**TRACKING PROGRESS IN
EARLY CARE AND EDUCATION:
PROGRAM, STAFF, AND FAMILY
MEASUREMENT TOOLS**

AT-A-GLANCE

TABLE OF CONTENTS

INTRODUCTION

We are very pleased to present you with the At-a-Glance Version of the *Tracking Progress in Early Care and Education: Program, Staff, and Family Measurement Tools*!

Families who are safe and healthy, with strong relationships and adequate financial resources are in a good position to help their young children learn and thrive. High quality early care and education program staff, including staff from Head Start and Early Head Start, know this and work hard to partner with families to make progress toward their goals by developing positive, goal-oriented relationships with families. It is often challenging, though, for programs to measure family progress and staff's efforts to support that progress.

This resource lists fifteen high quality tools that can be used to measure family progress toward goals and efforts of early care and education staff to help families achieve those goals. Some are surveys, while others are conducted by observation or interview. All address one or more of the outcomes identified in the Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework.

This resource is **not a complete list of measurement tools (measures)** that you can use, **and it is not meant to tell you which tools to use.** Rather, the list of measures are examples of high-quality tools that have been used successfully in Head Start, Early Head Start, and other

early care and education programs to track families' progress toward their goals and to assess staff's capacity to support that progress. While we know programs develop their own tools, there are clear benefits to using existing research-based measurement tools. When a tool is developed by content and measurement experts and rigorously tested with different groups of people, we can have confidence that it collects the desired information accurately and efficiently.

We selected the following measurement tools based on a review of their literature and technical manuals. We identified those that have a solid evidence base and that are reliable and valid measures of key family outcomes from the PFCE Framework (see Family Outcomes below). In other words, research has shown that the tools do measure what they are intending to measure, and that they work well with different populations (specific information is provided for each tool in this compilation). Other measures may fit these criteria, but we chose to limit the measurement tools included in this guide to those that we know are of particularly high quality and align with the goals of families in Head Start.. The measures included here have been well-tested in the field of early care and education, including Head Start and Early Head Start. We also reached out to the developers of the measures included in this compilation to provide you with the most up-to-date research and information about each of the tools.

HOW TO USE THIS RESOURCE

This resource provides you with a series of three At-a-Glance Tables to help you identify those tools that may best suit your program's needs. For each tool, the tables provide information about which family engagement outcomes addressed, what is measured, costs, and whether staff need any training to use the tool.

AT-A-GLANCE TABLES

Three At-a-Glance Tables provide information to help you identify tools to consider more carefully:

✓ *Table 1: Tools and Related Parent, Family, and Community Engagement Outcomes*
This table includes the name of each measurement tool and the *staff, parent,* and/or *family* outcome the tool addresses, according to the PFCE Framework.

✓ *Table 2: Tools and What They Measure*
This table contains key information about what each tool measures, who you can use the tool with, how many items or questions it has, and whether or not it is available in Spanish.

✓ *Table 3: Using the Tools*
This table includes information about using and scoring the tool, any training you may need to use it, and cost.

For additional information about each of the tools listed in this resource, please explore the References and Glossary of Terms sections at the end of this document. We also recommend the full version of this resource, *Tracking Progress in Early Care and Education: Program, Staff, and Family Measurement Tools.*

TOOLS AND RELATED PARENT, FAMILY, AND COMMUNITY ENGAGEMENT OUTCOME

The following table will help you explore commonly used tools for tracking progress on staff, parent, and family outcomes in line with the OHS PFCE Framework. This table describes the family engagement outcome(s) each tool helps to measure.

FAMILY ENGAGEMENT OUTCOMES

The OHS PFCE Framework is a research-based approach to program change that shows how Head Start, Early Head Start, and other early care and education programs can promote family outcomes that support children's learning and development. The purpose of this guide is to help programs identify tools to measure family and staff progress on the seven outcomes identified in the PFCE Framework:

- ✓ Family Well-being
- ✓ Positive Parent-Child Relationships
- ✓ Families as Lifelong Educators
- ✓ Families as Learners
- ✓ Family Engagement in Transitions
- ✓ Family Connections to Peers and Community
- ✓ Families as Advocates and Leaders

