

>>Alicia Torres: On behalf of the Family and Provider/Teacher Relationship Quality project (or FPTRQ) we would like to welcome you to this webinar. The project offers unique tools for measuring the relationships between families and the providers and teachers who care for their small children. And as you know these relationships are a key factor in promoting positive outcomes for children. The FPTRQ project is funded by the Administration for Children and Families, Office of Head Start, and the Office of Planning, Research and Evaluation. The project has been led by Westat and by Child Trends. Westat is a research organization that for more than fifty years has specialized in statistical design, data collection and management, and research analysis. Child Trends is a non-profit research organization that for more than thirty-five years has produced the dissemination of research, data and analysis of programs, policies and issues that impact the wellbeing and the lives of children. Throughout the webinar if you have any technical questions please submit them online. You will notice on your screen there is a box on the right hand side and you can submit questions to our team and they will get back to you. That's also the same place that you can send questions to the panelist throughout the webinar and we will queue them up and present it to them after they have completed their presentations. Today you are going to be hearing from several panelists. You'll first be hearing some introductory remarks from Dr. Laura Hoard. She is social science researcher and analyst at Office of Planning, Research, and Evaluation. She has served as a project manager of this program in that office. Then you will hear from the four researchers who have led and conducted the research and the development of these measures for this project. So in the order that they would speak you will first hear from Dr. Lina Guzman, she is a senior researcher and director at Child Trends with expertise in measurement development among other areas. She has served as a co-PI to this project. Toni Porter from Early Care and Education consulting. Formerly, she was a senior researcher at Bank Street College of Education. Toni's research focus has been in home-based child care, conceptualization of measurement of family-provider relationships in early care and education, as well as evaluation of ECE programs. Then you will hear from Dr. Manica Ramos, she is a research scientist at Child Trends and project manager for this project. Manica has a doctorate in applied developmental psychology and specializes in research on early care and education programs, family engagement, and cultural sensitivity. She also brings to this project an expertise in survey development. And finally you will hear from Dr. Kwang Kim who is the project director for this project. Kwang is a senior study director at Westat. His research experience is in survey research, early education research, and implementation of large scale data collection and data analysis and reporting. He holds a doctorate in education research. I will now turn it over to Laura for her introductory remarks and then Lina Guzman will kick off the presentation. Laura Hoard.

>>Laura Hoard: Thank you. Hi everyone, we are really excited to be at this phase in our project. I just wanted to give you a little bit of background about how we got to where we are now. As you know family engagement had been a corner-stone of Head Start since its inception. The focus of family engagement across early childhood education programs has recently gained more prominence. This has been seen in, for example, state QRIS systems seeking better ways to measure family engagement and also at the focus for Race to the Top grantees in this area. Five years ago as family engagement was beginning to gain attention and interest across different kinds of programs, OPRE, Office of Planning, Research and Evaluation, in collaboration with the Office of Head Start and the Office of Child Care held a two-day meeting that had researchers, policy makers and program staff discussing what the next steps in the area of family engagement in early childhood education needed to be. The consensus from the meeting was that with there really needed to be was a good measure of family engagement. They also determined that not all programs had the same expectation or requirements for family engagement. That said, good family provider relationships are something all programs needed to build and were key to having the engagement. Luckily, at that time the Office of Head Start had funds they wanted to put toward building better measures for the quality care and education program. And seeing the needs highlighted by the meeting for a better measure of family engagement, Office of Head Start and OPRE used the funds to create the FPTRQ project which you will hear about today. It is important to note that the Office of Head Start was really interested in broadly supporting the development measures that can used in a variety of early childhood education programs. So this will be applicable, which you will hear in center-based, family-based as well as Head

Start centers. I wanted to mention someone that I worked with very closely on this and has been a lead over at Head Start but couldn't join us which is Kiersten Beigel. She is in charge of, she is the family engagement lead and the federal project officer for the National Center of Parent, Family and Community engagement. And I would really encourage folks to have a look at their webpage over on Head Start. It's got a lot information about family engagement that will be of interest to folks today. And with that I will pass it over to Lina.

