

DESIRED RESULTS

for Children and Families



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Parent Survey and Developing Family Partnerships

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DESIRED RESULTS TRAINING

HANDOUT



This training is funded by the California Department of Social Services (CDSS). The materials included in this training were developed in part or wholly by the California Department of Education (CDE) and produced by CDSS.

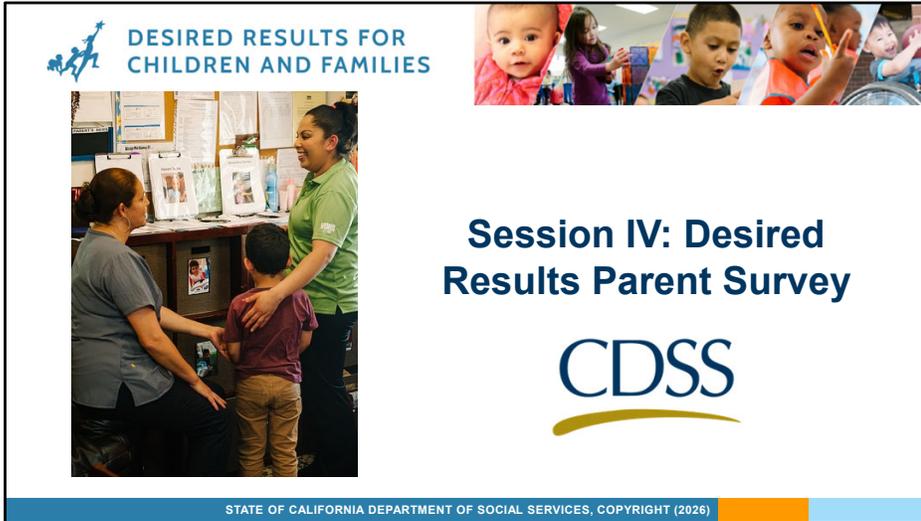
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None

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DESIRED RESULTS TRAINING

HANDOUT



None

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

Agenda

- Family Partnerships and Supporting Family Culture
- Parent Survey Summary of Findings

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Good morning, everyone.

Today, we will explore and connect family partnerships and the Parent Survey Summary of Findings.

Completing the Parent Survey Summary of Findings is the same as the DRDP. You gather your data, analyze it, and write an action plan for how you will make that data visible in the classroom and throughout your program. The slides for today are available on the Desired Results website and your Google Doc.

We will also post a recording on the DRDP YouTube Channel.

Outcomes

- Understand the importance of building strong relationships and trust within families
- Gain practical strategies for distributing and collecting parent survey data and using it to inform program improvement.



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These are the outcomes for today's session:

- Understand the importance of building strong relationships and trust within families
- Gain practical strategies for distributing and collecting parent survey data and using it to inform program improvement.

Stop and Reflect

- How comfortable are you with interacting with families?
- Are any barriers preventing you from building relationships with the families in your classroom or program? If so, what are they?
- What steps can you take to overcome these barriers?
- What does “partnership” mean to you when working with families?



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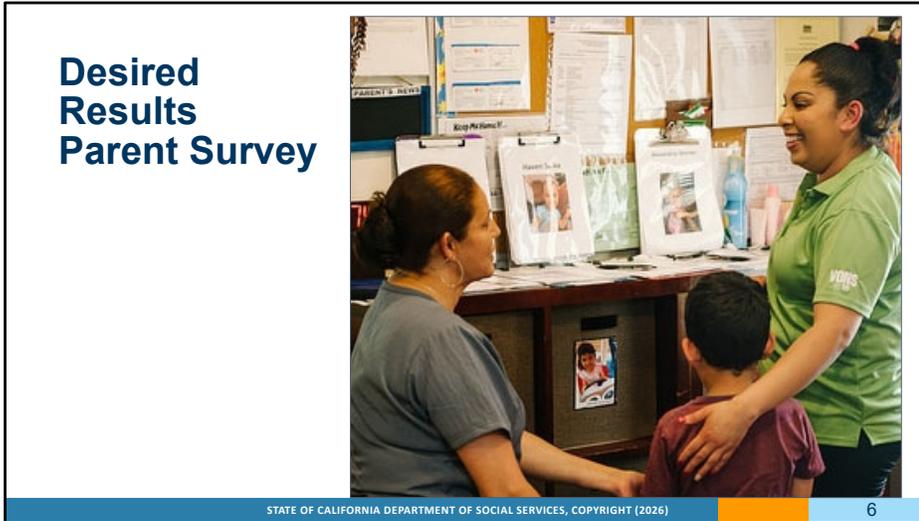
We will spend the next 12 minutes in break-out rooms, where you will be placed in groups of three. Choose two of these questions to respond to. Each person will have about two minutes to share their thoughts, ideas, wonderings, or feelings. It's important to listen with your whole heart as others share. Remember, you can pass your turn if you wish. Please keep track of the time while sharing to ensure everyone has a chance to speak.

- **Send participants to break-out rooms—ideally with 3-4 people.**
- **Share the slide in the Zoom break-out rooms.**
- **When participants return, ask 1-3 people to share. This final step is essential as it connects them to the larger group.**

Slide text:

How comfortable are you with interacting with families?

