



Quality Connections in Early Care and Education:

Measuring relationships between families and providers or teachers

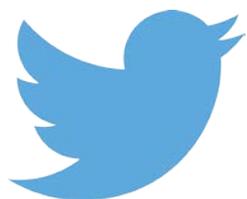
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Overview of Content

1. Introduction to the Family and Provider/Teacher Relationship Quality (FPTRQ) project
2. Development of a conceptual model and measures
3. How to use the new FPTRQ measures
4. Development of measures for Family Services Staff
5. Limitations and implications of the FPTRQ measures



The FPTRQ Project

Project Partners:

- Westat
- Child Trends

Study Sponsor:

- The Administration for Children and Families' Office of Head Start and the Office of Planning, Research and Evaluation, Administration for Children and Families *Contract No. HHSP23320095655WC*

Goal:

- To develop measures to assess the quality of family and provider/teacher relationships in early care and education (ECE) settings for children birth through five
 - Developed five measures: 1) Provider/Teacher; 2) Parent; 3) Director; 4) Family Services Staff; and 5) Parents working with Family Services Staff



What is the Need for FPTRQ Measures?

- Sixty percent of children (0-5) spend time in early care and education settings.
- Research indicates that good relationships between parents and their children's providers/teachers can lead to positive outcomes.
- Currently no single measure incorporates *all* elements.

The new FPTRQ measures:

- Fill a gap,
- Inform policy, and
- Contribute to the knowledge base.



Development of the FPTRQ Measures

The development of FPTRQ measures included:

- Extensive literature review,
- Focus groups with parents, providers/teacher, and Family Services Staff,
- Consultation with experts,
- Extensive measurement item review,
- Three rounds of cognitive testing to develop the Parent and Provider/Teacher measures and two rounds to develop the Family Services Staff measures,
- Pilot and field study in cities across the country, and,
- Psychometric analysis.

