

DESIRED RESULTS

for Children and Families



★ IN THIS SECTION

Parent Survey and Developing Family Partnerships

PAGE


• Presenter Notes.....	3-48
• Participant Power Point Handouts.....	49-64
• Activities and Handouts.....	65-123
Watching My Child Grow Activity.....	65
Watching My Child Grow Handout	67
Becoming Familiar with the Parent Survey Activity	69
Becoming Familiar with Parent Survey Handouts.....	71
Parent Survey Return Activity.....	73
Completing Summary of Findings Activity	75
Completing Summary of Findings Handouts	77
Exploring the Action Step Further Activity and Handout.....	85
Making a Family Tree	89
Making a Family Tree Handout	91
Do you See What I See? Activity.....	97
Building Successful Relationships with Parents Activity.....	99
Building Successful Relationships with Parents Handouts.....	101
Family Values Activity	103
Family Values Handouts	105
Conference Dreams and Nightmares.....	111
Prepare for Successful Conference and Steps to a Successful Conference Handout.....	113
Child Development Progress Form (Sorting It All Out Activity)	115
Child Development Progress Form (Sorting It All Out Handouts)....	119
Communication Troubleshooting Activity	121
Bumper Sticker Activity	123
Administrators Closing Reflection and Action Plan	125



DESIRED RESULTS TRAINING

Slide 1

PARENT SURVEY AND DFP Handout

Desired Results	<div><h3>Session IV: Desired Results Parent Survey</h3><p>©2017 California Department of Education</p></div>
Desired Results	

PRESENTER NOTES:

In this session, participants will learn about the Parent Survey form. They will also learn how to group the data from the surveys in a summary.

DESIRED RESULTS TRAINING

Slide 2

Desired Results

Watching My Child Grow

WATCHING MY CHILD GROW
Video Viewing Guide

As you watch the video consider some of the following questions:

- What were some things that were of interest to me?
- In what ways will I share the information?
- What will I do to create opportunities for families to view this video?

Three things that were of interest to me:	I will share the information by:
1.	
2.	
3.	

Complete the Video Viewing Guide

Copyright © 2011 California Department of Education, Child Development Division with HeadEd Center for Child and Family Studies. Desired Results TSTA Project.

©2017 California Department of Education

Desired Results

PARENT SURVEY AND DFP Handout

Desired Results for Children and Families Training

WATCHING MY CHILD GROW
Video Viewing Guide

As you watch the video consider some of the following questions:

- What were some things that were of interest to me?
- In what ways will I share the information?
- What will I do to create opportunities for families to view this video?

Three things that were of interest to me:	I will share the information by:
1.	
2.	
3.	

My first step will be:

© 2018 California Department of Education. All rights reserved.

PRESENTER NOTES:

Activity: Watching My Child Grow

Desired Results for Children and Families Training

Watching My Child Grow

Session 4

GOALS:

The goal of this activity is to provide the participants with the opportunity to view the DVD, *Watching My Child Grow*, and to create an action plan on how they might use it with their staff and families.

MATERIALS:

- DVD – *Watching My Child Grow*
- Video Viewing Guide for Administrators
- Video Viewing Guide for Teachers (optional)

TIME: 25

ACTIVITY PROCESS:


- This video was developed for agencies to explain the Desired Results system to families and all agencies received a copy. Let participants know that ordering information is available on the website.
- Ask participants to take out the video viewing guide and review it briefly. There are two options for them to use, one for use with administrators, and one for use with staff.
- Participants will watch the video and then have five minutes to complete the viewing guide after the video.
- Show DVD 12 minutes in length.
- Give five minutes for participants to write down thoughts.
- Give five minutes to share what they wrote with an elbow partner.

Copyright © 2011 California Department of Education, Child Development Division with HeadEd Center for Child and Family Studies. Desired Results TSTA Project.

DESIRED RESULTS TRAINING

Slide 3

PARENT SURVEY AND DFP Handout

Desired Results	<h3>The Desired Results Parent Survey</h3> <ul style="list-style-type: none">• Determines parent satisfaction with their child's program• Provides information about how parents are achieving their goals
Desired Results	<ul style="list-style-type: none">• Gives programs access to information from parents to use to improve program quality• Is conducted at least once per year  <p><small>©2017 California Department of Education</small></p>

PRESENTER NOTES:

The Parent Survey was designed to collect information on how well each program supports the following two desired results for families:

- Families support their children's learning and development.
- Families achieve their goals.
- The Parent Survey provides a uniform procedure for getting information on the same set of issues from parents. It also gives programs new insights that can be used for improving program quality.

DESIRED RESULTS TRAINING

Slide 4

PARENT SURVEY AND DFP

Handout

Desired Results

Desired Results

Desired Results Parent Survey

The image shows two versions of the 'Desired Results Parent Survey' form. The left form is in English and the right form is in Spanish. Both forms are titled 'Desired Results Parent Survey' and include a header for the California Department of Education. The English form has a section for 'Desired Results for Children and Families - Parent Survey' and the Spanish form has a section for 'Encuesta - Resultados Esperados en los Niños y Familias'. Both forms contain a series of questions with checkboxes for 'Yes', 'No', 'Sometimes', and 'Often'. The forms are designed to be filled out by parents to provide feedback on the program.

©2017 California Department of Education

PRESENTER NOTES:

- The Parent Survey is available in English, Spanish, on the DR website. Copies in Vietnamese, and Mandarin Chinese languages by calling the DR T&TA Project office 800.770.6339.
- Parent surveys are confidential.
- It is distributed one time a year, but can be done twice if desired.

Slide 5

PARENT SURVEY AND DFP Handout

Desired Results

Desired Results

Becoming Familiar with the Parent Survey

Survey for Parents and Family Members
 Child's Name: _____
 School: _____
 Grade: _____

Section of Survey: _____
 School: _____
 Grade: _____

Desired Results for Children and Families – Parent Survey

This survey asks you your feedback about the child care and development program you child attends. The California Department of Education is interested in your feedback to help us improve the quality of the child care and development program you child attends. Your responses will be compiled and analyzed and will be used to improve the child care and development program. Your responses will be kept confidential and will not be shared with anyone outside of the program.

1. How satisfied are you with the overall quality of the program?

Very Satisfied _____
 Satisfied _____
 Not Satisfied _____
 Not Sure _____

2. Do you feel that:

A. Your child is safe in this program? _____
 B. Your child is happy in this program? _____

3. How are you satisfied with the program's language instruction?

A. How children develop at different ages (e.g., walk, talk, etc.) _____
 B. Your child is learning and developing _____
 C. Your child is happy in the program _____
 D. Your child is learning the language _____

4. What can you do to help your child learn and develop?

Reading skills _____
 Writing skills _____
 Social skills (interacting with the community, peer relationships and making friends) _____
 Problem solving _____
 Math skills _____
 Science skills _____
 Music skills _____
 Art skills _____
 Physical education skills _____
 Language development _____
 Social skills _____
 Other _____

5. What can you do to help your child learn and develop?

A. _____
 B. _____
 C. _____
 D. _____
 E. _____
 F. _____
 G. _____
 H. _____
 I. _____
 J. _____
 K. _____
 L. _____
 M. _____
 N. _____
 O. _____
 P. _____
 Q. _____
 R. _____
 S. _____
 T. _____
 U. _____
 V. _____
 W. _____
 X. _____
 Y. _____
 Z. _____
 AA. _____
 AB. _____
 AC. _____
 AD. _____
 AE. _____
 AF. _____
 AG. _____
 AH. _____
 AI. _____
 AJ. _____
 AK. _____
 AL. _____
 AM. _____
 AN. _____
 AO. _____
 AP. _____
 AQ. _____
 AR. _____
 AS. _____
 AT. _____
 AU. _____
 AV. _____
 AW. _____
 AX. _____
 AY. _____
 AZ. _____
 BA. _____
 BB. _____
 BC. _____
 BD. _____
 BE. _____
 BF. _____
 BG. _____
 BH. _____
 BI. _____
 BJ. _____
 BK. _____
 BL. _____
 BM. _____
 BN. _____
 BO. _____
 BP. _____
 BQ. _____
 BR. _____
 BS. _____
 BT. _____
 BU. _____
 BV. _____
 BV. _____
 BW. _____
 BX. _____
 BY. _____
 BZ. _____
 CA. _____
 CB. _____
 CC. _____
 CD. _____
 CE. _____
 CF. _____
 CG. _____
 CH. _____
 CI. _____
 CJ. _____
 CK. _____
 CL. _____
 CM. _____
 CN. _____
 CO. _____
 CP. _____
 CQ. _____
 CR. _____
 CS. _____
 CT. _____
 CU. _____
 CV. _____
 CV. _____
 CW. _____
 CX. _____
 CY. _____
 CZ. _____
 DA. _____
 DB. _____
 DC. _____
 DD. _____
 DE. _____
 DF. _____
 DG. _____
 DH. _____
 DI. _____
 DJ. _____
 DK. _____
 DL. _____
 DM. _____
 DN. _____
 DO. _____
 DP. _____
 DQ. _____
 DR. _____
 DS. _____
 DT. _____
 DU. _____
 DV. _____
 DV. _____
 DW. _____
 DX. _____
 DY. _____
 DZ. _____
 EA. _____
 EB. _____
 EC. _____
 ED. _____
 EE. _____
 EF. _____
 EG. _____
 EH. _____
 EI. _____
 EJ. _____
 EK. _____
 EL. _____
 EM. _____
 EN. _____
 EO. _____
 EP. _____
 EQ. _____
 ER. _____
 ES. _____
 ET. _____
 EU. _____
 EV. _____
 EV. _____
 EW. _____
 EX. _____
 EY. _____
 EZ. _____
 FA. _____
 FB. _____
 FC. _____
 FD. _____
 FE. _____
 FF. _____
 FG. _____
 FH. _____
 FI. _____
 FJ. _____
 FK. _____
 FL. _____
 FM. _____
 FN. _____
 FO. _____
 FP. _____
 FQ. _____
 FR. _____
 FS. _____
 FT. _____
 FU. _____
 FV. _____
 FV. _____
 FW. _____
 FX. _____
 FY. _____
 FZ. _____
 GA. _____
 GB. _____
 GC. _____
 GD. _____
 GE. _____
 GF. _____
 GG. _____
 GH. _____
 GI. _____
 GJ. _____
 GK. _____
 GL. _____
 GM. _____
 GN. _____
 GO. _____
 GP. _____
 GQ. _____
 GR. _____
 GS. _____
 GT. _____
 GU. _____
 GV. _____
 GV. _____
 GW. _____
 GX. _____
 GY. _____
 GZ. _____
 HA. _____
 HB. _____
 HC. _____
 HD. _____
 HE. _____
 HF. _____
 HG. _____
 HH. _____
 HI. _____
 HJ. _____
 HK. _____
 HL. _____
 HM. _____
 HN. _____
 HO. _____
 HP. _____
 HQ. _____
 HR. _____
 HS. _____
 HT. _____
 HU. _____
 HV. _____
 HV. _____
 HW. _____
 HX. _____
 HY. _____
 HZ. _____
 IA. _____
 IB. _____
 IC. _____
 ID. _____
 IE. _____
 IF. _____
 IG. _____
 IH. _____
 II. _____
 IJ. _____
 IK. _____
 IL. _____
 IM. _____
 IN. _____
 IO. _____
 IP. _____
 IQ. _____
 IR. _____
 IS. _____
 IT. _____
 IU. _____
 IV. _____
 IV. _____
 IW. _____
 IX. _____
 IY. _____
 IZ. _____
 JA. _____
 JB. _____
 JC. _____
 JD. _____
 JE. _____
 JF. _____
 JG. _____
 JH. _____
 JI. _____
 JJ. _____
 JK. _____
 JL. _____
 JM. _____
 JN. _____
 JO. _____
 JP. _____
 JQ. _____
 JR. _____
 JS. _____
 JT. _____
 JU. _____
 JV. _____
 JV. _____
 JW. _____
 JX. _____
 JY. _____
 JZ. _____
 KA. _____
 KB. _____
 KC. _____
 KD. _____
 KE. _____
 KF. _____
 KG. _____
 KH. _____
 KI. _____
 KJ. _____
 KK. _____
 KL. _____
 KM. _____
 KN. _____
 KO. _____
 KP. _____
 KQ. _____
 KR. _____
 KS. _____
 KT. _____
 KU. _____
 KV. _____
 KV. _____
 KW. _____
 KX. _____
 KY. _____
 KZ. _____
 LA. _____
 LB. _____
 LC. _____
 LD. _____
 LE. _____
 LF. _____
 LG. _____
 LH. _____
 LI. _____
 LJ. _____
 LK. _____
 LL. _____
 LM. _____
 LN. _____
 LO. _____
 LP. _____
 LQ. _____
 LR. _____
 LS. _____
 LT. _____
 LU. _____
 LV. _____
 LV. _____
 LW. _____
 LX. _____
 LY. _____
 LZ. _____
 MA. _____
 MB. _____
 MC. _____
 MD. _____
 ME. _____
 MF. _____
 MG. _____
 MH. _____
 MI. _____
 MJ. _____
 MK. _____
 ML. _____
 MM. _____
 MN. _____
 MO. _____
 MP. _____
 MQ. _____
 MR. _____
 MS. _____
 MT. _____
 MU. _____
 MV. _____
 MV. _____
 MW. _____
 MX. _____
 MY. _____
 MZ. _____
 NA. _____
 NB. _____
 NC. _____
 ND. _____
 NE. _____
 NF. _____
 NG. _____
 NH. _____
 NI. _____
 NJ. _____
 NK. _____
 NL. _____
 NM. _____
 NN. _____
 NO. _____
 NP. _____
 NQ. _____
 NR. _____
 NS. _____
 NT. _____
 NU. _____
 NV. _____
 NV. _____
 NW. _____
 NX. _____
 NY. _____
 NZ. _____
 OA. _____
 OB. _____
 OC. _____
 OD. _____
 OE. _____
 OF. _____
 OG. _____
 OH. _____
 OI. _____
 OJ. _____
 OK. _____
 OL. _____
 OM. _____
 ON. _____
 OO. _____
 OP. _____
 OQ. _____

PRESENTER NOTES:

Activity: Option One (1) – Becoming Familiar with the Parent Survey

Selected Results for Children and Families Training

Becoming Familiar with the Parent Survey

Session 4

GOALS:

The goal of this activity is to provide the participants with the opportunity to become familiar with the Parent Survey.

MATERIALS REQUIRED:

Parent Survey

Time: 15-20 minutes

ACTIVITY PROCESS 55 OPTION ONE

1. Participants will form small groups of 10-12 people to review and discuss the Parent Survey.
2. Participants read the Parent Survey, and then discuss how the responses might benefit their program.
3. Ask participants to complete the Parent Survey form. Have participants take on the role of a parent evaluating an imagined program.

ACTIVITY PROCESS 55 OPTION TWO

4. Ask the participants to form small groups of 10-12 people to review and discuss the Parent Survey.
5. Have participants note what made sense, what surprised them, and what they still have questions about.

Copyright © 2011, California Department of Education, Child Development Division with Inroads Center for Child and Family Studies, Center for Health, Safety, and Rights

DESIRED RESULTS TRAINING

Slide 6




PARENT SURVEY AND DFP Handout

Desired Results

Desired Results

Becoming Familiar with the Parent Survey

TAKING A LOOK

	This makes sense to me.
	This surprises me.
	I have questions about this.

©2017 California Department of Education. Desired Results T & TA Project

©2017 California Department of Education



PRESENTER NOTES:

Activity: Option Two (2) – Becoming Familiar with the Parent Survey

DESIRED RESULTS TRAINING

Slide 7

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Data from Parent Surveys is...</h3> <ul style="list-style-type: none">• Compiled by contract• Analyzed to identify key findings• Used to write the Parent Survey Summary of Findings
Desired Results	  <p><small>©2017 California Department of Education</small></p>

PRESENTER NOTES:

The data collected from the Parent Surveys is grouped and analyzed. Administrators then identify key findings and develop action steps to complete the Parent Survey Summary of Findings.

DESIRED RESULTS TRAINING

Slide 8

PARENT SURVEY AND DFP Handout

Desired Results	<p>Find forms on the Desired Results Web site <u>www.wested.org/desiredresults</u> to assist in compiling data.</p>  <p><small>©2017 California Department of Education</small></p>
Desired Results	

PRESENTER NOTES:

The next three slides are intended to help new administrators know where to find resources to help them compile data.

