

# Family Services Staff and Family Services Staff Parent Measures: Amendment to the FPTRQ User's Manual



OPRE Report 2015-57

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**April 2015**

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## **FAMILY SERVICES STAFF AND FAMILY SERVICES STAFF PARENT MEASURES: AMENDMENT TO THE FPTRQ USER'S MANUAL**

This *Amendment to the FPTRQ User's Manual* details the pilot-testing of the family services staff (FSS) measure and FSS parent measure of the Family and Provider/Teacher Relationship Quality (FPTRQ) project, provides information on how to use them and their reliability estimates, and describes the short forms of the FSS and FSS parent measures. Specifically,

- Section 1 presents an overview of the FSS and FSS parent measures;
- Section 2 describes the FSS and FSS parent measures and process for developing the measures, including pilot-testing of the FSS and FSS parent measures;
- Section 3 presents information on how to administer and score the FSS and FSS parent measures;
- Section 4 presents technical information about the FSS and FSS parent measures; and
- Section 5 describes the development of the short forms of the FSS and FSS parent measures and provides technical information about the short forms.

Additional information about the FSS and FSS parent measures is included in the appendices.

- Appendix A shows additional technical information (e.g., means, standard deviations, response ranges, and quartile scores) about the FSS and FSS parent measures; and
- Appendix B lists the items for each subscale of the FSS and FSS parent measures as well as the short forms of the FSS and FSS parent measures.

For more detailed information about the FPTRQ project and measures, see the *Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual* at <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>.

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The Family and Provider/Teacher Relationship Quality (FPTRQ) project, sponsored by the Administration for Children and Families' Office of Head Start (OHS) and Office of Planning, Research and Evaluation (OPRE), was a four-year effort to develop measures of the quality of family and provider/teacher relationships in early care and education (ECE) settings for children from birth through age five. The measures were developed by Westat and Child Trends with additional support from a group of experts who provided guidance and advice.

The FPTRQ project developed measures that are specifically designed for Head Start/Early Head Start family services staff (FSS) and the families they serve. The development of the FSS measures reflected unique relationships between FSS and families which differ in important ways from relationships between providers/teachers and families. During the course of the FPTRQ project, the focus groups and cognitive testing suggested that the items developed to measure the relationships between families and providers/teachers were not applicable to the FSS relationships with families, because the items included in the provider/teacher measure did not adequately capture the role of FSS and focused more on the child rather than the parents and families.

This Amendment to the FPTRQ User's Manual presents an overview of the FSS measure and FSS parent measure; describes how they were developed, including the pilot test; provides information about how to use and score the measures; and shows technical information about the FSS and FSS parent measures and their short forms. Specifically,

- Section 1 presents an overview of the FSS and FSS parent measures;
- Section 2 describes the FSS and FSS parent measures and process for developing the measures, including pilot-testing of the FSS and FSS parent measures;
- Section 3 presents information on how to administer and score the FSS and FSS parent measures;
- Section 4 presents technical information about the FSS and FSS parent measures; and
- Section 5 describes the development of the short forms of the FSS and FSS parent measures and provides technical information about the short forms.

Additional information about the FSS and FSS parent measures is included in the appendices:

- Appendix A shows additional technical information (e.g., means, standard deviations, response ranges, and quartile scores) about the FSS and FSS parent measures; and
- Appendix B lists the items for each subscale of the FSS and FSS parent measures as well as the short forms of the FSS and FSS parent measures.

## FSS Measure and FSS Parent Measure

This section describes the family services staff (FSS) and FSS parent measures, presents the process for developing the measures, including cognitive interviews and pilot-testing of the FSS and FSS parent measures, and subscales.

### 2.1 Description of the FSS and FSS Parent Measures

The **family services staff (FSS) measure** is for FSS in Head Start/Early Head Start programs (also referred to as family service workers in the measure). It asks respondents questions about how they work with all parents of children in their Head Start/Early Head Start caseload, such as how often they have offered parents ideas or suggestions about parenting and how often they have helped families find services they need. The FSS measure includes 112 items (including 11 demographic items) and takes about 15 minutes to complete on average. It is available in English and Spanish.

The **family services staff (FSS) parent measure** is for parents to complete about the family services staff who serve their family in Head Start/Early Head Start. It asks parents questions about how they work with their FSS, such as how often their FSS remember personal details about their family and how comfortable they feel sharing information about certain topics with their FSS. The FSS parent measure includes 75 items (including 9 demographic items) and takes about 10 minutes to complete on average. It is available in English and Spanish.

As with the FPTRQ parent and provider/teacher measures, we understand that **short forms of the FSS and FSS parent measures** may be useful for special circumstances that do not allow the use of the FSS and FSS parent full measures. Therefore, we created short forms of the FSS and FSS parent measures in both English and Spanish. The short forms present all of the same subscales from the full measures, but include fewer items in each subscale. We, however, suggest that, for the most comprehensive collection of information, you should use the full measures. Information about how the short forms of the FSS and FSS parent measures were created and technical information about the short forms is described in Section 5 of this Amendment to the FPTRQ User's Manual.

## 2.2 Development of the FSS and FSS Parent Measures

We initially intended to create a single measure that would be applicable both to providers/teachers and family services staff (FSS). Nevertheless, the development of the FSS measures reflected a growing understanding by the project team as the project progressed that relationships between FSS and families differ in important ways from that of relationships between providers/teachers and families. These differences first became apparent during the focus groups with parents and providers in Head Start/Early Head Start and later reinforced during the cognitive testing of the initial parent and provider/teacher measures which included FSS. The focus groups and cognitive testing suggested that the items developed to measure the relationship between families and providers/teachers were not applicable to the FSS and parent relationship because they did not adequately capture the role of the FSS, and they focused on the child rather than the parents and families.

The process for developing the FSS measure and the FSS parent measure began with translating individual items from the FPTRQ provider/teacher and director measures that were related to the work of family services staff in Head Start/Early Head Start, that is, items that were not specific to the classroom setting. The provider/teacher and director measures provided a good base of items; however, more items were needed to assess the unique role FSS play within Head Start/Early Head Start programs. To develop new items, additional activities were conducted, including a literature review, a review of the Head Start/Early Head Start statute and the 2012-2013 Head Start Program Information Report, and an interview with Kiersten Beigel (from the Office of Head Start), to understand titles, prerequisites, roles, and responsibilities of family services staff.

Once the new items were developed, two rounds of cognitive interviews were conducted with FSS and parents to determine whether these new items were interpreted as intended and applicable before they were psychometrically tested in the pilot test. The major change made between rounds of cognitive interviews to the measures included focusing more on the direct relationships between FSS and parents, rather than focusing on the relationships between FSS and parents primarily in regard to parents' children. Cognitive interviews on both measures were conducted with 34 FSS and 8 parents of children in Head Start/Early Head Start in the winter and spring of 2014.

Cognitive interviews helped confirm that the respondents understood terminology used in the items. For example, cognitive interviews revealed that the term 'food insecurity' in the item, 'In the last ten years, have you received training or coursework on how to recognize signs of: Hunger or Food Insecurity,' was not well understood by providers, but that the term 'Hunger' alone was well understood and fully captured what was intended by the term 'food insecurity' (i.e., the irregular availability of food). Additionally,

the cognitive interviews highlighted the importance of the relationships between FSS and parents beyond the children in the program. Accordingly, in the question, ‘Since September, how often have you met with or talked to your family service worker about the following?’, the item ‘Goals you have for yourself’ was included in addition to ‘Goals you have for your child.’ Moreover, cognitive interviews assisted in revising response categories to better reflect respondents’ intended answers. For example, in the item ‘Since September, have you provided referrals for the following services, within your agency or the community,’ a ‘Not applicable’ category was added in addition to ‘Yes, I made a referral’ and ‘No, I did not make a referral’ because the cognitive interviews revealed that in some cases FSS were not making referrals because none were needed.

## **2.3 Pilot Test of the FSS and FSS Parent Measures**

The cognitive interviews helped to improve the quality of the FSS and FSS parent items and measures which contributed to high reliabilities of the subscales found from the pilot test of the FSS measures. The purpose of the pilot test was, first, to provide the data necessary to conduct item analysis and other statistical review of responses in order to ensure that the items in the measures have a good distribution across the response categories and are not systematically skipped. Second, the pilot test examined that the sets of items grouped together as expected based on the conceptual model. Third, it was conducted to assess how well the measures work in Spanish and with respondents of diverse background characteristics. Brief descriptions of the pilot test and the respondents who participated in the pilot test are shown below.

### **2.3.1 Procedures for Recruiting Participants in the Pilot Test**

The FSS pilot test was conducted from December 2014 through mid-February 2015. A sample of convenience was used in the pilot test. Using a publicly available website for Head Start/Early Head Start program information (<http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices>), a list of Head Start/Early Head Start programs was created including all Head Start grantees in eleven selected states in the United States.

