Assessing Quality in Family and Provider/Teacher Relationships: Using the Family and Provider/Teacher Relationship Quality Measures in Conjunction with Strengthening Families™ and the Head Start Parent, Family and Community Engagement Frameworks and Self-Assessments

A Research-to-Practice Brief

OPRE Report 2015-56

April 2015

DISCLAIMER:
The views expressed in this publication do not necessarily reflect the views or policies of the Office of Planning, Research and Evaluation, the Office of Head Start, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

This report and others sponsored by the Office of Planning, Research and Evaluation are available at http://www.acf.hhs.gov/programs/opre/index.html.

ACKNOWLEDGMENTS:
The authors would like to express their appreciation to Kiersten Beigel at the Office of Head Start and Laura Hoard at the Office of Planning, Research and Evaluation. The authors would also like to acknowledge Eliza Brown from Child Trends for her contribution to preparing this document.

Assessing Quality in Family and Provider/Teacher Relationships: Using the Family and Provider/Teacher Relationship Quality (FPTRQ) Measures in Conjunction with Strengthening Families™ and the Head Start Parent, Family and Community Engagement Frameworks and Self-Assessment Tools

A Research-to-Practice Brief

OPRE Report 2015-56

April 2015

Submitted to:
Laura Hoard, *Project Officer*
Office of Planning, Research and Evaluation
Administration for Children and Families
U. S. Department of Health and Human Services

Submitted by:
Toni Porter, Early Care and Education Consulting, and **Juliet Bromer,** Erikson Institute**,** with **Nicole Forry,** Child Trends

Project Director:
Kwang Kim, Westat

Contract Number: HHSP23320095655WC

This report is in the public domain. Permission to reproduce is not necessary.

Suggested citation:
Porter, T., Bromer, J., & Forry, N. (2015). *Assessing Quality in Family and Provider/Teacher Relationships: Using the Family and Provider Teacher Relationship Quality (FPTRQ) Measures in Conjunction with Strengthening Families and the Head Start Parent, Family and Community Engagement Frameworks and their Self-Assessment Tools.* OPRE Report 2015-56. Washington, D.C.: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

This page is intentionally blank.

OVERVIEW

This research-to-practice brief is intended to help policymakers, program managers, and practitioners learn how the newly released *Family and Provider/Teacher Relationship Quality* (*FPTRQ*) measures can be used to complement or supplement two approaches, *Strengthening Families*™ and the *Head Start Parent, Family and Community Engagement (PFCE)* frameworks, and their related self-assessments, that have been frequently used by Early Care and Education (ECE) stakeholders to support their work with families and to assess their programs, providers and teachers in these efforts. It is based on a systematic review of the *Strengthening Families*™ and *the Head Start PFCE* frameworks and self-assessment tools, and their alignment with the *FPTRQ* conceptual model and measures.

Directors and Practitioners

- Program directors and practitioners can use the *FPTRQ* measures to assess distinct constructs of family and provider/teacher partnerships--attitudes, knowledge, practices, and program environmental features--that are often commingled in the *PFCE* and *Strengthening Families*™ self-assessments to identify areas that may warrant attention in continuous improvement efforts.

- Unlike *PFCE* and *Strengthening Families*™ self-assessments which do not distinguish among the users (directors, program staff, and families), the *FPTRQ* measures consist of individual measures for directors, providers/teachers, family service staff, and families. These measures can be used to assess multiple perspectives on family and provider/teacher partnerships, including both strengths and weaknesses, to identify needs for targeted professional development that can strengthen relationships with families over time.

- The *FPTRQ* measures incorporate several elements--Openness to Change, Commitment, and Responsiveness to families--that are not explicitly included in the *PFCE* and *Strengthening Families*™ self-assessments. Together with the other *FPTRQ* elements, they provide a more complete picture of the quality of family and provider/teacher partnerships.

State Policymakers and Local Administrators

- State policymakers and local administrators can use the *FPTRQ* measures to strengthen existing Quality Rating and Improvement System (QRIS) family partnership indicators and to supplement items from *Strengthening Families*™ or the *PFCE* self-assessment tools to capture a more complete range of constructs and elements of quality in family and provider/teacher relationships.

- The *FPTRQ* measures can be used in state or regional family engagement efforts such as Race to the Top-Early Learning Challenge (RTT-ELC) to assess the effectiveness of training as a strategy to improve family engagement over time or to assess efforts to improve the connection between home and school.

- The *FPTRQ* measures could be used as the basis for moving towards stronger alignment between state professional development system competencies and QRIS family partnership standards and indicators by comparing existing competencies to the *FPTRQ* constructs and elements, filling these gaps, and then developing indicators that are linked to these competencies.

This page is intentionally blank.

EXECUTIVE SUMMARY

Introduction

Family engagement and family relationships with providers and teachers have long been regarded as an important element of early care and education (ECE) programs. In recent years, these partnerships have received increasing attention from policymakers, program directors, and practitioners, in part, because a small but growing body of research suggests that strong relationships between families and ECE staff can contribute to positive outcomes for children and families.[1-3] Positive, mutually respectful, and collaborative relationships can enhance family engagement in ECE programs, family well-being,[3-5] and home-school connections.[2] There is also some evidence that these relationships can have a positive effect on children's school readiness.[6,7]

Many states include family partnerships in their Quality Rating and Improvement System (QRIS) standards, on which providers are rated for quality. Race to the Top-Early Learning Challenge (RTT-ELC) grantees, too, have a focus on family engagement in their efforts to improve systemic ECE quality.[8] Furthermore, professional ECE organizations such as the National Association for the Education of Young Children and the National Association for Family Child Care include family engagement and family and provider/teacher partnerships in their standards as an essential element of ECE quality. Many state professional development systems articulate expectations for what providers should know and do in their work with families as well.

Some evidence indicates that there is considerable agreement in the ECE field about the elements that constitute the quality of these family and provider/teacher partnerships.[9] The challenge is how to measure this quality. This is a significant issue for ECE stakeholders who seek to assess their efforts to improve these relationships at the program and system level.

In the past several years, two approaches--*Strengthening Families*™[10] and the *Head Start Parent, Family, and Community Engagement (PFCE)*[11] frameworks--have become prominent among program directors, practitioners, and policymakers[11,12] as guides to both enhance the quality of family strengthening, family engagement and families' relationships with their ECE programs, and to assess the results of these efforts. In 2014, the Administration for Children and Families' Office of Head Start and the Office of Planning, Research, and Evaluation released new tools, the *Family and Provider/Teacher Relationship Quality (FPTRQ)*[i] measures, for assessing the quality of these relationships. The tools consists of five measures--the director measure, the provider/teacher measure, the family services staff (FSS) measure, as well as the parent measure and the FSS parent measure. These measures can be used with ethnically/racially diverse families across a range of ECE settings, including center-based and family child care programs as well as Head Start and Early Head Start.

The *FPTRQ* measures assess four constructs--Attitudes, Knowledge, Practices and Environmental Features--that research indicates are associated with effective facilitation of relationships with families. Each of these constructs consists of several elements; the exception is Knowledge, which includes only one element--Family-Specific Knowledge. There are four elements in the Attitudes construct: Respect, Commitment, Openness to Change, and Understanding Context. The five Practices elements include

[i]Available on-line at: http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq

Communication, Collaboration, Responsiveness, Connecting to Services, and Family-focused Concern. The Environmental Features construct consists of five elements: Welcoming, Communication Systems, Culturally-Diverse Materials, Information about Resources, and Peer-to-Peer Parent Activities.

The *FPTRQ* provider/teacher, FSS, parent, and FSS parent measures group the Attitudes, Knowledge, and Practices elements into subscales that can be used to assess these distinct aspects of relationship quality. The director measure includes an environmental checklist that incorporates all of the elements in the Environmental Features construct.

This brief is intended to help program directors, practitioners, and policymakers learn more about the *FPTRQ* measures *and* how they can use them to complement *Strengthening Families*™ and the *Head Start PFCE* frameworks and self-assessments. Specifically, it addresses two issues:

- How can the *FPTRQ* measures be used in conjunction with *Strengthening Families*™ and the *Head Start PFCE* frameworks and self-assessments to assess family and provider/teacher partnerships in continuous program improvement efforts and targeted professional development?
- How can the *FPTRQ* measures be used in conjunction with *Strengthening Families*™ and the *Head Start PFCE* frameworks and self-assessments to develop or further develop indicators of family and provider/teacher relationships in system-wide efforts such as QRIS and RTT-ELC to improve quality across ECE settings?

To examine these questions, the authors conducted a systematic review of the *Strengthening Families*™ and *the Head Start PFCE* frameworks and self-assessment tools, and examined their alignment with the *FPTRQ* conceptual model and measures. The brief suggests ways in which program managers, practitioners, and policymakers can use the *FPTRQ* measures to complement or supplement their existing efforts to measure quality in ECE family and provider/teacher partnerships.

Using the *FPTRQ* Measures with the *Head Start Parent, Family and Community Engagement* and *Strengthening Families™* Frameworks and their Self-Assessment Tools

The development of the new *FPTRQ* measures included a rigorous study of their applicability with diverse populations of providers, teachers, family services staff and families across a range of ECE programs. This research found that the *FPTRQ* measures can strengthen measurement of the quality of relationships because they enable program directors and practitioners to assess specific components of family and provider/teacher partnerships--attitudes, knowledge, practices, and program environmental features--that are often commingled in the *PFCE* and *Strengthening Families*™ self-assessments. The capacity to measure these distinct constructs, and the individual elements that comprise them, can help program directors and practitioners identify areas that may warrant attention in continuous improvement efforts. Unlike the *PFCE* and *Strengthening Families*™ self-assessments, which do not distinguish among the users (directors, program staff, and parents), the individual *FPTRQ* measures for providers/teachers, family services staff, and families can enable programs to assess multiple perspectives on family and provider/teacher partnerships, which can help identify strengths and weaknesses in these relationships. In turn, this information can help to identify the need for targeted professional development to improve relationships over time. Third, the measures incorporate several elements associated with relationship quality that are not explicitly included in the *PFCE* and *Strengthening Families*™ self-assessments. These elements, as they are experienced by both providers/teachers and families, include: Openness to Change, Commitment, and Responsiveness to families

work-family balance. Together with the other *FPTRQ* elements, they provide a more complete picture of the quality of family and provider/teacher partnerships. For these reasons, program directors and practitioners may use the *FPTRQ* measures to enhance assessments conducted using the *Strengthening Families*™ and *Head Start PFCE* assessments.