DESIRED RESULTS TRAINING
Slide 9

PARENT SURVEY AND DFP
Handout

Desired Results

Desired Results

Parent Survey Group Data Summary Excel File

Parent	Q1	Question 2			Question 3			
		VS	S	NS	A-Y	A-N	B-Y	B-N
1		x			x		x	
2			x			x		x
3				x		x	x	
4			x			x	x	
5		x			x		x	
6					x			x
7			x			x	x	
8		x			x			x
9				x		x		x
10				x	x			x
11				x	x		x	
12			x		x		x	
13		x				x		x
14				x	x		x	
15		x			x		x	

©2017 California Department of Education

PRESENTER NOTES:

Programs may download the Parent Survey Group Data Summary Excel file from the Desired Results Web site.

DESIRED RESULTS TRAINING
Slide 10

PARENT SURVEY AND DFP
Handout

Desired Results	Parent Survey Group Data Summary Excel File												
	SUMMARY TOTALS												
Desired Results	Question 2			Question 3				Question 4					
	# VS	# S	# NS	# A-YES	# A-NO	# B-YES	# B-NO	# A-YES	# A-NO	# B-YES	# B-NO	# C-YES	# C-NO
	9	12	12	16	17	17	16	18	15	21	12	20	13
	VS	S	NS	A YES	A NO	B YES	B NO	A YES	A NO	B YES	B NO	C YES	C NO
	27%	36%	36%	48%	52%	52%	48%	55%	45%	64%	36%	61%	39%
	Total %			Total %		Total %		Total %		Total %		Total %	
	100%			100%		100%		100%		100%		100%	



©2017 California Department of Education

PRESENTER NOTES:

- The Parent Survey Group Data Summary Excel file is structured much like the DRDP (2015) Group Data Summary file.
- It provides numbers and percentages for the possible response options.
- There are two (2) worksheets - the Input Data sheet and the Overview sheet.

PARENT SURVEY AND DFP Handout

[illegible]



PRESENTER NOTES:

- There is also a Parent Survey Group Data Summary Tally Sheet for calculating parents' responses by hand.
- After the Parent Survey Group Data Summary is complete, the next step is to analyze the data.

DESIRED RESULTS TRAINING

Slide 12

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Desired Results Parent Survey</h3> <ul style="list-style-type: none">• EESD requires the Parent Survey to be distributed one time a year.• Getting parents to return surveys is important.• Good strategies for getting surveys back does NOT include punishing children for parents not returning the survey.  
Desired Results	

©2017 California Department of Education

PRESENTER NOTES:

See Activity Sheet - Parent Survey Returns

The Parent Survey is distributed to find out how they are feeling about our program. The data is then gathered to inform the Summary of Findings.



Trainer note: Before revealing bullet 3, tell participants there will be a contest and they should consider how this contest may pertain to collecting parent surveys. Tell participants to raise their hand if they have what you are looking for, and they will receive a reward. Give each person who raises their hand a piece of candy.

1. Who received a warm hug from a loved one this morning? Raise your hand.
 2. Who has parents who always attended their school events? Raise your hand.
 3. Who has had a surprise party thrown for them? Raise your hand.
- Pause after the second question and ask a few of the participants that did not receive a piece of candy how they are feeling.
 - When you have completed the activity ask participants what they think this activity may have to do with collecting Parent Surveys? Give everyone a piece of candy and reveal the last bullet. Share that children do not have control over their families and should not be punished for their actions.
 - Remind them that their strategies should NOT include punishing children, e.g., child gets a sticker if the survey is returned, child gets a prize if the survey is returned, etc.
 - Having a positive relationship with parents will increase the odds of your getting a survey back.

DESIRED RESULTS TRAINING

Slide 13

PARENT SURVEY AND DFP Handout

Desired Results	<p>13</p> <p>Provide this... and they will return!</p> <ul style="list-style-type: none">• With the participants at your table, assign a recorder and a reporter.• With your table group, write down your successful strategies for collecting parent surveys.• Be prepared to share your top three.  
Desired Results	<p>©2017 California Department of Education</p>

PRESENTER NOTES:


Trainer note: Depending on the size of your group this can be a table or elbow partner activity.

- Provide participants with 3 x 5 index cards. Write one idea per card.
- Give time for participants to share out their top three.
- **Slide introduction:** “Getting Parent Surveys returned can be tricky, but I also know the answer is typically in the room! Now we are going to work smarter, not harder, and take this opportunity to share some of our most successful strategies for collecting Parent Surveys.”
- Introduce the activity (about 5 minutes for brainstorming and 5 minutes for sharing out).
- Share with participants that the ideas will be collected, compiled, and posted on the Web site by the end of October.

DESIRED RESULTS TRAINING

Slide 14

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Motivating Parents to Return the Survey</h3> <ul style="list-style-type: none">• Review the Parent Survey with families at a parent meeting prior to giving it to families.• Host a <i>Just for the Fun of It</i> night periodically.• Provide a comfortable space to complete.
Desired Results	<ul style="list-style-type: none">• Share the <i>Watching My Child Grow</i> DVD with families so they understand Desired Results.• Provide a small reward such as a raffle ticket, prize, etc.  <p><small>©2017 California Department of Education</small></p>

PRESENTER NOTES:

Trainer note: Go through each bullet briefly that has not already been addressed by the group.

- To ensure family members have a clear understanding of the Parent Survey's purpose and contents, many sites review the survey during a parent meeting and have families fill them out during or after the review.
- *Just for the Fun of it Night* might include movie, potluck dinner, game night. Families are more apt to come out if it involves fun, family and food!
- See handout with other strategies.
- Providing a comfortable space to fill out the survey could be a treat for busy families. Provide adult size chairs, soft music, and refreshments such as coffee, tea, and muffins, or a bowl of treats.
- *Watching My Child Grow* gives families a great overview of the Desired Results System which may encourage more understanding and support from families.
- Suggestion for gift: one program took a photo of each child and put it in a frame from the dollar store.
- Raffle prize might be donated by local stores or other community organizations.

DESIRED RESULTS TRAINING

Slide 15

PARENT SURVEY AND DFP

Handout

Desired Results

Desired Results

Completing the Parent Survey Summary of Findings

EE80 4003

California Department of Education
Early Education and Support Division
March 2016

Parent Survey Summary of Findings

Coordinator Legal Name	Coordinator Title and/or FCHEN
Planning Date	Lead Planner Name and Position
Follow-up Date(s)	Lead Planner Name and Position

This form can be expanded and is not limited to a single page.

Key Findings from Parent Surveys	Action Steps (including communication, training, activities, plans, assessment updates, and expectation changes)	Expected Completion Date and/or Ongoing Implementation and Parental Responsibilities	Follow-up and Reflection (change notes, next completed, time extended)

©2017 California Department of Education

PRESENTER NOTES:

Activity: Completing the Parent Survey Summary of Findings and Exploring the Action Step Further Activity (30 minutes)

- After collecting the Parent Surveys, compile the data and use that data to write a Summary of Findings.
- Find the Summary of Findings in the handouts.
- Walk through the handout.
- The process is the same for each Summary of Findings completed, i.e., the DRDP and the ERS.

Desired Results for Children and Families Training

Completing the Parent Survey Summary of Findings

GOALS:
Participants will learn to identify key findings. These findings will be used to inform program action steps on the Parent Survey Summary of Findings form.

MATERIALS:
• Parent Survey Data Summary (Sample)
• Parent Survey Summary of Findings form

Time: 15 – 20 minutes

ACTIVITY PROCEDURE:

1. Have participants work in small groups.
2. Explain to participants that key findings are based upon the survey results that have been compiled.
Example: Question #10 shows that 95% of parents said, "I'm when asked, "Do you feel you have enough information on what you can do to help your child learn and develop?"
3. Participants may use the above example to write key findings. Fill in the first column of the Summary of Findings form.
Example: A key finding, using the example above, is that over 1/2 of the parents feel they don't have enough information on what they can do to help their child learn and develop.

Copyright © 2017 California Department of Education. All rights reserved. Division of Early Education. 10/17/17

DESIRED RESULTS TRAINING

Slide 16

PARENT SURVEY AND DFP Handout

Desired Results

Completing the Parent Survey Summary of Findings

ESRD 4003

California Department of Education
Early Education and Support Division
March 2016

Parent Survey Summary of Findings

Contractor Legal Name ABC Preschool Planning Date 1/15/2016 Follow-up Date(s) 2/25/2016	Contract Type and/or FOCHE CCDF, CCDF Lead Planner Name and Position Ms. Jones - Director Lead Planner Name and Position
---	---

This form can be expanded and is not limited to a single page.

Key Findings from Parent Surveys	Action Steps (including communication, training, activities, materials, and intervention strategies)	Expected Completion Date (month, day, year) Implementation and Person Responsible	Follow-up and Evaluation (Changes made, date, assessment, time estimates)
50% of families did not receive information on the experience and history of program staff.	All staff will write biographies of themselves, including their education level, and work experience as it pertains to working with children. These will be posted on the front door of all preschool classrooms. Family child care teachers will carry a biography with them and offer one to each family.	1/15/2016- Ms. Jones	
40% of families did not receive information about the schedule of daily activities.	Families will be invited to join "Guided" an activity and share answers to the survey the weekly schedule and specific daily activities. The staff will include strategies the families can try at home that connect with the weekly activities to make a home-school connection. Classroom teachers will have copies of weekly schedules posted on Monday mornings and by the sign-in sheet for families to take home.	5/14/2016- Ms. Laura (Rev2) Ms. Lisa (Rev2)	

©2017 California Department of Education

Desired Results

PRESENTER NOTES:

Be specific when writing action steps. For example, instead of saying "Send home monthly newsletter," try "Send home newsletter that includes a section, How to Support Children's Growth and Development." Using the language from the survey may be helpful.

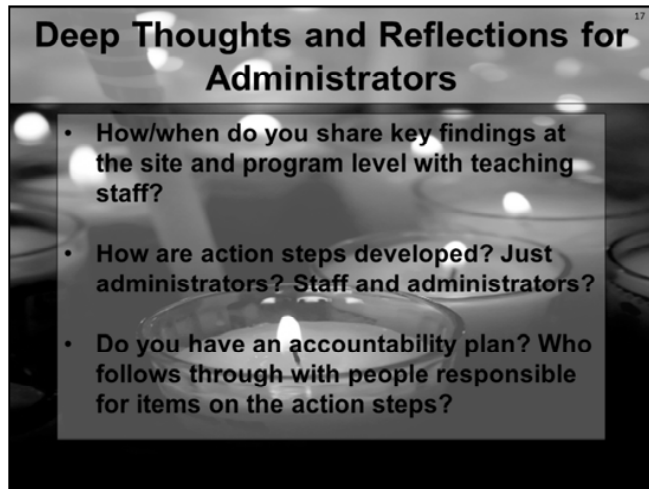
Also consider if the information provided is written in parent's home language?

Has the information been offered multiple ways, such as a parent night, follow up newsletter, personal note home, online video presentation, or PowerPoint with voice over?

DESIRED RESULTS TRAINING

Slide 17

PARENT SURVEY AND DFP Handout



Deep Thoughts and Reflections for Administrators

- How/when do you share key findings at the site and program level with teaching staff?
- How are action steps developed? Just administrators? Staff and administrators?
- Do you have an accountability plan? Who follows through with people responsible for items on the action steps?

PRESENTER NOTES:

Give participants 10 minutes to discuss these questions at the table groups or with their elbow partner.

DESIRED RESULTS TRAINING
Slide 18

PARENT SURVEY AND DFP
Handout

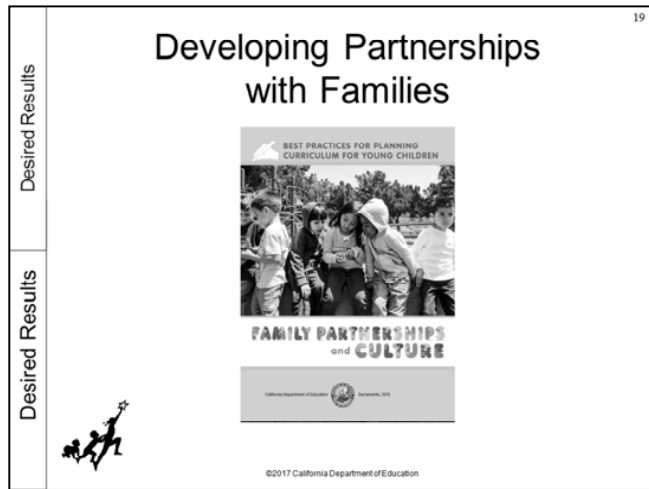


PRESENTER NOTES:

DESIRED RESULTS TRAINING

Slide 19

PARENT SURVEY AND DFP Handout



PRESENTER NOTES:

Now we will look at developing partnerships with families and how to effectively use the Parent Survey and the Child's Developmental Progress form when conferencing with families.

We will also take a look into the Family Partnership and Culture Publication from California Department of Education. A big part of building long lasting family partnerships is tapping into the family as a primary resource.

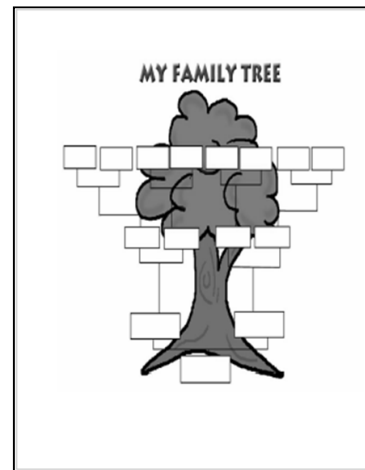
“This publication promotes understanding of children’s cultural or multicultural experiences at home and helps teachers use those experiences as building blocks for teaching and learning in early education settings” (Family Partnership and Culture, p. v).

DESIRED RESULTS TRAINING

Slide 20

Desired Results	<h3>Making a Family Tree</h3>
	<p>©2017 California Department of Education</p>

PARENT SURVEY AND DFP Handout



PRESENTER NOTES:

Activity: Make a Family Tree

Self examination and self awareness are powerful tools for forming meaningful relationships with others. This activity is adapted from the CDE publication, Family Partnerships and Culture. It allows teachers to appreciate the strength of their own cultural group, and gives the opportunity to appreciate other cultures.

Activity Sheet: Making a Family Tree

INTENT: Provide opportunity for teachers to self-reflect on their own families and the culture and beliefs they bring to the classroom/program.

GOAL: Help teachers to see the culture, beliefs and attitudes that families bring into their programs are important and need to be appreciated.

MATERIALS REQUIRED:

- PowerPoint slide
- Family tree graphic
- Pages 7-8 of the Family Partnership and Culture publication

TIME: 15 minutes

ACTIVITY PROCESS:

1. Make sure each participant has a family tree graphic.
2. Participants are to complete their family tree to the best of their ability.
3. Invite participants to bring in one object, shape, or symbol that they could share on their family tree representing a family dimension that has great meaning in their family culture. For example, some may draw food because it is always a part of every celebration, a special object because it has been passed down for generations, etc.
4. Once participants have completed their tree and drawing, provide time for each table group to share with each other.
5. When they are done, they reflect on the questions on the next slide.
6. They pass out pages 7-8, to share other ways to self-reflect on culture and family.

REFLECTION:

- Encourage participants to share out answers to the questions on the slide.
- Ask participants, how this activity can be beneficial in their classroom/program?
- Clarify any questions the group has.

OPTIONS:

- Encourage participants to do the family tree activity with families and children they serve.

© 2017 California Department of Education

Desired Results	<h3>Making a Family Tree</h3> <ul style="list-style-type: none"> • What ethnic groups are reflected in your family? • What cultural traditions are represented? • What family practices have been passed down in your family? • Why are they important to you?
	 <p style="font-size: small;">©2017 California Department of Education</p>

PRESENTER NOTES:

As you finish your family tree, reflect on these questions for yourself. Now as a teacher, how are you bringing this information about the children and families you serve into your program?

Remember to take time and learn about the children in the program and their families. Become familiar with the cultural group with which the children's families' identify, recognizing that each family creates its own "culture" by drawing from their members' interpretations.