At each Head Start/Early Head Start program, the director was asked to give permission for family services staff to participate in the pilot test. Sixty-three directors gave permission for their program to participate in the pilot test. Upon receipt of permission from the director, up to three family services staff from each program were contacted by phone to receive their permission to mail them the FSS measure, as well as two or three copies of the FSS parent measures for them to distribute to parents of children that they serve.

The participating family services staff members were asked to give the parent measures to the first three parents they would see upon receiving the FSS parent measures. Family services staff were also asked if they or their families could complete the measures in Spanish, and if they responded affirmatively, they were sent the Spanish version of the appropriate measures. Both family services staff and parents mailed their completed measures (the FSS measure and FSS parent measure, respectively) back to Westat.

### 2.3.2. Participating Family Services Staff in the FSS Pilot Test

Characteristics of the Head Start/Early Head Start family services staff who participated in the FSS pilot test are as follows:

- The race/ethnicity of family services staff was diverse (Table 2-1);
- The educational attainment of family services staff ranged from a high school diploma or GED to a graduate school degree (Table 2-2);
- The median number of families served by family services staff was 56 (Table 2-3);
- While most family services staff served only one center, some served 2-3 centers, and a few served 4 or more (Table 2-4);
- The number of years that family services staff had been working in the early care and education field ranged from 5 years or less to 16 years or more (Table 2-5); and
- The number of years that family services staff had been working in their current center ranged from 2 years or less to 11 years or more (Table 2-6).

**Table 2-1. Race/ethnicity of family services staff**

Race/ethnicity	Family Services Staff (n=63)
White, non-Hispanic .....	38%
Black or African American, non-Hispanic .....	35%
Hispanic or Latino .....	22%
Other, non-Hispanic .....	5%

SOURCE: Analysis of data from the FPTRQ family services staff measure, Pilot Test conducted in the winter 2014-15.

**Table 2-2. Educational attainment of family services staff**

<b>Educational attainment</b>	<b>Family Services Staff (n=63)</b>
High school diploma or GED .....	6%
Some college, no degree .....	18%
Associate's degree .....	11%
Bachelor's degree .....	54%
Graduate school degree .....	11%

SOURCE: Analysis of data from the FPTRQ family services staff measure, Pilot Test conducted in the winter 2014-15.

**Table 2-3. Number of families that family services staff currently serve**

<b>Number of years</b>	<b>Family Services Staff (n=61)</b>
29 families or less .....	16%
30 – 59 families .....	39%
60 – 109 families .....	28%
110 families or more .....	16%

SOURCE: Analysis of data from the FPTRQ family services staff measure, Pilot Test conducted in the winter 2014-15.

NOTE: Mean is 68.6 and median is 56.

**Table 2-4. Number of centers that family services staff serve now**

<b>Number of families</b>	<b>Family Services Staff (n=62)</b>
1 center .....	73%
2 – 3 centers .....	19%
4 or more .....	8%

SOURCE: Analysis of data from the FPTRQ family services staff measure, Pilot Test conducted in the winter 2014-15.

NOTE: Mean is 1.7 and median is 1.

**Table 2-5. Number of years that family services staff have been working in the early care and education field**

<b>Number of years</b>	<b>Family Services Staff (n=62)</b>
5 years or less .....	27%
6 – 10 years .....	29%
11 – 15 years .....	23%
16 years or more .....	21%

SOURCE: Analysis of data from the FPTRQ family services staff measure, Pilot Test conducted in the winter 2014-15.

NOTE: Mean is 10.4 and median is 9.5.

**Table 2-6. Number of years that family services staff worked in the current center**

<b>Number of years</b>	<b>Family Services Staff (n=62)</b>
2 years or less .....	37%
3 – 6 years .....	23%
7 – 10 years .....	15%
11 years or more .....	26%

SOURCE: Analysis of data from the FPTRQ family services staff measure, Pilot Test conducted in the winter 2014-15.

NOTE: Mean is 6.4 and median is 5.

### 2.3.3. Participating Parents in the Pilot Test<sup>1</sup>

Characteristics of the Head Start/Early Head Start parents who participated in the FSS pilot test are as follows:

- The race/ethnicity of parents varied (Table 2-7);
- The majority of parents spoke English at home (Table 2-8);
- The educational attainment of parents ranged from less than a high school diploma to a bachelor’s or graduate school degree (Table 2-9);
- The majority of parents reported an annual household income of less than \$25,000 (Table 2-10); and
- The number of months parents had been working with their current family services staff ranged from less than 6 months to 24 months or more (Table 2-11).

**Table 2-7. Race/ethnicity of parents**

Race/ethnicity	Parents (n=102)
White, non-Hispanic .....	47%
Black or African American, non-Hispanic .....	10%
Hispanic or Latino .....	35%
Other, non-Hispanic .....	8%

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

**Table 2-8. Language of parents spoken most at home**

Language most spoken at home	Parents (n=102)
English .....	70%
Spanish .....	20%
English and Spanish equally .....	10%

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

**Table 2-9. Educational attainment of parents**

Educational attainment	Parents (n=102)
Less than a high school diploma .....	18%
High school diploma or GEDs .....	31%
Some college, no degree .....	33%
Associate’s degree .....	8%
Bachelor’s or graduate school degree .....	10%

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

<sup>1</sup> Because of small sample sizes, reliability information by the various characteristics of respondents cannot be reported.

**Table 2-10. Annual household income of parents**

Household income	Parents (n=102)
Less than \$25,000 .....	71%
\$25,000–\$44,999 .....	22%
\$45,000–\$74,999 .....	3%
\$75,000 or more .....	2%

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

**Table 2-11. Number of months parents are working with the current family services staff**

Number of months	Parents (n=102)
Less than 6 months .....	24%
6 – 11 months .....	18%
12 – 23 months .....	23%
24 months or more .....	36%

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

NOTE: More than 100% due to rounding.

Results of the pilot test data analysis show that the FSS and FSS parent measures were found to be reliable. Cronbach’s alphas for most subscales in both measures were 0.70 or higher, indicating that their reliabilities are mostly good or excellent. More detailed information about the reliability of the FSS and FSS parent measures can be found in Section 4 in this Amendment to the FPTRQ User’s Manual.

## 2.4 Constructs and Subscales of the FSS and FSS Parent Measures

The FSS and FSS parent measures include elements from the FPTRQ conceptual model<sup>2</sup> within three broad constructs (i.e., Knowledge, Practices, and Attitudes) and ten subscales within those three constructs. These constructs reflect unique, but overlapping, dimensions of professional practice.<sup>3</sup>

- *Knowledge* reflects specific information providers/teachers have about families they serve. This construct includes a single element, Family-specific Knowledge.
- *Practices* refers to providers’/teachers’ interactions and engagement with families in the ECE setting. The five elements are Family-focused Concern, Communication, Responsiveness, Connecting to Services, and Collaboration.

<sup>2</sup> Kim, K., Porter, T., Atkinson, V., Rui, N., Ramos, M., Brown, E., Guzman, L., Forry, N., and Nord, C. (2014). *Family and Provider/Teacher Relationship Quality Measures: Updated User’s Manual*. OPRE Report 2014-65. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

<sup>3</sup> Ajzen, I., & Fishbein, M. (2005). The influence of attitudes on behavior. In D. Albarracín, B. T. Johnson & M. P. Zanna (Eds.), *The handbook of attitudes* (pp173-222). Mahwah, NJ: Lawrence Erlbaum.

- *Attitudes* refers to providers’/teachers’ beliefs and values about families and children in their care that inform their work with these families. The four elements conceptualized to fall within this construct are Respect, Commitment, Openness to Change, and Understanding Context.

With the exception of the Knowledge construct, both the Practices and Attitudes constructs consist of several subscales. The definitions of the ten subscales included in the FSS and FSS parent measures are shown in Table 2-12.

**Table 2-12. Constructs and Subscales of the FSS and FSS parent measures**

<b>Construct</b>	<b>Subscale (Number of items)</b>	<b>Definition</b>
<b>Knowledge</b>	<b>Family-specific Knowledge</b> (FSS measure–19 items) (FSS parent measure–17 items)	Includes knowledge and an understanding of families’ cultures; the context in which they live; situations that affect them; and their abilities, needs, and goals
<b>Practices</b>	<b>Collaboration</b> (FSS measure–11 items) (FSS parent measure–11 items)	Collaborate with and engage families in the program through joint goal setting, decision-making, and following up on this decision-making process through the development of action plans
	<b>Responsiveness</b> (FSS measure–11 items) (FSS parent measure–14 items)	Engage in sensitive, flexible, and responsive support of families’ identified needs and goals
	<b>Communication</b> (FSS measure–15 items) (FSS parent measure–7 items)	Promote positive, two-way communication that is responsive to families’ preferences and providers/teachers’ personal boundaries
	<b>Connecting to Services</b> (FSS Measure–6 items)	Advocating for and connecting families to peer and community supports/resources
	<b>Family-focused Concern</b> (FSS measure–3 items)	Communication that demonstrates interest in the family as a unit
<b>Attitudes</b>	<b>Commitment</b> (FSS measure–8 items) (FSS parent measure–8 items)	Sensitivity to the needs of children, parents, and families; intrinsic motivation, or viewing work as “more than a job;” and being sincere, honest, encouraging, accessible, and consistent in interactions with parents and children
	<b>Openness to Change</b> (FSS measure–4 items)	Willingness to alter their normal practices in order to be sensitive to an individual child, parent, or family’s needs, and a willingness to be flexible in varying their practices based on input received from a parent/family member
	<b>Respect</b> (FSS measure–7 items) (FSS parent measure–4 items)	Valuing the child and the family; being non-judgmental, courteous/welcoming, and non-discriminatory; being accepting of divergent opinions of parents (e.g., on managing children’s behavior/how to socialize children); and being considerate and patient with parents when trying to elicit changes in their behavior

# How to Administer and Score the FSS Measure and FSS Parent Measure

## 3

This section describes how to administer and score the family services staff (FSS) and FSS parent full and short forms, including preparing hard copies of the measures, administering the measures, and using the Excel scoring sheets. It also describes the item response codes and reverse-coded items.