OHS PFCE Framework

Positive & Goal Oriented Relationships

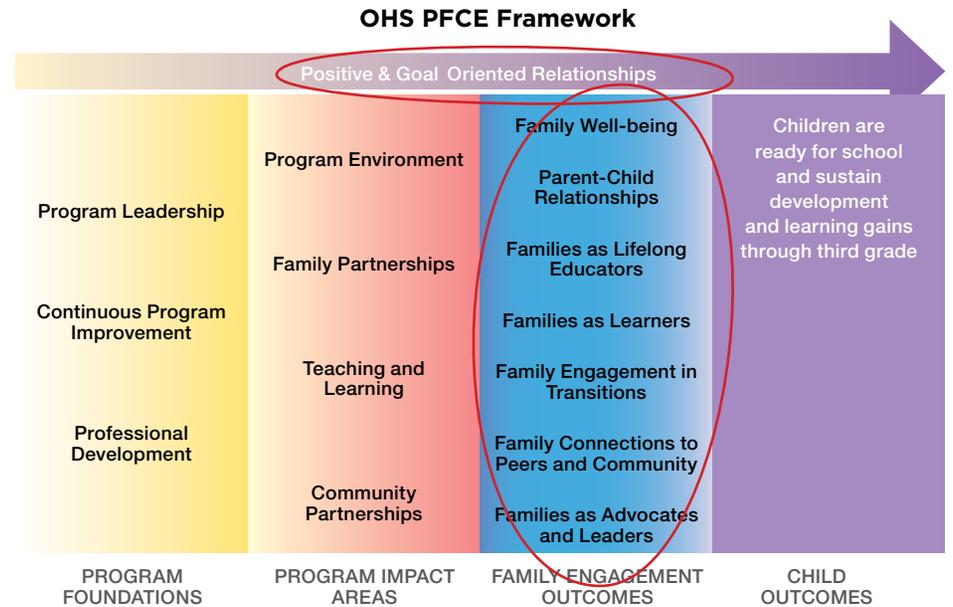| PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY ENGAGEMENT OUTCOMES	CHILD OUTCOMES
Program Leadership	Program Environment	Family Well-being	Children are ready for school and sustain development and learning gains through third grade
Continuous Program Improvement	Family Partnerships	Parent-Child Relationships	
Professional Development	Teaching and Learning	Families as Lifelong Educators	
	Community Partnerships	Families as Learners	
		Family Engagement in Transitions	
		Family Connections to Peers and Community	
		Families as Advocates and Leaders	

TABLE 1: TOOLS AND RELATED PARENT, FAMILY, AND COMMUNITY ENGAGEMENT OUTCOMES

Use this table to explore selected measurement tools that can be used together with families to track progress toward one or more of the PFCE Framework Outcomes.

Name of Measure	Parent-Staff Goal-Oriented Relation-ships	PFCE Outcomes						
		Positive Parent-Child Relation-ships	Families as Lifelong Educators	Family Well-Being	Families as Learners	Family Engagement in Transitions	Family Connections to Peers and Community	Families as Advocates and Leaders
Strengths-Based Practices Inventory (SBPI)	✓						✓	✓
Parent-Caregiver Relationship Scale (PCRS)	✓							
Family and Provider/Teacher Relationship Quality Parent Measure (FPTRQ; Full and Short Forms)	✓						✓	
Home Visit Rating Scales-Adapted and Extended Version 2 (HOVRS-A+v2)	✓	✓						
The Family Map Inventories		✓	✓	✓	✓		✓	✓
Family Involvement Questionnaire-Early Childhood (FIQ-EC; Full and Short Forms)		✓	✓		✓	✓		✓
Home Observation for Measurement of the Environment Inventory (HOME) Infant-Toddler Version (0-3) Early Childhood Version (3-6)		✓		✓	✓			

Name of Measure	Parent-Staff Goal-Oriented Relation-ships	PFCE Outcomes						
		Positive Parent-Child Relation-ships	Families as Lifelong Educators	Family Well-Being	Families as Learners	Family Engagement in Transitions	Family Connections to Peers and Community	Families as Advocates and Leaders
Parenting Stress Index (PSI-4 and PSI-4-SF)		✔		✔			✔	
Protective Factors Survey (PFS)		✔		✔			✔	
Child-Parent Relationship Scale (CPRS)		✔						
Center for Epidemiological Studies Depression Scale-Revised (CESD-R)				✔				
Edinburgh Postnatal Depression Scale (EPDS)				✔				
Parenting Interactions with Children: Checklist of Observation Linked to Outcomes v.3 (PICCOLO)		✔			✔			
Conflict Tactics Scale-Parent-Child (CTSPC and CTSPC-SF)		✔		✔				
Conflict Tactics Scale-Revised, Partner (CTS2 and CTS2-SF)				✔				

TABLE 2: TOOLS AND WHAT THEY MEASURE

Use this table to explore commonly-used measurement tools that may help meet your program's planning and evaluation needs. This table describes what the tools measure. In some cases, more than one form of the tool is available (e.g., the "full" original tool and a short form).

