

# Family and Provider/Teacher Relationship Quality Measures: User's Manual Brief



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## **Family and Provider/Teacher Relationship Quality Measures: User's Manual Brief**

Relationships between families and providers/teachers are a significant aspect of early care and education quality. Research suggests that family and provider/teacher relationships can contribute to children's school readiness, to better parent-child relationships, and to stronger parental beliefs in their ability to meet their own goals and help their children meet theirs. These factors, in turn, affect positive outcomes for children.

This manual brief is intended as an introduction to the Family and Provider/Teacher Relationship Quality (FPTRQ) measures for early care and education stakeholders who seek to assess the quality of family and provider/teacher relationships. If you are considering using the FPTRQ measures, we strongly recommend that you obtain the *Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual*, which provides more detailed information about the measures, from the Office of Planning, Research and Evaluation (OPRE) website:

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

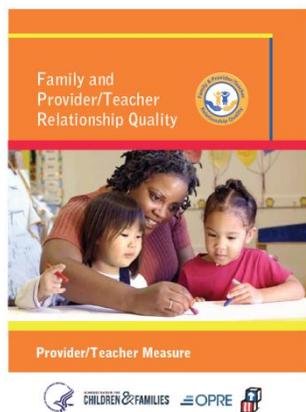
## Elements of the Family and Provider/Teacher Relationship Quality Measures

The FPTRQ conceptual model includes four constructs (Knowledge, Practices, Attitudes, and Environmental Features) which reflect unique, but overlapping, dimensions of professional practice. The table below shows the constructs and subscales used in the FPTRQ measures.

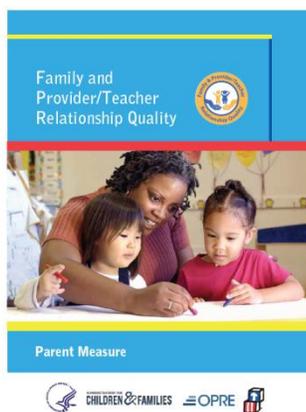
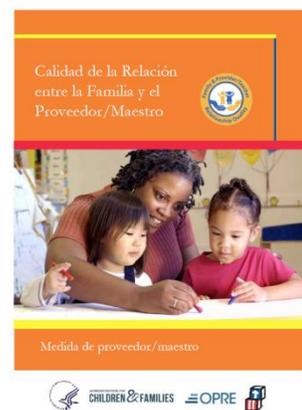
<b>Construct</b>	<b>Subscale</b>	<b>Definition</b>
<b>Knowledge</b>	<b>Family-specific Knowledge</b>	Demonstrating knowledge and understanding of families' cultures; the context in which they live; situations that affect them; and their abilities, needs, and goals
<b>Practices</b>	<b>Collaboration</b>	Collaborating with and engaging families in the program through joint goal-setting, decision-making, and following up on this decision-making process through the development of action plans
	<b>Responsiveness</b>	Engaging in sensitive, flexible, and responsive support of families' identified needs and goals
	<b>Connecting to Services</b>	Advocating for and connecting families to peer and community supports/resources
	<b>Communication</b>	Promoting positive, two-way communication that is responsive to families' preferences and providers/teachers' personal boundaries
	<b>Family-focused Concern</b>	Communicating in a way that demonstrates interest in the family as a unit
<b>Attitudes</b>	<b>Commitment</b>	Being sensitive to the needs of children, parents, and families; having intrinsic motivation; and being sincere, honest, encouraging, accessible, and consistent
	<b>Understanding Context</b>	Having an appreciation for the broader context in which children's development and families' lives are situated
	<b>Openness to Change</b>	Being willing to alter their normal practices in order to be sensitive to an individual child, parent, or family's needs
	<b>Respect</b>	Valuing the child and the family; being nonjudgmental, courteous/welcoming, and nondiscriminatory; accepting parents' divergent opinions; and being considerate and patient with parents
<b>Environmental Features</b>	<b>Welcoming</b>	Program welcomes and invites parents to participate in all aspects of the program, including program decision-making
	<b>Communication Systems</b>	Multiple methods and strategies are in place for families and providers to communicate
	<b>Culturally-diverse Materials</b>	The program has materials that reflect the diversity of American families in common areas as well as the setting used for children
	<b>Information about Resources</b>	The program makes available and accessible information about the program and community services that may be helpful for families
	<b>Peer-to-peer Parent Activities</b>	The program offers opportunities to get to know one another, share information, and strengthen their connection to the program