### 3.1 How to Administer and Score

The FSS and FSS parent measures (including the short forms) are designed to be self-administered questionnaires. The format for administration and scoring is exactly like that used in the other FPTRQ measures. More detailed information on how to administer and score the forms can be found in the *Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual* at <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>.

Printable PDF versions of the FSS and FSS parent measures can be downloaded at no cost from the OPRE website <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>. Electronic scoring sheets designed to calculate construct and subscale scores of the FSS and FSS parent measures (including the short forms) are also located on the OPRE website (<http://www.acf.hhs.gov/programs/opre/index.html>).

Users can take the following steps to prepare hard copies of the FSS and FSS parent measures:

- Determine the number of each type of measure from the OPRE website.
- Print a few extra copies of the measures in case needed for any reasons.
- When using the FSS and FSS parent measures with multiple family services staff, a linked ID system should be used so that the FSS measures are linked to the appropriate FSS parent measures within or across centers/programs.
- We suggest that when you give the FSS and FSS parent measures to respondents to complete, you encourage them to answer all of the questions.

## 3.2 Using the Excel Scoring Sheets

Excel scoring sheets for the FSS and FSS parent measures (including the short forms) are available to automatically calculate construct and subscale scores. The following steps describe how to use the Excel scoring sheets. You will need the Excel software program on your computer to use the FSS and FSS parent scoring sheets.

- Excel scoring sheets for the FSS and FSS parent measures and the short forms (English and Spanish) are available on the OPRE website at <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>. Download and save the scoring sheets on your computer.
- For each completed measure, enter the responses in the corresponding Excel scoring sheet under the assigned ID. You must use the item response codes shown on the following page when entering responses for each item into the Excel scoring sheet.
- When a response code is entered into the scoring sheet, construct and subscale scores will automatically be calculated for each measure.
- In order to compute total, construct, and subscale scores of the FPTRQ measures, it is critical that all questions in each measure should be answered completely. If one or more questions are not answered, scores for the total, construct, and subscales that include those unanswered questions will not be computed. It is recommended that when giving the FPTRQ measures to respondents to complete, you ask them to answer all the questions and not to leave any questions unanswered.
- Enter responses for all family services staff within the same program (with the same program ID) into the same FSS scoring sheet. If you are using the FSS measures with family services staff from multiple programs, a different FSS Excel scoring sheet should be used for each program, and then the file can be named with the program ID.
- Enter responses for all parents with the same FSS (with the same FSS ID) into the same parent scoring sheet. If you are using the FSS parent measures with parents working with different FSS, a different parent measure scoring sheet should be used for each family services staff member.

When entering respondent answers into an Excel scoring sheet, it is important to use the coding scheme shown below. Because the FSS and FSS parent measures contain several different types of response categories that respondents can choose from, the Excel scoring sheets are created using the following coding scheme. Consequently, if any part of this coding scheme is not used (e.g., codes other than 1-4 are assigned to responses or the codes are assigned in a different order than designated below), results from the Excel scoring sheet are not comparable to the data presented in Appendix A of this Amendment to the FPTRQ User's Manual.

Response	Never	Rarely	Sometimes	Very often
Code	1	2	3	4

Response	None	Some	Most	All
Code	1	2	3	4

Response	Strongly disagree	Disagree	Agree	Strongly agree
Code	1	2	3	4

Response	Very uncomfortable	Uncomfortable	Comfortable	Very comfortable
Code	1	2	3	4

Response	Not at all like my provider	A little like my provider	A lot like my provider	Exactly like my provider
Code	1	2	3	4

Response	Yes, I made a referral	No, I did not make a referral	Not applicable
Code	1	0	9

Response	Yes	No
Code	1	0

### 3.3 Unanswered Items

When entering responses from the completed FPTRQ measures into the Excel scoring sheets, you may find that some respondents did not answer all of the questions in the measures and left some blank. You should not enter responses for any unanswered questions and should leave the boxes by the corresponding question numbers blank in the Excel scoring sheets. You will still enter the responses to all completed questions into the Excel scoring sheets.

When automatically calculating subscale scores in the Excel scoring sheets, if one or more questions were not answered within a subscale, that subscale score will not be calculated for that individual, and the box for that subscale score in the Excel scoring sheet will be blank. Likewise, if any subscales within a construct do not have a subscale score, a construct score will not be calculated for that particular construct, and the box for that construct score in the Excel scoring sheet will be blank for that individual. The Excel total scores for individual measures will only be calculated if all questions were answered completely by the respondent. You can see in Tables 4-1 and 4-2 in Section 4 that the total number of completed cases for both the subscales and constructs within the FSS and FSS parent measures reflect the missing items.

If you use a statistical package such as SAS or SPSS to calculate subscale, construct, and total scores on the measures, you will need to take the necessary steps to exclude missing data for analysis, such as through a “listwise deletion” procedure.

### **3.4 Reverse-coded Items**

Depending on the item, a response can have either a positive or negative connotation. For example, a response of ‘Strongly agree’ to the statement ‘My goal is to help parents reach their full potential’ has a positive connotation, while a response of ‘Strongly agree’ to the statement ‘I see this job as just a paycheck’ has a negative connotation. For scores to be calculated correctly, all responses need to be scored so that positive responses have the same codes and negative responses have the same codes. Therefore, in this example, for the item ‘My goal is to help parents reach their full potential,’ the ‘Strongly agree’ response is coded as a ‘4.’ However, for the item ‘I see this job as just a paycheck,’ the ‘Strongly agree’ response is coded as a ‘1.’ This is called “reverse-coding.”

The Excel scoring sheets are programmed to automatically compute reverse-coded items, and you should just enter the original responses into the Excel scoring sheet. However, if you are planning to use a statistical package, such as SAS or SPSS, you may need to take necessary steps to reverse the codes for the items shown below in Tables 3-1 and 3-2.

The FSS and FSS parent measures use the following conventions to easily identify the item numbers for each measure:

- FSSQ for items in the family services staff measure;
- FSSPQ for items in the family services staff parent measure;
- SFSSQ for items in the family services staff measure short form; and
- SFSSPQ for items in the family services staff parent measure short form.

**Table 3-1. Reverse-coded items for the FSS measures**

<b>FSS measure</b>	<b>Reverse-coded items</b>
Family services staff measure	FSSQ5a, FSSQ5b, FSSQ5c, FSSQ5d, FSSQ5e, FSSQ5f, FSSQ12b, FSSQ12d
Family services staff parent measure	FSSPQ5a, FSSPQ5b, FSSPQ5c, FSSPQ5d, FSSPQ7c, FSSPQ7g, FSSPQ7h, FSSPQ7j, FSSPQ8e

NOTE: Recode 1=4; 2=3; 3=2; and 4=1.

**Table 3-2. Reverse-coded items for the FSS measure short forms**

<b>FSS measure short form</b>	<b>Reverse-coded items</b>
Family services staff measure short form	SFSSQ4a, SFSSQ4b, SFSSQ4c
Family services staff parent measure short form	SFSSPQ4a, SFSSPQ4b, SFSSPQ4c, SFSSPQ6b, SFSSPQ6e, SFSSPQ6f

NOTE: Recode 1=4; 2=3; 3=2; and 4=1.

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## Technical Information about the FSS Measure and FSS Parent Measure

# 4

This chapter provides item response rates and reliability information about the family services staff (FSS) and FSS parent measures. Descriptions of the pilot test and participating respondents are presented in Section 2 of this Amendment to the FPTRQ User's Manual.

The FSS and FSS parent measures include multiple subscales under the three broader constructs of Knowledge, Attitudes, and Practices. Cronbach's alphas were computed to determine the internal consistency reliability of each subscale and construct. Cronbach's alphas increase as the inter-correlations among measure items increase, indicating the degree to which a set of items measures a single construct. General guidelines for interpreting Cronbach's alphas ( $\alpha$ ) include the following (George & Mallery, 2003; Kline, 2000):

- $\alpha \geq 0.9$  – Excellent;
- $0.7 \leq \alpha < 0.9$  – Good;
- $0.6 \leq \alpha < 0.7$  – Acceptable;
- $0.5 \leq \alpha < 0.6$  – Poor; and
- $\alpha < 0.5$  – Unacceptable.