>>Lina Guzman: Thank you Laura, and good afternoon everyone. We are delighted to have you joining us virtually and so that you can hear about the Family and Provider/Teacher Relationship Quality measures. The measures that you will be hearing about today are the culmination of roughly four years' worth of work. They were developed through a multi-step and an iterative procession we will be hearing about. And we believe led to very rigorous and reliable measures. Before we get started let me take a moment to run through what we will be covering today. We will begin with a brief introduction of the project, we'll then describe the conceptual model that guided the development of the measures. We'll describe the measures that were developed, as well as the pilot and field studies that were conducted, the psychometric analysis that was done to assess the reliability of the measures. We'll then discuss the various uses of the measures as well as the development of a measure that is specific for family services staff in Head Start and Early Head Start program, as well as limitations and implications of the measures. Next slide please. So the project was carried out in partnership between Westat and Child Trends and is sponsored by the Administration for Children and Families' Office of Head Start and OPRE, as Laura mentioned earlier. The purpose of the project was to develop measures that could be used by practitioners, policy makers, and researchers to assess the quality of family and provider/teacher relationships in early care and education settings for children birth to age five. More specifically it was to develop measures that will applicable across numerous settings and that will be appropriate for use across racially, ethnically, economically diverse populations. And just to be clear the measures that we developed are applicable across centers, family child care programs, as well as Head Start/Early Head Start and Pre-K. I should note that while the measures are not exclusively tested with pre-K teachers or parents, children in pre-K, public pre-K programs, we have no reason to believe that they couldn't be used in these settings as well. So to this end we developed five separate measures depending on the respondent and target relationships. The first is a measure for providers and teachers that asks them about their relationship with the families they work with. The second is a measure for parents that asked about the relationship with their child's provider or teacher and third is the measure for directors that collects information about the centers' characteristics and features. And we will talk more about that as well. And fourth is the measure for family services staff about their relationship with the families they have in their case load, and the fifth is a measure for parents about their relationships with a Family Services Staff member. Next slide please. So why do we need a measure of family and provider/teach relationship quality? Well, sixty percent, roughly sixty percent of children in the US spent time in early care and education settings. And we also know that children's providers/teachers can lead to positive outcomes such as school readiness, increased positive family engagement, and strengthening family-program connections which are important contributions to child success. Yet there is no currently available or single measure that's available that incorporates all elements of family and provider relationship quality, which is knowledge, practice, and attitude. And while there are a variety of measures that affect different aspects, no measure currently available measures all the aspects. Additionally, many of the measures were not developed, designed or tested for diverse populations in terms of either economics or race/ethnicity. Nor are many measures also available in Spanish. In short, there was a need fora measure of family-provider relationship quality that includes all elements that the empirical literature suggested are associated with positive child, family and provider/teacher outcomes, as well as one that is applicable across a multitude of settings are applicable for diverse populations. So the new and comprehensive Family and Provider/Teacher Relationship Quality measures fill this critical gap. They also inform programmatic and policy directions on how to measure quality of family and provider/teacher relationship as well as family engagement. And lastly, it contributes to our knowledge base about the association between specific elements of effective family-provider relationships in terms of how to build a relationship with their family. And so as you can see here we

have multi-step process to develop the measures and these multiple stages were very iterative in nature. By that, I mean that if we experience a bump in the road or we get stuck, we can go back to the early stages to see what we might have missed or what we could be doing differently. So the steps included a very extensive literature review that helped to develop our conceptual model which Toni will be talking about in a moment. Focus groups with parents, providers, directors and family services staff to help confirm that our conceptual model included the key elements that the various groups believed or experienced to be critical to building family-provider relationship quality. We also consulted with experts across the country and we did an extensive review of existing surveys to help us identify items that we could use, items that we could adapt as well as gaps in the existing measures where we needed to develop a measure from scratch. We also did multiple rounds of cognitive tests with parents and teachers as well as family services staff. And the cognitive testing was intended to help us assess how well the questions were working. So when we ask people specific questions, we would ask them, for example, how would they interpret it to make sure that their interpretation can match the interpretation that we had intended. And lastly, we did pilot and field study which Kwang will be describing, as well as psychometric analysis, to understand the statistical properties of the measures. One important point to make here is that, when we began the project we did not anticipate or expect that we would be developing a separate measure for family services staff, but rather that family services staff and Head Start programs could use the provider/teacher measure. However as early on as in the focus group, and throughout the later stages, we saw evidence that suggested that family services staff really needed their own separate survey. Because family services staff really was not anticipated, was not expected from the beginning, it did not go through all the stages of development that our other measures did. Notably, while the family services staff survey was cognitively tested, they were not pilot or field tested and we don't have psychometric data to report on those measures. So now a little bit about for whom the FPTRQ measures are useful. The FPTRQ measures can be used by state and local administrators to inform the development or revision of quality rating systems, and also to better align professional development systems competency. They can be used by practitioners, for professional development systems to identify the model of the quality of relationships and to revise focus or to develop training or courses to address areas of weakness, as well as to understand program progress and relationship progress over time. And lastly, they can be used by practitioners to test the association between provider/teacher attitudes, knowledge and practices, as well as specific child and family outcomes, as well as to serve as reliable and comprehensive measures. And now I am going to hand it over to Toni who's going to talk about the conceptual model that was developed for this project. Toni?