Icons and numbers provide quick and accessible information about participants and the number of items. For definitions of terms, see the Glossary on page 19.

Categories in this table include:

CONSTRUCT MEASURED: The concept or family/parent characteristic that the tool measures. Examples include parental strengths, depression, and family violence.

INTENDED PARTICIPANT(S): The people who provide the data that is collected. Examples include mothers, fathers, children, family, caregivers, guardians, program staff, or program leaders.

Parents and other caregivers

Family (including child)

Teachers/staff

Home visitors

SUBSCALE(S) MEASURED: Sub-categories of the construct. For example, parental sensitivity in parent-child interactions might be a subscale of parenting.

NUMBER OF ITEMS: Number of individual questions included in the measure.

SPANISH AVAILABILITY: Availability of the measure in Spanish, either from the developer or an external source.

TABLE 2: TOOLS AND WHAT THEY MEASURE

Use this table to explore information for each tool about the family and staff outcomes measured, as well as intended participants and availability of the tool in Spanish.

Name of measure	Construct measured	Intended participant(s)	Subscale(s) measured	Number of items	Spanish availability
Strength-based Practices Inventory (SBPI)	Parent's perception of family service staff's use of strengths-based practices		1) Empowerment approach, 2) Cultural competency, 3) Staff sensitivity-knowledge, 4) Relationship-supportive	16 items (3-5 items per subscale) 7-point scale	No
Parent-Caregiver Relationship Scale (PCRS)	Parents' and non-parental caregivers' attitudes and feelings about their relationship		**Parent PCRS:** • Trust/confidence • Collaboration • Affiliation **Caregiver PCRS:** • Trust/confidence • Collaboration Caring	35 items each (3-4 items per subscale) 5-point scale	No
Family and Provider/Teacher Relationship Quality (FPTRQ) – Parent Measure	Parents' perception of their working relationship with their child's primary teacher/provider		**Knowledge:** 1) Family-specific knowledge **Practices:** 1) Collaboration 2) Responsiveness 3) Communication 4) Family-focused concern **Attitudes:** 1) Commitment 2) Understanding context 3) Respect	75 items (includes 9 demographic items) 4-point scale	Yes
Family and Provider/Teacher Relationship Quality (FPTRQ) – Parent Measure Short Form	Parents' perception of their working relationship with their child's primary teacher/provider		**Knowledge:** 1) Family-specific knowledge **Practices:** 1) Collaboration 2) Responsiveness 3) Communication 4) Family-focused concern **Attitudes:** 1) Commitment 2) Understanding context 3) Respect	25 items (not including 8 demographic items) 4-point scale	Yes

