Table 1. Summary of Measures of Family-Provider Relationships

Name of measure	Type of Instrument					Content of Measure																					Language			Respondent					Type of care								Age Range					Special Population (please specify)	Psychometric Information Available	Notes	Measure Citation
		Survey				Attitude				Knowledge					Practices					Environmental Features															Center-based															
										Theoretical/ Substantive Knowledge						Goal-Oriented Skills																																		
	Observational	SAQ	Interviewer Administered	Qualitative	QRIS	Respect	Commitment and Caring	Empowerment	Openness to Change	Contextual	Family Functioning	Child Development	Effective Parenting Skills	Family/Child Specific Knowledge	Relational Skills	Advocate/ Connect Families	Engage in Joint Goal Setting	Empower Family to Advocate for Themselves	Provide Child-Specific	Invitational and Welcoming Environment	Systems and Media for Communicating with Families	Materials Reflective of Families	Resources for Families: Information	Resources for Families: Peer Networking	English	Spanish	Other	Observer	Parent	Director/Administrator	Provider	Other	Head Start	Pre-K	Community-based	Not-specified	Family Child Care	Family, Friend, or Neighbor	K-12	Other	0-2	3-5	6-12	0-18	Unspecified				
TOTALS	17	35	18	2	2	24	24	22	6	7	6	6	1	17	43	20	15	6	33	30	19	6	20	6	62	4	5	17	30	8	22	5	10	8	11	13	12	3	12	24	17	23	17	2	24				
Assessment of Practices in Early Elementary Classrooms	√		√				√								√				√	√	√				√			√	√									√				√	√[a]			Classroom that include children with special needs for at least part of the day	Sub-scale alpha not available for relevant items. Interrater agreement: average 86%, median weighted Kappa: .59, construct validity (correlation b/w APEEC and 3 other measures of developmentally appropriate practices) =.67, .55, .61	[1] Ages K-Grade 3.	Hemmeter, M. L., Maxwell, K. L., Ault M. J., & Schuster J. W. (2001). *Assessment of Practices in Early Elementary Classrooms (APEEC)* . Teachers College Press: New York, NY. http://store.tcpress.com/0807740616.shtml
Assessment Profile for Family Child Care Homes	√													√					√	√	√		√		√			√								√								√			Not available online or internally, Child Trends staff contacting author.		Abbot-Shim, M. Assessment Profile for Family Child Care Homes
Assessment Profile for Early Childhood Programs	√							√							√	√			√	√	√				√			√								√					√	√	√				Inter-rater reliability: mean - 93 to 95% agreement, range of 83 to 99%, The reliability coefficients for the five scales range from .79 to .98 Path coefficients for year 1 and year 2 for Interacting scale are .59 and .52.		Abbot-Shim, M. Assessment Profile for Early Childhood Programs http://www.qassist.com/pages/research-and-evaluation
Business Administration Scale for Family Child Care (BAS)	√		√							√					√	√							√		√			√			√						√								√			Scale cronbach's alpha: .77 (N=65) interrater reliability: 94% Distribution of provider-parent communication item: 55% of respondents got the top score . Intercorrelation between this item and other items on the scale ranged from .01 to .38 Content validity: sig correlation (.44) between item and FCCERS-R measure		Talan, T. N. & Bloom, P. J. (2009). Business Administration Scale for Family Child Care. New York, NY: Teachers College Press. http://www.redleafpress.org/productdetails.cfm?PC=1623
Child and Caregiver Interaction Scale (CCIS)	√					√											√		√						√			√								√	√				√	√	√				Reliability: Cronbach's alpha = .938, Corrected Item-Total Correlation > .50 for all but one item Concurrent validity correlation between CCIS and Environmental Rating Scale (ERS) =.740 Corrected Item-Total Correlation for parent and staff subscale: .643		Carl, B. (2007). Child-Caregiver Interaction Scale. Unpublished dissertation. Available from http://dspace.lib.iup.edu:8080/dspace/bitstream/2069/53/1/Barbara%2BCarl.pdf
Child Care Assessment Tool for Relatives (CCAT-R) Interview			√					√		√				√	√				√						√			√									√	√			√	√					Criterion validity; construct validity through factor analysis (factors: nurturing, bi-directional communication, uni-directional communication, engagement); content validity; informal test of concurrent validity w/ FDCRS 4 items No other reliability information is available.		Porter, T., Rice, R. & Rivera, E. (2006). The Child Care Assessment Tool for Relatives. NY, NY: Bank Street College of Education
Child Development Program Evaluation Scale (CDPES)	√													√		√				√			√		√			√								√					√	√	√			Includes items for special needs children	Total 37 items from 900 items from 4 states (NY, PA, CA, WVA); statistically significant predictors of compliance and quality; face validity with NAEYC and CWLA standards Concurrent validity was assessed by comparing the CDPES and the ECERS total scores (r = .77; p < .005).		Fiene, R. (1984). Child Development Program Evaluation Scale. Harrisburg, PA: Research and Information Systems,Office of Children, Youth and Families