>>Toni Porter: Thank you Lina. Hello everyone, now you have in front of you a very elaborate conceptual model. And before we start to talk about it I would like to tell you a little bit about mental health and early interventions. What is, in effect, behind this model is the integration of common and unique elements from three broad perspectives on family and provider/teacher relationship, family centered care, parent involvement, and family engagement and family sensitive caregiving. So those three perspectives had several different elements in common, and these elements included an ecological view of child development, focus on child outcome through direct and indirect pathways, focus on peer and social support for adults as well as adult outcomes, a strength-based approach to relationships with families that focuses on families' unique resources and assets, and the centrality of family and provider/teacher relationships. Each of these three perspectives also had unique elements which we've incorporated here: the importance of family capacity and empowerment; a focus on strong school/family partnership; shared responsibility for children learning; an emphasis on provider/teacher responsiveness; and sensitivity to working families. So now let's take a look at this model. You can see the two-way arrows that indicate that the model is bi-directional, that is, families may be more likely to become engaged and involved in their children's development and learning activities when they feel supported, understood, and empowered by programs and providers. At the same time, programs and providers and teachers may become more sensitive and responsive to the needs of families because parents become more and more involved and engaged in programs. So this model is structured as a logic model to summarize complex ideas. Each issue and each concept has the potential to be dynamic. Because the purpose of developing the conceptual model was to inform the

development of the FPTRQ measures, the central focus here is on the second column: elements and constructs of effective provider facilitation of family and provider/teacher relationships. You'll see that there are four constructs here: attitudes, knowledge, practices, and environmental features. Attitudes refer to providers' and teachers' perceptions or beliefs related to interactions with family, knowledge refers to provider/teachers' specific knowledge about individual families, practices relates to communication, responsiveness - that is the way that folks interact with family, and several other outcomes, and finally environmentally relates to the programs, policies, and resources and supports that foster family and provider/teacher relationships. You will also see here the first column which shows the factors that influence the relationships and the third and fourth columns which show what the literature indicates are possible outcomes and effects from positive family and provider/teacher relationships. Next slide please. So now we are really focusing on effective communication of provider relationships with families. So on attitudes you'd see that there four elements: respect, commitment (which means sensitivity to the needs of children and parents and families), openness to change (which means willingness to alter normal practices to be sensitive to an individual child-parent family), and understanding context, (which means having an appreciation for that broader context in which children's development and family-life is situated. Now, which I discussed earlier. And now we look at practices. Communication is this kind of bi-directional reciprocal communication between providers and teachers and parents: responsiveness, flexibility, sensitivity, responsive support of families including their work family balance, collaboration, joint decision-making, goal setting, and family focus concern, which is communication that demonstrates interests in the family as a unit. In the environmental constructs we have five factors and five elements. The first is welcoming, and that includes parent participation in decision-making activities for the program, communication systems, culturally diverse materials, information about resources, and peer-to-peer parent activities. Culturally sensitivity is assumed across all of these constructs.