Name of measure	Construct measured	Intended participant(s)	Subscale(s) measured	Number of items	Spanish availability
Home Visit Rating Scales-Adapted and Extended Version 2 (HOVRS-A+v2)	Aspects of home visiting quality related to home visit practices and family engagement for home visiting programs		**Home visit practices:** 1) Home visitor responsiveness to family 2) Home visitor relationship with family 3) Home visitor facilitation of parent-child interaction 4) Home visitor non-intrusiveness and collaboration **Family engagement:** 1) Parent-child interaction during home visit 2) Parent engagement during home visit 3) Child engagement during home visit	41 items (4-7 items per subscale) Multiple choice	Yes
Family Map Inventories	Family and home environment risks and strengths		1) Self-support, 2) Routines, 3) School readiness, 4) Monitoring, 5) Environmental safety, 6) Family cohesion, 7) Discipline, 8) Health, 9) Basic needs, 10) Home and car safety, 11) Social integration, 12) Parent-child warmth	186 items across (8-48 items per module) Likert scale, binary, categorical, observational coding, open-ended	Yes
Family Involvement Questionnaire-Early Childhood (FIQ-EC)	Family school involvement behaviors that promote positive educational outcomes for young children		1) Home-based involvement 2) School-based involvement 3) Home-school conferencing	42 items (12-16 items per subscale) 4-point scale	Yes
Family Involvement, Short Form (FIQ-EC Short Form)	Family school involvement behaviors that promote positive educational outcomes for young children	Questionnaire	1) Home-based involvement 2) School-based involvement 3) Home-school conferencing	21 items (7 items per subscale) 4-point scale	Yes
Home Observation for Measurement of the Environment Inventory (HOME)	Parent child interaction and home environment: quality and quantity of stimulation and support		**Infant-Toddler Version (0-3):** 1) Caregiver responsivity, 2) Acceptance of child, 3) Organization of the environment, 4) Learning materials, 5) Parental involvement, 6) Variety in experience **Early Childhood Version (3-6):** 1) Learning materials, 2) Language stimulation, 3) Physical environment, 4) Parental responsivity, 5) Learning stimulation, 6) Modeling of social maturity, 7) Variety in experience, 8) Acceptance of child	Infant-Toddler = 45 items Early Childhood = 55 items Binary, observational coding, checklist	No

Name of measure	Construct measured	Intended participant(s)	Subscale(s) measured	Number of items	Spanish availability
Parenting Stress Index (PSI-4)	Parenting stress		**Parent**: 1) Competence, 2) Isolation, 3) Attachment, 4) Health, 5) Role restriction, 6) Depression, 7) Spouse/parenting partner relationship **Child:** 1) Distractibility/hyperactivity, 2) Adaptability, 3) Reinforces parent, 4) Demandingness, 5) Mood, 6) Acceptability **Life Events Stress** (optional)	120 items (101 across primary domains; 19 optional life stressor items) 5-point scale	Yes
Parenting Stress Index Short Form (PSI-4-SF)	Parenting stress		1) Parental distress 2) Difficult child 3) Parent-child dysfunctional interaction	36 items (12 per subscale) 5-point scale	Yes
Protective Factors Survey (PFS)	Protective factors known to be associated with family well-being and decreased risk of child maltreatment		1) Family functioning 2) Social support 3) Concrete support 4) Nurturing and attachment 5) Knowledge of parenting and child development	20 items plus demographic information for parents to complete (3-5 items per subscale) 7-point scale	Yes
Child-Parent Relationship Scale (CPRS)	Parent's perception of their relationship with their child		1) Conflict 2) Closeness	15 items[1] (7-8 items per subscale) 5-point scale	Yes
Center for Epidemiological Studies Depression Scale- Revised (CESD-R)	Symptoms of depression and depressive disorder		1) Sadness, 2) Loss of interest, 3) Appetite, 4) Sleep, 5) Thinking/ concentration, 6) Guilt, 7) Tired, 8) Movement, 9) Suicidal ideation	20 items (2-3 items per subscale) 5-point scale	Yes
Edinburgh Postnatal Depression Scale (EPDS)	Common depressive symptoms, particularly among postnatal women		No subscales	10 items 4-point scale	Yes

Name of measure	Construct measured	Intended participant(s)	Subscale(s) measured	Number of items	Spanish availability
Parenting Interactions with Children: Checklist of Observation Linked to Outcomes v.3 (PICCOLO)	Positive parenting behaviors		1) Affection 2) Responsiveness 3) Encouragement 4) Teaching	29 items (7- 8 items per subscale) 3-point scale	Yes
Conflict Tactics Scales, Parent-Child (CTSPC)	Parents' use of nonviolent discipline techniques as well as psychological and physical maltreatment and neglect of children		**Core scales:** 1) Non-violent discipline 2) Physical assault 3) Psychological aggression 4) Weekly discipline **Supplemental scales:** 1) Neglect 2) Sexual abuse	36 items (Core =22 items; Supplemental = 14 items) 8-point scale	Yes
Conflict Tactics Scales, Parent-Child – Short Form (CTSPC-SF)	Parents' use of nonviolent discipline techniques as well as psychological and physical maltreatment and neglect of children		1) Non-violent discipline 2) Corporal punishment 3) Physical abuse 4) Psychological aggression 5) Neglect	10 items (2 items per subscale) 8-point scale	Yes
Conflict Tactics Scales –Revised, Partner (CTS2)	Extent to which partners in a dating, cohabiting, or marital relationship engage in psychological and physical aggression, and use of reasoning or negotiation to deal with conflicts		1) Physical assault 2) Psychological aggression 3) Negotiation 4) Injury 5) Sexual coercion	39 item pairs (participant and partner behavior) = 78 questions (6–12 items per subscale) 8-point scale	Yes
Conflict Tactics Scales –Revised, Partner Short Form (CTS2-SF)	Extent to which partners in a dating, cohabiting, or marital relationship engage in psychological and physical aggression, and use of reasoning or negotiation to deal with conflicts		1) Physical assault 2) Psychological aggression 3) Negotiation 4) Injury 5) Sexual coercion	10 item pairs (participant and partner behavior) = 20 questions (2 items per subscale) 8-point scale	Yes