As shown in Tables 4-1, 4-2, and 4-3, both the FSS and FSS parent measures were found to be reliable. Overall Cronbach's alphas for each of the subscales and constructs in the FSS and FSS parent measures fall in the "Acceptable" category or higher.

As noted in section 3, it is important that all items in the FSS and FSS parent measures be answered by respondents, because individual subscale scores are only calculated when all items within the subscale were answered. That is, if one or more items within a subscale were not answered by a respondent, that subscale score for the respondent will not be calculated. For example, if a respondent only answered 10 of the total 11 items within the Collaboration subscale in the FSS measure, a score for the Collaboration subscale was not calculated for that respondent. Therefore, that respondent will not have a Collaboration subscale score and would be excluded from comparison with other respondents for that particular subscale. However, other subscales scores calculated for that respondent are eligible for comparison with

those of other respondents. Moreover, as shown in the reliability tables below, the number of cases vary slightly for each subscale (for example, the number of cases in Table 4-1 ranges from 59-63) because different numbers of respondents did not answer some items within each subscale. You will also notice that the number of construct scores varies and is a function of the lack of a subscale score for a particular construct (e.g., if the Collaboration subscale was missing for a respondent, the construct score for Practices was not calculated for that respondent).

Based on the data from the FSS pilot test, most respondents answered all of the items in the measures, but there were a few rare cases where one or more items were not answered and one or more subscales for that measure could not be calculated. However, we did not find any distinct pattern of particular items being left unanswered by respondents (i.e., missing data or item nonresponse) in the FSS or FSS parent measure. Individual items throughout the FSS and FSS parent measures were answered by nearly all respondents.

The FSS measure includes nine subscales under the three broader constructs of Knowledge, Practices, and Attitudes. As shown in Table 4-1, most of the subscales show at least acceptable, and mostly good or excellent, reliabilities. Only one subscale shows relatively low reliability, which is likely due to a lack of variation among responses (i.e., almost all the family services staff responded to the item with a 3 or 4). Because of small sample sizes, reliability information by various characteristics of the respondents is not reported.

**Table 4-1. Cronbach’s alphas of the family services staff measure**

Construct/Subscale	Number of items	Overall	
		Number of cases	$\alpha$
Construct: Knowledge .....	19	59	0.92
Subscale: Family-specific Knowledge .....	19	59	0.92
Construct: Practices .....	46	59	0.92
Subscale: Collaboration .....	11	60	0.87
Subscale: Responsiveness .....	11	61	0.71
Subscale: Communication .....	15	62	0.87
Subscale: Connecting to Services.....	6	63	0.79
Subscale: Family-focused Concern.....	3	61	0.85
Construct: Attitudes .....	19	59	0.84
Subscale: Commitment .....	8	61	0.73
Subscale: Openness to Change .....	4	60	0.63
Subscale: Respect .....	7	60	0.82

SOURCE: Analysis of data from the FPTRQ family services staff measure, Pilot Test conducted in the winter 2014-15.

The FSS parent measure includes seven subscales under the three broader constructs of Knowledge, Practices, and Attitudes. As shown in Tables 4-2 and 4-3, all of the subscales overall and by English and Spanish versions show at least acceptable, and mostly good or excellent, reliabilities. Because of small sample sizes, reliability information by various characteristics of the respondents (e.g., race, education, income) is not reported.

**Table 4-2. Cronbach’s alphas of the family services staff parent measure**

Construct/Subscale	Number of items	Overall	
		Number of cases	$\alpha$
Construct: Knowledge .....	17	99	0.96
Subscale: Family-specific Knowledge .....	17	99	0.96
Construct: Practices.....	32	98	0.93
Subscale: Collaboration .....	11	99	0.86
Subscale: Responsiveness .....	14	100	0.92
Subscale: Communication .....	7	102	0.75
Construct: Attitudes .....	16	96	0.91
Subscale: Commitment .....	8	99	0.90
Subscale: Respect .....	4	99	0.86
Subscale: Understanding Context .....	4	98	0.99

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

**Table 4-3. Cronbach’s alphas of the family services staff parent measure, by English and Spanish versions<sup>4</sup>**

Construct/Subscale	Number of items	English version		Spanish version	
		Number of cases	$\alpha$	Number of cases	$\alpha$
Construct: Knowledge .....	17	71	0.95	28	0.95
Subscale: Family-specific Knowledge .....	17	71	0.95	28	0.95
Construct: Practices.....	32	71	0.90	27	0.95
Subscale: Collaboration .....	11	72	0.83	27	0.90
Subscale: Responsiveness .....	14	71	0.91	29	0.93
Subscale: Communication .....	7	72	0.70	30	0.79
Construct: Attitudes .....	16	70	0.83	26	0.90
Subscale: Commitment .....	8	72	0.87	27	0.91
Subscale: Respect .....	4	71	*	28	0.84
Subscale: Understanding Context .....	4	71	1.00**	27	0.99

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

NOTES:\* All respondents reported “4” to all 4 questions.

\*\*Scale has zero variance items (all respondents reported the same responses “3” or “4” to all 4 questions.)

<sup>4</sup> The sample size was large enough for the FSS parent measures to look at this subgrouping, but it was not large enough to report for the FSS measures.

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# FSS Measure and FSS Parent Measure Short Forms

# 5

Short forms of the family services staff (FSS) and FSS parent measures were developed as alternatives to the FSS and FSS parent full measures in situations where time and/or resources are limited. Decreasing the number of items in the short forms reduces the burden for respondents to complete them, as well as the resources needed for administration. The FSS and FSS parent measure short forms may be useful for special circumstances that do not allow the use of the full measures; however, for the most comprehensive collection of information we recommend the use of the full measures. The FSS and FSS parent measure short forms have a couple of limitations that need to be considered prior to their use and analysis of collected data: (1) with fewer items in the short forms, we have less coverage for the subscales, and (2) the short forms have not been tested in their current format and were created using the data from the FSS and FSS parent full measures that were collected in the FSS pilot test.

The FSS and FSS parent measures short forms include statistically and conceptually strong items selected from the FSS and FSS parent full measures. The following three principles guided the selection of the items for the short forms:

- (1) Keeping the original groupings of questionnaire items into “subscales” and maintaining the reliability of each subscale that was observed in the FSS and FSS parent full measures;
- (2) Including at least 3 items per subscale; and
- (3) Ensuring that each subscale adequately covers the concepts covered in the FSS and FSS parent full measures.

## 5.1 Development of Short Forms

The FSS pilot test data collected during December 2014 through mid-February 2015 were used to create the short forms of the FSS and FSS parent measures. The process of identifying items for the short forms consisted of four phases, including three statistical analysis phases and one conceptual review phase.<sup>5</sup>

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<sup>5</sup> The same procedures were used to create the short forms for the FPTRQ parent and provider/teacher measures.

<sup>6</sup> *Cronbach's alpha if item deleted* determines the reliability that could be achieved using the other items in the same subscale when a particular item was dropped.

### 5.1.1 Phase 1: Identifying Most Reliable Items

First, the information from *Cronbach's alpha if item deleted*<sup>6</sup> for each subscale in the measures was used to determine which items could be removed in order to increase subscale reliability. Once the *Cronbach's alpha* phase of item deletion was completed, we began analysis of the remaining items using the *discrimination index*.<sup>7</sup> The *discrimination index* indicates how well each item distinguishes between FSS and parents with higher and lower subscale scores. This phase aimed to retain items that distinguish well between respondents with high and low subscale scores and drop items that did not distinguish between respondents' relationship quality subscale scores as well. For all of the subscales, once items were deleted based on their item-total correlation, we computed item-total correlations based on the reduced subscale.

### 5.1.2 Phase 2: Identifying Items with Best Distribution

To identify items to drop in the next phase, we produced *item characteristic curves*<sup>8</sup> to analyze the distribution of the items that remained after the *Cronbach's alpha* and *discrimination index* deletions. This step was used to retain items that were normally distributed (i.e., roughly captures the full range of possible item scores) and to drop items that were non-normally distributed based on skewness and kurtosis.

### 5.1.3 Phase 3: Retaining the Structure and Reliability of the Measures

A high priority of the short form analyses was to retain the structure of each subscale in the full measures. After items were removed using *Cronbach's alpha if item deleted*, *discrimination index*, and *item characteristic curves*, we conducted a *Confirmatory Factor Analysis (CFA)* to ensure that the remaining items aligned with the constructs and elements they were designed to represent. Two CFAs were conducted, one using the sample of FSS (n=63) and the other using the sample of parents (n=102) who had completed the FSS and FSS parent full measures in the FSS pilot test. The CFA analysis revealed that both the FSS and FSS parent short forms retained the structure of their respective full measures after each of the three statistical steps. The short forms fit the FSS 9-factor structure and the FSS parent 7-factor structure well, as determined by a combination of practical fit indices.