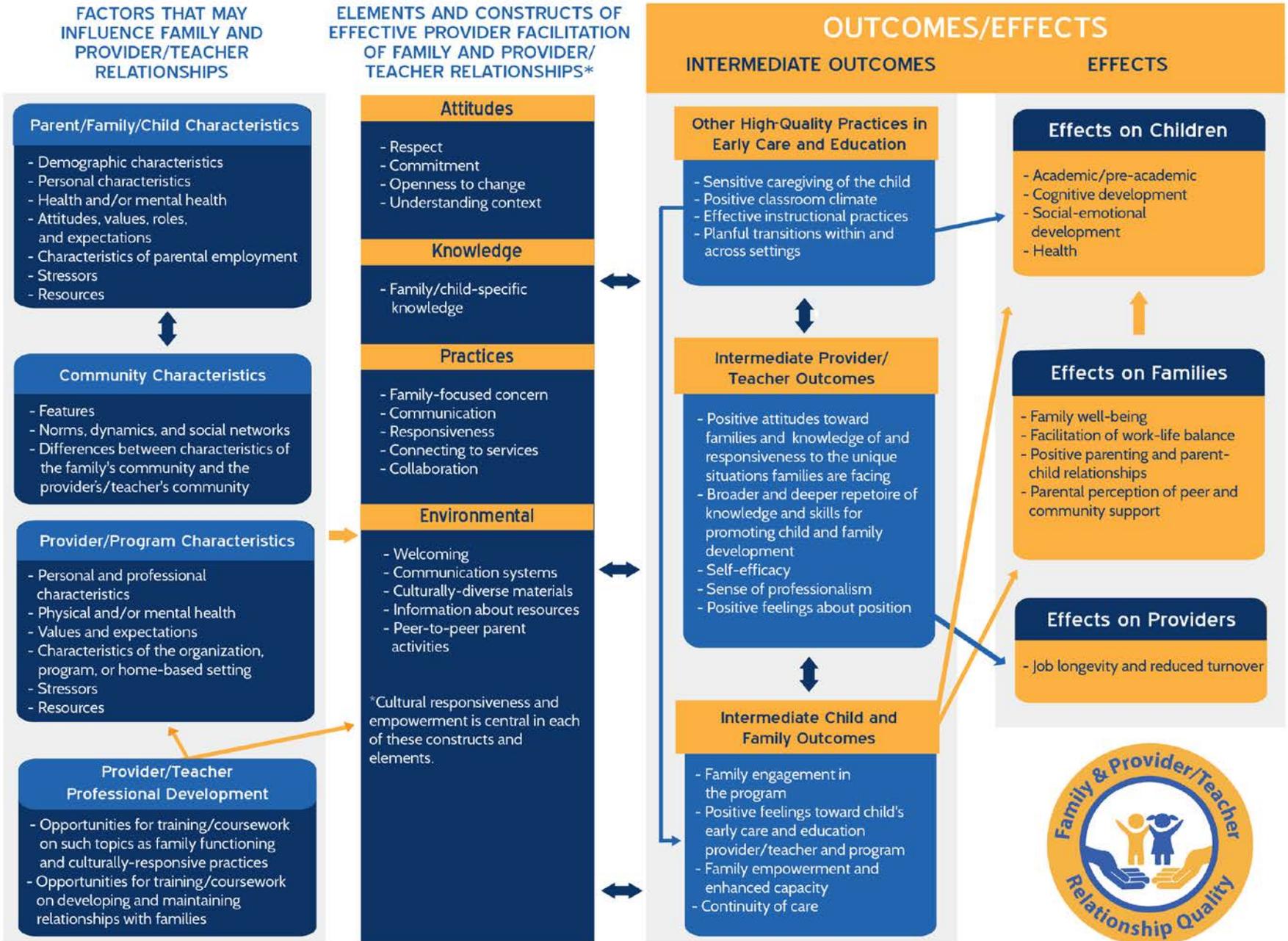


For whom is the FPTRQ Useful?

The FPTRQ can be helpful for:

- State and local administrators.
- Practitioners and professional development systems administrators.
- Researchers.

CONCEPTUAL MODEL OF FAMILY AND PROVIDER/TEACHER RELATIONSHIP QUALITY





FPTRQ Constructs and Elements Indicative of Positive Family and Provider/Teacher Relationships

Attitudes	Knowledge	Practices	Environment
<ul style="list-style-type: none">•Respect•Commitment•Openness to change•Understanding context	<ul style="list-style-type: none">•Family-specific knowledge	<ul style="list-style-type: none">•Communication•Responsiveness•Collaboration•Family-focused concern	<ul style="list-style-type: none">•Welcoming•Communication systems•Culturally-diverse materials•Information about resources•Peer-to-peer parent activities



The FPTRQ Measures

Five measures have been developed for the FPTRQ project:

Provider/Teacher Measure

- For ECE providers and teachers of children from birth through 5 years old in a center-based, family child care, or Head Start/Early Head Start programs.
- Asks respondents questions about how they work with parents of children in their care and education settings.
- Includes 64 items (including 4 demographic items).
- Takes about 10 minutes to complete on average.
- Sample item:
 - Since September, how often have you met with or talked to parents about goals parents have for their child?



The FPTRQ Measures (continued)

Parent Measure

- For parents of children birth through 5 years old cared for by providers or teachers at ECE programs.
- Asks respondents questions about how they work with their child's care provider or teacher.
- Available in both English and Spanish.
- Includes 75 items (including 8 demographic items).
- Takes about 10 minutes to complete on average.
- Sample item:
 - How often does your childcare provider or teacher work with you to develop strategies you can use at home to support your child's learning and development?



The FPTRQ Measures (continued)

Director Measure:

- For center-based, family child care, and Head Start/Early Head Start program directors.
- Asks respondents general questions about the education and child care environment, as well as program policies.
- Includes 57 items (no demographic items).
- Takes about 10 minutes to complete on average.
- Sample item:
 - Which of the following methods are used to communicate with families? [e.g., web site, e-mail]?



Development of Family Services Staff Measures

- Originally Provider/Teacher Measure was intended for both provider/teachers and Family Services Staff (FSS).
- FSS play a significant role in the Head Start mission.
- Provider/Teacher Measure items were not applicable to or did not capture unique role of FSS.
- Created separate, specific FSS measures.
- Performed two iterative rounds of cognitive interviews.