[1]Although a 30-item version exists, all documentation refers to the 15-item version.

[2]Indicates follow-up action or referral for services required for scores reaching the developer's cutoff.

[3]Administration of this tool does not require training; however, the developer recommends that someone who has completed some graduate training interpret the results.

TABLE 3: USING THE TOOLS

This table includes information about using the tools in your program.

Icons and numbers provide quick and accessible information about administration time, scoring options, training level, and cost.

Categories in this table include:

ADMINISTRATION METHOD: Approach used to gather data, such as observation, structured interview (where the interviewer asks a defined set of questions), or self-report survey.

ADMINISTRATION TIME: Amount of time it takes to complete the observation, interview, or survey.

<5 min Less than 5 minutes

<15 min Less than 15 minutes

<30 min 15-30 minutes

<45 min 30-45 minutes

>45 min Over 45 minutes

SCORING OPTIONS: The methods available for scoring responses. Typically, measures have manual (paper and pencil) and/or computerized options, such as online automatic scoring tools.

Manual (paper and pencil)

Computer: online

TRAINING LEVEL: Type of training necessary for an individual to administer a tool effectively. Four possible training levels are indicated for each measure, as described in the following table.

1	2	3	4
Self-review of technical manuals	Online or computer-based (DVD) self-paced training module	In-person training sessions	Advanced degree including assessment administration training or some training in standardized testing/ psychometrics

COST: Initial financial investment—"upfront cost"—required to use the measurement tool. Some measures may have ongoing costs for replacement forms, scoring subscriptions, and other items. These costs are not included in the table.

FREE Tool is available free of charge

$ Less than $150 upfront costs

$$ $151-$500 upfront costs

$$$ Over $500 upfront costs

TABLE 3: USING THE TOOLS

This table includes information about using the tools in your program, including administration time, scoring options, training level, and cost.

Name of measure	Administration method	Administration time	Scoring options	Training level	Cost
Strengths-Based Practices Inventory (SBPI)	Parent self-report survey or structured interview	<5 min	Items summed	1	FREE
Parent-Caregiver Relationship Scale (PCRS)	Parent and non-parental childcare staff self-report of the quality of their relationship	<15 min	Items summed	1	FREE
Family and Provider/Teacher Relationship Quality (FPTRQ) – Parent Measure	Parent self-report survey	<15 min	Items summed Excel scoring sheet available	1	FREE
Family and Provider/Teacher Relationship Quality (FPTRQ) – Parent Measure Short Form	Parent self-report survey	<5 min	Items summed Excel scoring sheet available	1	FREE
Home Visit Rating Scales-Adapted and Extended Version 2 (HOVRS-A+v2)	Observation from live or video-recorded home visit by educator or other professional staff	<45 min	Items summed	2	FREE with permission
Family Map Inventories	Structured questions, semi-structured interview, and observation by child's primary educator with family primary caregiver[2]	>45 min	Immediate scoring (from interview)	3	$$-$$$
Family Involvement Questionnaire-Early Childhood (FIQ-EC)	Parent self-report survey	<30 min	Items summed	1	$
Family Involvement Questionnaire, Short Form (FIQ-EC Short Form)	Parent self-report survey	<15 min	Items summed	1	$
Home Observation for Measurement of the Environment Inventory (HOME)	Home visit with semi-structured interview and observation by trained professional (e.g., family needs specialist) with child and primary caregiver	>45 min	Items summed	2	$
Parenting Stress Index (PSI-4)	Parent self-report survey Online automatic administration available	<30 min	Items summed Online scoring available	1[3]	$$

[1]Although a 30-item version exists, all documentation refers to the 15-item version.
[2]Indicates follow-up action or referral for services required for scores reaching the developer's cutoff.
[3]Administration of this tool does not require training; however, the developer recommends that someone who has completed some graduate training interpret the results.

