Let’s Talk
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Family Partnerships and Family Engagement in Early Care and Education:
Measuring Relationships between Families and Providers, Teachers, and Family Services Staff

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Overview of Content

1. Introduction to the Family and Provider/Teacher Relationship Quality (FPTRQ) project
2. Development of a conceptual model and measures
3. Reliability information about FPTRQ measures
4. How to use the new FPTRQ measures
5. Limitations and implications of the FPTRQ measures
The FPTRQ Project

Project Partners:

• Westat
• Child Trends

Study Sponsor:


Goal:

• To develop measures to assess the quality of family and provider/teacher relationships in early care and education (ECE) settings for children birth through five
  
  • Developed five measures: 1) Provider/Teacher; 2) Parent; 3) Director; 4) Family Services Staff; and 5) Parents working with Family Services Staff
What is the Need for FPTRQ Measures?

- Sixty percent of children (0-5) spend time in early care and education settings.
- Research indicates that good relationships between parents and their children’s providers/teachers can lead to positive outcomes.
- Currently no single measure incorporates *all* elements.

The new FPTRQ measures:

- Fill a gap,
- Inform policy, and
- Contribute to the knowledge base.
Activities included:

- Extensive literature review,
- Focus groups with parents, providers/teacher, and Family Services Staff,
- Consultation with experts,
- Extensive measurement item review,
- Three rounds of cognitive testing to develop the Parent and Provider/Teacher measures and two rounds to develop the Family Services Staff measures,
- Pilot and field study in cities across the country, and,
- Psychometric analysis.
CONCEPTUAL MODEL OF FAMILY AND PROVIDER/TEACHER RELATIONSHIP QUALITY

FACTORS THAT MAY INFLUENCE FAMILY AND PROVIDER/TEACHER RELATIONSHIPS

- Parent/Family/Child Characteristics
  - Demographic characteristics
  - Personal characteristics
  - Health and/or mental health
  - Attitudes, values, roles, and expectations
  - Characteristics of parental employment
  - Stressors
  - Resources

- Community Characteristics
  - Features
  - Norms, dynamics, and social networks
  - Differences between characteristics of the family's community and the provider's/teacher's community

- Provider/Program Characteristics
  - Personal and professional characteristics
  - Physical and/or mental health
  - Values and expectations
  - Characteristics of the organization, program, or home-based setting
  - Stressors
  - Resources

- Provider/Teacher Professional Development
  - Opportunities for training/coursework on such topics as family functioning and culturally-responsive practices
  - Opportunities for training/coursework on developing and maintaining relationships with families

ELEMENTS AND CONSTRUCTS OF EFFECTIVE PROVIDER FACILITATION OF FAMILY AND PROVIDER/TEACHER RELATIONSHIPS*

- Attitudes
  - Respect
  - Commitment
  - Openness to change
  - Understanding context

- Knowledge
  - Family/child-specific knowledge

- Practices
  - Family-focused concern
  - Communication
  - Responsiveness
  - Connecting to services
  - Collaboration

- Environmental
  - Welcoming
  - Communication systems
  - Culturally-diverse materials
  - Information about resources
  - Peer-to-peer parent activities

*Cultural responsiveness and empowerment is central in each of these constructs and elements.

OUTCOMES/EFFECTS

INTERMEDIATE OUTCOMES

- Other High-Quality Practices in Early Care and Education
  - Sensitive caregiving of the child
  - Positive classroom climate
  - Effective instructional practices
  - Planful transitions within and across settings

- Intermediate Provider/Teacher Outcomes
  - Positive attitudes toward families and knowledge of and responsiveness to the unique situations families are facing
  - Broader and deeper repertoire of knowledge and skills for promoting child and family development
  - Self-efficacy
  - Sense of professionalism
  - Positive feelings about position

- Intermediate Child and Family Outcomes
  - Family engagement in the program
  - Positive feelings toward child's early care and education provider/teacher and program
  - Family empowerment and enhanced capacity
  - Continuity of care

