



The Family and Provider/Teacher Relationship Quality Measures: Filling Gaps for Research Practice



The Family and Provider/Teacher Relationship Quality (FPTRQ) project offers unique tools for measuring the quality of relationships between families and the providers/teachers who care for their small children; these relationships are a key factor in promoting positive outcomes for children and families. FPTRQ is funded by the Administration for Children and Families' Office of Head Start and Office of Planning, Research and Evaluation.

The FPTRQ measures were developed through a rigorous four-year process that included:

- An extensive literature review that identified key elements of family and provider/teacher relationships;
- The development of a conceptual model that guided the development of the measures;
- Focus groups with parents and providers that confirmed and refined the conceptual model;
- A comprehensive measurement and item review that identified, adapted, and developed items to test;
- Iterative rounds of cognitive interviews that assessed the effectiveness of the selected questions;
- Pilot and field studies that were conducted in cities across the country; and
- Psychometric analyses established the reliability of the measures.

Why do we need measures of FPTRQ?

- Approximately 60 percent of U.S. children under age five spend time regularly in an early care and education setting. Research has found that good relationships between parents and their children's providers or teachers can lead to positive outcomes for children and families. Positive, mutually respectful, and collaborative relationships between families and early care and education (ECE) providers and teachers contribute to young children's school readiness, increase positive family engagement in children's programs, and strengthen the home-program connection, an important contributor to children's school success.
- While a variety of measures exist with the intent to assess different aspects of providers' and teachers' relationships with families, no single measure incorporates all elements of these relationships in ECE settings. The FPTRQ measures incorporate all elements of quality relationships.

You can find the report and other project materials on OPRE's website, at <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>.

What are the FPTRQ measures?

- The FPTRQ measures assess provider or teacher knowledge, attitudes, and practices, as well as program environmental features that facilitate strong family and provider or teacher relationship quality.
- Five measures capture multiple perspectives:
 - The director measure asks respondents general questions about the ECE environment, the children enrolled in the program, and how the program supports family and provider/teacher relationships.
 - The provider/teacher measure asks respondents general questions about how they work with parents of children in their care. The measure is available in English and Spanish.
 - The parent measure asks parents general questions about how they work with their child's lead provider or teacher (not aides or assistant teachers). The measure is available in English and Spanish.
 - The family services staff (FSS) measure asks respondents questions about how they work with all parents of children in Head Start/Early Head Start programs. The measure is available in English and Spanish.
 - The FSS parent measure asks parents questions about how they work with their FSS in Head Start/ Early Head Start programs. The measure is available in English and Spanish.
- The FPTRQ measures are appropriate for ethnically/racially diverse populations across different types of early care and education settings, including Head Start/Early Head Start, center-based programs, and family child care, and for families at any income level.

Implications and Uses:

- The FPTRQ measures can be used as a stand-alone tool, or incorporated into other evaluation processes. Other implications and uses include:
 1. Programs can use the measures to inform the development of training or coursework aimed at improving provider or teacher capacity to create and maintain positive relationships with families.
 2. Programs and practitioners can use the FPTRQ measures as self-assessment or monitoring tools to determine the quality of family and provider or teacher relationships in their own programs, and to understand program progress in relationship-building over time.
 3. ECE policymakers and program administrators can use the measures to inform the development or revision of Quality Rating and Improvement System indicators to effectively measure family partnerships. Policymakers can also better align professional development competencies needed for providers/teachers with these new measures.

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