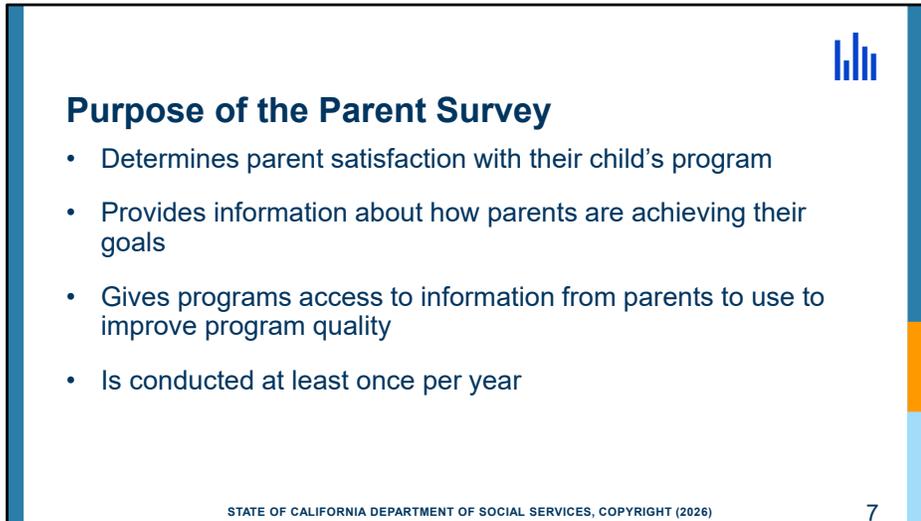
- Are any barriers preventing you from building relationships with the families in your classroom or program? If so, what are they?
- What steps can you take to overcome these barriers?
- What does “partnership” mean to you in the context of working with families?



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

Trainer Note:

- From the Google Doc, open the first handout, Parent Survey--Developing Family Partnerships binder pages, and view the Table of Contents.
- Use annotate to star the most useful activities for your staff.
- This section will review the parent survey requirements and the importance of family partnerships and relationships.



Purpose of the 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

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None

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.

Have you already distributed your parent surveys?

- **Yes**
- **We are working on it**
- **I did not know we had to do them this year.**

Slide text:

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

Desired Results for Children and Families Parent Survey

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

Desired Results for Children and Families – Parent Survey

This survey requests your feedback about your child's program. Your responses are confidential and will help improve the services provided to you. If you have more than one child who attends this program, you can fill out this survey for each child or respond once by answering the questions about your youngest child in the program.

Part 1. Rate to what extent you agree with the following statements about your experience of your child's program:

1. The program clearly explained the process for enrolling my child in the program.

Strongly Agree
 Somewhat Agree
 Somewhat Disagree
 Strongly Disagree
 Unsure

2. The program clearly explained all their safety policies and procedures regarding illness, medication, emergencies, etc.

Strongly Agree
 Somewhat Agree
 Somewhat Disagree
 Strongly Disagree
 Unsure

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None

The Parent Survey has been updated and now includes 21 questions applicable to all children, along with two additional questions specifically for children who have an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP). In addition, two open-ended questions allow families to express what they appreciate about the program and suggest any improvements they would like to see.

- The Parent Survey is available on the DR website in Arabic, English, Farsi/Persian, Hindi, Hmong, Korean, Russian, Simplified Chinese, Spanish, Tagalog, and Vietnamese.
- Parent surveys are confidential.
- It is distributed once a year, but can be done twice if desired.

Taking a Look at the Parent Survey

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

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None

The first activity in the binder will help staff become familiar with the survey. They are asked to rate the questions. This activity determines whether they understand the parent survey or if they have any questions.

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

1. Participants 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.

Data from Parent Surveys Is...

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



How do you gather parent survey data?

None

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No matter the size of a program or agency, Parent Surveys are summarized at the contract level, although agencies may choose to compile them at the site level. Agencies group the data by:

1st – site (ONLY a recommendation; site summary is not required.)

2nd – program or agency

This data will be used to write Summaries of Findings, which will be analyzed again to determine a COMPREHENSIVE Program Action Plan for the agency.

Online Survey Software



None

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There are many online software programs available for collecting and compiling data. Many are free, and others have a fee depending on features and the number of participants.

How many of you are using or have used online software for your parent surveys?

<https://www.jotform.com/blog/best-survey-tools/>

Slide text:

Online Survey Software

- Google Forms
- SurveyMonkey
- Zoho
- Surveyplanet

Resources

- Find forms on the Desired Results website www.desiredresults.us to assist in compiling data.
- Parent Survey Group Data Summary
 - Up to 30 parent surveys
 - Up to 100 parent surveys

None

If an administrator would prefer to use an Excel sheet to compile their data, resources are available on the Desired Results website

The Parent Survey Group Data Summary includes two (2) worksheets: the Input Data sheet and the Overview sheet. It provides numbers and percentages for the possible response options.

Desired Results Parent Survey Return

- CDSS and CDE require the Parent Survey to be distributed once a year.
- Getting parents to return surveys is important.
- Good strategies for getting surveys back do NOT include punishing children for parents not returning the survey.

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None

See Activity Sheet—Parent Survey Returns

The Parent Survey is distributed to gather feedback on how they feel about our program. The data is then collected to inform the Summary of Findings.

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.

Provide this...and they will return!

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



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None

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.”

I am going to place you into breakout rooms for 8 minutes, and you will share the strategies that have worked for you. We will share when we return.

