

**Family-Provider Relationship Quality (FPRQ)
Environment: Welcoming Environment**

Definition: Invitational and Welcoming Environment is defined by:

o Open door policy, inviting parents to participate, encouraging parent input into educational programming, including parents on advisory boards

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Parent	Families are included in planning and decision-making for the program. Families have a variety of opportunities available to take part in their child's program. (asked on Family Questionnaire only)	1-10 points	Qualistar Rating Criteria Chart	None available. This tool is used in Colorado to evaluate programs participating in the Colorado quality rating and improvement system.	Care Setting: Head Start; Pre-K; Community-based Center; Center (not-specified); Family Child Care Age Range: 0-5 Type of Instrument: QRIS Special Population: Quality Rating and Improvement System for Colorado's child care centers/FCC homes
Parent	School personnel make me feel inadequate or unwelcome as a parent. You feel welcome to visit your child's school. How difficult is it for you to make contact with your child's teacher?	5-point scale: 1 = Strongly agree, 2 = Agree, 3 = Neither agree nor disagree, 4 = Disagree, 5 = Strongly disagree 5-point scale: 1 = Not at all, 2 = A little, 3 = Some, 4 = A lot, 5 = A great deal Very easy, moderately easy, slightly easy, neither easy nor difficult, slightly hard, moderately hard, very hard	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)	Care Setting: K-12 Age Range: 6-12 Type of Instrument: Self-Administered Questionnaire
Parent	Full item wording is not available.		Family Outcomes Survey-Revised	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	Care Setting: Early intervention program. Age Range: Unspecified (mean age: 25.3 months) Type of Instrument: Self-Administered Questionnaire Special Population: Parents of children with disabilities
Parent	I'm free to drop in whenever I wish. I feel welcomed by the caregiver.	Yes, No, Mixed feelings	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 caregiver; parent and caregiver share information; a supportive caregiver. 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). Face validity; "validation by replication;" prediction of quality.	Care Setting: Center (not-specified) Age Range: 0-12 Type of Instrument: Self-Administered Questionnaire
Parent	You feel welcome to visit your child's school. In this school year, you have been invited to your child's school for a special event (such as a book fair)	5-point scale: 0 = Not at all, 1 = A little, 2 = Some, 3 = A lot, 4 =A great deal 5-point scale: 0 = Never, 1 = Once or twice a year, 2 = Almost every month, 3 = Almost every week, 4 = More than once per week	NICHD Study of Early Child Care (SECC) - Parent and Teacher Involvement (Parent Report)	Psychometrics available for purchase.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Parent	I am confident that teachers: - are doing a good job keeping me well-informed of my child's progress. - are doing a good job encouraging my participation in my child's education. - keep me aware of all the information I need related to school.	4-point scale: 0=Strongly disagree, 1=Disagree, 2=Agree, 3=Strongly agree	Trust Scale	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.	Care Setting: K-12 Age Range: Parents of students enrolled in kindergarten through 12th grade Type of Instrument: Self-Administered Questionnaire
Provider	Are parents allowed in the child care setting during the day?	1 = Only at specified times, 2 = Only with advance notice, 3 = At any time	NICHD Study of Early Child Care (SECC) - Parent Involvement (Child Care Provider Report)	Psychometrics available for purchase.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Provider	How often has this child's parent been invited to visit your school for a special event? How often has this child's parent been invited to attend a parent-teacher conference this school year?	5-point scale: 1 = Never, 2 = Once or twice a year, 3 = Almost every month, 4 = Almost every week, 5 = More than once per week	NICHD Study of Early Child Care (SECC) - Parent and Teacher Involvement (Teacher Report)	Psychometrics available for purchase.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Provider	How often has this child's parent been invited to visit your school for a special event (e.g. book fair) in the past year? How often has this child's parent been invited to attend a parent-teacher conference in the past year?	5-point scale: 0 = Never, 1 = Once or twice a year, 2 = Almost every month, 3 = Almost every week, 4 = More than once per week	Parent and Teacher Involvement Measure	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).	Care Setting: K-12 Age Range: Grades 5-8. Type of Instrument: Self-Administered Questionnaire
Provider	Has the child's parent been invited to visit your school for a special event (e.g. book fair) in the past 1-3 months (verbal or written invitation from you)? How often has this child's parent been invited to attend a school meeting in the past 1-3 months (verbal or written invitation by you or other school personnel)?	5-point scale: 1 = Never, 2 = Once or twice, 3 = Every month, 4 = Every week, 5 = More than once per week	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	Care Setting: K-12 Age Range: 6-12 Type of Instrument: Self-Administered Questionnaire
Provider	Are there opportunities for families/youth to provide feedback about care? (Examples include surveys, focus groups, suggestion boxes.) Does your practice have a formal advisory committee for families and youth to provide input on policies and practices? Do you and your staff: - invite families or youth to give presentations for staff to learn about the family perspective? - invite families or youth to do presentations for staff to learn how their cultures and values influence decision-making around their health care needs?	Never, Some of the time, Most of the time, Always	Family-Centered Care Self-Assessment Tool	Not available online, Child Trends staff has contact author and is awaiting a response.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Provider	Provider regularly provides strategies for promoting family activities that support children's language and literacy development.	5-point scale: 5 = Exemplary, 3 = Basic, 1 = Deficient	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).	Care Setting: Family Child Care Age Range: 0-5 Type of Instrument: Observational; Interviewer-Administered Survey