Policymakers can use the *FPTRQ* measures to strengthen their QRIS indicators in different ways:

- *FPTRQ* items from the Family-Specific Knowledge and Collaboration subscales, for example, can be used to extend *Strengthening Families*™ and *PFCE* self-assessment items that relate to the specific kinds of information programs have about individual families or the degree to which they engage in joint-decision-making and goal-setting with families about both child and family needs.
- The *FPTRQ* measures can be used to understand elements of relationship quality such as Openness to Change, which is related to the need for the staff training and professional development that is emphasized in *Strengthening Families*™ and the *PFCE* frameworks, but not explicitly addressed in their self-assessments.
- Items from the staff *FPTRQ* measures (e.g., the provider/teacher measure, FSS measure, and director measure) can be used to enhance the *Strengthening Families*™ and the *PFCE* self-assessments of program policies and environmental elements such as Welcoming, Communication Systems, and Information about Resources.

Conclusion

There is strong alignment across the *FPTRQ* conceptual model and the *Strengthening Families*™ and *PFCE* frameworks. Each articulates positive long-term outcomes for children, and both *Strengthening Families*™ and *FPTRQ* articulate long-term outcomes for families in the context of their relationships with children. All three articulate intermediate outcomes that relate to family capacity and empowerment, and *PFCE* and *FPTRQ* specifically identify family engagement in the ECE program as an intermediate outcome. The *FPTRQ* elements also align in many ways with the components articulated in the *Strengthening Families*™ approach and the *PFCE* frameworks: the *FPTRQ* conceptual model articulates these elements as distinct aspects of the constructs of attitudes, knowledge, practices, and environmental features rather than the *Strengthening Families*™ and *PFCE* program and practice areas, in which these constructs are often comingled.

This alignment across the three approaches is also reflected in the instruments that each approach has developed. Many items in the *FPTRQ* subscales align with the items identified in the *Strengthening Families*™ *Self-Assessment*[10] *and* the *PFCE* self-assessments tools such as the *Markers of Progress*[13] and the *Integrating Strategies for Program Progress.*[14,15] Consistent with their individual frameworks, each reflects a slightly different approach to assessing quality. The *FPTRQ* measures focus on individual relationships between providers/teachers and families in the context of the program, and assess specific elements of provider/teacher facilitation of relationships with families and parents' perceptions of provider/teacher practices. The *Strengthening Families*™ *Self-Assessment* focuses on staff and program relationships with families more broadly and views these relationships through the lens of optimal child development and reducing child abuse and neglect, often couching items in this context--e.g., communication with families who are stressed or frustrated, connecting families to services in times of crisis, or helping families to navigate the child welfare system. The *PFCE* framework places relationships with families, in the context of Head Start and Early Head Start programs, as the glue that holds all family engagement efforts together. Positive goal-oriented

relationships are emphasized as the drivers of change, starting with program leadership, professional development for all regardless of role, and an emphasis on continuous improvement through use of data collected from families and staff.

The thorough testing of the *FPTRQ* measures with diverse ECE programs, staff, and families demonstrates the reliability of the measures. Together, the subscales in the measures capture all of the elements that are associated with positive staff facilitation of strong relationships with families as well as with family engagement. The *FPTRQ* measures' strong psychometric properties, item specificity, and perspectives from all of the stakeholders can complement the *Strengthening Families*™ and *Head Start PFCE* assessments in efforts to assess family and provider/teacher partnerships in the context of continuous program improvement, targeted professional development, and systemic measurement of ECE quality.

Contents

Section		Page
	Overview	v
	Executive Summary	vii
1	Introduction	1
	1.1 Family Engagement in ECE Programs: Why Relationships Matter	1
2	Purpose of the Brief	3
3	The *FPTRQ* Measures: New Measures for Assessing the Quality of Family and Provider/Teacher Relationships	5
	3.1 Why the *FPTRQ* Measures?	5
	3.2 The *FPTRQ* Conceptual Model	6
	3.3 What are the *FPTRQ* Measures?	11
	3.4 Psychometrics	13
4	Using the Measures in Conjunction with the *Head Start Parent, Family, and Community Engagement* and the *Strengthening Families* ™ Frameworks and Self-Assessment Tools	15
	4.1 Program Directors and Practitioners	17
	4.2 State and Local Policymakers	19
5	Conclusion	21

Appendix		Page
A	Methods	A-1
B	Conceptual Perspectives	B-1
C	*Strengthening Families*™ Framework	C-1
D	*Head Start Parent, Family and Community Engagement (PFCE)* Framework	D-1
References		23

Figures | Page

1 FPTRQ Conceptual Model 8

Table | Page

1 Common and unique features of family support/family-centered care, parent involvement/family involvement/family engagement, and family-sensitive caregiving perspectives..... 7

2 Definitions of FPTRQ Constructs and Subscales 10

3 Director Measure Environmental Checklist Definitions 12

4 Comparison of the *FPTRQ* Conceptual Model and Measures *with the Strengthening Families*™ Framework and Self-Assessments, and the *Head Start Parent, Family and Community Engagement* Framework and Self-Assessments 15

Introduction 1

1.1. Family Engagement in ECE Programs: Why Relationships Matter

Parents have the greatest influence on their children's development,[16] but 60 percent of young children under age five regularly spend time in early care and education (ECE) settings.[17] A small but growing body of research suggests that (a) strong relationships between families and their children's ECE providers or teachers are associated with both positive child and family outcomes,[b] and (b) partnerships between providers, teachers, family services staff (FSS), and families are an essential aspect of ECE quality.[18] This section reviews this evidence base, and presents some of the challenges that practitioners and policymakers face in measuring the quality of these partnerships.

Studies indicate family engagement and mutually respectful, reciprocal partnerships between program staff and families are associated with a variety of outcomes for families:

- families' support for children's learning,[19-21]
- positive feelings towards the child care arrangement,[22-25]
- family members' feelings of empowerment and capacity,[20,26,27] and
- improved family well-being,[3-5,28] positive parenting, home learning environment, and parent-child relationships.[2,3,20,26,29-31]

For children, these positive outcomes include:

- improved cognitive development and academic performance,[6,7]
- social-emotional development and attachment,[6,26,32-36] and
- physical health.[37]

In addition, there is some evidence that strong partnerships have effects on provider/teacher feelings of competency, self-efficacy, connectedness with families, and enhanced skills in communicating with families.[3,38,39]

While family engagement and family and provider/teacher partnerships have long been regarded as an important element of ECE programs,[40,41] they have received increasing attention from policymakers, program managers, and practitioners in the past several years. Many states include family partnerships or family engagement standards in their Quality Rating and Improvement

[b] A more detailed summary of the associations between elements of positive family-provider relationships and family, child, and provider outcomes is provided in the *Family- Provider Relationship Quality Literature Review*, available at http://www.acf.hhs.gov/programs/opre/resource/family-provider-relationship-quality-review-of-conceptual-and-empirical

Systems (QRIS), which rate programs on the quality of care they provide.[42] Race to the Top-Early Learning Challenge (RTT-ELC) grantees, too, have a focus on family engagement and family and provider/teacher partnerships in their efforts to improve systemic ECE quality.[8]

The importance of family engagement and strong partnerships with families is acknowledged in ECE professional organization standards as well: both the National Association for the Education of Young Children (NAEYC) and the National Association for Family Child Care (NAFCC) articulate expectations for providers' and teachers' relationships with families in their accreditation standards; Head Start includes family partnerships in its Performance Standards.[9] Many state professional development systems (PDS) articulate expectations for what ECE providers should know and do in their work with families.[43]

There is considerable consensus about how to define quality in family partnerships and family engagement in ECE. A recent brief found strong alignment across professional organization standards and ECE state PDS competencies with research-based elements of strong provider/teacher relationships with families.[9] The challenge is how to *measure* the quality of these partnerships. This issue is significant for program directors and practitioners who seek to assess their efforts to strengthen relationships with families as well as for policymakers who aim to improve system-wide quality through QRIS or RTT-ELC initiatives.

Many measures are available to assess different aspects of family and provider/teacher relationships, but none captures all of the elements that are associated with positive family and child outcomes[c]. In 2010, the Administration for Children and Families' Office of Head Start and the Office of Planning, Research and Evaluation, funded the *Family and Provider/Teacher Relationship Quality (FPTRQ)* project to develop new measures of the quality of relationships between families and providers/teachers in ECE programs to fill this gap. The four-year project has created five comprehensive measures that incorporate all of the research-based elements of facilitation of high quality provider/teacher relationships with families and can be used with ethnically/racially diverse populations across different types of ECE settings including center-based and family child care programs as well as Head Start and Early Head Start.[44] The five measures--the director measure, provider/teacher measure, parent measure, family services staff (FSS) measure, and the FSS parent measure--capture the multiple perspectives of these stakeholders and can be used with families at any income level.

In the past several years, many policymakers, program directors and practitioners have turned to two approaches--*Strengthening Families*™[10] and the *Head Start Parent, Family, and Community Engagement (PFCE)*frameworks[45]--and their related self-assessment tools to support their work with families and to assess their programs and providers and teachers in these efforts. Many states, for example, incorporate the *Strengthening Families*™ approach in their QRIS family engagement/family partnership standards, basing quality ratings on completing the *Strengthening Families*™ self-assessment or the *Strengthening Families*™ training.[46] Some states turn to the *PFCE* framework to adapt it for their own purposes. In addition, many programs--both Head Start and other ECE programs--aim to use the *PFCE* framework and related tools in their efforts to improve family engagement and partnerships with families.

---

[c] A detailed examination of measures of family-provider/teacher relationships is provided in the Family-Provider Relationship Quality Measures Review, available at: http://www.acf.hhs.gov/sites/default/files/opre/fprq_measures_review_final_updated_aug2014_0.pdf.

2 Purpose of the Brief

The *FPTRQ* measures provide new tools for assessing the quality of family engagement and family and provider/teacher partnerships. This brief is intended to help program directors, practitioners, and policymakers learn about the *FPTRQ* measures and how to use them to complement their use of *Strengthening Families*™ or the *Head Start PFCE* frameworks and their related self-assessment tools. Specifically, it addresses two issues:

- How can the *FPTRQ* measures be used in conjunction with *Strengthening Families*™ and the *Head Start PFCE* frameworks and their self-assessment tools to assess family and provider/teacher partnerships in continuous program improvement efforts and targeted professional development?
- How can the *FPTRQ* measures be used in conjunction with *Strengthening Families*™ and the *Head Start PFCE* frameworks and their self-assessments to develop or further develop indicators of family and provider/teacher relationships in system-wide efforts such as QRIS and RTT-ELC to improve quality across ECE settings?

