

## Summary of Changes Made to Family Partnership Guidelines

Three methods were used to gather feedback from stakeholders around the Family Partnership Guidelines: written comments and facilitated discussion during the 15 focus groups held during April and May 2013, and a survey administered after the focus groups. In each method, participants were asked whether the proposed indicators were clearly stated, measurable, and adaptable to each of the early childhood settings.

Comments and suggestions from indicator worksheets, discussion groups and online survey responses were compiled anonymously, typed and analyzed to extract the most common broad themes, words that seemed too vague to measure, and questions and/or suggestions to enhance clarity. This feedback was then used to revisit and revise the indicators accordingly. Revisions were also made to enhance consistency in sentence structure, voice, and grammar. The following is a summary of the types of changes that were made:

- Verbiage and language were changed so they were consistent throughout the indicators
  - The use of “staff...” was used when an indicator referred to program practice, and the use of “program/school...” was used when the indicator referred to program policy.
  - Active voice was used to emphasize action (e.g., “Staff encourage families...” versus “Families are encouraged...”)
- References to specific examples of activities, approaches, etc. were removed and will be included as examples in the toolkits that will be developed in the future.
- Words or phrases that could cause misinterpretation were removed or rephrased.
- Words or phrases that seemed redundant were removed.
- Words that seemed vague (e.g., “regularly”) were replaced with more time-specific words
- Sentence structure was simplified for easier reading/comprehension.
- Indicators were reframed to create more universal relevance to all settings, ethnicities, etc.
- Indicators were reframed to better set the expectation that these guidelines are a shared responsibility between families, staff and programs.
- Indicators were reframed to better acknowledge the strengths that families bring to programs/schools and to emphasis family to family relationships.
- Typos and punctuation were corrected.

A few recommended changes were not implemented:

- Suggestions for more description of a process or examples were not included in the Guidelines, but will be included in the toolkits to be developed.
- Suggestions for specific definitions were not included – language was kept broad to allow for different approaches to address the indicator.
- When a suggestion was made that was based on a misunderstanding of the intent of the indicator, the indicator language was changed to better reflect intent rather than incorporating the suggested change.
- Suggestions for frequency of activities were not included to allow for more flexibility.