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Observer	<p>Staff use visits/conferences to share information and seek input from parents about the program and children's development.</p> <p>Staff seek input from parents about the program and its relationship to children's development.</p> <p>Parents have full representation on program advisory and policymaking committee(s).</p> <p>Parents attend meetings and have a say in establishing program policies.</p> <p>There are many parent involvement options consistent with a variety of parent interests and time constraints, e.g., parents may</p> <ul style="list-style-type: none"> - Volunteer in the classroom. - Bring in materials. - Attend parent meetings and workshops. - Serve on parent advisory councils. - Meet with teachers to discuss children's progress. - Support children's learning at home. - Read or contribute to a parent newsletter. <p>The program encourages parent participation (e.g., providing child care, arranging transportation, scheduling vents at times convenient for parents, making reminder phone calls the day before, networking parents with one another).</p>	Not applicable. This is an observational measure.	Preschool Program Quality Assessment-Agency Items	<p>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.</p> <p>This reference is not available online. Contacted developer to obtain information but have not gotten a response.</p>	Care Setting: Head Start; Pre-K; Community-based Center Age Range: 3-5 Type of Instrument: Observational
Observer	<p>The school or teacher asks families how they want to be involved in classroom relate activities (Parents must be given the opportunity to offer their own ideas for involvement).</p> <p>The school or teacher asks families to evaluate their child's classroom, school or teacher at least annually.</p> <p>Families are given a variety of options for involvement in classroom-related activities (e.g., observation, tutors, clerical workers, guest speakers, material preparation, selecting curriculum, field trips, parties in the classroom).</p> <p>Families have a standing invitation from the teacher to visit the classroom.</p>	Not applicable. This is an observational measure.	Assessment of Practices in Early Elementary Classrooms	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	Care Setting: K-12 Age Range: K-Grade 3 Type of Instrument: Observational; Interviewer-Administered Survey Special Population: Classrooms that include children with special needs for at least part of the day
Observer	Provider invites parents to visit freely and to participate, when possible, in the family child care home activities (such as birthdays, field trips, lunch, special activities).	Not applicable. This is an observational measure.	Assessment Profile for Family Child Care Homes	Not available online or internally, Child Trends staff contacting author.	Care Setting: Family Child Care Age Range: Unspecified Type of Instrument: Observational
Observer	Provider invites parents to visit freely and to participate, whenever possible, in family child care home activities (such as birthdays, field trips, lunch, special activities).	Not applicable - observational scale	Assessment Profile for Family Child Care Homes	Discriminant validity: found that WFI-4 scores were significantly higher for teams with better developed systems of care.	Care Setting: Family Child Care Age Range: Unspecified Type of Instrument: Observational
Observer	<p>Parents are encouraged to be actively involved in the program.</p> <p>Teacher extends invitation to parents to support class activities such as coming for lunch or snack, helping with field trips, making materials, sharing skills in the classroom.</p>	Not applicable. This is an observational measure.	Assessment Profile for Early Childhood Programs	<p>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</p> <p>Path coefficients for year 1 and year 2 for Interacting scale are .59 and .52.</p>	Care Setting: Center (not-specified) Age Range: 0-12 Type of Instrument: Observational

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Observer	<p>Parents are involved in the annual review of program goals.</p> <p>Program goals and objective are evaluated at least annually by the administration, staff, and parents and are modified as needed.</p> <p>Family/parents are invited to assist in program support activities.</p> <p>Family/parents work with staff in organizing program support activities.</p> <p>Parents are invited to the center to visit and observe.</p> <p>There are opportunities for parents to be involved with children in the program.</p> <p>Agency has an open-door policy to encourage parents to participate in program during the daily schedule.</p>	Not applicable. This is an observational measure.	Child Development Program Evaluation Scale (CDPES)	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	Care Setting: Center (not-specified) Age Range: 0-12 Type of Instrument: Observational Special Population: Includes items for special needs children.
Observer, Parent, Director/ Administrator	<p>Families participate in and have significant influence on school decision making.</p> <p>Families participate in developing or have significant influence on school policies.</p> <p>Families have varied and flexible opportunities for involvement in schoolwide events and activities (e.g., PTO/PTA committees, fund raising committees, schoolwide community building committees, advocacy committees, booster clubs).</p> <p>Teachers utilize an open-door policy that allows for, welcomes, and involves families' participation in classroom activities at all times of the day.</p>	Never, Seldom, Sometimes, Often, Always, DK	Ready School Assessment (RSA)	<p>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)</p> <p>Internal consistency reliability alphas: Family, School, and Community Partnerships=.88 Family Involvement in School=.79 Parent-School Communication=.77 Outreach=.84</p>	Care Setting: K-12 Age Range: 6-12 Type of Instrument: Observational; Self-Administered Questionnaire; Interviewer-Administered Survey
Observer	<p>Parents welcomed as part of program (Ex. Parents share a family custom with child's group).</p> <p>Parents involved in decision making roles (Ex. Parent representatives on board, yearly evaluation of program, input from parents sought regarding program content).</p>	Not applicable. This is an observational measure.	School-Age Care Environmental Rating Scale- Revised (SACERS-R)	Interrelations subscale that included one rating scale item for parent/staff interactions had a kappa of .82 and cronbach's alpha of .94 "interactions" intraclass correlation: $r=.93$, $\alpha=.94$	Care Setting: K-12 Age Range: 5-12 Type of Instrument: Observational; Interviewer-Administered Survey
Observer	Provider regularly provides strategies for promoting family activities that support children's language and literacy development.	Not applicable. This is an observational measure.	Child/Home Early Language and Literacy Observation (CHELLO)	<p>Interrater reliability: 91% for both scales, Cronbach's alpha ranged from .82 for literacy environment checklist to .97 for group/family observation.</p> <p>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 ($r = .52$).</p>	Care Setting: Family Child Care Age Range: 0-5 Type of Instrument: Observational; Interviewer-Administered Survey