Child/Home Early Language and Literacy Observation (CHELLO)	√		√					√											√	√	√				√			√			√						√				√	√					Interrater reliability: 91% for both scales, cronbach's alpha ranged from .82 for literacy environment checklist to.97 for group/family observation. total scores for the Literacy Environment were significantly correlated with each summary score on the Observation (r = .67, r = .33, and r = .47, respectively for the Physical Environment for Learning, Support for Learning, and Teaching Strategies). Total scores for the Literacy Environment and the Group/Family Observation were correlated (r = .52).		Neuman, S., Dwyer, J., & Koh, S. (2007). Child/Home Early Language & Literacy Observation Tool (CHELLO). Baltimore, MD: Brookes Publishing. http://www.brookespublishing.com/store/books/neuman-chello/index.htm

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Early Childhood Environmental Rating Scale-Revised (ECERS-R)	√		√												√	√				√	√				√	√	√	√			√					√						√						Overall the ECERS-R is reliable at the indicator and the item level, and at the level of the total score. The percentage of agreement across the full 470 indicators in the scale is 86.1%. Internal consistency: Space and Furnishings= .76, Personal Care Routines= .72, Language-Reasoning =.83, Activities =.88, Interaction =.86, Program Structure =.77, Parents and Staff =.71, Total=.92 Inter-rater reliability: The correlations between the two observers were .92 product moment correlation (Pearson). The interclass correlation was .92.		Harms, T., Clifford, R.M., & Cryer, D. (2005). Early Childhood Environmental Rating Scale- Revised Edition. New York, NY: Teachers College Press. http://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r
Early Childhood Longitudinal Study- Birth Cohort Center Director Questionnaire(ECLS-B)		√													√				√		√				√					√			√	√	√							√						Per NCES, psychometric data not available for this survey.		http://nces.ed.gov/ecls/birthinstruments.asp
Early Childhood Longitudinal Study- Birth Cohort Provider Questionnaire (ECLS-B)		√														√									√	√					√		√	√	√		√					√						Per NCES, psychometric data not available for this survey.		http://nces.ed.gov/ecls/birthinstruments.asp
Emlen Scales		√				√	√	√	√	√		√		√	√					√					√				√							√				√	√	√	√					55 items in 7 factors: warmth and interest in child; rich activities and environment; high risk care; child feels safe and secure; a skilled Cg; parent and Cg share information; a supportive Cg; face validity; Cronbach's alpha for internal consistency (warmth and interest in child: .93, rich activities and environment: 87, skilled caregiver:.88, talk and share information: .72, caregiver accepting and supportive: .70) ; "validation by replication;" prediction of quality;	Designed for description; sample 862 parents, youngest child; traditional and non-traditional hours; also 30-item flexibility, accessibility, affordability scale.	Emlen, A.C., Koren,P.E., Schultze,K.H. (2000) A Packet of Scales for Measuring Quality from a Parent's Point of View. Portland, OR: Portland State University
Evaluation of The After School Corporation After-School Program Site Coordinator Survey		√														√				√					√					√								√								√[1]		Not available online, Child Trends staff contacting author.	[1]Age is unspecified but it is an after-school program so serves school-aged children.	Policy Studies Associates. (2002). Evaluation of the TASC After-School Program, Site Coordinator Survey. http://www.policystudies.com/studies/youth/Year%205%20Site%20Coordinator%20Survey.pdf
Family-Centered Behavior Scale		√				√		√		√	√			√	√			√	√	√									√																√[1]	Special needs children	Cronbach's alpha coefficient: .97 (N=133), test-retest correlation was .96, and after items removed, 26-item scale had a .98 alpha	[1]Age range is unspecified but average age of the children in the study was 10.7.	Allen, R.J., Petr, C.G., & Brown, B.F.C. (1995). Family-Centered Behavior Scale and user's manual. Lawrence, KS: The Beach Center on Families and Disability, The University of Kansas www.beachcenter.org
Family-Centered Care Self-Assessment Tool		√					√	√		√		√		√	√	√	√	√	√	√				√	√						√								√[1]					√[2]		Not available online or internally. Child Trends staff has contacted author and is awaiting a response.	[1] Unspecified. [2] Infants, toddlers, and children.	Family Voices (2008). Family-Centered Care Self-Assessment Tool. http://www.familyvoices.org/pub/projects/fcca_ProviderTool.pdf
Family Empowerment Scale		√						√						√			√		√						√				√										√						√	Children with emotional disabilities	34-item self-report w/5-pt likert scale; alphas (.87-.88); Pearson's r(.77-.85) for stability; 2 analyses of validity (unspecified) Piloted w/ 94 parents for pre/post evaluation of a family empowerment intervention		Koren, P.E., DeChillo, N., & Friesen,B.J. (1992).Measuring Empowermenin Families who children have emotional disabilities: A brief questionnaire. Rehabilitation Psychology 37, 305-321.