"Over time, gather information about things the families do, their customs, habits, routines, and preferences. Embrace and value others' cultural perspectives" (Family Partnership and Culture, p. 7).

Pages 7- 9 of the Family Partnerships and Culture publication, provide several other strategies for self reflection on cultural background and perspectives.

DESIRED RESULTS TRAINING

Slide 22

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Do You See What I See?</h3> <ul style="list-style-type: none"> • Look at the abstract piece of art with an elbow partner? • Discuss what you see for 3-5 minutes. • Be ready to share with the group.
	 <p>©2017 California Department of Education</p>


PRESENTER NOTES:

Note to trainer:

This activity is adapted from “Project Exceptional, Volume 2A Guide for Training and Recruiting Child Care Providers to serve Young Children with Disabilities.”

Do You See What I See?

This activity is from Project Exceptional



INTENT:
This activity is intended as an icebreaker to illustrate that perceptions vary from one person to another.

GOAL: Participants will have the opportunity to reflect on how their perceptions may differ from those of others.

MATERIALS REQUIRED:

- PowerPoint slides
- Piece of abstract art (e.g., an art print, a sculpture) TIP: Select abstract art that lends itself to multiple interpretations, not a piece of work with a “fiddler” image in the design.

TIME: 10-15 minutes

ACTIVITY PROCESS:

1. Participants work with an elbow partner.
2. Invite participants to look at and think about the abstract art presented. (2-3 minutes.)
3. Do not make any comments about the art.
4. After one to two minutes, instruct the participants to turn to the person next to them and share what they saw. Allow 3-5 minutes for a brief discussion.
5. Return the group's attention. Ask for volunteers to share views. Trainer holds up the art while asking for responses.
6. Accept all answers and, after hearing a range of responses, circle with the key points on the slides. Some possible responses include: an adult, child drawing, vibrant energy, flow, and strong branches off a tree, women holding a baby, the back of a woman walking.
7. Share key point slides and look at trainer's notes in the PowerPoint that offer additional information.

OPTIONS:

1. Trainer may make a piece of art and use it for this activity.
2. Each pair does not need their own piece. Instead, trainer holds up or places art in the front for all to see.

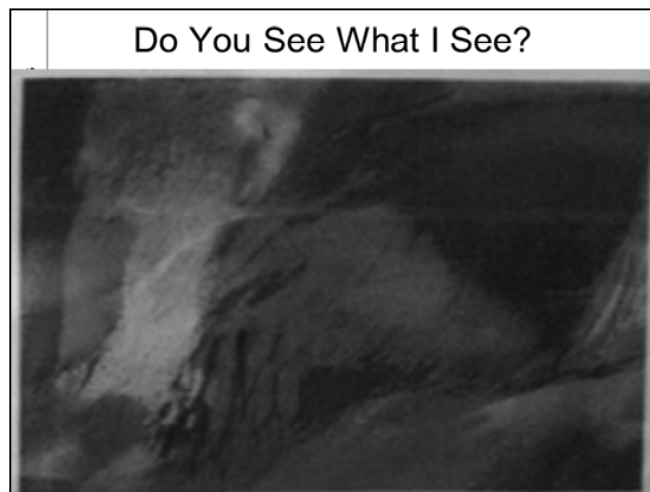
© 2018 California Department of Education. All rights reserved.

DFP - 55

DESIRED RESULTS TRAINING

Slide 23

PARENT SURVEY AND DFP Handout




PRESENTER NOTES:

DESIRED RESULTS TRAINING

Slide 24

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Do You See What I See?</h3> <ul style="list-style-type: none">• Perceptions are as unique and diverse as human beings.• Rarely will two individuals see or hear exactly the same thing.• It is often difficult to see things as others may see them.• Each person's view or perception is of equal value. <p><small>- Project Exceptional, Volume 2: A Guide for Training and Recruiting Child Care Providers to Serve Young -Children with Disabilities, CDE Sacramento (1996), pp 96-97.</small></p> 
Desired Results	


©2017 California Department of Education

PRESENTER NOTES:

DESIRED RESULTS TRAINING

Slide 25

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Do You See What I See?</h3> <ul style="list-style-type: none">• There is no right or wrong about individual perceptions.• We learn from each other when different perspectives are shared. <p><small>- Project Exceptional, Volume 2: A Guide for Training and Recruiting Child Care Providers to Serve Young -Children with Disabilities. CDE Sacramento (1996), pp 96-97.</small></p> 
Desired Results	<p><small>©2017 California Department of Education</small></p>

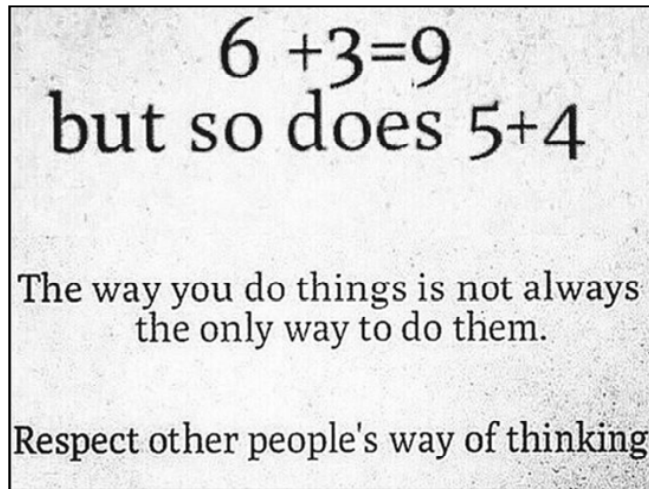
PRESENTER NOTES:

- Abstract art lends itself to multiple interpretations by viewers. As in personal perceptions of life events, there is not a “right” or “wrong” to what one perceives.
- When people share differing perspectives, they almost always learn something new.
- What does this have to do with families? It is a reminder that we call from different perspectives and if we can keep this in mind it can help us in building positive relationships with our families.

DESIRED RESULTS TRAINING

Slide 26

PARENT SURVEY AND DFP Handout



PRESENTER NOTES:

DESIRED RESULTS TRAINING

Slide 27

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Building Successful Relationships With Families</h3> <p>What does it take to build successful relationships?</p> <ul style="list-style-type: none"> • Mutual trust and respect • Environments that give positive messages to families like, "You belong here." • Supportive communication • Recognition of working with families as partners
	<p>What else does it take?</p>  <p>©2017 California Department of Education</p>

Strategies for Building Successful Relationships with Families

- ▼ Learn the names of each child's family members and greet each family member by name - everyday!
- ▼ Focus on the strengths of families - They know their child better than anyone else.
- ▼ In the classroom, create an effective photo display of the families enrolled in the program.
- ▼ Acknowledge family support to the program by posting thank you messages on a display board where all families can view the messages when bringing and picking up children.
- ▼ Send positive notes home often.
- ▼ Make positive phone calls home often.
- ▼ Check in often with families about how their child is feeling about school.
- ▼ Send home "Good News Postcards" often.
- ▼ Understand how key factors for parent involvement: Lack of information, One message won't do. By letters and notes and signs and calls and TV and radio and newspapers. Repetition works and works and works!
- ▼ Provide a local parent newsletter. One sheet of paper is best.
- ▼ Create a survey that gives families options for how to support the program.
- ▼ Provide a volunteer training about specific areas of learning for family members who would like more information about how to support children in the classroom.
- ▼ Offer family evenings! Read cover specific topics each day:
 - **Game Night** (bring their favorite games to share and play. You may also provide games for families to rotate and take).
 - **Storytelling Night** (ask a local librarian to visit to tell read stories to the families).
 - **Music Night** (ask a high school or middle school band to perform or have a music and movement event with children and families).
 - **Discovery Night** (ask up "howlers" with math or science materials and activity cards for families to do with their children).
- ▼ Know the SECRET to getting parents to attend meetings at school make sure they know they're genuinely invited.
- ▼ During meetings share other children, food, and coffee prices.
- ▼ Develop written policies encouraging parent involvement. If it's not in policy, the message is we don't care much about it.

© 2018 California Department of Education. All rights reserved.
DFP - 58

PRESENTER NOTES:

Activity Sheet #2 –Building Successful Relationships with Families (15 minutes)

- Mutual trust and respect– Families feel like they are heard and that their opinion matters.
- Environments give the message that families are important by reflecting their culture and ethnicity; they are welcome in the classroom.
- Communication happens on a regular basis that is supportive, such as contacting the family with positive information about their child before something negative happens.
- Letting parents know that you want to work as a partner and that the parent is the child's first teacher.

Building Successful Relationship with Parents

GOALS:

- 1. Establish a positive relationship with parents.
- 2. Establish a positive relationship with parents.
- 3. Establish a positive relationship with parents.

STRATEGIES:

- 1. Establish a positive relationship with parents.
- 2. Establish a positive relationship with parents.
- 3. Establish a positive relationship with parents.

© 2018 California Department of Education. All rights reserved.
DFP - 57

DESIRED RESULTS TRAINING
Slide 28

PARENT SURVEY AND DFP
Handout

Desired Results	<h3>Strategies for Building Relationships</h3> <ul style="list-style-type: none">• Learn first, teach second.• Participate in community cultural gatherings that are open to the public. <p>http://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf</p> 
Desired Results	 <p>©2017 California Department of Education</p>

PRESENTER NOTES:

These are examples of strategies to start the lines of communication with families.



Participate in community cultural gatherings that are open to the public. If you are invited, your attendance at cultural celebrations may provide an opportunity to foster relationships with the children and families.

Take a moment and turn to Family Partnerships and Culture [CDE], pp 8-9 now to see more strategies you can use.

Debrief: Remind participants that “Mistakes will certainly be made and are part of the learning process. Although cultural responsiveness may be challenging, it can ultimately be a source of deep joy and meaningful relationships” (Family Partnerships and Culture [CDE], p. 98).

DESIRED RESULTS TRAINING

Slide 29

Desired Results	<h3>Family Values</h3> <p>How does our program...</p> <ul style="list-style-type: none"> Value families and their contribution to children's learning? Approach cultural diversity with an open mind? Apply knowledge gained about families, including their values and beliefs, to teaching and learning? 
Desired Results	 <p>©2017 California Department of Education</p>

PARENT SURVEY AND DFP Handout

Questions to Expand Understanding of Families

A home visit, parent-teacher conference, parent visit, parent workshop, or even a chance visit can help staff members learn more about the culture and families of the children served. The sample questions in the appendix focus on valuable information necessary to understand family life. Some questions ask for basic information that is not controversial or personal. Some ask more questions. They should be posed only after familiarity, comfort, and trust have been established between staff members and family.

Explaining the motives for asking questions (e.g., a desire to know the child's life so the family can be better served) lays the groundwork. The first step is to start with the natural and observable aspects of family life that family members are likely comfortable sharing before asking parents to disclose more personal information about the inner workings of their family. It is preferable to avoid covering all these domains in a single session with families. Ideally, such conversations take place over time. The conversation should always end on a positive note—a compliment, an affirmation of what seems to be working well, a positive note about the child, something humorous. If all else fails, some food or a piece of chocolate may work the most intrusive and personal questions should be saved for the end.

Family structure: the people who belong to the family, their duties, roles, and authority, how they are organized, and the processes they use to carry out functions.

- With members of the family, draw a family tree that includes three generations of the members of the family, indicating names, ages, educational level, and occupation. Indicate who lives in the same household as the child.
- Who takes care of the child: feeding, bathing, putting to bed, taking to school, when ill? Who answers to one person (the mother, father, or grandmothers) the sole caregiver?
- Who else participates or helps in the caregiving?
- Do caregivers agree about the best way to feed, bathe, discipline, and soothe the child?

PRESENTER NOTES:

Families have valuable information necessary in understanding the children you serve. “To develop a partnership and to tap into the family as a primary resource, teachers and program staff must reach out to families, learn about, and develop strong partnerships with them. This process requires openness to learning and an effort to understand the individuality each family and the diversity of the families from which the children come.” (Family partnership and Culture p. x)



Trainer note:

Before this activity, have three chart papers posted with each of the questions written on them. Post them throughout the room.

Have teachers write a response to each of these questions on a sticky note and post their response on the appropriate chart paper.

DESIRED RESULTS TRAINING
Slide 30

PARENT SURVEY AND DFP
Handout

Desired Results	<h3>Family Values</h3> <ul style="list-style-type: none">• Review pages 100-105.• Number the sections 1-10.• Discuss in small groups the sections that are easy to discuss with families.• Discuss which sections are more difficult to discuss and why. 
Desired Results	 <p>©2017 California Department of Education</p>


PRESENTER NOTES:

Provide pages 100-105 from the Family Partnership and Culture publication.

DESIRED RESULTS TRAINING

Slide 31

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Family Values</h3> <ul style="list-style-type: none">• It's often easier to discuss aspects that families are comfortable sharing such as celebrations, goals for their child, etc.• It may take time for families to disclose more personal information such as child rearing, gender roles, etc.  <p>©2017 California Department of Education</p>
Desired Results	<p>YOU ADD VALUE TO PEOPLE WHEN YOU VALUE THEM john maxwell</p>

PRESENTER NOTES:

DESIRED RESULTS TRAINING

Slide 32

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Supporting Teachers to Identify Their Conference Strengths and Fears</h3>	
	<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>Dream Card</p> <p>List positive feelings you have about parent conferences.</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <p>Nightmare Card</p> <p>List negative feelings or fears you have about parent conferences.</p> </div>

©2017 California Department of Education

PRESENTER NOTES:

See Activity Sheet #6 Conference Dream and Nightmare Activity (10 minutes).

Conference Dreams and Nightmares

INTENT:
This activity is intended to be done with teachers and to give participants insight into how staff members feel about parent conferencing.

GOALS: Participants will be able to learn the positive and negative feelings staff members have about conferences. If staff members have concerns about parent conferences, support can be provided as needed.

MATERIALS REQUIRED:

- PowerPoint slide
- Blue 3x5 index cards (1 per person)
- White 3x5 index cards (1 per person)

TIME: 10 minutes

ACTIVITY PROCESS:

1. Give each participant two index cards.
2. The blue card is dream card. On this card, participants list the positive feelings they have about parent conferences.
3. The white card is the nightmare card. On this card, participants list the negative feelings and fears they have about parent conferences. They do not write names on cards. Participants may briefly discuss their cards with their table group.
4. The cards are collected, sorted into dreams and nightmares, and posted for participants to read during break.

OPTIONS:



1. Participants may opt out responses.
2. Cards may be any color.

© 2014 California Department of Education. All rights reserved.
DFP - 13

DESIRED RESULTS TRAINING

Slide 33

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Purpose of the Parent Conference</h3>  <ul style="list-style-type: none">• Share the information on the Child's Developmental Progress form.• Create a parent-teacher partnership that will help the child be successful.
Desired Results	<ul style="list-style-type: none">• Provide a two-way communication opportunity that updates each partner about the child's growth and development.• Establish a relationship that makes it easier for the teacher and parents to initiate contact later. <p>Adapted from: Barry Sweeney, <i>Preparing for Parent Conferences</i> www.teachermentors.com</p>  <p>©2017 California Department of Education</p>

PRESENTER NOTES:


- The first bullet is what is required by EESD. The other bullets are considered good practice.
- Are there other reasons to conference with parents?

DESIRED RESULTS TRAINING

Slide 34


Desired Results

Preparing and Steps for a Successful Conference



- Read both pages of the handout and highlight 2-3 things that are of interest on each page.
- Share one thing that you have highlighted.

Desired Results



©2017 California Department of Education

PARENT SURVEY AND DFP Handout

Preparing for a Successful Conference

- Organize and review all assessment information for each child, including the DFP, assessment notes, observations, portfolio, and any other assessment information.
- Complete the Child Summary when it is understandable language (parent educational program), unless the home activities section is not to be completed with families. Get their input before completing the section.
- Review notes pre conference time reflecting on any possible cultural values and differences that may affect the parental perception of what you have to say.
- With concerns, try to plan in your mind a POSITIVE way to address the concern(s).
 - Positive Example:** Jan spends most of the morning watching others. **Positive Example:** Jan has so much energy that she has trouble engaging in self directed activities for more than a few minutes.
 - Supporting Example:** Yesterday, Jan entered the dramatic play area and greeted her friends from the children.
- Anticipate questions.
 - What skills and knowledge will my child be expected to master in your class?
 - What kind of information will you use to assess my child's growth and development?
 - What can I do to help enhance my child's progress?
 - How do you accommodate differences in learning?
 - How do you plan to prepare my child for the kindergarten?
- Contact families early, giving them ample notice and choices for times to meet.
- For classroom or repeated families - Invite them to be to attend the same conference or schedule their separately. Make copies of all take home materials for both parents.
- Provide a reminder one week before conference stating how much you are looking forward to meeting so you can share about their child's progress and to learn more about their child.
- The day prior to the conference call or send a reminder note home.
- Place conference reminder in a prominent place in the classroom.