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Observer	<p>Variety of alternatives used to encourage family involvement in children's program. (Ex. Bring birthday treat, eat lunch with child, attend family pot luck).</p> <p>Parents asked for an evaluation if the program annually (Ex. parent questionnaires, group evaluation meetings).</p> <p>Parents involved in decision making roles in program along with staff (Ex. parent representatives on board).</p>	Not applicable. These are both observational measures.	<p>Infant/Toddler Environmental Rating Scale- Revised (ITERS-R)</p> <p>Early Childhood Environmental Rating Scale-Revised (ECERS-R)</p>	<p>ITERS-R Psychometrics: 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.</p> <p>Parents and Staff subscale intraclass correlation= 0.92</p> <p>ECERS-R Psychometrics: 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%. Inter-rater reliability: The correlations between the two observers were .92 product moment correlation (Pearson). The interclass correlation was .92. Subscale internal consistencies range from .71 to .88 (Parents and staff subscale was .71).</p>	<p>ITERS-R : Care Setting: Center (not-specified) Age Range: 0-2 Type of Instrument: Observational; Interviewer-Administered Survey</p> <p>ECERS-R: Care Setting: Center (not-specified) Age Range: 3-5 Type of Instrument: Observational; Interviewer-Administered Survey</p>
Director/ Administrator	Families are asked to evaluate the program at least annually (in addition to the Qualistar Family Questionnaire). (asked on Program Documentation Checklist only)	1-10 points	Qualistar Rating Criteria Chart	None available. This tool is used in Colorado to evaluate programs participating in the Colorado quality rating and improvement system.	Care Setting: Head Start; Pre-K; Community-based Center; Center (not-specified); Family Child Care Age Range: 0-5 Type of Instrument: QRIS Special Population: Quality Rating and Improvement System for Colorado's child care centers/FCC homes
Director/ Administrator	Teachers encourage parents to observe and participate in classroom-based activities (e.g., shared book-reading and circle-time discussion).	5-point scale: 5 = Strong evidence, 3 = Some evidence, 1 = Minimal evidence	Supports for Early Literacy Assessment	<p>Psychometric information for the Parent Involvement subscale not reported independently in Lamy et al. (2004).</p> <p>Summary of General psychometrics: Interrater reliability-Lamy (2004) reported that the average IRR was .98 for the modified 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.</p>	Care Setting: Pre-K; Community-based Care Age Range: 3-5 Type of Instrument: Observational; Interviewer-Administered Survey
Director/ Administrator	<p>Families participate in parent meetings, special events, parties, and fieldtrips.</p> <p>Families participate in routine classroom activities (e.g., reading books, assisting with story dictations, and helping with art projects).</p> <p>Family members serve on the center's advisory or governing board.</p> <p>Family members are invited to visit in the classroom at any time.</p>	7-point scale: 7 = Excellent, 5 = Good, 3 = Minimal, 1 = Inadequate	Program Administration Scale (PAS)	<p>Content Validity-reviewed by a panel of 10 ECE experts and 10 administrators, 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</p>	Care Setting: Center (not-specified) Age Range: Unspecified Type of Instrument: Observational; Interviewer-Administered Survey

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Director/ Administrator	<p>Program staff reach out to isolated families by: - inviting them to social activities.</p> <p>The program models positive social skills and community building by: - welcoming all families. - inviting all children and families to parties or social events.</p> <p>Parents are invited to visit and observe their children participating in programming, where appropriate, and talk with staff about their observations and questions.</p> <p>Parents have opportunities to volunteer and contribute to the program.</p> <p>Parents have regular opportunities to engage in activities in the center's physical space.</p> <p>Staff show that they value fathers and are sensitive to their unique needs by: - sharing responsibility for inviting and engaging fathers in programs and activities. - encouraging fathers and male family members to engage in many aspects of the program, not only activities for fathers.</p> <p>The program provides parents opportunities for: - Input into programmatic decision - Input into staff hiring and training</p>	6-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neither agree nor disagree, 2 = Disagree, 1 = Strongly disagree, Not applicable	Strengthening Families Through Early Care and Education Program Self-Assessments	Contacted developer to see if psychometric information is available.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Director/ Administrator	<p>How often do you: - hold events or meetings to which parents are invited?</p> <p>Does your after-school program have an advisory or governing board or committee that is separate from your non--profit organization's board?</p> <p>Who is represented on the board (circle all that apply)? - Parents</p>	<p>4 to 5 days a week = 1, 1 to 3 days a week = 2, 1 to 3 times a month = 3, Less than once a month = 4</p> <p>No, Yes</p> <p>Circle all that apply</p>	Evaluation of The After School Corporation After-School Program Site Coordinator Survey	Not available online, Child Trends staff contacting author.	Care Setting: K-12 Age Range: School-aged children Type of Instrument: Self-Administered Questionnaire

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Other (Senior leaders, such as the Chief Operating Officer, and Medical care provider)	<p>There is a functioning patient and family advisory council (e.g. meets regularly, at least quarterly, and reports to senior leadership).</p> <p>Patients and families serve on hospital committees and task forces such as:</p> <ul style="list-style-type: none"> - patient and family education - Quality improvement - patient safety - ethics committee - diversity/cultural competency - patient care committee(s) - facility design planning - staff recruitment and hiring processes - service excellence - research and evaluation <p>Family members are not viewed as visitors; they are always welcome to be with the patient, in accordance with patient preference.</p> <p>The practice actively utilizes quality improvement (QI) processes; staff and parents of CSHCN are supported to participate in these QI activities; resulting quality standards are integrated into the operations of the practice.</p> <p>Patients and families have the opportunity to participate in interdisciplinary meetings to plan care.</p> <p>The following create positive, welcoming first impressions for patients and families:</p> <ul style="list-style-type: none"> - parking lot - main entrance and lobby - reception area and information desk - entrance to specific units and clinics <p>The hospital's clinic's architecture and interior design use such features as lighting, color, aroma, views of nature, art, scale, proportion, sound, and texture to create a healing, supportive environment.</p> <p>Signage is welcoming and helpful to patients and families.</p>	<p>Each item is rated on 2 scales; whether they are present and the perceived priority for change.</p> <p>Status - 5-point scale: 1 = Not at all, 3 = OK, 5 = Very well.</p> <p>Perceived Priority for Change/Improvement - 3point scale: 1 = Low, 3 = High</p>	A Hospital Self-Assessment Inventory, Patient - and Family-Centered Care	Per author, psychometrics testing has not been conducted for this measure.	Care Setting: Medical Setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Other (medical staff and non-medical staff)	<p>The practice uses family-centered approach to care, they assess CSHCN (care with special health care needs) and the needs of their families in accordance with its mission; feedback is solicited from families and influences office policies (e.g. the way things are done).</p> <p>A parent/practice "advisory group" promotes family-centered strategies, practices and policies (e.g. enhanced communication methods or systematic inquiry of family concerns/priorities); a written, visible mission statement reflects practice commitment to quality care for CSHCN (care with special health care needs) and their families.</p> <p>An advisory process is in place with families of CSHCN which helps to identify needs and implement creative solutions; there are tangible supports to enable families to participate in these activities (e.g. childcare or parent stipends).</p> <p>Families of CSHCN are integrated into office staff orientations and educational opportunities as teachers or "family faculty"; support for families to take this role is provided.</p> <p>The practice actively utilizes quality improvement (QI) processes; staff and parents of CSHCN are supported to participate in these QI activities; resulting quality standards are integrated into the operations of the practice.</p>	Levels 1-4	Medical Home Index: Pediatric	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.	Care Setting: Pediatric medical care setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Other (medical staff)	We do not have the full wording for the items in this measure. Also, please note that there are two other respondent types (Parent, Director/Administrator) not listed here.		Pediatric Patient-Family-Centered Care Benchmarking Survey	<p>Cronbach α for Subscales</p> <p>Togetherness (degree to which hospitals allow families to remain together) Togetherness during normal times=.82 Togetherness during critical times=.76</p> <p>Family Participation and Involvement=.90</p> <p>Family Involvement in Hospital=.93</p> <p>Children Involvement in Hospital=.92</p>	Care Setting: Hospital setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire

**Family-Provider Relationship Quality (FPRQ)
Environment: Systems and Media for Communication with Families**

Definition: Systems and Media for Communication with Families is defined by:
o Bulletin boards/newsletters, texting, Facebook

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Parent	Teachers consistently and effectively utilize multiple methods of school-to-home communication to provide families with ongoing information about school programs and children's progress and problems (e.g., newsletters, bulletin boards, notes, journals, telephone calls, e-mail, Web sites, family resources rooms, home visits, face-to-face interactions). Teachers consistently provide for and encourage the use of multiple methods of home-to-school communication so parents can provide ongoing information about children's home life, progress, and problems (e.g., notes, journals, telephone calls, e-mail, Web sites, voice mail).	Never, Seldom, Sometimes, Often, Always, DK	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	Care Setting: K-12 Age Range: 6-12 Type of Instrument: Observational; Self-Administered Questionnaire; Interviewer-Administered Survey
Parent	The program offers daily written communication about your child's day.	Yes, No, Not sure	Quality for ME: Quality of Child Care Services	Items were adapted from Emlen scales. Emlen scale psychometrics: 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;	Care Setting: Head Start; Community-based Center; Family Child Care; K-12 Age Range: 0-12 Type of Instrument: Self-Administered Questionnaire; QRIS Special Population: Parent feedback survey for families with children in ECE programs participating in Maine's Quality Rating System
Parent	To what extent does the centre where you receive services... - have information available to you in various forms, such as a booklet, kit, video, etc.?		Measure of Process of Care	Internal Consistency as assessed by Cronbach's coefficient alpha: Respectful and Supportive Care (9 items) - Pilot Study = .91, Field testing = .92, Reliability re-test = .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, Reliability re-test = .94. Enabling & Partnership (16 items) - Pilot Study = .95, Field Study = .96 Reliability re-test = .86.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire Special Population: Children with a disability (developmental or physical)
Parent	Full item wording is not available.		Parent Satisfaction with Educational Experiences Scale	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	Care Setting: Head Start; Community-based center; K-12 Age Range: Ages 3-6. Type of Instrument: Self-Administered Questionnaire

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Provider	<p>A parent reads information on a parent bulletin board.</p> <p>A parent gets a newsletter.</p> <p>A parent sees a calendar of daily activities planned for the children.</p>	Not specified	Perceptions of Communication Questionnaire	<p>alpha ranged from .70 to .97 for the three types of communication (one, two, and three-way communication).</p> <p>"The ratio of the parents' agreements/agreements + disagreements was .81" (p. 213).</p> <p>Caregiver rater was .81.</p>	<p>Care Setting: Community-based Center</p> <p>Age Range: Unspecified</p> <p>Type of Instrument: Self-Administered Questionnaire</p>
Observer	<p>The teacher communicated with families at least twice each grading period, through individualized (examples of individualized communication: conferences, home visits, e-mail messages, telephone calls) or mass communication (examples of mass communication: classroom newsletters, event calendars).</p> <p>A communication system is present so that families and teachers can communicate easily and in a timely manner (e.g., daily communication notebooks, teacher provides home telephone number, voice mail, phone in classroom, e-mail).</p>	7-point scale: 7= Excellent, 5 = Good, 3 = Minimal, 1 = Inadequate	Assessment of Practices in Early Elementary Classrooms	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	<p>Care Setting: K-12</p> <p>Age Range: K-Grade 3</p> <p>Type of Instrument: Observational; Interviewer-Administered Survey</p> <p>Special Population: Classrooms that include children with special needs for at least part of the day</p>
Observer	<p>Parents are able to reach the Provider by phone or message system during the time their children are in care.</p> <p>A system is established and used by Provider and Parents to provide written information about specific daily needs or variation in the child's routine (such as sleeping, eating, toileting, pick-up, job changes, family travel, family visitors),</p> <p>Provider has established systems that provide regular opportunities to exchange information with parents.</p>	Not applicable. This is an observational measure.	Assessment Profile for Family Child Care Homes	Not available online or internally, Child Trends staff contacting author.	<p>Care Setting: Family Child Care</p> <p>Age Range: Unspecified</p> <p>Type of Instrument: Observational</p>
Observer	<p>Teacher has a system for obtaining written information from parents about their child (such as daily routines, favorite foods, sleeping/eating schedules, special toys, interests, habits, language expressions, etc.).</p> <p>Teacher has a system for exchanging information with parents on a routine basis about changes in their child's needs.</p> <p>Teacher writes individual and/or group notes to parents to share information about the child's classroom experiences weekly.</p>	Not applicable. This is an observational measure.	Assessment Profile for Early Childhood Programs	<p>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</p> <p>Path coefficients for year 1 and year 2 for Interacting scale are .59 and .52.</p>	<p>Care Setting: Center (not-specified)</p> <p>Age Range: 0-12</p> <p>Type of Instrument: Observational</p>
Observer	<p>How do you communicate with the children's families?</p> <p>What strategies do you use?</p> <p>What specific challenges have you faced when communicating with families?</p>	Not applicable - observational scale	Child/Home Early Language and Literacy Observation (CHELLO)	<p>Interrater reliability: 91% for both scales, cronbach's alpha ranged from .82 for literacy environment checklist to .97 for group/family observation.</p> <p>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 ($r = .52$).</p>	<p>Care Setting: Family Child Care</p> <p>Age Range: 0-5</p> <p>Type of Instrument: Observational; Interviewer-Administered Survey</p>