Using additional statistical analyses we sought to ensure that the same construct/element was being measured across both short forms for each measure. We used the approach of Bann and Schwerin

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<sup>7</sup> *Cronbach's alpha if item deleted* determines the reliability that could be achieved using the other items in the same subscale when a particular item was dropped.

<sup>8</sup> The *discrimination index* is computed using the *item-total correlation*, which is the Pearson correlation between a single item and the total score based on all other items.

(2004) to examine the similarity between the measures. The results of this analysis provide information about how much variance of the FSS and FSS parent full measures are captured in the short forms. As shown in Table 5-1 (the FSS measure) and Table 5-2 (the FSS parent measure), the results show strong correlations (0.80 to 1.00) between the full measure subscales and the corresponding short form subscales. This suggests that the short form subscales are measuring the same constructs as the full measures. In addition, the variance accounted for ranged from 76 percent to 94 percent, indicating that the short form subscales adequately capture the range of the constructs being measured in the full measure subscales.

**Table 5-1. FSS full measure and short form correlations and variance accounted for**

Subscale	Correlation with full measure	Variance accounted for
Family-specific Knowledge.....	.90	81%
Collaboration .....	.91	83%
Responsiveness.....	.82	67%
Communication.....	.88	77%
Connecting to Services .....	.95	90%
Family-focused Concern.....	1.00*	100%*
Commitment.....	.85	72%
Openness to Change .....	.96	92%
Respect.....	.93	86%

SOURCE: Analysis of data from the FPTRQ family services staff measure, Pilot Test conducted in the winter 2014-15. N=60-62.

NOTE: \* Exactly the same items are included in both the full measure and short form.

**Table 5-2. FSS parent full measure and short form correlations and variance accounted for**

Subscale	Correlation with full measure	Variance accounted for
Family-specific Knowledge.....	.92	85%
Collaboration .....	.86	74%
Responsiveness.....	.95	90%
Communication.....	.80	64%
Commitment.....	.96	92%
Respect.....	.97	94%
Understanding Context.....	.99	98%

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15. N=98-102.

### 5.1.4 Phase 4: Conceptual Coverage

After the three statistical phases of item selection were completed, a conceptual review (phase 4) of the short forms was conducted to ensure that each subscale adequately covered the construct it was intended to measure. The items that remained on the measures short forms after the conceptual review were retested using the statistical analyses described above (phases 1-3).

## 5.2 Reliability of the FSS and FSS Parent Measures Short Forms

**Reliability of the family services staff measure short form.** The FSS measure short form includes 39 items (including 11 demographic items) and takes about 7 minutes to complete on average. It is available in English and Spanish. As shown in Table 5-3, most of the subscales show at least acceptable, and mostly good or excellent, reliabilities. Because of small sample sizes, reliability information by various characteristics of the respondents is not reported.

**Table 5-3. Cronbach’s alphas of the family services staff measure short form**

Construct/Subscale	Number of items	Overall	
		Number of cases	$\alpha$
Construct: Knowledge .....	4	62	0.87
Subscale: Family-specific Knowledge .....	4	62	0.87
Construct: Practices .....	15	61	0.84
Subscale: Collaboration .....	3	63	0.80
Subscale: Responsiveness .....	3	61	0.72
Subscale: Communication .....	3	63	0.80
Subscale: Connecting to Services.....	3	63	0.75
Subscale: Family-focused Concern.....	3	61	0.85
Construct: Attitudes .....	9	60	0.75
Subscale: Commitment .....	3	63	0.81
Subscale: Openness to Change .....	3	62	0.61
Subscale: Respect .....	3	61	0.82

SOURCE: Analysis of data from the FPTRQ family services staff measure, Pilot Test conducted in the winter 2014-15.

**Reliability of the family services staff parent measure short form.** The FSS parent measure short form includes 31 items (including 9 demographic items) and takes about 5 minutes to complete on average. It is available in English and Spanish. As shown in the following tables (Tables 5-4 and 5-5), all of the subscales show mostly good or excellent reliabilities. Because of small sample sizes, reliability information by various characteristics of the respondents is not reported.

**Table 5-4. Cronbach’s alphas of the family services staff parent measure short form**

Construct/Subscale	Number of items	Overall	
		Number of cases	$\alpha$
Construct: Knowledge .....	4	101	0.91
Subscale: Family-specific Knowledge .....	4	101	0.91
Construct: Practices.....	9	99	0.86
Subscale: Collaboration .....	3	100	0.84
Subscale: Responsiveness .....	3	100	0.84
Subscale: Communication .....	3	102	0.80
Construct: Attitudes .....	9	96	0.86
Subscale: Commitment .....	3	100	0.84
Subscale: Respect .....	3	99	0.84
Subscale: Understanding Context .....	3	98	0.99

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

**Table 5-5. Cronbach’s alphas of the family services staff parent measure short form, by English and Spanish versions**

Construct/Subscale	Number of items	English version		Spanish version	
		Number of cases	$\alpha$	Number of cases	$\alpha$
Construct: Knowledge .....	4	71	0.90	30	0.91
Subscale: Family-specific Knowledge .....	4	71	0.90	30	0.91
Construct: Practices.....	9	71	0.81	28	0.91
Subscale: Collaboration .....	3	72	0.81	28	0.89
Subscale: Responsiveness .....	3	71	0.80	29	0.87
Subscale: Communication .....	3	72	0.76	30	0.84
Construct: Attitudes .....	9	70	0.65	26	0.85
Subscale: Commitment .....	3	72	0.79	28	0.86
Subscale: Respect .....	3	71	*	28	0.82
Subscale: Understanding Context .....	3	71	1.00**	27	0.99

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

NOTES: \* All respondents reported “4” to all 4 questions.

\*\*Scale has zero variance items (i.e., all respondents reported the same responses “3” or “4” to all 4 questions).

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## Appendix A: Summary Statistics

Additional technical information is provided below from the pilot test data that were used for testing internal consistency reliability of the family services staff (FSS) and FSS parent measures. The tables below show means (averages), standard deviations, reported response ranges, and possible response ranges of the constructs and subscales of the FSS and FSS parent measures.

The following information can be used to compare your program or research project data to the pilot test data. You can see whether your average construct and subscale scores are similar or different from those of the pilot test. However, please note that the scores presented in the tables below should not be treated as “standard” scores or target scores.

### Family Services Staff Measure

Table A-1 shows average (mean) scores, standard deviation, reported response ranges, and possible response ranges for the FSS measure constructs and subscales.

**Table A-1. Summary statistics for the constructs and subscales in the family services staff measure**

Construct and subscale	Number of cases	Mean	Standard deviation	Reported response range	Possible response range
<b>Construct: Knowledge (19 items)</b>	59	61.5	9.5	39-76	19-76
<b>Subscale: Family-specific Knowledge (19 items)</b>	59	61.5	9.5	39-76	19-76
<b>Construct: Practices (46 items)</b>	59	155.3	13.8	119-181	46-184
<b>Subscale: Collaboration (11 items)</b>	60	39.7	4.0	30-44	11-44
<b>Subscale: Responsiveness (11 items)</b>	61	40.8	2.6	33-44	11-44
<b>Subscale: Communication (15 items)</b>	62	45.2	7.1	30-60	15-60
<b>Subscale: Connecting to Services (6 items)</b>	63	18.0	3.0	11-24	6-24
<b>Subscale: Family-focused Concern (3 items)</b>	61	11.6	0.9	9-12	3-12
<b>Construct: Attitudes (19 items)</b>	59	64.5	5.5	53-75	19-76
<b>Subscale: Commitment (8 items)</b>	61	29.4	2.3	24-32	8-32
<b>Subscale: Openness to Change (4 items)</b>	60	14.5	1.4	10-16	4-16
<b>Subscale: Respect (7 items)</b>	59	20.5	3.2	14-28	7-28

SOURCE: Analysis of data from the FPTRQ family services staff measure, Pilot Test conducted in the winter 2014-15.

Table A-2 shows quartile scores (lower quartile, median, and upper quartile) scores for the FSS measure constructs and subscales.

**Table A-2. Quartile statistics for the constructs and subscales in the family services staff measure**

Construct and subscale	Number of cases	Lower quartile	Median	Upper quartile
<b>Construct: Knowledge (19 items)</b>	59	53	63	69
<b>Subscale: Family-specific Knowledge (19 items)</b>	59	53	63	69
<b>Construct: Practices (46 items)</b>	59	147	157	163
<b>Subscale: Collaboration (11 items)</b>	60	37	41	44
<b>Subscale: Responsiveness (11 items)</b>	61	39	42	43
<b>Subscale: Communication (15 items)</b>	62	40	45	50
<b>Subscale: Connecting to Services (6 items)</b>	63	16	18	20
<b>Subscale: Family-focused Concern (3 items)</b>	61	12	12	12
<b>Construct: Attitudes (19 items)</b>	59	59	66	68
<b>Subscale: Commitment (8 items)</b>	61	28	30	32
<b>Subscale: Openness to Change (4 items)</b>	60	14	15	16
<b>Subscale: Respect (7 items)</b>	59	19	21	23

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

## Family Services Staff Parent Measure

Table A-3 shows average (mean) scores, standard deviation, reported response ranges, and possible response ranges for the FSS parent measure constructs and subscales.