>>Lina Guzman: Thank you, Toni. So now I am going to be describing the measures that were developed in some more detail. The first is the provider/teacher measure which is intended for providers and teachers of children birth to five. Again in center-based programs, family child care, as well as Head Start and Early Head Start programs. And these questions we ask teachers and providers in this measure about how they work with parents of children that they care for. The measure includes roughly sixty items and takes about ten minutes to complete on average. And one thing, a couple things that I want to point out. The first that the measure asks teachers to report about how they work with or their relationships with all the families of children in their class or the children that they currently serve. So it's not asking teachers to report about any one family but rather to report about the twenty families they are currently working with. The other thing I want to point out is that we worked really hard to try to have parallel items across the surveys. So for example in the teacher's survey we have a question that asks: "Since September, how often have you met with or talked to parents about the goals parents have for their child?" And you would see that the parents measure would have a parallel item that basically asked parents how often they met with their child's provider or teacher about the goals that they have for their child. So you will see some parallels. Can I get the next slide please? And so now the parents measure. For the parents, again, its intended for parents of children in early care settings and obviously it asks for parent to report about how they work their child's provider or teacher. This measure is available in both English and Spanish. It includes seventy-five items and takes about ten minutes on average to complete. A question that we ask parents, a sample question that we ask parents is: "How often does your child care provider or teacher work with you to develop strategies that you can use at home to support your child's learning or development?" So one important distinction between the teacher and parent survey is that while the teacher is asked to report about their relationship globally with all the families in their classroom or in their setting, those that they are currently working with. Parents are asked to report specifically about the one provider, and in fact in the measure they are instructed to report about, if there's multiple providers in the classroom for example, to report about the lead teacher. And the reason why we did that for the teacher is that it would be too burdensome on teachers to have to report on each of the individual, let's say twenty children in the classroom, to report on the each of the individual twenty relationships. And the director measure, again the director measure is intended for center-based family child care

programs as well as Head Start and Early Head Start programs. And we've been getting a lot of questions about whether the measures are only intended for Head Start and Early Head Start programs and the answer is no. I think just hearing the words Head Start, people start thinking that it just for Head Start, but it is not intended for just Head Start. It's intended across all these different care settings. It asks directors, and in family care programs it would be sort of the owner or "boss." It asks respondents general questions about education of the staff as well as environmental features and program policies. Things that teachers, individual teachers and staff members don't set, but are really set at the organizational level and how to set the tone and provide the context under which family-provider relationships can be fostered. It includes fifty-seven items and also takes about ten minutes to complete on average. And you may be asking yourself why everything takes ten minutes to complete on average. The reason the director survey also takes ten minutes, even though it has much fewer questions, is because they may at times have to refer to records or they may have to do a lot more, not a lot more, somewhat more complicated math or recall and reporting in their answers because they are reporting about all their staff. A sample item: "Which of the following methods are used to communicate with families: Is it website, email et cetera?" And now I'm going to turn it over to Manica who is going to describe how we developed the family services staff measures. Thank you.

>>Manica Ramos: As Lina mentioned earlier, originally the provider/teacher measure was developed to be used with Head Start family services staff. However we learned early on in focus groups and cognitive interviews that the provider/teacher measure items were not applicable to family services staff. And given the important role that family services staff play within the Head Start mission, such as helping parents to reach their own personal goals, supporting families by advocating for them, and connecting family to community services, we decided that we needed to develop separate, specific measures for family services staff, in addition, adapting provider/teacher measure items and developing new items where gaps existed. We also consulted the literature and interviewed Kiersten Beigel from the Office of Head Start about the family services staff roles and responsibilities. We conducted two iterative rounds of cognitive interviews. The family services staff measure is intended to be completed by Head Start and Early Head Staff family services staff. It asked respondents questions about how they work with parents of young children in the program. It includes one hundred and thirteen items, eighteen of which are demographic items. It should take about fifteen minutes to complete on average and a sample item is: "Since September, how often have you been able to follow up with parents about goals they set for themselves?" The parent family services staff measure is designed for parents to complete about their Head Start and Early Head Start family services staff member. It includes about seventy-six items, ten of which are demographic items, and please note that we say family services staff when referring to the role in general, however we refer to a specific person on the measure we use the term Family Service Worker. The parent family services staff measure takes about ten minutes to complete on average and the sample item is: "Since September, how often have you met with or talked to your Family Service Worker about how you are progressing towards goals you have set yourself?" We envision that the family services staff measure can be used concurrently with the provider/teacher and director measures. In order to gain the full perspective on the family services staff and parent relationship, we think it's best to administer both the family service staff and parent family services staff measures. Because the family services staff measures are not included in the pilot or field studies since we began their development about halfway through the project, these measures are not included in the psychometric testing. So for a future work we think it would be best to test the questions to establish reliability of the measure. Other family services staff measures are not included in the field we made. Items have not undergone psychometric analysis to confirm construct assignment. Instead we made our recommendations for family services staff construct assignments based on a conceptual model and parallelism with other measures. On this slide you will see the number of items assigned to the family services staff measure, then the parent family services staff measure within parenthesis. The concept was to show the concepts that were not included in the parent family services staff measures. Now I will turn it over to Kwang who will discuss field study recruitment.