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Observer	Staff and parents exchange information about the curriculum and its relationship to children's development (e.g., staff send regular mailings or newsletters about the program and invite parent reactions; staff and parents interact during program workshops; staff and parents exchange frequent informal comments about activities; staff invite observations and answer questions from parents about the program).	Not applicable. This is an observational measure.	Preschool Program Quality Assessment-Agency Items	<p>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.</p> <p>This reference is not available online. Contacted developer to obtain information but have not gotten a response.</p>	Care Setting: Head Start; Pre-K; Community-based Center Age Range: 3-5 Type of Instrument: Observational

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Observer	<p>Communication to the family comes periodically from the school/program or teacher (newsletter, open house, parent conferences).</p> <p>Teacher has a system for regular communication with families that includes celebrations of the child's accomplishments.</p> <p>Teacher uses a variety of methods (e.g., home visits, phone calls, classroom visits, phone calls, classroom visits, notes, newsletter) to communicate with families to ensure that an effort is made to connect with all families.</p> <p>Communication systems with families are bi-directional, offering families a mechanism to share information about the family or child with the teacher.</p>	Not applicable. This is an observational measure.	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.	Care Setting: Center (not-specified) Age Range: 3-5 Type of Instrument: Observational
Observer	Much sharing of child-related information between parents and staff (Ex. Frequent informal communication; periodic conferences for all children; parent meetings, newsletters, parenting information available).	Not applicable. These are both observational measures.	<p>Infant/Toddler Environmental Rating Scale- Revised (ITERS-R)</p> <p>Early Childhood Environmental Rating Scale-Revised (ECERS-R)</p>	<p>ITERS-R Psychometrics: 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.</p> <p>Parents and Staff subscale intraclass correlation= 0.92</p> <p>ECERS-R Psychometrics: 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%.</p> <p>Inter-rater reliability: The correlations between the two observers were .92 product moment correlation (Pearson).</p> <p>The interclass correlation was .92. Subscale internal consistencies range from .71 to .88 (Parents and staff subscale was .71).</p>	<p>ITERS-R :</p> <p>Care Setting: Center (not-specified)</p> <p>Age Range: 0-2</p> <p>Type of Instrument: Observational; Interviewer-Administered Survey</p> <p>ECERS-R:</p> <p>Care Setting: Center (not-specified)</p> <p>Age Range: 3-5</p> <p>Type of Instrument: Observational; Interviewer-Administered Survey</p>
Director/ Administrator	<p>Teachers use regular (at least once a week), informal communication to suggest developmentally appropriate home-based literacy activities (e.g., shared book-reading, opportunities to is writing materials, rich conversation); communication might occur through newsletters, notes, or brief exchanges during parents' visits to classroom. Teachers might also use a lending library to encourage shared book-reading at home.</p> <p>Teachers sometimes use informal communications to parents about developmentally appropriate home-based literacy activities. Individual children's literacy-related interests and skills are sometimes discussed at scheduled parent-teacher conferences, or other times.</p>	5-point scale: 5 = Strong evidence, 3 = Some evidence, 1 = Minimal evidence	Supports for Early Literacy Assessment	<p>Psychometric information for the Parent Involvement subscale not reported independently in Lamy et al. (2004).</p> <p>Summary of General psychometrics: Interrater reliability-Lamy (2004) reported that the average IRR was .98 for the modified 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</p>	Care Setting: Pre-K; Community-based Care Age Range: 3-5 Type of Instrument: Observational; Interviewer-Administered Survey
Director/ Administrator	<p>Program staff reach out to isolated families by: - Calling, sending notes, or making home visits</p>	6-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neither agree nor disagree, 2 = Disagree, 1 = Strongly disagree, Not applicable	Strengthening Families Through Early Care and Education Program Self-Assessments	Contacted developer to see if psychometric information is available.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Director/ Administrator	<p>The center regularly communicates with families by using seven or more modes of communication (modes of communication include: informal conversation, periodic family meetings, newsletters, bulletin boards, notes that go home with children, mailed letters, e-mail, phone calls, and website).</p> <p>A system exists to provide families with the opportunity for daily communication with teaching staff (a system requires tangible, concrete evidence (e.g., written policy and procedures; family orientation checklist; written, two-way communication logs). It also involves multiple participants and a defined process of accountability).</p>	7-point scale: 7 = Excellent, 5 = Good, 3 = Minimal, 1 = Inadequate	Program Administration Scale (PAS)	<p>Content Validity-reviewed by a panel of 10 ECE experts and 10 administrators, consultants and trainers</p> <p>Interrater reliability-Overall=.90, individual rater agreement=.81 to .95</p> <p>Concurrent (Criterion) Validity-PAS Family Partnerships subscale correlation with Early Childhood Work Environment Survey Opportunities for Professional Growth subscale=.43</p> <p>PAS Family Partnerships correlation with Early Childhood Environment Rating Scale-Revised Parents and Staff subscale=.34</p>	<p>Care Setting: Center (not-specified)</p> <p>Age Range: Unspecified</p> <p>Type of Instrument: Observational; Interviewer-Administered Survey</p>