Were there any ideas on how to increase parent survey return?

Trainer note: This can be a group activity.

- Provide participants with 3 x 5 index cards. Write one idea per card.
- Give participants time to share their top three.

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 the survey.
- Provide a small reward such as a raffle ticket, prize, etc.

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None

Trainer note: Go through each bullet point that the group has not already addressed.

- 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 it out during or after the review.
- “Just for the Fun of It Night” might include a movie, a potluck dinner, or a game night. Families are more apt to come out if it involves fun, family, and food!
- See the 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.
- Suggestion for gift: one program took a photo of each child and put it in a frame from the dollar store. Local stores or other community organizations might donate a raffle prize.

DESIRED RESULTS TRAINING

HANDOUT

Completing the Parent Survey Summary of Findings

Desired Results for Children and Families – Parent Survey

This survey requests your feedback about your child's program. Your responses are confidential and will help improve the services provided to you. If you have more than one child in this program, you can fill out this survey for each child, or respond once by answering the questions about your youngest child.

Part 1. Rate to what extent you agree with the following statements about your experience of your child's program:

1. The program clearly explained the process for enrolling my child in the program.
 - Strongly Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Strongly Disagree
 - Unsure

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None

After the data has been compiled, the program needs to write a Parent Survey Summary of Findings. There is an activity for your staff in the binder pages of the Google Doc.

If you have written one of these before, type "ME" in the chat. If this is your first time seeing this document, type "first time."

Trainer: Pull up the activity from the binder pages. We have provided sample data for your staff to analyze and discuss how the program can address the concerns from the parent survey.

Activity: Completing the Parent Survey Summary of Findings and Exploring the Action Step Further

Activity (30 minutes)

1. After collecting the Parent Surveys, compile the data and use that data to write a Summary of Findings.
2. Find the Summary of Findings in the handouts.
3. Walk through the handout.
4. 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

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.

DESIRED RESULTS TRAINING

HANDOUT

Action Steps

Parent Survey Summary of Findings

Contractor Legal Name: Growing Wings

Center-based and/or Family Child Care Home Education Network: CSPP and CCTR

Planning Date: January 13, 2026

Lead Planner Name and Position: Ms. Osborne - Director

Follow-up Date(s): February 2026, March 2026, April 2026

Follow-up Lead Planner Name and Position: Ms. Ramos – Site Administrator

Key Findings from Parent Survey:

- 69% of our families responded that they did not receive information on the curriculum and learning activities from our program
- 51% of our families responded that they did not receive information from our program on current suspension and expulsion policies and procedures

Action Steps (Including communication, training, schedule, space, instructional materials, and supervision change[s])

- Post updated lesson plans, photos, and learning objectives at classroom entrances for families to view during drop-off and pick-up.

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None

We provide a sample summary of findings that models clear, specific action steps.

Be specific when writing action steps. For example, instead of saying “Send home monthly newsletter,” try “Send home newsletter that includes a section, family events, parent committees, opportunities to volunteer, and other family engagement opportunities.” Using the language from the survey may be helpful.

Also, brainstorm some out-of-the-box ideas, things that are new to your program.

Expand Your Understanding of Families

$6+3=9$,
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.

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None

As a program or as an administrator, you may feel that you have provided information to families (family handbooks, family meetings, etc.), even though they say they did not receive it; however, everyone does not see everything the same way. Families may not have realized that the family meeting was a way to get involved with the program; for them, it may have just been a meet-and-greet. Being respectful of others' way of thinking is how we can all get to the same answer or conclusion.

Slide Text:

Expand Your Understanding of Families

- $6+3=9$, 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.

Things to Consider

- Is the written information sent in the parents' home language?
- Has the information been offered in multiple ways (e.g., a parent night, follow-up newsletter, personal note home, social media)?
- Are parent tips feasible? Do they have the resources?
- Do you request acknowledgment (e.g., that an activity for families is sent home and the family shares feedback with the teacher)?

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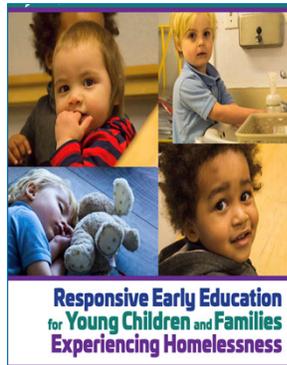
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Here are some items to consider as you analyze the parent survey data.

Slide text:

- Is the written information sent in the parents' home language?
- Has the information been offered in multiple ways (e.g., a parent night, a follow-up newsletter, a personal note home, a recorded presentation)?
- Are parent tips feasible? Do they have the resources?
- Do you request acknowledgment (e.g., that an activity for families is sent home and the family shares feedback with the teacher)?

Important Publications



None

Now, we will look at strategies to share with your staff to help them develop partnerships with families. Two important publications with free companion CECO modules are available to everyone.

1. The Best Practices for Planning Curriculum for Young Children: Family Partnership and Culture. 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).

2. Responsive Early Education for Families Experiencing Homelessness contains “...essential factual information and resources about the extent of early childhood homelessness in addition to concrete research-based strategies teachers can implement that benefit all of the children in their care and are essential for young children and their families impacted by homelessness.”

(CDE, 2019, viii).”