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Family Involvement Questionnaire		√													√				√						√				√				√	√					√			√	√				School-Based Involvement (α=.85) Home-Based Involvement (α=.85) Home-School Conferrencing (α=.81) "Thirty-five of the forty-two items (85%) loaded appreciably on only one dimension, with only two double-loading and 4 nonloading items" (p. 370). "High levels of congruence (coefficents ≥ .98) were found for like factors in comparison between each subgroup and the large sample" (p. 371).		Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family involvement questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology, 92* (2), 367-376
Family Nurse Caring Belief Scale (FNCBS)		√				√	√	√	√		√			√	√	√	√								√						√[1]					√				√	√						27-items w/5-pt Likert scale; Internal reliability: Cronbach's alpha (.81); construct validity: 4 factors: ethical caring practices; systems orientation to families; child advocacy, normalizing milieu; concurrent validity (Pearson's r .57 with the Caring Behaviors Inventory and the Family Caring Scale);criterion validity Phase 1; instrument construction: pilot tested w/ 60 PICO nurses; phase 2: psychometric testing w/ random sample of 720 PICO/NICU nurses; although intended to measure attitudes; could be used for knowledge and behaviors	[1]Assessment of nurses' attitudes towards family-sensitive care.	Meiers, S.J.,Tomlinson, P., & Peden-McAlpine, C. (2007) Development of the Family Nurse Caring Belief Scale (FNCBS). Journal of Family Nursing 13 (4), 484-502 : http://fn. Sagepub.com.
Family Outcomes Survey-Revised		√				√		√							√	√			√	√			√		√				√										√[2]					√[2]	Parents of children with disabilities	Cronbach's alpha for full family outcomes scale: .90, but had poor psychometric properties (X^2=1,487) Second-order factor showed that five subscale model fit better (X^2=752.51) Alphas for the five outcomes subscales (all of which dealt with parent-staff relationships) were .73, .78, .87, .78, .91	[1]Early intervention program. [2]Average age was 25.3 months. We do not have the full wording of the items, just the core meaning of the items.	Bailey, D.B., et al. (under review). Development and Psychometric Validation of the Family Outcomes Survey-Revised.
Family Participation Measure		√				√									√		√								√				√							√									√		Child Trends is contacting author for psychometrics and other missing information.		Friesen, B. (2001). Family Participation Measure. Portland, OR: Research and Training Center on Family Support and Children's Mental Health.
Family Professional Partnership Tool		√				√	√	√							√				√						√				√		√								√					√		Piloted 60 items, 5-pt Likert scale; two factors: child-focused relationships, family-focused relationships; revised scale: 18 items; rated on importance and satisfaction; Cronbach's alpha (.93; .96)	Based on focus groups, interviews; first national sample: 291 families; second: 205 families; w/special needs children and w/out.	Blue-Banning, M., Summers, J.A., Frankland, H.C., Nelson, L.L., &Beegle, G. (2004). Dimensions of Family and Professional Partnerships: Constructive Guidelines for Collaboration. Exceptional Children: 70, (2), 167-184

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Family Provider Interaction Analysis (FPIA)	√						√	√	√						√				√						√			√												√[2]	√					Infants and Toddlers w/ special needs	4 trained subjects rated 3 10-minute videotaped family/provider sessions; face validity (chi-square analysis: significant differences in categories); reliability: rho's (.17-1.0) for intrarater;.01-.77 for interrater	[1]Family-provider session through Let's Play! Project, a federally funded model demonstration project 2 phases: 5 sessions were selected to represent range of f-c to non: fc; 3 experts select 3 sessions based on 6 criteria; 11categories of verbal behaviors e.g. Praises/ encourages/giving information; silence	Goetz, A., Gavin, W., & Lane, S.J. (xxxx). Measuring Parent/Professional Intervention: Validity and Reliability. Occupational Therapy Journal of Research (xxxx) pp. 222-240. validtnionaction in Early Internet
Helpgiving Practices Scale		√				√	√	√							√			√							√				√						√				√					√				Psychometric information included in first two pages of the Scale. The tool must be purchased to access this information. Available at Winterberry Press at http://www.wbpress.com/index.php?main_page=product_book_info&products_id=244		Trivette, C., & Dunst, C. (xxxx). Helping Practices Scale. Winterberry Assessment Scales and Instruments
Helping Relationship Inventory for Social Work Practice		√					√	√							√			√							√							√[2]								√[2]					√		Reliability - The HRI:C (Respondent = Client) structural index had an alpha coefficient of .91, and the interpersonal index had an alpha coefficient of .96. The combined 20-item HRI:C had an alpha coefficient of .96. The HRI:W (Respondent = Social Worker) structural index had an alpha coefficient of .86, and the interpersonal index had an alpha coefficient of .91. The combined 20-item HRI:W had an alpha coefficient of .93. Therefore, both "have high reliability". Validity - HRI was compared to WAI indexes (Working Alliance Inventory), which already established validity (Horvath & Greenberg). High correlations (support the validity" of HRI. The correlation b/t HRI:C and WAI-C is .84.	[1] Client and social worker [2] Unspecified	Poulin, J. & Young, T. (1997). Development of a Helping Relationship Inventory for Social Work Practice. Research on Social Work Practice, 7, 463-489
Home Visit Rating Scale (HOVRS)	√					√	√	√							√		√		√						√			√												√					√		7 scales w/ 7 ratings (HV Responsiveness to Family, Relationship/ Family, Non-Intrusiveness); interrater reliability: greater than .85; predictive validity with the HOME and the PPVT-III	Intended for home visitors w/ infants, toddlers and young children; sample of 60 families from 2 EHS sites.	Roggman, L.A., Cook, G.A., Jump, V., Boyce, L.K., & Innocenti, M.S. (2006). Home Visit Rating Scales (HOVRS).Unpublished Manuscript, Logan, Utah: Utah State University.