>>Kwang Kim: In spring earlier this year we conducted field studies to collect data to examine

psychometric properties of the FPTRQ measures. We selected six cities for the data collection. First we sent our pre-notice letters to programs in the area of the six cities informing them that we'll be coming to the area to help support our data collection. And once we got there we made phone calls to program directors asking for their participation, and with those who agreed to participate, we made arrangements to schedule site visits at the time that was convenient for their staff and parents. We worked very closely with directors to recruit teachers and parents in the programs. And once they were recruited we handed out the measures to them and asked them to complete the measures and send them back to Westat to process. We collected the data and we started doing some analyses to find out the psychometric properties for the provider/teacher and parent measures. The initial construct and subscale structure was developed based on the conceptual model as Toni mentioned earlier. Items in each of these measures were grouped under the broad constructs knowledge, practices, and attitudes, and subscales within them. Confirmatory factor analysis was then conducted with the data from each of the measures to finalize construct and subscale structures. We used Cronbach's alpha to measure internal consistency of each subscale. The reliability estimates for most subscales within the two measures, which are the provider/teacher measure and parents measure, were very strong with Cronbach's alphas of point seven zero (.70) or higher. I will show you few tables to show the reliability estimates. This slide is for the provider/teacher reliability estimate by program type. The constructs column, the first column, shows three constructs and the second column shows seven subscales in the provider/teacher measures and I will give you a few seconds to digest, a lot of numbers there. And this, as you see, the reliability estimates of the subscales are very strong in most cases, but some are little bit lower than anticipated, especially the commitment subscale. Reliability scores are low so we looked at it more closely to see what's going on those subscale items and we found that the variability among responses for the commitment subscale was very narrow, meaning that many, but not all, providers/teachers and so three or four responses which are "agree" or "truly agree" to those items in the subscale. In other words, I think all the providers/teachers are committed to their job, but not everyone says the same thing. Next slide shows similar information for the parent measure, by program type. Three same constructs: knowledge, practices, and attitudes, but eight subscales for the parent measure shown in the table. The reliability of the parent subscale measure shows very strong across three different program types center-based programs, Head Start, Early Head Start, and family child care programs, with most of the Cronbach's alphas of point nine zero (.90). Next slide as Lina mentioned earlier, we have two language versions of the parent measure, English and Spanish and this table shows the reliability estimates for the Spanish and English version of the parent's measure. As for the English, as shown in the table, they are very strong and the most Cronbach's alphas were over, six of the eight subscales shown in this table. The director's measure, unlike the provider/teacher and parent measures, is not grouped into subscales. The purpose of the director survey is to provide context for the parent and provider/teacher measures, and it contains an environmental and policy checklist of "yes/no" items indicating the presence of potential support or family available at the program. So since the "yes/no" items are included in the checklist it was not appropriate to conduct a reliability test. The next slide shows how you can access FPTRQ. Versions of all the measures can be downloaded from the OPRE website at no cost to you. If you want the information newsletter it will be available in the fall and also you will be getting some Excel scoring sheets for the director, provider/teacher and parent measures, which will be available on the same website. And most importantly, the FPTRQ measures user's manual will be available which will include lot more than I am presenting right now because of the limited time available but you will be getting lot other useful information for you to know about the measures. Before using the FPTRQ measure you want to download the measures from the OPRE website and make hard copies and then also you want to develop a systematic linked measure ID system so that providers/teachers link to the program, especially important when using multiple program sites in using this measure. And parents link to the provider/teacher program and the right ID in or put a label, ID label provided on the back of the measure. Administering the FPTRQ measures is very straightforward and is not anything much different from most other measures like this type. It is a self-administered measure. We have a few suggestions for you when administering measures of FPTRQ. Respondent's names are not needed on the measure because you may probably want to use the numeric ID system and someone other than provider/teacher will collect parents' measures so that parents feel very comfortable filling out the