In the following few slides, we will share and discuss strategies and information from these two publications to help administrators prepare ECE staff to understand the shared responsibility we have to ensure that all children have opportunities to participate in early learning environments that promote their well-being, optimal development, and educational success.

Developing positive, strength-based relationships with the parents and families is most likely to happen when there is a trusting relationship, and teachers listen to and learn from families about the experiences they face.

Most Important Protective Factor

“The most important protective factor that supports young children to develop resilience in the face of sustained stress and trauma is experiencing a consistent relationship with a supportive caregiver who is responsive to the child’s needs” (*Responsive Early Education for Young Children and Families Experiencing Homelessness*, p. 74).



What are some strategies to creating responsive caregiving?

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Teachers may use various strategies to create responsive, strength-based relationships with families. Here are a few strategies to try:

- Learn how to initiate respectful discussions with families about their housing situation, understanding that families may not self-identify as homeless if they are doubling up.
- Understand the difference between cohousing arrangements made by choice and reflect family cultural traditions and values versus doubling-up situations in which families have no other housing options.

It is important to note that this is not an exhaustive list but rather a sampling of effective strategies. More strategies are listed in the *Responsive Early Education for Young Children and Families Experiencing Homelessness* publication.

Important: Strategies to Try

1. Use person-first language.
2. Place informational posters about services in visible areas.
3. Invite families to share their stories.



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Trainer note:

Teachers may use a variety of strategies to create responsive, strength-based relationships with families. Here are a few strategies to try:

Use person-first language and avoid referring to families as “homeless” on school forms or in conversation with families.

Communicate messages of inclusion. Place informational posters about services (e.g., California Department of Education’s Homeless Education Program poster) in visible areas where families will see them and post them online.

<https://www.cde.ca.gov/sp/hs/cy/documents/homelesspostereng.pdf>

School House Connection. works to overcome homelessness. The website has videos, tipsheets, and other resources.

<https://docs.google.com/document/d/1OKy9Q3lQ16aDXfFlvS9ij2L9O6MXnYg1-hACkDfevWE/edit?tab=t.0>

Invite families to share their stories to shed light on the complex circumstances that lead parents to experience homelessness.

Reflective Practice

How can teachers strengthen their self-awareness about the beliefs, assumptions, or potential biases they have about children and families experiencing homelessness?

“Reflective practice allows teachers to think about their practice. Critical reflection is a combination of reflection and an explicit examination of the role of equity and power in teaching practice” (Responsive Early Education for Young Children and Families Experiencing Homelessness, p. 83).

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How can teachers strengthen their self-awareness about the beliefs, assumptions, or potential biases they have about children and families experiencing homelessness?

Reflective practice allows teachers to think about their practice. Critical reflection is a combination of reflection and an explicit examination of the role of equity and power in teaching practice (Sensoy and DiAngelo 2017)” (Responsive Early Education for Young Children and Families Experiencing Homelessness, p. 83).

DESIRED RESULTS TRAINING

HANDOUT

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?

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

Mutual trust and respect– Families feel like they are heard and that their opinion matters.

Environments convey that families are essential by reflecting their culture and ethnicity; they are welcome in the classroom.

Communication is regular and supportive, such as contacting the family with positive information about their child before something negative occurs.

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



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 1/2 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 Relationships

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

[Source: Best Practices: Family Partnerships and Culture](#)



None

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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).

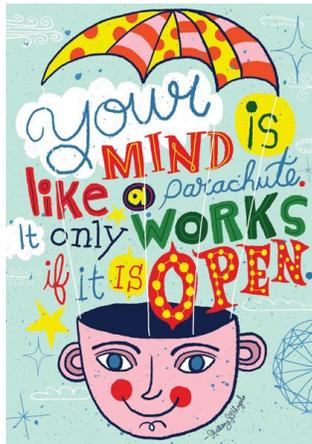
DESIRED RESULTS TRAINING

HANDOUT

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?



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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 general. Some ask in-depth 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 universal 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 whom others in the home (the mother, father, or grandmother) take complete responsibility.
- who else participates or helps in the caregiving.
- do caregivers agree about the best way to feed, bathe, discipline, and soothe the child?

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?

Families have valuable information necessary to understand 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 them, and develop strong partnerships with them. This process requires openness to learning and an effort to understand the individuality of 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, each with the question written on it. Post them throughout the room.

Have teachers write a response to each question on a sticky note and post it on the appropriate chart paper.

DESIRED RESULTS TRAINING

HANDOUT

Q and A



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None

Now that we are coming to the end. Please share questions or thoughts about the topic or resources we shared today.

While you type the questions, we will call a raffle winner.

Resources that Support Family Partnerships

- [DRDP Online](#)
- [Curriculum Frameworks](#)
- [All About Young Children](#)
- [California Early Childhood Online \(CECO\)](#)
- [Best Practices Family Partnerships and Culture](#)
- [HeadStart.gov website](#)

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Curriculum Frameworks: The California Early Learning and Development System includes several components related to the Early Learning Foundations. The foundations focus on the child and explain what a child can do at different developmental milestones. They are similar to early learning standards in other states. The companion document to the foundations is the Curriculum Frameworks, which provides teachers with information on how to support children's learning and development, as well as guidance for sharing with families.

