The Family-Provider Relationship Quality (FPRQ) Project

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The FPRQ Project

• To develop a measure to assess the quality of family-provider relationships in ECE settings for children birth to 5

• Project partners: Westat with
  ▫ Child Trends
  ▫ Bank Street College of Education
  ▫ Erikson Institute

• Supported by the Office of Planning, Research and Evaluation and the Office of Head Start
FPRQ Components

• Review of the literature
• Development of a conceptual model
• Review of existing measures
• Consultation with experts
• Focus groups and cognitive testing with parents and providers
• Piloting the measure
• Psychometric testing
Development of the FPRQ Conceptual Model

• Review and integration of existing perspectives of conceptualizing family-provider relationships
  ▫ Family support/family centered care
  ▫ Parent engagement/family involvement/family engagement
  ▫ Family-sensitive caregiving

• Review of empirical literature
  ▫ Health, mental health, social work, family systems, early care and education, K-12 education
Components of the FPRQ Conceptual Model

Factors that Influence Family-Provider Relationships

- Characteristics of parent/family, child; provider/program; community
- Professional development

Elements of Effective Provider Facilitation of Family-Provider Relationships

- Practices
- Attitudes
- Knowledge
- Environmental features
# Review of Findings from Empirical Research

Associations between family-provider relationships and...

<table>
<thead>
<tr>
<th>Intermediate Outcomes</th>
<th>Impacts</th>
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<tbody>
<tr>
<td>Other High Quality Practices in Early Care and Education</td>
<td>Impacts on Providers</td>
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<tr>
<td>Providers Outcomes</td>
<td>Impacts on Children</td>
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<tr>
<td>Child and Family Outcomes</td>
<td>Impacts on Families</td>
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## Measures Review

<table>
<thead>
<tr>
<th>Structural Features</th>
<th>Content: Constructs and Elements</th>
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</thead>
<tbody>
<tr>
<td>Field</td>
<td>Attitudes (e.g. respect)</td>
</tr>
<tr>
<td>Type</td>
<td>Knowledge (e.g. theoretical/substantive)</td>
</tr>
<tr>
<td>Respondent</td>
<td>Practices (e.g. relationship skills)</td>
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<tr>
<td>Setting</td>
<td>Environmental features (e.g invitational and welcoming environment)</td>
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<tr>
<td>Age of child</td>
<td></td>
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<td>Language available</td>
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Development of Individual Items

- Reviewing, selecting and developing items
- Exploratory focus groups with parents and providers
- Developing the self-administered questionnaire and environmental checklist
- Iterative process of cognitive testing
Challenges

• Applicability across all early care and education settings
• Applicability across cultures
• Perspective
  ▫ Focal child or all children
  ▫ Parent or family
• Avoiding social desirability