TABLE 3: USING THE TOOLS - continued

Name of measure	Administration method	Administration time	Scoring options	Training level	Cost
Parenting Stress Index Short Form (PSI-4-SF)	Parent self-report survey	<15 min	Items summed	1	$
Protective Factors Survey (PFS)	Parent self-report survey	<15 min	Items averaged Database for reporting available	2	FREE
Child-Parent Relationship Scale (CPRS)	Parent self-report survey	<15 min	Items summed	1	FREE
Center for Epidemiological Studies Depression Scale-Revised (CESD-R)	Parent self-report survey[2] Online automatic administration available	<15 min	Items summed	1	FREE
Edinburgh Postnatal Depression Scale (EPDS)	Parent self- report survey[2]	<5 min	Items summed	1	FREE
Parenting Interactions with Children: Checklist of Observation Linked to Outcomes v.3 (PICCOLO)	Observation from live or video-recorded home visit by educator or other professional staff	<15 min	Items summed	2	$$
Conflict Tactics Scales, Parent-Child (CTSPC)	Parent self-report survey or structured interview[2]	<15 min	Scoring tool available	1	$
Conflict Tactics Scales, Parent-Child – Short Form (CTSPC-SF)	Parent self-report survey or structured interview[2]	<5 min	Scoring tool available	1	$
Conflict Tactics Scales – Revised, Partner (CTS2)	Parent self-report survey or structured interview[2]	<15 min	Scoring tool available	1	$
Conflict Tactics Scales – Revised, Partner Short Form (CTS2-SF)	Parent self-report survey or structured interview[2]	<5 min	Scoring tool available	1	$

[1]Although a 30-item version exists, all documentation refers to the 15-item version.
[2]Indicates follow-up action or referral for services required for scores reaching the developer's cutoff.
[3]Administration of this tool does not require training; however, the developer recommends that someone who has completed some graduate training interpret the results.

REFERENCES

This section lists references for each of the measurement tools highlighted here in alphabetical order. Each reference includes the name of the tool, a citation for the author(s), a brief description of the measure, and a web link or information about how to access the tool.

Center for Epidemiologic Studies Depression Scale – Revised (CESD-R)	A self-report screening tool for depression.	Eaton, W. W., Smith, C., Ybarra, M., Muntaner, C., Tien, A. (2004). Center for Epidemiologic Studies Depression Scale: Review and revision (CESD and CESD-R). In M. E. Maruish (Ed.), *The use of psychological testing for treatment planning and outcomes assessment* (3rd Ed.), *Volume 3: Instruments for adults* (pp. 363-377). Mahwah, NJ: Lawrence Erlbaum. *http://cesd-r.com/*
Child-Parent Relationship Scale (CPRS)	A self-report measure of parents' perceptions of their relationships with their children.	Driscoll, K., & Pianta, R. C. (2011). Mothers' and fathers' perceptions of conflict and closeness in parent-child relationships during early childhood. *Journal of Early Childhood and Infant Psychology, 7,* 1-24. *http://curry.virginia.edu/about/directory/robert-c.-pianta/measures*
Conflict Tactics Scale, Parent-Child (CTSPC and CTSPC-SF)	A parent self-report or interview-based measure of nonviolent discipline techniques as well as child maltreatment and neglect	Straus, M. A., Hamby, S. L., Finkelhor, D., Moore, D. W., & Runyan, D. (1998). Identification of child maltreatment with the parent-child Conflict Tactics Scales: Development and psychometric data for a national sample of American parents. *Child Abuse and Neglect*, 22, 249-270. *http://pubpages.unh.edu/~mas2/ctsb.htm*
Conflict Tactics Scale-Revised, Partner (CTS2 and CTS2-SF)	A parent self-report or interview-based measure of domestic or partner violence and use of reasoning or negotiation to deal with conflicts	Straus, M. A., Hamby, S. L., Boney-McCoy, S., & Sugarman, D. B. (1996). The revised Conflict Tactics Scales (CTS2): Development and preliminary psychometric data. *Journal of Family Issues*, 17, 283-316. Straus, M. A., & Douglas, E. M. (2004). A short form of the Revised Conflict Tactics Scales, and typologies for severity and mutality. *Violence and Victims*, 19, 507-520. *http://pubpages.unh.edu/~mas2/ctsb.htm*
Edinburgh Postnatal Depression Scale (EPDS)	A parent self-report screener for symptoms of depression	Cox, J. L., Holden, J. M., & Sagovsky, R. (1987). Detection of postnatal depression: Development of the 10-item Edinburgh Postnatal Depression Scale. *British Journal of Psychiatry* 150, 782-786. *http://www2.aap.org/sections/scan/practicingsafety/Toolkit_Resources/Module2/EPDS.pdf*
Family and Provider/Teacher Relationship Quality (FPTRQ) – Parent Measure, Full and Short	A parent self-report measure of their relationship quality with their child's primary child care provider/teacher	Kim, K., Porter, T., Atkinson, V., Rui, N., Ramos, M., Brown, E., Guzman, L., Forry, N., & Nord, C. (2014). *Family and Provider/Teacher Relationship Quality Measures: 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. Ramos, M., Kim, K., Atkinson, K., Li, W., Guzman, L., Madill, R., Porter, T., & Forry N. (2014). *Family and Provider/Teacher Relationship Quality Measures Short Forms: Amendment to the User's Manual*. OPRE Report 2014-86. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. *http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq*