All About Young Children: As with the rest of the field, the CDE acknowledges families' central role in child development. It became clear that families must be able to access the information in the foundations. So, with WestEd, CDE created a tool to help families use the learning foundations. In creating this resource, of course, the diverse needs of families were identified. Instead of publishing, the team decided it needed to be a living, breathing resource that changes as families do. An interactive website was developed that can be viewed in seven languages, focused on five learning domains, and spanning five age ranges to meet families' interests and needs.

Best Practices in Partnering with Families: It is not just the information that families need to participate in and lead their child's education. It is also necessary to build

relationships with their education centers and teachers so that they can share the information they bring to the table, and teachers can learn about the family and use this information to support the child.

[

DRDP: The Desired Results Developmental Profile is an observational assessment aligned with the Foundations that provides information to teachers and families.

California Early Childhood Online (CECO) has online training to support teachers, staff, and caregivers. There are many courses, including Strengthening Families. Strengthening Families is a national movement, and this online course is A Resource for Action: Implementing the Strengthening Families Protective Factors Framework. In addition to strengthening families, many CECO courses may include content on partnering with families. For example, there are courses on each of the foundation's domains, including sections of the Framework Engaging Families and courses on effectively utilizing the DRDP, which supports partnering with families.

Headstart.gov: Head Start offers online resources to build strong, effective partnerships that help parents and children thrive. Some valuable resources include courses on Building Partnerships with Families, Strategies for Family Engagement: Attitudes and Practices, Family Engagement and Cultural Perspectives: Applying Strengths-based Attitudes, and Partnering with Families of Children who are Dual Language Learners. There are also guidance resources for supervisory administrators to help their staff use a strengths-based approach in their work with families.

(<https://headstart.gov/family-engagement/article/building-partnerships-families-series>)

Thank You!



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Thank you!



This training is funded by the California Department of Social Services (CDSS). The materials included in this training were developed in part or wholly by the California Department of Education (CDE) and produced by CDSS.

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DESIRED RESULTS FOR CHILDREN AND FAMILIES



Session IV: Desired Results Parent Survey



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Agenda

Family Partnerships and Supporting Family Culture	Parent Survey Summary of Findings
---------------------------------------------------	-----------------------------------

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Outcomes

- Understand the importance of building strong relationships and trust within families
- Gain practical strategies for distributing and collecting parent survey data and using it to inform program improvement.



4

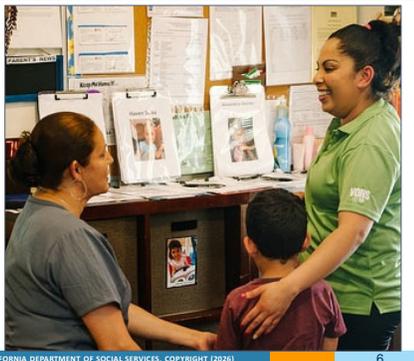
Stop and Reflect

- How comfortable are you with interacting with families?
- Are any barriers preventing you from building relationships with the families in your classroom or program? If so, what are they?
- What steps can you take to overcome these barriers?
- What does "partnership" mean to you when working with families?



5

Desired Results Parent Survey



6



Purpose of the 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

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Desired Results for Children and Families Parent Survey

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

Desired Results for Children and Families – Parent Survey

This survey requests your feedback about your child's program. Your responses are confidential and will help improve the services provided to you. If you have more than one child who attends this program, you can fill out the survey for each child or respond once by answering the questions about your youngest child in the program.

Part 1. Rate to what extent you agree with the following statements about your experience of your child's program:

1. The program clearly explained the process for enrolling my child in the program.

Strongly Agree
 Somewhat Agree
 Somewhat Disagree
 Strongly Disagree
 Unsure

2. The program clearly explained all their safety policies and procedures regarding illness, medication, emergencies, etc.

Strongly Agree
 Somewhat Agree
 Somewhat Disagree
 Strongly Disagree
 Unsure

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Taking a Look at the Parent Survey

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

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Data from Parent Surveys Is...

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



How do you gather parent survey data?

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Online Survey Software



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Resources

- Find forms on the Desired Results website www.desiredresults.us to assist in compiling data.
- Parent Survey Group Data Summary
 - Up to 30 parent surveys
 - Up to 100 parent surveys

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Desired Results Parent Survey Return

- CDSS and CDE require the Parent Survey to be distributed once a year.
- Getting parents to return surveys is important.
- Good strategies for getting surveys back do NOT include punishing children for parents not returning the survey.

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Provide this...and they will return!

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



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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 the survey.
- Provide a small reward such as a raffle ticket, prize, etc.

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Completing the Parent Survey Summary of Findings

Desired Results for Children and Families – Parent Survey

This survey requests your feedback about your child's program. Your responses are confidential and will help improve the services provided to you. If you have more than one child in this program, you can fill out this survey for each child, or respond once by answering the questions about your youngest child.