© 2016 California Department of Education. All rights reserved.
DFP - 15

PRESENTER NOTES:

- Ask participants to find the handout.
- Allow 7-8 minutes for reading and 10 minutes for discussion
- Direct them to get a highlight and use it as they read.


DESIRED RESULTS TRAINING

Slide 35

Desired Results

Sorting it All Out

- Each table will receive a set of cards for a specific area of the Child's Developmental Progress Form.
- Sort cards into two categories:
 - Statements that should be included in the progress form
 - Statements that should NOT be included



©2017 California Department of Education

35

PARENT SURVEY AND DFP

Handout

Before/After/End of Session
Child's Developmental Progress Child's Name: _____
 Date of Conference: _____
 Age/Grade: _____

This form describes your child's developmental progress in achieving five broad desired results for all children:

- Children are physically and socially competent
- Children are effective learners
- Children show personal and social competence
- Children are safe and healthy

Your child's strengths include: _____

Areas your child is currently working on include: _____

We (teachers, caregivers, families) can help your child learn and develop in the program by: _____

You can help your child learn and develop at home by: _____

Person Conducting the Conference

Name: _____ Title: _____

Signature: _____

Parent/Guardian

Name: _____ Title: _____

Signature: _____

PAR-115

PRESENTER NOTES:

See Activity #5- Sorting It All Out

This activity takes 20 minutes.

Child Development Progress Form - Sorting It All Out

INTENT:
 The intent of this activity is for participants to understand that using (positive and negative statements does not support a positive relationship with families or communicate information about the child that is helpful to the family.

GOAL: Participants will be able to sort statements about a child into a Use and Don't Use category and to justify how cards were sorted.

MATERIALS REQUIRED:

- Flipchart/whiteboard
- Sample Child's Developmental Progress Form answers sheet
- Cards and Cards cards for each section of the progress form (Cards from each section are printed on different color paper.)

TIME: 20 minutes

Activity process:
 Card activity: See options listed below.

1. Give participants a blank child developmental progress form.
2. Hand out a series of cards that have positive and negative statements about a child named Jerry.
3. Participants sort the card into two categories - positive and negative.
4. Participants justify why they put the statements where they did.
5. If someone disagrees with the answers, don't panic! Listen to their reasoning.
6. **DEBATE:** What value for you see in using this activity with teaching staff?
7. Time out the answer sheet.

OPTIONS: Choose activity based on number of participants.

OPTION 1: 4 tables - Each table has a different area from progress form. Each table sorts through the cards and discusses what should be included and why, or why not.

OPTION 2: 8 tables - Same as above. In addition, provide two large forms for posting or continue like tables. After they finish the table sort for discussion and comparison, post one set.

PAR-115

DESIRED RESULTS TRAINING

Slide 36

PARENT SURVEY AND DFP Handout

Desired Results	<h3>What is Really Being Communicated?</h3> <ul style="list-style-type: none">• Only 7% of what is communicated is in words.• 53% of what is communicated comes from body language.• 40% of what is communicated comes from the tone and feeling reflected in our voice, and how we say the words. <p><small>Source: Sean Covey. <i>The Seven Habits of Highly Effective Teens. A Fireside Book</i>, Simon and Schuster, 1999. P.171.</small></p> 
Desired Results	

©2017 California Department of Education

PRESENTER NOTES:

Review the slide.



Discuss the importance of non-verbal body language.

An example might be a parent whose compliments don't seem complimentary because they are given with a gruff tone and a scowl on the face.

DESIRED RESULTS TRAINING

Slide 37

PARENT SURVEY AND DFP Handout

Desired Results	 <h3>To Really Listen...</h3> <ul style="list-style-type: none">• Listen with your eyes and your ears. Listen to the person's words, but also to what they are not saying.• Stand in their shoes.
Desired Results	<ul style="list-style-type: none">• Practice <i>mirroring</i>. A mirror reflects. Repeat back in your own words what the other person is saying and feeling. <p><small>Source: Sean Covey. <i>The Seven Habits of Highly Effective Teens. A Fireside Book</i>, Simon and Schuster, 1999. P.171-173.</small></p>  <p><small>©2017 California Department of Education</small></p>



PRESENTER NOTES:

Review the steps of really listening. Think back to the opening activity “Do You See What I See?”

- This includes listening for words, but also noticing the other person’s body language, tone of voice, and enunciation.
- Effective listening also includes trying to see the situation from the other person’s point of view, and mirroring back what you perceive that they are thinking, feeling, and saying.
- When you understand where the other person in the conversation is coming from, then you can try to make yourself understood.

DESIRED RESULTS TRAINING
Slide 38

PARENT SURVEY AND DFP
Handout

Desired Results	<h2>Mirroring Phrases</h2> <ul style="list-style-type: none">• As I get it...• So, as I see it...• I can see that you are feeling...• So, what you're saying is... <p>Source: Sean Covey. <i>The Seven Habits of Highly Effective Teens. A Fireside Book</i>, Simon and Schuster, 1999. P.175.</p> 
Desired Results	 <p>©2017 California Department of Education</p>

PRESENTER NOTES:

Share slide.



If time, ask group to share phrases similar to these. This activity could be done with teachers by:

- Asking teachers to add to the list
- Having them role play and use these phrases.

DESIRED RESULTS TRAINING

Slide 39

PARENT SURVEY AND DFP Handout

Desired Results	<h3>SLANT for Strength</h3> <ul style="list-style-type: none">• Sit up straight• Lean slightly forward• Ask questions• Nod to show interest• Track the speaker <p>Source: Dr. Allen Mendler, "Working Successfully with Difficult Students: A Discipline with Dignity Approach." Bureau of Education and Research.</p> 
Desired Results	 <p>©2017 California Department of Education</p>


PRESENTER NOTES:

1. The SLANT process is an effective listening tool, both in a conference and in the classroom.
2. This slide could be printed out and given to staff. They could post this near desk or keep in parent conference folder as a reminder.

DESIRED RESULTS TRAINING

Slide 40


PARENT SURVEY AND DFP Handout

Desired Results	<h3>Communication Troubleshooting</h3> <ol style="list-style-type: none"> 1. Parent has no phone. 2. Mom works days, Dad works nights. 3. Parent complains about everything the school and teacher does. 4. The teacher and parent do not speak the same language.
	 <p>©2017 California Department of Education</p>

PRESENTER NOTES:

See Activity # 7 - Communication Troubleshooting (10 minutes).

Communication Troubleshooting



OBJECTIVE:
This activity is intended to give participants an opportunity to problem solve some of the common challenges when it comes to communicating with parents.

GOALS: Participants will be creating solutions to common challenges they can take back to their site.

MATERIALS REQUIRED:

- PowerPoint slide
- Post-it notes
- Post-it notes for recording solutions to challenges
- Signet or signet stick, white, used to get the group's attention
- Clock or watch to track the time

TIME: 10-15 minutes

ACTIVITY PROCESS:

1. Write one challenge on each piece of chart paper.
2. Give a different challenge on chart paper to each table.
3. Each table will brainstorm and record solutions on their chart paper for five minutes.
4. At the signal, the table will pass their chart paper to the next table, review the list and add new ideas. Give them four minutes for this task.
5. Signal and have them pass paper and repeat the process for three minutes.
6. The last solution is two minutes long to review what has been written.

OPTIONS:


1. Each table may be assigned to one challenge and work on it the whole time.
2. Table groups may choose one challenge and work on it the whole time.
3. Each table may choose a "hall walk" or one person can report out.

© 2017 California Department of Education. All rights reserved.
DPP - 17

DESIRED RESULTS TRAINING

Slide 41

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Guidelines for Good Customer Service</h3> <ul style="list-style-type: none">• Be professional—Always put the customer first.• Be polite—Parents and children deserve your respect and consideration, no matter what kind of day you are having.
	 <p><small>©2017 California Department of Education</small></p>


PRESENTER NOTES:

We often forget that we are in the customer service profession. This is a great reminder as we move through the day and our lives. Consider posting the message as a reminder to teachers before they start each day in adult bathroom, by mirror, in office, etc.

DESIRED RESULTS TRAINING

Slide 42

PARENT SURVEY AND DFP Handout

Desired Results	<h3>Guidelines for Good Customer Service</h3> <ul style="list-style-type: none">• Be proud—Parents see you as experts, ready and able to deliver solutions• Be prompt—No one likes to be kept waiting.• Be personal—Parents and children want to be treated as individuals, not as the next person in line.
Desired Results	 <p>©2017 California Department of Education</p>

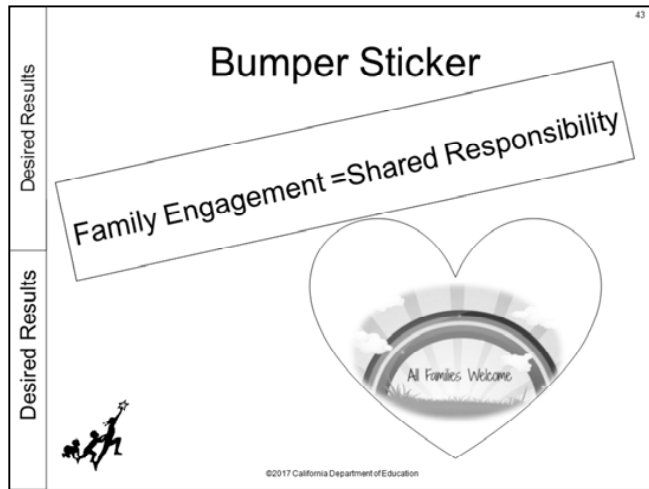
PRESENTER NOTES:

We often forget that we are in the customer service profession. This is a great reminder as we move through the day and our lives. Consider posting the message as a reminder to teachers before they start each day: in adult bathroom, by mirror, in office, etc.

DESIRED RESULTS TRAINING

Slide 43

PARENT SURVEY AND DFP Handout



PRESENTER NOTES:

Activity – Family Engagement Bumper Sticker

Trainer Note:

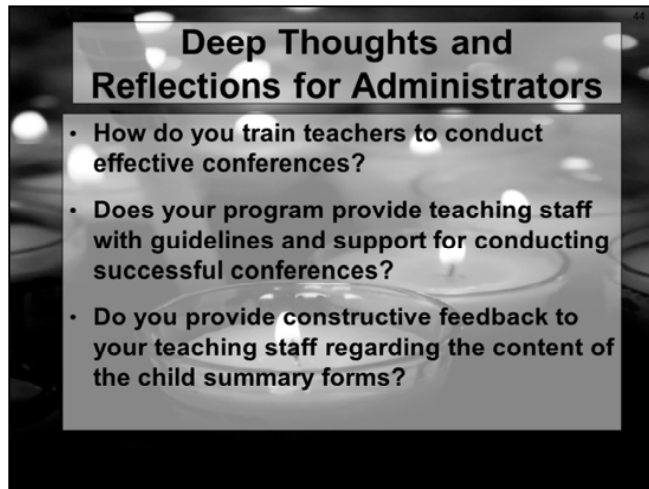
As you close this section, encourage teachers to make a statement about your agency's philosophy about Family Partnerships. Post them around the center, or in the family room of your center.



DESIRED RESULTS TRAINING

Slide 44

PARENT SURVEY AND DFP Handout



Deep Thoughts and Reflections for Administrators

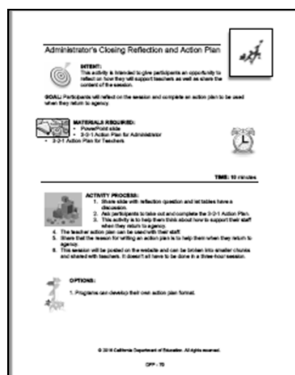
- How do you train teachers to conduct effective conferences?
- Does your program provide teaching staff with guidelines and support for conducting successful conferences?
- Do you provide constructive feedback to your teaching staff regarding the content of the child summary forms?

PRESENTER NOTES:

Activity: 10 minutes

Trainer Note:

- Give participants time to discuss these questions with table groups or elbow partners.
- Large group share out only if someone learned something they want to share.
- If you are training your teachers on how to conduct effective conferences, are you willing to share with us, in the chat box



Administrator's Closing Reflection and Action Plan

INTENT:
This activity is intended to give participants an opportunity to reflect on their own support behaviors as well as share the number of the number.

OBJECTIVE: Participants will reflect on the session and complete an action plan to be used when they return to school.

MATERIALS REQUIRED:
• Handout and
• 3-5 Action Plan for Administrator
• 3-5 Action Plan for Teacher

TIME: 10 minutes

ACTIVITY PROCEDURE:
1. Give each table reflection question and let tables have a discussion.
2. Ask participants to take out and complete the 3-5 Action Plan.
3. The activity is to have each table share their action plan with the group.
4. The teacher will share their action plan with the group.
5. Share out the action plan with the group and let each table share their action plan.
6. The action plan will be posted on the table and can be taken into another classroom and shared with teachers. If time is not to be done in a 10-minute session.

OPTIONS:
1. Participants can develop their own action plan format.

© 2018 California Department of Education. All rights reserved.
DFP - 10

DESIRED RESULTS TRAINING
Slide 45

PARENT SURVEY AND DFP
Handout

Desired Results	<div>45</div> <div>Q and A</div> <div></div> <div></div> <div>©2017 California Department of Education</div>
Desired Results	

PRESENTER NOTES:

DESIRED RESULTS TRAINING

Slide 46

PARENT SURVEY AND DFP Handout




PRESENTER NOTES:

Desired Results

Desired Results

Session IV: Desired Results Parent Survey



©2017 California Department of Education

Desired Results

Desired Results

Watching My Child Grow

WATCHING MY CHILD GROW
Video Viewing Guide

As you watch the video consider some of the following questions:

- What were some things that were of interest to you?
- In what ways will you use the information?
- What will you do to create opportunities for families to view this video?

Things I saw that were of interest to me	I will share the information by
1.	
2.	
3.	

My first step will be:

©2017 California Department of Education


Complete the Video
Viewing Guide

Desired Results

Desired Results

The Desired Results Parent Survey

- Determines parent satisfaction with their child's program
- Provides information about how parents are achieving their goals
- Gives programs access to information from parents to use to improve program quality
- Is conducted at least once per year



©2017 California Department of Education

Desired Results

Desired Results

Desired Results Parent Survey

Desired Results

Desired Results

Becoming Familiar with the Parent Survey

Desired Results

Desired Results

Becoming Familiar with the Parent Survey



TAKING A LOOK

Desired Results

Desired Results

Data from Parent Surveys is...

- Compiled by contract
- Analyzed to identify key findings
- Used to write the Parent Survey Summary of Findings

©2017 California Department of Education

Desired Results

Desired Results

Find forms on the Desired Results Web site

www.wested.org/desiredresults to assist in compiling data.




©2017 California Department of Education

Desired Results

Desired Results

Parent Survey Group Data Summary Excel File

Parent	Q1	Question 2			Question 3			
		VS	S	NS	A-Y	A-N	B-Y	B-N
1		x			x		x	
2			x			x		x
3				x		x	x	
4			x			x	x	
5		x			x		x	
6				x	x			x
7			x			x	x	
8		x			x			x
9				x		x		x
10				x	x			x
11				x	x		x	
12			x		x		x	
13		x				x		x
14				x	x		x	
15		x			x		x	



©2017 California Department of Education



Desired Results

Desired Results

Desired Results

Provide this... and they will return!

- With the participants at your table, assign a recorder and a reporter.
- With your table group, write down your successful strategies for collecting parent surveys.
- Be prepared to share your top three.

©2017 California Department of Education


Desired Results

Desired Results

Desired Results

Motivating Parents to Return the Survey

- Review the Parent Survey with families at a parent meeting prior to giving it to families.
- Host a *Just for the Fun of It* night periodically.
- Provide a comfortable space to complete.
- Share the *Watching My Child Grow* DVD with families so they understand Desired Results.
- Provide a small reward such as a raffle ticket, prize, etc.