measure. And finally, can give parents even maybe envelopes for them to insert their completed measure when return their completed measures. Scoring the measure is probably the one that think you all wondering how to do on the OPRE website? All you need to do is enter the measure responses into the spreadsheet and it automatically calculates subscale scores for you. The measure's responses in Excel can also be analyzed by using statistical packages such as SPSS or SAS if you prefer to use those statistical packages. Some reverse-scored items are included in the measures and the information about what items should be reversed is included in the user's manual and you will find other useful information about the measures in the user's manual, as I mentioned earlier. Finally, I just want to give you a few limitations of the FPTRQ measure. The first is that the field study data was not nationally representative and also all Head Start and Early Head Start programs in the field study were run by community organizations and a very small number of Head Start programs were included in the field study. FPTRQ measures data has not been examined with any outcome data yet so we do not have predicative validity information for you. No concurrent validity of the FPTRQ measures had been conducted yet, and due to difficulty measuring cultural sensitivity as report by Manica over here, it is measured indirectly across the subscales.

>>Lina Guzman: Thank you, Kwang. Now I'd just like to sort of summarize briefly some the key points of our webinar and our measures. First, I hope you really come out with a sense that the FPTRQ measures captures. Oh, I am sorry Toni, I am sorry. I skipped you.

>>Toni Porter: Lina was so eager to share with you all these wonderful things about the measures that we just sort of skipped over this. So I will be really quick, because I am sure throughout the whole webinar you've been thinking about how you might want to use the measures. Next slide, please. So if you're a professional development systems administrator you might think about considering using the FPTRQ conceptual model as a basis for taking a look at the competencies that you've identified for practitioners in their relationships with families. And in doing so, you might identify some gaps in the competencies that you have already articulated. And you can use the FPTRQ model's constructs and subscales as a way to fill those competencies. In addition, you can take a look at the training and coursework you offer to see how it aligns with the constructs and subscales in the FPTRQ models. And finally, you can design new training and coursework to fill those gaps which you may have identified in your competencies or in your alignments. You can also use the FPTRQ measures alongside on other measures such the Strengthening the Family Self-Assessment to better understand areas in which practitioners may need additional support. Next slide please. So if you are someone who works directly with families, whether you are director or family child care provider, an Early Head Start teacher, a teacher, how could you use this? I am sure you've already been thinking, if I use this assessment, the FPTRQ measures, we could figure out how to assess our own attitudes, knowledge and practices for working with families. And we could then identify those areas that want some attention. We could also use the FPTRQ measures for understanding peers' perceptions of their relationships with families in our programs and we could combine the results of the FPTRQ provider/teacher survey with those of the parent in order to see what the fit is between provider and teachers and parents in their perceptions of their relationships with each other. In addition, you can use the FPTRQ measures to identify aspects of effective facilitations of relationships with families that may not have been considered. And that goes back to what we said about the FPTRQ conceptual model, which includes all of the elements that are associated in the empirical research with positive outcomes for children and families. And finally, within you own programs you can use the results of the FPTRQ measures to guide professional development and cognitive training around those areas in which you all feel that you may need to improve.

>>Lina Guzman: Thank you Toni.

>>Toni Porter: You are welcome.