To examine these questions, the authors conducted a systematic review of the *Strengthening Families*™ and *the Head Start PFCE* frameworks and self-assessment tools and examined their alignment with the *FPTRQ* conceptual model and measures. The brief begins with an introduction to the *FPTRQ* measures, including the conceptual model that informed their development, and a description of the measures and their psychometric properties. The next two sections focus on potential uses of the *FPTRQ* measures along with *Strengthening Families*™ and the *Head Start PFCE* frameworks and self-assessment tools in the context of program and professional development as well as system-wide measurement. The appendices include additional information about the authors' methods, the *FPTRQ* measures, and the S*trengthening Families*™ and *Head Start PFCE* frameworks.

This page is intentionally blank.

The FPTRQ Measures: New Measures for Assessing the Quality of Family and Provider/Teacher Relationships

3

The *FPTRQ* project grew, in part, out of a meeting of researchers and federal staff in June 2010 to identify the core elements of family engagement and family-sensitive caregiving and to move towards developing strategies to measure these concepts.[47] The *FPTRQ* project extended this work, expanding an initial review of the literature on family engagement and family partnerships to include a wide range of theoretical and empirical literature from a variety of fields[d] and reviewing extant measures of family and provider/teacher partnerships and family engagement to identify gaps as well as promising items.[e] The four-year process of developing the measures included the following activities:

- a comprehensive **review of the theoretical and empirical literature** on family and teacher relationships and family engagement from a variety of fields;
- development of the **conceptual model** that guided the development of the measures;
- **focus groups** with parents and teachers, providers, and Head Start and Early Head Start family services staff that confirmed and refined the conceptual model;
- **item development** that included a review of items from existing measures of family-provider/teacher relationships, adaptation of these items when appropriate, and the creation of separate measures for providers/teachers, parents, directors, family services staff and parents who work with family services staff;
- iterative rounds of **cognitive interviews** with directors, providers, teachers, Head Start/Early Head Start family services staff, and parents to determine if respondents understood the individual items and whether the items worked as intended;
- a **pilot study and field studies** conducted in cities across the country; and
- **psychometric analyses** that established the reliability of the measures.

3.1 Why the FPTRQ Measures?

The *FPTRQ* measures differ from many existing instruments in several ways. First, the measures are based on a conceptual model that integrates three broad perspectives on family and provider/teacher relationships, thus filling a gap in the conceptualization of this aspect of ECE quality. The *FPTRQ* conceptual model hypothesizes that family engagement is an intermediate outcome from these positive relationships. Second, the measures fill a gap in measurement of the quality of these relationships because they assess all of the elements of effective facilitation of relationships with families that research suggests are associated with positive family and child outcomes.[44] Third, the measures can be used in most ECE settings, including center-

[d]The Family-Provider Relationship Quality Literature Review (Forry, Bromer, Chrisler, Rothenberg, Simkin, & Daneri, 2012) is available at http://www.acf.hhs.gov/programs/opre/resource/family-provider-relationship-quality-review-of-conceptual-and-empirical

[e]The Family/Provider Relationship Quality: Review of Existing Measures of Family-Provider Relationships (Porter et al., 2012) is available at http://www.acf.hhs.gov/programs/opre/resource/family-provider-relationship-quality-review-of-existing-measures-of.

based and family child care programs, as well as Head Start and Early Head Start, and with economically and racially diverse populations.

3.2 The FPTRQ Conceptual Model

As an initial step, the *FPTRQ* project conducted an extensive review of the theoretical and empirical literature on family and provider/teacher relationships from a variety of fields, including early care and education, K-12, early intervention, social work, and health care settings.[44,48] Through the review, the *FPTRQ* project identified three clusters of perspectives for conceptualizing the ways in which providers/teachers work with and engage families in ECE programs. These perspectives are family support/family-centered care, parent involvement/ family involvement/family engagement, and family-sensitive caregiving (Appendix B: Figure 2: Conceptual Perspectives of Family-Provider Relationships). The family support/family-centered care perspectives view the family-provider/teacher relationship as a mechanism for change, while the parent involvement/family involvement/family engagement perspectives embrace the notion of equal and reciprocal partnerships between programs/schools and families and shared responsibility for children's learning and development. The family-sensitive caregiving perspective focuses on provider responsiveness and sensitivity toward the needs of working families with a focus on both *family* outcomes related to work and employment and *child* outcomes.

The *FPTRQ* conceptual model strives to integrate the common and unique features of each of these clusters of perspectives.

Table 1. Common and unique features of family support/family-centered care, parent involvement/family involvement/family engagement, and family-sensitive caregiving perspectives

Common Features of the Three Perspectives	Unique Features of Each Perspective
• Ecological perspective • Child outcomes • Family-related outcomes • Strengths-based family-provider partnerships	*Family support/family-centered care:* • Specific practices articulated for practitioners. • Focus on empowerment of families. • Focus on the family and provider/teacher relationship itself as a goal. *Parent involvement/family involvement/family engagement:* • Family and provider/teacher relationship is a means to an end for enhancing child outcomes. • Specific roles for parents and providers/teachers. • Focus is primarily on center-based early care and education or K-12 schools; does not address home-based settings. • Includes clearly articulated child outcomes related to children's learning and school success. • Focuses on extending work of providers/teachers with children to supporting how parents work with children. *Family-sensitive caregiving:* • Provider/teacher attitudes and knowledge-gathering as specific domains related to family needs and circumstances. • Specific focus on work-related support and employment outcomes for families. • Focus on provider/teacher outcomes.

Source: Forry et al., 2012.

The *FPTRQ* conceptual model assumes that relationships between families and providers/teachers are bi-directional, that is, that 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/teachers (Figure 1: *FPTRQ* Conceptual Model.) At the same time, providers and teachers may become more sensitive and responsive to the needs of families as parents become more involved and engaged in programs. Because the *FPTRQ* measures are intended to inform assessment of family and provider/teacher relationships in ECE programs, the model focuses on effective facilitation of these relationships.

Figure 1. ***FPTRQ* Conceptual Model**

Source: Kim et al, 2014.[44]

The *FPTRQ* conceptual model consists of four components: (1) factors that may influence the family and provider/teacher relationships, (2) elements and constructs of effective provider/teacher facilitation of family and provider/teacher relationships, (3) intermediate outcomes, and (4) effects (Figure 1: *FPTRQ* Conceptual Model). It proposes four constructs--Attitudes, Knowledge, Practices, and Environmental Features--that represent distinct, but overlapping, dimensions of professional practice. With the exception of Knowledge, each construct includes several elements, which can be regarded as strategies for creating and sustaining strong family and provider/teacher partnerships. (See Table 2 for definitions of the attitudes, knowledge, and practices elements.)

- **"Attitudes"** refers to provider/teacher beliefs and values that inform their work with families (Respect, Commitment, Openness to Change, and Understanding Context);
- **"Knowledge"** refers to specific information that providers and teachers have about individual families;
- **"Practices"** refers to provider/teacher interactions and engagement with families in the ECE setting (Communication, Responsiveness, Collaboration, Connecting to Services, and Family-focused Concern); and
- **"Environmental features"** reflects the tone, physical environment, organizational climate, and program-level resources/supports for providers/teachers (Welcoming, Communication Systems, Culturally-diverse Materials, Information about Resources, and Peer-to-Peer Parent Activities). Cultural Responsiveness is assumed to cut across all of these constructs. (See Table 3 for definitions of the environmental features.)

Table 2. Definitions of FPTRQ Constructs and Subscales

Construct	Subscale	Definition
Knowledge	**Family-specific Knowledge**	Includes knowledge and an understanding of families' cultures; the context in which they live; situations that affect them; and their abilities, needs, and goals
Practices	**Collaboration**	Collaborate with and engage families in the program through joint goal setting, decision-making, and following up on this decision-making process through the development of action plans
	Responsiveness	Engage in sensitive, flexible, and responsive support of families' identified needs and goals
	Connecting to Services	Advocating for and connecting families to peer and community supports/resources
	Communication	Promote positive, two-way communication that is responsive to families' preferences and providers/teachers' personal boundaries
	Family-focused Concern	Communication that demonstrates interest in the family as a unit
Attitudes	**Commitment**	Sensitivity to the needs of children, parents, and families; intrinsic motivation, or viewing work as "more than a job;" and being sincere, honest, encouraging, accessible, and consistent in interactions with parents and children
	Understanding Context	Having an appreciation for the broader context in which children's development and families' lives are situated and viewing the family as a unit, rather than focusing on an individual child.
	Openness to Change	Willingness to alter their normal practices in order to be sensitive to an individual child, parent, or family's needs, and a willingness to be flexible in varying their practices based on input received from a parent/family member
	Respect	Valuing the child and the family; being non-judgmental, courteous/welcoming, and non-discriminatory; being accepting of divergent opinions of parents (e.g., on managing children's behavior/how to socialize children); and being considerate and patient with parents when trying to elicit changes in their behavior

The model also includes elements of Cultural Responsiveness and Empowerment. These elements are assumed to be embedded in the four constructs and the related elements.

In addition to the constructs and related elements of effective facilitation of strong relationships with families, the model includes several other components. These include:

- Multiple and specific **long-term outcomes** or effects for children, families, and providers/teachers that empirical studies suggest are associated with specific elements of effective facilitation of relationships with families. Long-term outcomes for children include cognitive development, social-emotional development, and physical health. Long-term outcomes for families include emotional well-being and job stability, and long-term outcomes for providers/teachers include job tenure and satisfaction, which are critical to programs maintaining and sustaining quality practices. The *FPTRQ* model does not prioritize one type of outcome over another: rather, family outcomes are articulated as contributing to pathways towards positive child outcomes as well as long-term outcomes themselves.

- Possible **child, family, and provider/teacher intermediate outcomes** that may lead to long-term effects. For families, these intermediate outcomes include family engagement in, and positive feelings for, the ECE program, enhanced family empowerment and capacity, and continuity of care. Intermediate outcomes for providers and teachers include, among others, increased self-efficacy and broader and deeper knowledge and skills for promoting child and family development. In addition, the model hypothesizes high-quality ECE practices as intermediate outcomes in the context of strong provider/teacher relationships with families.
- **Potential characteristics or factors** that the literature suggests may influence effective provider/teacher facilitation of relationships with families. The factors include parent and family characteristics such as stressors and resources; community characteristics such as norms, dynamics, and social networks; and provider/teacher and program characteristics such as values and expectations as well as organizational features. Opportunities for professional development are also articulated as a factor.