EFFECTS

- Effects on Children
  - Academic/pre-academic
  - Cognitive development
  - Social-emotional development
  - Health

- Effects on Families
  - Family well-being
  - Facilitation of work-life balance
  - Positive parenting and parent-child relationships
  - Parental perception of peer and community support

- Effects on Providers
  - Job longevity and reduced turnover
FPTRQ Constructs and Elements Indicative of Positive Family and Provider/Teacher Relationships

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Knowledge</th>
<th>Practices</th>
<th>Environment</th>
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</thead>
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<tr>
<td>• Respect</td>
<td>• Family-specific knowledge</td>
<td>• Communication</td>
<td>• Welcoming</td>
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<td>• Commitment</td>
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<td>• Peer-to-peer parent activities</td>
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</table>
Features of the FPTRQ Measures

- Captures provider/teacher perspectives on all families and parent perspectives on an individual teacher.
- Appropriate for diverse populations, including low and high income families, racially/ethnically diverse providers/teachers and families, and Spanish-speaking families.
- Emphasis on constructs of attitudes, knowledge, practices and environmental features.
- Flexible to facilitate its use either on its own, or as part of other monitoring/evaluation processes.
The FPTRQ Measures

Provider/Teacher Measure

- For ECE providers and teachers of children from birth through 5 years old in a center-based, family child care, or Head Start/Early Head Start programs.
- Asks respondents questions about how they work with parents of children in their care and education settings.
- Includes 64 items (including 4 demographic items).
- Takes about 10 minutes to complete on average.
- Sample item:
  - Since September, how often have you met with or talked to parents about goals parents have for their child?
The FPTRQ Measures (continued)

Parent Measure

• For parents of children birth through 5 years old cared for by providers or teachers at ECE programs.
• Asks respondents questions about how they work with their child’s care provider or teacher.
• Available in both English and Spanish.
• Includes 75 items (including 8 demographic items).
• Takes about 10 minutes to complete on average.
• Sample item:
  • How often does your childcare provider or teacher work with you to develop strategies you can use at home to support your child’s learning and development?
The FPTRQ Measures (continued)

**Director Measure:**
- For center-based, family child care, and Head Start/Early Head Start program directors.
- Asks respondents general questions about the education and child care environment, as well as program policies.
- Includes 57 items (no demographic items).
- Takes about 10 minutes to complete on average.
- Sample item:
  - Which of the following methods are used to communicate with families? [e.g., web site, e-mail]?
Family Services Staff (FSS) Measure:

- For HS/EHS Family Services Staff.
- Asks respondents questions about how they work with parents of children in HS/EHS programs.
- Includes 112 items (including 11 demographic items).
- Should take about 15 minutes to complete on average.
- Sample item:
  - Since September, how often have you been able to follow up with parents about goals they set for themselves?
Family Services Staff (FSS) Parent Measure:

- For parents about the HS/EHS Family Services Staff who serves their family.
- Asks respondents questions about how they work with their Family Services Staff.
- Includes 76 items (including 9 demographic items).
- Should take about 10 minutes to complete on average.
- Sample item:
  - Since September, how often have you met with or talked to your Family Service Worker about how you are progressing towards goals you have set for yourself?
Short Forms of the FPTRQ Measures

• Developed for special circumstances that do not allow the use of the full measures
• About 5-7 minutes to complete on average for each short form.
• Available in English and Spanish versions.
  • Parent Measure Short Form: 25 items (including 8 demographic items)
  • Provider/Teacher Measure Short Form: 23 items (including 4 demographic items)
  • FSS Measure Short Form: 39 items (including 11 demographic items)
  • FSS Parent Measure Short Form: 31 items (including 9 demographic items)
## Constructs & Subscales

<table>
<thead>
<tr>
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<th>Subscale</th>
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<tbody>
<tr>
<td>Knowledge</td>
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<td>Responsiveness</td>
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<td>Connecting to Services</td>
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<td>Family-focused Concern</td>
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<td>Respect</td>
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<td>Openness to Change</td>
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Reliability

- Cronbach’s alphas used to measure internal consistency (reliability) for each subscale.