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Director/ Administrator	Not including lesson plans that are given to parents in advance of activities, how often do parents receive written letters describing the play and learning activities that took place in the child's classroom?	Daily, A few times a week, Once a week, Less than once a week, About once a month, Less than once a month, Never	Early Childhood Longitudinal Study- Birth Cohort Center Director Questionnaire(ECLS-B)	Per NCES, psychometric data not available for this survey.	Care Setting: Head Start; Pre-K; Community-based Center Age Range: 3-5 Type of Instrument: Self-Administered Questionnaire
Other (such as the Chief Operating Officer and Medical care provider)	There are systems in place to encourage communication among patients, families, and staff (e.g. chart email, bulletin boards in patient's room, pagers, telephone contact).	Each item is rated on 2 scales; whether they are present and the perceived priority for change. Status - 5-point scale: 1 = Not at all, 3 = OK, 5 = Very well. Perceived Priority for Change/Improvement - 3point scale: 1 = Low, 3 = High	A Hospital Self-Assessment Inventory, Patient - and Family-Centered Care	Not available online or internally. Have contacted author.	Care Setting: Medical Setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Other (medical staff and non-medical staff)	Standardized office communication methods are identified to the family by the practice (e.g. call-in hours, phone triage for questions, or provider call back hours). Office activities encourage individual requests for flexible access; access and communication preferences are documented in the care plan and used by other practice staff (e.g. fax, e-mail or web messages, home school or residential care visits).	Levels 1-4	Medical Home Index: Pediatric	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.	Care Setting: Pediatric medical care setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire

**Family-Provider Relationship Quality (FPRQ)
Environment: Materials Reflective of Families**

Definition: Materials Reflective of Families is defined by:

- o Culturally and linguistically reflective, inclusive of fathers, children with disabilities

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Parent	The program staff have materials for my child that positively reflect our cultural background.	7-point scale: 1 = Strongly disagree, 7 = Strongly agree	Strength-Based Practices Inventory	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	Care Setting: Head Start Age Range: 0-2 Type of Instrument: Qualitative Special Population: Parents at or below Federal Poverty guidelines
Parent	Are the following statements true at this center? - My child's cultural background is reflected in the classroom.	Always, Often, Sometimes, Never	Partnership Impact Research Study Parent Questionnaires	None available online or internally. Child Trends staff have contacted the author.	Care Setting: Head Start; Pre-K; Community-based Center Age Range: Preschool aged children Type of Instrument: Self-Administered Questionnaire
Provider	Parenting information is available in the language spoken by families. For parents of children with special needs, staff: - Ensure that parent-child activities are appropriate for families with children with special needs. The program welcomes fathers and other male family members by: - Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf. - Displaying positive portrayals of men and children in books, posters, and program materials. - Using intake forms, application and surveys that are gender-neutral.	5-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neither agree nor disagree, 2 = Disagree, 1 = Strongly disagree, Not applicable	Strengthening Families Through Early Care and Education Program Self-Assessments	We have contacted the developer to see if psychometric information is available.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Director/ Administrator	Parenting information is available in the language spoken by families For parents of children with special needs, staff: - Ensure that parent-child activities are appropriate for families with children with special needs. The program welcomes fathers and other male family members by: - Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf. - Displaying positive portrayals of men and children in books, posters, and program materials. - Using intake forms, application and surveys that are gender-neutral.	6-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neither agree nor disagree, 2 = Disagree, 1 = Strongly disagree, Not applicable	Strengthening Families Through Early Care and Education Program Self-Assessments	We have contacted the developer to see if psychometric information is available.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Other (Medical Provider)	<p>Materials are available and appropriate for non-English speaking families, those with limited literacy; these materials are appropriate to the developmental level of the child/young adult.</p> <p>Diverse materials and teaching methods are used to address individual learning styles and needs; education is broad in scope and learning outcomes are examined.</p>	Each identified theme has 4 levels. Within each level, the respondent checks either "Partial" (some activity within the level) or "Complete" (all activities within a level)	Medical Home Index: Pediatric	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.	Care Setting: Pediatric medical care setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Other (Senior leaders, such as the Chief Operating Officer, and medical care providers)	<p>Written information is provided in primary languages of patients and families served by the hospital.</p> <p>The hospital's information and educational materials reinforce the belief that patients and families are essential members of the health care team.</p> <p>Signage is in the languages of the communities served.</p>	<p>Each item is rated on 2 scales; whether they are present and the perceived priority for change.</p> <p>Status - 5-point scale: 1 = Not at all, 3 = OK, 5 = Very well.</p> <p>Perceived Priority for Change/Improvement - 3-point scale: 1 = Low, 3 = High</p>	A Hospital Self-Assessment Inventory, Patient - and Family-Centered Care	Per author, psychometrics testing has not been conducted for this measure.	Care Setting: Medical Setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire

**Family-Provider Relationship Quality (FPRQ)
Environment: Resources for Families: Providing Information**

Definition: Resources for Families: Providing Information is defined by:
o Resources offered by the ECE setting and the community

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Parent	<p>Do you find yourself giving information to your provider about resources she might need?</p> <p>What kinds of information do people give you about jobs, housing, or other resources?</p> <p>Do you find yourself giving information to any network members about jobs, housing, or other resources they might need?</p>	Open-ended questions.	Work-Child Care Fit	Contacted developer to see if psychometric information is available.	Care Setting: Center (not-specified); Family Child Care; Family, Friend or Neighbor Care Age Range: 0-5 Type of Instrument: Interviewer-Administered Survey; Qualitative
Parent	Our service coordinator offered to give us more information about other resources in our community.	7-point scale: 1 = Strongly disagree, 6 = Strongly agree, Don't know	Virginia Family Survey	None available	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire Special Population: For families whose children are receiving early intervention services
Parent	The program staff give me good information about where to go for other services I need.	7-point scale: 1 = Strongly disagree, 7 = Strongly agree	Strength-Based Practices Inventory	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	Care Setting: Head Start Age Range: 0-2 Type of Instrument: Qualitative Special Population: Parents at or below Federal Poverty guidelines
Parent	<p>I was given information about government money available to help pay for childcare services.</p> <p>I was given information about government health insurance programs for me and or for my child(ren)/family.</p> <p>I was given information about local health and human services that may be helpful for me and or for my child(ren)/family.</p>	Yes, No, Not sure	Quality for ME: Quality of Child Care Services	Items were adapted from Emlen scales. Emlen scale psychometrics: 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;	Care Setting: Head Start; Community-based Center; Family Child Care; School-based Age Range: 0-12 Type of Instrument: Self-Administered Questionnaire; QRIS Special Population: Parent feedback survey for families with children in ECE programs participating in Maine's Quality Rating System