A Hospital Self-Assessment Inventory, Patient - and Family-Centered Care		√				√	√	√		√	√			√	√		√	√	√	√	√	√	√	√	√							√[2]								√[2]					√		Per author, phsychometrics testing has not been conducted for this measure.	[1] Senior leaders (such as the Chief Operating Officer) and Medical care providers (at all levels of staff). [2] Medical setting.	Institute for Family-Centered Care. (2004). A Hospital Self-Assessment Inventory. Bethesda, MD. http://www.ipfcc.org/resources/other/hospital_self_assessment.pdf
Incredible Years Evaluation: INVOLVE - Parent Questionnaire		√				√	√	√							√					√					√				√									√					√				45-item, 7-pt likert scale. Alpha coefficients for INVOLVE-P Parent Questionnaire Summary Scales: Parent bonding with school teacher .90 (pre); .90 (post) Satisfaction with Family Service Worker .87 (pre); .90 (post) Involvement with child-importance .88 (pre); .92 (post) Involvement with child-frequency-.82 (pre); .82 (post) Positive family atmosphere .90(pre); .90 (post)		The Incredible Years Project: INVOLVE-Parent. University of Washington Parenting Clinic (206-543-6010)

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Incredible Years Evaluation: INVOLVE - Teacher Questionnaire		√					√							√	√					√					√						√								√					√					20 items; 5-pt likert scale. Alpha coefficients for INVOLVE-T Teacher Questionnaire Summary Scales Parent involvement in education .91 Parent involvement with school/teacher .84 Parent involvement total .90 Teacher bonding with parent .76		The Incredible Years Project: INVOLVE-Teacher.University of Washington Parenting Clinic (206-543-6010)
Infant/Toddler Environmental Rating Scale- Revised (ITERS-R)	√		√												√	√			√	√	√				√	√	√	√			√					√						√						Average agreement on the 467 indicators on 39 items in the ITERS-R was 91.65%. Cohen's Kappa was also computed. Across the 39 items, the weighted Kappa was .58. Across the 32 child-related items, the weighted Kappa was .55. Cronbach's alpha: Space and Furnishings= .47, Personal Care Routines= .56, Listening and Talking = 0.79, Activities =.79, Interaction =.80, Program Structure =.70, Parents and Staff =.68, Total=.93. Parents and Staff subscale intraclass correlation= 0.92		http://ers.fpg.unc.edu/infanttoddler-environment-rating-scales-iters-r
Measures of the Belief about Participation in Family-Centered Services		√																	√						√					√			√[2]								√						√[2]			Psychometrics are given for the tool, not for each subscale. The MPOC for parents measures parents' perceptions of the family-centered behavior of service providers. It contains 5 scales: Enabling and Partnership, Providing General Information, Providing Specific Information about the Child, Coordinated and Comprehensive Care, and Respectful and Supportive Care. Intraclass correlation coefficients range from .78 to .88 and Cronbach's alphas are all over .80 The MPOC for Service Providers has 4 scales: Showing Interpersonal Sensitivity, Providing General Information, Communicating Specific Information about the Child, and Treating People Respectfully. Intraclass correlation coefficients range from .79 to .99 and Cronbach's alphas range from .76 to .88	[1] Providers of rehabilitation services for children with disabilities [2] Age range is unspecified	King, G., Kertoy, M., King, S., Law, M., Rosenbaum, P., & Hurley, P. (2010). A measure of parents' and service providers' beliefs about participation in family-centered services. *Children's Health Care, 32(3),* 191-214.