The FPTRQ Measures

Family Services Staff (FSS) Measure

- For HS/EHS Family Services Staff.
- Asks respondents questions about how they work with parents of children in HS/EHS programs.
- Includes 113 items (including 18 demographic items).
- Should take about 15 minutes to complete on average.
- Sample item:
 - Since September, how often have you been able to follow up with parents about goals they set for themselves?



The FPTRQ Measures (continued)

Parent-FSS Measure

- For parents about the HS/EHS Family Services Staff who serves their family.
- Asks respondents questions about how they work with their Family Services Staff.
- Includes 76 items (including 10 demographic items).
- Should take about 10 minutes to complete on average.
- Sample item:
 - 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 for yourself?



Limitations of FSS Measures & Next Steps

Use:

- Can administer to parents concurrently with Provider/Teacher and Director Measures.
- Best to administer both FSS and Parent FSS Measures for full perspective.

Limitations:

- Not included in pilot or field study, and were not included in the psychometric analyses.

Future Work:

- Test questions in a study and establish reliability of measures.



Three Constructs & Nine Subscales in FSS and Parent-FSS Measure

Made recommendations for construct assignment for all items based on conceptual model and parallelism with other measures, but items have not undergone psychometric analyses that would confirm construct assignment.

Construct	Subscale
Knowledge	Family-specific Knowledge (19/17)
Practices	Collaboration (17/11)
	Responsiveness (13/10)
	Communication (20/8)
	Family-focused Concern (3)*
Attitudes	Commitment (8/9)
	Understanding Context (2/4)
	Respect (5/5)
	Openness to Change (3)*



Field Study Recruitment

- Sent pre-notice letter to programs informing them of the FPTRQ field study.
- Arranged with program directors to schedule site visits at times that were also convenient for speaking with providers/teachers and parents.
- Working closely with directors, recruitment of providers/teachers and parents through face-to-face contact.
- Handed out the measures to them on the spot.



Confirmatory Factor Analysis and Reliability Tests





Reliability

- Cronbach's alphas used to measure internal consistency (reliability) for each subscale.
- Reliability estimates for most subscales of the FPTRQ were strong (.70 or higher).



Reliability by Program Type: Provider/Teacher Measure

Construct	Subscale	Center-based Program (n = 218)	Head Start/ Early Head Start (n = 94)	Family Child Care (n = 86)
Knowledge	Family-specific Knowledge (12 items)	.91	.90	.87
	Collaboration (15 items)	.91	.86	.92
Practices	Responsiveness (4 items)	.72	.64	.80
	Communication (4 items)	.77	.66	.80
	Openness to Change (8 items)*	.74	.75	.74
Attitudes	Respect (4 items)	.81	.77	.83
	Commitment (4 items)	.67	.56	.60

*Provider/Teacher Measure only



Reliability by Program Type: Parent Measure

Construct	Subscale	Center-based Program (n = 567)	Head Start/ Early Head Start (n = 262)	Family Child Care (n = 243)
Knowledge	Family-specific Knowledge (15 items)	.94	.95	.94
Practices	Collaboration (11 items)	.92	.91	.91
	Responsiveness (11 items)	.92	.91	.91
	Communication (8 items)	.91	.89	.91
	Family-focused Concern* (3 items)	.77	.74	.72
Attitudes	Commitment (9 items)	.91	.87	.90
	Understanding Context* (4 items)	.97	.98	.98
	Respect (5 items)	.85	.76	.84

*Parent Measure only



Reliability by English/Spanish Version: Parent Measure

Construct	Subscale	English (n = 997)	Spanish (n = 75)
Knowledge	Family-specific Knowledge (15 items)	.94	.91
Attitudes	Collaboration (11 items)	.92	.91
	Responsiveness (11 items)	.91	.91
	Communication (8 items)	.91	.94
	Family-focused Concern* (3 items)	.75	.74
Practices	Commitment (9 items)	.90	.91
	Understanding Context* (4 items)	.97	.98
	Respect (5 items)	.84	.82

*Parent Measure only



Director Measure

- Not grouped into subscales.
- Maps to Environment construct in the conceptual model.
- Contains an environment and policy checklist of 'yes/no' items.