3.3 What are the FPTRQ Measures?

There are five *FPTRQ* measures: the director measure, provider/teacher measure, parent measure, family services staff (FSS) measure and FSS parent measure. The measures were developed to be both comprehensive in addressing identified elements of positive family and provider/teacher relationships, and applicable across many ECE settings, including center-based and family child care programs and Head Start and Early Head Start. All of the measures, with the exception of the director measure, are available in English and Spanish.

The *FPTRQ* Measures

- 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 through an environment and policy checklist.
- The **provider/teacher** measure asks respondents general questions about how they work with all parents of children in their care.
- 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 **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 **FSS parent measure** asks parents questions about how they work with their family services staff in Head Start/Early Head Start programs.

The response scales used in the director measure differ from those used in the other measures. Most of the items in the director measure consist of a "yes/no" response scale. The provider/teacher, parent and FSS measures consist of a 4-point scale with a variety of response codes (never to very often, none to all, strongly disagree to strongly agree, very uncomfortable to very comfortable, not at all like my provider to exactly like my provider). Each measure takes an average of 10 minutes to complete. The five measures as well as the *Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual* and an Excel

spreadsheet for calculating scores are available online at: http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq.[44]

Subscales. The *FPTRQ* provider/teacher and parent measures group the elements from the *FPTRQ* conceptual model into three broad constructs (Attitudes, Knowledge, and Practices) and nine subscales within those constructs (Table 2). The two measures have six subscales in common: (1) Family-Specific Knowledge, (2) Respect, (3) Commitment, (4) Communication, (5) Responsiveness, and (6) Collaboration. The provider/teacher measure includes an additional subscale for Openness to Change, while the parent measure includes additional subscales for Understanding Context and for Family-focused Concern.

The 10 subscales in the FSS measure and the FSS parent measures also group the elements into the three broad constructs of Attitudes, Knowledge, and Practices. The additional subscale is Connecting to Services in the FSS measure, which is not included in any of the other measures. Like the provider/teacher and parent measures, the FSS and FSS parent measures have six subscales in common: (1) Family-Specific Knowledge, (2) Respect, (3) Commitment, (4) Communication, (5) Responsiveness, and (6) Collaboration. The FSS measure also includes the subscale for Openness to Change, and the FSS parent measure includes the Understanding Context subscale.

The director measure does not include subscales. Rather, it groups the five elements (Welcoming, Communication Systems, Culturally-diverse Materials, Information about Resources, and Peer-to-Peer Parent Activities) of Environmental Features into an environmental checklist (Table 3).

Table 3. Director Measure Environmental Checklist Definitions

Environmental Features	
Welcoming	Program permits parents to visit the classroom at any time they wish; program welcomes and invites parents to participate in all aspects of the program, including program decision-making; creating an inviting and welcoming environment.
Communication Systems	Multiple methods and strategies are in place for families and providers/teachers to communicate.
Culturally-diverse Materials	The program has materials that reflect the diversity of American families (including but not limited to: gender, employment/occupation, disability status, culture, language, income, age, race/ethnicity, etc) in common areas as well as the setting used for children.
Information about Resources	Provider/teacher makes available and accessible information about the program and community services that may be helpful for families.
Peer-to-Peer Parent Activities	The program or provider/teacher offers informal as well as formal opportunities for families to get to know one another, share information, and strengthen their connection to the program.

Source: Kim et al., 2014[44]

3.4 Psychometrics

The *FPTRQ* project established psychometric properties of the measures through pilot and field studies with a wide variety of ECE programs across the country.[f] The director, provider/teacher, and parent measures were fielded in a total of 253 ECE programs, including center-based and family child care programs as well as Head Start and Early Head Start programs, in six cities. The FSS and FSS parent measures were piloted by 62 FSS and 102 parents.[g] The samples in both the pilot and field studies were diverse, with varying characteristics for providers/teachers, FSS, parents, and programs.

Data from the pilot and field studies indicate that the subscales for the provider/teacher, FSS, and both parent measures have good to excellent internal reliability overall.[44,49] The measures also have good to excellent internal reliability by program type and by type of respondent. These data mean that each of the measures' subscales consistently measures a single construct, and that the measures can be used with confidence.[h] Despite their strong psychometric characteristics, the *FPTRQ* measures have some limitations: they were not tested with nationally representative samples, they were not compared to other existing family and provider/teacher relationship measures, and their relation to family/child and provider/teacher outcomes was not tested.

---

[f]The process for establishing the reliability of the director, provider/teacher, and parent measures consisted of two stages: a pilot study and a field study. The pilot study examined whether there was sufficient variation in the responses to support reliability testing, and whether the responses clustered in ways that confirmed the conceptual model. The field study was used to examine internal reliability of the measures. Please see the Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual at for more detail.

[g]Focus groups and cognitive interviews conducted early in the project suggested that the items in the provider/teacher measure did not adequately capture the role of FSS, which has a stronger focus on parents and families than on children. As a result, the project developed the FSS and the FSS parent measures to be able to examine the quality of this relationship exclusively. Cognitive interviews were conducted with FSS and parents, and the measures were subsequently tested in a pilot study. Please see the Family Services Staff and Family Services Staff Parent Measures: Amendment to the FPTRQ User's Manual for more detail.

[h]Cronbach's alphas were computed to determine internal consistency reliability of each subscale and construct. Cronbach's alphas increase as the inter-correlations among measure items increase, indicating the degree to which a set of items measures a single construct.

This page is intentionally blank.

Using the Measures in Conjunction with the Head Start Parent, Family, and Community Engagement and the Strengthening Families™ Frameworks and Self-Assessment Tools

4

The *Head Start Parent, Family and Community Engagement (PFCE)* framework and the *Strengthening Families*™ framework represent two approaches for improving family engagement in ECE programs. (See Appendices C and D for descriptions of these approaches.) Both draw from the family support perspective, focusing on family capacity and family empowerment as pathways for improving child outcomes. Each views relationships with families and family interaction with their ECE programs as a primary strategy for achieving these outcomes.

Like the *FPTRQ* conceptual model, both *PFCE* and *Strengthening Families*™ articulate positive child development as a long-term outcome (Table 4). Each identifies outcomes for families, such as family well-being and positive parent-child relationships that parallel the hypothesized *FPTRQ* outcomes. The *PFCE* and *Strengthening Families*™ frameworks also articulate core components for enhancing family engagement (e.g., provider/teacher practices and environmental features) that align with the *FPTRQ* constructs of effective facilitation of relationships with families.

Table 4. Comparison of the *FPTRQ* Conceptual Model and Measures *with the Strengthening Families*™ Framework and Self-Assessments, and the *Head Start Parent, Family and Community Engagement* Framework and Self-Assessments

	Strengthening Families™ Framework and Self-Assessments	**Head Start Parent, Family and Community Engagement Framework and Self-Assessments**	**FPTRQ Conceptual Model and Measures**
Purpose	--Guide program planning and professional development around family engagement and family and provider/teacher partnerships --Support technical assistance for programs	--Guide two-generation Head Start and Early Head Start programs around developing family and community engagement strategies --Help programs develop a "systemic, integrated, and comprehensive" approach (p. 2)[45] for improving family engagement and program partnerships with families that is incorporated in program priorities, activities at all program levels, and staff responsiveness to individual families and children.	--Inform the development of *FPTRQ* measures of the quality of family and provider/teacher relationships in ECE settings for children ages birth through five -- Integrate multiple perspectives of family and provider/teacher relationships from a variety of fields --Fill a gap in measures of quality relationships by including all of the elements that research indicates are associated with effective provider/teacher facilitation of positive relationships with families --For use in most ECE settings, including center-based and family child care programs, Head Start and Early Head Start

Long-term outcomes	--Strengthened families --Optimal child development --Reduced abuse and neglect	--Children are ready for school and sustain development and learning gains through 3rd grade	--Positive outcomes for children -- (e.g., cognitive, social-emotional) --Positive outcomes for families (e.g., family well-being, facilitation of work-family balance) --Positive outcomes for providers/teachers (e.g., job longevity and reduced turnover)
Intermediate Outcomes	Protective factors --Parental resilience --Social connections --Knowledge of parenting and child development --Concrete support in times of need, --Social and emotional competence of children	--Family wellbeing --Positive parent-child relationships --Families as life-long educators --Families as learners --Effective family transitions --Family connections to peers and communities --Families as leaders and advocates	--Other high quality practices in ECE (e.g., sensitivity to the child) --Provider/teacher (e.g., broader and deeper repertoire of knowledge and skills for promoting child and family development, self-efficacy) --Child and Family (e.g., family engagement in the program, family empowerment and enhanced capacity, continuity of care)
Core Components	--Build parent partnerships --Deepen knowledge and understanding of protective factors --Shift practice, policy and systems --Ensure accountability	Program Impacts: --program environment --family partnerships --teaching and learning -community partnerships Program Foundations: --program leadership --continuous improvement --professional development.	Constructs and elements of effective facilitation of family and provider/teacher relationships: --Attitudes --Knowledge --Practices --Environmental Features
Measures	--Two self-assessments for ECE settings (center-based including Head Start and Early Head Start, and family child care --Completed by a joint team of program staff and families --90 minutes to complete --Items categorized as protective factors --5-point response scale (strongly agree to not applicable) and four tiers (baselines to comprehensive) --Intended for program planning, continuous improvement, and for use in QRIS --Not formally tested for psychometric properties	--Four self-assessments for Head Start and Early Head Start, which can be used in other settings -- Completed by a joint team of program staff and families --90 minutes to complete --Items categorized by program impacts and program foundations --Multiple response scales depending on the tool --Intended for program planning and continuous improvement --Not formally tested for psychometric properties	--5 individual measures (director measure, provider/teacher measure, parent measure, family services staff(FSS) measure, and FSS parent measure) --10 to 15 minutes to complete each measure --Available in Spanish (with the exception of the director measure) --Constructs and subscales for attitudes, knowledge and practices, and an environmental checklist --Multiple 4-point response scales for attitudes, knowledge and practices; yes/no scale for environmental checklist --Intended for program assessment or monitoring, to inform development of QRIS indicators and professional development coursework or training, and research --Psychometric properties established through field studies

Sources: Center for the Study of Social Policy, 2014,[10] Office of Head Start National Center on Parent, Family and Community Engagement, 2011.[11] Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual 2014.[44]

Strengthening Families™ and *PFCE* have each developed self-assessments for directors, providers, teachers, and programs to use for professional development and program purposes. The *Strengthening Families*™ self-assessments for ECE centers and family child care programs, intended to be completed by a team of staff and families, consists of approximately 84 questions, categorized by the intermediate outcomes, which are articulated as protective factors in the framework.[10] Both self-assessments use a 5-point response scale (strongly agree to not applicable), and four different tiers of implementation ranging from baseline (items that any ECE program should be able to implement) to comprehensive (those intended programs that offer comprehensive services).