- Reliability estimates for most subscales of the FPTRQ were strong (.70 or higher).
# Reliability, by Program Type: Provider/Teacher Measure

<table>
<thead>
<tr>
<th>Construct</th>
<th>Subscale</th>
<th>Center-based Program (n = 218)</th>
<th>Head Start/Early Head Start (n = 94)</th>
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## Reliability, by English/Spanish Version: Parent Measure

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<td><strong>Practices</strong></td>
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<td></td>
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## Reliability:
### Family Services Staff Measure

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# Reliability:
## Family Services Staff Parent Measure

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<td></td>
<td>Understanding Context (4 items)</td>
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# Reliability, by English/Spanish Version: Family Services Staff Parent Measure

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<td></td>
<td>Understanding Context (4 items)</td>
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</table>

*All respondents reported “4” to all 4 questions.

**Scale has zero variance items (i.e., all respondents reported the same responses to all 4 questions.)
Director Measure

- Not grouped into subscales.
- Maps to Environment construct in the conceptual model.
- Contains an environment and policy checklist of ‘yes/no’ items.
Before Using the FPTRQ Measures

• Download the FPTRQ measures from the OPRE website and make hardcopies.

• Develop a systematic, linked measure ID system.
  • Providers/teachers linked to their program.
  • Parents linked to their provider/teacher and program.
  • Write ID in or put ID label on the space provided on back of each measure.
Administering the FPTRQ Measures

• Self-administered measures.
• Respondent names not needed on the measures - measures can link to ID.
• Someone other than provider/teacher collects the parent measures.
Scoring the FPTRQ Measures

• “Excel Scoring Sheets” for Director, Provider/Teacher, Parent, FSS, and FSS Parent Measures available on OPRE website.

• Enter the measure responses into spreadsheet; automatically calculate total, construct, and subscale scores.

• Can be also analyzed by using your own statistical packages, e.g., SPSS or SAS, if preferred.

• Some reverse-scored items.

• Helpful information is available in the “User’s Manual” and “Amendment to the User’s Manual”
Limitations

- FPTRQ measure data used for examining reliability were not nationally representative.
- FPTRQ measure data not examined with any outcome data yet.
- No concurrent validity study of the FPTRQ measures conducted.
- Due to difficulty measuring it directly, cultural sensitivity is measured indirectly across the subscales.
Potential Uses

- Program-level: self-assessment for continuous improvement, relationships over time, and targeted professional development
- Systems-level: inform indicators for assessment of family partnerships, assessment of family engagement initiatives, and alignment with professional development systems
Accessing the FPTRQ Measures

- Printable PDF versions of all measures can be downloaded from the OPRE website at

- Excel scoring sheets for the Director, Provider/Teacher, and Parent Measures will be available on the same OPRE website.

- “FPTRQ Measure: User’s Manual” will be also available on the OPRE website.
For More Information

*Family-Provider Relationship Quality: Review of Conceptual and Empirical Literature of Family-Provider Relationships*

*Family-Provider/Teacher Relationship Quality: Review of Existing Measures of Family-Provider Relationships*

*Quality Rating and Improvement Systems and Family-Sensitive Care: Promising Directions and Challenges*
http://www.acf.hhs.gov/sites/default/files/opre/qrisfsc_0.pdf

*Family-Provider/Teacher Partnerships: Examining Alignment of Early Care and Education Professional and Performance Standards, State Competencies, and Quality Rating and Improvement System Indicators in the Context of Research*
http://www.acf.hhs.gov/sites/default/files/opre/fpr_brief_with_revised_front_matter_0.pdf
Thank you!

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http://www.acf.hhs.gov/programs/opre

OPRE -- FPTRQ
Let’s Talk
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