Before Using the FPTRQ Measures

- Download the FPTRQ measures from the OPRE website and make hardcopies.
- Develop a systematic, linked measure ID system.
 - Providers/teachers linked to their program.
 - Parents linked to their provider/teacher and program.
 - Write ID in or put ID label on the space provided on back of each measure.



Administering the FPTRQ Measures

- Self-administered measures.
- Respondent names not needed on the measures - measures link to ID.
- Someone other than provider/teacher collects the parent measure.
- Can give parents envelopes for return of completed measures.



Scoring the Measures

- “Excel Scoring Sheets” for Director, Provider/Teacher, and Parent Measures available on OPRE website.
- Enter the measure responses into spreadsheet; automatically calculate subscale scores.
- Measure responses in Excel can be analyzed by using statistical packages, e.g., SPSS or SAS.
- Some reverse-scored items.
- Helpful information is available in the “User’s Manual.”



Limitations

- The field study was not nationally representative.
- Almost all Head Start/Early Head Start programs were run by community organization and a small number of Early Head Start programs included in the field study.
- FPTRQ measure data not yet examined with any outcome data yet.
- No concurrent validity study of the FPTRQ measures conducted.
- Due to difficulty measuring it directly, cultural sensitivity is measured indirectly across the subscales.



Using the FPTRQ Measures in the “Real” World





Head Start/Early Head Start Administrators and Directors

- Conduct self-assessments of teachers' and Family Services Staff's attitudes, knowledge, and practices.
- Conduct self-assessments of the program environment.
- Assess parents' perceptions of their relationships with providers/teachers and Family Services Staff.
- Identify areas to address in continuous improvement efforts and program progress.
- Supplement Parent, Family, and Community Engagement indicators in their program monitoring efforts.



Policymakers

- Supplement the use of other assessments such as Strengthening Families.
- Improve Quality Rating and improvement Systems (QRIS) family partnership standards and Race to the Top/Early Learning Challenge (RTT-ELC) assessments by including FPTRQ constructs.
- Strengthen QRIS family partnership indicators and RTT-ELC assessments by including items from FPTRQ subscales.



Accessing the FPTRQ Measures

- Printable PDF versions of all measures can be downloaded from the OPRE website at

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

- Excel scoring sheets for the Director, Provider/Teacher, and Parent Measures will be available on the same OPRE website.
- “FPTRQ Measure: User’s Manual” will be also available on the OPRE website.



Features of the FPTRQ Measures

- Captures provider/teacher perspectives on all families and parent perspectives on an individual teacher.
- Applicable across center-based, Head Start/Early Head Start, and family child care settings.
- Appropriate for diverse populations, including low and high income families, racially/ethnically diverse providers/teachers and families, and Spanish-speaking families.
- Emphasis on constructs of attitudes, knowledge, practices and environmental features.
- Flexible to facilitate its use either on its own, or as part of other monitoring/evaluation processes.



For More Information

Family-Provider Relationship Quality: Review of Conceptual and Empirical Literature of Family-Provider Relationships

<http://www.acf.hhs.gov/programs/opre/resource/family-provider-relationship-quality-review-of-conceptual-and-empirical>

Family-Provider/Teacher Relationship Quality: Review of Existing Measures of Family-Provider Relationships

<http://www.acf.hhs.gov/programs/opre/resource/family-provider-relationship-quality-review-of-existing-measures-of>

Quality Rating and Improvement Systems and Family-Sensitive Care: Promising Directions and Challenges

http://www.acf.hhs.gov/sites/default/files/opre/qrisfsc_0.pdf

Family-Provider/Teacher Partnerships: Examining Alignment of Early Care and Education Professional and Performance Standards, State Competencies, and Quality Rating and Improvement System Indicators in the Context of Research

http://www.acf.hhs.gov/sites/default/files/opre/fpr_brief_with_revised_front_matter_0.pdf



Thank you!

OPRE

<http://www.acf.hhs.gov/programs/opre>

OPRE - FPTRQ

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

Child Trends - FPTRQ

<http://www.childtrends.org/our-research/early-childhood-development/fptrq/>