©2017 California Department of Education

Desired Results

Desired Results

Desired Results

Completing the Parent Survey Summary of Findings

ESSED 4003


California Department of Education
Early Education and Support Division
March 2019

Parent Survey Summary of Findings

Coordinator/Leader Name	Coordinator Type and/or FEEDEN
Planning Date	Lead Planner Name and Position
Follow-up Date(s)	Lead Planner Name and Position

This form can be expanded and is not limited to a single page.

Key Findings from Parent Surveys	Action Steps (including communication, training, resources, home visitation, supports, and supervision changes)	Expected Completion Date and/or Ongoing Implementation and Person Responsible	Follow-up and Reflection (Changes Made, How, Completed, Time Estimated)



©2017 California Department of Education

Desired Results

Desired Results

Completing the Parent Survey Summary of Findings

California Department of Education
Early Education and Support Division
March 2016

ESD 4003

Parent Survey Summary of Findings

Contractor Legal Name Planning Date Project Follow-up (Date) ()/ /	Contract Type and/or FOCHEM Lead Planner Name and Position Mr. / Mrs. / Mr./Ms. Lead Planner Name and Position
---	---

This form can be expanded and is not limited to a single page.

Key Findings from Parent Survey	Action Steps (including communication, strategy, schedule, roles, responsibility, timeline, and implementation changes)	Expected Completion Date (include Design, Implementation and Parents' Responsibilities)	Follow-Up and Reflection (Changes Made, How Completed, How Assessed)
50% of families did not receive information on the importance and training of program staff. 40% of families did not receive information about the schedule of daily activities.	All staff will work to improve all of personnel including their education level, and work together as a team to working with children. These will be provided at the door of all preschool classrooms. Family will be provided with a copy of a program staff and other staff to each family. Families will be invited to join "Family" all day and all day activities to help families. The staff will include program for families and to all those that connect with the weekly activities to make a better action connection. Classroom teachers will have copies of weekly schedules printed on Monday morning and by the sign-in sheet for families to take home.	11/1/2016 by the center 1/1/2017 Ms. Laura (HR) Ms. Lisa (HR)	

©2017 California Department of Education

Desired Results

Desired Results

Deep Thoughts and Reflections for Administrators

- How/when do you share key findings at the site and program level with teaching staff?
- How are action steps developed? Just administrators? Staff and administrators?
- Do you have an accountability plan? Who follows through with people responsible for items on the action steps?



Desired Results

Developing Partnerships with Families

©2017 California Department of Education

Desired Results

Making a Family Tree

©2017 California Department of Education

Desired Results

Making a Family Tree

- What ethnic groups are reflected in your family?
- What cultural traditions are represented?
- What family practices have been passed down in your family?
- Why are they important to you?


©2017 California Department of Education

Desired Results

22

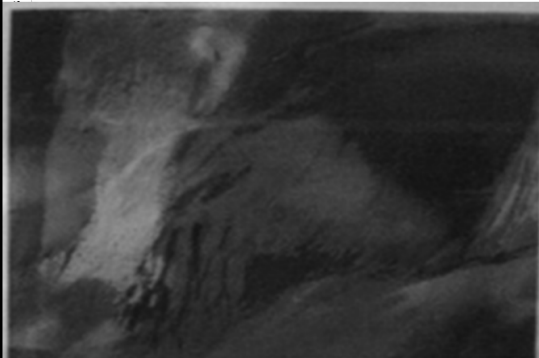
Do You See What I See?

- Look at the abstract piece of art with an elbow partner?
- Discuss what you see for 3-5 minutes.
- Be ready to share with the group.


©2017 California Department of Education

23

Do You See What I See?




Desired Results

24

Do You See What I See?

- Perceptions are as unique and diverse as human beings.
- Rarely will two individuals see or hear exactly the same thing.
- It is often difficult to see things as others may see them.
- Each person's view or perception is of equal value.

- Project Exceptional, Volume 2: A Guide for Training and Recruiting Child Care Providers to Serve Young -Children with Disabilities, CDE Sacramento (1996), pp 96-97.


©2017 California Department of Education


Desired Results

25

Do You See What I See?

- There is no right or wrong about individual perceptions.
- We learn from each other when different perspectives are shared.

- Project Exceptional, Volume 2: A Guide for Training and Recruiting Child Care Providers to Serve Young -Children with Disabilities, CDE Sacramento (1996), pp 96-97.



©2017 California Department of Education

6 + 3 = 9

but so does 5 + 4

The way you do things is not always the only way to do them.

Respect other people's way of thinking

Desired Results


27

Building Successful Relationships With Families

What does it take to build successful relationships?

- Mutual trust and respect
- Environments that give positive messages to families like, "You belong here."
- Supportive communication
- Recognition of working with families as partners

What else does it take?



©2017 California Department of Education

Desired Results
Desired Results

Strategies for Building Relationships

- Learn first, teach second.
- Participate in community cultural gatherings that are open to the public.

<http://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf>






©2017 California Department of Education

Desired Results
Desired Results

Family Values

How does our program...

- Value families and their contribution to children's learning?
- Approach cultural diversity with an open mind?
- Apply knowledge gained about families, including their values and beliefs, to teaching and learning?






©2017 California Department of Education

Desired Results
Desired Results

Family Values

- Review pages 100-105.
- Number the sections 1-10.
- Discuss in small groups the sections that are easy to discuss with families.
- Discuss which sections are more difficult to discuss and why.

©2017 California Department of Education

Desired Results

Family Values

- It's often easier to discuss aspects that families are comfortable sharing such as celebrations, goals for their child, etc.
- It may take time for families to disclose more personal information such as child rearing, gender roles, etc.

YOU ADD
VALUE TO
PEOPLE
WHEN YOU
VALUE THEM
john maxwell

Desired Results


Supporting Teachers to Identify Their Conference Strengths and Fears

Dream Card
List positive feelings you have about parent conferences.

Nightmare Card
List negative feelings or fears you have about parent conferences.

Desired Results

Purpose of the Parent Conference




- Share the information on the Child's Developmental Progress form.
- Create a parent-teacher partnership that will help the child be successful.
- Provide a two-way communication opportunity that updates each partner about the child's growth and development.
- Establish a relationship that makes it easier for the teacher and parents to initiate contact later.

Adapted from: Barry Sweeney, *Preparing for Parent Conferences*
www.teachermentors.com

Desired Results

Preparing and Steps for a Successful Conference



- Read both pages of the handout and highlight 2-3 things that are of interest on each page.
- Share one thing that you have highlighted.

Preparing for a Successful Conference

1. Read both pages of the handout and highlight 2-3 things that are of interest on each page.

2. Share one thing that you have highlighted.

3. Listen to what the other person has to say and respond to it.

4. Ask questions to clarify what you don't understand.


5. Summarize what you have heard and ask if you have understood correctly.

6. Thank the other person for their time and input.

Desired Results

Sorting it All Out

- Each table will receive a set of cards for a specific area of the Child's Developmental Progress Form.
- Sort cards into two categories:
 - Statements that should be included in the progress form
 - Statements that should NOT be included



Desired Results

What is Really Being Communicated?


- Only 7% of what is communicated is in words.
- 53% of what is communicated comes from body language.
- 40% of what is communicated comes from the tone and feeling reflected in our voice, and how we say the words.

Source: Sean Covey. *The Seven Habits of Highly Effective Teens. A Fireside Book*, Simon and Schuster, 1999. P.171.



Desired Results


Desired Results



To Really Listen...

- Listen with your eyes and your ears. Listen to the person's words, but also to what they are not saying.
- Stand in their shoes.
- Practice *mirroring*. A mirror reflects. Repeat back in your own words what the other person is saying and feeling.

Source: Sean Covey. *The Seven Habits of Highly Effective Teens. A Fireside Book*, Simon and Schuster, 1999. P.171-173.



©2017 California Department of Education



Desired Results

Desired Results

Mirroring Phrases

- As I get it...
- So, as I see it...
- I can see that you are feeling...
- So, what you're saying is...

Source: Sean Covey. *The Seven Habits of Highly Effective Teens. A Fireside Book*, Simon and Schuster, 1999. P.175.

©2017 California Department of Education

Desired Results

Desired Results

SLANT for Strength

- **S**it up straight
- **L**ean slightly forward
- **A**sk questions
- **N**od to show interest
- **T**rack the speaker

Source: Dr. Allen Mendler, "Working Successfully with Difficult Students: A Discipline with Dignity Approach." Bureau of Education and Research.




©2017 California Department of Education


Desired Results

Desired Results

40

Communication Troubleshooting

1. Parent has no phone.
2. Mom works days, Dad works nights.
3. Parent complains about everything the school and teacher does.
4. The teacher and parent do not speak the same language.



©2017 California Department of Education

Desired Results

Desired Results

41

Guidelines for Good Customer Service

- **Be professional**—Always put the customer first.
- **Be polite**—Parents and children deserve your respect and consideration, no matter what kind of day you are having.



©2017 California Department of Education


Desired Results

Desired Results

42

Guidelines for Good Customer Service

- **Be proud**—Parents see you as experts, ready and able to deliver solutions
- **Be prompt**—No one likes to be kept waiting.
- **Be personal**—Parents and children want to be treated as individuals, not as the next person in line.



©2017 California Department of Education

Desired Results

Desired Results

Bumper Sticker

Family Engagement = Shared Responsibility

©2017 California Department of Education

Deep Thoughts and Reflections for Administrators

- How do you train teachers to conduct effective conferences?
- Does your program provide teaching staff with guidelines and support for conducting successful conferences?
- Do you provide constructive feedback to your teaching staff regarding the content of the child summary forms?

Q and A

©2017 California Department of Education



Watching My Child Grow

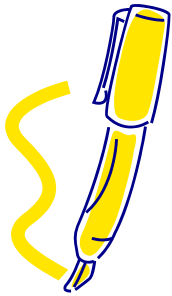


Session 4



GOALS:

The goal of this activity is to provide the participants with the opportunity to view the DVD, *Watching My Child Grow*, and to create an action plan on how they might use it with their staff and families.



MATERIALS:

- DVD – *Watching My Child Grow*
- *Video Viewing Guide for Administrators*
- *Video Viewing Guide for Teachers* minutes (optional)



TIME: 25



ACTIVITY PROCESS:

1. This video was developed for agencies to explain the Desired Results system to families and all agencies received a copy. Let participants know that ordering information is available on the website.
2. Ask participants to take out the video viewing guide and review it briefly. There are two options for them to use; one for use with administrators, and one for use with staff.
3. Participants will watch the video and then have five minutes to complete the viewing guide after the video.
4. Show DVD 12 minutes in length.
5. Give five minutes for participants to write down thoughts.
6. Give five minutes to share what they wrote with an elbow partner.

WATCHING MY CHILD GROW

VIDEO VIEWING GUIDE

As you watch the video consider some of the following questions:

- What were some things that were of interest to me?
- In what ways will I share the information?
- What will I do to create opportunities for families to view this video?

Three things that were of interest to me:	I will share the information by:
1.	
2.	
3.	My first step will be:

WATCHING MY CHILD GROW

VIDEO VIEWING GUIDE FOR ADMINISTRATORS

As you watch the video consider some of the following questions:

- What were some things that were of interest to me?
- In what ways will I share the information?
- What will I do to create opportunities for staff to use this information?

Three things that were of interest to me:	I will share the information by:
1.	
2.	
3.	My first step will be:
Indicators of Success:	

Becoming Familiar with the Parent Survey

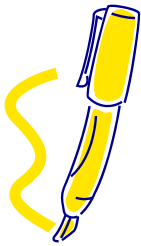


Session 4



GOALS:

The goal of this activity is to provide the participants with the opportunity to become familiar with the Parent Survey.



MATERIALS REQUIRED:

Parent Survey



Time: 15-20 minutes

ACTIVITY PROCESS OPTION ONE



1. Participants will form small groups of 10-12 people to review and discuss the Parent Survey.
2. Participants read the Parent Survey, and then discuss how the responses might benefit their program.
3. Ask participants to complete the Parent Survey form. Have participants take on the role of a parent evaluating an imagined program.

ACTIVITY PROCESS OPTION TWO

4. Ask the participants to form small groups of 10-12 people to review and discuss the Parent Survey.
5. Have participants note what made sense, what surprised them, and what they still have questions about.

Desired Results for Children and Families Training

Name of Agency: _____

Site/Program: _____

Date: _____

Desired Results for Children and Families — Parent Survey

This survey asks for your feedback about the child care and development program your child attends. The California Department of Education is very interested in how the program helps you to support your child's learning and development and meet your family's needs. Your responses will be completely confidential and will help us to improve the services provided to you. If you have more than one child who attends this program, please answer the following questions about your *youngest* child in the program.

1. How satisfied are you with the overall quality of this program?

Very Satisfied ☐

Satisfied ☐

Not Satisfied ☐

2. Do you feel that

	Yes	No
A. Your child is safe in this program?	<input type="checkbox"/>	<input type="checkbox"/>
B. Your child is happy in this program?	<input type="checkbox"/>	<input type="checkbox"/>

3. Have you received information from the program about the following?

	Yes	No
A. How children develop at different ages (e.g., walk, talk, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
B. How your child is growing and developing	<input type="checkbox"/>	<input type="checkbox"/>
C. How your child is doing in the program	<input type="checkbox"/>	<input type="checkbox"/>
D. Schedule of daily activities	<input type="checkbox"/>	<input type="checkbox"/>
E. What you can do to help your child learn and develop	<input type="checkbox"/>	<input type="checkbox"/>
F. Parenting skills	<input type="checkbox"/>	<input type="checkbox"/>
G. How to find other services in the community (e.g., employment and training opportunities, parenting classes, health care)	<input type="checkbox"/>	<input type="checkbox"/>
H. Where to report health or safety concerns and complaints	<input type="checkbox"/>	<input type="checkbox"/>
I. Experience and training of program staff	<input type="checkbox"/>	<input type="checkbox"/>
J. Discipline procedures	<input type="checkbox"/>	<input type="checkbox"/>
K. How you can get involved with your child's program	<input type="checkbox"/>	<input type="checkbox"/>

4. Would you like more information about any topics related to your child's care and development?

Yes ☐ (please specify topics: _____)
No ☐

5. Has your child's enrollment in this program made it easier for you to:

	Yes	No	Not Applicable
A. Accept a job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Keep a job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Accept a better job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Attend education or training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How satisfied are you with these characteristics of your child's program?

	Very Satisfied	Satisfied	Not Satisfied
A. Hours of operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Location of program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Number of adults working with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Background and experience of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Languages spoken by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. How program staff communicate with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Meeting the individual needs of your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Interaction between staff and children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Interaction with other parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Equipment and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. Cultural activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Daily activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N. Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O. Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P. Health and safety policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q. How the program promotes your child's learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Is there anything else you would like to say about how this program meets your family's needs?

8. Do you have any suggestions about how this program could be improved?

*Thank you for taking the time to complete this survey. This information
will be used to help improve the services provided to you.*

Parent Survey Return Activity



INTENT:

Give participants an opportunity to share ideas for persuading parents to return the Parent Survey.

GOAL: Participants will learn additional ideas for persuading parents to return the Desired Results Parent Survey.

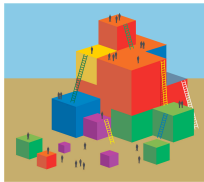


MATERIALS REQUIRED:

- PowerPoint slides
- Blank 3x5 index cards -10 per table
- Sticky wall or chart paper (provide tape if you use chart paper)
- Candy or other small reward



TIME: 20 minutes



ACTIVITY PROCESS:

1. Share first slide.
2. Before revealing bullet 3, tell participants there will be a contest and they should consider how this contest may pertain to collecting parent surveys.
3. Ask questions below and give reward to participants to those with hand up.
 - Who has a photo of their grandchild?
 - Who is wearing diamond earrings?
 - Who has a mustache?
4. Pause after the second question and ask a few of the participants that did not receive a piece of candy how they are feeling.
5. When you have completed the activity, ask participants what they think this activity may have to do with collecting parent surveys? **The answer:** Sometimes programs inadvertently punish children for the actions of the parents.
6. Give everyone a piece of candy and reveal the last bullet.
7. Share that children do not have control over their families and should not be punished for parent actions.
8. Before participants begin brainstorming, remind them that strategies should not include punishing children, as they were punished previously. For example, a child gets a sticker or a prize the survey is returned.
Having a positive relationship with parents will increase the odds of parents returning a survey.
9. Give participants 10 minutes to brainstorm ways to increase Parent Survey return.

