



Office of  
Research & Planning

Prepared by:  
Amanda T. Saw

## Research Briefs from the Office of Institutional Research Spring 2011 Child Development Center NAEYC Survey

### *Purpose:*

In assessing the needs of children and families, the Child Development Center (CDC) administered the National Association for the Education of Young Children (NAEYC) Survey to parents of children attending the Center.

### *Summary of Findings:*

- The majority of respondents (39 of 40, or 98%) affirmed that they had regular contact and communications with their child's teacher.
- Only 14 of the respondents (35%) expressed that the teacher asked about their beliefs and family background.
- For developing curriculum, only 16 respondents (41%) felt that their family background and beliefs were used to develop curriculum to generate meaningful experiences for their children.
- A majority of respondents (91%) believed that their home language was taken into account in developing learning opportunities for their children,
- A majority of respondents (88%) reported having regular opportunities to participate in classroom activities and events.
- Respondents reported having knowledge of assessment processes used by the program, such as instruments (93%), procedures (95%), and results usage (87%).
- A majority of respondents reported regular communications with their child's teacher regarding assessment (93%); however, a smaller majority (74%) reported being included in developing an assessment plan for their child.
- All respondents (100%) reported that program staff informed them of contagious diseases in the program.
- The vast majority of respondents affirmed that the program and program staff provided information about the program philosophy and goals (95%), program rules and expectations (98%), and program events (100%).
- Fewer respondents reported being able to provide program input (68%), and taking on leadership roles (58%).
- A large majority of respondents reported that they felt respected and valued by program staff (95%); yet, a smaller majority reported being involved in the program evaluation process (77%) or having a voice in program improvement (80%).
- Almost a quarter of respondents reported not knowing about the program evaluation process (23%).

### *Methodology:*

There were 40 parents of children attending the Child Development Center who responded to the NAEYC Survey, the Expanded Family Survey (no infant) version, in Spring 2011.

The survey contained a total of 50 questions, covering eight topic areas:

1. Relationships (6 Q's)
2. Curriculum (2 Q's)
3. Teaching (2 Q's)

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4. Assessment (8 Q's)
5. Health (3 Q's)
6. Families (20 Q's)
7. Community relationships (3 Q's)
8. Leadership and management (6 Q's)

For each of the questions, possible responses included **Yes; Yes, but; No; No, but; and Don't know**. A few questions that were population-specific also included the response option **Not applicable**. At the end of each section/area, the respondent could provide any open-ended feedback. These open-ended responses were categorized into one of three categories: positive, negative, and neutral. Different reviewers may have categorized these responses differently.

### *Findings:*

#### **Section 1: Relationships**

The majority of respondents affirmed various aspects of their relationship with program staff and instructors to be agreeable, with the exception of one aspect. In terms of having regular communications with the teacher (and mutually valuing each others' input), communicating about the interests and needs of the child, knowing about the classroom rules and expectations, and getting help moving smoothly between home and school, at least 93% of the respondents affirmed their relationship with the program personnel (see Table 1). However, only 35% of respondents expressed that their child's teacher asked about their beliefs and family background.

Six respondents reported having children with special needs. Five (83%) reported that the program staff worked with them to develop plans to support their child's full inclusion.

Table 1. Relationships	Yes		Yes, but		No		No, but		Don't know		Total
	N	%	N	%	N	%	N	%	N	%	N
1. I feel that I have regular contact and communications with my child's teacher and that we value and use each other's input about the care of my child.	39	97.5	0	0.0	0	0.0	1	2.5	0	0.0	40
2. My child's teacher talks to me regularly about the interests and needs of my child both at home and at school.	36	90.0	1	2.5	2	5.0	0	0.0	1	2.5	40
3. I know the rules and expectations for my child's classroom.	37	94.9	1	2.6	1	2.6	0	0.0	0	0.0	39
4. My child's teacher asks me about my family background and my beliefs.	13	32.5	1	2.5	22	55	4	10.0	0	0.0	40
5. The program staff help me and my child move smoothly between home and school.	38	95.0	0	0.0	1	2.5	0	0.0	1	2.5	40
6. <i>For families with special needs only:</i> The program staff works with me to develop plans to support my child's full inclusion.	5	83.3	0	0.0	0	0.0	0	0.0	1	16.7	6

### Sections 2 & 3: Curriculum & Teaching

For developing curriculum, only 15 (41%) respondents felt that their family background and beliefs were used to generate meaningful experiences for their children (see Table 2). On the other hand, a majority of respondents (91%) believed that their home language was taken into account in developing learning opportunities for their children. In addition, the majority of respondents reported regular opportunities to participate in classroom activities and events (88%) and the ability to have a good conversation with a teacher even when disagreeing with how the teacher works with their child (90%, see Table 3).