The Head Start National Center for Parent, Family and Community Engagement has created four self-assessment tools for staff and families to use together in the context of the *PFCE* framework (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family). The first tool, *Bringing a Parent, Family and Community Engagement Framework to Your Program*, is intended to help programs become more familiar with the framework and to stimulate their thinking about possible improvements in the core components of program impacts and program leadership.[11] It provides examples of activities which serve as indicators of existing practices ("from") and possible extensions of these practices ("to"). The second tool, *Markers of Progress*, presents indicators for change in the context of the PFCE framework elements and the Head Start Performance Standards. Indicators are characterized from a basic implementation of the standards to progressing and innovating practices.[13]

The third *PFCE* self-assessment, *Integrating Strategies for Program Progress,* consists of two parts organized by the PFCE framework outcomes. One uses "yes/no" responses to indicate whether a specific strategy, related to each family outcome, is being implemented, and categories indicating whether the strategy is effective or needs to be improved.[14] The second part uses exercises to help programs assess their efforts in terms of the goals of creating a systemic, integrated, comprehensive approach to family engagement.[15]

This section focuses on how two primary groups of stakeholders--program directors and practitioners, and state and local policymakers--can use the *FPTRQ* measures in conjunction with the *Head Start PFCE* and the *Strengthening Families*™ frameworks and self-assessment tools to improve families' engagement in their ECE programs. First, we discuss the ways in which the *FPTRQ* measures can be used alongside *PFCE* and *Strengthening Families*™ self-assessment tools to enhance program efforts to improve family engagement. Second, we discuss how state and local policymakers can use the *FPTRQ* measures with the *PFCE* and *Strengthening Families*™ self-assessment tools to strengthen assessment of the quality of family partnerships in QRIS and RTT-ELC efforts.

4.1 Program Directors and Practitioners

The *FPTRQ* measures are useful tools for programs and practitioners who seek to assess and improve their work with families. Program directors and practitioners can use the measures with the *PFCE* and *Strengthening Families*™ self-assessments to measure family engagement and relationships with families in the context of continuous program improvement and staff professional development. The *FPTRQ* measures can supplement the *PFCE* and *Strengthening Families*™ self-assessments, because the *FPTRQ* measures identify specific aspects of provider or teacher facilitation of relationships with families--attitudes, knowledge, and practices--that are often commingled in the

other two assessments. In the *FPTRQ* measures, for example, more specific information about individual families (e.g., families' culture, home environments, household schedules) that staff need to create and sustain positive relationships with families are included in a single subscale. Similarly, the *FPTRQ* construct and subscales can help program directors and practitioners identify other more specific areas of relationship quality such as Collaboration or Responsiveness which may be strengths or may need to be addressed.

The individual *FPTRQ* measures for providers/teachers, FSS, parents, and directors can also provide an understanding of the fit between perspectives that may not be captured in the *PFCE* or *Strengthening Families*™ self-assessments in a valid and reliable way. In addition, the *FPTRQ* scoring, which shows mean subscale scores and quartiles, allows programs to compare their results with the *FPTRQ* field study data (Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual).[44] Because the *PFCE* or *Strengthening Families*™ self-assessments were primarily intended for program planning and continuous improvement efforts, they lack these psychometric properties and the self-assessment results cannot be compared to those of other programs.

Responses on the *FPTRQ* measures can point to aspects of the relationship where there is some similarity between staff's and parents' perspectives. This similarity could be viewed as a strength or a weakness in their relationships. Again, using the Family-Specific Knowledge subscale as an example, responses in the high range from providers/teachers, FSS, and parents could suggest that staff have a great deal of information from individual families, an indication that staff recognize the importance of learning about families' lives and that families feel comfortable sharing this information. Conversely, responses from providers/teachers, FSS, and parents could also suggest areas that warrant attention. For example, consistent responses of "never" or "rarely" on the Collaboration subscale from providers/teachers, FSS, and parents, which would be in the lowest quartile, would indicate that there is a need to help staff enhance their capacity to engage in joint goal-setting and decision-making with parents.

The *FPTRQ* measures can also point to discontinuity between provider/teacher, FSS, and parent perspectives, something that is not possible with the *PFCE* or *Strengthening Families*™ self-assessments. For example, responses in the high range on the Communication subscale by providers/teachers or FSS and those in the low range of the subscale by parents may suggest a disconnect; that is, provider/teacher, FSS, and parent perceptions differ about the extent of positive two-way communication between them. These responses could be used to examine this aspect of provider/teacher practices. Similarly, a disconnect between staff responses and parent responses on the Responsiveness subscale--responses in the high range for providers/teachers and FSS and those in the low range for parents--may indicate that programs might want to assess their staff's sensitivity to families.

In addition, the *FPTRQ* measures can be used to assess the degree to which program policies and procedures support program practices, because the measures distinguish between specific environmental features and specific program practices. The *PFCE* or *Strengthening Families*™ self-assessments include items that relate to environmental features and practices in multiple categories (e.g., *PFCE* program environment, family partnerships and program leadership and *Strengthening Families*™ parental resilience, social connections, and knowledge of parenting and child

development), which may make it challenging to assess the relationship between policies that are intended to foster positive family and provider/teacher partnerships and specific elements of practice. For example, a "yes" response on the director environmental checklist items related to Communication Systems and responses in the low range on Communication subscales by providers/teachers, FSS, and parents may indicate that programs would want to examine this aspect of their practice. Similarly, discontinuity between director responses on items related to information about resources and FSS responses on the Connecting to Resources subscale--e.g., many "yes" responses on the director measure about types of information and consistent responses of "none" on FSS items related to the number of families to whom they have provided information about various services--may suggest that FSS need additional support in learning about available services. To further understand this particular FSS response, programs could also look at the responses on the FSS Connecting to Services subscale in combination with the related director items to provide a picture of the extent to which FSS are helping to link families to these services.

The *FPTRQ* measures can also be useful for identifying the extent to which providers/teachers and FSS are open to change--willing and ready to learn new ideas and change practice, an important condition for professional development,.[50] and an aspect of relationship quality that is not explicit in the *PFCE* and *Strengthening Families*™ self-assessments. The *FPTRQ* Openness to Change subscale, which measures these attitudes, can be used to enhance the *PFCE* and *Strengthening Families*™ self-assessment items related to staff training. In addition, the *FPTRQ* measures can serve as the basis for targeted professional development activities to address areas that the measures reveal could use attention. Responses in the lower quartile of provider/teacher and FSS practices subscales such as Communication, for example, may point to the need for additional support on enhancing staff listening and question-asking skills.

4.2 State and Local Policymakers

State policymakers and local administrators can use the *FPTRQ* measures to strengthen existing QRIS family partnership standards and indicators, which some studies suggest lack specificity[9] or variation.[51] The construct scales for Attitudes, Knowledge, Practices, and their related subscales, can provide understanding of relationship quality that extends beyond indicators such as bulletin boards, parent surveys, information about resources, and activities for families that QRIS often include.[42] The *FPTRQ* measures could also be used to supplement and extend items from the *Strengthening Families*™ Self-Assessment, which many states have adopted as QRIS family partnership or family engagement indicators, because the *FPTRQ* subscales scores can be adapted for rating programs and providers on specific aspects of their relationships with families. The parent, provider/teacher, and FSS measures' Collaboration subscale, for example, could be used to extend other commonly used QRIS indicators such as parent-teacher conferences or related *Strengthening Families*™ Self-Assessment items to assess the degree to which providers and FSS engage in joint-goal setting or the degree to which providers and teachers work together with parents to support children's learning at home. Items from the director measure about information about services provided to families, as well as the FSS measure Communication subscale, which includes items about the number of families to whom the FSS has provided information about specific services, could be used as indicators to assess the kinds of information programs make available to families.

Policymakers and local administrators could consider incorporating several subscales to capture aspects of quality that are not currently included in QRIS indicators[9,52] or directly articulated in the *Strengthening Families*™ and the *PFCE* self-assessment tools. Because neither the *Strengthening Families*™ nor the *PFCE* self-assessment tools explicitly addresses provider/teacher or FSS responsiveness to families work-family balance issues or openness to change, policymakers and local administrators can use the *FPTRQ* measures, in conjunction with those tools, to strengthen family engagement efforts.

The *FPTRQ* model assumes that family engagement is an intermediate outcome of strong provider/teacher relationships with families. Depending upon the particular RTT-ELC project, the provider/teacher and FSS measures, as well as both parent measures, could be used to strengthen state efforts. For example, if the focus of the project is to enhance family engagement by training providers, teachers, and FSS staff, policymakers could use the full provider/teacher and FSS measures to assess the effectiveness of this effort over time. Projects that aim to enhance parents' support for children's school readiness by improving the connection between home and school and improving parenting skills could use the provider/teacher, FSS, and parent measures' Collaboration and Communication subscales--and the director measure environmental checklist, which captures these aspects of family engagement.

The *FPTRQ* measures could be used as the basis for moving towards stronger alignment between family partnership competencies articulated in state PDS and QRIS family partnership indicators. Some research suggests that there are gaps in this alignment with several of the *FPTRQ* elements, such as Openness to Change in the Attitudes construct and Responsiveness to families' work-family balance in the Practices construct.[9] Policymakers could create a crosswalk between items in the *FPTRQ* construct scales and subscales and existing PDS competencies for family partnerships to identify gaps in alignment. The next step would be to fill these gaps by revising the competencies to incorporate the missing elements. Then, policymakers could use the *FPTRQ* measures as the basis for QRIS indicators that rate programs on what they are expected to know and do to support relationships with families and family engagement. Porter and Bromer[9] present an example of how such a crosswalk could be created and used to address this issue in their brief on alignment of professional standards, PDS competencies, and QRIS indicators with the *FPTRQ* conceptual model.