## What are the FPTRQ Measures?

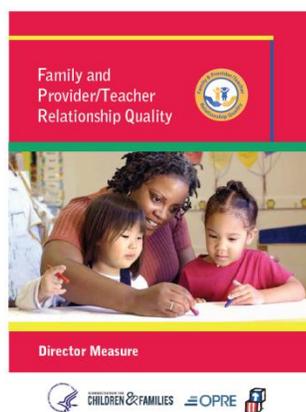
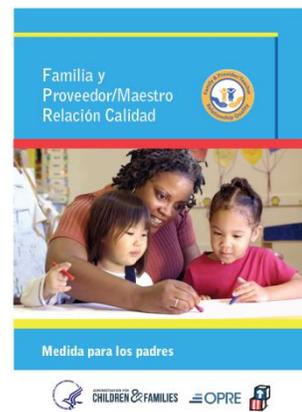
The FPTRQ measures are self-administered questionnaires that capture essential elements of quality in parent and provider/teacher relationships in center-based, family child care, or Head Start/Early Head Start early care and education programs. There are five measures, and all but the director measure are available in English and Spanish and as either a full or short form.



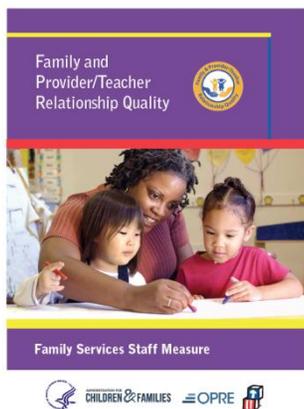
The **provider/teacher measure** asks providers/teachers general questions about how they work with parents of children in their care. It takes about 10 minutes to complete on average (5 minutes for the short form).



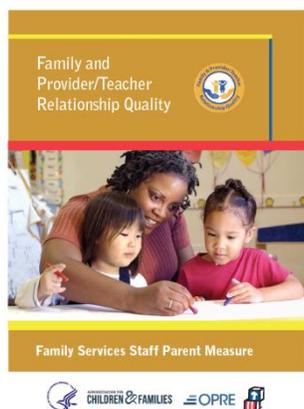
The **parent measure** asks parents about how they work with their child's lead provider or teacher (not aides or assistant teachers). It takes about 10 minutes to complete on average (5 minutes for the short form).



The **director measure** is intended for use with program directors in early care and education settings. It poses general questions about the environment of the program, the children enrolled, and how the program supports family and provider/teacher relationships. It takes about 10 minutes to complete on average.



The **family services staff measure** asks family services staff questions about how they work with all parents of children in Head Start/Early Head Start programs. It takes about 15 minutes to complete (7 minutes for the short form).



The **family services staff parent measure** asks parents of children enrolled in Head Start/Early Head Start programs questions about how they work with their individual family services staff person. It takes about 10 minutes to complete on average (7 minutes for the short form).



### Reliability of the FPTRQ Measures

The FPTRQ measures (provider/teacher, parent, family services staff, and family services staff parent) include multiple subscales under the three broader constructs of Knowledge, Attitudes, and Practices.<sup>1</sup> Cronbach's alphas were computed to determine the internal consistency reliability of each construct and subscale in these measures. The FPTRQ measures were found to be reliable. See the *Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual*, the *Family Services Staff and Family Services Staff Parent Measures: Amendment to the FPTRQ User's Manual*, and the *Family and Provider/Teacher Relationship Quality Measures Short Forms: Amendment to the User's Manual* from the Office of Planning, Research and Evaluation (OPRE) website for more information: <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>.

<sup>1</sup> The director measure examines the fourth construct in the conceptual model, Environmental Features.

## **Potential Uses of the FPTRQ Measures**

The FPTRQ measures can be used by a variety of early care and education (ECE) stakeholders who share an interest in examining provider/teacher relationships with families and family engagement in ECE programs. These stakeholders include policymakers such as state and local administrators; practitioners such as ECE program directors, providers/teachers, and family services staff in Head Start/Early Head Start programs as well as the professional development community and researchers.