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Family Involvement Questionnaire-Early Childhood (FIQ-EC), Full and Short	A multidimensional parent self-report measure of the nature and extent of family involvement in early childhood education activities and experiences	Fantuzzo, J., Gadsden, V., Li, F., Sproul, F., McDermott, P., Hightower, D., & Minney, A. (2013). Multiple dimensions of family engagement in early childhood education: Evidence for a short form of the Family Involvement Questionnaire. *Early Childhood Research Quarterly,* 28(4), 734–742. Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology,* 92(2), 367–376. *https://www2.gse.upenn.edu/child/products*
Family Map Inventories	An interview- and observation-based tool to assess the family routines and home environment of parents with young children	Whiteside-Mansell, L., Bradley, R., Conners, N., & Bokony, P. (2007). The Family Map: Structured family interview to identify risks and strengths in Head Start families. *NHSA Dialog*, 10(3-4), 189–209. *http://www.thefamilymap.org/*
Home Observation for Measurement of the Environment (HOME) Inventory	An interview- and observation-based measure of parenting practices and home environment	Caldwell, B. M., & Bradley, R. H. (2003). *Home Observation for Measurement of the Environment: Administration manual.* Tempe, AZ: Family & Human Dynamics Research Institute, Arizona State University. *http://fhdri.clas.asu.edu/home/index.html*
Home Visit Rating Scales-Adapted & Extended v2.0 (HOVRS-A+v2)	An observation-based measure of home visitation quality	Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V. K., Christiansen, K., Boyce, L. K., Aikens, N., Boller, K., Paulsell, D., & Hallgren, K. (2012). *Home Visit Rating Scales-Adapted & Extended: (HOVRS-A+ v2).* Unpublished measure. Contact Lori.Roggman@usu.edu or Mark.Innocenti@usu.edu to request an application form for a pre-publication copy of HOVRS-A+ v2. *http://www.ksde.org/Portals/0/Early%20Childhood/Foundations%20for%20 School%20Success/FSSHomeVisitRatingScale.pdf*
Parent-Caregiver Relationship Scale (PCRS)	Parent and non-parental childcare provider self-report of quality of their relationship	Elicker, J., Noppe, I. C., Noppe, L. D., & Fortner-Wood, C. (1997). The Parent-Caregiver Relationship Scale: Rounding out the relationship system in infant child care. *Early Education and Development*, 8(1), 83–100. *http://www.researchconnections.org/childcare/resources/299*
Parenting Interactions with Children: Checklist of Observations Linked to Outcomes v.3 (PICCOLO)	An observation-based measure of positive parenting interactions	Roggman, L. A., Cook, G. A., Innocenti, M. S., Norman, V. J., Christiansen, K., & Anderson, S. (2013). *PICCOLO user's guide.* Baltimore, MD: Brookes Publishing. *www.brookespublishing.com/piccolo*
Parenting Stress Index-4 (PSI-4 and PSI-4 SF)	A parent self-report measure of parental stress related to child characteristics, parent characteristics, and general life stress	Abidin, R. R. (2012). *Parenting Stress Index, Fourth edition: Professional manual.* Odessa, FL: Psychological Assessment Resources, Inc. *http://www4.parinc.com/Products/Product.aspx?ProductID=PSI-4*