Conclusion 5

The *FPTRQ* measures, the *Strengthening Families™ Self-Assessment,* and the *PFCE Markers of Progress* represent useful approaches for assessing family engagement and the quality of family and provider/teacher relationships in ECE programs. Consistent with their individual frameworks, each reflects a slightly different approach to measuring quality. The *FPTRQ* measures focus on individual relationships between providers/teachers and families in the context of the program, and assess specific elements of provider/teacher facilitation of relationships with families and parents' perceptions of provider/teacher practices. The *Strengthening Families™ Self-Assessment* focuses on staff and program relationships with families more broadly and views these relationships through the lens of optimal child development and reducing child abuse and neglect, often couching items in this context--e.g., communication with families who are stressed or frustrated, connecting families to services in times of crisis, or helping families to navigate the child welfare system. The *PFCE* framework places relationships with families in the context of Head Start and Early Head Start programs and emphasizes family empowerment across program areas as well as program leadership and continuous improvement through use of data collected from families and staff.

The thorough testing of the *FPTRQ* measures with diverse ECE programs, staff and families demonstrates the reliability of the measures. Together, the subscales in the measures capture all of the elements that are associated with positive facilitation of strong relationships with families and family engagement. The *FPTRQ* measures' strong psychometric properties, item specificity, and perspectives that can be obtained from all of the stakeholders can complement the *Strengthening Families™* and *Head Start PFCE* self-assessments in efforts to assess family and provider/teacher partnerships in the context of continuous program improvement, targeted professional development, and systemic measurement of ECE quality.

This page is intentionally blank.

References

[1] Green, B. L., McAllister, C. L., & Tarte, J. M. (2004). The Strengths-Based Practices Inventory: A Tool for Measuring Strengths-Based Service Delivery in Early Childhood and Family Support Programs. *Families in Society: The Journal of Contemporary Social Services Families in Society: The Journal of Contemporary Social Services, 85*(3), 326-334.

[2] Reid, M. J., Webster-Stratton, C., & Hammond, M. (2007). Enhancing a classroom social competence and problem-solving curriculum by offering parent training to families of moderate-to high-risk elementary school children. *Journal of Clinical Child and Adolescent Psychology, 36*(4), 605-620.

[3] Trivette, C. M., Dunst, C. J., & Hamby, D. W. (2010). Influences of family-systems intervention practices on parent-child interactions and child development. *Topics in Early Childhood Special Education, 30*(1), 3-19.

[4] Dunst, C., & Trivette, C. M. (2009). Meta-analytic structural equation modeling of the influences of family-centered care on parent and child psychological health. *International Journal of Pediatrics*.

[5] Guterman, N. B., & Hahm, H. C. (2001). Empowering parents in home visitation. In N. B. Guterman (Ed.), *Stopping child maltreatment before it starts: emerging horizons in early home visitation services* (pp. 162-186). Thousand Oaks, CA: Sage Publication.

[6] Mendez, J. (2010). How can parents get involved in preschool? Barriers and engagement in education by ethnic minority parents of children attending Head Start *Cultural Diversity and Ethnic Minority Psychology, 16*, 26-36.

[7] Rimm-Kaufman, S. E., Pianta, R. C., Cox, M. J., & Bradley, R. H. (2003). Teacher-rated family involvement and children's social and academic outcomes in kindergarten. *Early Education & Development, 14*(2), 179-198.

[8] Center for the Study of Social Policy. ((n.d.)a.). *Using Strengthening Families to achieve Race-to-The-Top–Early Learning Challenge grant goals*. from http://www.cssp.org/reform/strengtheningfamilies/2014/RTT-ELC-and-SF.pdf

[9] Porter, T., & Bromer, J. (2013). *Family-provider partnerships: Examining alignment of early care and education professional and performance standards, state competencies, and Quality Rating and Improvement Systems indicators in the context of research. Issue Brief OPRE 2013-35.* . Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

[10] Center for the Study of Social Policy. (2014). *Strengthening Families™ Self-Assessment Tool for Center-Based Early Care and Education Programs* from HTTP://WWW.CSSP.ORG/REFORM/STRENGTHENINGFAMILIES/2014/CENTER-BASED-EARLY-CARE-AND-EDUCATION-PROGRAM-SELF-ASSESSMENT.PDF

[11] The National Center on Parent Family and Community Engagement. (2011). *The Head Start parent, family, and community engagement framework promoting family engagement and school readiness, from prenatal to age 8* (No. Contract no. GS-10F-0311K). Arlington, VA: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.

[12] Center for the Study of Social Policy. (2007). *Strengthening families: A guidebook for early childhood programs.* . Revised second edition. ed. Washington, DC. from http://www.cssp.org/publications/neighborhood-investment/strengthening-families/top-five/strengthening-families-a-guidebook-for-earlly-childhood-programs.pdf

[13] The National Center on Parent Family and Community Engagement. (2012). *Using the Head Start Parent, Family, and Community Engagement Framework in Your Program: Markers of Progress* U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Parent, Family, and Community Engagement.

[14] The National Center on Parent Family and Community Engagement. (2013a). *Putting the Head Start Parent, Family, and Community Engagement Framework to Work in Your Program: Integrating Strategies for Program Progress*

(ISPP): U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Parent, Family, and Community Engagement.

[15] The National Center on Parent Family and Community Engagement. (2013b). *Putting the Head Start Parent, Family, and Community Engagement Framework to Work in Your Program: Integrating Strategies for Program Progress (ISPP) Part II*: U.S. Department of Health and Human Services, Administration for Children and Families, and Office of Head Start by the National Center on Parent, Family, and Community Engagement. from https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/integrating-strategies-for-program-progress-ispp-part02.pdf

[16] NICHD Early Child Care Research Network. (2006). Child-care effect sizes for the NICHD study of early child care and youth development. *American Psychologist, 61* (2), 99-116.

[17] Laughlin, L. (2013). *Who's Minding the Kids? Child Care Arrangements: Spring 2011*. Washington, DC: Census Bureau. from www.census.gov/prod/2013pubs/p70-135.pdf

[18] Bromer, J., Paulsell, D., Porter, T., Henly, J., Ramsburg, D., & with Families and Quality Workgroup members. (2011). Family-sensitive caregiving: A Key component of quality in early care and education arrangements. In M. Zaslow, K. Tout, T. Halle, & I. Martinez-Beck (Eds.), *Quality measurement in early childhood settings* (pp. 161-190). Baltimore, MD: Paul H. Brookes.

[19] Brooks, S. J., Summers, J. A., Thornburg, K. R., Ispa, J. M., & Lane, V. J. (2004). Building successful home visitor-mother relationships and reaching program goals in two Early Head Start programs: A qualitative look at contributing factors. *Early Childhood Research Quarterly, 21*, 25-45.

[20] Green, B. L., McAllister, C. I., & Tarte, J. M. (2004). The strengths-based practices inventory: A tool for measuring strengths-based service delivery in early childhood and family support programs. *Families in Society, 85*(3), 327–334.

[21] Reid, M. J., Webster-Stratton, C., & Hammond, M. (2007). Enhancing a classroom social competence and problem-solving curriculum by offering parent training to families of moderate- to high-risk elementary school children *Journal of Clinical Child and Adolescent Psychology, 36*(4), 605-620.

[22] Adams, K. S., & Christenson, S. L. (2000). Trust and the family-school relationship examination of parent-teacher differences in elementary and secondary grades. *Journal of School Psychology, 38*, 477-497.

[23] Dempsey, I., & Keen, D. (2008). A review of processes and outcomes in family-centered services for children with a disability. *Topics in Early Childhood Special Education, 28*(1), 42-52.

[24] Mensing, J. F., French, D., Fuller, B., & Kagan, S. L. (2000). Child care selection under welfare reform: How mothers balance work requirements and parenting. *Early Education & Development, 11*(5), 573–595.

[25] King, G., King, S., Rosenbaum, P., & Goffin, R. (1999). Family centered caregiving and well-being of parents of children with disabilities: Linking process with outcome. *Journal of Pediatric Psychology, 24*(41–53).

[26] Dunst, C. J., & Dempsey, I. (2007). Family-professional partnerships and parenting competence, confidence, and enjoyment. *International Journal of Disability, Development and Education, 54*(3), 305-318.

[27] Dunst, C. J., Trivette, C. M., & Hamby, D. W. (1996). Measuring the helpgiving practices of human services program practitioners. *Human Relations, 49*, 815-835.

[28] Chazan-Cohen, R., Ayoub, C., Pan, B. A., Roggman, L., Raikes, H., McKelvey, L., et al. (2007). It takes time: Impacts of Early Head Start that lead to reductions in maternal depression two years later. *Infant Mental Health Journal, 28*(2), 151-170.

[29] McCart, A., Wolf, N., Sweeney, H. M., & Choi, J. (2009). The application of a family-based multi-tiered system of support. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 12*(2), 122-132. .

[30] Raikes, H., Green, B. L., Atwater, J., Kisker, E., Constantine, J., & Chazan-Cohen, R. (2006). Involvement in Early Head Start home visiting services: Demographic predictors and relations to child and parent outcomes. *Early Childhood Research Quarterly, 21*, 2-24.

[31] Reynolds, A. J., & Robertson, D. L. (2003). School-based early intervention and later child maltreatment in the Chicago longitudinal study. *Child Development, 74*(1), 3-26.

[32] Graves, K. N., & Shelton, T. L. (2007). Family empowerment as a mediator between family-centered systems of care and changes in child functioning: Identifying an important mechanism of change. *Journal of Child and Family Studies, 16*, 556-566.

[33] Lee, M. Y., Greene, G. J., Hsu, K. S., Solovey, A., Grove, D., Fraser, J. S., et al. (2009). Utilizing family strengths and resilience: Integrative Family and Systems Treatment (I-FAST) with children and adolescents with severe emotional and behavioral problems. *Family Process, 48*(3), 395-416.

[34] Powell, D. R., Son, S.-H., File, N., & San Juan, R. R. (2010). Parent-school relationships and children's academic and social outcomes in public school pre-kindergarten. *Journal of School Psychology, 48*(4), 269-292.

[35] Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready Intervention on preschool children's social-emotional competencies. *Early Education and Development, 21*(1), 125-156.

[36] Roggman, L. A., Boyce, L. K., & Cook, G. A. (2009). Keeping kids on track: Impacts of a parenting-focused Early Head Start program on attachment security and cognitive development. *Early Education and Development, 20*(6), 920-941.

[37] Palfrey, J. S., Hauser-Cram, P., Bronson, M. B., Warfield, M. E., Sirin, S., & Chan, E. (2005). The Brookline Early Education Project: A 25-year follow-up study of a family-centered early health and development intervention. *Pediatrics, 116*(1), 144-152.