Table 2. Curriculum	Yes		Yes, but		No		No, but		Don't know		Total
	N	%	N	%	N	%	N	%	N	%	N
1. The program staff use information about my family background and beliefs to make my child's learning experiences more meaningful.	15	38.5	1	2.6	11	28.2	0	0.0	12	30.8	39
2. The program takes into account my child's home language when working on literacy and provides my child opportunities to learn in a language they are comfortable with.	31	88.6	1	2.9	0	0.0	0	0.0	3	8.6	35

Table 3. Teaching	Yes		Yes, but		No		No, but		Don't know		Total
	N	%	N	%	N	%	N	%	N	%	N
1. I regularly have the opportunity to participate in classroom activities and events.	33	82.5	2	5.0	3	7.5	1	2.5	1	2.5	40
2. When I disagree with how a teacher works with my child, I feel that I can have a good conversation with him or her and develop mutually satisfying decisions.	34	85.0	2	5.0	1	2.5	0	0.0	3	7.5	40

### Sections 4 & 5: Assessment & Health

On the whole, respondents reported having knowledge of assessment processes used by the program staff, such as instruments (93%), procedures (95%), results usage (87%), and confidentiality (83%, see Table 4).

A majority of respondents reported adequate communication regarding assessments: with program staff using culturally respectful language (93%), with regular communications with their child's teacher (93%), and from written reports (83%, see Table 4). However, a smaller majority (74%) reported being included in developing an assessment plan for their child.

Table 4. Assessment	Yes		Yes, but		No		No, but		Don't know		Total
	N	%	N	%	N	%	N	%	N	%	N
1. The program staff told me about the assessment process they use. I know about and understand the following:											
a. the instruments they use.	34	85.0	3	7.5	1	2.5	0	0.0	2	5.0	40
b. the procedures.	36	90.0	2	5.0	1	2.5	0	0.0	1	2.5	40
c. the use of the results	34	87.2	0	0.0	4	10.3	0	0.0	1	2.6	39
d. how they keep my child's progress confidential.	33	82.5	0	0.0	3	7.5	1	2.5	3	7.5	40
2. Program staff communicate with me about my child's assessments in language I understand and in a manner that is respectful to my cultural identity.	37	92.5	0	0.0	0	0.0	0	0.0	3	7.5	40
3. I was or will be included in developing the assessment plan for my child.	28	71.8	1	2.6	5	12.8	0	0.0	5	12.8	39
4. My child's teacher talks with me regularly about how my child is doing at home and at school.	35	87.5	2	5.0	2	5.0	0	0.0	1	2.5	40
5. I receive written reports about my child at least twice a year.	33	82.5	0	0	1	2.5	0	0.0	6	15.0	40

The program staff got high affirmation on health issues. All respondents (100%) reported that program staff informed them of contagious diseases in the program (see Table 5). Of the 12 respondents whose child had special nutritional needs, 11 (92%) reported that the program staff was aware of their child's needs and made provisions for these needs. Of the 19 respondents who send food to school, 18 (95%) indicated being aware of the nutritional requirements for such food.

Table 5. Health	Yes		Yes, but		No		No, but		Don't know		Total
	N	%	N	%	N	%	N	%	N	%	N
1. Program staff let me know when there are contagious diseases in the program.	40	100	0	0.0	0	0.0	0	0.0	0	0.0	40
2. <i>For families who send food to school only:</i> I am aware of the nutritional requirements for sending food along with my child to school.	18	94.7	0	0.0	1	5.3	0	0.0	0	0.0	19
3. <i>For families with children with allergies or special nutritional needs only:</i> Program staff is aware of my child's special health needs and carefully provides for them.	11	91.7	0	0.0	0	0.0	0	0.0	1	8.3	12

## Section 6: Families

Overall, respondents (at least 88%) affirmed having good communication with program staff and having access to information and resources (see Table 6a). For instance, the vast majority of respondents affirmed that the program and program staff provided information about the program philosophy and goals (95%), rules and expectations (98%), events (100%), community activities (98%), community support (95%), and child assessment plans (93%).

