

Questions and Answers



ACCESSING THE MEASURES

Q: Where can I access the measures?

A: All of the measures are available on OPRE's website:

<https://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>

The following FPTRQ measures were developed:

- The director measure asks respondents general questions about the ECE environment, the children enrolled in the program, and how the program supports family and provider/teacher relationships. The provider/teacher measure asks respondents general questions about how they work with parents of children in their care.
- The parent measure asks parents general questions about how they work with their child's lead provider or teacher (not aides or assistant teachers).
- The family services staff measure asks respondents questions about how they work with assigned parents of enrolled Head Start/Early Head Start children.
- The family services staff parent measure asks parents questions about how they work with their family services staff in Head Start/Early Head Start programs.

Q: Will the measures be free or, if not, what will they cost?

A: All of the measures are free.

Q: Are the measures available in multiple languages?

A: All of the measures are available in English and Spanish with the exception of the director measure, which is available in English only.

You can find the report and other project materials on OPRE's website, at <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>.

Q: How much time is required to complete the instruments?

A: The FPTRQ measures are designed to be self-administered questionnaires. These measures take about 10-15 minutes to complete on average.

Q: Are there any plans to have online versions of the measures?

A: All of the measures are available online to download on OPRE's website:

<https://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>

There are no plans to have online, autofill versions of the measures.

Q: Are shorter versions of any of the instruments available? If so, how were items identified for those versions?

A: Short forms of the provider/teacher, parent, FSS, and FSS parent measures are available in both English and Spanish. These short forms may be useful for special circumstances that do not allow the use of the FPTRQ full measures; however, for the most comprehensive collection of information we strongly recommend the use of the full measures. The FPTRQ measures short forms have two major limitations that need to be considered prior to their use and analysis of collected data: (1) fewer items in the short forms results in less information collected on each topic of interest and therefore less evidence to support findings, and (2) the short forms have not been tested in their current format and were created using the data from the FPTRQ full measures collected in the field study. More information about how they were developed is found in the [*Family and Provider/Teacher Relationship Quality Measures Short Forms: Amendment to the User's Manual*](#).

USING THE MEASURES

Q: What is included in the User's Manual?

A: The [*Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual*](#) introduces these measures, describes how they were developed, and provides in-depth information on how to use them. Specifically, the Updated User's Manual:

- Explains why measures of quality in family and provider/teacher relationships are important and necessary, and provides an overview of the measures;
- Presents the FPTRQ conceptual model that informed the development of the measures;
- Describes the process for developing the measures;
- Describes the measures, including definitions of the subscales;
- Presents information on how to administer and score the measures; and



- Discusses possible uses of the measures, as well as technical information and limitations of the FPTRQ measures.

Additional information about the FPTRQ measures is included in the appendices.

- The items for each subscale of the FPTRQ provider/teacher and parent measures.
- An overview of the FPTRQ focus groups.
- The FPTRQ cognitive interviews.
- The FPTRQ pilot study.
- The FPTRQ field study.
- Additional technical information about the FPTRQ measures' subscales.
- The challenges of measuring cultural sensitivity.
- The development of the Head Start/Early Head Start family services staff (FSS) measure and the measure for Head Start/Early Head Start FSS parent.

There are also two amendments to the [Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual](#): 1) [the short forms of the FPTRQ measures](#) and 2) [the revised FSS and FSS Parent measures](#).

Q: What reading level is required to be able to complete the surveys?

A: The measures were administered to a diverse set of staff and parents from a broad range of educational and racial/ethnic backgrounds in both the pilot and the field studies, and no staff or parents expressed difficulty reading or understanding the items in the measures. Parents' education ranged from less than a high school degree to graduate school degrees. All of the providers/teachers and family services staff who completed the survey had at least high school diplomas up through graduate degrees.

Q: Do these measures need to be administered during class instruction time?

A: The measures do not need to be administered during class time, and only take 10-15 minutes to complete on average.

Q: For families with multiple children in multiple classes, would the families submit a survey for each teacher or class?

A: Families would submit a survey about each provider/teacher, and providers/teachers would complete a single survey about all of the families with whom they work.

Q: Are parents asked to identify a single provider/teacher on the parent measure?