[38] Brown, J. R., Knoche, L. L., Edwards, C. P., & Sheridan, S. (2009). Professional development to support parent engagement: A case study of early childhood practitioners. *Early Education and Development, 20*(3), 482-506.

[39] Kaczmarek, L. A., Goldstein, H., Florey, J. D., Carter, A., & Cannon, S. . (2004). Supporting families: A preschool model. *Topics in Early Childhood Special Education, 24*(4), 213-226.

[40] Halgunseth, L. C., Peterson, A., Stark, D. R., & Moodie, S. (2009). *Family engagement, diverse families, and early childhood education programs: An integrated review of the literature.* . Washington, DC.: NAEYC.

[41] Weiss, H. B., Bouffard, S. M., Bridgall, B. L., & Gordon, E. W. (2009). Reframing family involvement in education: Supporting families to support educational equity. *Equity Matters, Research Review 5*.

[42] Tout, K., Starr, R., Soli, M., Moodie, S., Kirby, G., & Boller, K. (2010). *Compendium on quality rating systems and evaluations*. Washington, DC: Child Trends.

[43] Yung, Y., Tsao, C., & Vu, J. (2011). What do state quality rating systems say about early childhood competencies and professional development? In C. H. R.Pianta (Ed.), *Foundations for teaching excellence: Connecting early childhood quality rating, professional development, and competency systems in states.* . Baltimore, MD: Paul H. Brookes.

[44] Kim, K., Porter, T., Atkinson, V., Guzman, L., Rui, N., Ramos, M., et al. (2014). *Family and Provider/Teacher Relationship Quality: User's Manual. OPRE Report 2014-65*. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

[45] Office of Head Start: The National Center on Parent Family and Community Engagement. (2011). *The Head Start parent, family, and community engagement framework: Promoting family engagement and school readiness from prenatal to age 8*, from http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf.

[46] Center for the Study of Social Policy. (n.d.). *State approaches to integrating Strengthening Families into Quality Rating and Improvement Systrems*. Washington, D.C., from http://www.dhhs.nh.gov/dcyf/cdb/documents/sf-article.pdf.

[47] Family Engagement and Family-Sensitive Caregiving: Identifying Common Core Elements and Issues Related to Measurement, Issue Brief OPRE 2011-26b.

[48] Forry, N., Bromer, J., Chrisler, A., Rothenberg, L., Simkin, S., & Daneri, P. (2012). *Quality of family-provider relationships: Review of conceptual and empirical literature of family-provider relationships*. Washington, DC: Prepared for the Office of Planning Research and Evaluation and the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.

[49] Kim, K., Atkinson, V., Ramos, M., Weilin, L., Guzman, L., Madill, R., et al. (2014). *Family and Provider/Teacher Relationship Quality Measures Short Forms: Amendment to the User's Manual* Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

[50] Peterson, S. M., & Valk, C. (2010). Professionalizing the early childhood workforce: Challenges and strategies. . In S. B. Neuman, & M. L. Kamil (Eds.), *Preparing teachers for the early childhood classroom: Proven models and key principles*. Baltimore, MD: Brookes.

[51] Zellman, G. L., & Fiene, R. (2012). *Validation of Quality Rating and Improvement Systems for Early Care and Education and School-Age Care*. Washington, D.C.

[52] Porter, T., Bromer, J., & Moodie, S. (2011). *Quality Rating and Improvement Systems (QRIS) and Family-Sensitive Caregiving in Early Care and Education Arrangements: Promising Directions and Challenges, Research-to-Policy, Research-to-Practice Brief OPRE 2011-11d.* . Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

[53] Center for the Study of Social Policy. (2009). *Strengthening families program self-assessment*, from http://www.cssp.org/publications/neighborhood-investment/strengthening-families/top-five/strengthening-families-self-assessment.pdf.

[54] National Center on Parent Family and Community Engagement. (2012). *Using the Head Start parent, family, and community engagement framework in your program: Markers of progress*, from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/ncpfce-markers-of-progress.pdf.

[55] Center for the Study of Social Policy. (2007). *Strengthening families: a guidebook for early childhood programs. Revised second edition.* Washington, D.C., from http://www.cssp.org/reform/strengthening-families/resources/body/SF_Guidebook_2nd_Ed.pdf.

[56] Center for Study of Social Policy. (2014). *Introduction to Strengthening Families: A Protective Factors Framework (presentation)*, from http://www.cssp.org/reform/strengtheningfamilies/2014/StrengtheningFamilies101.pptx.

Appendix A: Methods

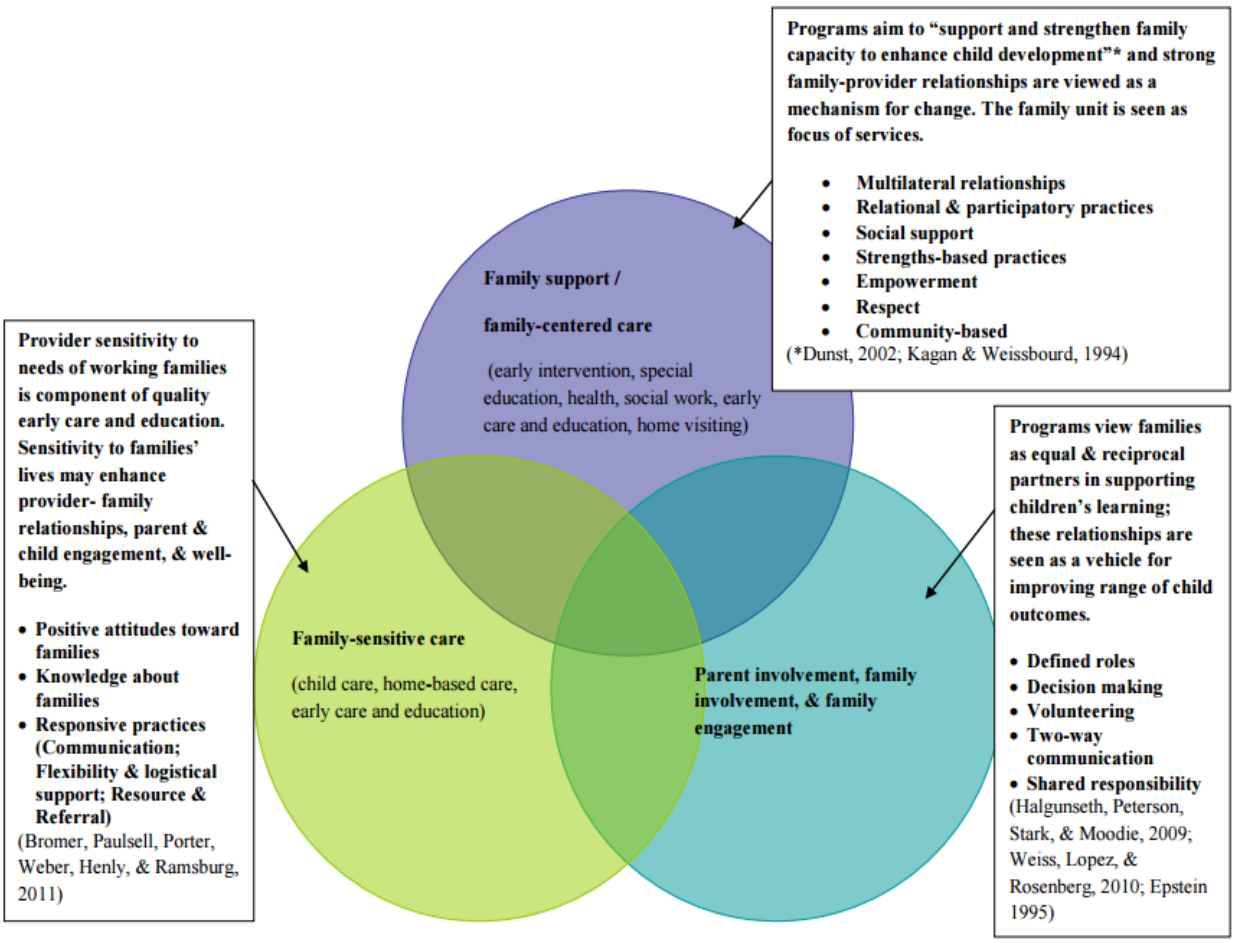
Findings reported in this brief are the result of a systematic review of (1) *the Family and Provider/Teacher Relationship Quality (FPTRQ)* conceptual model,[48] (2) the *Strengthening Families*™ approach,[12] and (3) the *Head Start Parent, Family and Community Engagement (PFCE) Framework*[11] as well as the tools that were developed for each approach: the *FPTRQ* measures,[44] the *Strengthening Families*™ *Self-Assessment for Center-Based Early Care and Education Programs ,*[53] and the *Using the Head Start Parent, Family and Community Engagement Framework in Your Program: Markers of Progress.*[54] The authors analyzed the anticipated outcomes, pathways of influence, and strategies or constructs articulated in each of these approaches. Using the *FPTRQ* measures as a reference point, the authors also independently coded items from the two self-assessment tools, compared their results, and reached consensus about the *Strengthening Families*™ and *PFCE* items that align with the items in the *FPTRQ* measures.

This page is intentionally blank.

Appendix B: Conceptual Perspectives

Figure B-1. Conceptual Perspectives of Family-Provider/Teacher Relationships in Early Care and Education

Note. This model was first discussed at the Plenary presentation on Family-Provider Relationships at 2010 CCPRC annual meeting; The model emerged from ongoing discussions with Child Trends and OPRE and discussions at the June 2010 Working Meeting on Measurement of Family Engagement and Family Sensitive Caregiving.



Source: Forry et al., 2012[48]

This page is intentionally blank.