>>Lina Guzman: So as I was saying earlier I hope you walk away with a few things, a few key points, and the first is that our new FPTRQ measure captures provider/teacher perspective on a family and

parent's perspective on an individual teacher. So again, from the provider/teacher perspective we collect information through the measures about all the families that they serve but on the parent perspective we collect information on the individual teacher. This can then be aggregated at the classroom level or aggregated at the program level. These measures, again, are applicable across diverse settings including: centers, Head Start or Early Head Start programs, and family child care as well. We've gotten a few questions about whether these measures are applicable or appropriate for use in pre-K. And the answer is yes, because of the difficulty of getting into public preschools, we were not able to explicitly test them with pre-K classrooms; however, there is no reason to believe based on what we have seen, the feedback that we had gotten, the research literature, to suggest that it will not be applicable for public pre-K programs. Our measures, again, are appropriate for diverse populations and not only are they appropriate, we developed them with diverse populations in mind and we tested them with diverse populations. And we also have measures that include, that measure, multiple constructs including attitudes, knowledge, practice and environment features and these measures are really intended to be flexible to facilitate that you can either use it as a stand-alone measure, or as a part of a monitoring or evaluation process, as Toni talking about. In the next slide we just have few links, and again, you do not need to copy this down and write furiously, that include some of the products that have already been released from this project as well as some of the products that were developed that actually predated this project that Laura was mentioning earlier today. And then on the last slide we have OPRE's website where you will be able to find later this fall, the user's manual, the measures and several briefs that we are developing, including one on that provides sort of a cross path between our conceptual model and other models that measured family and provider/teacher relationship quality as well as a brief about how to measure cultural sensitivity in early care and education settings. These products will be available both on OPRE's website and also on Child Trends' website, as well as Research Connections, and again, no worries about having to write down everything, as I said, we will be sure to email everyone who registered for the webinar to let them know that the tools become available and we'll be providing links in those emails to where you can access the various tools. And now I wanted to turn it over to Alicia who is going to, who is been writing fast and furiously trying to organize the questions that we've been getting around similar topics so that we can cover as much as we can in the remaining eleven or so minutes. Alicia.

>>Alicia Torres: Wonderful! Thank you Lina. Well, following up one of the questions that you did respond to Lina, there were also others asking whether or not these measures could be used in public and public pre-schools but middle schools, other grade schools who have higher grade and grade schools, so there is a question related to that too.

>>Kwang Kim: Toni, do you want to take that? Or I can answer. I can take it, I can take it. When we developed these measures specifically for early care and education settings, and as well, we all kept saying it's for most settings, most early care and education settings. But from a conceptual perspective, it may be that these measures could apply, certainly the teachers in the early grades, K through third grade. They are probably less relevant for middle and high school, although the basic elements for a strong relationship between families and providers, in this case for school should now be teachers or afterschool, quite frankly remain the same pretty much because we identified those elements through a review of K-12 literature well as early care and education literature.

>>Alicia Torres: Other questions?

>>Kwang Kim: Also the psychometric properties information provided in the user's manual came from children age zero to five. The parent reports that information. And there you can get data to calculate reliability estimate. So it could be different if children, the parents of children with an older age answered the questionnaires, the measures.

>>Alicia Torres: This is another question. For families with multiple children in multiple classes would they have to submit a survey for each teacher or class?

>>Kwang Kim: I think because, even though you are just one parent, but your child, your children are in multiple classes with different teachers it probably is important to collect the information from different teachers/providers, and the parent, mainly to complete the measures all for each teacher, because the experience will be quite different. Anything else?

>>Lina Guzman: Yeah, I completely agree with that, so for the parent, because it is very much intended to be about a specific teacher, for those with multiple children in different classrooms, they should be completing surveys for each of their child's teachers, so they completed two surveys.

>>Alicia Torres: And a related question just came in. Can this assessment be used in family child care settings?

>>Lina Guzman: I believe that yes, yes. The answer is absolutely. We made really concerted effort to make sure that the measures were applicable for family child care settings, and that was throughout, from conceptual model to, you know how we thought about measuring attitudes and knowledge, we wanted to make sure, for example, that we really, that our measures ultimately capture the unique teachers of family child care, and this is kind of like, for not looking like centers, but also really captured the real strengths that they bring. Toni, did you want to add anything to that?

>>Toni Porter: Yeah, I do. I think one of the strengths of the measures does apply to family child care, which can, as you all know, look very different than centered-based care, and I think not only did we design this measure, we designed the items with family child care specifically in mind, as Lina indicated, but you can see through the psychometric testing that it held up pretty well, wouldn't you say Kwang?

>>Kwang Kim: Absolutely, right.