10. Tables write down one idea on an index card. They complete as many cards as they can in the allotted time.
11. At the conclusion of the brainstorming, ask each table to share out their top three ideas.
12. Ideas will be collected, compiled, and posted on the Desired Results website at the end of the month.



OPTIONS:

1. Place ideas on chart paper.
2. Place ideas on cards on wall for the whole group to see.
3. Share out ideas with the whole group while trainer charts the ideas for the group.

Completing the Parent Survey Summary of Findings



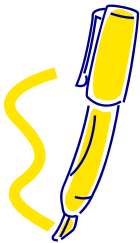
Session 4



GOALS:

Participants will learn to identify **key findings**. These findings will be used to inform program **action steps** on the Parent Survey Summary of Findings form.

MATERIALS:



- Parent Survey Group Data Summary (Sample)
- Parent Survey Summary of Findings form



Time: 15 – 30 minutes



ACTIVITY PROCESS:

1. Have participants work in small groups.
2. Explain to participants that key findings are based upon the survey results that have been compiled.

Example: Question #3E shows that 58% of parents said, “No” when asked: “Do you feel you have enough information on what you can do to help your child learn and develop?”

3. Participants may use the above example to write key findings. Fill in the first column of the Summary of Findings report.

Example: A key finding, using the example above, is that over 1/2 of the parents feel they don’t receive enough information on what they can do to help their child learn and develop.

4. Develop action steps around questions or sub-questions that could support the program in progressing from “Not Satisfied” to “Satisfied” or “Fully Satisfied,” or from “No” to “Yes.” Indicate the action steps in the second column.

Example: Send home monthly newsletters. Include a short explanation of a developmental area. Provide activities and strategies parents can do at home.

5. Set the timeframe and decide who will be responsible for monitoring the action steps. Write these in the third column.

Example: Director, monthly, starting in January 2012

6. Use the last column to record what else needs to be done to complete the stated action.

Example: After sending home the newsletter on early literacy, many parents asked for more information. I arranged for a guest speaker to come to our April meeting.



REFLECTION:

- In a large group, discuss questions or concerns about the Parent Survey process.
- Point out that the action steps will help administrators in tailoring their program to meet the needs of families so that they can achieve desired results for families and increase each family’s satisfaction with the program.
- Add that the compiled and analyzed results from the Parent Surveys are then used to establish an action plan that will lead to continuous program improvement for the year.
- Explain that completing the Parent Survey Summary of Findings is part of the Program Self-Evaluation. The data is summarized and analyzed to determine what key findings need to be addressed.

Desired Results Parent Survey (SAMPLE)

Overview Chart

Name of Agency: _____ Site/Program: _____ Date: _____

Question 1 - How satisfied are you with the overall quality of this program?			
	% Very Satisfied	% Satisfied	% Not Satisfied
	67%	25%	8%
Question 2 - Do you feel that:			
	% Yes	% No	
Section A – Your child is safe in this program?	92%	8%	
Section B – Your child is happy in this program?	91%	9%	
Question 3 - Have you received information from the program about the following:			
Section A – How children develop at different ages?	100%	0%	
Section B – How your child is growing and developing?	100%	0%	
Section C – How your child is doing in the program?	100%	0%	
Section D – Schedule of daily activities?	92%	8%	
Section E – What you can do to help your child learn and develop?	42%	58%	
Section F - Parenting skills?	92%	8%	
Section G – How to find other services in the community?	64%	36%	

Section H – Where to report health or safety concerns and complaints?	64%	36%	
Section I - Experience and training of program staff?	83%	17%	
Section J - Discipline problems?	83%	17%	
Section K – How you can get involved with your child's program?	100%	0%	
Question 4 - Would you like more information about any topics related to your child's care and development?			
Question 5 - Has your child's enrollment in this program made it easier for you to:			
	% Yes	% No	% N/A
Section A – Accept a job?	18%	36%	45%
Section B – Keep a job?	27%	27%	45%
Section C – Accept a better job?	9%	36%	55%
Section D – Attend educational or training programs?	9%	36%	55%
Question 6 - How satisfied are you with these characteristics of your child's program?			
	% Very Satisfied	% Satisfied	% Not Satisfied
Section A – Hours of operation	30%	60%	10%
Section B – Location of program	73%	18%	9%
Section C – Number of adults working with children	45%	45%	9%
Section D – Background and experience of staff	45%	45%	9%

Desired Results for Children and Families Training

Section E – Languages spoken by staff	45%	45%	9%
Section F – How program staff communicate with you	55%	36%	9%
Section G – Meeting the individual needs of your child	40%	50%	10%
Section H – Interaction between staff and children	45%	55%	0%
Section I – Interaction with other parents	30%	70%	0%
Section J – Parent involvement	20%	80%	0%
Section K – Equipment and materials	56%	44%	0%
Section L – Cultural activities	33%	67%	0%
Section M – Daily activities	60%	40%	0%
Section N – Environment	60%	30%	10%
Section O – Nutrition	50%	40%	10%
Section P – Health and safety policies and procedures	40%	50%	10%
Section Q – How the program promotes your child's learning and development	60%	30%	10%
<i>Question 7 - Is there anything else you would like to say about how this program meets your family's needs?</i>			
<i>Question 8 - Do you have any suggestions about how this program could be improved?</i>			

Instructions For Desired Results Parent Survey – Summary of Findings

- **Complete the Desired Results Parent Survey at**
<http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc>.
- Complete one for each contract type, and/or Family Child Care Home Education Network (FCCHEN). The Desired Results Parent Survey Summary of Findings is used to complete the PSE Annual Report.
- **Enter the required contractor information at the top of form EESD 4003.**
 - Contractor Legal Name
 - Contract Type and/or FCCHEN
 - Age Group
 - Planning Date – This is the date the first three sections of the form are completed
 - Lead Planner Name and Position
 - Record the Follow-up Date(s) –These dates indicate when the Action Steps have been reviewed
 - The Follow-up Date will also indicate when reflections are recorded (see Follow-up and Reflection below)
- **Enter Findings from Parent Surveys.**
 - Tally and review the results of the Parent Surveys
 - Identify the Key Findings based on the survey results
- **Enter Action Steps.**
 - For the key finding(s) identified as most needing improvement, develop and write attainable Action Steps to support the program in progressing from:
 - “Not Satisfied” to

- “Satisfied” or “Very Satisfied”
- and from “No” to “Yes”
- Include modifications in communication, training, support, resources, health and safety, and child development

➤ **Enter Expected Completion Date and Persons Responsible**

- Enter the date when the Action Steps will be completed
 - Enter “Ongoing” when the Action Step implementation will continue throughout the year
- Identify the key person(s) who will be responsible for each Action Step

➤ **Enter Follow-Up and Reflection**

- This column will be blank when the Summary of Findings is first completed
- Periodically review the status of all the Action Steps, completion dates, and persons responsible.
- Record modifications or changes needed to complete the Action Steps, and expected completion dates
- Reflect on the results and record progress or changes made to the key finding(s)

Parent Survey Summary of Findings

Contractor Legal Name	Contract Type and/or FCCHEN
Planning Date	Lead Planner Name and Position
Follow-up Date(s)	Lead Planner Name and Position

This form can be expanded and is not limited to a single page.

Key Findings from Parent Surveys	Action Steps (Including communication, training, schedule, space, instructional materials, and supervision changes)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)

California Department of Education
Early Education and Support Division
March 2016

Instructions For

Parent Survey Summary of Findings

Contractor Legal Name ABC Preschool	Contract Type and/or FCCHEN CSPP, CFCC
Planning Date 10/5/2016	Lead Planner Name and Position Ms. Jones – Director
Follow-up Date(s) 2//5/2016	Lead Planner Name and Position

This form can be expanded and is not limited to a single page.

Key Findings from Parent Surveys	Action Steps (Including communication, training, schedule, space, instructional materials, and supervision changes)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
52% of families did not receive information on the experience and training of program staff.	All staff will write biographies of themselves, including their education level, and work experience as it pertains to working with children. These will be posted at the front door of all preschool classrooms. Family child care teachers, will carry a biography with them and offer one to each family.	11/5/2016- Ms. Jones	
46% of families did not receive information about the schedule of daily activities.	Families will be invited to join "TextMe" an app that will allow teachers to text families the weekly schedule and specific daily activities. The text will include strategies the families can try at home that connect with the weekly activities to make a home- school connection. Classroom teachers will have copies of weekly schedules printed on Monday mornings and by the sign in sheet for families to take home.	1/14/2017 - Ms. Laura (Rm3) Ms. Lisa (Rm2)	

Exploring the Action Step Further

**INTENT:**

This activity is intended to give participants an opportunity to look at sample key findings and create action steps that will improve program quality.

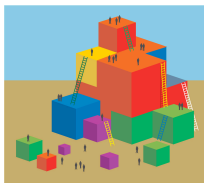
GOAL: Participants will write an action step when provided with a key finding. They will then explore that written action step at a deeper level.

**MATERIALS REQUIRED:**

- PowerPoint slide
- Summary of Findings form with Key Finding



TIME: 30 minutes

**ACTIVITY PROCESS:**

1. For a few minutes, tables discuss the key finding and how to address it.
2. Encourage group to share key findings and record their responses on chart paper.
3. Assign one of the ideas to each table to explore in depth (One table might get newsletters, another parent education night, classroom bulletin board, etc.)
4. Through the activity they have been assigned, participants may discuss how to express to parents that their child's growth and development is being addressed.
5. If you have time ask each table to report out their ideas or share their top three ideas.

**OPTIONS:**

1. Each person at the table takes a different idea so that all ideas are discussed within a table group.
2. Use your own agency's key finding for the activity.



HANDOUT 9
Interactions and Strategies Toolkit

Ideas/strategies to involve and engage families with reading:

A large, empty rectangular box with a light beige background, intended for writing ideas and strategies.

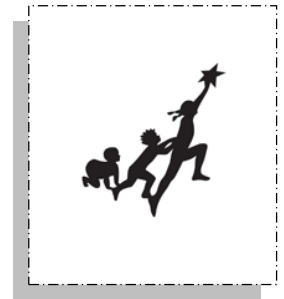


HANDOUT 9

Interactions and Strategies Toolkit

Strategy:	What it could look like:
Encourage families to read environmental print to their children. For example, while going on a walk, the parent can read street signs to the child. (PCF, Vol. 1, p. 132)	<ul style="list-style-type: none"> • Add a “How to Explore Print with Children” box in the monthly newsletter. • Send a text using Connect 101 to families every Friday asking them to send photos of family reading time over the weekend. • Ask families to send photos of the street signs they see in the community. Create a wall with these sings.
Encourage families to sing songs and poems each day. (PCF, Vol. 1, p. 137)	<ul style="list-style-type: none"> • Invite one family member every Monday morning to lead a group song. • At the end of every parent conference, ask the family member to teach you a song or story they like to share with their child so you can teach it to the whole class.
“Send books and other reading-related materials home with children” (PCF, Vol. 1, p. 155).	<ul style="list-style-type: none"> • Create a class book of students and names and send this home with different children every week. • Create a lending library of topic related books families can check out.
“Support children and families in sharing books at home” (PCF, Vol. 1, p. 155).	<ul style="list-style-type: none"> • Provide a list of local libraries so that families can check out books and read them at home. • Encourage families to read bedtime stories
“Share ideas with parents about questions they might ask about books, and provide these in the home language” (PCF, Vol. 1, p. 155).	<ul style="list-style-type: none"> • Provide a bilingual list of questions parents can ask while reading with their children. • Provide a journal where children can draw or write about the stories they are reading. Parents can also document notes to teachers.
“Suggest ways that parents can send a response back to the classroom” (PCF, Vol. 1, p. 156).	<ul style="list-style-type: none"> • Provide parents with a list of local bookstores, local book fairs, or other literacy events where they can obtain books for their home.
“Introduce parents to resources to get books for home” (PCF, Vol. 1, p. 156).	<ul style="list-style-type: none"> • Create a folder with take-home activities that families can do at home their children.
“Send simple alphabet activities home” (PCF, Vol. 1, p. 156).	<ul style="list-style-type: none"> • Create an alphabet-writing journal for children to use at home.

Activity Sheet: Making a Family Tree



INTENT: Provide opportunity for teachers to self-reflect on their own families and the culture and beliefs they bring to the classroom/ program.

GOAL: Reaffirm to teachers that the culture, beliefs and attitudes that families bring into their programs are important and need to be appreciated.



MATERIALS REQUIRED:

- PowerPoint slide
- Family tree graphic
- Pages 7-9 of the Family Partnership and Culture publication



TIME: 15 minutes

ACTIVITY PROCESS:



1. Make sure each participant has a family tree graphic.
2. Participants are to complete their family tree to the best of their ability.
3. Invite participants to think of one object, shape, or symbol that they could draw on their handout that represents a family dimension that has great meaning in their family culture. For example, some may draw food because it is always a part of every celebration, a special artifact because it has been passed down for generations, etc.
4. Once participants have completed their tree and drawing, provide time for each table group to share with each other.
5. When they are done, they reflect on the questions on the next slide.
6. Then pass out pages 7-9, to share other ways to self-reflect on culture and family.



REFLECTION:

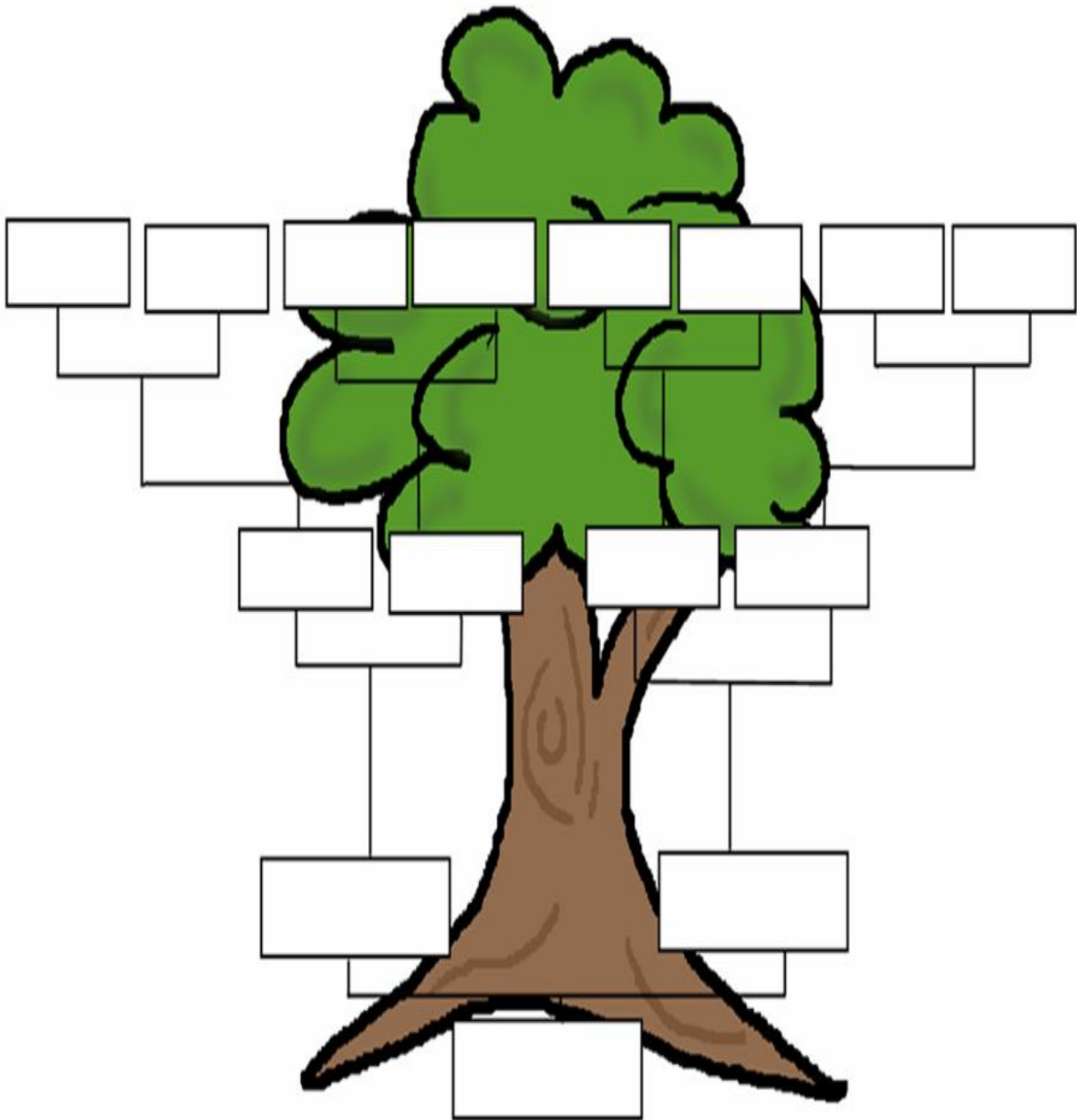
- Encourage participants to share out answers to the questions on the slide.
- Ask participants, how this activity can be beneficial in their classroom/ program?
- Clarify any questions the group has.