**Table A-3. Summary statistics for the constructs and subscales in the family services staff parent measure**

Construct and subscale	Number of cases	Mean	Standard deviation	Reported response range	Possible response range
<b>Construct: Knowledge (17 items)</b>	99	62.5	7.0	39-68	17-68
<b>Subscale: Family-specific Knowledge (17 items)</b>	99	62.5	7.0	39-68	17-68
<b>Construct: Practices (32 items)</b>	98	116.2	11.2	72-128	32-128
<b>Subscale: Collaboration (11 items)</b>	99	37.4	5.6	14-44	11-44
<b>Subscale: Responsiveness (14 items)</b>	100	52.9	4.8	31-56	14-56
<b>Subscale: Communication (7 items)</b>	102	26.0	2.7	16-28	7-28
<b>Construct: Attitudes (16 items)</b>	96	61.6	4.8	34-64	16-64
<b>Subscale: Commitment (8 items)</b>	99	30.8	2.5	19-32	8-32
<b>Subscale: Respect (4 items)</b>	99	15.7	1.4	7-16	4-16
<b>Subscale: Understanding Context (4 items)</b>	98	15.1	2.4	4-16	4-16

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

Table A-4 shows quartile scores (lower quartile, median, and upper quartile) scores for the FSS parent measure subscales.

**Table A-4. Quartile statistics for the constructs and subscales in the family services staff parent measure**

Construct and subscale	Number of cases	Lower quartile	Median	Upper quartile
<b>Construct: Knowledge (17 items)</b>	99	57	66	68
<b>Subscale: Family-specific Knowledge (17 items)</b>	99	57	66	68
<b>Construct: Practices (32 items)</b>	98	113	119	123
<b>Subscale: Collaboration (11 items)</b>	99	34	38	42
<b>Subscale: Responsiveness (14 items)</b>	100	51	55	56
<b>Subscale: Communication (7 items)</b>	102	25	27	28
<b>Construct: Attitudes (16 items)</b>	96	61	64	64
<b>Subscale: Commitment (8 items)</b>	99	31	32	32
<b>Subscale: Respect (4 items)</b>	99	16	16	16
<b>Subscale: Understanding Context (4 items)</b>	98	16	16	16

SOURCE: Analysis of data from the FPTRQ family services staff parent measure, Pilot Test conducted in the winter 2014-15.

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## Appendix B.

### FSS Measure and FSS Parent Measure Items and Item Numbers

Table B-1 shows the family services staff (FSS) measure item numbers for each subscale. This information is useful for those who use statistical packages, such as SPSS or SAS, etc., to conduct statistical analyses of data collected from the FSS measures. As noted in Section 3.2, Excel scoring sheets are available and can be used to automatically calculate overall, construct, and subscale scores in the FSS and FSS parent measures. A PDF version of the FSS measure and the Excel scoring sheets can be downloaded at no cost and printed from the OPRE website at

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

**Table B-1. Family services staff measure item numbers for subscales**

Construct	Subscale	Item number
Knowledge	Family-specific Knowledge (19 items)	FSSQ3a, FSSQ3b, FSSQ3c, FSSQ3d, FSSQ3e, FSSQ3f, FSSQ3g, FSSQ3h, FSSQ3i, FSSQ3j, FSSQ3k, FSSQ3l, FSSQ3m, FSSQ3n, FSSQ3o, FSSQ6a, FSSQ6b, FSSQ6d, FSSQ6e
Practices	Collaboration (11 items)	FSSQ4c, FSSQ4d, FSSQ7a, FSSQ7b, FSSQ7c, FSSQ7d, FSSQ7e, FSSQ7f, FSSQ7g, FSSQ7h, FSSQ8m
	Responsiveness (11 items)	FSSQ2f, FSSQ4f, FSSQ4h, FSSQ6c, FSSQ6f, FSSQ6g, FSSQ8a, FSSQ8b, FSSQ8c, FSSQ8j, FSSQ9
	Communication (15 items)	FSSQ2a, FSSQ2b, FSSQ2c, FSSQ2d, FSSQ2e, FSSQ2g, FSSQ8h, FSSQ10a, FSSQ10b, FSSQ10c, FSSQ10d, FSSQ10e, FSSQ10f, FSSQ10g, FSSQ10h
	Connecting to Services (6 items)	FSSQ1a, FSSQ1b, FSSQ1c, FSSQ1d, FSSQ1e, FSSQ8n
	Family-focused Concern (3 items)	FSSQ4a, FSSQ8i, FSSQ8k
Attitudes	Commitment (8 items)	FSSQ4b, FSSQ8d, FSSQ8l, FSSQ12a, FSSQ12b, FSSQ12c, FSSQ12d, FSSQ12e
	Openness to Change (4 items)	FSSQ4g, FSSQ8e, FSSQ8f, FSSQ8g
	Respect (7 items)	FSSQ4e, FSSQ5a, FSSQ5b, FSSQ5c, FSSQ5d, FSSQ5e, FSSQ5f

Item numbers for each subscale for the FSS measure short form are shown in Table B-2 below. A PDF version of the FSS measure short form can also be downloaded at no cost and printed from the same OPRE website at <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>.

**TableB-2. Family services staff measure short form item numbers for subscales**

Construct	Subscale	Item number
Knowledge	Family-specific Knowledge (4 items)	SFSSQ2a, SFSSQ2b, SFSSQ2c, SFSSQ2d
Practices	Collaboration (3 items)	SFSSQ6a, SFSSQ6b, SFSSQ6c
	Responsiveness (3 items)	SFSSQ3b, SFSSQ5a, SFSSQ5b
	Communication (3 items)	SFSSQ8a, SFSSQ8b, SFSSQ8c
	Connecting to Services (3 items)	SFSSQ1a, SFSSQ1b, SFSSQ1c
	Family-focused Concern (3 items)	SFSSQ3a, SFSSQ7d, SFSSQ7e
Attitudes	Commitment (3 items)	SFSSQ9a, SFSSQ9b, SFSSQ9c
	Openness to Change (3 items)	SFSSQ7a, SFSSQ7b, SFSSQ7c
	Respect (3 items)	SFSSQ4a, SFSSQ4b, SFSSQ4c

Table B-3 below shows the FSS measure items that are included in each subscale for both the full measure and short form.

**Table B-3. Family services staff measure items for subscales**

Construct: Knowledge		Full measure	Short form
<b>Subscale: Family-specific Knowledge</b>	Thinking about the families you serve, how many parents have you met with or talked to about the following? How many children they have	FSSQ3a	
	Thinking about the families you serve, how many parents have you met with or talked to about the following? How many adult relatives live in their households	FSSQ3b	SFSSQ2a
	Thinking about the families you serve, how many parents have you met with or talked to about the following? Their work and school schedules	FSSQ3c	SFSSQ2b
	Thinking about the families you serve, how many parents have you met with or talked to about the following? Their marital status	FSSQ3d	
	Thinking about the families you serve, how many parents have you met with or talked to about the following? Their parenting styles	FSSQ3e	
	Thinking about the families you serve, how many parents have you met with or talked to about the following? Their employment status	FSSQ3f	SFSSQ2c
	Thinking about the families you serve, how many parents have you met with or talked to about the following? Their family's financial situation	FSSQ3g	
	Thinking about the families you serve, how many parents have you met with or talked to about the following? The role that faith and religion play in their children's household	FSSQ3h	
	Thinking about the families you serve, how many parents have you met with or talked to about the following? Their family's culture and values	FSSQ3i	
	Thinking about the families you serve, how many parents have you met with or talked to about the following? What they do outside of the Head Start/Early Head Start setting to encourage their children's learning	FSSQ3j	
	Thinking about the families you serve, how many parents have you met with or talked to about the following? How they discipline their children	FSSQ3k	
	Thinking about the families you serve, how many parents have you met with or talked to about the following? Problems their child is having at home.	FSSQ3l	