A: Parents are asked to respond about the specific provider/teacher who cares for and teaches their child. The measure is designed to ask about the child's primary provider/teacher, so in a room with co-leads, the parent should be told which of the providers/teachers to respond to.

Q: For family providers who are the sole providers/owners, do they need to complete both the provider version and the director version or is there any overlap between the two versions?

A: In the field study, we did ask family providers who are the sole providers/owners to complete both the director measure and the provider/teacher measure, because there is no overlap between the two measures.

Q: Can the measures be used for middle childhood or adolescents settings with parents, staff, and providers?

A: The measures were designed specifically to be used in early care and education (ECE) settings and may not be applicable in middle childhood or adolescent settings.

Q: Are the results of measures intended for providers'/teachers' self-assessment?

A: There are many potential uses for the measures, and some suggested uses, including self-assessment and professional development, are described in the [Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual](#).

Q: Can you use some of the subscales when there is not time to do the full assessment?

A: Although we recommend using the full versions of the measures, subscales can be measured separately to capture specific aspects of the parent and provider/teacher relationship. Note that we did not test the subscales separately and do not know how they would perform on their own.

Q: How do you analyze the results of the measures?

A: [Excel scoring sheets](#) are available on the OPRE website and will calculate overall, construct, and subscale scores for each of the measures. If preferred, you can use your own commercial analysis software, such as Statistical Package for the Social Sciences (SPSS) or Statistical Analysis System (SAS) to conduct analyses.

Q: How do you interpret the results of the FPTRQ measures and use the results for continuous quality improvement planning/implantation?

A: We currently cannot define a threshold for 'high' or 'low' subscale scores on the FPTRQ measures due to the absence of outcome data that can indicate which subscale scores lead to positive outcomes. However, the [Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual](#) provides the mean scores, standard deviations, and ranges (minimum and maximum) of the subscales in the provider/teacher and parent measures that can be used to compare your own



subscale scores to the FPTRQ field study data. This will allow you to determine whether your average subscale scores are higher or lower than those of the field study. Moreover, [Appendix F](#) shows quartile scores (25th percentile, 50th percentile or median, and 75th percentile) of each subscale. This information can be useful as a reference to see the distribution of the subscale scores. In summary, the data included in [Appendix F](#) should not be used for establishing threshold scores, but it could serve as a starting point to see how your subscale scores compare to others. In addition, since the FPTRQ field study data are not nationally representative, it is important to recognize that the data presented in [Appendix F](#) should not be treated as target or benchmark scores.

Q: Can these measures be used with early intervention families, service providers who work with children and families in the home, and state Pre-K?

A: The FPTRQ measures are intended for use in diverse settings including center-based, family child care, Head Start/Early Head Start, and pre-K; however, the measures were not tested in public pre-K during the field study. The FPTRQ measures also were not tested in early intervention programs nor programs covered under IDEA or other similar programs specifically for children with special needs. The FPTRQ conceptual model draws from the theoretical and empirical literature on early intervention and family-centered care; extant measures from these fields were reviewed in the measures review. As a result, it would be theoretically possible to use the measures in early intervention programs and home visiting; however, again, they have not been tested in this way.

Q: Will it be mandatory for programs to administer these measures?

A: This set of measures is intended as a complement to program tool boxes for program planning and continuous program improvement in family engagement.

CONCEPTUAL DEVELOPMENT

Q: Which family engagement models were used to develop the logic model?

A: In the Family and Provider/Teacher Relationship Quality (FPTRQ) [literature review](#) of both the theoretical and the empirical literature on family and provider relationships from a variety of fields, we identified three clusters of perspectives on family and provider relationships. The clusters included the family support/family-centered care perspectives, the parent involvement/family involvement/family engagement perspectives, and the family-sensitive caregiving perspective. We integrated the common and unique features of these perspectives in the FPTRQ conceptual model. The [Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual](#) provides some detail about the integration of these perspectives; a full discussion is presented in the FPTRQ literature review, available at: <http://www.acf.hhs.gov/programs/opre/resource/family-provider-relationship-quality-review-of-conceptual-and-empirical>.



Q: Explain how the FPTRQ will work with the Strengthening Families framework?