OPTIONS:

Encourage participants to do the family tree activity with families and children they serve.




MY FAMILY TREE



Reflect on one's own cultural background. One needs to become more aware of oneself as a cultural being. Self-examination and self-awareness are powerful tools for forming meaningful relationships with others. It is important to appreciate the strengths of one's own cultural group, while recognizing that everyone may not agree with one's views. Openness to differences of opinion about how things ought to be and differences in cultural upbringing and teachings is beneficial throughout one's life. One needs to both understand that not everyone may agree with one's views and to be open to others' ideas. Reflection on one's own cultural background or self-identity establishes a foundation for cultural understanding. Beliefs and attitudes developed over the years about what is right or wrong need to be explored in depth. This requires a candid appraisal and acceptance of self as a product of culture. It also requires an honest, self-critical examination of one's feelings about one's own and others' cultures.



Strategies for Self-Reflection

-  **Family tree:** Create a family tree that consists of branches of family members from as many generations as possible. What cultural traditions and ethnic groups are represented in your family? Which traditions and customs have been most evident and influential in your life? What family rules, attitudes and practices have been passed down and maintained in your family? Which are most important? Which do you still maintain in your current living situation?
-  **Cultural journal:** Use a notebook or diary to record reflections on your own cultural background. Write your memories of growing up in your family. Describe the rituals, rules, and habitual ways of doing things and life lessons passed on by your family. Include often-told stories, the warnings often given, the rules that governed family life, and the roles of family members. Consider how these reflections of your cultural legacy are similar to or different from those of the families you serve.
-  **Family self-examination:** Use the questions in Box 1 on page 29 to reflect on your cultural background. Write your answers and share them with your parents, siblings, and extended family members. See if your family members agree or disagree about the answers to the questions.

Learn about the children in the program and their families. Become familiar with the cultural group with which the children's families identify, recognizing that each family creates its own "culture" by drawing from their members' interpretations. Over time, gather information about things the families do, their customs, habits, routines, and preferences. Learn how to greet family members respectfully (for example, whom

to speak to first). Understand the signs of respect, such as listening without interrupting. Avoid “Yes . . . but” responses in which you appear at first to agree or approve, but in fact disagree or disapprove. Embrace and value others’ cultural perspectives.

Strategies for Learning About Children and Families



Home visit: After building trust with a family, request a visit to the families of the children in the program to get to know the household and the child’s physical surroundings (e.g., where the child sleeps, eats, and spends time at home).



Conversation with family: See Box 1 on page 29 for suggestions about subjects for conversations with families.



Participation in community cultural celebrations: Participate in community cultural gatherings that are open to the public. If you are invited, your attendance at other cultural celebrations may provide an opportunity to foster relationships with the children and families.



Examine the belief that one


culture is better than another.


In societies in which different cultural groups coexist, there is a tendency to believe that the culture of the most powerful, affluent, and educated group has cultural beliefs and practices that are superior to the other groups. Teachers should maintain an objective relationship with their own culture as well so that they are less judgmental when they encounter cultural differences. This

is particularly true for members of the dominant culture. Cultural differences are not a matter of which is better or more effective, but there is a tendency to view them in this light. This perspective of cultural superiority is problematic because it suggests that the most adaptive strategy is for everyone to adopt and to espouse the cultural values of the dominant group. Such a perspective diminishes the dignity of families and the respect that is foundational to sound relations. It impedes one’s ability to work with families. This principle of presumed superiority might also be applied to the culture of early childhood education that was transmitted to teachers as part of their training. Early childhood education may impart notions of a “right way” to do things

that are not always consistent with families. Some teachers may come to believe that they know best because of their training in child development and early education. The best safeguards against a perspective of cultural superiority are humility, patience, openness, and respect.

Strategies for Challenging Assumptions

 **Self-examination:** Self-reflection is one strategy to use to address the tendency to assume cultural superiority. Expanding horizons is another strategy. Learn about other cultures with an open mind—not to compare which is better, but to increase one’s knowledge. “Our way is the right way” is a message that comes automatically and unconsciously to some people, especially if they have little exposure to cultural differences. It is particularly difficult to work on your own views. It is easier to teach others to challenge themselves than remembering to do it yourself. The impact of self-reflection can be increased by sharing insight with others. For example, staff groups can be formed to discuss these issues and to share personal reflections.

 **Existence of many “right ways”:** Staff members may show all of the ways they know to hold a baby. Try to demonstrate other ways you have seen babies held. There are many right ways to hold a baby. Think of other practices that have many right ways.



Affective Cultural Competence

Cultural awareness and learning about culture involves much more than an accumulation of facts. Cultural awareness is a way of being, doing, and thinking. More than gaining knowledge, cultural awareness is reflected in attitudes of acceptance toward diversity, openness to practices and views different from one’s own, convictions about the value of other cultural practices, and acting in ways that support and defend those who are different.



Adopt a posture of cultural respect. The key to successful work with diverse cultures is respect. **Cultural respect** leads to acceptance of others, embracing them on their own terms without trying to change them. It is important to listen to the ideas of others for the purpose of understanding, not as a means of changing others. In turn, understanding families can lead to a partnership, a true collaboration, with the

Do You See What I See? *This activity is from Project Exceptions*



INTENT:

This activity is intended as an icebreaker to illustrate that perceptions vary from one person to another.

GOAL: Participants will have the opportunity to reflect on how their perceptions may differ from those of others.



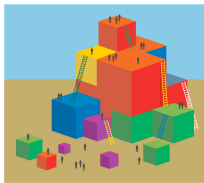
MATERIALS REQUIRED:

- PowerPoint slides
- Piece of abstract art (e.g., an art print, a sculpture) TIP:

Select abstract art that lends itself to multiple interpretations, not a piece of work with a “hidden” image in the design.



TIME: 10-15 minutes



ACTIVITY PROCESS:

1. Participants work with an elbow partner
2. Invite participants to look at and think about the abstract art presented. (2-3 minutes.)
3. Do not make any comments about the art.
4. After one to two minutes, instruct the participants to turn to the person next to them and share what they saw. Allow 3-5 minutes for a brief discussion.
5. Return the group's attention. Ask for volunteer to share views. Trainer holds up the art while asking for responses.
6. Accept all answers and, after hearing a range of responses, close with the key points on the slides. **Some possible responses include:** an adult, child drawing, volcano erupting, river, wind blowing branches off a tree, woman holding a baby, the back of a woman walking.
7. Share key point slides and look at trainer's notes in the PowerPoint that offer additional information.



OPTIONS:

1. Trainer may make a piece of art and use it for this activity.
2. Each pair does not need their own piece. Instead, trainer holds up or places art in the front for all to see.

Building Successful Relationship with Parents

**INTENT:**

Give participants an opportunity to discuss providing activities that increase parent involvement in their programs.

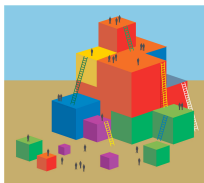
GOAL: Participants will learn new strategies for building successful relationships with parents.

**MATERIALS REQUIRED:**

- PowerPoint slides
- Handout “Strategies for Building Successful Relationships with Families
- One piece of chart paper for each table
- Marker for each table to record ideas on chart paper



TIME: 15 minutes

**ACTIVITY PROCESS:**

1. Share slides about building successful relationships with families
2. Give participants 10 minutes to brainstorm ways to build successful relationships with families and record their ideas on chart paper
3. When participants are done recording ideas, ask them to review the handout, “Strategies for Building Successful Relationships with Families.”
4. Give participants 5 minutes to do a wall walk and write additional ideas on the handout

**OPTIONS:**

1. Participants write ideas on ½ sheets of paper and place on a sticky wall.
2. Participants write ideas on large post-its and place on chart paper.
3. Participants do not have to do a wall walk. Instead one person stays at the chart and shares out three top ideas from the chart to the whole group.

Strategies for Building Successful Relationships with Families

- ♥ Learn the names of each child's family members and greet each family member by name – everyday!
- ♥ Focus on the strengths of families – they know their child better than anyone else.
- ♥ In the classroom, create an attractive photo display of the families enrolled in the program.
- ♥ Acknowledge family support to the program by posting thank you messages on a dry wipe board where all families can view the messages when bringing and picking up children.
- ♥ Send positive notes home often.
- ♥ Make positive phone calls home often.
- ♥ Check in often with families about how their child is feeling about school.
- ♥ Send home "Good News Postcards" often.
- ♥ Understand one key reason for parent non-involvement: Lack of information. One memo won't do. Try letters and notes and signs and calls and TV and radio and newspaper☺. Repetition works and works and works!
- ♥ Provide a brief parent newsletter. One sheet of paper is best.
- ♥ Create a survey that gives families options for how to support the program.
- ♥ Provide a volunteer training about specific areas of learning for family members who would like more information about how to support children in the classroom.
- ♥ Offer family fun nights that cover specific topics such as:
 - **Game Night** (families bring their favorite games to share and play. You may also provide games for families to make and take)
 - **Storytelling Night** (ask a local librarian to visit to tell or read stories to the families)
 - **Music Night** (ask a high school or middle school band to perform or have a music and movement event with children and families)
 - **Discovery Night** (set up "centers" with math or science materials and activity cards for families to do with their children).
- ♥ Know THE SECRET to getting parents to attend meetings at school- make sure they know they're genuinely invited.
- ♥ During meetings always offer childcare, food, and raffle prizes.
- ♥ Develop written policies encouraging parent involvement. If it's not in policy, the message is we don't care much about it.

Activity Sheet : Family Values



INTENT: Provide opportunity for teachers to build partnerships with families through open honest communication.

GOAL: Encourage teachers to openly learn more about the families they serve and the cultures those families bring to the program.

MATERIALS REQUIRED:

- PowerPoint slides
- Pages 100-105 of Family Partnership and Culture publication
- Chart paper
- Sticky notes



TIME: 25 minutes

ACTIVITY PROCESS:

1. Before the activity starts, create three chart papers posted with each of the questions written on them
2. Show PowerPoint slide and have participants write a response to the three questions on a sticky note.
3. Have participants discuss their responses with table group or partners and then post on chart paper. Ask for a volunteer to share out the sticky notes.



SECOND PART

4. Have participants review pages 100-105 of Family Partnership and Culture and number the sections 1-10.
5. Discuss the two questions on the PowerPoint slide as they discuss easy and difficult conversations.



REFLECTION:

- Encourage participants to share out answers to the questions on the slide.
- Ask participants, which questions have they not asked from the list that may be helpful in applying knowledge to their teaching and learning.
- Clarify any questions the group has.





Questions to Expand Understanding of Families














A home visit, parent—teacher conference, parent visit, parent workshop, or even a chance visit can help staff members learn more about the culture and families of the children served. The sample questions in this appendix focus on valuable information necessary to understand family life. Some questions ask for basic information that is not controversial or personal. Some ask intimate questions. They should be posed only after familiarity, comfort, and trust have been established between staff members and family.

Explaining the motive for asking questions (e.g., a desire to know the child's life so the family can be better served) lays the groundwork. The first step is to start with the external and observable aspects of family life that family members are likely comfortable sharing before asking parents to disclose more personal information about the inner workings of their family. It is preferable to avoid covering all these domains in a single session with families. Ideally, such conversations take place over time. The conversation should always end on a positive note—a compliment, an affirmation of what seems to be working well, a positive note about the child; something humorous. If all else fails, some food or a piece of chocolate may work! The most intrusive and personal questions should be saved for the end.

Family structure: The people who belong to the family; their duties, roles, and authority; how they are organized; and the processes they use to carry out functions.





-  With members of the family, draw a family tree that includes three generations of the members of the family, indicating names, ages, educational level, and occupation. Indicate who lives in the same household as the child.
-  Who takes care of the child: feeding, bathing, putting to bed, taking to school, when ill? To what extent is one person (the mother, father, or grandmother) the sole caregiver?
-  Who else participates or helps in the caregiving?
-  Do caregivers agree about the best way to feed, bathe, discipline, and soothe the child?

Decision making: How are decisions made and whose opinions carry the most weight in decisions about (a) the child's activities and care, (b) disciplining the child, (c) where the family lives, and (d) major expenditures?




-  What is the relationship of friends to the family system?
-  How much time does the infant spend away from the primary caregiver?
-  To what extent do employment or problems related to housing impact care for the child?
-  Does the family communicate with each other in a direct or indirect style?
-  Does the family tend to interact in a quiet manner or a loud manner?
-  Do family members share feelings when discussing emotional issues?
-  Does the family ask teachers direct questions?
-  Does the family value a lengthy social time at each home visit unrelated to the early childhood services program goals?
-  Is it important for the family to know about the home visitor's extended family?
-  To what degree is the family proficient in English?
-  Is the family member comfortable with the interpreter?








Celebrations: The noting or marking of events of spiritual, social, political, or economic significance.












-  How do you celebrate or note special events such as parties, weddings, births, graduations, holidays, becoming an adult, deaths, and so on?
-  What occasions are treated as special by pausing from work, gathering together with family and or friends, preparing special foods?
-  What special foods do you prepare for celebrations or gatherings?
-  Does music or dance play a role in these occasions?

Socialization goals: The behavior, skills, beliefs, values, and attitudes that adults want children to acquire and to exhibit by the time they become adults.



-  What are your hopes for your child?
-  What are your child's strengths?
-  What qualities are you trying to instill in your child?







-  What would you like your child to be like as adults?
-  What do you like best about your child?
-  What, in your opinion, makes a high-quality preschool program? (Prompt: What distinguishes a very good preschool from a mediocre or poor pre-school?) What specifically were you looking for in a preschool program? Which of these qualities would you say are **essential** for a preschool program to have (that is, these qualities are an absolute must)?
-  Which qualities are **desirable** (that is, you would like it if the program had these qualities, but they are not an absolute must)?
-  In your opinion, what must your child know or be able to do by the time she or he starts kindergarten?

Child-rearing practices: The attitudes that govern child care, feeding, and the strategies used to socialize children such as praise, punishment, offering choices, permitting child autonomy, support, control, correction, and guidance.





-  Do you regularly speak a language other than English at home?
-  In general, what are family practices around food and feeding?
-  How do meals take place? When, where, and with whom are meals taken?
-  What types of foods are eaten?
-  What are the beliefs regarding breastfeeding? When and how should a mother stop breastfeeding?
-  How do you decide when to introduce or feed the child solid foods?
-  Which family members prepare food?
-  Is food purchased or homemade?
-  Which family members feed the child?
-  What does the family believe about when children should begin feeding themselves?
-  Do all family members agree on how and what to feed an infant/toddler?

Family sleeping arrangements and patterns

-  Does the infant sleep in the same room/bed as the parents?
-  At what age is the infant moved away from close proximity to the mother?





-  Is there an established bedtime?
-  What is the family's response to an infant when he or she awakes at night?
-  What practices surround daytime napping?
-  What is the family's response to a crying infant?
-  How long does it take before a family member picks up a crying infant?
-  How do family members calm an upset infant?

Discipline





-  For what behaviors are children punished or disciplined?
-  What is the family's response to disobedience and aggression?
-  What form does the discipline take?
-  Who takes responsibility for discipline?