**Table B-3. Family services staff measure items for subscales—Continued**

<b>Construct: Knowledge</b>		<b>Full measure</b>	<b>Short form</b>
	Thinking about the families you serve, how many parents have you met with or talked to about the following? Changes happening at home	FSSQ3m	SFSSQ2d
	Thinking about the families you serve, how many parents have you met with or talked to about the following? Health issues their children may have	FSSQ3n	
	Thinking about the families you serve, how many parents have you met with or talked to about the following? Health issues they or other family member may have	FSSQ3o	
	When providing services to families in your program, how often do you take into account the following? Information parents share about their child	FSSQ6a	
	When providing services to families in your program, how often do you take into account the following? Whether activities are welcoming to all family members, including fathers	FSSQ6b	
	When providing services to families in your program, how often do you take into account the following? What you can do to make fathers or other family members feel comfortable at centers	FSSQ6d	
	When providing services to families in your program, how often do you take into account the following? Families' values and cultures	FSSQ6e	
<b>Construct: Practices</b>		<b>Full measure</b>	<b>Short form</b>
<b>Subscale: Collaboration</b>	I work with parents to figure out the steps to reach their goals	FSSQ4c	
	I encourage parents to make decisions about their children's education and care	FSSQ4d	
	Since September, how often have you met with or talked to parents about the following? How their child is doing in the Head Start/Early Head Start program	FSSQ7a	
	Since September, how often have you met with or talked to parents about the following? Their child's learning or development	FSSQ7b	
	Since September, how often have you met with or talked to parents about the following? Goals parents have for their child	FSSQ7c	
	Since September, how often have you met with or talked to parents about the following? Goals parents have for themselves	FSSQ7d	SFSSQ6a
	Since September, how often have you met with or talked to parents about the following? How parents are progressing towards goals they have for themselves	FSSQ7e	
	Since September, how often have you met with or talked to parents about the following? Problems their child is having in the Head Start/Early Head Start program	FSSQ7f	
	Since September, how often have you met with or talked to parents about the following? Problems parents may be having with their work or school	FSSQ7g	SFSSQ6b
	Since September, how often have you met with or talked to parents about the following? Parent's vision for their family's future	FSSQ7h	SFSSQ6c
	Part of my job is to...Make home visits to provide support and to work on goal setting with the families	FSSQ8m	

**Table B-3. Family services staff measure items for subscales—Continued**

<b>Construct: Practices</b>		<b>Full measure</b>	<b>Short form</b>
<b>Subscale: Responsiveness</b>	Since September, how often have you been you able to do the following? Taken parents' values and culture into account when serving them	FSSQ2f	
	I encourage parents to provide feedback on the services and support I provide them	FSSQ4f	SFSSQ3b
	Even though my professional or moral viewpoints may differ, I accept that parents are the ultimate decision makers for the care and education of their children	FSSQ4h	
	When providing services to families in your program, how often do you take into account the following? Information parents share about their home life	FSSQ6c	
	When providing services to families in your program, how often do you take into account the following? Information parents share about their career or education goals	FSSQ6f	SFSSQ5a
	When providing services to families in your program, how often do you take into account the following? Information parents share about their "life goals"	FSSQ6g	SFSSQ5b
	Part of my job is to...Help families get services available in the community	FSSQ8a	
	Part of my job is to...Offer parents information about community events	FSSQ8b	
	Part of my job is to...Respond to issues or questions outside of normal work hours	FSSQ8c	
	Part of my job is to...Tailor my approach when working with mothers, fathers, or other family members	FSSQ8j	
	If families have a question or a problem comes up during the day, how easy or difficult is it for them to reach you?	FSSQ9	

**Table B-3. Family services staff measure items for subscales—Continued**

<b>Construct: Practices</b>		<b>Full measure</b>	<b>Short form</b>
<b>Subscale: Communication</b>	Since September, how often have you been able to do the following? Followed up with parents about goals they set for their child.	FSSQ2a	
	Since September, how often have you been able to do the following? Followed up with parents about goals they set for themselves.	FSSQ2b	
	Since September, how often have you been able to do the following? Offered parents ideas or suggestions about parenting.	FSSQ2c	
	Since September, how often have you been able to do the following? Suggested activities for parents and children to do together.	FSSQ2d	
	Since September, how often have you been able to do the following? Worked with parents to develop strategies they can use at home to support their child's learning and development	FSSQ2e	
	Since September, how often have you been able to do the following? Offered parents books or materials on parenting	FSSQ2g	
	Part of my job is to...Talk to parents about parenting	FSSQ8h	
	Since September, how many of the families you serve have you given information on the following: Employment or job training?	FSSQ10a	
	Since September, how many of the families you serve have you given information on the following: Food banks or pantries?	FSSQ10b	SFSSQ8a
	Since September, how many of the families you serve have you given information on the following: Child care subsidies or vouchers?	FSSQ10c	
	Since September, how many of the families you serve have you given information on the following: Adult education, GED classes, ESL classes, or continuing education?	FSSQ10d	
	Since September, how many of the families you serve have you given information on the following: Housing assistance?	FSSQ10e	SFSSQ8b
	Since September, how many of the families you serve have you given information on the following: Energy or fuel assistance?	FSSQ10f	
	Since September, how many of the families you serve have you given information on the following: Parenting skills group?	FSSQ10g	
	Since September, how many of the families you serve have you given information on the following: Health insurance?	FSSQ10h	SFSSQ8c

**Table B-3. Family services staff measure items for subscales—Continued**

<b>Construct: Practices</b>		<b>Full measure</b>	<b>Short form</b>
<b>Subscale: Connecting to Services</b>	Since September, how many of the families you serve have you directly helped in any of the following ways: Encouraged families to seek or receive services?	FSSQ1a	SFSSQ1a
	Since September, how many of the families you serve have you directly helped in any of the following ways: Followed up with families about whether services they have received met their needs?	FSSQ1b	
	Since September, how many of the families you serve have you directly helped in any of the following ways: Made appointments or arrangements for families to receive services they need?	FSSQ1c	
	Since September, how many of the families you serve have you directly helped in any of the following ways: Helped families find services they need?	FSSQ1d	SFSSQ1b
	Since September, how many of the families you serve have you directly helped in any of the following ways: Advocated on behalf of families to ensure that outside service providers are responsive?	FSSQ1e	SFSSQ1c
	Part of my job is to...Help families meet their basic needs	FSSQ8n	
<b>Subscale: Family- focused Concern</b>	My goal is to help parents reach their full potential	FSSQ4a	SFSSQ3a
	Part of my job is to...Help parents reach their goals	FSSQ8i	SFSSQ7d
	Part of my job is to...Help parents learn skills needed to succeed	FSSQ8k	SFSSQ7e

**Table B-3. Family services staff measure items for subscales—Continued**

<b>Construct: Attitudes</b>		<b>Full measure</b>	<b>Short form</b>
<b>Subscale: Commitment</b>	I help parents to reach their job and educational goals	FSSQ4b	
	Part of my job is to...Learn the values and beliefs of the families I serve	FSSQ8d	
	Part of my job is to...Consider how culture shapes the way I should approach my work with families	FSSQ8l	
	I work as a Family Service Worker because I enjoy it	FSSQ12a	SFSSQ9a
	I see this job as just a paycheck	FSSQ12b	
	I work as a Family Service Worker because I like helping children and families reach their goals	FSSQ12c	SFSSQ9b
	If I could find something else to do to make a living I would	FSSQ12d	
	I work as a Family Service Worker because I like helping children and families get the services they need	FSSQ12e	SFSSQ9c
<b>Subscale: Openness to Change</b>	I am open to using information on different ways to assist parents and children	FSSQ4g	
	Part of my job is to...Change my work schedule in response to parents' work or school schedules	FSSQ8e	SFSSQ7a
	Part of my job is to...Learn new ways to assist families	FSSQ8f	SFSSQ7b
	Part of my job is to...Change how services are offered to children and families in response to parent feedback	FSSQ8g	SFSSQ7c
<b>Subscale: Respect</b>	Parent's beliefs about childcare and education vary by culture	FSSQ4e	
	Sometimes it is hard for me to support the way parents raise their children	FSSQ5a	SFSSQ4a
	Sometimes it is hard for me to support the way parents discipline their children	FSSQ5b	SFSSQ4b
	Sometimes it is hard for me to accept the different cultural beliefs of parents	FSSQ5c	
	Sometimes it is hard for me to support the goals parents have for their children	FSSQ5d	SFSSQ4c
	Sometimes it is hard for me to work with parents who have different beliefs than me	FSSQ5e	
	Sometimes it is hard for me to accept the choices that parents make	FSSQ5f	

Table B-4 shows the FSS parent measure item numbers for each subscale. This information is useful for those who use statistical packages, such as SPSS or SAS, etc., to conduct statistical analyses of data collected from the FSS parent measure. As noted in Section 3.2, Excel scoring sheets are available and can be used to automatically calculate overall, construct, and subscale scores in the FSS and FSS parent measures. A PDF version of the FSS parent measure and the Excel scoring sheets can be downloaded at no cost and printed from the OPRE website at <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>.

**Table B-4. Family services staff parent measure item numbers for subscales**

Construct	Subscale	Item number
Knowledge	Family-specific Knowledge (17 items)	FSSPQ3a, FSSPQ3b, FSSPQ3c, FSSPQ3d, FSSPQ3e, FSSPQ3f, FSSPQ3g, FSSPQ3h, FSSPQ3i, FSSPQ3j, FSSPQ3k, FSSPQ3l, FSSPQ3m, FSSPQ3n, FSSPQ3o, FSSPQ3p, FSSPQ3q
Practices	Collaboration (11 items)	FSSPQ1a, FSSPQ1b, FSSPQ1c, FSSPQ1d, FSSPQ1e, FSSPQ1f, FSSPQ1g, FSSPQ1h, FSSPQ1i, FSSPQ1j, FSSPQ6a
	Responsiveness (14 items)	FSSPQ2c, FSSPQ4a, FSSPQ4b, FSSPQ4c, FSSPQ4d, FSSPQ4e, FSSPQ4f, FSSPQ4g, FSSPQ4h, FSSPQ8a, FSSPQ8b, FSSPQ8c, FSSPQ8d, FSSPQ9
	Communication (7 items)	FSSPQ2a, FSSPQ2b, FSSPQ2d, FSSPQ6b, FSSPQ6c, FSSPQ6d, FSSPQ6e
Attitudes	Commitment (8 items)	FSSPQ7a, FSSPQ7b, FSSPQ7d, FSSPQ7e, FSSPQ7f, FSSPQ7i, FSSPQ7k, FSSPQ8e
	Respect (4 items)	FSSPQ7c, FSSPQ7g, FSSPQ7h, FSSPQ7j
	Understanding Context (4 items)	FSSPQ5a, FSSPQ5b, FSSPQ5c, FSSPQ5d

Item numbers for each subscale for the FSS parent measure short form are shown in Table B-5 below. A PDF version of the FSS parent measure short form can also be downloaded at no cost and printed from the same OPRE website at <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>.