A: The FPTRQ measures may both complement and add depth to many Strengthening Families Self-Assessment indicators, particularly those that center around relationship-building with families. Both the FPTRQ measures and the Strengthening Families Self-Assessment can be useful for self-assessment of strengths and weaknesses in program and staff practices for developing and sustaining positive relationships with families and engaging them in ECE programs. However, the difference lies in their varying purposes and goals. The Strengthening Families Self-Assessment was intended as a guide for improving program practices. The FPTRQ measures' strong psychometric properties and applicability to programs serving families in varied ECE settings and across diverse racial/ethnic backgrounds and income levels suggests the potential for a broad range of uses, including self-assessment for continuous program improvement and program monitoring as well as research.

Q: How is the FPTRQ aligned with the resources developed by the National Center on Parent Family and Community Engagement (PFCE)?

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/>

A: The FPTRQ is an evidenced-based tool for improving relationship-based practice, and so it has a strong alignment with many of the [relationship-building resources](#) developed by the Head Start National Center on PFCE. The FPTRQ is also aligned with the [Head Start Parent, Family and Community Engagement Framework](#). Viewed as a whole, the PFCE Framework is a road map to program *change*. It is designed to help Head Start programs determine appropriate goals, objectives, and strategies to make *progress toward outcomes* that lead to positive and enduring change for children and families. Positive, Goal-Oriented Relationships are represented by the arrow at the top of the PFCE Framework. They are the glue that holds the Framework together. These relationships are necessary throughout the organization to make progress toward outcomes.

Strong partnerships with families contribute to positive and lasting change for families and children. HS/EHS programs who have program goals related to relationships, progress toward family outcomes, and/or effective family engagement may find the FPTRQ measures useful for measuring program and staff practice change over time.

Q: Do the FPTRQ measures include any assessment of formal organizational structures that promote family-provider/teacher relationships?

A: The director measure includes an environmental checklist that focuses on policies and procedures that promote provider facilitation of positive relationships with families. Items relate to opportunities for family involvement in program decision-making and activities, family feedback about the program, and program flexibility as well as other features, such as communication methods.



Q: Are the subscales taken or adapted from other measures that have been used previously?

A: We created the subscales in testing for reliability. We did not use existing subscales from other measures, although we adapted some items from existing measures. The item development process is described in the [Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual](#), but the Manual does not cite the sources of the measures. You can find information about the 62 measures we reviewed in the [FPTRQ Measures Review](#), which is available at: <http://www.acf.hhs.gov/programs/opre/resource/family-provider-relationship-quality-review-of-existing-measures-of>.

Q: How were providers'/teachers' desires for partnership with families included in focus groups and the measures?

A: We conducted a series of nine focus groups with providers/teachers, Head Start/Early Head Start family services staff (FSS) and parents to identify the extent to which the working definitions of the FPTRQ elements resonated with them as well as to obtain “native language”—the terms and words that providers/teachers and parents use to talk about these concepts. The focus group discussions used open-ended questions to elicit spontaneous perceptions of essential elements of strong family-provider/teacher relationships and asked participants to rank these elements. Then participants were asked to respond to the FPTRQ working definitions, asking for agreement or disagreement with the elements. For the most part, the providers/teacher, parents, and Head Start/Early Head Start staff spontaneously identified many of the elements in the FPTRQ conceptual model. The [Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual](#) provides more detail about the focus groups in Appendix B, page B-1.

RELIABILITY

Q: Did you conduct interviews with parents or providers/teachers about how they filled out the measure or how they responded to see if they interpreted items the way you expected?

A: We conducted three rounds of cognitive interviews with providers, parents, and directors, and two rounds with family services staff to identify if there were comprehension problems with the measure items, whether the items worked as intended, and whether the respondents could accurately answer with the choices provided. The [Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual](#) provides more detail on the cognitive interviews in Appendix C, page C-1.



Q: What was the sample size that you piloted for the measures?

A: In the field study, 253 program directors participated and completed the director measure. A total of 423 providers/teachers completed the provider/teacher measure, and 1,184 parents completed the parent measure. The FSS and FSS parent measures were not included in the field study; in the pilot study, 63 family services staff completed the FSS measure and 102 parents completed the FSS parent measure.

Q: Did you look at whether there was consistency among responses from parents within a particular program?