Measure of Process of Care		√				√	√	√						√	√	√	√		√		√		√	√	√		√[1]		√										√[2]						√	Children with a disability (developmental or physical)	Internal Consistency as assessed by Cronbach's coefficient alpha: Respectful and Supportive Care (9 items) - Pilot Study = .91, Field testing = .92, Reliability re-text = .86. Providing Specific Info about the Child (5 items) - Pilot Study = .81, Field Testing = .82, Reliability re-test = .63. Providing general info (9 items) - Pilot Study = .91, Field Testing = .93, Relibaility re-test = .94. Enabiling & Partnership (16 items) - Pilot Study = .95, Field Study = .96 Relibaility re-test = .86.	[1] French. [2] Unspecified.	King, S., Rosenbaum, P., & King, G. (1995) The Measure of Process of Care: A means to assess family-centered behaviors of health care providers. Ontario, CN: CanChild Centre for Childhood Disability Research.
Medical Home Index: Pediatric		√												√	√	√	√			√	√	√	√		√	√	√[1]				√[2]									√[3]					√		Kappa coefficients of interrater reliability between two Center for Medical Home Improvement project staff were above.50 for all 25 themes. Kappa scores comparing each staff member and the practice sites' self-assessment found 80% of the themes at.65 or better for one interviewer (J.W.M.) and 60% of the themes at.65 or better for the second interviewer (K.S.). The internal consistency reliability standardized alpha coefficients across the 6 domains of the MHI ranged from.81 to.91, and the overall standardized alpha coefficient was.96.	[1] Chinese [2] Medical and non-medical staff. [3] Pediatric medical care setting.	Center for Medical Home Improvement. (2006). The Medical Home Index-Pediatric. Concord, NH: Center for Medical Home Improvement. Cooley, W. C, McAllister, J.W., Sherrieb, K., & Clark, R.E. (2003). The Medical Home Index: Development and validation of a new practice-level measure of implementation of the medical home model. Ambulatory Pediatrics, 3,173-180. http://www.medicalhomeimprovement.or

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	Observational	SAQ	Interviewer Administered	Qualitative	QRIS	Respect	Commitment and Caring	Empowerment	Openness to Change	Contextual	Family Functioning	Child Development	Effective Parenting Skills	Family/Child Specific Knowledge	Relational Skills	Advocate/ Connect Families	Engage in Joint Goal Setting	Empower Family to Advocate for Themselves	Provide Child-Specific	Invitational and Welcoming Environment	Systems and Media for Communicating with Families	Materials Reflective of Families	Resources for Families: Information	Resources for Families: Peer Networking	English	Spanish	Other	Observer	Parent	Director/Administrator	Provider	Other	Head Start	Pre-K	Community-based	Not-specified	Family Child Care	Family, Friend, or Neighbor	K-12	Other	0-2	3-5	6-12	0-18	Unspecified				
National Study of Early Care and Education Design Questionnaire for Center-Based Care Settings (NSECE)			√			√	√	√	√					√	√				√						√						√		√	√	√						√	√	√				None available. Survey will not be fielded until 2012.		Datta, R.A., Goerge, R. Yan, T., & Witte, A.(2010). Design Phase of the National Study of Child Care Supply and Demand (NSCCSD): Final Recommendations for the Center-based Provider Questionnaire. Chicago: NORC.
National Study of Early Care and Education Design Questionnaire for Home-Based Care Settings (NSECE)			√			√	√	√			√			√	√	√				√						√						√					√				√	√	√				None available. Survey will not be fielded until 2012.		Datta, R.A., Goerge, R. Yan, T., & Witte, A.(2010). Design Phase of the National Study of Child Care Supply and Demand (NSCCSD): Final Recommendations for the Home-based Provider Questionnaire. Chicago: NORC.
National Study of Early Care and Education, Design Questionnaire for Parents (NSECE)			√						√						√	√									√				√											√[2]				√[2]			None available. Survey will not be fielded until 2012.	[1] Unspecified [2] Children under age thirteen	Datta, R.A., Goerge, R. Yan, T., & Witte, A.(2010). Final Recommendations for the demand questionnaire. Design Phase of the National Study of Early Care and Education.
NICHD Study of Early Child Care (SECC) - Parent and Teacher Involvement (Teacher Report)		√													√					√					√						√[1]									√[2]					√		Psychometrics available for purchase.	[1] Teacher [2] Unspecified	https://secc.rti.org/PhaseIIData.cfm
NICHD Study of Early Child Care (SECC) - Parent and Teacher Involvement (Parent Report)		√					√													√					√				√											√[1]					√		Psychometrics available for purchase.	[1] Unspecified	https://secc.rti.org/PhaseIIData.cfm
NICHD Study of Early Child Care (SECC) - Parent Involvement (Child Care Provider Report)		√													√					√					√						√[1]									√[2]							Psychometrics available for purchase.	[1] Primary ECE Provider. [2] Unspecified.	https://secc.rti.org/PhaseIIData.cfm
Parent Caregiver Relationship Scale (PCRS)		√				√	√								√										√				√		√[1]					√	√				√[2]							Reliability - "Total scales showed high levels of internal consistency", with alpha = .93 for parent scale and .94 for caregiver scale. Test-retest reliability - Family Child Care: r = .80; Center Care: r = .84. Validity - "caregiver PCRA total scores exhibited predicted patterns" in center subsample. In family child care subsample, no sig. correlation.	[1] ECE provider. [2] Between the ages of 2 and 24 months.	Elicker, J., Noppe, I.C., Noppe, L.D., & Fortner-Wood, C. (1997). The parent-caregiver relationship scale: Rounding out the relationship system in infant child care. Early Education and Development, 8(1), 83-100.