>>Toni Porter: So you can use it in family child care with a great deal of confidence.

>>Alicia Torres: Okay another question: Will a web-based version or PDF fillable version be developed?

>>Kwang Kim: Right now it is the printable version. A PDF version will be available on the OPRE website and there is no plan for developing any different format at the moment and it will not be available.

>>Alicia Torres: Will this be mandatory for programs to conduct these measures?

>>Lina Guzman: We understand it and we have no reason to think otherwise, we do not know that this will not be mandatory. Laura, maybe you might have additional information?

>>Laura Hoard: I actually do and I would say that I have not heard anything along those lines at all. So definitely no.

>>Alicia Torres: Okay, there is another question with respect to the demographics of the representative sample.

>>Kwang Kim: We did not statistically, we did not statistically select the sample respondents for the field study but we made all effort to recruit diverse sample including race/ethnicity, in family household income, educational level and from different types of programs and different locations across the country so that it is as close, but it is not a nationally represented sample.

>>Alicia Torres: For Manica: Are these surveys available for providers who speak Spanish and do they look at cultural sensitivity?

>>Manica Ramos: There are parent surveys that are available in English and Spanish. The provider surveys are now available in, they are only available in English. As far as cultural sensitivity, because cultural sensitivity can be conceptualized in different ways, and during this project we conducted an investigation on what cultural sensitivity looks like between a provider/teacher and parent relationship, we found that cultural sensitivity can be measured as attitudes, knowledge or practices, which are the same elements that characterize a quality relationship between providers and teachers and parents so we ultimately concluded that cultural sensitivity is best measured through various elements and constructs rather than directly through items on its own subscale.

>>Alicia Torres: Great, thank you. And for Kwang, can we use the survey to develop training programs for teachers and family service workers?

>>Kwang Kim: I think certainly, but Toni may have better insight and even some suggestions about how to use this for the training purposes.

>>Toni Porter: Yeah, I think that there are a couple of different ways. I mean we are not going to propose or send you in the direction as specific as training programs but I think if you think of this survey within your own program, and you identify through survey areas, such as practices or within practices, for example, collaboration or responsiveness, that look like there could be some improvement and there are a lot of options out there, including the National Parent, Family, and Community Engagement Center, which have materials that you can use for technical assistance and for trainings. This is a terrific opportunity to improve the professional practices, by that I mean the attitudes, knowledge and practices of staff, in both family child care program, center-based programs and Head Start and Early Head Start programs.

>>Alicia Torres: Great! Thank you, Toni. We have time maybe for another couple questions. Can we use parts of the survey instead of that the whole survey?

>>Kwang Kim: Depends on your specific needs to use the FPTRQ measures. And the measures have been designed to be used as a whole but also it can be, you can select a few items or subscales from the whole measure and put them in your existing category, and I think that may take some time, but it is better to use the whole thing to get more comprehensive picture of the relationship quality.

>>Alicia Torres: And then finally and this seems to be a question more from a researcher: I know this kind of data would be very preliminary but could global outcomes be gathered to research? He is also asking about the, or she, also asking about the pilot field testing: Were there any overarching needs or issues that you noticed?

>>Kwang Kim: I think it will be great if you have an opportunity to make even larger project to do some of the examining of measures and developing in this area, but we, in this we have about eleven hundred parents, seven hundred and fifty provider/teachers and two hundred and fifty directors in the field study. And it was, those are the kind of sample sizes for the field study to examine the psychometric properties of FPTRQ measures at moment.

>>Alicia Torres: The second question has to do with whether the data would be available?

>>Kwang Kim: Well another thing actually is that we didn't actually have any serious concern or problems whatsoever during our field study data collection. They were relatively short measures, so the parents as well as the teachers/providers or... we got very high cooperation rate from the respondents and the parents, but this data set that was used in the field test will not be available for public use because it was exclusively and specifically collected for the psychometric properties. So yeah.

>>Alicia Torres: So great, we are just about a minute over and we want to thank all of you who have

logged on to join us this afternoon and thank the panelists and Laura for a very interesting webinar. And, with that, we would like to say good afternoon, and for those of you who may be on the west coast, maybe it's still good morning there but have a good day. Until the next webinar. Thank you.