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Protective Factors Survey (PFS)	A parent self-report measure of family factors associated with family well-being and decreased risk of child maltreatment	Counts, J. M., Buffington, E. S., Chang-Rios, K., Rasmussen, H. N., & Preacher, K. J. (2010). The development and validation of the protective factors survey: A self-report measure of protective factors against child maltreatment. *Child Abuse & Neglect*, 34(10), 762-772. *http://friendsnrc.org/protective-factors-survey*
Strengths-Based Practices Inventory (SBPI)	A parent self-report measure of family service staff's use of strengths-based practices	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*, 85, 326-334. Contact: beth.green@pdx.edu

GLOSSARY OF TERMS

Binary	Data that has only two possible groups (e.g., Yes/No, enrolled in the program/not enrolled in the program).
Categorical	Data that can be sorted or divided into different groups (e.g., languages spoken at home, classrooms in a center).
Cutoff	A minimum or maximum score needed on a measurement tool (measure) to identify the construct of interest (e.g., positive parent-child relationships, child behavior problem, clinically significant depressive symptoms)
Construct	The concept or idea to be measured (e.g., parent strengths, family engagement, depression).
Data	Information that is collected during the course of a study through surveys, observations, interviews, and other means. Data can be quantitative (numeric information) or qualitative (non-numeric information). Data serves as the basis for information, discussion, and interpretation.
Item	A single question, statement, or other unit that is part of a larger measurement tool.
Likert scale	A measurement technique often used in questionnaires where a range of possible responses to a question or statement appear in increasing or decreasing order or frequency (e.g., 1 - 5, Strongly Agree to Strongly Disagree; 1-4, Never to Always).
Observational coding	Using a rubric (scoring tool) to assign a number to an observed action or behavior.
Open-ended	A question or item in a measure that allows the respondent to formulate any answer they choose, rather than selecting from a range of options.
Reliable	The measure provides dependable and consistent information. Reliability of a measure typically refers to the extent to which the measure accurately captures the same information when used more than once.
Psychometric properties	Quantifiable characteristics of a measure (e.g., reliability, validity) that indicate the quality of its items and the degree to which it measures what it is intended to measure.
Self-report	A type of measure that asks individuals to report on their own perceptions, feelings, beliefs, or knowledge.
Standardized	Defined in relation to a larger population. Standardized scores are scores that show where an individual's score is relative to the population average. Standardized measures or tools are those that have been tested and found to be reliable and valid in a particular population.
Subscale	A set of items from a measure that can be scored to assess a particular construct from the larger measure (e.g., a specific subscale that assesses parental sensitivity within a larger measure on the quality of parent-child relationships). Subscales are sometimes combined to create an overall score or may be used separately from other subscales.
Valid	Validity of a measure typically refers to the accuracy with which it measures what it was supposed to measure.

List of Measurement Tools in Alphabetical Order

Center for Epidemiologic Studies Depression Scale – Revised (CESD-R)

Child-Parent Relationship Scale (CPRS)

Conflict Tactics Scale, Parent-Child (CTSPC and CTSPC-SF)

Conflict Tactics Scale-Revised, Partner (CTS2 and CTS2-SF)

Edinburgh Postnatal Depression Scale (EPDS)

Family and Provider/Teacher Relationship Quality (FPTRQ) – Parent Measure, Full and Short

Family Involvement Questionnaire-Early Childhood (FIQ-EC), Full and Short

Family Map Inventories

Home Observation for Measurement of the Environment (HOME) Inventory

Home Visit Rating Scales-Adapted & Extended v2.0 (HOVRS-A+v2)

Parent-Caregiver Relationship Scale (PCRS)

Parenting Interactions with Children:
   Checklist of Observations Linked to Outcomes v.3 (PICCOLO)

Parenting Stress Index-4 (PSI-4 and PSI-4 SF)

Protective Factors Survey (PFS)

Strengths-Based Practices Inventory (SBPI)