Part 1. Rate to what extent you agree with the following statements about your experience of your child's program:

1. The program clearly explained the process for enrolling my child in the program.
- Strongly Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Strongly Disagree
 - Unsure

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Action Steps

Parent Survey Summary of Findings

Contractor Legal Name: **Growing Wings**

Center-based and/or Family Child Care Home Education Network: **CSPP and CCTR**

Planning Date: **January 13, 2026**

Lead Planner Name and Position: **Ms. Osborne - Director**

Follow-up Date(s): **February 2026, March 2026, April 2026**

Follow-up Lead Planner Name and Position: **Ms. Ramos – Site Administrator**

Key Findings from Parent Survey:

- **69% of our families responded that they did not receive information on the curriculum and learning activities from our program**
- **51% of our families responded that they did not receive information from our program on current suspension and expulsion policies and procedures**

Action Steps (Including communication, training, schedule, space, instructional materials, and supervision change[s])

- **Post updated lesson plans, photos, and learning objectives at classroom entrances for families to view during drop-off and pick-up.**

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Expand Your Understanding of Families

$$6+3=9,$$

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.

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Things to Consider

- Is the written information sent in the parents' home language?
- Has the information been offered in multiple ways (e.g., a parent night, follow-up newsletter, personal note home, social media)?
- Are parent tips feasible? Do they have the resources?
- Do you request acknowledgment (e.g., that an activity for families is sent home and the family shares feedback with the teacher)?

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Important Publications



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Most Important Protective Factor

"The most important protective factor that supports young children to develop resilience in the face of sustained stress and trauma is experiencing a consistent relationship with a supportive caregiver who is responsive to the child's needs" (*Responsive Early Education for Young Children and Families Experiencing Homelessness*, p. 74).



What are some strategies to creating responsive caregiving?

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Important: Strategies to Try

1. Use person-first language.
2. Place informational posters about services in visible areas.
3. Invite families to share their stories.



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Reflective Practice

How can teachers strengthen their self-awareness about the beliefs, assumptions, or potential biases they have about children and families experiencing homelessness?

“Reflective practice allows teachers to think about their practice. Critical reflection is a combination of reflection and an explicit examination of the role of equity and power in teaching practice” (Responsive Early Education for Young Children and Families Experiencing Homelessness, p. 83).

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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?

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Strategies for Building Relationships

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

[Source: Best Practices: Family Partnerships and Culture](#)

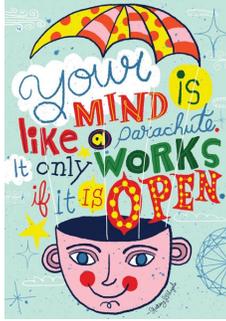


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Family Values

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?



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Q and A



27

Resources that Support Family Partnerships

- [DRDP Online](#)
- [Curriculum Frameworks](#)
- [All About Young Children](#)
- [California Early Childhood Online \(CECO\)](#)
- [Best Practices Family Partnerships and Culture](#)
- [HeadStart.gov website](#)

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Thank You!

CDSS



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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.

Name of Agency: _____

Site/Program: _____

Date: _____

Desired Results for Children and Families – Parent Survey

This survey requests your feedback about your child's program. Your responses are confidential and will help improve the services provided to you. If you have more than one child who attends this program, you can fill out this survey for each child or respond once by answering the questions about your youngest child in the program.

Part 1. Rate to what extent you agree with the following statements about your experience of your child's program:

1. The program clearly explained the process for enrolling my child in the program.

Strongly Agree
 Somewhat Agree
 Somewhat Disagree
 Strongly Disagree
 Unsure

2. The program clearly explained all their safety policies and procedures regarding illness, medication, emergencies, etc.

Strongly Agree
 Somewhat Agree
 Somewhat Disagree
 Strongly Disagree
 Unsure

3. The program shares information on the curriculum and learning activities with me.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

4. The program gives updates on the daily experiences of my child as appropriate (for example, if my child was injured, what they ate, napping, toileting, etc.).

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

5. The program explains my child’s ongoing development to me through progress reports, parent conferences, and informal conversations.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

6. The program provides me with resources and suggestions for how I can support my child’s learning and development at home.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

7. When needed, the program helps me get referrals to social and/or health services in my community, such as an assessment to diagnose a disability, provide behavioral supports, or other referrals.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Does Not Apply to Me

8. The program communicates with me in my home language, including translating materials (if I speak a language other than English).

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Does Not Apply to Me

9. The program engages with my family to ensure learning experiences, books, and materials reflect my child’s race, home language, and cultural background.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

10. The program encourages me to engage in family events, parent committees, opportunities to volunteer, and other family engagement opportunities.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree

- Strongly Disagree
- Unsure

11. The program makes me feel welcome and treats me like a valued partner in my child's learning.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

12. I receive answers and resolutions from the program in a timely manner when I have questions or concerns.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

13. The program provides healthy meals and snacks that reflect my child's culture.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

14. The program supports my child in learning healthy habits, such as handwashing and personal hygiene.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

Unsure

15. The program provides developmentally appropriate learning activities that help my child's individual school readiness skills, such as math and literacy.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

16. The program provides my child with support in their social and emotional skills, such as how to play with friends and process emotions.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

17. The program provides a balance of indoor and outdoor movement activities to support my child's individual physical development.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

18. The program supports my child's home language skills as well as English.

- Strongly Agree
- Somewhat Agree

- Somewhat Disagree
- Strongly Disagree
- Does Not Apply to Me

19. The program provided me with information on their current suspension and expulsion policies and procedures.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

20. The program provides me with information on local elementary schools when my child is ready for kindergarten.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Does Not Apply to Me

21. Has your child's participation in the program helped you get a job, keep your job, or attend school?

- Yes
- No
- Does Not Apply to Me

Please answer questions 22 and 23 if your child has an identified disability with an IFSP or IEP:

22. My child is included in activities with other children in the program.

- Strongly Agree
- Somewhat Agree

- Somewhat Disagree
- Strongly Disagree
- Prefer Not to Answer

23. The program effectively meets my child's individual needs aligned to their IFSP or IEP goals.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Prefer Not to Answer

Part 2. Please write a response to the following questions:

1. What is one thing you love most about the program?

2. What is one thing you would like to see improved about the program?

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



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 Overview Chart (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 on the survey results that have been compiled.