In contrast, fewer respondents reported having involvement or say in working with other families (67%), helping plan program events (75%), being able to provide program input (68%), and taking on leadership roles (58%, see Table 6b). Yet, a large majority of respondents reported having a good relationship with program staff (98%), being aware of volunteer opportunities (95%), receiving information about their child from staff with sensitivity and respect (97%), and being able to resolve problems with teaching staff (94%). Only about 58% of respondents believed that the program provides a translator when needed, 12% did not believe so and 31% did not know.

Table 6a. Families (Information & Resources)	Yes		Yes, but		No		No, but		Don't know		Total	
	N	%	N	%	N	%	N	%	N	%	N	
1. I am provided with information about the following:												
a. the program philosophy and goals	38	95.0	0	0.0	1	2.5	0	0.0	1	2.5	40	
b. program rules and expectations	39	97.5	0	0.0	0	0.0	0	0.0	1	2.5	40	
c. program events	40	100.0	0	0.0	0	0.0	0	0.0	0	0.0	40	
d. community activities	39	97.5	0	0.0	1	2.5	0	0.0	0	0.0	40	
e. available community support	38	95.0	0	0.0	2	5.0	0	0.0	0	0.0	40	
f. child assessment plans	37	92.5	0	0.0	0	0.0	1	2.5	2	5.0	40	
2. I am provided written materials (including this survey) in a language I understand.	38	95.0	1	2.5	0	0.0	0	0.0	1	2.5	40	
3. The program has the resources and ability to help me obtain the services I need for my child and family.	37	92.5	0	0.0	0	0.0	0	0.0	3	7.5	40	
4. Information that I provide about my child's skills, interests, and needs is incorporated into classroom interactions and activities.	34	85.0	1	2.5	2	5.0	0	0.0	3	7.5	40	
7. Program staff and I informally share information about my child on at least a weekly basis.	37	92.5	0	0.0	2	5.0	0	0.0	1	2.5	40	
8. The program staff helps me know about and use community resources.	37	92.5	0	0.0	2	5.0	0	0.0	1	2.5	40	

Table 6b. Families (Opportunities & Communication)	Yes		Yes, but		No		No, but		Don't know		Total
	N	%	N	%	N	%	N	%	N	%	N
5. The program gives me opportunities to work with other families.	25	64.1	1	2.6	5	12.8	1	2.6	7	17.9	39
6. I have the opportunity to help plan program events.	29	72.5	1	2.5	4	10.0	0	0.0	6	15.0	40
9. I believe I have a good relationship with the staff at my child's program.	39	97.5	0	0.0	0	0.0	0	0.0	1	2.5	40
10. I am aware of many opportunities to volunteer at my child's program.	37	92.5	1	2.5	0	0.0	0	0.0	2	5.0	40
11. The program asks me for my input about the program in many different ways, both verbally and written.	27	67.5	0	0.0	10	25.0	0	0.0	3	7.5	40
12. I am encouraged by the program staff to take on leadership roles in the program.	22	55.0	1	2.5	10	25.0	0	0.0	7	17.5	40
13. The program provides a translator when needed.	15	57.7	0	0.0	3	11.5	0	0.0	8	30.8	26
14. When program staff have had a concern about my child and his or her development, they have communicated this concern to me with sensitivity and respect and in private. I have received this information in writing, with thorough explanations and suggestions about how to proceed.	32	97.0	0	0.0	1	3.0	0	0.0	0	0.0	33
15. If problems arise in my interactions with teaching staff, they are good about working to solve these problems and do so in language I understand.	31	93.9	0	0.0	0	0.0	0	0.0	2	6.1	33

### Sections 7 & 8: Community Relationships & Leadership and Management

While the majority of respondents reported getting special services from program staff for their child (78.3%) and being informed about special community events (96.0%), less than a third (32.5%) reported being involved with staff on community projects (see Table 7).