**Table B-5. Family services staff parent measure short form item numbers for subscales**

Construct	Subscale	Item number
Knowledge	Family-specific Knowledge (4 items)	SFSSPQ2a, SFSSPQ2b, SFSSPQ2c, SFSSPQ2d
Practices	Collaboration (3 items)	SFSSPQ1a, SFSSPQ1b, SFSSPQ1c
	Responsiveness (3 items)	SFSSPQ3a, SFSSPQ3b, SFSSPQ7
	Communication (3 items)	SFSSPQ5a, SFSSPQ5b, SFSSPQ5c
Attitudes	Commitment (3 items)	SFSSPQ6a, SFSSPQ6c, SFSSPQ6d
	Respect (3 items)	SFSSPQ6b, SFSSPQ6e, SFSSPQ6f
	Understanding Context (3 items)	SFSSPQ4a, SFSSPQ4b, SFSSPQ4c

Table B-6 below shows the FSS parent measure items that are included in each subscale for both the full measure and short form.

**Table B-6. Family services staff parent measure items for subscales**

<b>Construct: Knowledge</b>		<b>Full measure</b>	<b>Short form</b>
<b>Subscale: Family-specific Knowledge</b>	How comfortable would or do you feel sharing the following information with your Family Service Worker? How many children you have	FSSPQ3a	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? How many adult relatives live in your household	FSSPQ3b	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Your work and school schedule	FSSPQ3c	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Your marital status	FSSPQ3d	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Your personal relationship with a spouse or partner	FSSPQ3e	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Your employment status	FSSPQ3f	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Your financial situation	FSSPQ3g	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Your parenting style	FSSPQ3h	SFSSPQ2a
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Your family life	FSSPQ3i	SFSSPQ2b
	How comfortable would or do you feel sharing the following information with your Family Service Worker? The role that faith and religion play in your household	FSSPQ3j	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Your family's culture and values	FSSPQ3k	SFSSPQ2c
	How comfortable would or do you feel sharing the following information with your Family Service Worker? What you do outside of the Head Start/Early Head Start setting to encourage your child's learning	FSSPQ3l	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? How you discipline your child	FSSPQ3m	SFSSPQ2d
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Problems your child is having at home	FSSPQ3n	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Changes happening at home	FSSPQ3o	
	How comfortable would or do you feel sharing the following information with your Family Service Worker? Health issues your child may have	FSSPQ3p	
How comfortable would or do you feel sharing the following information with your Family Service Worker? Health issues you or other family members may have	FSSPQ3q		

**Table B-6. Family services staff parent measure items for subscales—Continued**

<b>Construct: Practices</b>		<b>Full measure</b>	<b>Short form</b>
<b>Subscale: Collaboration</b>	Since September, how often have you met with or talked to your Family Service Worker about the following? How your child is doing in the Head Start/Early Head Start program	FSSPQ1a	
	Since September, how often have you met with or talked to your Family Service Worker about the following? Your child's learning or development	FSSPQ1b	
	Since September how often have you talked to your Family Service Worker about the following? Goals you have for your child	FSSPQ1c	
	Since September how often have you talked to your Family Service Worker about the following? Goals you have for yourself	FSSPQ1d	SFSSPQ1a
	Since September, how often have you met with or talked to your Family Service Worker about the following? How your child is progressing towards your goals you have set for him/her	FSSPQ1e	
	Since September how often have you talked to your Family Service Worker about the following? How you are progressing towards goals you have set for yourself	FSSPQ1f	SFSSPQ1b
	Since September, how often have you met with or talked to your Family Service Worker about the following? Problems your child is having in the Head Start/Early Head Start program	FSSPQ1g	
	Since September, how often have you met with or talked to your Family Service Worker about the following? Problems you may be having with work or school	FSSPQ1h	
	Since September, how often have you met with or talked to your Family Service Worker about the following? Your vision for your family's future	FSSPQ1i	
	Since September how often have you talked to your Family Service Worker about the following? How you feel about the services that your Family Service Worker provides you and your family	FSSPQ1j	SFSSPQ1c
	How often does your Family Service Worker: Ask about your family?	FSSPQ6a	

**Table B-6. Family services staff parent measure items for subscales—Continued**

<b>Construct: Practices</b>		<b>Full measure</b>	<b>Short form</b>
<b>Subscale: Responsiveness</b>	Since September, how often has your Family Service Worker: Taken your values and culture into account when serving you?	FSSPQ2c	
	My Family Service Worker...Encourages me to be involved in all aspects of my child's care and education in our Head Start/Early Head Start program	FSSPQ4a	SFSSPQ3a
	My Family Service Worker...Respects me as a parent	FSSPQ4b	
	My Family Service Worker...Is flexible in response to my work or school schedule	FSSPQ4c	
	My Family Service Worker...Treats me like an expert on my child	FSSPQ4d	
	My Family Service Worker...Asks me questions to show he/she cares about my family	FSSPQ4e	SFSSPQ3b
	My Family Service Worker...Shows respect for different ethnic heritages	FSSPQ4f	
	My Family Service Worker...Is respectful of religious beliefs	FSSPQ4g	
	My Family Service Worker...Encourages parents to provide feedback on the services and support he/she provides them	FSSPQ4h	
	My Family Service Worker is open to learning different ways to help parents and children	FSSPQ8a	SFSSPQ7a
	My Family Service Worker and I work together to make sure my child has the best care and support	FSSPQ8b	
	My Family Service Worker has increased my confidence to accomplish goals for myself.	FSSPQ8c	
	My Family Service Worker has my best interests at heart	FSSPQ8d	
	How easy or difficult is it for you to reach your Family Service Worker during the day if you have a question or if a problem comes up?	FSSPQ9	
<b>Subscale: Communication</b>	Since September, how often has your Family Service Worker: Suggested activities for you and your child to do together?	FSSPQ2a	
	Since September, how often has your Family Service Worker: Answered your questions when they came up?	FSSPQ2b	
	Since September, how often has your Family Service Worker: Offered you books or materials on parenting?	FSSPQ2d	
	How often does your Family Service Worker: Work with you to develop strategies you can use at home to support your child's learning and development?	FSSPQ6b	SFSSPQ5a
	How often does your Family Service Worker: Listen to your ideas about ways to change or improve the education and care your child receives?	FSSPQ6c	SFSSPQ5b
	How often does your Family Service Worker: Offer you ideas or suggestions about parenting?	FSSPQ6d	
	How often does your Family Service Worker: Remember personal details about your family when speaking with you?	FSSPQ6e	SFSSPQ5c

**Table B-6. Family services staff parent measure items for subscales—Continued**

<b>Construct: Attitudes</b>		<b>Full measure</b>	<b>Short form</b>
<b>Subscale: Commitment</b>	My Family Service Worker is...Caring	FSSPQ7a	
	My Family Service Worker is...Understanding	FSSPQ7b	SFSSPQ6a
	My Family Service Worker is...Flexible	FSSPQ7d	
	My Family Service Worker is...Dependable	FSSPQ7e	SFSSPQ6c
	My Family Service Worker is...Trustworthy	FSSPQ7f	SFSSPQ6d
	My Family Service Worker is...Respectful	FSSPQ7i	
	My Family Service Worker is...Available	FSSPQ7k	
	My Family Service Worker sees this job as just a paycheck	FSSPQ8e	
<b>Subscale: Respect</b>	My Family Service Worker is...Rude	FSSPQ7c	SFSSPQ6b
	My Family Service Worker is...Impatient	FSSPQ7g	
	My Family Service Worker is...Unfriendly	FSSPQ7h	SFSSPQ6e
	My Family Service Worker is...Judgmental	FSSPQ7j	SFSSPQ6f
<b>Subscale: Understanding Context</b>	My Family Service Worker judges my family because of our faith and religion	FSSPQ5a	
	My Family Service Worker judges my family because of our culture and values	FSSPQ5b	SFSSPQ4a
	My Family Service Worker judges my family because of our race/ethnicity	FSSPQ5c	SFSSPQ4b
	My Family Service Worker judges my family because of our financial situation	FSSPQ5d	SFSSPQ4c