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Parent	Does the center give you information about these services? - I get information about health care services. - I get information about Head Start. - I get information about mental health services. - I get information about English proficiency classes. - I get information about adult education or training. - I get information about GED preparation. - I get information about employment services. - I get information about immigration services. - I get information about food stamps. - I get information about financial aid for school. - I get information about housing assistance. - I get information about social services. - I get information about legal services. - I get information about energy/fuel assistance. - I get information about dental services.		Partnership Impact Research Study Parent Questionnaires	None available online or internally. Child Trends staff have contacted the author.	Care Setting: Head Start; Pre-K; Community-based Center Age Range: Preschool aged children Type of Instrument: Self-Administered Questionnaire
Parent	Full item wording is not available.		Family Outcomes Survey Revised	Cronbach's alpha for full family outcomes scale: .90, but had poor psychometric properties (X2=1,487) Second-order factor showed that five subscale model fit better (X2=752.51) Alphas for the five outcomes subscales (all of which dealt with parent-staff relationships) were .73, .78, .87, .78, .91	Care Setting: Early intervention program. Age Range: Unspecified (mean age: 25.3 months) Type of Instrument: Self-Administered Questionnaire Special Population: Parents of children with disabilities
Parent	In the past year, to what extent does the organization where you receive services: - give you information about the types of services offered at the organization or in your community? To what extent does the centre where you receive services: - give you information about the types of services offered at the Centre or in your community?	8-point scale: 7 = To a great extent, 4 = Sometimes, 1 = Never, 0 = Not applicable	Measure of Process of Care	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, Reliability re-test = .94. Enabling & Partnership (16 items) - Pilot Study = .95, Field Study = .96 Reliability re-test = .86.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire Special Population: Children with a disability (developmental or physical)
Parent	Full item wording is not available.		Parent Satisfaction with Educational Experiences Scale	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	Care Setting: Head Start; Community-based center; K-12 Age Range: Ages 3-6. Type of Instrument: Self-Administered Questionnaire

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Observer	<p>Provider is able to identify community resource to whom suspected child abuse is reported.</p> <p>Provider is able to identify community resource for special needs (such as learning disability, vision, hearing, motor, speech).</p>	Not applicable. This is an observational measure.	Assessment Profile for Family Child Care Homes	Not available online or internally, Child Trends staff contacting author.	Care Setting: Family Child Care Age Range: Unspecified Type of Instrument: Observational
Observer	<p>The provider gives parents descriptive information regarding tax credits, child care subsidies, or employer child care benefits.</p> <p>The provider has descriptive information regarding community resources for parents, including developmental screening services for children.</p>	Not applicable. This is an observational measure.	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. Significant correlation (.44) between item and FCCERS-R measure	Care Setting: Family Child Care Age Range: Unspecified Type of Instrument: Observational; Interview-Administered Survey
Observer	Information concerning family/parents' resources (time, skills, interests) is required.	Not applicable. This is an observational measure.	Child Development Program Evaluation Scale (CDPES)	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	Care Setting: Center (not-specified) Age Range: 0-12 Type of Instrument: Observational Special Population: Includes items for special needs children.
Observer	<p>Staff make referrals to needed family services (e.g., brochures and other information are readily available to parents; staff keep lists of local service providers).</p> <p>Staff give parents information for parents to locate and access special education services needed by the child.</p>	Not applicable. This is an observational measure.	Preschool Program Quality Assessment-Agency Items	<p>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.</p> <p>This reference is not available online. Contacted developer to obtain information but have not gotten a response.</p>	Care Setting: Head Start; Pre-K; Community-based Center Age Range: 3-5 Type of Instrument: Observational
Observer	The program provides information to families on community resources/activities.	1-10 points	Qualistar Rating Criteria Chart	None available. This tool is used in Colorado to evaluate programs participating in the Colorado quality rating and improvement system.	Care Setting: Head Start; Pre-K; Community-based Center; Center (not-specified); Family Child Care Age Range: 0-5 Type of Instrument: QRIS Special Population: Quality Rating and Improvement System for Colorado's child care centers/FCC homes
Observer	Teacher provides families with information on community resources (e.g., parenting classes, mental health services related to children's social emotional development and challenging behavior.	Not applicable. This is an observational measure.	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.	Care Setting: Center (not-specified) Age Range: 3-5 Type of Instrument: Observational
Observer	Information provided on parenting, health care, sports, and cultural activities for families.	Not applicable. This is an observational measure.	School-Age Care Environmental Rating Scale- Revised (SACERS-R)	Interrelations subscale that included one rating scale item for parent/staff interactions had a kappa of .82 and cronbach's alpha of .94 "interactions" intraclass correlation: $r=.93$, $\alpha=.94$	Care Setting: K-12 Age Range: 5-12 Type of Instrument: Observational; Interviewer-Administered Survey