Partnership Impact Research Study Parent Questionnaires		√				√	√					√					√		√			√	√		√				√				√	√	√								√[1]				None available online or internally. Child Trends staff have contacted the author.	[1]Preschool aged children	Schilder, D. (2004). Partnership Impact Research Project, 2001-2004: Questionnaires for parent data. Education Development Center, Inc. Center for Children & Families . http://ccf.edc.org/PDF/ecare_edupartner.pdf http://ccf.edc.org/pdf/PipReport-32406.pdf
Parent Leadership Development Self-Assessment		√						√							√										√				√											√[1]					√	Parents participating in child abuse prevention programs	None available online or internally. Child Trends staff have contacted the author.	[1]Type of Care is unspecified	National Resource Center for Community-Based Child Abuse Prevention Programs. (n.d.)*Parent Leadership Development Self-Assessment*

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										Theoretical/ Substantive Knowledge						Goal-Oriented Skills																																		
	Observational	SAQ	Interviewer Administered	Qualitative	QRIS	Respect	Commitment and Caring	Empowerment	Openness to Change	Contextual	Family Functioning	Child Development	Effective Parenting Skills	Family/Child Specific Knowledge	Relational Skills	Advocate/ Connect Families	Engage in Joint Goal Setting	Empower Family to Advocate for Themselves	Provide Child-Specific	Invitational and Welcoming Environment	Systems and Media for Communicating with Families	Materials Reflective of Families	Resources for Families: Information	Resources for Families: Peer Networking	English	Spanish	Other	Observer	Parent	Director/Administrator	Provider	Other	Head Start	Pre-K	Community-based	Not-specified	Family Child Care	Family, Friend, or Neighbor	K-12	Other	0-2	3-5	6-12	0-18	Unspecified				
Parent Satisfaction with Educational Experiences Scale		√				√															√		√		√				√				√		√				√			√	√[3]					Factor one: teacher contact experiences (alpha=.82) Structure loadings: Telephone conversations with teachers=.79 Notes sent home=.82 Conferences with teacher=.82 School work sent home to work on with child=.76 Factor two: classroom contact experiences (alpha=.82) Structure loadings: Parent involvement in planning activities=.85 Volunteering in classroom=.82 Support given for parent involvement in school=.76 Parent participation in decision-making=.79 Factor three: school contact experiences Structure loadings: Contact I have had with other parents=.74 Workshops or training opportunities offered=.74 Contact I have had with principal/administrator=.74 Support for our family's home language and culture=.79	[1] 1st grade	Fantuzzo, J., Perry, M.A., Childs, S. (2006). Parent satisfaction with educational experiences scale: A multivariate examination of parent satisfaction with early childhood education programs. E*arly Childhood Research Quarterly, 21,* 142-152.
Parent and Teacher Involvement Measure		√													√					√					√						√								√				√[3]					Alphas were calculated for 3 factors: Parent comfort and endorsement of school=.93 Parent Involvement=.79 Parent-teacher contact=.68 Correlation between factors Parent comfort and endorsement of school and Parent involvement factors was relatively high (r=.64).	[1]Grades 5-8.	Conduct Problems Prevention Research Group (CPPRG). (1991). Parent-Teacher Involvement Questionnaire: Parent Version. Available from the Fast Track Project Web site. Http://www.fasttrackproject.org
Pediatric Patient-Family-Centered Care Benchmarking Survey		√															√		√	√			√		√				√	√	√									√[3]					√		Cronbach α for Subscales Togetherness (degree to which hospitals allow families to remain together) Togetherness during normal times=.82 Togetherness during critical times=.76 Family Participation and Involvement=.90 Family Involvement in Hospital=.93 Children Involvement in Hospital=.92	[1]Hospital settings; There are separate versions for families, staff, and leadership.	Carmen, S., Teal, S., & Guzzetta, C.E. (2008). Development, testing, and national evaluation of a pediatric patient-family—centered care benchmarking survey. *Holistic Nursing* , *22* (2), 61-74.
Perceptions of Communication Questionnaire		√													√	√					√				√				√		√				√													α ranged from .70 to .97 for the three types of communication (one, two, and three-way comuunication). "The ratio of the parents' agreemens/agreements + disagreements was .81" (p. 213). Caregiver ration was .81.		Ghazvini, A.S., & Readdick, C. A. (1994). Parent-caregiver communication and quality of care in diverse child care settings. *Early Childhood Research Quarterly, 9* , 207-222.