Early learning and development




-  To what extent do you read to your child?
-  Do you go over letters and numbers?
-  Do you expect your child to read by kindergarten?
-  Who is most responsible—the family or the preschool—to prepare the child for kindergarten?

Gender roles: The duties, responsibilities, and behaviors that are ascribed to individuals purely on the basis of whether they are male or female.




-  Are the boys in your family treated better than the girls?
-  Should boys be raised differently from girls? If yes, how?
-  What type of man do you want your son to be?
-  What type of woman do you want your daughter to be?

Spirituality: A stance toward life and reality that acknowledges, gives credence to, and assigns importance to the nonmaterial world; belief in some high power; or spirit that has influence over what happens in the world.












-  Is religion or spirituality important in your family? How?
-  Do you belong to a religious, spiritual, or faith community such as a mosque, synagogue, or church?




-  Are there religious or spiritual factors that shape family perceptions of the world?
-  Does the family have an explanation for why good things or bad things happen to the family?
-  How does the family view the role of fate in their lives?

Relation to the external social environment: Friendship circles and civic engagement; involvement in community life; participation in political, social, or community decision making; devoting self to activities that improve the lives of others or increase community well-being.





-  With whom does the family socialize or celebrate important events?
-  Does the family belong to political, social, or civic groups?
-  Do family members volunteer or offer services to the community?

Family's perception of health and healing

-  What is the family's approach to medical needs?
-  Do they rely solely on Western medical services?
-  Do they rely solely on holistic or home country approaches?
-  Do they utilize a combination of these approaches?
-  Who is the primary medical provider or conveyer of medical information? Family members? Elders? Friends? Folk healers? Family doctor? Medical specialists?
-  Do all members of the family agree on approaches to medical needs?
-  What is the family's perception of seeking help and intervention?
-  From whom does the family seek help—family members or outside agencies/individuals?
-  Does the family seek help directly or indirectly?
-  What are the general feelings or attitudes of the family when seeking assistance: shame, anger, need to demand a right, viewing assistance as unnecessary?
-  With which community systems (educational, medical, social) does the family interact?

-  How are these interactions completed (face-to-face, telephone, letter)?
-  Which family member interacts with other systems?
-  Does that family member feel comfortable when interacting with other systems?

Family's perception of disability

-  Are there cultural or religious factors that would shape family perceptions of disability?
-  To what or to whom does the family assign responsibility for a child's disability?
-  How does the family view the role of fate in a disability?
-  How does the family view their role in intervening with their child? Do they feel they can make a difference or do they consider the situation hopeless?



Note: Much of the content in this appendix is adapted from Wayman, Lynch, and Hanson (1991) and Lynch and Hanson (2011).

Conference Dreams and Nightmares



INTENT:

This activity is intended to be done with teachers and to give participants insight into how staff members feel about parent conferencing.

GOAL: Participants will be able to learn the positive and negative feelings staff members have about conferences. If staff members have concerns about parent conferences, support can be provided as needed.

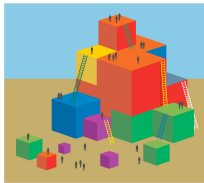


MATERIALS REQUIRED:

- PowerPoint slide
- Blue 3x5 index cards (1 per person)
- White 3x5 index cards (1 per person)



TIME: 10 minutes



ACTIVITY PROCESS:

1. Give each participant two index cards.
2. The blue card is dream card. On this card, participants list the positive feelings they have about parent conferences.
3. The white card is the nightmare card. On this card, participants list the negative feelings and fears they have about parent conferences. They do not write names on cards. Participants may briefly discuss their cards with their table group.
4. The cards are collected, sorted into dreams and nightmares, and posted for participants to read during break



OPTIONS:

1. Participants may chart responses.
2. Cards may be any color.

Preparing for a Successful Conference

- ❖ Organize and review all assessment information for each child, including the DRDP, anecdotal notes, observations, portfolio, and any other assessment information.
- ❖ Complete the Child Summary sheet in understandable language (avoid educational jargon). Leave the home activities section blank so it can be completed with families. Get their input before completing the section.
- ❖ Spend some pre-conference time reflecting on any possible cultural values and differences that may affect the parents' perception of what you have to say.
- ❖ With concerns, try to plan in your mind a POSITIVE way to address the concern(s):
 - Negative Example: Jan spends most of the morning distracting others.
 - Positive Example: Jan has so much energy that she has trouble engaging in self directed activities for more than a few minutes.
 - Supporting Example: Yesterday, Jan entered the dramatic play area and grabbed food items from the children.
- ❖ Anticipate questions:
 - What skills and knowledge will my child be expected to master in your class?
 - What kind of information will you use to assess my child's growth and development?
 - What can I do to stay actively involved in my child's progress?
 - How do you accommodate differences in learning?
 - How do you plan to prepare my child for the kindergarten?
- ❖ Contact families early, giving them ample notice and choices for times to meet.
- ❖ For divorced or separated families – inquire if they would like to attend the same conference or schedule them separately. Make copies of all take home materials for both parents.
- ❖ Provide a reminder one week before conference stating how much you are looking forward to meeting so you can share about their child's progress and to learn more about their child.
- ❖ The day prior to the conference call or send a reminder note home.
- ❖ Post a conference reminder in a prominent place in the classroom.

Steps to Successful Conferences

Offer comfort

- Offer a cup of coffee, glass of water, or soda.
- This can be a valuable prop. When you need to slow down the conversation, pause to take a sip of coffee or water. This can give you some valuable thinking time.
- Let the parents know that you are eager and willing to learn about their child.
- Make it clear that you are inviting them to work WITH you to support their child.

State the purpose of the conference.

Share the agenda and information related to the conference.

Offer documentation such as samples from the child's portfolio (photos, work samples, anecdotes, etc.).

If there are problems, restate the problems and concerns on which both you and the parent can agree.

Decide on a follow-up if needed

- At this point you and the parent are partners trying to decide what is best for the child.

Touch base-communicate

- Ask the parent what type of communication works best for them, face to face, an email, a phone call, a note, etc.

Closure

- Shake the parent's hand and use his/her name.
- Thank the parent for coming, and remind him/her that you have another appointment.
- Remember it is impolite for you to rise while the parent is speaking. Stand up while you are talking.

Adapted from: Discipline Strategies For the Bored, Belligerent and Ballistic in Your Classroom.
Chapter 14, Painless Parent/Teacher Conferences, pp. 148-154.
Carol Fuery, Sanibel SandDollar Publications, Inc. PO Box 461, Captiva, FL. 33924, 1994.

Child Development Progress Form - Sorting It All Out



INTENT:

The intent of this activity is for participants to understand that using jargon and negative statements does not support a positive relationship with families or communicate information about the child that is helpful to the family.

GOAL: Participants will be able to sort statements about a child into a *Use* and *Don't Use* category and to justify how cards were sorted..

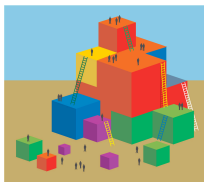


MATERIALS REQUIRED:

- PowerPoint slide
- Child's Developmental Progress Form
- Sample Child's Developmental Progress Form answer sheet
- Do's and Don'ts cards for each section of the progress form (Cards from each section are printed on different color paper.)



TIME: 20 minutes



Activity process:

Card activity: See options listed below.

1. Give participants a blank child developmental progress form.
2. Hand out a series of cards that have positive and negative statements about a child named Amy.
3. Participants sort the card into two categories – positive and negative.
4. Participants justify why they put the statements where they did.
5. If someone disagrees with the answers, don't panic! Listen to his/her reasoning.
6. Debrief: What value do you see in using this activity with teaching staff?
7. Pass out the answer sheet.



OPTIONS: Choose activity based on number of participants.

Option 1: 4 tables – Each table has a different area from progress form. Each table sorts through the cards and discusses what should be included and why, or why not.

Option 2: 8 tables – Same as above. In addition, provide two large forms for posting, or combine like tables. After they finish the initial sort for discussion and comparison, post one set.

Option 3: Small group (two tables) – Each table sorts two groups of cards. As a large group, they post the cards on the large progress form and discuss and debate placement of cards.

When each group has reached a consensus, cards are posted on the large blank progress form. Give all participants time to review the completed form and make changes if needed. Encourage participants to justify why an item needs to stay or leave.

Option 4: Provide a series of statements on a worksheet and have the group rewrite them. For example, “Jose has no impulse control.” Rewrite it to read, “Jose does better when there are rules and a consistent routine.” Or, “Jose has positive social skills.” Rewrite it to read, “Jose has many friends and gets along well with most children. He is able to take turns during play and relates to adults in a positive way.”

Child's Developmental Progress

Child's Name: _____

Date of Conference: _____

Agency/Site: _____

This form describes your child's developmental progress in achieving four broad desired results for all children:

- ❖ Children are personally and socially competent
- ❖ Children are effective learners
- ❖ Children show physical and motor competence
- ❖ Children are safe and healthy

Your child's strengths include...

Areas your child is currently working on include...

We (teachers, caregivers, families) can help your child learn and develop in the program by...

You can help your child learn and develop at home by...

Person Conducting the Conference

Name: _____

Title: _____

Signature: _____

Parent/Guardian

Name: _____

Signature: _____

Summary of Your Child's Developmental Progress [SAMPLE]

This summary describes your child's developmental progress in achieving four broad desired results for children:

- Children are personally and socially competent.
- Children are effective learners.
- Children show physical and motor competence.
- Children are safe and healthy.

Your child's strengths include:

- Amy has formed friendships with many children in the program. She is willing to listen to others during conflict and tries to provide solutions when asked. Amy has expressed concern for her friends when they are hurt or feeling sad.
- Amy spends time engaged in dramatic play. This play continues from day-to-day, repeating over many days.
- Amy has begun to express interest in attempting to write down her stories, making wavy lines across the paper to look like writing.
- She uses the climbing structure, bikes in the yard, and practices her climbing, running, jumping and galloping.

Areas your child is currently working on:

- Amy is exploring number concepts, counting and quantities to five.
- Amy spends a lot of time drawing or writing symbols for her stories. This is one of the first steps in reading and writing.
- She practices putting on her shoes and socks regularly, requesting assistance when needed.

We can help your child learn and develop by...

In the program

- Providing support to help her use letters in her writing attempts through dictation.
- Providing opportunity and materials for her to practice use of numbers and math ideas.
- Allowing Amy increased opportunity to orally share her ideas in conversation.
- Adding new materials to the outdoor environment that offer Amy more challenging experiences to further develop her motor skills.

At home

- Talk with Amy about any activities that may have happened that day.
- Read and tell stories at home, pointing out familiar words and asking questions about what you read.
- Help Amy recognize letters in her name and other familiar letters in print.
- Inform us of any progress, questions or ideas you may have regarding Amy's development.

Person Conducting the Conference	Parent/Guardian
Name:	Name:
Title:	Signature:
Signature:	

Support for Completing the DRDP (2015) Child's Developmental Progress Form

The Child's Developmental Progress Form is used during the parent conferences to describe an individual child's development. The Child's Developmental Progress Form shares a summary of documentation and observations gathered to complete the DRDP (2015). A new form is filled out with the completion of each DRDP (2015) assessment cycle.

Each Child's Developmental Progress form needs to be individualized to show the growth and development of the individual child.

Filling out the form

Your child's strengths - This area should address the child's strengths in at least one area from each of the four Desired Results: personally and socially competent, effective learners, physical and motor competence, and safety and health. This information can be written as a narrative in a paragraph format or as bullets. This section should contain information about skills that are the child's strength.

Your child is currently working on - This area should address areas for growth by developmental domain. This information can be written in a narrative or bulleted format. This section should contain information about skills that the child is working on and/or for which the child is showing interest.

We can help your child learn and develop in the program by - The information in this area should support the previous section, i.e., what the child is currently working on.

You can help your child learn and develop at home by - This area should be created with the child's family. A list of home activities by content area may be helpful in providing families with activities to choose from for supporting their child's growth and development at home.

Considerations for filling out the form:

- ☒ **Use language that is family friendly** – Chances are if families do not understand what is written, they will not ask. This form is not the place to use your professional vocabulary.
- ☒ **Use factual and descriptive language** – When a teacher says, "Fred is a happy child," she/he is making a personal judgment. When she says, "Fred smiles throughout the day and is a sought after friend," she provides factual information and a clearer picture for families.
- ☒ **Individualize form for each child** – If all of the progress forms follow the same format with the same information, a teacher may not be focusing on the individual children in his/her program.
- ☒ **Use language that focuses on children's strengths** – What a child can do, instead of what he/she can't do, e.g., Amy is unable to tell us how many

seashells she counted after she counts them. This is an example that focuses on what the child can't do. Amy is practicing naming the number of objects (quantity) she has counted (e.g., Amy counts eight seashells.) When asked how many seashells she counted, she starts to count them again. This is an example that states what the child can do.

- ☒ **Home activities should be doable** – Ensure families have the resources to do the activities the teacher is asking them to participate in. (See resource list for ideas.)
- ☒ **See sample Child's Developmental Progress form for support**

Communication Troubleshooting



INTENT:

This activity is intended to give participants an opportunity to problem solve some of the common challenges when it comes to communicating with parents.

GOAL: Participants will be creating solutions to common challenges they can take back to their site.

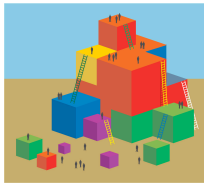


MATERIALS REQUIRED:

- PowerPoint slide
- Prewritten chart paper for recording solutions to challenges
- Signal (e.g., chime, bell, whistle, etc) to get the group's attention
- Clock or watch to track the time



TIME: 10-15 minutes



ACTIVITY PROCESS:

1. Write one challenge on each piece of chart paper.
2. Give a different challenge on chart paper to each table.
3. Each table will brainstorm and record solutions on their chart paper for five minutes.
4. At the signal, the table will pass their chart paper to the next table, review the list and add new ideas. Give them four minutes for this turn.
5. Signal and have them pass paper and repeat the process for three minutes.
6. The last rotation is two minutes long to review what has been written.



OPTIONS:

1. Each table may be assigned to one challenge and work on it the entire time.
2. Table group may choose one challenge and work on it the whole time.
3. Post the charts. Participants may complete a "wall walk" or one person can report out.

Activity Sheet: Family Engagement Bumper Sticker



INTENT: Provide opportunity for teachers to reflect on the content about building family partnerships.

GOAL: Help teachers promote awareness within the agency about the importance of family engagement and partnerships.



MATERIALS REQUIRED:

- PowerPoint slides
- 4"-6" wide strips of paper cut 11- 22" inches long (Longer strips are easier to use. They hold more words. Shorter, wider strips look more like real bumper stickers.)
- Markers
- Glue or 2 sided tape



TIME: 15 minutes

ACTIVITY PROCESS:

1. Teachers will create a bumper sticker that speaks to what they believe about family partnerships (use the PowerPoint slide as inspiration). Be clever, be funny, be serious, be original, or use an idea you have seen before
2. Have participants share their bumper stickers with the group and post in their classroom, or the staff work room as a reminder.



REFLECTION:

Have a place in the center where the bumper stickers are posted for all families to see.



OPTIONS:

- Use sticky notes, or construction paper.
- Do this activity in a family meeting.

Administrator's Closing Reflection and Action Plan

**INTENT:**

This activity is intended to give participants an opportunity to reflect on how they will support teachers as well as share the content of the session.

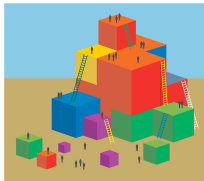
GOAL: Participants will reflect on the session and complete an action plan to be used when they return to agency.

**MATERIALS REQUIRED:**

- PowerPoint slide
- 3-2-1 Action Plan for Administrator
- 3-2-1 Action Plan for Teachers



TIME: 10 minutes

**ACTIVITY PROCESS:**

1. Share slide with reflection question and let tables have a discussion.
2. Ask participants to take out and complete the 3-2-1 Action Plan.
3. This activity is to help them think about how to support their staff when they return to agency.
4. The teacher action plan can be used with their staff.
5. Share that the reason for writing an action plan is to help them when they return to agency.
6. This session will be posted on the website and can be broken into smaller chunks and shared with teachers. It doesn't all have to be done in a three-hour session.

**OPTIONS:**

1. Programs can develop their own action plan format.