Example: Question #3 shows that 69% of parents said, “Somewhat Disagree” when asked: “The program shares information on the curriculum and learning activities with me.”

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 most parents feel the program does not provide sufficient information on the curriculum and learning activities.

4. Develop action steps around questions or sub-questions that could support the program in progressing from “Somewhat Disagree” to “Somewhat Agree” or “Strongly Agree.” 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 2026

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

Example: After sending home the early literacy newsletter, 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

Overview Chart

Name of Agency: WestEd Site/Program: Growing Wings Center Date: _____

Question 1 - The program clearly explained the process for enrolling my child in the program.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	88%	12%	0%	0%	0%
Question 2 - The program clearly explained all their safety policies and procedures regarding illness, medication, emergencies, etc.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	79%	13%	8%	0%	0%
Question 3 - The program shares information on the curriculum and learning activities with me.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	12%	19%	69%	0%	0%
Question 4 - The program gives updates on the daily experiences of my child as appropriate (for example, if my child was injured, what they ate, napping, toileting, etc.).					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	4%	90%	6%	0%	0%
Question 5 - The program explains my child's ongoing development to me through progress reports, parent conferences, and informal conversations.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	92%	8%	0%	0%	0%
Question 6 - The program provides me with resources and suggestions for how I can support my child's learning and development at home.					

	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	52%	33%	10%	0%	6%
Question 7 - When needed, the program helps me get referrals to social and/or health services in my community, such as an assessment to diagnose a disability, provide behavioral supports, or other referrals.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Does Not Apply
	8%	13%	4%	0%	75%
Question 8 - The program communicates with me in my home language, including translating materials (if I speak a language other than English).					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Does Not Apply
	79%	6%	0%	0%	15%
Question 9 - The program engages with my family to ensure learning experiences, books, and materials reflect my child's race, home language, and cultural background.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	90%	8%	2%	0%	0%
Question 10 - The program encourages me to engage in family events, parent committees, opportunities to volunteer, and other family engagement opportunities.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	17%	75%	8%	0%	0%
Question 11 - The program makes me feel welcome and treats me like a valued partner in my child's learning.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	90%	8%	2%	0%	0%
Question 12 - I receive answers and resolutions from the program in a timely manner when I have questions or concerns.					

	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	40%	44%	10%	2%	4%
Question 13 - The program provides healthy meals and snacks that reflect my child's culture.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	90%	10%	0%	0%	0%
Question 14 - The program supports my child in learning healthy habits, such as handwashing and personal hygiene.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	100%	0%	0%	0%	0%
Question 15 - .The program provides developmentally appropriate learning activities that help my child's individual school readiness skills, such as math and literacy.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	90%	10%	0%	0%	0%
Question 16 - The program provides my child with support in their social and emotional skills, such as how to play with friends and process emotions.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	90%	10%	0%	0%	0%
Question 17 - The program provides a balance of indoor and outdoor movement activities to support my child's individual physical development.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	100%	0%	0%	0%	0%
Question 18 - .The program supports my child's home language skills as well as English.					

	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Does Not Apply
	71%	17%	6%	0%	6%
Question 19 - The program provided me with information on their current suspension and expulsion policies and procedures.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Unsure
	2%	34%	51%	4%	9%
Question 20 - The program provides me with information on local elementary schools when my child is ready for kindergarten.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Does Not Apply
	19%	54%	0%	0%	27%
Question 21 - .Has your child's participation in the program helped you get a job, keep your job, or attend school?					
	% Yes	% No	% Does Not Apply		
	87%	6%	8%		
Question 22 - My child is included in activities with other children in the program.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Prefer Not to Say
	44%	22%	11%	0%	22%
Question 23 - The program effectively meets my child's individual needs aligned to their IFSP or IEP goals.					
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Prefer Not to Say
	0%	29%	71%	0%	0%

Instructions and Template for Completing the Desired Results Parent Survey – Summary of Findings

California Department of Education
Early Education Division
EED-4003, March 2022

Instructions for Completing the Following

Desired Results Parent Survey

<http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc>.

Complete the Desired Results Parent Survey for each center-based CSPP and/or Family Child Care Home Education Network (FCCHEN). The Desired Results Parent Survey Summary of Findings is used to complete the Program Self Evaluation (PSE) Annual Report.

Required Contractor Information

- Contractor Legal Name
- CSPP Center-based and/or FCCHEN
- 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)

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

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

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: Growing Wings

Center-based and/or Family Child Care Home Education Network: CSPP and CCTR

Planning Date: January 13, 2026

Lead Planner Name and Position: Ms. Osborne - Director

Follow-up Date(s): February 2026, March 2026, April 2026

Follow-up Lead Planner Name and Position: Ms. Ramos – Site Administrator

Key Findings from Parent Survey:

69% of our families responded that they did not receive information on the curriculum and learning activities from our program

51% of our families responded that they did not receive information from our program on current suspension and expulsion policies and procedures

Action Steps (Including communication, training, schedule, space, instructional materials, and supervision change[s])

Post updated lesson plans, photos, and learning objectives at classroom entrances for families to view during drop-off and pick-up.