Preschool Program Quality Assessment-Agency Items	√														√	√			√	√	√		√		√			√					√	√	√							√					Psychometric information available in: Jurkiewicz, T. C. (2003). The Revised Preschool PQA: Report on Psychometric Properties. Ypsilanti, MI: High/Scope Educational Research Foundation, Research Division. Unpublished paper. This reference is not available online. Contacted developer to obtain information but have not gotten a response.		High/Scope Educational Research Foundation. (2003). *Preschool Program Quality Assessment, 2nd Edition (PQA) Administration Manual.* Ypsilanti, MI: High/Scope Press.

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Program Administration Scale (PAS)	√		√												√				√	√	√				√					√						√									√		Content Validity-reviewed by a panel of 10 ECE experts and 10 adminisrators, consultants and trainers Interrater reliability-Overall=.90, individual rater agreement=.81 to .95 Concurrent (Criterion) Validity-PAS Family Partnerships subscale correlation with *Early Childhood Work Environment Survey* Opportunities for Professional Growth subscale=.43 PAS Family Partnerships correlation with *Early Childhood Environment Rating Scale-Revised* Parents and Staff subscale=.34	Includes two subscales under the Family Partnerships domain: family communications, and family support and involvement	Talan, T. N. & Bloom, P. J. (2004). *Program Administration Scale: Measuring Leadership and Management in Early Childhood Programs.* New York, NY: Teachers College Press.
Qualistar Rating Criteria Chart					√	√								√			√		√	√			√	√	√			√	√	√			√	√	√		√				√	√				Quality Rating and Improvement System for Colorado's child care centers/FCC homes	None available. This tool is used in Colorado to evaluate programs participating in the Colorado quality rating and improvement system.		Child Trends & Mathematica Policy Research (2010). The child care quality rating system (QRS) assessment: Colorado Qualistar QRS profile. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, Department of Health and Human Services.
Quality for ME: Quality of Child Care Services		√			√	√	√					√			√	√			√	√	√	√	√		√				√				√		√		√				√	√	√			Parent feedback survey for families with children in ECE programs participating in Maine's Quality Rating System	Items were adapted from Emlen scales, see Emlen scale psychometrics.		Lahti, M., Connelly, R., Nigro, and Rebecca Fraser-Thill. (2009). Working Parents and Child Care: Charting a New Course for Quality. Maine Policy Review, 18(1).
Ready School Assessment (RSA)	√	√	√				√										√		√	√	√				√			√	√	√									√				√				Factor loadings for Family, School, and Community Partnership indicators: Outreach, Parent-School Communication, Family Involvement in School (for specific loadings: http://www.readyschoolassessment.org/about/RSADecisionMakerInformation.pdf pg. 16) Internal consistency reliability alphas: Family, School, and Community Partnerships=.88 Family Involvement in School=.79 Parent-School Communication=.77 Outreach=.84		High/Scope Educational Research Foundation. (2006). *Ready School Assessment: Administration Manual*. Ypsilanti, MI: High/Scope Press
Scheduling Intervention Study: Continuity of Care and Provider Flexibility Scale			√				√																		√				√										√[2]					√			Contacted Julia Henly for psychometric information. She is checking on the relevant items within the Continuity of Care Provider Flexibility section of the survey.	[1]Type of care is unspecified Some of the items for the "Continuity of Care Provider Flexibility" scale overlap with the Emlen Scales, others were added by the author	Henly, J., & Lambert, S. (n.d.). Work Scheduling Study.
School-Age Care Environmental Rating Scale- Revised (SACERS-R)	√		√																	√			√		√[1]		√	√			√								√				√[3]	√			Interrelations subscale that included one rating scale item for parent/staff interactions had a kappa of .82 and cronbach's alpha: Space and Furnishings= .76, Health and Safety= .82, Activities =.86, Interaction =.94, Program Structure =.67, Staff Development= .73 "interactions" intraclass correlation: r=.93, alpha=.94	[1]Ages 5-12	http://ers.fpg.unc.edu/school-age-care-environment-rating-scale-sacers

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Supports for Early Literacy Assessment	√		√																√	√	√		√		√					√				√	√								√					Psychometric information for the Parent Involvement subscale not reported independently in Lamy et al. (2004). Summary of General psychometrics: Interrater reliability-Lamy (2004) reported that the average IRR was .98 for the modifed SELA. Internal Consistency-In a study of a random sample of 310 pre-school classrooms in Abbott County New Jersey, Lamy et al. (2004) used a modified version of the SELA that eliminated 5 items that overlapped with the ECERS-R. Cronbach's alpha=.92 Criterion Validity-Lamy (2004, as cited in Barnett, Yarosz, Thomas, & Blanco, undated) found that the correlation between SELA and ECERS-R total scores was .75.[1]	[1]All of the psychometric information is based on modified versions of the SELA, rather than the original instrument. Specific to literacy development	Smith, S., Davidson, S. & Weisenfeld, G. (2001). Supports for Early Literacy Assessment.