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Director/ Administrator	<p>The program offers a variety of activities throughout the year to provide information and guidance to parents about supports for children's literacy development; these may include parent workshops on literacy topics and sessions for parents with the community's children's librarian.</p> <p>The program provides parents with information about their public library, and adult and family literacy services available in their community.</p>	5-point scale: 5 = Strong evidence, 3 = Some evidence, 1 = Minimal evidence	Supports for Early Literacy Assessment	<p>Psychometric information for the Parent Involvement subscale not reported independently in Lamy et al. (2004).</p> <p>Summary of General psychometrics: Interrater reliability-Lamy (2004) reported that the average IRR was .98 for the modified SELA.</p> <p>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.</p>	Care Setting: Pre-K; Community-based Care Age Range: 3-5 Type of Instrument: Observational; Interviewer-Administered Survey
Director/ Administrator and Provider	<p>For parents of children with special needs, staff: - Provide speakers/resources for parents on topics of interest/concern.</p> <p>The program provides parents with information on the role of all staff members and which staff members can help them with particular issues.</p> <p>Staff proactively respond to signs of parent or family distress by: - Sharing information about a parent help-line or warm-line.</p> <p>The program actively builds collaborative links with other service providers in order to: - Share information with parents about resources.</p> <p>The program encourages parents to share information about community resources for families - such as toy exchanges, resale shops, play lots, family activities, and more formal services.</p> <p>The program welcomes fathers and other male family members by: - Providing activities or services that are man-to-man, father-to-father.</p> <p>The program maintains up-to-date information about services in the communities such as: - food pantries - domestic violence services - shelters - respite care for children - alcohol and substance abuse services - mental health services - economic supports - legal assistance</p> <p>Information on parenting is available through: - Books and videos in a resource library - Parenting classes and discussion groups - Regular postings on bulletin boards in public spaces - Take-home materials distributed regularly to parents</p>	6-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neither agree nor disagree, 2 = Disagree, 1 = Strongly disagree, Not applicable	Strengthening Families Through Early Care and Education Program Self-Assessments	Contacted developer to see if psychometric information is available.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Other (medical staff and non-medical staff)	<p>Educational information on community-based resources for CSHCN (children with special health care needs), including diagnosis specific resource information, is available for all staff.</p> <p>Systematic practice activities foster communication among the practice, family, and external providers such as specialists, schools, and other community professionals for CSHCN; these methods are documented and may include information exchange forms or ad hoc meetings with external providers.</p> <p>Significant office knowledge about family and medical resources and insurance options is available; assessment of family needs leads to supported use of resources and information to solve specific problems.</p>	Levels 1-4	Medical Home Index: Pediatric	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.	Care Setting: Pediatric medical care setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Other (Senior leaders, such as the Chief Operating Officer and Medical care provider)	<p>There is a patient and family resource center accessible to patients, families, and staff with:</p> <ul style="list-style-type: none"> - useful programs and materials. - useful bookmarked web sites. - skills training lab. <p>The hospital's information and educational materials reinforce the belief that patients and families are essential members of the health care team.</p>	5-point scale: 1=Not at all, 3=OK, 5=Very Well.	A Hospital Self-Assessment Inventory, Patient - and Family-Centered Care	Per author, psychometrics testing has not been conducted for this measure.	Care Setting: Medical Setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Other (medical staff)	We do not have the full wording for the items in this measure. Also, please note that there are two other respondent types (Parent, Director/Administrator) not listed here.		Pediatric Patient-Family-Centered Care Benchmarking Survey	<p>Cronbach α for Subscales</p> <p>Togetherness (degree to which hospitals allow families to remain together) Togetherness during normal times=.82 Togetherness during critical times=.76</p> <p>Family Participation and Involvement=.90</p> <p>Family Involvement in Hospital=.93</p> <p>Children Involvement in Hospital=.92</p>	Care Setting: Hospital setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire

Family-Provider Relationship Quality (FPRQ)

Environment: Resources for Families: Chances for peer-to-peer networking (formal or informal)

Definition: Resources for Families: Chances for peer-to-peer networking (formal or informal)

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Parent	The program staff provide opportunities for me to get to know other parents in the community.	7-point scale: 1 = Strongly disagree, 7 = Strongly agree	Strength-Based Practices Inventory	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	Care Setting: Head Start Age Range: 0-2 Type of Instrument: Qualitative Special Population: Parents at or below Federal Poverty guidelines
Parent	To what extent does the centre where you receive services... - promote family-to-family gatherings for social, informational or shared experiences?		Measure of Process of Care	Internal Consistency as assessed by Cronbach's coefficient alpha: Respectful and Supportive Care (9 items) - Pilot Study = .91, Field testing = .92, Reliability re-test = .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, Reliability re-test = .94. Enabling & Partnership (16 items) - Pilot Study = .95, Field Study = .96 Reliability re-test = .86.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire Special Population: Children with a disability (developmental or physical)
Provider	Do you and your staff: - offer opportunities for families and youth to meet with older youth and young adults as role models for achieving future goals?	Never, Some of the time, Most of the time, Always	Family-Centered Care Self-Assessment Tool	Not available online, Child Trends staff has contacted author and is awaiting a response.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Observer	The program provides opportunities for staff and families to get to know one another.	1-10 points	Qualistar Rating Criteria Chart	None available. This tool is used in Colorado to evaluate programs participating in the Colorado quality rating and improvement system.	Care Setting: Head Start; Pre-K; Community-based Center; Center (not-specified); Family Child Care Age Range: 0-5 Type of Instrument: QRIS Special Population: Quality Rating and Improvement System for Colorado's child care centers/FCC homes

Respondent	Original Item	Response Scale	Source	Psychometrics	Notes
Director/ Administrator	<p>The program provides opportunities for families to socialize and foster a sense of community through:</p> <ul style="list-style-type: none"> - Periodic events like coffee breaks and breakfasts - Celebrations, graduations, and holidays - Field trips and activities - Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds - Affordable family activities - Special programs for dads, grandparents, teen moms, and other caregivers <p>The programs offers opportunities for parents to talk with each other about:</p> <ul style="list-style-type: none"> - Typical challenges of parenting - Stages of child development - Expectations and norms about child rearing - Sibling rivalry - Balancing work and family - Parenting practices in and across cultural and ethnic groups <p>Information on parenting is available through:</p> <ul style="list-style-type: none"> - Opportunities for parents with similar concerns to come together and share <p>Parents have opportunities to share skills, talents, and cultural traditions with children and other parents.</p> <p>Parents have opportunities to participate in:</p> <ul style="list-style-type: none"> - Parent-only social activities - Support groups - Activities designed to relieve stress, such as spa days, date nights (parents' night out), or exercise classes - Activities that promote healthy adult relationships, marriage, co-parenting 	6-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neither agree nor disagree, 2 = Disagree, 1 = Strongly disagree, Not applicable	Strengthening Families Through Early Care and Education Program Self-Assessments	Contacted developer to see if psychometric information is available.	Care Setting: Unspecified Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire
Other (Senior leaders, such as the Chief Operating Officer, and Medical care provider)	Peer and family-to-family support is available and accessible to patients and families.	<p>Each item is rated on 2 scales; whether they are present and the perceived priority for change.</p> <p>Status - 5-point scale: 1 = Not at all, 3 = OK, 5 = Very well.</p> <p>Perceived Priority for Change/Improvement - 3point scale: 1 = Low, 3 = High</p>	A Hospital Self-Assessment Inventory, Patient - and Family-Centered Care	Per author, psychometrics testing has not been conducted for this measure.	Care Setting: Medical Setting Age Range: Unspecified Type of Instrument: Self-Administered Questionnaire