Appendix C: *Strengthening Families*™ Framework

The original *Strengthening Families*™ logic model is based on a review and synthesis of research on five protective factors that, when robust in families, reduce the likelihood of child abuse and neglect and also promote strong families and optimal child development.[55] The logic model was also informed by consultations with experts, survey data on 100 early care and education (ECE) programs, focus groups with parents, and profiles of 25 exemplary ECE programs.[12] Given *Strengthening Families*™ focus on prevention of child abuse and neglect, the approach draws from the family support and family-centered caregiving perspectives of personal, emotional, and instrumental support for parents and families. It utilizes opportunities for provider-family communication and relationship-building that occur in everyday actions and builds on existing practices in ECE settings.[12]

Though it originated in the ECE sector, *Strengthening Families*™ is an evidence-informed approach to working with families, rather than a program model designed to be implemented in a specific setting. As such, it is adaptable to many different settings and service delivery models, including center-based ECE and family child care settings, home visiting programs, community-based programs, and child welfare. *Strengthening Families*™ is implemented through small but significant changes in how professionals interact with families. It is not parallel to, but integrated into existing practice.[i]

In 2013-14, the Center for the Study of Social Policy revisited the literature review to acknowledge advances in research from the neurobiological, behavioral, and social sciences. The resulting synthesis, along with new implementation knowledge from the field, informed revisions to the *Strengthening Families* ™ logic model.[j] The logic model postulates that shifts in program culture, policies, and everyday practice, along with changes in workers' knowledge, skills, approach to parents and everyday actions, will support parents in building the five protective factors that lead to strengthened families, optimal child development, and reduced likelihood of child abuse and neglect. There are core functions that can be carried out by any leader at the state, system, community, and program level to influence shifts in program and worker practice. These are building parent partnerships; deepening knowledge and understanding of the protective factors; shifting practice, policy, and systems; and ensuring accountability.

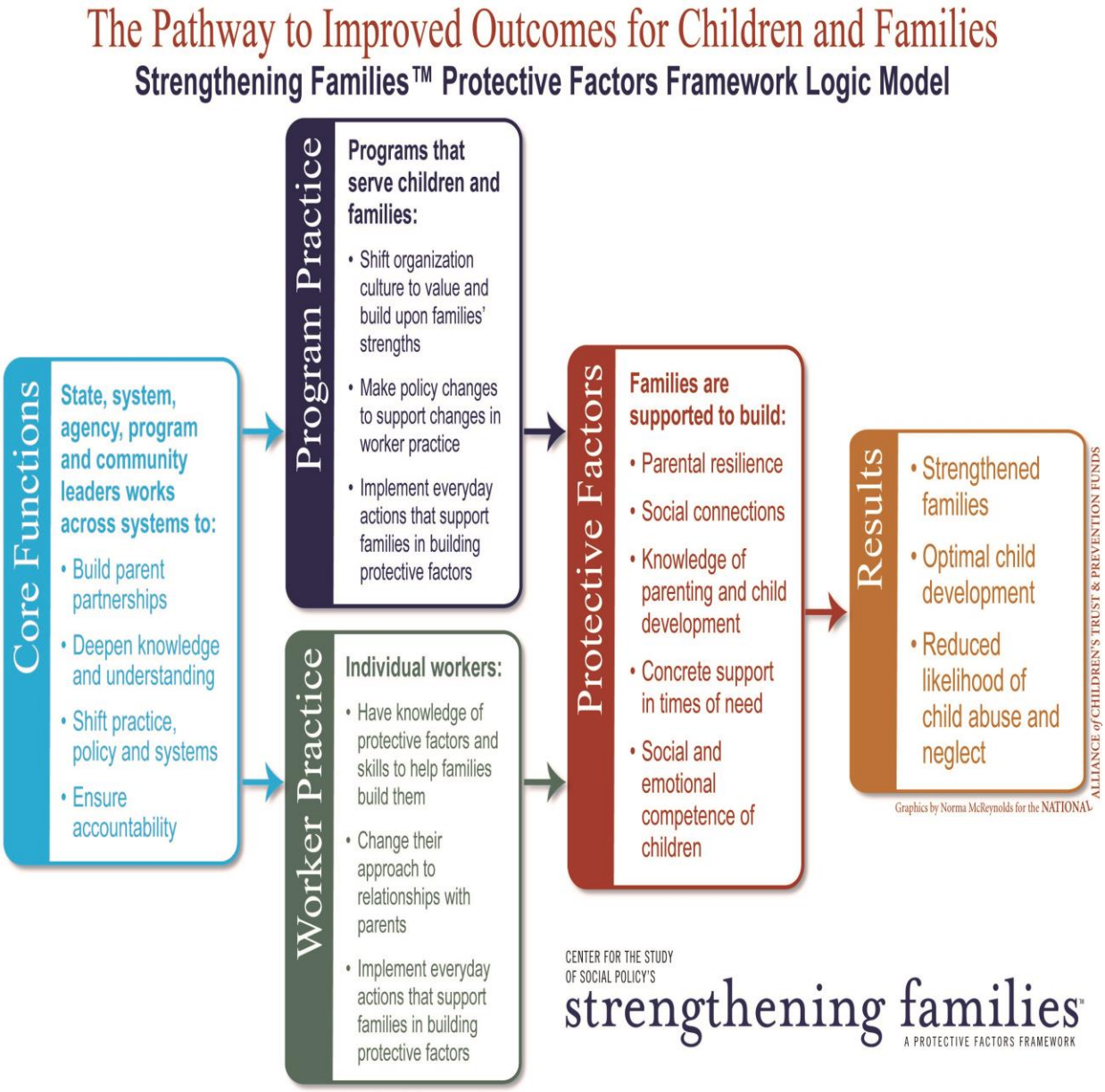
Intermediate Outcomes. *Strengthening Families*™ intermediate outcomes are articulated in terms of the five protective factors. Regarded as family pathways to the long-term outcomes, these factors include: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children (Figure 3: *Strengthening Families*™ Logic Model).

---

[i] Introduction to Strengthening Families: A Protective Factors Framework (presentation). Washington, DC: Center for the Study of Social Policy. Retrieved from http://www.cssp.org/reform/strengtheningfamilies/2014/StrengtheningFamilies101.pptx.

[j] Harper Browne, C. (2014, September), p. 1. The Strengthening Families Approach and Protective Factors Framework: Branching out and reaching deeper. Washington, DC: Center for the Study of Social Policy.

Figure C-1. ***Strengthening Families*™ Logic Model**



Source: Introduction to Strengthening Families: A Protective Factors Framework (presentation). Washington, DC: Center for the Study of Social Policy. Retrieved from http://www.cssp.org/reform/strengtheningfamilies/2014/StrengtheningFamilies101.pptx.[56]

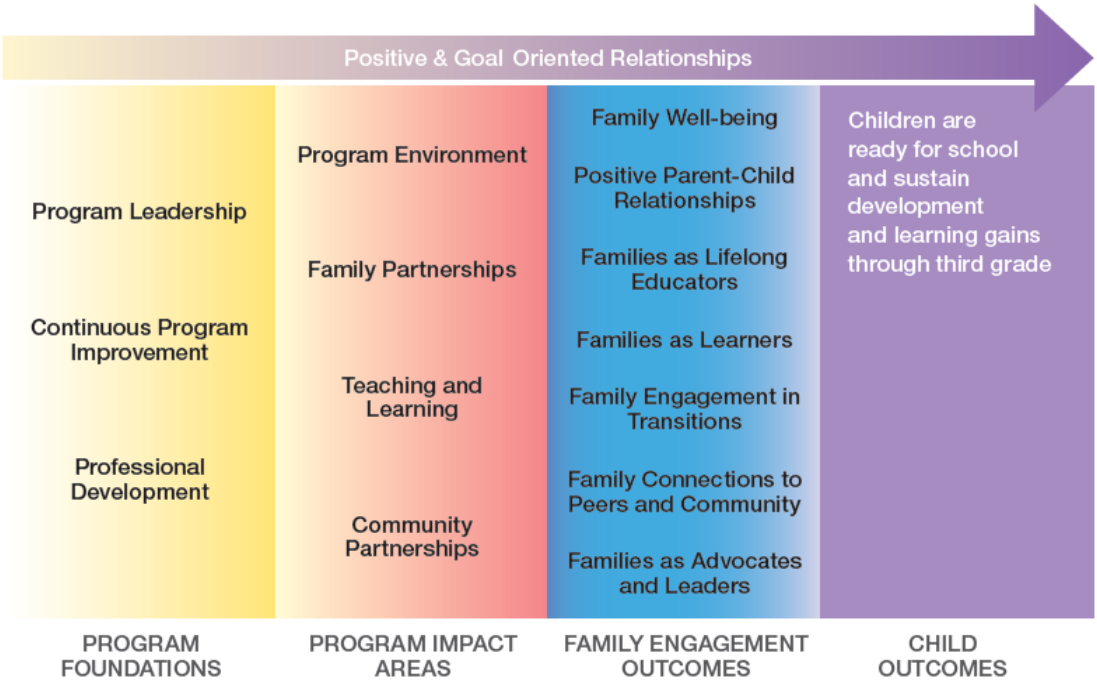
Appendix D: Head Start Parent, Family and Community Engagement (PFCE) Framework

The *PFCE* framework is based on a review of literature on parental mental health and financial security, parent-child relationships and families as learning contexts, parental development including leadership development, transition to elementary school, and the role of community and school efforts in supporting positive child and family outcomes. Head Start training and technical assistance providers, as well as parents and researchers, contributed to the development of the framework. The approach articulates best practices at the program, staff, and family levels with articulation of program foundations, program areas and staff practices, and family and community engagement (Figure 4: *PFCE* Theory of Change).

The *PFCE* framework is intended to be a "systemic, integrated, and comprehensive" approach (p. 2)[45] for improving family engagement and program partnerships with families that is incorporated in program priorities, activities at all program levels, and staff responsiveness to individual families and children. Consistent with these principles, the *PFCE* strategies are grouped into two broad areas: program impacts and program foundations. The program impact areas include program environment, family partnerships, teaching and learning, and community partnerships; program foundation areas consist of program leadership, continuous improvement, and professional development. The model assumes that when family engagement strategies are systemically integrated across these systems (yellow column) and services (red column), programs are more likely to support progress toward family and child outcomes (blue and purple column). Relationships between staff and families drive this hypothesis (purple arrow).

Program impact areas focus on activities for families and staff that promote family engagement and family partnerships. The program environment impact area activities relate to creating culturally and linguistically responsive, mutually respectful relationships between staff and families that are based on two-way communication, opportunities for family support and development, and a welcoming environment. Activities in the family partnership area relate to joint goal-setting, and those in the teaching and learning area relate to creating equal partnerships between staff and parents to support their children's learning and development, particularly through sharing information about children and families. The community partnerships area extends partnerships between staff and parents to the broader community, through collaboration with community organizations and linking parents and families to these resources. The program foundation areas of leadership, continuous improvement, and professional development relate to organizational supports such as strategic planning, data collection, and staff training that can enhance family engagement.

Figure D-1. PFCE Framework Theory of Change Model



Source: The Head Start parent, family, and community engagement framework: Promoting family engagement and school readiness from prenatal to age 8.[45]