A: Because the primary focus of recruitment in the field study was to obtain a diverse set of respondents across program types, we only recruited up to two providers/teachers per program and up to three parents per provider/teacher. With such a small sample size within each program, consistency among responses from parents within a particular program was not measured.

Q: Have you looked at congruence between director measures and provider/teacher measures within a given center?

A: There were not parallel items between these two measures. The director measure was designed to provide general context about the ECE environment and services available.

Q: Did the study link parent and provider/teacher responses and practices with child outcomes?

A: No outcome data has been collected or linked to the data from these measures at this point.

Q: Did you test reliability across racial and ethnic groups of parents and providers/teachers?

A: We have reliability information for both the parent and the provider/teacher measures across racial/ethnic groups in four broader categories (White, Black, Hispanic, and Other). Reliability information is found in the [*Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual.*](#)

Q: Have you looked at correlations between subscales on a measure?

A: Correlation coefficients among the subscales of the parent and provider/teacher measures were examined. Most of the subscales in both the provider/teacher measure and the parent measure were found to be positively related to each other. Notably, correlations among subscales within each construct are often higher than correlations among subscales that are not in the same construct. This suggests that subscales in the same constructs measure something common and each construct measures something that is not measured by other constructs. However, some subscales show higher correlations with subscales not in the same construct. For example, in the provider/teacher measure, the Openness to Change subscale is more highly correlated with

subscales from a different construct (e.g., the Communication, Collaboration, and Responsiveness subscales) than those from the same construct. In the parent measure, the Commitment subscale seems to be more highly correlated with the Responsiveness and Family-focused Concern subscales, both of which are from a different construct, than with subscales from the same construct. These findings demonstrate that the elements of relationship quality between parents and providers/teachers are challenging to define in a mutually exclusive manner. It is suspected that there are numerous interrelated elements of relationship quality that are difficult to isolate from each other. This implies that improving even one element or dimension of relationship quality between parents and providers/teachers may have a positive overall effect.

Q: Did you find any differences in psychometrics based upon child age? Did you control for child age?

A: The results of the psychometrics analysis of the parent measure by child age indicated that there was evidence to suspect that parents would report differently because of the ages of children.

Q: Did you create a parent composite to test the concurrence between provider/teacher and parent?

A: Parallel item agreement rates were calculated to assess the extent to which providers'/teachers' self-reported ratings align with parents' ratings on the same items. The joint probability of agreement indicates the percent of time when the parent and the provider/teacher indicate identical ratings.

Agreement rates for thirteen pairs of parallel items were calculated. These items ask about the frequency of communication and exchange between the provider/teacher and parent regarding family and child-specific information, goals and expectations for the child, and suggested activities and materials for parents. These items are on a 1 to 4 Likert scale (Never, Rarely, Sometimes, and Very often). Also, other items ask about providers'/teachers' commitment and openness to change. These items are on a 1 to 4 Likert scale (Strongly disagree, Disagree, Agree, and Strongly Agree).

It was found that parents and providers/teachers generally have fair to high agreement across the three types of programs (center-based programs, Head Start/Early Head Start, and family child care). The analysis indicated that providers/teachers and parents did not always respond to these identical items the same way. This finding suggests that using just one measure (either the provider/teacher measure or the parent measure only) would not provide comprehensive information about relationship quality between providers/teachers and parents.

Q: Are the measures applicable in different types of early care and education centers?

A: In both the pilot and the field studies, the measures were tested in center-based and family child care programs as well as Head Start/Early Head Start. They were found to be reliable across all three program types.

Q: Can you highlight any differences (during the field study) in FPTRQ subscales between public and private setting for providers/teachers or families?

A: Because of the difficulty we found in gaining access to programs in the public school districts, most of the respondents in the field study were in private settings. We did not have a large enough sample from public school settings to conduct analyses for them separately, but we did find the measures to be reliable across Head Start/Early Head Start, center-based and family child care programs.

Q: Have you done psychometric testing of the short forms?

A: The short forms have not been tested in their current format and were created using the data from the FPTRQ full measures collected in the field study. More information about how they were developed is found in the [Family and Provider/Teacher Relationship Quality Measures Short Forms: Amendment to the User's Manual](#).

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