Addressing Standards): Primary Number, Predirectional, Street Name, Street Suffix, Postdirectional, Secondary Unit Name, Secondary Unit Number, Post Office Box (in lieu of and not in addition to above listed categories).

Address Line 2: Write the mailing address of the family if it is different from the home address. This address typically consists of any components that will not fit on the Address Line 1 (usually components such as Secondary Unit Name and Number). This line may also contain non-standard components as necessary (e.g., “attention: John Smith.”) An address may require more than one supplementary line, depending on the necessary components. For instance, a supplementary line may be necessary for a personal mailbox. A supplemental line of an individual's address where mail is received.

City: Write the mailing city of the family mailing address, if it is different from the home address. This field is the formal name of the city or town where mail is sent or received.

State: Write the State/Province in the mailing address. A State/Province is the territory occupied by one of the constituent administrative districts in the United States, Mexico, or Canada.

Zip: Write the ZIP code used for the location where mail is received, inclusive of the four (4) digits ZIP code extension. This is a coding system used by the United States Postal Service to group addresses. This is a component of the standard last line of an address.

Section 4. Family Language Instrument

California State Preschool (CSPP) contractors must follow the directives from the California Department of Education (CDE) 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 K-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 Kindergarten.

If the family declines to state responses to any of the Family Language Instrument questions the contractor may write “Undetermined” within the response field. If the family declines to state responses for all Family Language Instrument questions, the contractor may write “Family Opts Out” for each question in the instrument.