### **For Program Administrators and Practitioners, the FPTRQ is a tool that could:**

- Assess the degree to which program policies and practices support family partnerships; results could be used to enhance this area of program planning and development.
- Identify areas that are strengths or that may warrant attention in continuous improvement efforts.
- Inform individual professional development and reflective supervision for providers/teachers and family service staff.
- Assess the agreement of responses between the provider/teacher and the parent measures.
- Identify challenges to the parent and provider/teacher relationship that could be addressed with targeted professional development efforts.
- Identify challenges to the parent and family services staff relationship that could be addressed with targeted professional development efforts.

### **For State and Local Administrators, the FPTRQ is a tool that could be used to:**

- Inform the development of QRIS family partnership standards and indicators.
- Strengthen existing QRIS family partnership standards and indicators.
- Refine indicators that relate to the program environment.
- Expand upon statewide family engagement planning and implementation projects, such as those efforts developed through the Race to the Top-Early Learning Challenge grants.
- Focus on specific aspects of practice that are associated with strong family and provider/teacher relationships.
- Capture a more complete range of constructs and elements of quality in providers/teachers and family services staff relationships with families across early childhood settings statewide.

## How to Administer and Score the FPTRQ Measures

### **Step 1: Obtain the FPTRQ measures**

- Download printable PDF versions of the measures at no cost from the Office of Planning, Research and Evaluation (OPRE) website:  
<http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>.
- Determine the number of copies you need.
- When using the measures with multiple providers/teachers, develop an ID system so that provider/teacher measures are linked to the parent measures from their classroom. The *Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual* (p. 21) provides more information about how to create a linked ID system.
- Label each measure with an ID before giving to respondents (teacher/provider, family services staff, parent, or director).

### **Step 2: Administer the FPTRQ measures**

- Hand out the FPTRQ measures to intended respondents to fill them out when most convenient for them.
- Reiterate that each measure should take about 10-15 minutes (5-7 minutes for the short forms) on average to fill out.
- If possible, assure respondents that they do not need to write their names on the measures.
- If possible, have someone other than the provider/teacher collect the parent measures so that parents feel comfortable when turning in their completed measures.
- Also, when possible, hang or place a folder or large envelope somewhere in the program for respondents to return the completed measures.
- Consider giving respondents an envelope in which they can place and seal the completed measure to return.
- When you give the FPTRQ measures to respondents to complete, encourage them to answer all of the questions.

### Step 3: Score the responses on the measures

- You can download Microsoft Excel scoring sheets for all FPTRQ measures from the Office of Planning, Research and Evaluation (OPRE) website:  
<http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>.
- Save the Excel scoring sheets on your computer.
- For each completed FPTRQ measure, enter the answers into the corresponding Excel scoring sheet under the assigned measure ID (for example, parent measures in the parent Excel scoring sheet).
- Enter parents' answers from the same provider/teacher into the same parent Excel scoring sheet. When using the measures with multiple providers/teachers, different parent Excel scoring sheets should be used for each provider or teacher.
- When respondents' answers are entered into the Excel scoring sheet, overall, construct, and subscale scores will automatically be generated for each measure.
- If one or more questions are not answered, scores for the total, construct, and subscales that include those unanswered questions will not be computed.
- If preferred, various commercial statistical software programs, such as Statistical Package for the Social Sciences (SPSS) or Statistical Analysis System (SAS), can be used.

### Step 4: Interpreting the FPTRQ measure scores

- Use the provider/teacher, parent, and director measures (as well as the family services staff and family services staff parent measures when applicable) together to obtain a comprehensive picture of the quality of family and provider/teacher relationships in your program.
- The FPTRQ measures do not include definitions for "high" or "low" scores, because the measures have not been used to test associations with child or family outcomes. Instead, you can compare the scores from the director, parent, provider/teacher, FSS, and FSS parent measures to the findings from the field study and the pilot test, which are included in the *Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual* and the *Family Services Staff and Family Services Staff Parent Measures: Amendment to the FPTRQ User's Manual*. These findings are reported as means, standard deviations, and response ranges.