Similarly, respondents expressed good relationships and communication with leadership and management, but were less likely to report feeling involved. A large majority of respondents reported feeling that the program administrator to be up-to-date (90.0%), being respected and valued by program staff (95.0%), and being familiar with program drop-off/pick-up procedures (95.0%, see Table 8). Yet, a smaller majority of respondents reported being involved in the program evaluation process (76.9%) or getting a final program evaluation report (75.0%), or having a voice in program improvement (80.0%). In addition, almost a quarter of respondents reported not knowing about the program evaluation process (23.1%).

Table 7. Community Relationships	Yes		Yes, but		No		No, but		Don't know		Total
	N	%	N	%	N	%	N	%	N	%	N
1. Program staff have been able to provide me with special services for my child's special needs.	18	78.3	0	0.0	1	4.3	0	0.0	4	17.4	23
2. Staff are good about informing me about special events in the community that may be of interest to my family.	36	96.0	1	2.5	2	5.0	0	0.0	1	2.5	40
3. I work with program staff members on community projects.	13	32.5	0	0.0	25	62.5	2	5.0	0	0.0	40

Table 8. Leadership and Management	Yes		Yes, but		No		No, but		Don't know		Total
	N	%	N	%	N	%	N	%	N	%	N
1. The program administrator seems to keep up to date in the field and provides competitive, high-quality services.	36	90.0	0	0.0	0	0.0	0	0.0	4	10.0	40
2. I generally feel respected by the program staff and that my contributions are valued.	38	95.0	0	0.0	0	0.0	0	0.0	2	5.0	40
3. I am familiar with the program's procedures for dropping off and picking up my child. Program staff and I use this time to communicate about my child.	38	95.0	1	2.5	1	2.5	0	0.0	0	0.0	40
4. I have been or will be included in a yearly program evaluation.	30	76.9	0	0.0	0	0.0	0	0.0	9	23.1	39
5. When a program evaluation is completed, I am given a final report of the findings.	30	75.0	0	0.0	1	2.5	0	0.0	9	22.5	40
6. I feel like I have a voice in planning for program improvement.	32	80.0	0	0.0	3	7.5	0	0.0	5	12.5	40

## Open-Ended Responses

Nine different respondents provided an open-ended response on one to four different sections, for a total of 18 open-ended responses: 14 positive responses (77.8%), 3 negative responses (16.7%), and 1 neutral response (5.6%).

### 1. Positive (n = 14)

#### *Relationships (n = 3)*

- Excellent School
- All staff is extremely friendly and keeps me well informed of my child's progress
- We have absolutely loved this program and [name] has done wonderful!

#### *Curriculum (n = 2)*

- Excellent Staff
- This preschool is really great!

#### *Teaching (n = 1)*

- Sometimes I see too many teachers and lab students in the classroom and still so much fitting, hitting, pulling of hair going on

#### *Assessment (n = 2)*

- Good school
- The teacher is great too!

#### *Health (n = 1)*

- They have made special efforts to keep my son safe regarding his food allergies

#### *Families (n = 1)*

- I have never had any problems with the staff

#### *Leadership and Management Comments (n = 4)*

- I feel that the staff is very helpful and polite. I have had a great experience with my child at this program.
- Overall, very happy with this preschool. My daughter went here and this is my son's 2nd year. We have enjoyed the friendly and caring staff and my kids learned so much and accelled at learning. My daughter and my son were ready for kindergarten well before they were even enrolled.
- This is my second year at CHCDC and I am extremely pleased with everything to do with the program and staff.
- This place has been an awesome experience for my child and I.

### 2. Negative (n = 3)

#### *Relationships (n = 1)*

- I feel that the teacher and I could have talked more about my son's processin learning and interacting with other children

#### *Curriculum (n = 1)*

- I've had to translate for other parents because they don't speak English and the school does not have a bilingual teacher any more

#### *Health (n = 1)*

- Kids nails are not checked like we were told they would be in the beginning of the year

### 3. Neutral (n = 1)

#### *Assessment (n = 1)*

- Don't know yet about the assessments because he's fairly new.