Strength-Based Practices Inventory				√		√		√								√		√				√	√	√	√				√				√[1]									√					Parents at or below Federal Poverty guidelines	Internal consistency: alphas for subscales ranged from .81 to .92, measure was positively correlated with Parent Empowerment Scale Predictive validity: strength-based practices at 14-months were not found to be predictive of parent empowerment, social support, and other parent outcomes measured at 24 months	[1]Early head start program.	Green, B.L., McAllister, C.L., & Tarte, J.M. (2004) The Strength-Based Practices Inventory: A tool for measuring strengths-based service delivery in early childhood and family support programs. *Families in Society, 85* (3), 326-335.
Strengthening Families Through Early Care and Education Program Self-Assessments		√						√			√	√	√		√	√	√		√	√	√	√	√	√	√					√	√									√[1]				√		Contacted developer to see if psychometric information is available.	[1] Type of care is unspecified While the Strengthening Families model is targeted to child abuse and neglect prevention, this self-assessment has many pertinent items that capture family-provider relationships.	Center for the Study of Social Policy. (2007). Strengthening families through early care and education: A guidebook for early childhood programs, Second Edition.
Teacher-Parent Involvement Questionnaire			√			√	√								√										√				√		√							√					√[1]				Parent-Teacher Contact (α=.71) Parent Involvement at School (α=.81) Quality of Parent-Teacher Relationship (α=.89) Teacher's Perception of Parent (α=.93) Parent Involvement at Home (α=.67) Parent Endorsement of School (α=.92)	[1] Kindergartners with m age of 6.36 years	Kohl, G. O., Lengua, L. J., & McMahon, R. J. (2000). Parent involvement in school conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of School Psychology, 38* (6), 501-523.
Teaching Pyramid Observation Tool	√														√		√		√		√		√		√			√							√									√					This measure is still undergoing development. Currently, there is a study being conducted to measure the psychometric properties of the TPOT. There is no information about the reliability or validity at this time.		Hemmeter, M. L., Fox, L., & Synder, P. (2008). *Teaching Pyramid Tool for Preschool Classrooms (TPOT)* . Nashville, TN: Vanderbilt University.

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Three-City Study Child Care Interview Protocol			√				√		√			√			√				√						√				√						√		√	√			√	√					Items on the maternal ratings of child care survey were adapted from Emlen scales, see Emlen scale psychometrics.		Angel, Ronald, Linda Burton, P. Lindsay Chase-Lansdale, Andrew Cherlin, and Robert Moffitt. Welfare, Children, and Families: A Three-City Study. Ann Arbor, MI: Inter-university Consortium for Political and Social Research. Coley, R. L., Chase-Landsdale, P. L., & Li-Grining, C. P. (2001). Child care in the era of welfare reform:Quality, choices, and preferences. (Policy Brief 01-4, Reform of Welfare, Children, and Families: A Three-City Study.) Baltimore, MD: Johns Hopkins University. http://web.jhu.edu/bin/m/d/06_19168_Welfare_Nov.pdf
Trust Scale		√				√	√								√					√					√				√			√[2]							√				√[2]					Reliability for the Trust Scale, as measured by alpha coefficients, was .90 for teachers and .96 for parents. No additional psychometric information is available from this source.	[1] Teachers [2] Parents of students enrolled in kindergarten through 12th grade were recruited to complete surveys.	Adams, K.S., Christenson, S.L. (1999). Trust and the family-school relationship examination of parent-teacher differences in elementary and secondary grades. *Journal of School Psychology, 38 (5)*, 477-497.
Virginia Family Survey		√												√									√		√				√											√[2]					√	For families whose children are receiving early intervention services	None available. This is a state-specific tool, and psychometric testing has not been conducted.	[1] Type of care is unspecified This measure pertains to the family's experience starting an early intervention program, not to the family's relationship with a specific provider. There are only a few items that ask about the service coordinator.	Infant and Toddler Connection of VA. (2009). Virginia Family Survey. Available at http://www.infantva.org/documents/ovw-PGuideAppendixO1.pdf
Work-Child Care Fit			√	√		√				√					√	√			√				√		√				√							√	√	√			√	√					Contacted developer to see if psychometric information is available.		
Wraparound Fidelity Index (WFI-4)			√			√									√										√						√	√[1]								√[2]				√[3]		providers and care facilitators of children with emotional and behavioral disorders	Reliability: Overall alpha ranged from .83 to .92. Alphas for 10 subscales ranged from .3 to .6, but individual subscale alphas were not provided for the WFI-4. Criterion validity: pearson correlation between measure and Team Observation Measure =.857. Discriminant validity: found that WFI-4 scores were significantly higher for teams with better developed systems of care.	[1]the family's resource facilitator (also known as a case manager) [2]care services for children with emotional and behavioral disorders [3]Ages 4-19.	Bruns, E.J., Burchard, J.D., et al. (2004). Assessing Fidelity to a Community-based Treatment for Youth: The Wraparound Fidelity Index. Journal of Emotional and Behavioral Disoders, 12(2), 79-89.