Share simple at-home activity suggestions aligned with classroom learning.

Provide every family with a printed and digital copy of the suspension and expulsion policy during enrollment and require signed acknowledgment.

Redistribute the policy at the start of each program year and during mid-year conferences.

Create a simplified one-page overview explaining the policy, preventive supports, and steps taken before any disciplinary action.

Expected Completion Date and/or Ongoing Implementation and Persons Responsible)

This is ongoing implementation.

Provide families with weekly summaries of learning goals and planned activities through email, text, or the program's communication app.

Provide simple activity suggestions aligned with classroom learning.

January – February: Distribute suspension/expulsion policy to all current families

March – April: Review policy during Spring family conferences

Exploring the Action Steps 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 and a black border, 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 signs.
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.• Create an alphabet-writing journal for children to use at home.
“Send simple alphabet activities home” (PCF, Vol. 1, p. 156).	

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.

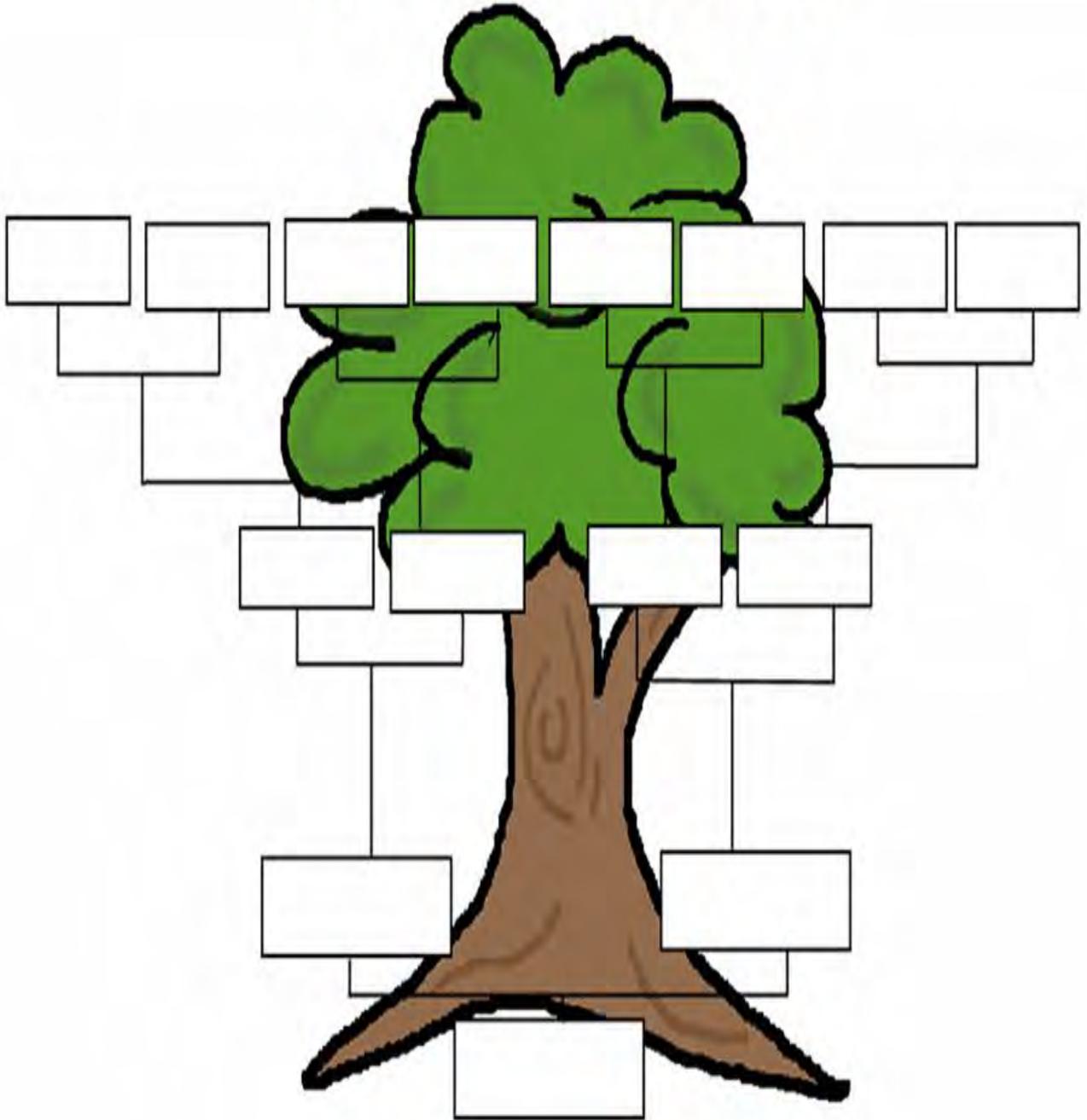


OPTIONS:

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

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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.

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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 preschool?) 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).

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 Desired Results Developmental Profile (DRDP) 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. A new form is filled out with the completion of each DRDP 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.